



Rowan College
at
BURLINGTON COUNTY

DIVERSITY, EQUITY & INCLUSION (DEI) AUDIT REPORT

PREPARED BY



“Rowan College at Burlington County puts students first, values diversity and encourages a cooperative culture.”

“Save. Succeed. Achieve.” ~Rowan College at Burlington County

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EXECUTIVE SUMMARY

Context

Rowan College at Burlington County (RCBC) requested a Request for Proposal (RFP) in February 2022 for an organization to conduct a DEI audit study. An RCBC colleague submitted an online inquiry requesting services from WHC on February 7, 2022. RCBC indicated that they wanted to survey their faculty, staff, and students to understand their perceptions regarding DEI and how DEI might impact important organizational outcomes. This DEI audit study included quantitative and qualitative questions. After several follow-up meetings and a review from submitted proposals, WHC was awarded and accepted the contract to perform these services in May 2022. The content of all three surveys were reviewed and approved by RCBC prior to the surveys being launched. RCBC is a well-regarded community college that has approximately 6,300 students. RCBC employs approximately 440 faculty members and 330 staff members. The surveys were launched on October 24, 2022 and closed on December 21, 2022. No fewer than three reminders were sent to respondents during the survey collection period to encourage respondents to complete the survey for maximum representation.

Rowan College at Burlington County DEI Audit Study Key Findings

For the faculty group, the quantitative survey results suggest that although DEI climate mattered to a number of important organizational outcomes, faculty were most concerned about the support they receive from RCBC to advance professionally. These results suggest that RCBC leaders should focus most of their attention on improving the professional advancement support opportunities for RCBC faculty members followed by maintaining a positive diversity climate within the college.

For the staff group, the quantitative survey results suggest that DEI Accessibility Support and Professional Advancement Support were the most important variables that impacted a number of their organizational outcomes. Overall DEI climate factored in most prominently with respect to staff members' job satisfaction. These results suggest that RCBC leaders should focus most of their attention on ensuring that staff members' accessibility needs are provided for appropriately and that they are providing adequate support to foster staff members' professional advancement if they are interested in retaining and having the most productive staff members.

For the student group, the quantitative survey results suggest that Evaluation Equity and DEI Accessibility Support were the most important variables that impacted their collegiate experience. However, DEI climate, DEI Action, and DEI voice mattered to students and impacted several important outcome variables for them mainly, how much they felt engaged, how much they helped others and felt others helped them, how satisfied they were with their collegiate experience, how well

they performed in college, and how burned out they felt. These results suggest that RCBC professors should continue to grade fairly and be transparent about their assessment tools and expectations. Additionally, RCBC leaders should continue to improve each of these areas of DEI so that students can perform to their maximum potential and have the most pleasant collegiate experience.

Summary Recommendations

WHC advises RCBC leaders to pay close attention to what each of the groups described as their top DEI issues, ways that they can be supported, and what RCBC should prioritize in their journey to improving DEI at RCBC. Leaders should review the findings with the various departments and determine which DEI activities will be their priorities and set both short- and long-term goals in the respective areas. Specific RCBC leaders should be designated to be “goal owners” and be provided with appropriate assistance, resources, and power to enact the appropriate changes that fall within the scope of their authority. While the results suggest that RCBC is spreading the word quite effectively that DEI is an important value, all of the groups perceive that actual DEI Action trails in comparison. This is typical for many organizations, but this should not give organizations comfort. Because resources are finite, RCBC leaders should prioritize the most compelling and actionable DEI themes captured in the representative qualitative responses for each of the groups and the most statistically significant DEI predictor variables in the regression analyses. For faculty and staff, pay equity, mutual respect, professional advancement support, DEI accessibility support, and more racial and gender diversity, particularly at leadership levels, loomed large. For students, DEI accessibility support and how fairly they perceived they are evaluated were their major areas of concern. It is important that RCBC leaders realize that there are few “quick fixes” in creating and maintaining positive DEI climates and “one size fits all” approaches typically do not work. Instead, DEI initiatives need to be appropriately supported and implemented for specific target groups to meet an organization’s goals.

Recommended Resources

[How to Solve the “We Can’t Find Them Problem.”](#)

[Diversity Matters Podcast: How to Eliminate Bias & Discrimination](#)

[Police Brutality and the Less Conspicuous Ways Racism Kills TEDx Talk](#)

[Podcast with Joan Williams: Healing the Rifts of Race, Gender, and Class](#)

[Understanding Racism in Organizations](#)

[Implicit Bias: Learn the Science, Make Better Decisions](#)

[ABC cancels the Roseanne Show after racist tweet: Two key points leaders should consider if they are in this situation.](#)

[Three Ways Leaders Can Foster Permanent Change In Response To Today’s Issues](#)

[Three steps for creating a more equitable workplace.](#)

[To Sustain DEI Momentum, Companies Must Invest in 3 Areas](#)

[Measuring Internal Mobility with DEIB Analytics](#)

[Three ways leaders can make Black lives matter in the workplace.](#)

UNDERSTANDING THE PURPOSE OF THE DEI AUDIT STUDY

Although their foci can vary, diversity, equity, and inclusion audits generally help organizations understand their employee demographics and DEI culture and climate of the workplace. The DEI study can identify factors that contribute to the positivity, neutrality, and negativity employees feel with respect to the DEI climate at an organization. DEI studies can provide organizations with a rich data set from which the organization can make data-informed decisions to create and/or hone its DEI strategies to deliver targeted benefits to its workforce and stakeholders.

DEFINING DIVERSITY, EQUITY, AND INCLUSION

DIVERSITY represents differences with respect to social identities (e.g., race, gender, religion, etc.), values, attitudes, beliefs, and valued resources such as power, status, and wealth.

EQUITY represents fairness in treatment, decision-making, processes, systems, and outcomes.

INCLUSION represents environments in which people feel welcomed, respected, supported, and able to fully participate.

Survey Response Rate

Three separate surveys were conducted. The survey respondents were RCBC faculty, staff, and students. These were voluntary surveys. As such, all respondents who took the survey did not have to respond to every question. Therefore, the response count varies for some questions across the surveys. For the faculty group, 151 surveys (N=440) were completed for a response rate of 34%. For the staff group, 149 surveys (N=328) were completed for a response rate of 45%. For the student group, 767 surveys (N=6,251) were completed for a response rate of 12%. Of course, survey response rates vary for multiple reasons, but all things being equal, survey response rates between 5% and 30% are typically viewed as “good.” An attention check was added to the survey as a data integrity method. In the faculty group, 20 respondents failed the attention check. In the staff group, 10 respondents failed the attention check. In the student group, 72 respondents failed the attention check. In each of the groups, their quantitative data were removed from quantitative analyses to ensure the integrity of the data. A representative sample of 50 qualitative cases were analyzed across the three survey populations. At the request of the DEI committee, additional qualitative responses were analyzed from the Student survey to uncover additional Top DEI priorities.

Organizational Tenure

For the Faculty group, the average tenure was 9.1 years. The minimum tenure value imputed was 0, which could suggest an employee who has less than a month of tenure at the institution and the maximum tenure valued imputed was 35.2 years.

For the Staff group, the average tenure was 7.8 years. The minimum tenure value imputed was 0, which could suggest an employee who has less than a month of tenure at the institution and the maximum tenure valued imputed was 40 years.

For the Student group, the question asked about the number of earned credits towards degree completion as a proxy for organizational tenure. The survey indicated that degree completion is usually at 60 credits, however, respondents could select up to 100. The average credits earned was 37.6 credits. The minimum credits earned value imputed was 0, which could suggest the respondent was in their first semester at the institution and the maximum credits earned valued imputed was 100 credits, which could suggest a respondent who has earned multiple degrees/certificates, etc.

Organizational Role

Three separate surveys were conducted to ascertain the DEI experiences of the three specific populations: RCBC Faculty, Staff, and Students. The respondents participated in the survey for their role that RCBC administrators identified in the contact information they provided. Survey results and any inferences drawn should be interpreted in the appropriate context of the respondents' role at the institution.

Race/Ethnicity

Please note that respondents could choose more than 1 option, so numbers might not align with response rates in other categories.

For the Faculty group, the majority (63%) of the respondents identified as White with Black or African American making up the second largest racio-ethnic group of respondents at 14%. The Native American and Other groups were least represented in this survey group each at 0.65%.

For the Staff group, the majority (60%) of the respondents identified as White with Black or African American making up the second largest racio-ethnic group of respondents at 12%. Zero respondents identified as Native American in this group.

For the Student group, the majority (51%) of the respondents identified as White with Black or African American making up the second largest racio-ethnic group of respondents at 20%. The Native American group was the racio-ethnic group least represented in this survey group at 2%.

Sexual & Gender Identity

For the Faculty group, the majority of survey respondents were women (N=82) and heterosexual (N=103). 12 respondents identified as LGBTQIA.

For the Staff group, the majority of survey respondents were women (N=91) and heterosexual (N=107). 12 respondents identified as LGBTQIA.

For the Student group, the majority of survey respondents were women (N=509) and heterosexual (N=492). 138 respondents identified as LGBTQIA.

Analyses

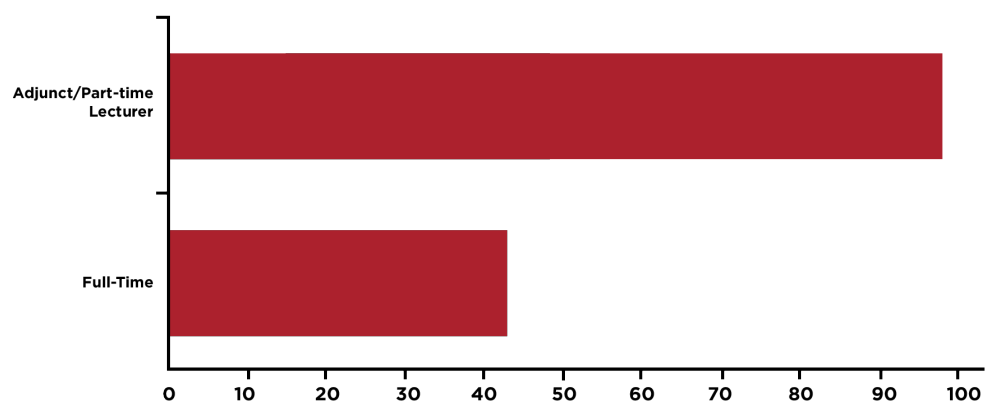
It is important for organizations to know whether certain attitudes and behaviors are related to important organizational outcomes. As a result, correlational analyses were conducted on all major constructs surveyed. Reliability estimates were run on all constructs with two or more items (see Appendix). All constructs, except the DEI Accessibility Support construct given to the faculty and staff group, the Job Engagement and Counterproductive Work Behaviors for the staff group, and the Turnover Intention construct given to the student group, achieved the acceptable minimum Cronbach's alpha rating of .70, which indicated proper construct validity to move forward with conducting inferential data analyses. With respect to the DEI Accessibility Support construct, the two items included were deconstructed to ascertain the reason for low factor loadings. Upon further reflection, one of the items appeared to be a part of the nomological network for professional advancement support. Reliability analyses were conducted and fit estimates supported this conclusion. Since there were only two items for the Job Engagement and Counterproductive Work Behaviors constructs, they each were separated to form their own independent constructs. With respect to the Turnover Intention items, each item appeared significantly independent, thus each of the items were kept as independent constructs.

Additionally, regression analyses were conducted using the DEI climate constructs as predictor variables and each of the workplace/college perception constructs as outcome variables to identify which constructs were most/least important in understanding RCBC's faculty's, staff's, and students' experiences with DEI and the subsequent outcomes (See Appendix). A representative sample of qualitative responses were analyzed and grouped into themes when appropriate with representative quotes added to provide more context in support of the particular theme.

DEMOGRAPHICS

FACULTY GROUP

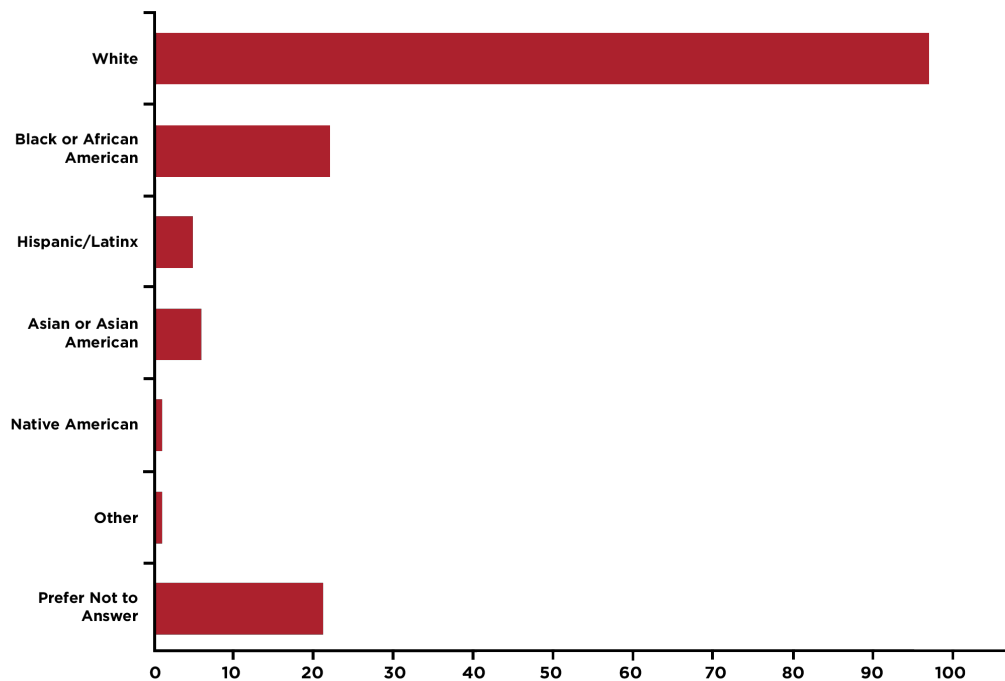
What type of faculty member are you?



Answer	%	Count
Adjunct/Part-Time Lecturer	69.50%	98
Full-Time	30.50%	43
Total	100%	141

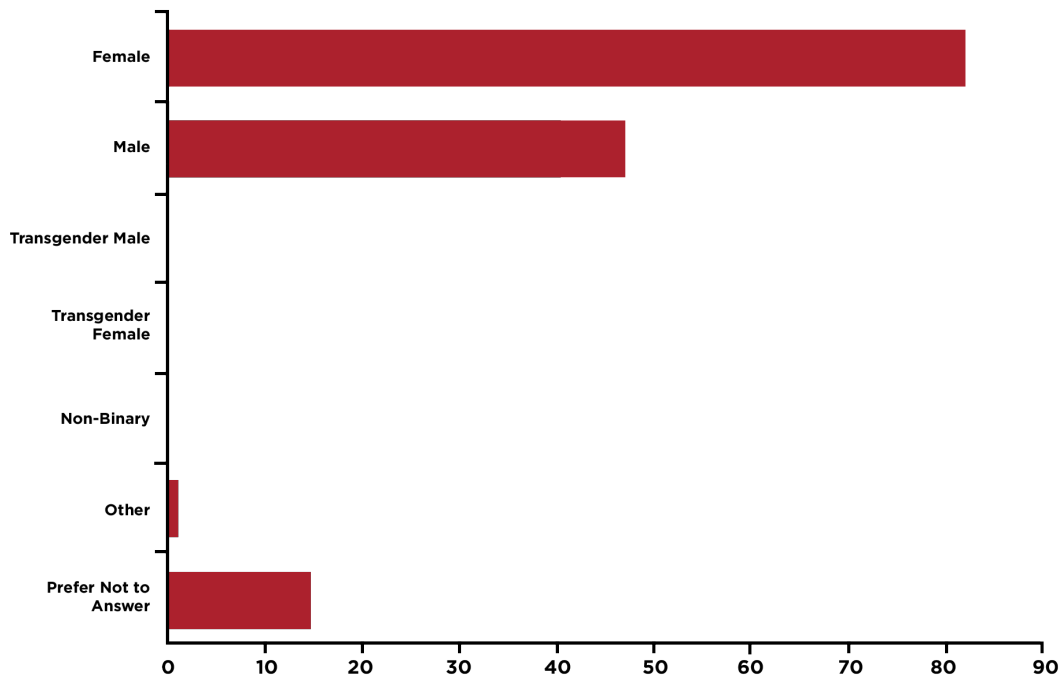


With which racio-ethnic group do you identify (you may choose more than one if applicable)?



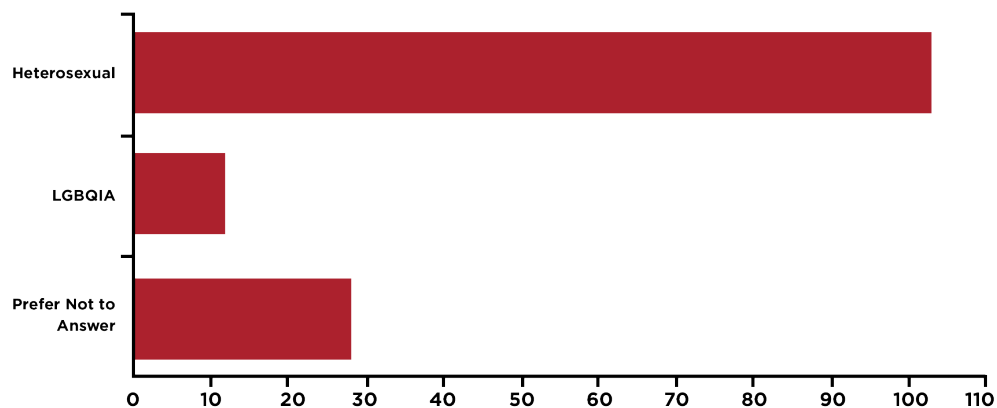
Answer	%	Count
White	63.40%	97
Black or African American	14.38%	22
Hispanic/Latinx	3.27%	5
Asian or Asian American	3.92%	6
Native American	0.65%	1
Other	0.65%	1
Prefer No to Answer	13.73%	21
Total	100%	60

What is your gender identity?



Answer	%	Count
Female	56.66%	82
Male	32.41%	47
Transgender Male	0.00%	0
Transgender Female	0.00%	0
Non-Binary	0.00%	0
Other	0.69%	1
Prefer No to Answer	10.34%	15
Total	100%	145

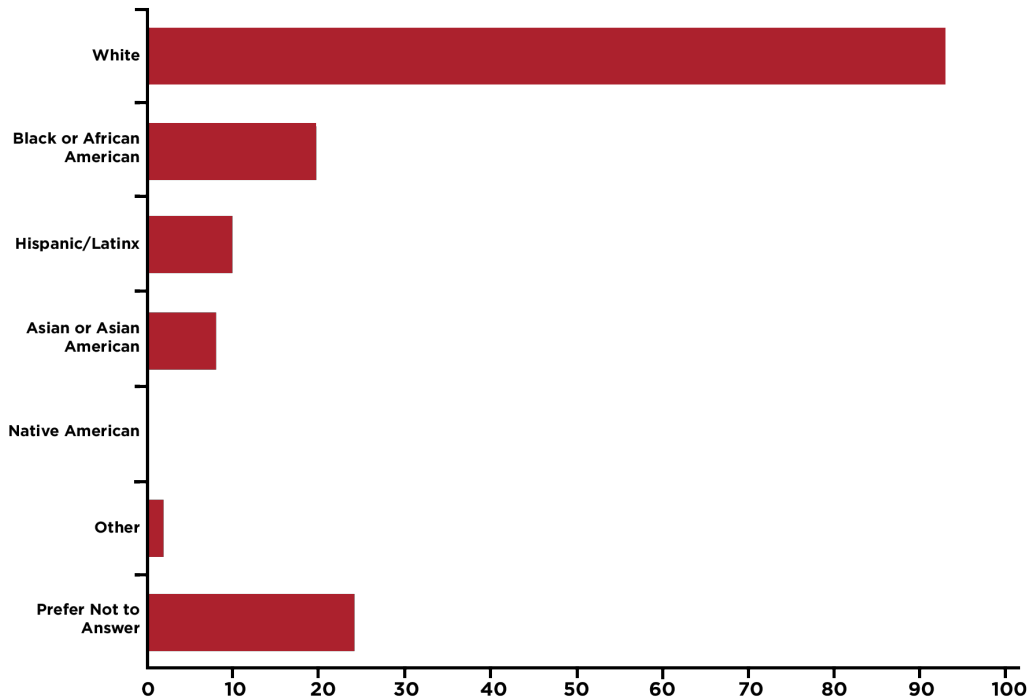
What is your sexual orientation?



Answer	%	Count
Heterosexual	72.03%	103
LGBTQIA	8.39%	12
Prefer No to Answer	19.58%	28
Total	100%	143

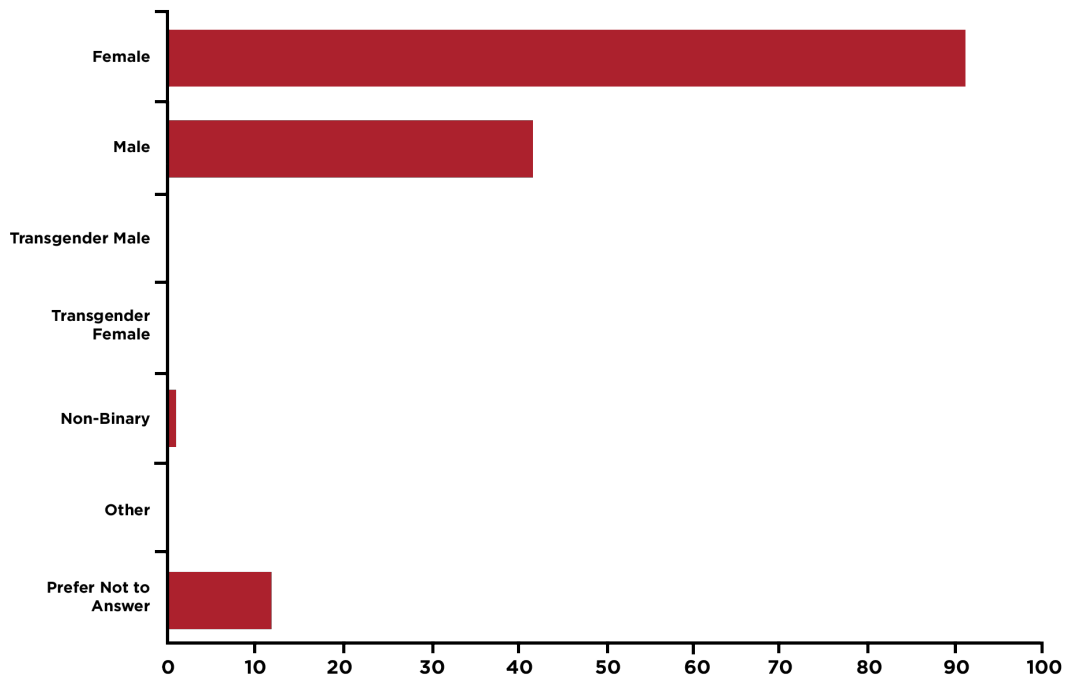
STAFF GROUP

With which racio-ethnic group do you identify (you may choose more than one if applicable)?



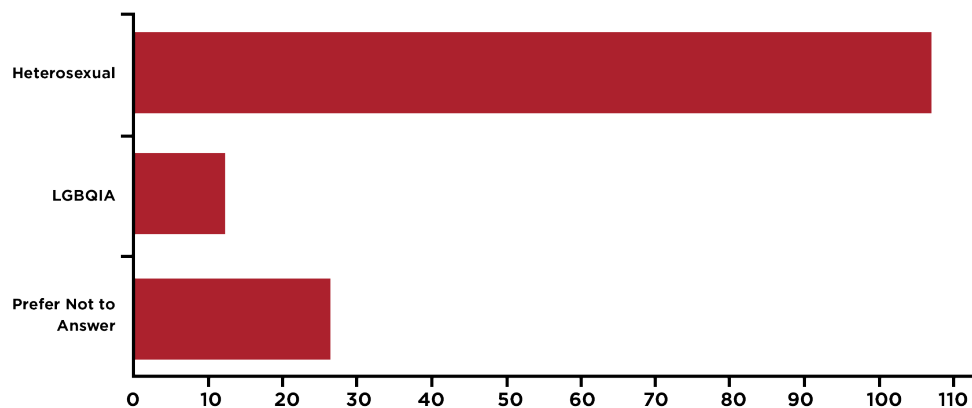
Answer	%	Count
White	59.62%	93
Black or African American	12.18%	19
Hispanic/Latinx	6.41%	10
Asian or Asian American	5.13%	8
Native American	0.00%	0
Other	1.28%	2
Prefer No to Answer	15.38.%	24
Total	100%	156

What is your gender identity?



Answer	%	Count
Female	62.33%	91
Male	28.77%	42
Transgender Male	0.00%	0
Transgender Female	0.00%	0
Non-Binary	0.68%	1
Other	0.00%	0
Prefer No to Answer	8.22%	12
Total	100%	146

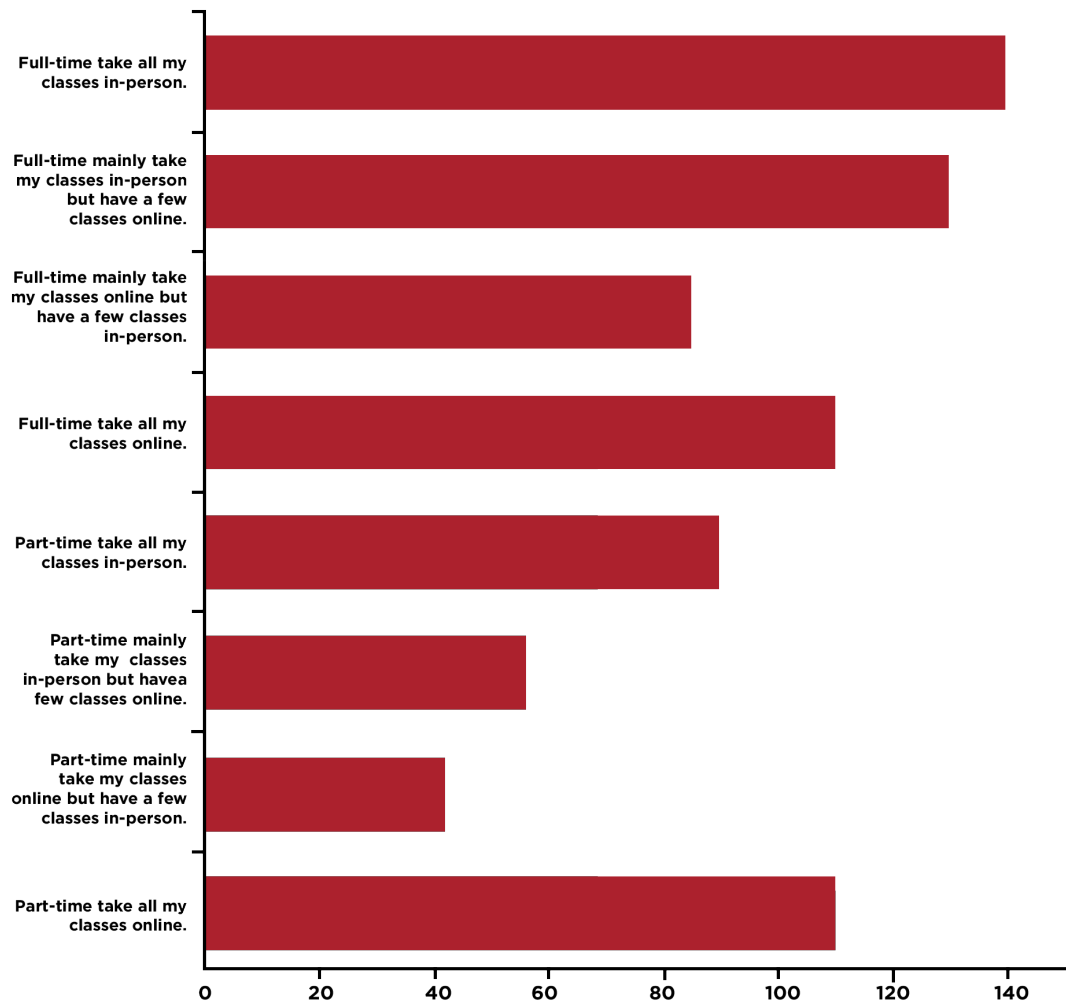
What is your sexual orientation?



Answer	%	Count
Heterosexual	73.79%	107
LGBTQIA	8.28%	12
Prefer No to Answer	17.93%	26
Total	100%	145

STUDENT GROUP

Which option best describe your enrollment this semester?

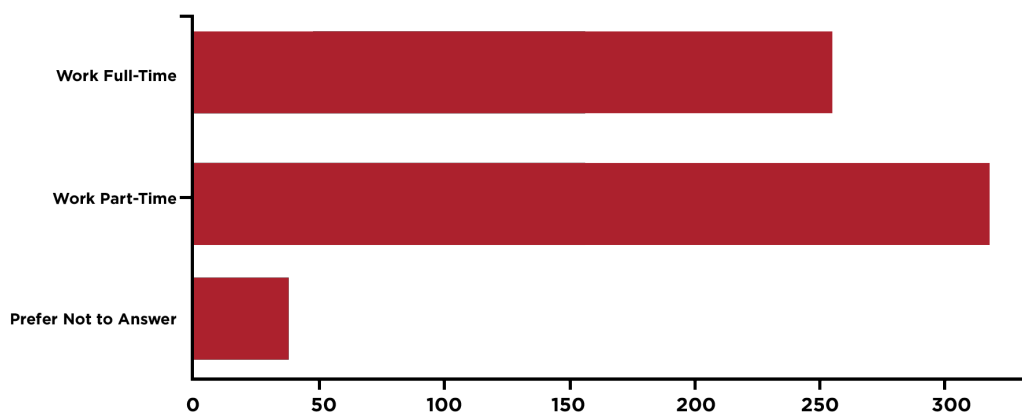


Answer	%	Count
Full-time take all my classes in-person.	18.24%	139
Full-time mainly take my classes in-person but have a few classes online.	17.06%	130
Full-time mainly take my classes online but have a few classes in-person.	11.15%	85
Full-time take all my classes online.	14.44%	110
Part-time take all my classes in-person.	11.81%	90
Part-time mainly take my classes in-person but have a few classes online.	7.35%	56
Part-time mainly take my classes online but have a few classes in-person.	5.51%	42
Part-time take all my classes online.	14.44%	110
Total	100%	762

STUDENT GROUP

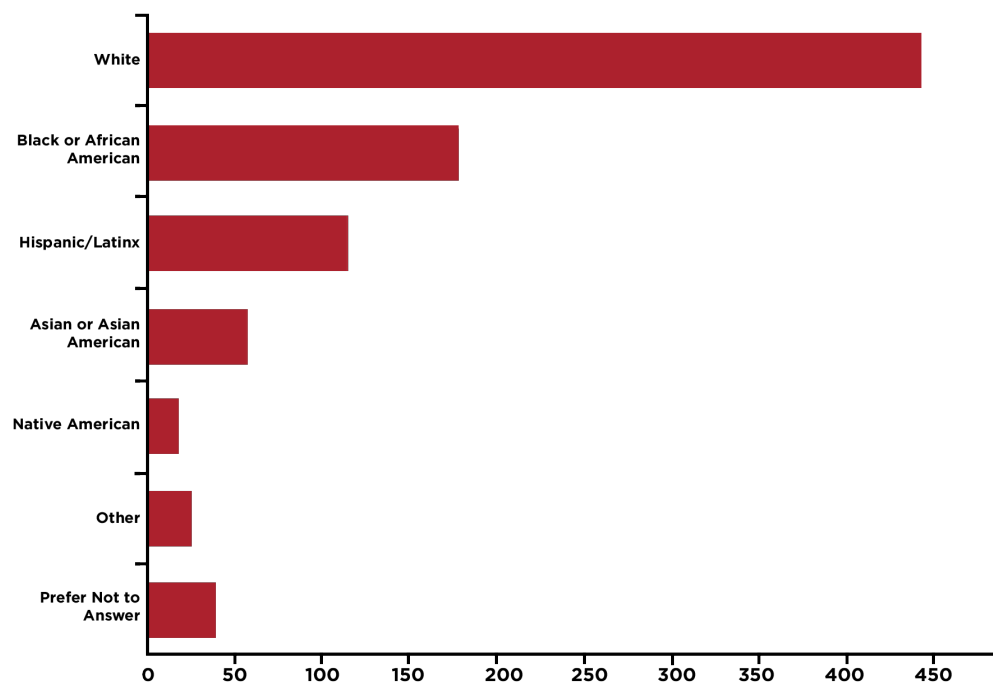
Which option best describe your employment this semester?

SAMPLE REPRESENTATIVE MAJORS		
Psychology	Human Services	Dental Hygiene
Music	Mechanical Engineering	English
Criminal Justice	Computer Science	Literary Arts
Liberal Arts	Medical Engineering Technology	Economics
Business Administration	Health Sciences	Undecided
Medical Coding	Culinary Arts	Software Engineering
Cybersecurity	Biology	Computer Information System
Fashion	Entertainment Tech: Video &	Graphic Design & Digital Media
Nursing	Digital Media Production	Accounting
Education	Art	
Communications	Engineering	



Answer	%	Count
Work Full-Time	41.67%	255
Work Part-Time	51.96%	318
Prefer No to Answer	6.37%	39
Total	100%	612

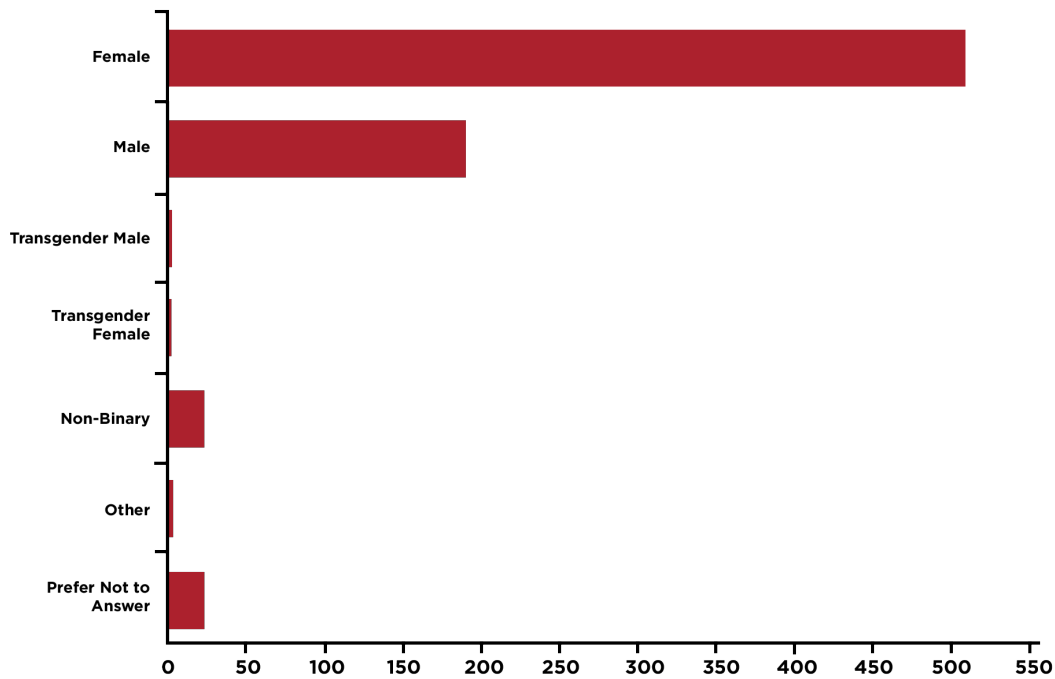
With which racio-ethnic group do you identify (you may choose more than one if applicable)?



Answer	%	Count
White	50.75%	443
Black or African American	20.39%	178
Hispanic/Latinx	13.29%	116
Asian or Asian American	6.41%	56
Native American	1.95%	17
Other	2.98%	26
Prefer No to Answer	4.24%	37
Total	100%	873

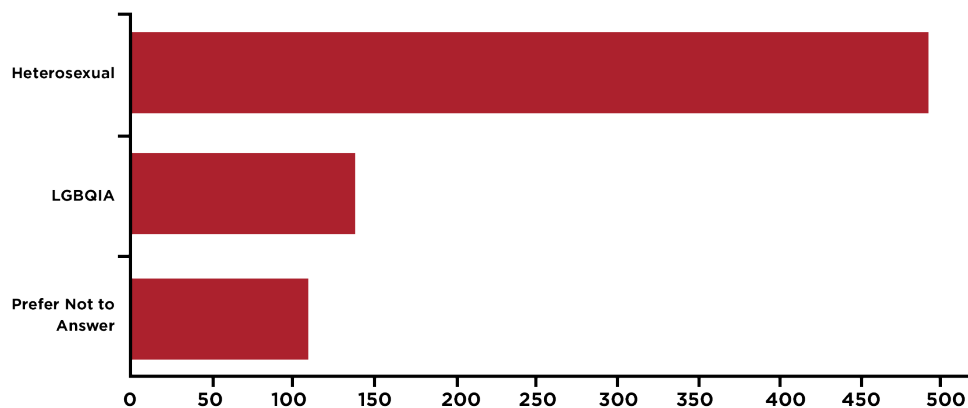


What is your gender identity?



Answer	%	Count
Female	67.15%	509
Male	25.33%	192
Transgender Male	0.53%	4
Transgender Female	0.26%	2
Non-Binary	3.03%	23
Other	0.53%	4
Prefer No to Answer	3.17%	24
Total	100%	758

What is your sexual orientation?



Answer	%	Count
Heterosexual	66.49%	492
LGBTQIA	18.65%	138
Prefer No to Answer	14.86%	110
Total	100%	740

GENERAL WORKPLACE/COLLEGIATE PERCEPTIONS

Respondents were asked to respond to questions that accessed their general workplace/college attitudes and behaviors. The response scale used was:

Never	Rarely	Sometimes	Often	Always
0	1	2	3	4
Never	A few times a year	A few times a month	A few times a week	Every day

Constructs and sample questions included:

Job Satisfaction (Faculty and Staff Group)

1. I feel satisfied in my job at RCBC.

College Satisfaction (Student Group)

1. I feel satisfied with my choice in enrolling as a student at RCBC.

Burnout (Faculty and Staff Group)

1. I feel emotionally drained working at RCBC.

Burnout (Student Group)

1. I feel emotionally drained being a student at RCBC.

Job Performance (Faculty and Staff Group)

1. I perform well in my job at the RCBC.

Collegiate Performance (Student Group)

1. I feel I can perform well as a student at RCBC.

Job/Collegiate Engagement

1. I feel engaged at the RCBC.

Job Immersion (Staff Group)

1. I am immersed in my work at RCBC.

Organizational Commitment (Faculty and Staff Group)

1. I am committed to stay working at RCBC.

Degree Commitment (Student Group). This is a student's perception of how committed they are to finish their degree.

1. I am committed to completing my degree at RCBC.

Turnover Intentions from RCBC (Student Group). This is a student's perception of how likely they will leave RCBC prior to finishing their degree program.

1. I think about leaving RCBC prior to completing my degree program to pursue my educational goals at another institution.

Turnover Intention due to DEI Concerns (Student Group). This is a student's perceptions of how likely they will need to leave school because of DEI concerns/issues.

1. I think about leaving RCBC prior to completing my degree program due to DEI-related concerns.

Collegiate Workload (Student Group)

1. The workload professors give is too much at RCBC.

Role Overload (Faculty and Staff Group). This is an employee's perception that they do not have sufficient time and resources to complete all their work responsibilities in the allotted time.

1. My workload is too much at RCBC.

Organizational Citizenship Behaviors (OCBs; Faculty and Staff Group). These are helping behaviors that are not formally a part of an employee's role but can greatly assist in increasing the productivity of others in the workplace. Respondents were asked to assess how helpful they felt they and their colleagues at RCBC are.

1. I gladly help others at RCBC when I am asked.

Counterproductive Work Behaviors (CWBs; Faculty and Staff Group). These are negative behaviors that people can enact in workplaces that usually have a negative impact on workplace relationships and productivity.

1. I intentionally waste resources at the RCBC.

Job Shirking (Staff Group). This is an employee's perception of purposely performing below their potential.

1. I intentionally perform below my potential at RCBC.



DIVERSITY CLIMATE PERCEPTIONS

Respondents were asked to respond to questions that accessed their DEI climate perceptions of RCBC. The response scale used was:

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Constructs and sample questions included:

DEI Climate (Faculty and Staff Group). This is an employee's/student's perception that an organization's and/or leader's policies, practices, and procedures foster equitable and inclusive environments and respect for diversity.

1. My Supervisor currently fosters a DEI-friendly work environment.

DEI Climate (Student Group)

1. The campus culture makes it easy for people like me to feel welcomed.

Professional Advancement Support (Faculty and Staff Group). This is an employee's perception about how much support they receive to advance in their career.

1. RCBC assists me in meeting my professional needs.

Evaluation Equity (Student Group). This is a student's perception about how fair their performance is evaluated.

1. My professors grade me fairly.

DEI Voice (Faculty and Staff Group). This is an employee's perception of how safe it is to speak up regarding DEI concerns/issues or offering different perspectives in the workplace.

1. I feel comfortable offering different perspectives from colleagues at RCBC.

DEI Voice (Student Group). This is a student's perception of how safe it is to speak up regarding DEI concerns/issues or offering different perspectives on campus.

1. I feel comfortable offering different perspectives from my professors at RCBC.

DEI Action (Faculty and Staff Group). This is an employee's perception of how leaders have managed DEI within the organization.

1. My Supervisor is committed to improving diversity, equity, and inclusion.

DEI Action (Student Group). This is a student's perception of how leaders have managed DEI within the organization.

1. RCBC is committed to improving diversity, equity, and inclusion.

DEI Accessibility Support. This is an employee's/student's perception of how accessible RCBC is.

1. I feel the RCBC campus is appropriately accessible.

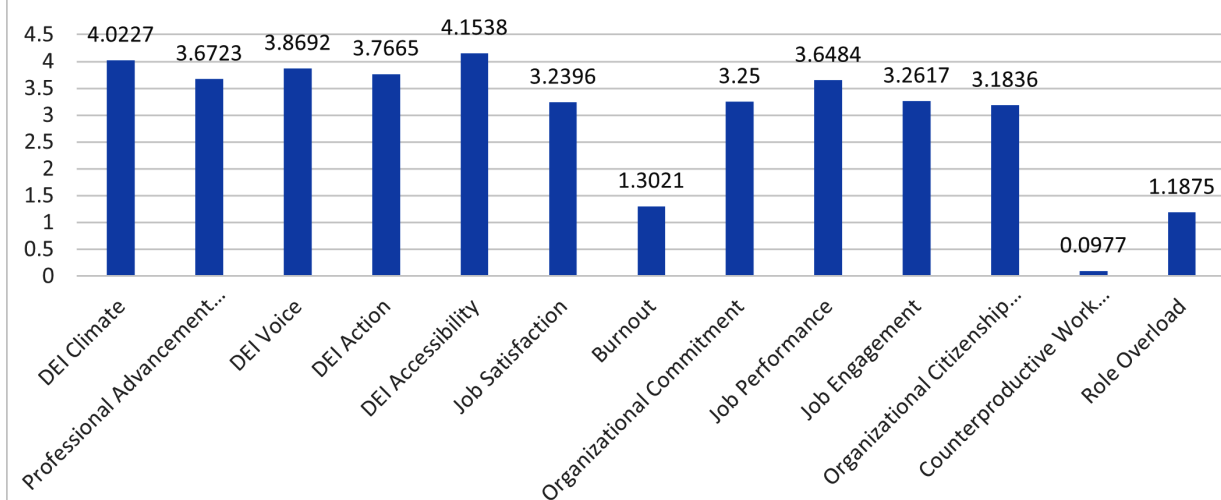


RESULTS

Descriptive Statistics (Faculty Group)

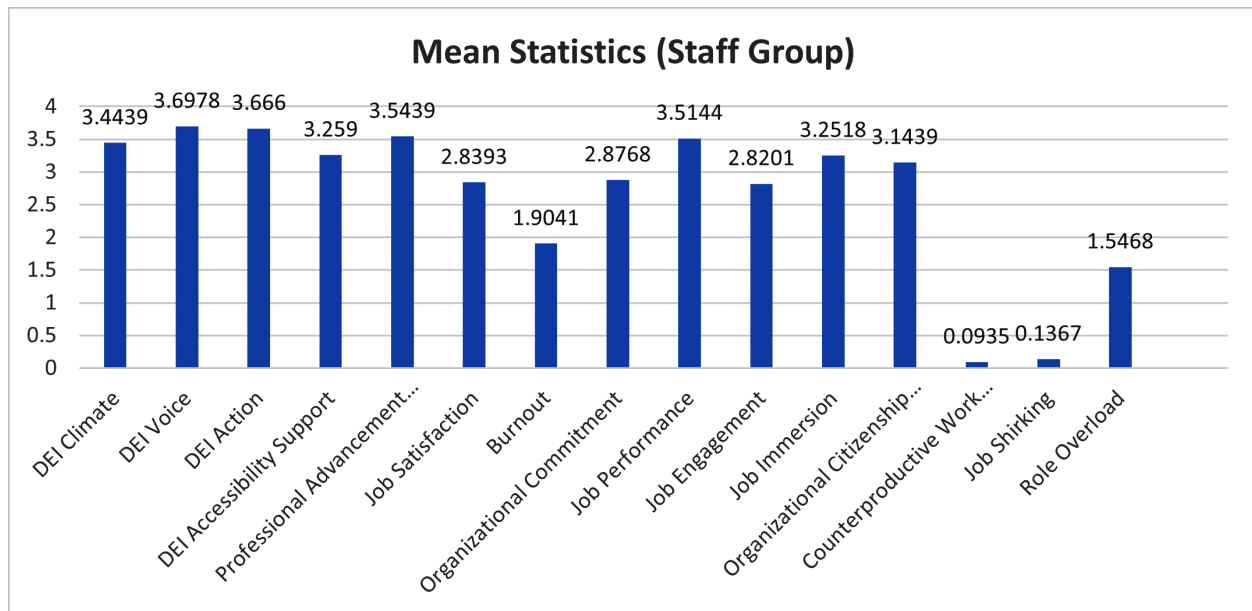
	N	Mimum	Maximum	Mean	Std. Deviation
DEI Climate	130	1.45	5.00	4.0227	.83131
Professional Advancement Support	130	1.00	5.00	3.6723	.95998
DEI Voice	130	1.25	5.00	3.8692	.97110
DEI Action	130	2.00	5.00	3.7665	.75905
DEI Accessibility	130	2.00	5.00	4.1538	.81137
Job Satisfaction	128	1.00	4.00	3.2396	.86735
Burnout	128	.00	4.00	1.3021	1.12743
Organizational Commitment	128	.00	4.00	3.2500	.92217
Job Performance	128	2.00	4.00	3.6484	.50727
Job Engagement	128	.50	4.00	3.2617	.78611
Organizational Citizenship Behaviors	128	.25	4.00	3.1836	.73407
Counterproductive Work Behaviors	128	.00	4.00	.0977	.40692
Role Overload	128	.00	4.00	1.1875	1.42392
Valid N (listwise)	128				

Mean Statistics (Faculty Group)



Descriptive Statistics (Staff Group)

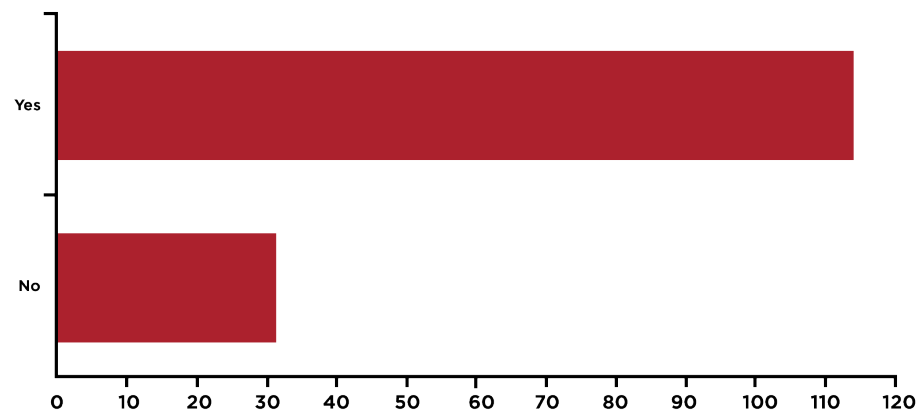
	N	Minimum	Maximum	Mean	Std. Deviation
DEI Climate	139	.99	4.64	3.4439	.76793
Professional Advancement Support	139	1.00	5.00	3.5439	.83788
DEI Voice	139	1.00	5.00	3.6978	.86784
DEI Action	139	1.00	5.00	3.6660	.81750
DEI Accessibility Support	139	1.00	5.00	3.2590	1.18161
Job Satisfaction	139	.00	4.00	2.8393	.89312
Burnout	139	.00	4.00	1.9041	1.14366
Organizational Commitment	138	.00	4.00	2.8768	1.11036
Job Performance	139	2.00	4.00	3.5144	.52455
Job Engagement	139	.00	4.00	2.8201	1.00903
Job Immersion	139	1.00	4.00	3.2518	.74302
Organizational Citizenship Behaviors	139	.50	4.00	3.1439	.68033
Counterproductive Work Behaviors	139	.00	2.00	.0935	.31605
Job Shirking	139	.00	2.00	.1367	.36518
Role Overload	139	.00	4.00	1.5468	1.24075
Valid N (listwise)	138				



TURNOVER INTENTIONS

FACULTY GROUP

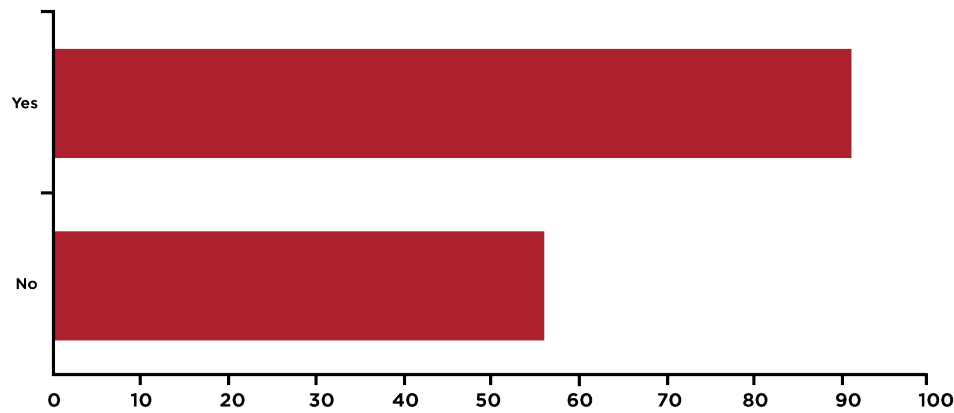
I would stay at RCBC even if I had another comparable job offer.



Answer	%	Count
Yes	78.62%	114
No	21.38%	31
Total	100%	145

STAFF GROUP

I would stay at RCBC even if I had another comparable job offer.



Answer	%	Count
Yes	61.90%	91
No	38.10%	56
Total	100%	147

For benchmarking purposes, this [report](#) suggests that higher education turnover intentions within the next year may be over 50%.

KEY TAKEAWAYS

Faculty Group

For the faculty group, on average, respondents had relatively positive perceptions towards the DEI climate and what RCBC was doing with respect to DEI. Specifically with respect to DEI, respondents gave RCBC its highest mean rating on DEI Accessibility (4.15) and its lowest mean rating on DEI Action (3.76), which suggests that respondents might perceive RCBC espouses more support for DEI than it actually enacts. Interestingly, with respect to the group of support predictor variables, respondents gave RCBC its lowest rating on Professional Advancement Support (3.67), which might suggests an area of focus for RCBC's leadership.

With respect to outcome variables, on average, the faculty group had relatively ambiguous perceptions regarding their Job Satisfaction (3.23), Organizational Commitment (3.25), Job Performance (3.64), Job Engagement (3.26), and Organizational Citizenship Behaviors (3.18). On a positive note, the group indicated very low levels of Burnout (1.30), Counterproductive Work Behaviors (.09), and Role Overload (1.18). Likewise, only 31 (21.3%) of those who responded to the question indicated that they would leave RCBC if they had another comparable offer. Though some reports indicate the average turnover rate is higher in higher education, the Society for Human Resource Management (SHRM) estimates the annual average employee turnover rate is 19%. If these employees actually turnover, then RCBC would have a turnover rate of 7% in their faculty group based on the respondents sampled, which is far below the SHRM average. SHRM estimates that turnover costs for salaried workers can be 30% to 5 times the employee's salary depending on the role.

Staff Group

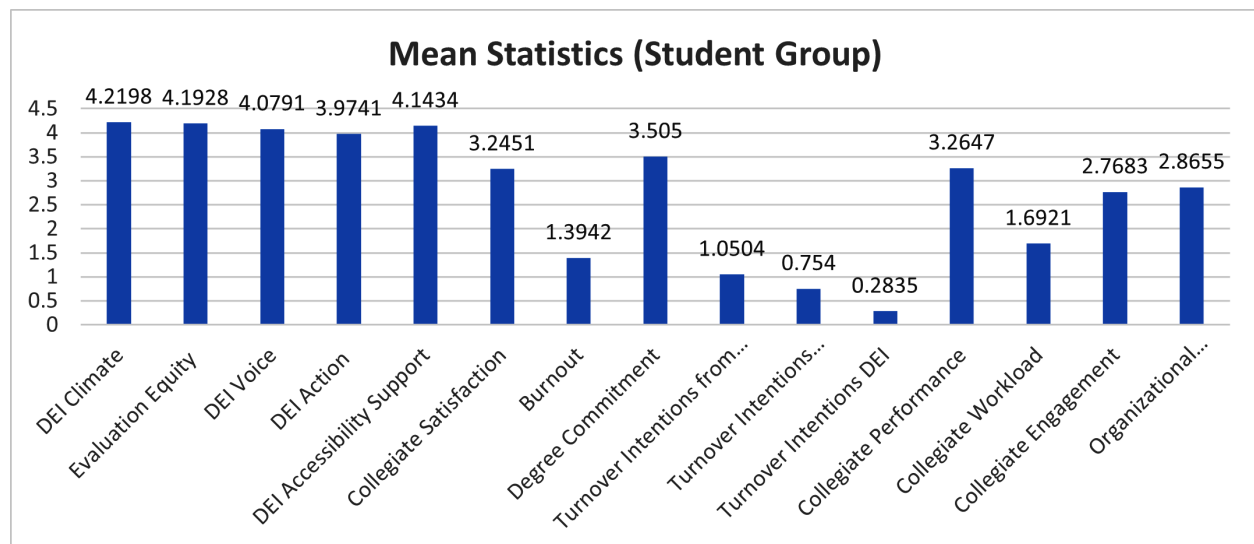
For the staff group, on average, these respondents had less favorable perceptions regarding employment at RCBC than their faculty colleagues. On average, staff respondents expressed average or below average perceptions across the surveyed constructs. With respect to DEI, staff respondents gave RCBC its highest mean rating on DEI Voice (3.69) and DEI Action (3.66). They gave RCBC its lowest mean rating on DEI Accessibility Support (3.25), which is the exact opposite of the faculty group which gave RCBC its highest DEI rating in this category. This highlights a particular area of interest that RCBC should investigate to improve the staff's perceptions and ensure that RCBC not only complies with Americans with Disability Act (ADA) laws, but also ensure that staff members are aware of and encouraged to seek accessibility assistance as needed.

With respect to outcome variables, on average, the staff group had relatively negative perceptions regarding their Job Satisfaction (2.83), Organizational Commitment (2.87), and Job Engagement (2.82). They had average perceptions regarding their Organizational Citizenship Behaviors (3.14), Job Performance (3.521), and Job Immersion (3.25). They expressed slightly more Burnout (1.90)

and Role Overload (1.54) than the faculty group, but also expressed very little engagement in Counterproductive Work Behaviors (.09) and Job Shirking (.13). As the above Table shows, the staff group indicated at a higher rate than the faculty group that they would leave RCBC if they had a comparable offer (N=56, 38.1%). Though some reports indicate the average turnover rate is higher in higher education, the Society for Human Resource Management (SHRM) estimates the annual average employee turnover rate is 19%. If these employees actually turnover, then RCBC would have a turnover rate of 17% in their staff group based on the respondents sampled, which is far approaching the SHRM average. SHRM estimates that turnover costs for salaried workers can be 30% to 5 times the employee's salary depending on the role.

STUDENT GROUP

	N	Minimum	Maximum	Mean	Std. Deviation
DEI Climate	696	1.00	5.00	4.2198	.67637
Evaluation Equity	695	1.00	5.00	4.1928	.77644
DEI Voice	695	1.00	5.00	4.0791	.87534
DEI Action	695	1.00	5.00	3.9741	.72643
DEI Accessibility Support	695	1.00	5.00	4.1434	.76028
Collegiate Satisfaction	695	.00	4.00	3.2451	.90213
Burnout	695	.00	4.00	1.3942	1.06217
Degree Commitment	695	.00	4.00	3.5050	.90923
Turnover Intentions from RCBC	695	.00	4.00	1.0504	1.31454
Turnover Intentions Financial	695	.00	4.00	.7540	1.12665
Turnover Intentions DEI	695	.00	4.00	.2835	.75649
Collegiate Performance	695	.00	4.00	3.2647	.88478
Collegiate Workload	695	.00	4.00	1.6921	1.07104
Collegiate Engagement	695	.00	4.00	2.7683	1.11945
Organizational Citizenship Behaviors	695	.00	4.00	2.8655	.99253
Valid N (listwise)	695				



KEY TAKEAWAYS

On average, the student group had more favorable perceptions of DEI at RCBC than the faculty and staff groups and overall rated DEI at RCBC relatively positively. The students rated DEI climate (4.21) the highest and similar to the faculty group, they rated DEI Action (3.97) the lowest of the DEI-specific ratings. Overall, students expressed that they felt they were evaluated fairly (4.19) at RCBC.

With respect to outcome variables, on average, the student group was similar to the staff group as they had relatively negative or ambivalent perceptions regarding their Collegiate Satisfaction (3.24), Degree Commitment (3.50), Organizational Citizenship Behaviors (2.86), and Collegiate Engagement (2.76). Interestingly, the students rated Turnover Intentions from RCBC (1.05) higher than desiring to leave due to financial (.75) or DEI issues/concerns (.28). These results suggest that DEI concerns/issues specifically do not factor highly in their decision of whether they would leave RCBC, but rather their overall experience at RCBC more heavily drives their intentions to leave. The student respondents indicated low levels of Burnout (1.39) and felt that their Collegiate Workloads were manageable (1.69). These results suggest RCBC should focus on efforts to increase students' satisfaction, engagement, and commitment to RCBC, which would likely result in an increase in their collegiate performance and their willingness to engage in more organizational citizenship behaviors.

Regression Analyses

Faculty Group

Regression analyses were conducted to determine whether and to what extent, if any, did the various Diversity Climate perceptions predict important workplace outcomes. A step-wise regression approach was conducted in order to ascertain the relative impact each of the predictor variables had on the outcome variables. The predictor variables were: DEI Climate, Professional Advancement Support, DEI Voice, DEI Action, and DEI Accessibility. The outcome variables were: Job Satisfaction, Burnout, Organizational Commitment, Job Performance, Job Engagement, Organizational Citizenship Behaviors, and Role Overload.

Professional Advancement Support was the only variable that statistically significantly predicted faculty's Job Satisfaction and Organizational Citizenship Behaviors collectively explaining 45.5% and 27.7% of the variance in the model respectively.

In order of importance Professional Advancement Support and DEI Climate were the only variables that statistically significantly predicted faculty's Burnout perceptions collectively explaining 44.2% of the variance in the model.

In order of importance Professional Advancement Support and DEI Voice were the only variables that statistically significantly predicted faculty's Organizational Commitment collectively explaining 28.8% of the variance in the model.

DEI Climate was the only variable that statistically significantly predicted faculty’s Job Performance, Job Engagement, and Role Overload collectively explaining 4.8%, 16.1%, and 27.8% of the variance in the model respectively.

None of the predictor variables statistically significantly predicted Counterproductive Work Behaviors.

Predictor-Outcome Variable Table of Significant Regression Analyses with Model Variances

Job Satisfaction	Burnout	Organizational Commitment	Job Performance	Job Engagement	Organizational Citizenship Behaviors	Counterproductive Work Behaviors	Role Overload
Professional Advancement Support 45.5%	Professional Advancement Support DEI Climate 44.2%	Professional Advancement Support DEI Voice 28.8%	DEI Climate 4.8%	DEI Climate 16.1%	Professional Advancement Support 27.7%		DEI Climate 27.8%

KEY TAKEAWAYS

For the faculty group, the quantitative survey results suggest that although DEI climate mattered to a number of important organizational outcomes, faculty were most concerned about the support they receive from RCBC to advance professionally. These results suggest that RCBC leaders should focus most of their attention on improving the professional advancement support opportunities for RCBC faculty members followed by maintaining a positive diversity climate within the college.

Staff Group

Regression analyses were conducted to determine whether and to what extent, if any, did the various Diversity Climate perceptions predict important workplace outcomes. A step-wise regression approach was conducted in order to ascertain the relative impact each of the predictor variables had on the outcome variables. The predictor variables were: DEI Climate, Professional Advancement Support, DEI Voice, DEI Action, and DEI Accessibility Support. The outcome variables were: Job Satisfaction, Burnout, Organizational Commitment, Job Performance, Job Engagement, Job Immersion, Organizational Citizenship Behaviors, Job Shirking, and Role Overload.

In order of importance DEI Climate and DEI Accessibility Support were the only variables that statistically significantly predicted staff’s Job Satisfaction collectively explaining 53.8% of the variance in the model.

In order of importance Professional Advancement Support and DEI Accessibility Support were the only variables that statistically significantly predicted staff’s Burnout perceptions collectively explaining 36.7% of the variance in the model.

DEI Accessibility Support was the only variable that statistically significantly predicted staff’s Organizational Commitment, Job Engagement, Organizational Citizenship Behaviors, and Role Overload collectively explaining 16.4%, 31.8%, 30.8%, and 22.3% of the variance in the model respectively.

In order of importance Professional Advancement Support and DEI Climate were the only variables that statistically significantly predicted staff’s Counterproductive Work Behaviors collectively explaining 6.8% of the variance in the model.

Professional Advancement Support was the only variable that statistically significantly predicted staff’s Job Shirking collectively explaining 3.0% of the variance in the model.

None of the predictor variables statistically significantly predicted Job Performance and Job Immersion.

Predictor-Outcome Variable Table of Significant Regression Analyses with Model Variances

Job Satisfaction	Burnout	Organiza- tional Commitment	Job Performance	Job Engagement	Job Immersion	Organizational Citizenship Behaviors	Counter- productive Work Behaviors	Job Shirking	Role Overload
DEI Climate	Professional Advancement Support	DEI Accessibility Support		DEI Accessibility Support		DEI Accessibility Support	Professional Advancement Support	Professional Advancement Support	DEI Climate
DEI Accessibility Support	DEI Accessibility Support	16.4%		31.8%		30.8%	DEI Climate	3.0%	27.8%
53.8%	36.7%						6.8%		

KEY TAKEAWAYS

For the staff group, the quantitative survey results suggest that DEI Accessibility Support and Professional Advancement Support were the most important variables that impacted a number of their organizational outcomes. Overall DEI climate factored in most prominently with respect to staff members’ job satisfaction. These results suggest that RCBC leaders should focus most of their attention on ensuring that staff members’ accessibility needs are provided for appropriately and that they are providing adequate support to foster staff members’ professional advancement if they are interested in retaining and having the most productive staff members.

Student Group

Regression analyses were conducted to determine whether and to what extent, if any, did the various Diversity Climate perceptions predict important collegiate outcomes. A step-wise regression approach was conducted in order to ascertain the relative impact each of the predictor variables had on the outcome variables. The predictor variables were: DEI Climate, Evaluation Equity, DEI Voice, DEI Action, and DEI Accessibility Support. The outcome variables were: Collegiate Satisfaction, Burnout, Degree Commitment, Turnover Intentions from RCBC, Turnover Intentions due to Finances, Turnover Intentions due to DEI Concerns/Issues, Collegiate Performance, Collegiate Workload, Collegiate Engagement, and Organizational Citizenship Behaviors

In order of importance, DEI Accessibility Support, Evaluation Equity, and DEI Climate were the only variables that statistically significantly predicted students' Collegiate Satisfaction collectively explaining 34.7% of the variance in the model.

In order of importance, Evaluation Equity and DEI Accessibility Support were the only variables that statistically significantly predicted students' Burnout perceptions collectively explaining 18.6% of the variance in the model.

Evaluation Equity was the only variable that statistically significantly predicted students' Commitment to finish their Degree at RCBC and Turnover Intentions from RCBC collectively explaining 7.1% and 10.9% of the variance in the model respectively.

In order of importance, Evaluation Equity, DEI Climate, and DEI Action were the only variables that statistically significantly predicted students' Turnover Intentions due to Financial Reasons collectively explaining 8% of the variance in the model.

In order of importance, Evaluation Equity and DEI Climate were the only variables that statistically significantly predicted students' Turnover Intentions due to DEI Concerns/Issues collectively explaining 9.3% of the variance in the model.

In order of importance, Evaluation Equity, DEI Accessibility Support, and DEI Voice were the only variables that statistically significantly predicted students' Collegiate Performance collectively explaining 28.6% of the variance in the model.

Evaluation Equity was the only variable that statistically significantly predicted students' Collegiate Workload perceptions collectively explaining 6.5% of the variance in the model.

In order of importance, DEI Action, Evaluation Equity, DEI Voice, and DEI Accessibility Support were the only variables that statistically significantly predicted students' Collegiate Engagement collectively explaining 30.6% of the variance in the model.

In order of importance, DEI Accessibility Support, DEI Voice, and DEI Climate were the only variables that statistically significantly predicted students' Organizational Citizenship Behaviors collectively explaining 31.1% of the variance in the model.

Collegiate Satisfaction	Burnout	Degree Commitment	Turnover Intentions from RCBC	Turnover Intentions due to Finances	Turnover Intentions due to DEI Concerns/ Issues	Collegiate Performance	Collegiate Workload	Collegiate Engagement	Organizational Citizenship Behaviors
DEI Accessibility Support	Evaluation Equity	Evaluation Equity	Evaluation Equity	Evaluation Equity	Evaluation Equity	Evaluation Equity	Evaluation Equity	DEI Action	DEI Accessibility Support
Evaluation Equity	DEI Accessibility Support	7.1%	10.9%	DEI Climate	DEI Climate	DEI Accessibility Support	6.5%	Evaluation Equity	DEI Voice
DEI Climate	18.6%			DEI Action	9.3%	DEI Voice		DEI Voice	DEI Climate
34.7%				8%		28.6%		DEI Accessibility Support	31.1%
								30.6%	

KEY TAKEAWAYS

For the student group, the quantitative survey results suggest that Evaluation Equity and DEI Accessibility Support were the most important variables that impacted their collegiate experience. However, DEI climate, DEI Action, and DEI voice mattered to students and impacted a good number of important outcome variables for them mainly, how much they felt engaged, how much they helped others and felt others helped them, how satisfied they were with their collegiate experience, how well they performed in college, and how burned out they felt. These results suggest that RCBC professors should continue to grade fairly and be transparent about their assessment tools and expectations. Additionally, RCBC leaders should continue to improve each of these areas of DEI so that students can perform to their maximum potential and have the most pleasant collegiate experience.

SOCIAL IDENTITY THREAT BACKGROUND

Social identities are categories that individuals classify themselves in such as race, sex, religion, profession, educational level, (dis)ability, sexual orientation, age cohort, etc.. Identity threats can occur when employees harass, marginalize, put down, embarrass, criticize, or exclude others (to name a few) in the workplace **BECAUSE** of one's social identities. Below are some examples of what are and are not social identity threats.

This is an example of a Social Identity Threat: A male supervisor is heard telling coworkers that he thinks women are not cut out for leadership positions.

This is *NOT* an example of a Social Identity Threat: A coworker accuses another coworker about lying about one's time sheet.

This is an example of a Social Identity Threat: An employee's competence is constantly questioned by his colleagues because he speaks with a heavy Southern accent.

This is *NOT* an example of a Social Identity Threat: An employee performs poorly on a presentation to a client and his supervisor criticizes his performance.

SOCIAL IDENTITY THREAT SUMMARY RESPONSES

In the faculty group, 77 respondents indicated N/A or that they have never experienced a social identity threat at RCBC. When a threat was identified, the faculty group identified their immediate supervisor and administrators as the main instigators followed by students.

In the staff group, 62 respondents indicated N/A or that they have never experienced a social identity threat at RCBC. When a threat was identified, the staff group identified administrators as the main instigators followed by their immediate supervisor and work peers, and then students.

In the student group, 482 respondents indicated N/A or that they have never experienced a social identity threat at RCBC. Despite the fact that social identity threats can occur in virtual environments, it is important to note that various respondents indicated that they felt they have not experienced a social identity threat because they were online students. When a threat was identified, the student group identified professors as the main instigators followed by other students, classroom peers, staff members, and then administrators.

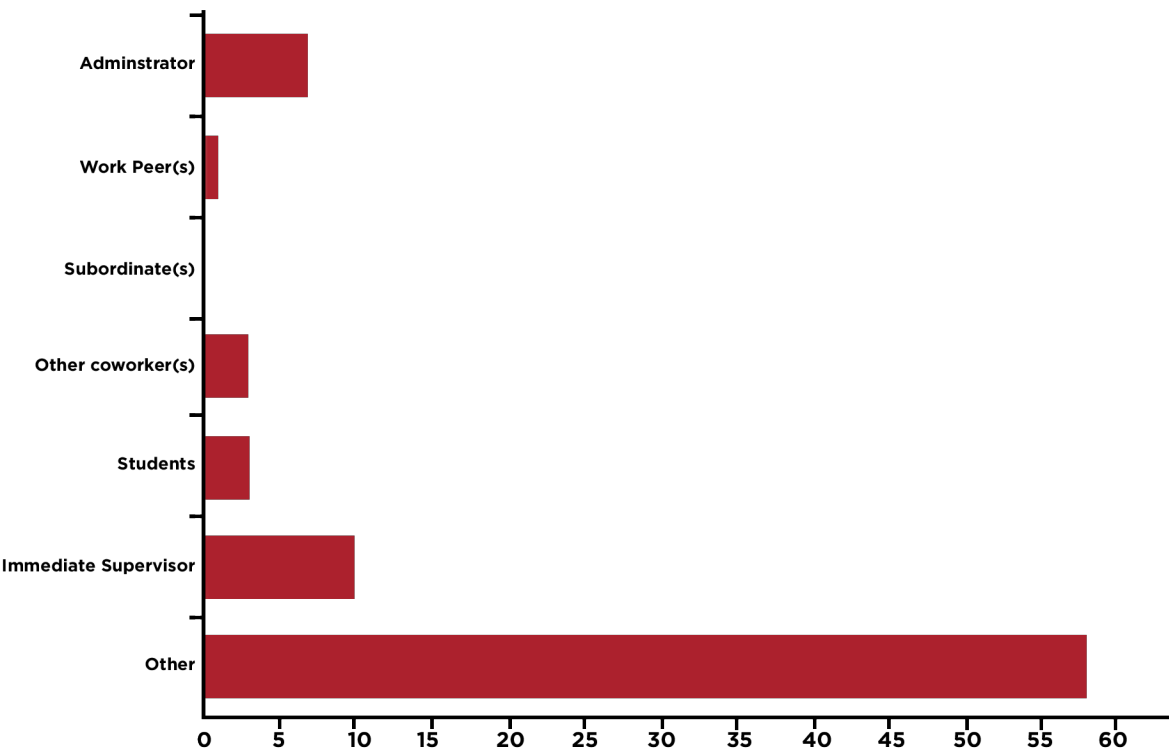
In all groups, some respondents indicated that they did not want to share specific social identity threat instances for fear of retaliation or other negative backlash.



Faculty Group

Who instigated the identity threat you wrote about above? (Please select all that apply).

MOST RECENT IDENTITY THREAT INSTIGATED ROLES

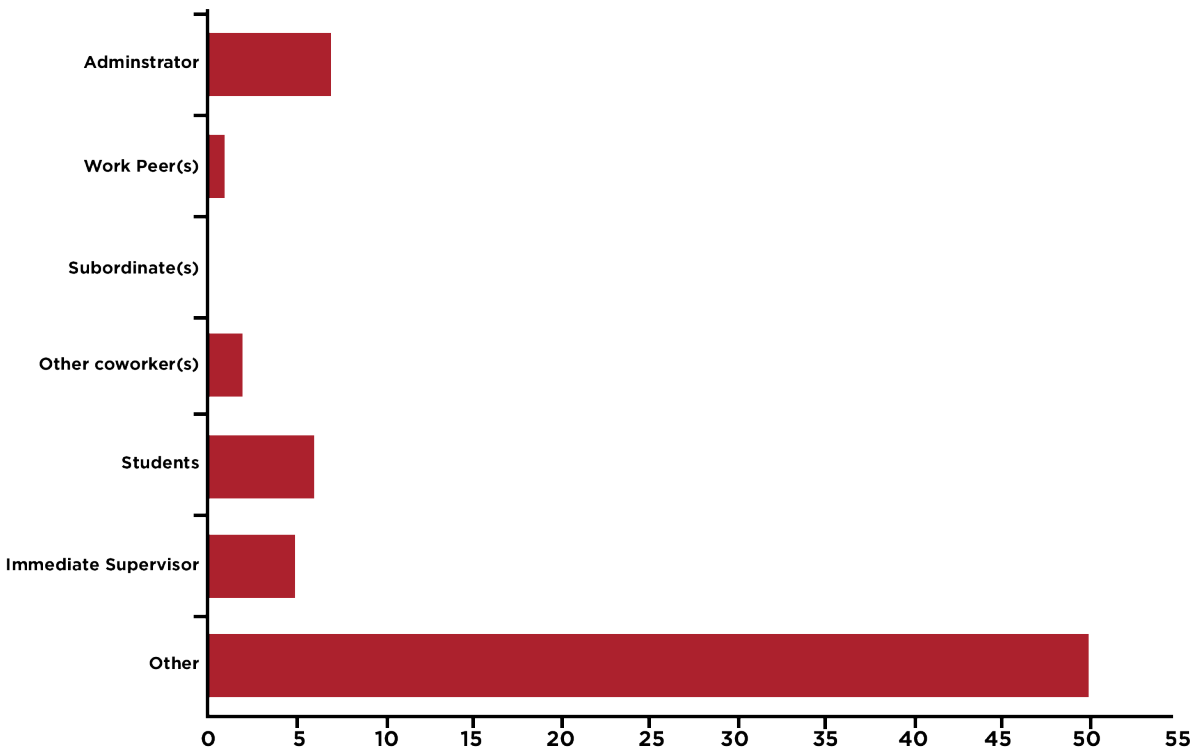


#	Answer	%	Count
1	Administrator	8.54%	7
2	Work Peer(s)	1.22%	1
3	Subordinate(s)	0.00%	0
4	Other coworker(s)	3.66%	3
5	Students	3.66%	3
6	Immediate Supervisor	12.20%	10
7	Other	70.73%	58
	Total	100%	82

The majority of respondents listed “N/A” for the other category. Other respondents wrote more details in the other category that represented a role mentioned above.

Who instigated the identity threat you wrote about above? (Please select all that apply).

WORST IDENTITY THREAT INSTIGATED ROLES



#	Answer	%	Count
1	Administrator	9.86%	7
2	Work Peer(s)	1.41%	1
3	Subordinate(s)	0.00%	0
4	Other coworker(s)	2.82%	2
5	Students	8.45%	6
6	Immediate Supervisor	7.04%	5
7	Other	70.42%	50
	Total	100%	71

The majority of respondents listed “N/A” for the other category. Other respondents wrote more details in the other category that represented a role mentioned above.

IDENTITY THREAT THEMES

These themes highlight a representative sample of what faculty respondents indicated were the most common identity threats they experienced and/or witnessed at RCBC in the time frame accessed.

THEMES

STEREOTYPING
IDEAS/INPUT/CONTRIBUTIONS/CONCERNS DISMISSED OR NOT RECOGNIZED
GENDER DISCRIMINATION
DISRESPECT/LACK OF RESPECT
LGBTQIA DISCLOSURE/DISCRIMINATION
SEXUAL HARASSMENT
STATUS DISTINCTIONS
FEELING EXCLUDED
HOSTILE ENVIRONMENT
AGEISM
PAY DISPARITY
RACIAL/ETHNIC DISCRIMINATION

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“A student told me that “people like me” were not supposed to be good at math and he was surprised that I was.”

“Students challenge my teaching ability and my authority and given an open door to the Dean’s office to reinforce their ability to complain. XX.”

“

There have been campus safety issues that have been denounced due to gender differences or feelings of being unsafe on or around campus. I feel as though my concerns have been dismissed because of gender differences.

”

“Being female. I perceive my supervisor as being more attentive to males. For example, when I am talking to my supervisor, sometimes a male will interrupt and be given attention.”

“I was giving input at a committee XX. The chair made a comment XX. I wouldn’t say I felt threatened but I was very upset and felt undermined XX and very much discounted.

“

I am unable to disclose this for fear of retaliation.

”

“I have not experienced a time when I felt my social identity was threatened at RCBC.”

“Uncomfortable sharing.”

“I teach XX, a student expressed her dissatisfaction with my XX teaching the subject that I do.”

“As an adjunct, I am not on campus full time. In fact, I rarely see other employees, unless I seek them out, so I have not felt that my social identity has been threatened.”

“I have heard discussion about ageism but I have not experienced it myself.”

“XX. In context of open XX position: The applications look good but we want to bring them in for interviews to see if they really look good. *smiles w/ quiet laugh*”

“Despite the college’s mission being education, faculty are viewed and treated as second class citizens. This permeates every facet of working as an educator at RCBC from opportunities to advance, to being heard and supported, to being appropriately compensated as professionals. There is also a strong stigma that the arts and humanities are “lesser” at RCBC, which is incongruous with its mission and purpose as a liberal arts college. I feel my profession is threatened by an institution that does not value my academic discipline, my professional credentials and distinction, or what I bring to the table.”

“

I feel that the administration is hostile to faculty and staff. Administration is near invisible, and any attempt to question or discuss issues with them leads to being shutdown or insulted. XX. There is not a nurturing atmosphere, and inevitably that leads to be having their social identities threatened.

”

“I do feel that my male co-worker is constantly viewed as better than me in multiple ways simply because he is a man. His decisions are accepted faster or without argument than mine, even when his decisions are the same as mine. He is constantly rated higher on evaluations etc. even though I feel as though I do more work and/or complicated work.”

“I have witnessed a blatant disregard of the college’s staff and faculty in this institution. Just because we of a certain group this does not justify the discriminatory treatment from the XX office. Morale is low as a result, and just because employees are unhappy does not necessarily mean the school is doing things right.”

“I had students come to me XX asking if the men handing out religious texts in the courtyard were RCBC related. They felt uncomfortable being approached and took the texts in hopes to be left alone. They then did not know what to do with the books, as they felt sacrilegious throwing them out but did not want them. It was an awkward position they were pressured into. XX. There were a group of 4 or 5 men who were blocking every sidewalk in the courtyard, so if you were passing through around lunch time (which many students are at that time) you could simply not avoid them. I watched them follow students who clearly had no interest in interacting with them. I watched them approach students sitting alone reading at a table with headphones in (visibly not looking to be approached). I felt this was not appropriate behavior for strangers unaffiliated with RCBC to interact with students, especially at a public/county school. Numerous students voiced how uncomfortable they were with this solicitation on campus.”

“I think the worst is when I assisted another faculty member who is a man of color with a student complaint that was made against him. The student was wrong, but in a way, we try to accept their behavior and then teach them to be better. However, the most troubling thing was how the school handled it and the way they involved other people was simply atrocious. XX.”

SOCIAL IDENTITY THREAT RESPONSE THEMES

These themes highlight a representative sample of what faculty respondents indicated were the most common identity threats they experienced and/or witnessed at RCBC in the time frame accessed.

THEMES

**IGNORE TO AVOID CONFLICT, NEGATIVE BACKLASH, OR BELIEVED THAT IT WOULDN'T CHANGE ANYTHING
REPORT TO SUPERVISOR/HR/OTHER OFFICE
ALLY/OTHER PERSON INTERVENED ON ONE'S BEHALF
SEEK COWORKER/FRIEND SUPPORT
CONSTRUCTIVE ACTION
SELF-ADVOCATION
SEARCH FOR OTHER OPPORTUNITIES**

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“Let it take its course because it will eventually catch up to them. This approach isn’t ideal because there is a fear of repercussions if it’s discussed openly in meetings like governance.”

“I wrote a report on what I witnessed and my students’ experiences to XX.”

“I am unable to disclose this for fear of retaliation.”

“The instructor responded to the threat. I felt annoyed that students are often disrespectful, inconsiderate, and speak without thinking about the impact of their words.”

“Ignored the remarks because I was afraid to report and didn’t think my report would help me.”

“This is a concrete example of this institutions disdain for its own faculty. I have been actively interviewing for faculty positions at other institutions and XX.”

“

Provided the offended person with legal support through the union.

”

“Directed students to STEM office to speak with Associate Dean.”

“I didn’t address it. However, when I misused used their preferred pronoun, I privately apologized later, explaining this is a new cultural norm and I’m still getting acclimated.”

“I did not know what to do. It made me feel undervalued and insignificant.”

“

I wanted to quit, and still do. I can’t imagine feeling good about my work here under the conditions, and with hearing further examples of this constantly. We are trained to be sensitive to student issues and other concerns, but this does not apply to everyone. There is a lot of hypocrisy here, and that starts with people in charge.

”



SOCIAL IDENTITY THREAT CORRECTION THEMES

These themes highlight what respondents indicated what RCBC could do to appropriately eliminate or mitigate the identity threats.

THEMES

FOLLOW LAWS/RULES/PROTOCOL/GUIDELINES
TREAT PEOPLE FAIRLY
ORGANIZATIONAL FOLLOW-THROUGH/CORRECTIVE POLICIES/ACTIONS
PROVIDE EDUCATION/TRAINING
IMPROVE ORGANIZATIONAL CULTURE/INTERPERSONAL INTERACTIONS
NO IDEA
BE MORE RESPECTFUL/PROFESSIONAL
STOP INAPPROPRIATE/OFFENSIVE BEHAVIORS
ACKNOWLEDGEMENT

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“

Allow people to disagree without being phobic.

”

“Follow the laws and treat everyone fair. Treat everyone like a human being.”

“If a group like this wants to come to our campus, they need to register and get permission (which is supposed to be a school rule). Then they should set up a table, with a sign clearly stating what their purpose is, and any students or faculty who would like to engage may walk up to them to start a dialogue. Strangers should not be given permission to follow and solicit students at their education institution. I also do make the assumption that if this group were following students around preaching about satanic scriptures, the school would have put an end to it. But since the texts were Christian, the school response was quite disappointing. I support the school’s stance that everyone has the right to practice their own religions. I do not support that strangers, unaffiliated with RCBC, are allowed to wander on our campus and block all walkways to ensure communication with young individuals just trying to get an education.”

“I would have liked to see upper admin, actually respect us instead of berating us, rolling their eyes, and avoiding us. This is especially considering we do way more admin. work than other colleges, yet there is no appreciation or support for that at all.”

“Education and Awareness.”

“Students should be made aware of appropriate and inappropriate ways to speak.”

“The XX supervisor should reiterate the issues and warn the administrator to stop engaging in the offending behaviors.”

“If the college would simply acknowledge that there are distinct and egregious pay inequities and settle them across the board (some have been settled already but others persist) the goodwill of the faculty would not be continually eroded. I would like to see the college adopt an actual equitable pay scale, compensate its faculty and staff appropriately for their professional positions, and empower faculty rather than continue obstructing day to day academic functions of the college with nonsense micromanaging policies and procedures.”

“The book selected for DEI is a White-Hate book. The Racial Healing Handbook. I only read part of chapter 1, and chose not to continue because the book is anti-white. White people experience racism also, not just people of color. I would have liked the DEI group to not be so racist against whites.”

“Have concrete rules on how to handle student complaints and complaints that need to be made by faculty. Half the battle is knowing where to go and who to talk to. That is not exactly clear here.”

“Nothing--things are dealt with fairly here--for me.”

“The supervisor should be fired for this type of statement / attitude.”

ROWAN COLLEGE AT BURLINGTON COUNTY SOCIAL IDENTITY THREAT MODEL

This model presents a graphical representation of the relationship between the social identity threats faculty respondents experienced at RCBC, how they responded to those threats, and the emotions they subsequently felt as a result of the experienced identity threats.



IDENTITY THREAT THEMES

- Stereotyping
- Ideas/Input/Contributions/Concerns Dismissed or Not Recognized
- Gender Discrimination
- Disrespect/Lack of Respect
- LGBTQIA Disclosure/Discrimination
- Sexual Harassment
- Status Distinctions
- Feeling Excluded
- Hostile Environment
- Ageism
- Pay Disparity



IDENTITY RESPONSE

- Ignore to Avoid Conflict, Negative Backlash, or Believed that it Wouldn't Change Anything
- Report to Supervisor/HR/Other Office
- Ally/Other Person Intervened on One's Behalf
- Seek Coworker/Friend Support
- Constructive Action
- Self-Advocation
- Search for Other Opportunities



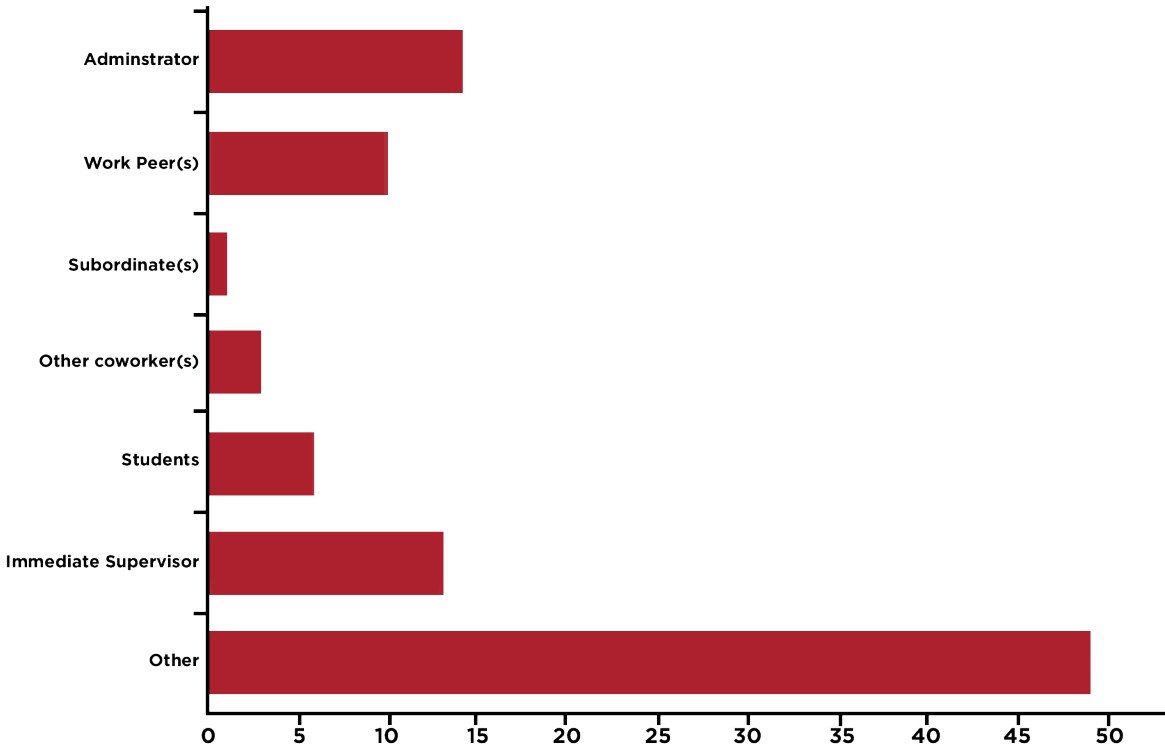
TRIGGERED EMOTIONS

- Disappointment
- Frustration
- Anger
- Exclusion
- Sadness
- Disrespected
- Irritation

STAFF GROUP

Who instigated the identity threat you wrote about above? (Please select all that apply).

WORST IDENTITY THREAT INSTIGATED ROLES

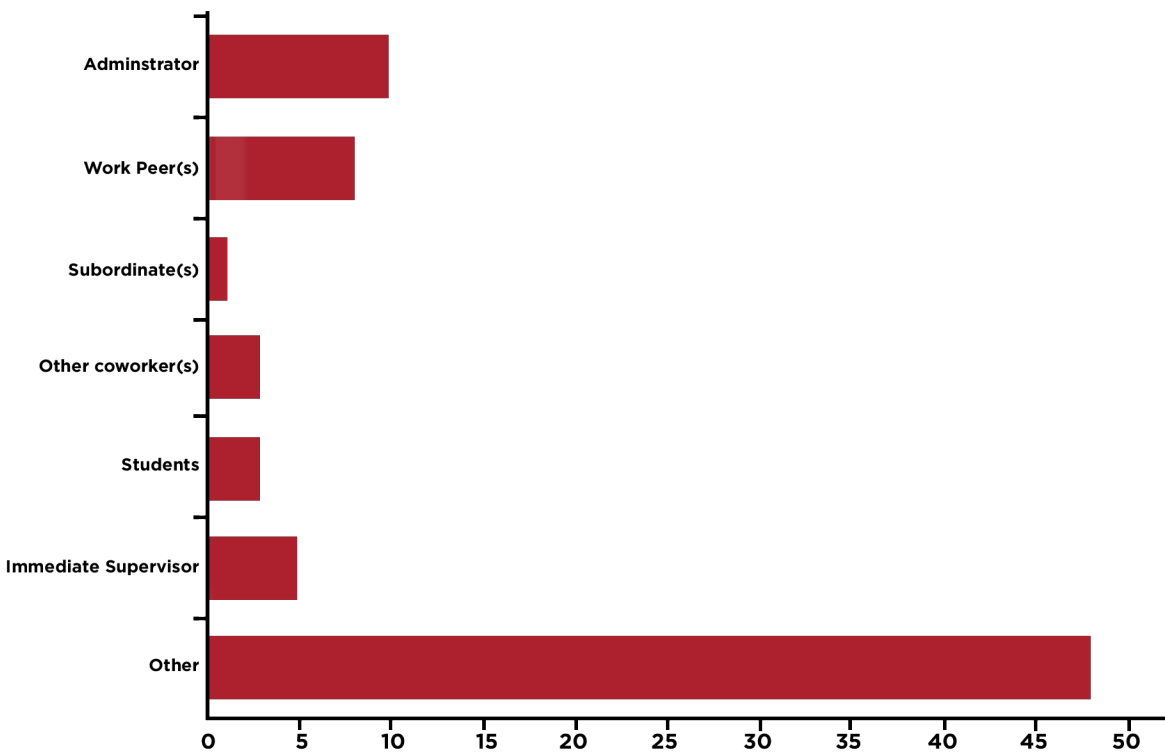


#	Answer	%	Count
1	Administrator	15.56%	14
2	Work Peer(s)	11.11%	10
3	Subordinate(s)	1.11%	1
4	Other coworker(s)	3.33%	3
5	Students	0.00%	0
6	Immediate Supervisor	14.44%	13
7	Other	54.44%	49
	Total	100%	90

The majority of respondents listed “N/A” for the other category. Other respondents wrote more details in the other category that represented a role mentioned above.

Who instigated the identity threat you wrote about above? (Please select all that apply).

WORST IDENTITY THREAT INSTIGATED ROLES



#	Answer	%	Count
1	Administrator	12.82%	10
2	Work Peer(s)	10.26%	8
3	Subordinate(s)	1.28%	1
4	Other coworker(s)	3.85%	3
5	Students	3.85%	3
6	Immediate Supervisor	6.41%	5
7	Other	61.54%	48
	Total	100%	78

The majority of respondents listed “N/A” for the other category. Other respondents wrote more details in the other category that represented a role mentioned above.

IDENTITY THREAT THEMES

These themes highlight a representative sample of what staff respondents indicated were the most common identity threats they experienced and/or witnessed at RCBC in the time frame accessed.

THEMES

**THWART DEI WORK
STEREOTYPING
SEXUAL HARASSMENT
DISRESPECT/LACK OF RESPECT
RETALIATION
IDEAS/INPUT/CONTRIBUTIONS/CONCERNS DISMISSED OR NOT RECOGNIZED
AGE DISCRIMINATION
GENDER DISCRIMINATION
RACIAL/ETHNIC DISCRIMINATION
DISABILITY DISCRIMINATION
RELIGIOUS DISCRIMINATION
LGBTQIA DISCLOSURE/DISCRIMINATION
HOSTILE ENVIRONMENT
LACK OF/EXCLUDED FROM PROMOTIONS/OPPORTUNITIES**

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“It was an attempt to dance around doing the work of DEI. A colleague and I were engaged in a conversation around hiring diversity at RCBC and they insisted that Diversity of thought needed to be a hiring priority at RCBC than diversity of any type of embodiment. They began to bring up affirmative action tropes and insisting focusing on DEI at RCBC has led RCBC to hire less qualified candidates.”

“The college dress code (for employees) is a constant threat to my identity as a woman. It is also potentially racist and just offensive for anyone who works at RCBC and considers themselves a professional. I have also been present when sexual jokes/innuendos have been made fairly frequently. To be clear, the jokes are sometimes directed at me but frequently about other people or groups of people in my presence.”

“I do not believe that my social identity has ever been threatened at RCBC.”

“A co-worker asked for clarification about a situation they were handling. I was in the presence of another co-worker. I responded to the co-worker who posed the question (to me) and the other co-worker reiterated my response and gave the same answer. I felt as if my response was inadequate (in the eyes of the second co-worker). The person who asked the question then responded to the second co-worker even though my answer was correct. I felt diminished. Both co-workers are of the same race, different from me.”

“XX many of the operations people particularly their management seem to believe that they know best, failing to understand that there are other professionals and this is an educational organization.”

“

Passed over for a task that was more ‘manly’.

”

“Older individuals are not assigned/required to do certain tasks compared to the younger employees causing the younger employees to be overwhelmed by workload.”

“I feel unheard and just pushed to the side.”

“Age Cohort: I have had comments made to me by leadership in the past referencing my age, and or general statements made where a leader has stated they know they have many more years here than any of us as they are younger than all present.”

“Someone said that students would relate better, and seek assistance from, my co-worker because he was close to their age and I am not. (was talking about the age of a traditional student).”

“While not a specific threat, it is not uncommon for women’s voices to be silenced. A XX colleague XX informed XX that I was too bossy and demanding. He did not make similar complaints about my male colleagues, despite them being similarly assertive or even demanding.”

Female XX are held to a different standard. We are expected to perform all job duties and perform them well. Meanwhile the male XX are not expected to perform half of the job duties.

“I have witnessed social identity being threatened much more through perceived impressions of a male administrator’s preference for working with males than females, demonstrated by activity on projects brought forward by males and less action or no action on items introduced by females.”

“

A colleague implied that, because of my / their gender, I received compensation that they did not receive.

”

“A coworker associated me as another coworker due to me being an African American female. This was a racial social identity.”

“I was denied a position because I was not the right ‘fit’.”

“Every single social identity I have has been threatened at RCBC on a multitude of different occasions. My race, my religion, and my socioeconomic status have all been threatened due to the notion that my identities are not normally found at or associated with community colleges (XX, XX, XX). Despite my work ethic, my academics, and my service, I have continually been overlooked, under valued, and under appreciated. Instead, certain honorifics are given to my peers who have accomplished and done far less for this college. It is truly disheartening and egregious.”

“Not comfortable sharing.”

“The worst social identity threat was an incident where my department’s XX screamed at myself and my coworkers. I felt our personal safety, professional identity was threatened because of the things XX said.”

“

Race: I was asked to speak up in a meeting to represent the minority perspective XX. All of us were singled out to speak up. I cannot speak for the entirety of a race and should not be expected to, especially in an open forum.

”

“I cannot answer this question without making it clear exactly who I am, so I’ll share a few thoughts. There is a culture at RCBC to dismiss the contributions of most of the employees, especially those who don’t have seats at the high-powered tables. Besides the ridiculously low pay, especially for adjunct faculty and support staff, these people are not part of high-level conversations and their work is not lauded....well, ever. It’s true for people in other positions at the college as well. I think everyone feels underappreciated. I have seen the work of especially these folks, though, routinely and systemically overlooked, undervalued, and even belittled. As I said, it’s part of the culture.”

“Through many interactions over the past year, I have heard of a few students that would feel as though their identities were threatened by professors. I can mainly recall students mentioning they felt that their professors treated them differently based on sexual identity, ethnicity, or age.”

“Through being on job search committees I’ve seen/heard people not give qualifying candidates a fair chance due to them not “fitting” the look or idea of who they saw for the role.

“The lack of responsiveness by this institution to the employees request for a flexible work schedule. Within the last twelve months, we abruptly went from remote work to fully back in the office, with no consideration of whether or not all of the staff was ready or able to do so. The flexible work schedule was particularly helpful for women, who often bear the burden of childcare and eldercare, sometimes simultaneously. There were no options presented that could have made this transition easier or any clearcut communication from either the President’s office or Human Resources as to why this was non-negotiable.”

“I’ve felt “less than” many times due to a disability and accommodations. HR and supervisors do not treat others as human beings. The Welcome Back included a “scavenger hunt” which did not take into consideration that some may not be able to participate due to a disability. You have to actually fight for an appropriate accommodation. It’s exhausting and embarrassing.”

“My religious identity was threatening by means of religious slurs (XX slurs). I will not elaborate nor repeat the slurs.”

SOCIAL IDENTITY THREAT RESPONSE THEMES

These themes highlight what staff respondents indicated were the most common ways they responded to the identity threats.

THEMES

**EDUCATED/CHALLENGED OTHERS
CONSTRUCTIVE ACTION
SELF-ADVOCATION
REPORT TO SUPERVISOR/HR/OTHER OFFICE
IGNORE TO AVOID CONFLICT, NEGATIVE BACKLASH, OR BELIEVED THAT IT
WOULDN'T CHANGE ANYTHING
SEARCH FOR OTHER OPPORTUNITIES**

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“

I attempted to cope with it by acquiring a licensed therapist. It made me feel horrible, threatened, and fearful for my job and peace of mind.

”

“XX. I pointed out facts about and myths about XX. I just challenged the person with facts.

“I spoke up correcting the person XX, they apologized and said that’s not what they meant. It made me feel that this person obviously sees the ‘hierarchy’ of education levels and puts themselves on a level above others.”

“For the inappropriate comments, I often show my shock before I can catch myself. Then a joke is usually made about that, and I laugh it off. I feel uncomfortable, although I’m afraid I’m becoming used to it. More and more, I find myself angry, because the comments are often made by people in a position of power. I feel that they should know better, but I also get frustrated, because when certain people are involved no one (myself included) calls out those making the comments, except jokingly.”

“Ignored it and pressed on.”

“Directed my comments back in a positive response so as not to feed into the coworker’s preconceived thoughts.”

“Makes me feel threatened, and at risk of losing my job.”

“It made me feel marginalized in my position and as if my experience would not matter in assisting our students. The other person reports to me and it was also humiliating. Ageism is rampant here.”

“Expressed to supervisors of the imbalance and that it is causing resentment between employees.”

“The one time I ever spoke up, my supervisor took me seriously but the higher up administrator questioned my authenticity and never got back to me.”

“It’s demoralizing to realize women are not part of the decision-making and is just one of many examples I’ve had to tolerate. It reminded me of the time Andy Masters was the campus-wide speaker and he wrote a book: “Kiss Your Customer: 77 Reasons Why Sales & Service Are Just Like Dating & Relationships”. Even the cover of the book is offensive with him sweeping a businesswoman off of her feet and leaning in for an uninvited kiss.”

“It made me feel like we were back in the age of women are to be seen and not heard. I thought we had moved past that in this day and age.”

“

After this happened several times, I reassigned the work with this colleague’s department to one of my staff, who was male. Despite the requests being similar from this subordinate, the complaints about our division being too demanding were eliminated.

”

“

Having been here for many years I have seen so many hard-working ethical driven educated people just leave because they were told one thing and another happened. Or they just gave up fighting. You can tell when you have folks “Engaged” and “Disengaged “ at the campus. There are many hard working, student centric employees just doing “enough” because doing more will not get you seen or not seem to make any difference. Many people although they do not feel appreciated still go over and beyond because they don’t want to add one more thing to a co-workers plate. I often see this throughout the college.

”

“I said “ok” and did not continue to engage in the conversation. My feelings felt invalidated and I did not want to be compared to another female, let alone XX.”

“Spoke to co-workers. They openly admit that they will not perform the same duties and should not be expected to do them.”

“Nodded and said I understood. Felt held back, frustrated, and undervalued.”



SOCIAL IDENTITY THREAT CORRECTION THEMES

These themes highlight what staff respondents indicated what RCBC could do to appropriately eliminate or mitigate the identity threats.

THEMES

ADVOCATE FOR DEI INITIATIVES
FOLLOW LAWS/RULES/PROTOCOL/GUIDELINES
TREAT PEOPLE FAIRLY
ORGANIZATIONAL FOLLOW-THROUGH/CORRECTIVE POLICIES/ACTIONS
STOP INAPPROPRIATE/OFFENSIVE BEHAVIORS
PROVIDE EDUCATION/TRAINING
IMPROVE ORGANIZATIONAL CULTURE/INTERPERSONAL INTERACTIONS
NO IDEA
BE MORE RESPECTFUL/PROFESSIONAL
ACKNOWLEDGEMENT

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“I don’t know that there is anything that could make it right. Just make sure that the organization is not relying on “diversity of thought” as a way of making steps towards DEI work.”

“The jokes shouldn’t be made in the first place. It would also be nice to have a real HR department who can effectively handle situations like this and enforce policies. Right now, employees have nowhere to turn.”

“Nothing. I do not want anything in the survey to be addressed as we have such a small number of people in leadership positions that it will be immediately known that I spoke up. In fact, I do not know if I will even submit the survey.”

“

I would have liked to see the administration reprimanded for embarrassing, harassing, berating, and putting me down.

”

“So far, so good, although there may be cases I have neither witnessed nor seen.”

“For someone to actually listen to women of color. ESPECIALLY young women of color.”

“If RCBC is truly embracing diversity, there would be different groups represented in decision-making.”

“Employees be valued.”

“I think while I have not felt this in my own time at RCBC, I know that it has occurred with others. I think that to correct this situation, it is important for people to be held accountable and I think a mediator/non-biased person is needed to help work out some situations, which I feel is not a resource that RCBC has currently.”

“Not sure -- tried to address in the moment by saying that different students identified with different people, but the damage was done.”

“I believe in direct communication -- I would have liked to have seen my supervisor directly address this person’s behavior toward me and other women. Instead, it was “you two have to work together” as if this was a simple personality conflict.”

“Clear support from administration of a variety of identities BEFORE an incident occurs can prevent people from making such comments in the first place because they don’t feel that those opinions would be well received.”

“I would like for RCBC to incorporate professional development and team building workshops for staff to get to know who we are especially with the amount of turnover faces on a monthly basis, nobody knows who works here anymore or who anyone is. Senior workers who’ve been here 5+ years don’t create a space of inclusivity, instead it’s very cliqued.”

“I think an apology was most certainly required.”

“

Identification and addressing the issue by the direct supervisor who was informed through other staff and administrators that this was happening.

”

“I would have appreciated being placed under a different supervisor since no one in HR or anywhere else did anything to ensure that I have a safe space to work.”

“Listen to how I was feeling, address my concerns, and tell me how to approach the situation to speak with the person that initiated the conversation to make me feel this way.”

“Stop complaining about how I speak. XX.”

“

I would like to see potential for internal promotions or some sort of career path for advancement.

”

“The President’s Advisory Council has to have some teeth to it and address issues that do not suggest there is not a problem on campus. It needs to be a dedicated office with a real charge for impacting the entire college community. This needs to be a full-time position/department that is not afraid to make people think.”

“To stop basing awards and honorifics at the college on race and ethnicity. DEI is supposed to be non-judgmental towards these identities and treat EVERYONE equally in EVERY circumstance. Everyone should be held to the same standard and expectations. Just because someone is white, does not mean they need to prove their worth more than someone who is colored and vice versa. For a college who states they are equal and inclusive, they only cater to a specific population of their students.”

“Well, nothing could right this wrong. It’s more of an institutional/generational divide.”

“

Everyone should be held to the same standard and be expected to perform all the same job duties as those on the same level.

”

ROWAN COLLEGE AT BURLINGTON COUNTY SOCIAL IDENTITY THREAT MODEL

This model presents a graphical representation of the relationship between the social identity threats staff respondents experienced at RCBC, how they responded to those threats, and the emotions they subsequently felt as a result of the experienced identity threats.



IDENTITY THREAT THEMES

- Thwart DEI work
- Stereotyping
- Sexual Harassment
- Disrespect/Lack of Respect
- Retaliation
- Ideas/Input/Contributions/Concerns Dismissed or Not Recognized
- Age Discrimination
- Gender Discrimination
- Racial/Ethnic Discrimination
- Disability Discrimination
- Religious Discrimination
- LGBTQIA Disclosure/Discrimination
- Hostile Environment
- Lack of/Excluded from Promotions/Opportunities



IDENTITY RESPONSE

- Educated/Challenged Others
- Constructive Action
- Self-Advocation
- Report to Supervisor/HR/Other Office
- Ignore to Avoid Conflict, Negative Backlash, or Believed that it Wouldn't Change Anything
- Search for Other Opportunities



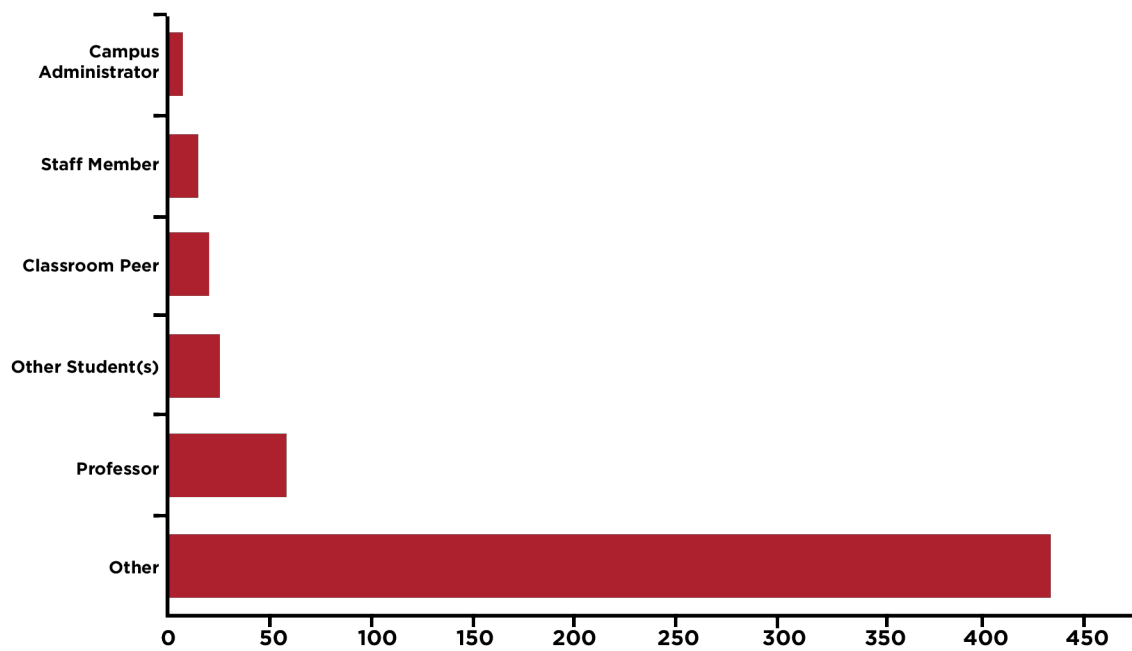
TRIGGERED EMOTIONS

- Disappointment
- Frustration
- Anger
- Exclusion
- Sadness
- Disrespected
- Humiliation
- Undervalued
- Embarrassed

STUDENT GROUP

Who instigated the identity threat you wrote about above? (Please select all that apply).

MOST RECENT IDENTITY THREAT INSTIGATED ROLES

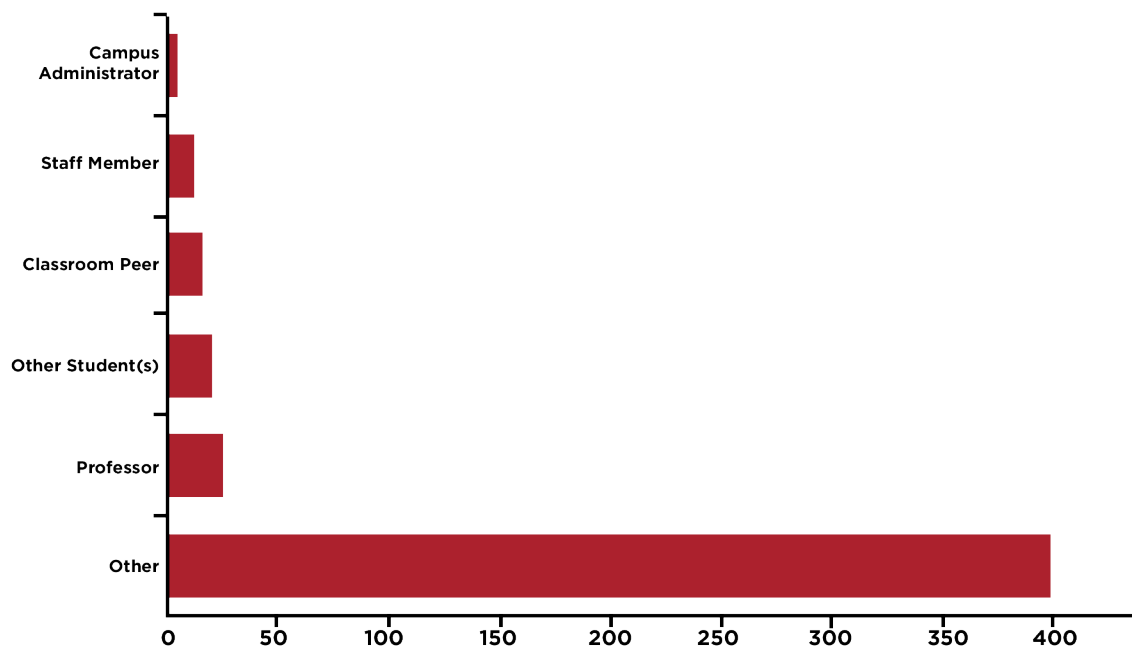


#	Answer	%	Count
1	Campus Administrator	1.25%	7
2	Staff Member	2.69%	15
3	Classroom Peer	3.58%	20
4	Other Student(s)	4.48%	25
5	Professor	10.39%	58
6	Other	77.60%	433
	Total	100%	558
	Total	100%	90

The majority of respondents listed “N/A” for the other category. Other respondents wrote more details in the other category that represented a role mentioned above.

Who instigated the identity threat you wrote about above? (Please select all that apply).

WORST IDENTITY THREAT INSTIGATED ROLES



#			
1	Campus Administrator	1.26%	6
2	Staff Member	2.51%	12
3	Classroom Peer	3.35%	16
4	Other Student(s)	4.18%	20
5	Professor	5.44%	26
6	Other	83.26%	398
	Total	100%	478

The majority of respondents listed “N/A” for the other category. Other respondents wrote more details in the other category that represented a role mentioned above.

IDENTITY THREAT THEMES

These themes highlight a representative sample of what student respondents indicated were the most common identity threats they experienced and/or witnessed at RCBC in the time frame accessed.

THEMES

DISABILITY/MENTAL HEALTH DISCRIMINATION
LACK OF EMPATHY/CONSIDERATION
POOR SERVICE TREATMENT
IDEAS/INPUT/CONTRIBUTIONS/CONCERNS DISMISSED OR NOT RECOGNIZED
LACK OF HISTORICALLY EXCLUDED/INCLUSIVE CONTENT/SOURCES IN COURSES
LGBTQIA DISCLOSURE/DISCRIMINATION
DISRESPECT/LACK OF RESPECT
LACK OF/EXCLUDED FROM OPPORTUNITIES
STEREOTYPING
POLITICAL AFFILIATION
WEIGHT DISCRIMINATION
RACIAL/ETHNIC DISCRIMINATION
RELIGIOUS DISCRIMINATION
ACCENT/ARTICULATION BIAS
AGE DISCRIMINATION
GENDER DISCRIMINATION

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“I had a professor that I am still trying to resolve a grade with she discriminated against me because of my learning disabilities. I have ADHD and an accommodation plan. Numerous times when I asked for help she was saying that I was making excuses and then at times didn’t accept my work and changed the due dates so my work was not accepted, She accused me of copying people’s work when I don’t even know anyone in this college and gave me numerous failing grades for not citing my work too. She gave me a horrible feeling and I had to switch majors three times and almost switched colleges. The Course is a prerequisite for my intended major and because I failed it, I had to switch majors. I did take this up to the dean who rarely answered my emails regarding my concern and wouldn’t get back to me for months. I also copied my advisor and I have an accommodation plan and informed the administrator for student services too.”

“When I went physically to school I often felt left out when it came to inclusion. Group projects in class for instance people gravitated toward people and often times I thought it might be the way I look that made people not want to include me. I have social anxiety as it is so maybe a portion of that was due to it but it sure did feel like what I had described sometimesProfessors not realizing how much I rely on my accommodation letter for school.”

“I am yet to experience such from a lecturer. I once had an unpleasant meeting with a front desk rep, she seemed to be extremely brief with me, asking me to seek my answer online.”
“I have never felt social identity threatened.”

“I had a lot of health problems going on and was in and out of the hospital. I sent my professor emails including doctors’ notes and was still questioned on needing extension for certain assignments due to undergoing surgery and spending multiple days in the hospital.”

“In a class, the professor alleged that because I was dating my partner that I would be making less money because of the age difference as well as my gender. This was said in class and gave me the impression that others would harass me because of this.”

“This was a very minor occurrence, but it seemed like some of the discussion questions in my developmental class were designed for parents or people who plan to become parents. One of the questions, for example, was: “How do you plan to achieve generativity in your own life? If a person does not have their own children do you think it is important to find other ways to accomplish this goal? Why or why not?” Framed in this way, it seems like having children might be the only/best way to successfully navigate the stages of adulthood, and some of the student responses seemed to align with that viewpoint. I’m not sure if this would be considered an example of an identity threat, but it feels like there are more barriers to parenthood for people in LGBTQ relationships. It also would have been nice to have felt like there was room to be someone who doesn’t want to have children (and to not feel criticized for making a deeply personal and complex choice).”

“

I didn’t. We don’t have a problem at this school in terms of “DEI” or whatever other made up problems others suggest. In the case of an actual situation involving race or other similar topic, that should absolutely be looked into. But right now there is no problem, so I suggest not giving time or attention to it. Stop trying to re-invent the wheel. It’s pointless and agitating.

”

“ I have never felt a way at RCBC. Everyone I speak to seems to want to help me do my best. That is refreshing because going back to college is a tough decision. ”

“When I called a few times with student accounts and a couple times had to drive up there to get a person live rather than leaving multiple messages for a month at a time. Upon my arrival I waited patiently 4-6 ft from window and was passed by staff and some working students at the desk without being acknowledged or asked if I needed help. I asked for assistance after 10 minutes of standing because my feet hurt.”

“The only time I felt that was when I submitted my Test for a class 1-2 minutes after the due date. It was a big test and I handed in all relating work for the test. But my professor gave me 0% and made an example out of me the following day in class saying we had more than enough time to complete the assignment.”

“A student fair question was dismissed due to how he had improper English.”

“Content and inspirational quotes shared at class were only by white men. Quotes were not part of class content, but the lack of inclusion was disconcerting.”

“My pronouns were not being respected in educational psychology class and administration didn’t do anything about it making me uncomfortable going to class.”

“Was excluded from a study group because of my age, they didn’t feel I would be a contributing member because I’m still in high school, just taking some RCBC classes on the side.”

“It may be a stretch, but when I took Intro to Statistics for the first time, there were times when the professor would refuse to teach if only some students were on their phones. Prof. would accuse us of being of a particular generation that does not care nor wants to learn. In addition to his refusing to teach during some classes, I would ask him questions regarding homework readings, and he would respond with, “you would understand if you did the reading” when I told him I did read and did not understand, his response was, “you did not read well enough” and then not explain anything. I hated going to that class. I was trying my best in a subject I was terrible in, and it was just frustrating and embarrassing.”

“Never. I am also an online student and not on campus. I also have only done 1 class for one semester so far so this does not apply to me.”

“I have never felt threatened before at RCBC. The professors are reasonable and respectful, and the students are welcoming and excepting.”

“When RCBC only had Democrat candidate flyers with no Republican or Third party contrast.”

“So I use SHE/THEY pronouns and there was a psych professor that I had in my very first semester at RCBC. He would go on many transphobic rants during that semester and there were recordings done of some of his rants. Other than that one very specific time I felt very accepted on campus.”

“When talking about race stratification I feel as if my professor could use more tact when discussing Black people, coming from a Black person. It’s not racist or even really much of a micro-aggression but there was a time when they made a comment saying “when you think of a criminal in your mind it’s probably a Black man” and told people to raise their hand if they felt brave enough to admit it. It just felt off to me. Although they then clarified the stereotype is due to a self-fulfilling prophecy where many Black men are wrongfully incarcerated due to racism in the police force and government agencies, as a Black women with many multiple positive educated Black male role models in my life such as my father I have never viewed Black men or any race as criminals and I feel like other Black people wouldn’t think that way either as a lot of us constantly try to subvert that stereotype.”

“A teacher put down obesity, making it sound like a personal problem and not a disease, while comparing it to being skinny. As a woman and heavier, it made me uncomfortable to go to him for situations.”

“I had a professor last semester (fall 2021) who constantly made remarks that made me feel uncomfortable speaking about my own ethnicity.”

“

A student’s competence is constantly questioned by his professor because he speaks with a heavy Southern accent.

”

“

I was told that XX, my disability, was not real and that I would not be receiving accommodations.

”

“My professor kept trying to insist our online class needed to be in person, and telling everyone to email his department head telling them to switch it. He knew I was undergoing medical treatment that made it impossible for me to go to class in person, but he still kept insisting and was visibly frustrated.”

“I professor was degrading members from different weight classes and from the LGBTQ+ community. It felt like a threat to me because I am one who struggles with weight and am a part of this specific community.”

“I felt that the importance of my religion didn’t matter. I am a practicing Muslim. In a classroom discussion, I brought up that Muslims don’t get days off for our big holidays, even though they are important to us. A fellow Muslim student agreed. My professor said that “Muslims wouldn’t want days off for their holiday because their holiday would become secular and not sacred, everyone would celebrate it for no reason, such as Christmas.” I was upset by that statement because as a non-Muslim, my Professor wouldn’t understand what Muslims want and spoke out of turn. I didn’t feel as though I should speak up and correct my Professor because I feel as though it’s best to be on the professor’s good side. Grading and the chance of success sometimes relies on whether your professor likes you as well. They won’t grade unfairly, but they’re much more likely to help you out and be kind in their grading if they like you.”

“

A clinical professor expressed strong political views. Questioned what party I belonged to and criticized me for being the opposite party.

”

“It wasn’t me personally but I’ve seen students with heavy accents get kind of laughed at or many are surprised at their knowledge.”

“My professor in my XX class has criticized me to the point that I feel like not wanting to ask questions. At one point I felt like crying when he said to me “I don’t think you even know what your program even does.” Also, just last week, I attempt to ask a question. He asked me, “what is the name of this class.” I just stood there. He said; Advanced XX. This was said in the classroom, in front of students. He’s harsh when speaking to other classmates too.”

“Living thru this pandemic, some students were afforded chances to make up work, when they became ill or had emergencies, to pass a class and many were not. Also, evening students do not receive equal access as day time students.”

“I have never felt threatened at RCBC. I have actually felt the opposite and that my professors and classmates are overall very inclusive all around. There was one time a girl used the “R” slur but I think it was more a moment of ignorance of understanding it is not acceptable today and not out of aggression to any degree.”

“I took a literature course that focused most of the material on writers that used racially demeaning language toward black people.”

“A few semesters ago I took an Ancient and Medieval history class, and we were talking about how Nero burned down a city and blamed it on the Christians. The Christians were killed, burned, and tortured. The professor never said anything wrong about it, but a girl I was sitting next to knew that I was a Christian. She made fun of me telling me that I would have been burned and killed. I felt that my Christianity was not welcomed or respected. This happened on more than count, another time was when there was a story about Christians being fed to lions. She again told me that I would be fed to lions and made fun of me for it.”

“When I was sitting in the success center a public safety officer kept harassing me and singling me out from my non-black friends when I was the only quiet one not doing anything cause I was on my phone but he kept coming over and blaming me.”

“I have had various people not put in the effort to use the proper pronouns in reference to me when I have corrected them multiple times.”

“Not mine personally but in one class we were talking about CRT (Critical Race Theory) recently and one of my Professors said something along the lines of “all those Asian people”. I was taken aback. Being a white student, (teacher was also white) I didn’t think it was appropriate the way she was talking about different races. Not sure if she meant it that way but it was unnerving.”

“There is ageism with some of the professors. I reported on one professor I was told by the person that interviewed me first, chair of XX. She told me, she as well went to college late, and she did not feel it was ageism. She then said, maybe he just didn’t like me. I was appalled. She said she spoke to him and he appeared to be good teacher. She totally dismissed me, and any of my concerns. I felt let down. I was channeled into doing some type of security report. But because after that interview I lost interest.

“I had to e-mail my professor 3 separate times about using the right pronouns. I do not think he meant any harm but it felt humiliating.”

“My XX professor. She seems to be racist and seems to only focus on people of white skin color. I also feel like she grades much harder for people of color.”

“As a white woman, I hold a lot of privilege and am lucky enough to have not had many interactions where my social identity was threatened. However, I struggle with mental illness and have dealt with obstacles to get the right support in my academic career. I recall a professor I had in the beginning of college who made me feel less than for struggling in class due to mental health issues. I have also had issues when I vocalized my frustrations of lack of assistance, and was consistently dismissed. This is not all staff, but a small few. Regardless, I have enjoyed many of my professors throughout my time at RCBC.”

“

I have really never felt threatened at RCBC. But I would say, I feel there is so much support for the LGBTQ etc community on campus, where it can get training to see. I am a religious Catholic/Christian student, and I don’t feel RCBC supports religion and faith enough compared to what they do for the LGBTQ stuff. I feel that RCBC tends to show more for that side, rather than support good morals values/ Christian religion. That’s what I would say from what I notice on campus.

”

“

The most recent time my social identity was threatened was my first year at the school and it was due to my male professor being gender bias and only treating the males in the class in a more friendly manner.

”

“I felt excluded as a non-traditional student when I was unable to bring my children to a school-sponsored event because you could only bring one outside guest. To add to injury, after I spoke out about it to Student Life, in response, I have seen events added with the disclaimer, “No outside guests.”

“I would say getting looks from people when I’m dressed in more feminine clothing. Nobody’s really talked to me or tried to make fun of me out loud to my knowledge, but I think there’s been a few occasions where I noticed somebody looking at me like there was something wrong with me because of it.”

“As a non-binary student I had asked a teacher to call me by my preferred gender-neutral name and it was an annoying process. She refused because of my name on her laptop, and told me I needed to send her an email. And even after all that when she does attendance she goes, “XX! XX! Oh, XX.” Also my friend is trans and he is 100% passing, changed his name and went on medication. The teacher told the whole class that it said on his computer that he was a female.”

“Spring 2022 Semester a professor was engaged in a conversation regarding transgender individuals with a student. I am a transgender woman and felt that certain comments made at the time were inappropriate and painted trans individuals as sexual predators and people trying to cheat in sporting events. I felt very unsafe and concerned for my own safety as the teacher and the student continued their conversation in the class.”

“Some minority students were laying down underneath the stairs in the Student Success Center (SSC) and they were written up for “inappropriate behavior”. When one of those students tried to talk to the security guard why they were getting written up, he decided to give the student another complain, which was being disrespectful to the security guard. The guard said it was inappropriate and against the school handbook to sleep or lay down in the building. Yet I personally have fallen asleep in different buildings and laid down to rest and never been in trouble before.”

“All the events held at RCBC often give out free food. But they are almost always here it’s meat and fish. Rarely there are vegetarian options. And vegan options are non-existent. I am a vegan so sometimes I feel a little left out.”

SOCIAL IDENTITY THREAT RESPONSE THEMES

These themes highlight what student respondents indicated were the most common ways they responded to the identity threats.

THEMES

**SELF-ADVOCATION
REPORT TO PROFESSOR/STAFF/HR/OTHER OFFICE
IGNORE TO AVOID CONFLICT, NEGATIVE BACKLASH, OR BELIEVED THAT IT
WOULDN'T CHANGE ANYTHING
DROP COURSE
SELF-CENSURE
AVOID PERPETRATOR/INSTIGATOR
SEEK SUPPORT FROM OTHERS
CONSTRUCTIVE ACTION**

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“Fought for my grades. Sometimes I had to go higher up if they weren’t really acknowledging me or my accommodation letter.”

“I tried to do my best, what else was there to do?”

“I went upstairs to speak to the staff member upstairs. It made me feel angry and upset.”

“I stopped reaching out to her after that conversation and it made me feel like I have to deal with my emotions and anxiety by myself because nobody would understand.”

“I didn’t respond.”

“It made me feel a bit frustrated on behalf of my friend, but I know my classmate enough to know the he did not mean any real harm.”

“

I did not do anything about it. It made me feel like I would’ve left if I were in that circumstance.

”

“One student spoke up for me. I was so taken aback I was speechless.”

“It would have made me feel humiliated that I could not be myself but at the end of the day, I would just try to keep my head down hold my tongue and talk to one of the staff about reporting the person in question.”

“He first talked to the professor. He then dropped her class and joined another math class. Lastly, he is talking to the dean to address the situation and find a remedy.”

“Looking back, I wish I had done more in this situation (confront the teacher or report the behavior to the administration). I coped with this situation by listening to XX about how frustrating it was that our professor was almost deliberately not remembering how to pronounce his name.”

“It makes me feel like a failure daily. I’m trying to keep going, work hard and prove them wrong.”

“I decided not to share any more information, to avoid others’ opinions. It made me feel upset.”

“I did my best to avoid the guy and did my best to comfort my friend who felt extremely uncomfortable being on campus in fear he would be around.”

“It made me ponder if this professor was prejudiced.”

“Sometimes I will tell other people that are not in that class about it and see what they have to say or how they would react.”

“I took it as a motivation, I worked hard to improve my writing and make sure that the papers I submit will not be blamed to my identity. Although it did make my self confidence low, I have to strive for improvement.”

“I had to drop my in-person classes. I was furious and heartbroken for my grades and the routine I’d established. It came completely out of left field and nothing has been done to compensate me.”

“I was sad and angry that the advisor didn’t care to explain everything to her. She knows English and can speak pretty well. However, she needs people to take a bit more time going over the details for her to fully understand, since she is not 100% fluent in English yet. I tried convincing her to register for classes again. I offered to go with her in person and to make sure she in roles in financial aid. However, she’s refused to go back.”

SOCIAL IDENTITY THREAT CORRECTION THEMES

These themes highlight what student respondents indicated what RCBC could do to appropriately eliminate or mitigate the identity threats.

THEMES

**PROVIDE EDUCATION/TRAINING
MORE EMPATHY/UNDERSTANDING FROM PROFESSORS/STAFF
TREAT PEOPLE FAIRLY
BE MORE RESPECTFUL/PROFESSIONAL
STOP INAPPROPRIATE/OFFENSIVE BEHAVIORS
ORGANIZATIONAL FOLLOW-THROUGH/CORRECTIVE POLICIES/ACTIONS
APOLOGY/RESTITUTION**

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“I don’t know that there is anything that could make it right. Just make sure that the “Professors opening their eyes and realizing everyone doesn’t learn the same way or at the same pace.”

“I would have like the professor making a note to certain students that someone’s age does not make them any different from others also trying to learn. The main goal is to learn not make fun of someone else learning.”

“Every student needs to be respectful.”

“I would have liked to see him leave.”

“Flexibility and understanding.”

“Awareness.”

“As mentioned before, just a verbal, to the staff en masse to know that sometimes they might unintentionally exclude POC/LBGTQ+ role models and quotes.”

“Listening to my feedback and taking action.”

“To have the person in question held responsible.”

“I wish they would have been removed from a classroom and school setting as to me they have no respect for other cultures and religions.”

“I would have liked to see supporting the student to make the situation right.”

“More assistance in facilitating healthy relationships between students, and prevention of predatory behavior regardless of disability status.”

“Consequences for misconduct.”

“I would hope that they were privately reprimanded for the occurrence, and that the aforementioned behavior ceased completely.”

“I think it was wrong of the professor to say something like this and I hope to see the professor and my classmate work this out. I hope the professor does not respond like this to any other student moving forward.”

“I would like people to be aware of stereotypes and double standards.”

“I would like for it not to happen again to another student like me willing to share their stories about their country’s culture, food, and customs.”

“Keep students informed as to who it should be reported to if it should happen to them.”

“I would have liked to see earlier public safety response. My friend made multiple reports and he was still on campus for a while after that happened.”

“It was handled appropriately.”

“I would like visible and invisible disabilities to be more accepted, known about, and normalized through various kinds of educational opportunities.”

“

Equal opportunity for all students. Chance to complete my degree without sacrificing my family and livelihood.

”

“ I think the student should be written up for unprofessionalism- in the program, I am in, this is a form of disciplinary action. I understand being frustrated, but the male student handled the situation and his mannerism poorly. ”

“Maybe we can have an office that can report if there's social identity threat.”

“I would like to have a mandatory seminar where all the students have to attend and explain - or add- that no violence is accepted at all between any students. No slaps should be accepted by boys given by girls, or any other kind of verbally treat. And that everyone should feel safe to speak up about any matter. We are all students and humans after all.”

“I would have appreciated if my professor politely interjected our conversation and said that they would like to begin the lecture, as they were having their own conversation only a few seconds prior. I would've also appreciated if my professor did not single me out in this instance and my male peer was also included in their words in front of the class. Trying to publicly embarrass someone isn't cool.”

“Honestly, there is no right answer to this. I do not have the training or experience to answer this sufficiently. I also don't know the statutes or rules surrounding issues like this and most commentary is protected by amendment 1. I don't know if a diversity and inclusion video could be required for students that have complaints against them online or in class. I don't know if it's a valid thing the college can do, but that would be my suggestion.”

“I would have liked to have understood why the professor felt comfortable to say that, and create a real dialog, or have that professor removed from stating microaggressions, in a covert way, because that undertone makes a difference to people who are being targeted.”

“I would have liked for the police and campus security to have left after they first were told everything was alright.”

“Professors should be taught to encourage class discussion. Many of the professors shoot down the ideas and opinions of the class and then proceed to complain that nobody is raising their hand for discussion.”

“Appropriate consequence towards the person threatening the other.”

“I would like for people to be more kind to others. People should be open to other cultures but America and RCBC are so diverse.”

“I would like to see this staff member apologize directly to my classmate and hopefully adjust her mentality toward other people. I am unsure if this was just a rare occurrence but perhaps a staff-wide meeting would be appropriate to make sure this doesn’t happen routinely amongst other staff members.”

“I would like the proper steps to be taken, like an apology and some form of compensation I guess.”

“Overall, I am not sure what could have possibly make anything better. Today, people my age (young adults) are usually stuck in their way, so even if they were to have been talked to, or an assembly, or information session on how to treat people with basic kindness were to occur, nothing would change.”

“Reinstate the mask mandate! We are in sufficient danger, especially with winter’s flu and cold season returning, and I’m sick of being disregarded in this manner. My education is important too, and honestly, the fact that I had to pay extra course fees as a result of a health issue is grounds for legal action. If you’re going to banish all compromised students to virtual classes, then there needs to be a higher quality of virtual education, and no more insane Blackboard charges that cannot be waived. I am so tired of it.”

“Professor to not be so bias when teaching a class. Everyone is just trying to pass.”

“I would’ve like for the advisor to have taken d their time explaining their details and to make sure she understood everything. I would’ve liked for the advisor to help her apply for financial aid. It would’ve been ideal if there was Spanish speaking staff members to help in situations like this.”

“

That the girls themselves felt comfortable enough to report and handle this situation, instead of ignoring it and causing an injustice to themselves.

”

ROWAN COLLEGE AT BURLINGTON COUNTY SOCIAL IDENTITY THREAT MODEL

This model presents a graphical representation of the relationship between the social identity threats student respondents experienced at RCBC, how they responded to those threats, and the emotions they subsequently felt as a result of the experienced identity threats.



IDENTITY THREAT THEMES

- Disability/Mental Health Discrimination
- Lack of Empathy/Consideration
- Poor Service Treatment
- Ideas/Input/Contributions/Concerns Dismissed or Not Recognized
- Lack of Historically Excluded/Inclusive Content/Sources in Courses
- LGBTQIA Disclosure/Discrimination
- Disrespect/Lack of Respect
- Lack of/Excluded from Opportunities
- Stereotyping
- Political Affiliation
- Weight Discrimination
- Racial/Ethnic Discrimination
- Religious Discrimination
- Accent/Articulation Bias
- Age Discrimination
- Gender Discrimination



IDENTITY RESPONSE

- Self-Advocacy
- Report to Professor/Staff/HR/Other Office
- Ignore to Avoid Conflict, Negative Backlash, or Believed that it Wouldn't Change Anything
- Drop Course
- Self-Censure
- Avoid Perpetrator/Instigator
- Seek Support from Others
- Constructive Action



TRIGGERED EMOTIONS

- Disappointment
- Frustration
- Anger
- Exclusion
- Sadness
- Disrespected
- Humiliation
- Embarrassed
- Sorrow
- Defeat

TOP 3 RCBC DEI PRIORITIES

Respondents were asked to indicate what they think should be RCBC's Top 3 DEI Priorities. Unfortunately, due to the qualitative response format for this question, responses were too varied to group definitively. As such, a sample of representative quotes are highlighted to give a sense of types of responses entered, but that does not necessarily mean that these were the most frequent types of responses entered.

Please identify what you think should be the Top 3 diversity, equity, and inclusion (DEI) priorities at RCBC.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

FACULTY GROUP

There were approximately 104 comments entered for Top 1. Several respondents indicated N/A, none, or "I don't know."

"Reaching underserved populations."

"Treat Women professionals fairly."

"People of color."

"Respecting the view of Minorities, their feedback, suggestions and recommendations without them being fearful and subject that they would be retaliated against."

"Assisting students with mental health problems."

"Based on my class rosters, diversity at RCBC seems to be well balanced."

“

A safe place to report an incident with an outcome.

”

“Inform Instructors how to improve DEI - Adjunct especially, not as integrated in RCBC community by nature of instruction forum.”

“Inclusion for the LGBTQ+ community.”

“Pay equity for faculty in all divisions.”

“Diversity in administration.”

“Identify gaps in DEI-related policies and procedures and fill them with evidence-supported interventions.”

“Having the test center open so that professors can send students there to take tests.”

“Help with Distant Learning DEI.”

There were approximately 86 comments entered for Top 2. Several respondents indicated N/A, none, “I don’t know,” or see #1.

“Increase the Visibility, Transparency and Communication of DEI Efforts and Activities.”

“Invest more in diversity programs, not just for faculty but the RCBC community.”

“Making sure all have the necessary resources to succeed.”

“Providing more support for mental health services for all members of the college community.”

“Support for students with mental health and physical disabilities.”

“Training supervisors and administrators on how to respect people different from them.”

“Workload issues - the school does not care about what is an appropriate workload. We do the administrations work at our own expense, and likely the expense of students or other more productive tasks.”

There were approximately 77 comments entered for Top 3. Several respondents indicated N/A, none, “I don’t know,” or no answer.

“More visibility/resources for trans students.”

“Include everyone. White, straight, male; they are being attacked. If RCBC is going to do the DEI thing, do it correctly. There is plenty of racism from People of Color against the Whites, but that seems to be okay.”

“Making historical-cultural competency a priority in hiring/training practices.”

“Have more diversity events on campus for the college community as well as the surrounding community.”

“Better pay equity amongst faculty. Currently the pay equity between faculty is broken and needs to be fixed but the college seems disinterested.”

“Diversity training.”

“Protection of everyone’s freedom of speech even if what is discussed may hurt someone’s feelings or offend people. So long as no one is personally attacked or threatened, no one should be made to fear honest discussion and disagreement over hot button issues.”

“Racial discrimination. The way I have seen my African American peers get treated at this institution is appalling.”

“Religious equality.”

“Support for international students and ESL students.”

“

I think it is important for the college to speak openly about the issues facing DEI in forums that foster understanding, collaboration and change.

”

RCBC'S BIGGEST DEI ISSUES & RCBC SUPPORT

Respondents were asked to indicate what they think are the biggest DEI issues at RCBC, how they should address them, and what RCBC can do to make them feel supported. Unfortunately, due to the qualitative response format for this question, responses were too varied to group definitively. As such, a sample of representative quotes are highlighted to give a sense of types of responses entered, but that does not necessarily mean that these were the most frequent types of responses entered.

FACULTY GROUP

In your opinion, what are the biggest DEI issues at RCBC and how should RCBC address them?

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

There were approximately 84 comments entered for Top 3. Several respondents indicated N/A, none, “I don’t know,” or not sure.

“Culture. RCBC aims to do the minimum required to avoid lawsuits. I think we care only enough to avoid getting sued for civil rights violations.”

“DEI is not a campus wide issue.”

“Salaries are low; resource funding is low. It’s challenging to hire the best people and provide instructors and students the tools needed to be successful.”

“Do not know anything on this topic.”

“

Hire more people of color in leadership positions.

”

“

Not enough visibility of DEI initiatives/programming.
Better advertisement or more programming.
Incentives for students and/or faculty to attend. Better
sense of community and shared goals.

”

“The biggest issue to me is that the school is being performative about enacting DEI changes. The feeling is that they are doing it just to say they do it, which is my general opinion of the school’s operations. We can’t address specific DEI issues, until that general hostility and ignorance stops.”

“Pay equity.”

“I think the biggest issue is workload. People want to learn about DEI and work to support change, but their plates are so full already they don’t have enough time in the day.”

“Students with high stress on top of mental health or ADD/autism issues. We have an excellent counseling center and disabilities program but I would like to see more actively offered - not just posters for sessions and activities - on stress reduction.”



WHAT CAN RCBC DO TO MAKE YOU FEEL MORE SUPPORTED?

There were approximately 80 comments entered. Several respondents indicated N/A, none, no opinion, or not sure.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“Nothing. I feel supported.”

“Better communication, improve the way that information is relayed and ensure that information is relayed to all employees at the same time. There is often a lapse of communication when procedures change and aren’t relayed or when individuals leave and it is not relayed as to whom the new contact for that area is. Financial support with salaries to align with cost of living inflation and in comparison to other colleges. This is for current employees as well as when trying fill positions. Positions are very hard to fill due to low pay rate therefore interviewing and hiring individuals who are actively searching for employment makes job offers not be accepted when informed of pay when they can obtain a higher rate elsewhere. This leaves positions vacant for excessive amounts of time.”

“Raise tuition and pay the adjunct instructors more money. We should not get less than half of what a full time faculty member gets for teaching the same course. It is not equal pay for equal work.”

“Create an anonymous hotline on the RCBC website so racism, sexism, ageism can be reported.”

“Nothing really. I love it here. During the last few years, and now with the abortion issue, as a liberal, I have felt discouraged and honestly frightened. The president of RCBC has stood with the student body and faculty to support minorities who faced discrimination nationwide. His words of support during a turbulent time meant so much to me.”

“Provide appropriate training for our real issues - how to deal with the real challenges of working with students of great diversity. It is both our greatest asset and one of our downfalls because we don’t know how to embrace it. We spend too much time with speakers talking about things that we cannot implement the day or 2 before classes begin. Use the welcome back time to focus on how to support the students and our fellow employees.”

“

Data from surveys needs to be evaluated and then action needs to be taken to make positive change.

”

“Establish a DEI Department with a staff that can adequately address what is needed to promote and provide the needed support that all on campus can benefit.”

“Deans can respond to emails in a timely matter. Liberal Arts departments can pay for annual membership in professional organization. (ex AICPA membership). Deans can say hello, goodbye and thank you (manners).”

“Recognize people for the good work that they do. Changing the faculty evaluation metrics so that no one can get the highest scores is demoralizing. It makes it harder to find motivation to get involved when our evaluations make us feel like no matter how hard we work, it isn’t enough.”

“I am part of the LGBTQ+ community and I feel comfortable working at RCBC. I have had no issues and feel generally supported.”

“Support faculty. Support students. Make decisions based on educational criterion rather than what’s easy for administration. Work at improving the college with an eye toward non-profit leadership rather than corporate leadership. There needs to be a balance struck between bottom line and mission. Only looking at the bottom line and failing to losing sight of the mission is a mistake. Looking only at mission is naive. At present I see the institution as shiftless and it’s priorities as out of balance.”

“I feel supported as an adjunct.”

“Increase opportunities for adjunct faculty to talk with full-time faculty and with one another.”

“Leadership should take time to better understand and experience what it takes to be a faculty member holding a standard of excellence here at RCBC. Administrators do not work with students on par with faculty involvement. It is as draining as it can be energizing. Faculty also take on multiple additional projects outside of the classroom and have to complete outside service as well.”

“Train academic administration the difference between management and leadership. It’s an insult to be assigned tasks that drain our time and energy and produce nothing, but promising improvements to our college mission die on the dean’s or provost’s desk.”

“Supervisors should check up on workers more than 1 to 3 times a year.”

It is impossible to ask respondents every important question. I want to give you this opportunity to share your opinions/feelings on areas you feel I might have missed on this survey that you would like the leadership at RCBC to know about.

There were approximately 12 comments entered.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“I expressed everything above. I don’t feel like the institution means well. Many people here are concerned with their own achievements and paychecks at the expense of staff and faculty. We don’t really have understanding, competent, or congenial leaders. They hide and take no responsibility for the numerous failures I see daily. I am just numb to it at this point, and do good work, but in small groups of liked minded colleagues avoiding those hostile politics.”

“I am an adjunct. I think we should have connections with other adjuncts - some kind of meeting in order to communicate and know one another. It is very isolating to walk in, teach, and walk out without speaking to anyone.”

“I have been teaching at RCBC for 12 years...I think the current administration has done a terrific job in improving diversity among students and faculty! There are a lot of programs designed to help students of all races, genders, socio economic backgrounds etc.”

“Mistreatment / disrespect of faculty by division deans is a chronic problem that should be addressed instead of being repeatedly ignored by upper administration.”

“Referring to the lack of response from the mid level administrative staff to faculty needs, I think they are under-staffed and overworked. I imagine we could do with fewer high level administrators and have a few more mid-level.”

“

Because I do not have comprehensive knowledge of the resources available for DEI, it is impossible for me to know what might have been missed.

”

Respondents were asked to indicate what they think should be RCBC's Top 3 DEI Priorities. Unfortunately, due to the qualitative response format for this question, responses were too varied to group definitively. As such, a sample of representative quotes are highlighted to give a sense of types of responses entered, but that does not necessarily mean that these were the most frequent types of responses entered.

Please identify what you think **should be** the Top 3 diversity, equity, and inclusion (DEI) priorities at RCBC.

STAFF GROUP

There were approximately 115 comments entered for Top 1. Several respondents indicated N/A, none, or "I don't know."

"Professional advancement and hiring- clear procedure needed from HR concerning the position approval process. Employees need to know what advancement would be available to them."

"Truly embracing a DEI-focused culture that offers more than lip service and includes policy changes, training, and other substantive improvements to the college culture."

"Addition of translators for international students."

"Implementing processes to make working here easier for all people, ie: implementing flex work policies for employees, providing child care resources for students/staff/faculty."

"Disabilities/Accessibility - to help ensure that resources are accessible to all and that everyone, regardless of physical/mental disabilities has an equal chance to be successful."

"Diversity-Start listening to your employees. You should ask about prior surveys with similar questions. Many of us have already made things clear to upper management what is wrong by taking so-many-surveys over the years. No change. Start listening and removing those who continue to not fall in line with how humans are to be treated."

“

To increase participation in the DEI meetings by making attendance highly recommended and having all levels of management attend the meetings.

”

“Start an ERG (Employee Resource Groups).”

“Equal pay for similar positions regardless of time of hiring.”

“Improving handicap accessibility, especially including technological aids for students and staff.”

“Improving handicap accessibility, especially including technological aids for students and staff.”

“Improve overall recruitment and hiring processes. Create a plan to promote positions beyond the college website and increase advertising with diverse organizations and websites. Develop a standardized process for hiring and training for search chairs that includes documented processes.”

“There ABSOLUTELY needs to be a devoted department specifically to DEI.”

There were approximately 103 comments entered for Top 2. Several respondents indicated N/A, none, “I don’t know,” or see #1.

“A TRUE effort to recruit diverse employees for all positions, especially positions of power and/or those that are student-facing. Along with this needs to be appropriate staffing and training of HR so that they can train others and ensure appropriate recruitment, interview, and onboarding processes.”

“More inclusion of the staff in decision-making. Our current model of Senate is a waste of time because people are not engaged, there is no commitment to real change, it is window-dressing.”
There were approximately XX comments entered for Top 3. Several respondents indicated N/A, none, “I don’t know,” or no answer.

“Assuring Equal opportunities for employment advancement among internal staff.”

“Be inclusive and welcoming of everyone so they may speak up on their beliefs without fear of being considered outcasts from a particular dogma. DO NOT hold indoctrination sessions that peer-pressure everyone to verbalize the same things.”

“More consistent, intentional, and meaningful DEI programming for students, staff and faculty.”

“Redesign salary structures to recognize equity.”

“To immediately take action and address that discrimination, safety, harassment, and retaliation reports are handled by ensuring the affected employee that they will be protected and supported from current and future issues.”

“Technology access for low income students.”

“Increase recognition opportunities for faculty, staff and students.”

There were approximately 93 comments entered for Top 3. Several respondents indicated N/A, none, “I don’t know,” or not sure.

“Full tuition reimbursement for all employees.”

“Inclusion in contract negotiations.”

“There are gender neutral bathrooms in only two of the academic buildings. The HSC building is a ten minute walk away, which presents a challenge to students who need a gender neutral bathroom. Therefore gender neutral bathrooms should be established in all buildings.”

“More flexibility in scheduling and work from home/hybrid for work/life balance and to help families balancing.”

“Research and strongly consider the prospect of bringing back sports programs for men and women.”

“

A full-time staff member who works on DEI and has adequate support from College leadership to do the work effectively.

”

“A more robust advising staff which could cohort students and provide more personalized advising which would help foster community and allow students to make connections with staff and get a wide variety of support.”

“Allocating dedicated funding for DEI initiatives.”

“Be mindful that inclusion applies to the entire campus community.”

“Regular updates to know if priorities are working or if they need to be changed, what’s new, etc.”

“Salary discrepancies for Staff.”

“Have in person workshops and not just video trainings twice a year on diversity in the workplace and how to truly incorporate with diversity in staff in higher positions, equal pay and increase in pay, and diversity in student staff across campus.”

“I believe employees should be cared for if students are to receive the best education. As an adjunct instructor and former student advisor, I have been stunned at how poorly employees are treated in an institution that should be at the forefront of DEI at any level. The college uses and abuses its part-time workers and makes it nearly impossible to become anything more professionally than a mere \$20-per-hour, 20-hour-per-week (It is FAR more as an English instructor). It does not foster a sense of belonging, engagement, or hope of future growth. In the end, it is demoralizing and shameful.”

“Support for LGBTQ+ students and staff.”

“Inclusion (lots of bullying and a toxic environment here -- at all levels including supervisory).”

RCBC'S BIGGEST DEI ISSUES & RCBC SUPPORT

Respondents were asked to indicate what they think are the biggest DEI issues at RCBC, how they should address them, and what RCBC can do to make them feel supported. Unfortunately, due to the qualitative response format for this question, responses were too varied to group definitively. As such, a sample of representative quotes are highlighted to give a sense of types of responses entered, but that does not necessarily mean that these were the most frequent types of responses entered.

STAFF GROUP

There were approximately 92 comments entered. Several respondents indicated N/A, no comment, “I don’t know,” or not sure.

In your opinion, what are the biggest DEI issues at RCBC and how should RCBC address them?

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“Salary equity, employee morale.”

“Knowing how to measure how we are actually doing with our DEI initiative. Knowing what to measure and how to compare relevant benchmarks.

“

Learn how to adequately measure and act upon those findings in order to be able to make our college feel like a family again.

”

“1. A culture where bias and bigotry of various kinds are expressed and permitted. I don’t even know where to begin to change this. I guess it would be to have leadership truly invested in this work, which means self reflection and recognition of one’s own biases and behaviors first.

2. A severe lack of policies and practices that focus on protection for vulnerable groups and/or equity and inclusion.

This can be corrected by developing policies and practices with this focus. They need to be developed by a team of people that includes multiple members of groups marginalized by our current policies and practices. There should also be a policy established for the review and update of college policies on a regular, cyclical basis using in-house data and changes in the national culture to advise said review.”

“A Board comprised mostly of upper-class white people who do not reflect the views or needs of the average RCBC student. RCBC needs to diversify the leadership of the President’s Cabinet and the Board.”

“Adjunct, advising, and part-time employees need to be supported and paid as they deserve with the education and experience they bring. There needs to be paths for growth and opportunity for this group.”

“RCBC treats students and staff with a one sized fits all approach. They are rarely willing to change processes to make things easier for all people. In this regard, the equity piece is lacking.”

“None that I have observed.”

“Calling people with Hispanic last names to translate.”

“Diversity of staff, lack of consistency in hiring practices, salary not competitive with other opportunities.”

“The biggest issue is rampant misogyny.”

“

I think RCBC does a great job with DEI.

”

“People with titles look down on the supporting staff. The supporting staff is just that, we are to support you, not be your doormat. Respect for one another is the biggest issue I see in this college. Not just in my department, in other departments as well.”

“I see favoritism of select employees in some departments which creates management problems. I don’t think that the department managers are recognizing this problem or don’t want to change so the situation just continues and gets worse. We do lots of talk but not any action to change the situation so as long as there is no willingness to address the situation then the situation won’t change.”

What can RCBC do to make you feel more supported?

There were approximately 72 comments entered. Several respondents indicated N/A, none, no opinion, or not sure.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“I’m a white woman. I feel supported enough as most of my colleagues are also white women.”

“Actually fund DEI initiatives.”

“Listen to minorities within your student/staff body.”

“Increase the cap on tuition reimbursement for underrepresented staff members.”

“Please have vegan options when you do free food at events.”

“

That we are a whole at RCBC and not just separated departments. That RCBC fosters every campus activities and campus events helping directly or extending the help through outreach within our departments so that everyone is represented and has a voice.

”

“

Having a clear upward mobility track for anyone at the college looking to advance or make more money. Target specific populations that we would like to hire so our students can feel represented.

”

“Better pay for supportive staff. Extreme pay variants from senior staff and directors with salary raises of 20K plus for new hires vs supportive staff asking for a minor bump while taking on additional roles is uncalled, disrespectful, and demoralizing. Especially when we (support staff) do all the work to make our bosses look good. At least a work from home option would provide a salary “bump” if the college doesn’t want to pay its staff properly.”

“Staff appropriately, pay appropriately. Stop giving the people who show up and do their job more work because they show up and do their work.”

“Celebrate more diverse holidays and events.”

“Implement what the non-union administration has been asking for, for literal years: Fridays off in June and July, a policy that supports the option to work from home when able, and guaranteed annual 2% wage increases without dependence on any of the same being negotiated into the union support staff contract.”

“Correct salary inequities, sensitivity training.”

“Slow down the pace of grant and project work - in order to recognize the effort needed to complete main work functions. Do more strategic planning and be realistic with the limited human resources available - sometimes we cannot do it all.”

“I feel adequately supported at RCBC.”

“Accountability and reporting process.”

“Provide EGR groups.”

It is impossible to ask respondents every important question. I want to give you this opportunity to share your opinions/feelings on areas you feel I might have missed on this survey that you would like the leadership at RCBC to know about.

There were approximately 56 comments entered.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“Equitable pay, equitable opportunities to move up or move laterally to other areas of the college, RCBC a hybrid work schedule for those departments that are able to.”

“I believe all pertinent questions were addressed.”

“I feel that RCBC should honor every holiday by name: Christmas and Easter, Hanukkah, Ramadan, Juneteenth, Diwali, etc, etc, etc. To me that would be very inclusive and respectful of all students and employees religious or cultural believes.”

“I heard someone once say that diversity is like losing weight. You can’t lose weight by dieting one day a month or one day a year- it is a lifestyle change. To successfully create an inclusive campus it needs to be a consistent lifestyle change that is considered and worked towards every single day and if you think you reached your goal it’s important to remember that without constant maintenance you can backslide to your previous weight.”

“I know this topic is important right now to the college but I am quite frankly tired of having to spend hours in training being told how I am supposed to feel.”

“

I believe the sentiment to have a more diverse, equitable, inclusive and welcoming environment are real - but I do not think the college is willing or able to actually do the work needed to hire and retain folks with different lived experiences.

”

“In general, I am disappointed by our HR department’s contribution to the continuation of bigoted practices and policies. Again, I can’t be very specific without giving away more about myself than I’m comfortable with, but the department is not at all transparent in its practices, seems to actively shut people out of its processes, and often stands in the way of DEI-related progress. To be fair, they are not the only department, and they may not be equipped appropriately, but their job should be to support the college community and ensure equity and inclusion in RCBC’s culture and practices, but they don’t, and they seem, sometimes, to actively fly in the face of that.”

“There is extreme turnover at RCBC and I feel it has to do with the lack of diversity, lack of support from college leadership, no flexible work agreements and meager pay.”

“We need cabinet and senior leadership to work with department leads and front line staff to understand the levels of work that go into the work needed to achieve current goals. There is a feeling among staff that the leadership is unaware of the work involved and seems to imply that staff are not working. It feels like this is the root of the full rejection of any work from home options.”

Respondents were asked to indicate what they think should be RCBC’s Top 3 DEI Priorities. Unfortunately, due to the qualitative response format for this question, responses were too varied to group definitively. As such, a sample of representative quotes are highlighted to give a sense of types of responses entered, but that does not necessarily mean that these were the most frequent types of responses entered.

Please identify what you think **should be** the Top 3 diversity, equity, and inclusion (DEI) priorities at RCBC.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

STUDENT GROUP

There were approximately 510 comments entered for Top 1. Several respondents indicated N/A, none, or “I don’t know.”

“

Ethnicity

”

“Race/Culture.”

“Require teachers to use chosen names and pronouns for their students.”

“Sexuality and gender counselling to help others who may need LGBT+ friendly counseling.”

“Professors trained on students with disabilities.”

“There should be no discrimination at RCBC no matter your race, ethnicity, gender, sexuality, etc. The school has a very diverse group of students already that is lovely.”

“Telling history from a broader perspective. For example, I’ve had courses where the majority (if not all) of the course only marked theories or accomplishments from European perspectives. For the most part, that is the perspective that the majority of the population is taught from, so it’s innate for the school system to teach in this manner. However, I think it is worth a try to go a little further in history and learn about our world from a multitude of different perspectives and different cultures, not just how Europeans “conquered” every land.”

“Looking to hire staff that speak different languages.”

“Lower monthly payments.”

“Physical disabilities.”

Making classrooms easier to access (I have a disorder XX. The non-push doors are very difficult for me to open and can require help.)

“Making everyone feel comfortable even people with more right leaning views. College is too progressive. So people with less popular opinions band together and find ways to avoid detection.”

“

“Social economics- allow people/students of low income be able to afford the school spirit attire in the school store just as other students who are able to by making it more affordable.

”

“Most of bathrooms and front doors are accessible, so are elevators, but not the classrooms. People in wheelchair or other motor disabilities are dependable on other people to open classroom doors.”

“Male / Female equality in opportunities.”

“Modeling equity in the classroom can help students see and understand appropriate words and actions to use. Be flexible with online learning flexibility and compassion can make a world of difference in creating an equitable learning environment.”

“Students with all forms of disabilities.”

“I think RCBC is quite inclusive, but there are simple things that need to be changed in order to be accessible to everyone. Such as automatic doors in the classroom.

“Having more diversity in the staff.”

“A center or clubs for students alike to meet and discuss their experiences while encourage different cultures.”

“Including evening and online students in activities when possible.”

“More for single parents.”

“I think the classes should have more diverse options. more African American history classes, more literature from all over the world in the world literature classes (Almost all literature in the class are from Europe) and more basic ESL classes.”

“Making sure that those who are different based upon race, religion, sexuality, etc. feel comfortable and not targeted or singled out in their classroom/everyday environments on campus.”

“Stop caring so much about diversity equity and inclusion.”

“Food trucks with different ethnic foods instead of only “Zaxbys” on campus.”

“Diverse teachers to help empathize with people who may feel excluded.”

“Focusing more on making students that speak different languages feel accepted.”

“Resources to promote success in and outside school ie the food bank and assistance programs offered.”

“Provide more food resources on campus. I’m on campus from 8am to 5pm twice a week. I am unable to drive. I can only go to what’s on campus.”

“Teaching art and fashion from around the world not just western.”

“Groups for individuals who are not the average students (older students).”

“Equity, I’m in the culinary program which is very expensive, but because of my parents, I don’t get any aid from the school. They reach a high enough tax bracket where I don’t get aid, but they still struggle to get by. And I have no help from them financially to go to school.”

“I’m happy to see so many women in the STEM department, but it would be great to see more diversity with POC and disabled people in STEM.”

“Disability equity. Address the fact that hundreds of students had to drop their classes, transfer, or full-on drop out when the mask mandate was repealed. We are either in danger or facing a significantly decreased quality of education. We are literally being charged actual fees for being disabled not having the medical ability to attend in-person classes. This is insane and needs to change immediately. RCBC needs to get it together, put our health first, and reinstate masks. We should not have to BEG this institution to respect our right to continue to live.”

“Be patient and understanding with gay and transgender students.”

“Disability accommodations and assistance for those who have needs but do not have the agency.”

“Better resources for people who experience learning disabilities, ex: extended testing time, extended deadlines, extra credit opportunities, and advocates. College is very overwhelming alone, and when you have a learning disability, it can be more difficult to email 6+ professors a semester in regard to deadlines and due dates, and professors are tired of being flooded with emails. There should be an advocate that can answer simple questions regarding coursework, instead of receiving our professors passive aggressive replies.”

“Offering free education on bias. Everyone has biases and many people want to be more self-aware.”

“Develop strategies to recruit talent from diverse backgrounds.”

“Hidden disabilities, being ADHD, hard of hearing, dyslexia, etc.”

“Instead of a group with only a group of people with a common identity, I would like to see a group with different identities who just come together to talk about their differences (in a chosen topic) in a genuine and respectful way.”

“Reaching out to students in minority groups to understand their experiences and address any problems.”

“Stay informed by seeking out information about what other colleges and universities doing to advance DEI.”

“I believe it is important to get students more engaged. Often times in classes, we are just lectured. I feel it is important to get students to have group discussions, projects, etc. in order to learn from each other and overall allow more students to become more diverse in their thoughts after hearing from fellow classmates.”

“Professors should all receive cultural competence training.”

“Acceptance and support towards all students sexuality, gender, race and religion.”

“Hands down, this is my #1: Religion. This is often overlooked, especially at schools. For example: if a student quotes the Quran or Bible to reinforce a point in an essay or use as an example of something (like comparing Noah’s flood to hurricane Katrina in a meteorological report), it shouldn’t cause them problems. Religion shouldn’t be forced on people.”

“Stay ahead on training staff, professors, etc.”

“Making sure everyone feels as though they have a sense of belonging and welcoming when coming to campus.”

“Everyone should be eligible for all degree, not based on a test that is supposed to foreshadow how you do in the first semester.”

“Acknowledge holidays of all cultures.”

“Greater education and tolerance for LGBTQ+ Identities including gender neutral restrooms in the Tec Center and Laurel Hall. As it stands there are only gender-neutral bathrooms in the Student Success Center and Votta Hall.”

“

Protecting people of all races and nationalities,
punishing all racism and racial discrimination that
happens on campus.

”

“

Having clubs and organizations that are diverse and inclusive.

”

“The most important priority should be the acknowledgment of all student’s opinions and beliefs in the classroom regardless of their race, sex, age, disability, etc. RCBC does a fair job at this, however, there are still instances where professors will prevent certain people from participating in a healthy classroom environment.”

“Textbooks are expensive and not everyone can afford them. Making sure everyone has access to the material needed to succeed in class.”

“Accessibility for disabled people. The elevators are too small to hold people and someone in a wheelchair. People in wheelchairs usually end up waiting for a while to get onto the elevators because abled people do not wait for them.”

“Making sure everyone feels welcomed. Go out of the way to make sure people feel good about going to school here.”



“Acknowledging people’s differences in their stages in life, ethnicities, and backgrounds to understand each other from a different perspective, and create opportunities for people to learn from each other.”

“Respect pronouns and gender.”

“Handicap assisted doors and functional disability assistive devices.”

“Tutor, Mentor, or Serve to Combat Educational Inequalities.”

“If others feel threatened there should be resources accessible. Whether on or off campus to be able to ask for help and talk to someone.”

“GENDER NEUTRAL BATHROOMS. I hate having to go to school and have to misgender myself and make myself feel uncomfortable when I go to use the restroom. I find it very weird that this isn’t already implemented as RCBC is said to be ‘all inclusive’, when once again non-binary, gender-nonconforming, and trans people probably avoid using something as simple as the bathroom at school. It feels really weird that this isn’t already changed.”

“Allowing us to give preferred pronouns on blackboard.”

“Require teachers to use chosen names and pronouns for their students.”

“Making the staff and faculty’s demographics known to students (e.g. what percent of the faculty is a minority etc.).”

“Educate Managers on the Benefits of Diversity in the Workplace.”

There were approximately 488 comments entered for Top 2. Several respondents indicated N/A, none, “I don’t know,” or not sure.

“

Making sure there is crisis help 24/7.

”

“Providing mental health and sensory resources for those who need them, i.e. a quiet sensory room for those overwhelmed or experiencing overload. (As someone with sensory issues I find this very important.).”

“Bigger budget for financial aid.”

“Clubs and resources for students of any identity, sexual orientation, race, etc.”

“The exam has more attempt to complete, like 2 attempts or open in 5 days or a week (exam time be more flexible) before due date. Test take has more choice of the time to complete it. Especially online courses. It will be much more fair. I have special needs (autistic) child at home. It’s hard for me to concentrate to complete on line text/exam.”

“Longer display times of race/LGBTQ+ material at the library, it seems the library will only keep items for their designated “History Month” but take away for a holiday or major....maybe keep separate displays for POC and LGBTQ+, differently abled, neurodivergent.”

“Disability awareness.”

“A mandatory DEI class or certification especially for majors dealing with the public.”

“Ensuring there is proper representation at every level of the administration.”

“Make sure all the professors are educated on all races, ethnicities, and pro-nouns/gender identities.”

“Mental health providers on campus, available with or without insurance to see students via scheduled appointments.”

“Financial services to those who need it from low income households.”

“I really need to hammer this home. Reinstate the mask mandate. Actually enforce it this time. Reinstate contact tracing and COVID absences/ leave for employees and students.”

“The food pantry is a great asset to help all students regardless of where they may stand to feel secure and not go hungry. No one is inferior.”

“Therapy available to the students.”

There were approximately 470 comments entered for Top 3. Several respondents indicated N/A, none, “I don’t know,” or no answer.

“Increase/expansion of student resources.”

“Accessibility and accommodations for disabled people.”

“Advertise RCBC’s counseling more often so students are more aware that they can receive help.”

“

Allow RCBC students, professors, and staff opportunities to embrace their cultures and diversities whilst finding financial assistance through said means. scholarships for minorities & first generation college students, meal assistance for the poverty stricken, any type of assistance for those with largely not talked about, but common struggles within the RCBC community would be a positive and respected action.

”

“

“Spotlights of minority students more frequently. I would love to see a newsletter of some kind in my inbox every few weeks.”

”

“Allowing people to bond over culture through art, sports, music, and food presented on campus.”

“Inclusive events/activities that students and teachers can participate in.”

“More activities on campus at all times. I’ve missed a lot of cool activities you guys hosted because I had to go to work. It kind of sucks I keep missing the free food and other gaming events because I have to leave, and I can’t be at campus at 4 o’clock.”

“A better process to drop a class in case you have something traumatizing or a conflict that changes how you look at the class.”

“Maybe some institution announcements on blackboard about events.”

“Mentoring and tutoring programs.”

“Creating events and social activities on campus to bring together people of all nationalities, races, genders, etc. Maybe even host some events that are culturally specific to educate others on differences in culture.”

“Financial wellness seminars held in person or online to help students learn to build wealth and manage debt (including student loan debt).”

“Have an easily accessible person or people they can reach out to in case of mishaps or issues.”

RCBC'S BIGGEST DEI ISSUES & RCBC SUPPORT

Respondents were asked to indicate what they think are the biggest DEI issues at RCBC, how they should address them, and what RCBC can do to make them feel supported. Unfortunately, due to the qualitative response format for this question, responses were too varied to group definitively. As such, a sample of representative quotes are highlighted to give a sense of types of responses entered, but that does not necessarily mean that these were the most frequent types of responses entered.

STUDENT GROUP

In your opinion, what are the biggest DEI issues at RCBC and how should RCBC address them?

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

There were approximately 401 comments entered. Several respondents indicated N/A, none, “I don’t know,” no clue, or not sure.

“Clarify the passageway of making complaints involving DEI. For example, if I feel threatened based on my ethnicity or race, or culture - who do I go to? I think this could be more clear and maybe if that student has a complaint but wouldn’t want to be identified because of fear or any other reason maybe there could be an anonymous submission process.”

“The inability to announce things in an efficient and easy manner.”

“

Attention to those with disabilities.

”

“People not financially supported by their parents not receiving the aid they need.”

“Display opportunities and resources openly for Neurodivergent and differently-abled bodies.”

“Diversity of staff and professors.”

“Exam time, especially online course. Need to be more time flexible for online students.”

“They allow a lot of microaggressions and racist or otherwise incidents to go without a fuss.”

“Not following accommodations.”

“Mental health and lack of acceptance of those who are socially awkward.”

“The social culture between students is low. I would suggest more events that get students talking to each other.”

What can RCBC do to make you feel more supported?

There were approximately 444 comments entered. Several respondents indicated N/A, none, no opinion, or not sure.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“Add a student resource that supports students who just need help right away without the need of waiting in line or register an appointment. Like a quick an easy express stop for students in the campus, who just need the resources right away before it became last minute. The food pantry is a good start for now, but there needs to be more resources that the student can quickly access to. I feel like as a student, I wasn’t able to get support in time when I was in dire need of talking to someone in the campus but instead having to wait for more than a day to get help and I just don’t have the time and patience to wait that long before I felt like everyone is too busy to help me as an individual being.”

“I would love to see an event for older “returning” students.”

“I would love for a tutor for the EMT class everything in the class happens so fast that it becomes difficult and sometimes you only learn something for one night then bam on to the next. I would assume if people wanted to pass this class which people do, they would even pay for something like that.”

“I think that advisors should be contacting us throughout the semester to check up on us and making sure we are on the right track to full filing our degrees.”

“Stop forcing an agenda on all students. We all come from different religious, cultural, etc., backgrounds. I do not feel supported as a student because I feel like I am being forced into believing something that goes against my religious and personal beliefs. Living in a free society where beliefs are pushed onto you is no longer considered a free society.”

“I think more online resources. I am a distanced learning student, and i find that more opportunities do now allow me, and others like me do participate. I work full-time, I’m married and live to far to make it to campus for things. I wish that there were more things available to me.”

“Read reviews about professors and make their own evaluations to see if a professor is still fit for their job at RCBC. “

“Regularly meeting with an advisor and encouragement from professors.”

“RCBC does plenty and then some to make me feel supported.”

“

I love RCBC events, however I am unable to attend a good amount of them because I also have small children. It would be nice if I (and other student parents) could attend certain events and include my children.

”

“

Add more Christian, Bible, Catholic, Church, Morals and Values, Mental health, Culture, Travel etc. topics and events.

”

“RCBC can make it a priority to actually put these efforts into action, and not just say they value our input and care about us. DO the work and show us the results.”

”Offer 24/7 help for people who need it like myself.”

“Not have departments who ignore emails or calls for weeks until it is too late to be helped (a complaint I hear daily from students).”

“More tutoring.”

“More communication from financial aid and other necessary offices.”

“Make the normal advising process a lot more transparent instead of just throwing classes at us we might not need or want. 3+1 advisors are great and very knowledgeable.”

“Keep helping students that need financial help, emotional help, educational help like tutoring to enable us reached the RCBC standard.”

“The staff could be friendlier. You walk past them and say hi, many times they don’t answer back. If you need help, they are nice, but that is the only time. I noticed they aren’t even nice to one another. Sometimes you can feel the tension from some of the staff.”

“

More financial aid to help cover my classes.

”

“They can help international student with their tuition.”

“Having advisors actually support you and be able to give you the answers to all your questions. And NOT lead you down the complete wrong path.”

“RCBC could incorporate more activities for all students, not just a game day or movie night. Something highly advertised and interesting, like a workshop that incorporates all aspects of diversity and equality. Something in the beginning of the semester to get students to bond with one another.”

“Provide safe spaces.”

“Have more activities at night for the night time students.”

” Offer a better support system on campus. Improve the security system of the campus. Offer more job opportunities to international students. Make every building and every door accessible to everyone in any condition. Offer a better recreational space (gym, yoga, volleyball, etc) physical health is part of mental health and most students forget about that with the stress of classes.”

“Have a licensed therapist on the campus please.”

“Give information about how well and bad things are going in college.”

“Make clubs more accessible online. As a full-time working mother of 2 toddlers in school as well, there is very limited time for me to attend any club functions on or off campus.”

“Create more options for student loans for international students like me.”

“Constant emails to encourage the students. Organizing stress relief programs also which would allow for inclusion and get together among students.”

“Come and evaluate teachers more.”

“Change the attendance policy or let professors excuse an absence upon emailed notification whether it is prior to or after that class.”

“

People not financially supported by their parents not receiving the aid they need.

”

“

More funding and support for EoF and student accommodation programs, as well as resources for programs like the Food Pantry.

”

“Change the absences policy, it’s kind of stressful only having 3 days for a whole semester.”

“Keep me up to date with events and opportunities.”

“Better advising and better advising hours.”

It is impossible to ask respondents every important question. I want to give you this opportunity to share your opinions/feelings on areas you feel I might have missed on this survey that you would like the leadership at RCBC to know about.

There were approximately 354 comments entered.

SAMPLE REPRESENTATIVE QUOTES (please note WHC redacted information that might unintentionally identify a respondent, employee, or student. This may be indicated by an XX.)

“Address grading and rules.”

“Acknowledge older adults as well as younger students.”

“Advising needs to improve. I’ve been scheduled for classes that I don’t even need for my degree and it’s almost cost me a lot of money that I don’t have. Money that not a-lot of RCBC students have either. If you ask anyone at RCBC they will almost certainly say the same thing. advising is not good and I do not trust I am in the right educational path. Also, the Math department work load is unfair and the timed tests we have to take are too stressful and not enough time. I spend hours on my homework most nights and I feel pressured and way too stressed during tests even if I have studied and feel prepared. All professors hate the time limits as well.”

“The survey has been comprehensive.”

“Counselors need to work more on their work ethic when it comes to helping the students.”

“I would just say emphasizing emotional support for all students, and maybe sending out mid semester mental health emails or something like that. It might give students who were going to stay silent the opportunity to speak up.”

“Definitely more options of smaller, slower classes for those who want to be part of a college community but struggle with the pace of neurotypical classes.”

“Disregarding DEI for a second, It’s important to also discuss the quality of education I and many of my peers are receiving. In most of my classes, especially the Distant Learning Courses, professors blow through 100 page slideshows like they’re nothing, they are weeks late grading assignments, they don’t answer emails, and overall they just don’t teach the subjects they are supposed to. I don’t believe I’m learning anything in some of my classes that I paid hundreds for. They are so disorganized, that I almost considered switching majors multiple times just so I could learn something in one field. No matter who I talk to, no matter what service I use, no matter what department I visit, the outcome is always the same: I gain nothing. It is extremely frustrating and has had a severe consequence to my physical, mental, and emotional well-being. This has to be addressed by someone, but I don’t know where to go at this point. I am not bashing the person who designed this survey, I am criticizing the foundation of the institution.”

“Covid relief was a huge help as a single mom; more grant opportunities would be fantastic.”

“

Could have more people who speak other languages so international students can feel comfortable asking for help. Many times we don’t speak English well and we need that support.

”

“

Maybe how politics affect our lives and our diversity and that not everyone is as liberal as society makes it seem and that those who are not liberal are also not incorrect for their opinions either.

”

“I am frankly disappointed in the resources and services presented for a student who needs more support than 0. There is no presence of healthy food options on campus, there is little agency to get a response from accommodations, tutoring, or other help services (even in advising) and there is an obvious shortage in staffing to support these students. I am greatly held back from my goals because of how I have been treated transferring here.”

“I would say overall the adjunct faculty and student workers are the most underprepared to deal with complex situations. The college should dedicate resources to training and supporting adjunct and student faculty.”

“Longer hours for advising, it closes too early for some people who need an appointment but can't miss class. Testing center should have weekend time slots, even if it's only half a day. Send surveys about professors where students can talk openly about their experience and it be anonymous. Make a list of classes for each degree (associates and bachelors) easily accessible.”

“I would like leadership to know that my time spent at RCBC has been wonderful and I love going to school.”

“Make sure all the professors are giving their students fair rights and resources to use so you can be successful in their class.”

“Not all professors are fair or can accompany life situations. Professors should at least be empathetic or understanding when life situations come up and due dates can't be met or technical difficulties happen. I have a Professor that won't excuse anything and cause me on getting a 0 for a grade. People taking classes at RCBC can be young or older adults but we all have family, work and have lives outside school and should be able to get some type of agreement made with the Professor for a solution when those things arise.”

SUMMARY RECOMMENDATIONS

WHC advises RCBC leaders to use this report as a starting point and pay close attention to what each of the surveyed groups described as the top DEI issues, ways that they can be supported, and what RCBC should prioritize in their journey to improving DEI at RCBC. Leaders should review the findings with the various departments and determine which DEI activities will be their priorities and set both short- and long-term goals in the respective areas. Specific RCBC leaders should be designated to be “goal owners” and be provided with appropriate assistance, resources, and power to enact the appropriate changes that fall within the scope of their authority. While the results suggest that RCBC is spreading the word quite effectively that DEI is an important value, all of the groups perceive that actual DEI Action trails in comparison. This is typical for many organizations, but this should not give organizations comfort. Because resources are finite, RCBC leaders should prioritize the most compelling and actionable DEI themes captured in the representative qualitative responses for each of the groups and the most statistically significant DEI predictor variables in the regression analyses. For faculty and staff, pay equity, mutual respect, professional advancement support, DEI accessibility support, and more racial and gender diversity, particularly at leadership levels, loomed large. For students, DEI accessibility support and how fairly they perceived they are evaluated were their major areas of concern. It is important that RCBC leaders to realize that there are few “quick fixes” in creating and maintaining positive DEI climates and “one size fits all” approaches typically do not work. Instead, DEI initiatives need to be appropriately supported and implemented for specific target groups to meet an organization’s goals.

Recommended Resources

[How to Solve the “We Can’t Find Them Problem.”](#)

[Diversity Matters Podcast: How to Eliminate Bias & Discrimination](#)

[Police Brutality and the Less Conspicuous Ways Racism Kills TEDx Talk](#)

[Podcast with Joan Williams: Healing the Rifts of Race, Gender, and Class](#)

[Understanding Racism in Organizations](#)

[Implicit Bias: Learn the Science, Make Better Decisions](#)

[ABC cancels the Roseanne Show after racist tweet: Two key points leaders should consider if they are in this situation.](#)

[Three Ways Leaders Can Foster Permanent Change In Response To Today’s Issues](#)

[Three steps for creating a more equitable workplace.](#)

[To Sustain DEI Momentum, Companies Must Invest in 3 Areas](#)

[Measuring Internal Mobility with DEIB Analytics](#)

[Three ways leaders can make Black lives matter in the workplace.](#)

APPENDIX

SCALE RELIABILITIES DATA

Faculty Group

Scale: DEI Climate

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.949	.950	11

Scale: Professional Advancement Support

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.879	4

Scale: DEI Voice

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.915	.915	4

Scale: DEI Action

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.853	7

Scale: DEI Accessibility Support

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.664	.676	2

Scale: Professional Advancement Support

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.908	5

Scale: Job Satisfaction

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.950	.951	3

Scale: Burnout

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.920	.920	3

Scale: Job Performance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.881	2

Scale: Job Engagement

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.752	2

Scale: Organizational Citizenship Behaviors

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.823	4

Scale: Counterproductive Work Behaviors

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.895	.897	2

Staff Group

Scale: Diversity Climate

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.920	.901	11

Scale: Professional Advancement Support

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.813	5

Scale: DEI Voice

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.834	4

Scale: DEI Action

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.884	7

Scale: Job Satisfaction

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.877	2

Scale: Burnout

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.911	.911	3

Scale: Job Performance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.730	.749	2

Scale: Job Engagement

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.590	.609	2

Scale: Organizational Citizenship Behaviors

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.812	.802	4

Scale: Counterproductive Work Behaviors

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.490	.494	2

Student Group

Scale: Diversity Climate

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.961	.962	17

Scale: Evaluation Equity

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.818	3

Scale: DEI Voice

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.890	.890	3

Scale: DEI Action

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.931	9

Scale: DEI Accessibility Support

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.914	7

Scale: College Satisfaction

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.938	3

Scale: Burnout

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.814	2

Scale: Retention Intentions

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.164	.145	4

Scale: Organizational Citizenship Behaviors

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.757	.758	2

MODEL REGRESSION ANALYSES DATA

Faculty Group

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.678 ^a	.460	.455	.64013	.460	107.163	1	126	<.001

a. Predictors: (Constant), Professional Advancement Support

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
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		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.006	.223		4.512	<.001	.565	1.448
	Professional Advancement Support	.608	.059	.678	10.352	<.001	.492	.725

a. Dependent Variable: Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.657 ^a	.431	.427	.85356	.431	95.572	1	126	<.001
2	.671 ^b	.451	.442	.84238	.019	4.368	1	125	.039

a. Predictors: (Constant), Professional Advancement Support

b. Predictors: (Constant), Professional Advancement Support, DEI Climate

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.114	.297		13.834	<.001	3.526	4.703
	Professional Advancement Support	-.766	.078	-.657	-9.776	<.001	-.921	-.611
2	(Constant)	4.592	.372		12.342	<.001	3.856	5.329
	Professional Advancement Support	-.490	.153	-.420	-3.203	.002	-.793	-.187
	DEI Climate	-.370	.177	-.274	-2.090	.039	-.721	-.020

a. Dependent Variable: Burnout

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.490 ^a	.240	.234	.80696	.240	39.850	1	126	<.001
2	.547 ^b	.299	.288	.77819	.059	10.490	1	125	.002

a. Predictors: (Constant), Professional Advancement Support

b. Predictors: (Constant), Professional Advancement Support, DEI Voice

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.490 ^a	.240	.234	.80696	.240	39.850	1	126	<.001
2	.547 ^b	.299	.288	.77819	.059	10.490	1	125	.002

a. Predictors: (Constant), Professional Advancement Support

b. Predictors: (Constant), Professional Advancement Support, DEI Voice

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.533	.281		5.453	<.001	.977	2.090
	Professional Advancement Support	.468	.074	.490	6.313	<.001	.321	.614
2	(Constant)	1.930	.298		6.487	<.001	1.341	2.519
	Professional Advancement Support	.702	.102	.736	6.902	<.001	.501	.904
	DEI Voice	-.326	.101	-.345	-3.239	.002	-.525	-.127

a. Dependent Variable: Organizational Commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.218 ^a	.048	.040	.49699	.048	6.309	1	126	.013

a. Predictors: (Constant), DEI Climate

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.114	.217		14.336	<.001	2.684	3.544
	DEI Climate	.133	.053	.218	2.512	.013	.028	.237

a. Dependent Variable: Job Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.409 ^a	.167	.161	.72019	.167	25.316	1	126	<.001

a. Predictors: (Constant), DEI Climate

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.711	.315		5.434	<.001	1.088	2.334
	DEI Climate	.385	.077	.409	5.031	<.001	.234	.536

a. Dependent Variable: Job Engagement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.532 ^a	.283	.277	.62397	.283	49.774	1	126	<.001

a. Predictors: (Constant), Professional Advancement Support

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.700	.217		7.819	<.001	1.270	2.130
	Professional Advancement Support	.404	.057	.532	7.055	<.001	.291	.517

a. Dependent Variable: Organizational Citizenship Behaviors

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.533 ^a	.284	.278	1.20979	.284	49.938	1	126	<.001

a. Predictors: (Constant), DEI Climate

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.847	.529		9.166	<.001	3.801	5.893
	DEI Climate	-.908	.129	-.533	-7.067	<.001	-1.163	-.654

a. Dependent Variable: Role Overload

Staff Group

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.695 ^a	.483	.479	.64459	.483	127.935	1
2	.738 ^b	.544	.538	.60728	.061	18.352	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.056	.252		.222	.825
	DEI Climate	.808	.071	.695	11.311	<.001
2	(Constant)	.280	.243		1.151	.252
	DEI Climate	.470	.104	.404	4.526	<.001
	DEI Accessibility Support	.289	.067	.382	4.284	<.001

a. Dependent Variable: Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.589 ^a	.347	.343	.92722	.347	72.946	1
2	.613 ^b	.376	.367	.90987	.029	6.274	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.755	.343		13.865	<.001
	Professional Advancement Support	-.805	.094	-.589	-8.541	<.001
2	(Constant)	4.624	.341		13.573	<.001
	Professional Advancement Support	-.536	.141	-.393	-3.792	<.001
	DEI Accessibility Support	-.251	.100	-.260	-2.505	.013

a. Dependent Variable: Burnout

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.413 ^a	.170	.164	1.01519	.170	27.889	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.618	.253		6.384	<.001
	DEI Accessibility Support	.387	.073	.413	5.281	<.001

a. Dependent Variable: Organizational Commitment

Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
						R Square Change	F Change	df1
1		.190 ^a	.036	.000	.52459	.036	.996	5

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.219	.217		14.827	<.001
	DEI Climate	.123	.176	.179	.698	.486
	Professional Advancement Support	-.004	.122	-.007	-.034	.973
	DEI Voice	-.152	.124	-.251	-1.219	.225
	DEI Action	.080	.145	.125	.552	.582
	DEI Accessibility Support	.048	.061	.107	.776	.439

a. Dependent Variable: Job Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.568 ^a	.323	.318	.83341	.323	65.290	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.239	.208		5.956	<.001
	DEI Accessibility Support	.485	.060	.568	8.080	<.001

a. Dependent Variable: Job Engagement

Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
						R Square Change	F Change	df1
1		.180 ^a	.033	-.004	.74443	.033	.896	5

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.769	.308		8.988	<.001
	DEI Climate	.214	.249	.221	.858	.393
	Professional Advancement Support	-.059	.173	-.067	-.341	.734
	DEI Voice	-.093	.177	-.108	-.524	.601
	DEI Action	.032	.206	.035	.155	.877
	DEI Accessibility Support	.056	.087	.088	.638	.524

a. Dependent Variable: Job Immersion

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.560 ^a	.313	.308	.56592	.313	62.435	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.094	.141		14.822	<.001
	DEI Accessibility Support	.322	.041	.560	7.902	<.001

a. Dependent Variable: Organizational Citizenship Behaviors

Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
						R Square Change	F Change	df1
1		.199 ^a	.040	.033	.31086	.040	5.646	1
2		.285 ^b	.081	.068	.30514	.042	6.186	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.359	.115		3.126	.002
	Professional Advancement Support	-.075	.032	-.199	-2.376	.019
2	(Constant)	.256	.120		2.132	.035
	Professional Advancement Support	-.220	.066	-.584	-3.331	.001
	DEI Climate	.180	.072	.436	2.487	.014

a. Dependent Variable: Counterproductive Work Behaviors

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.193 ^a	.037	.030	.35964	.037	5.280	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.434	.133		3.264	.001
	Professional Advancement Support	-.084	.037	-.193	-2.298	.023

a. Dependent Variable: Job Shirking

Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
						R Square Change	F Change	df1
1		.478 ^a	.228	.223	1.09388	.228	40.545	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.182	.273		11.653	<.001
	DEI Accessibility Support	-.502	.079	-.478	-6.367	<.001

a. Dependent Variable: Role Overload

Student Group

a. Dependent Variable: ColSat

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.564 ^a	.318	.317	.74572	.318	322.653	1
2	.587 ^b	.344	.342	.73151	.027	28.187	1
3	.592 ^c	.350	.347	.72877	.006	6.220	1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.474	.157		3.022	.003
	DEIAcSup	.669	.037	.564	17.963	<.001
2	(Constant)	.230	.161		1.435	.152
	DEIAcSup	.396	.063	.334	6.275	<.001
	EvalEq	.328	.062	.282	5.309	<.001
3	(Constant)	.046	.176		.259	.796
	DEIAcSup	.303	.073	.255	4.151	<.001
	EvalEq	.271	.066	.233	4.122	<.001
	DEICLIM	.192	.077	.144	2.494	.013

a. Dependent Variable: Burnout

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.417 ^a	.174	.173	.96612	.174	145.857	1
2	.434 ^b	.188	.186	.95826	.015	12.406	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.786	.201		18.798	<.001
	EvalEq	-.570	.047	-.417	-12.077	<.001
2	(Constant)	4.018	.210		19.103	<.001
	EvalEq	-.338	.081	-.247	-4.179	<.001
	DEIAcSup	-.291	.083	-.208	-3.522	<.001

a. Dependent Variable: ComRCBC

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.267 ^a	.071	.070	.87676	.071	53.351	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.192	.183		11.995	<.001
	EvalEq	.313	.043	.267	7.304	<.001

a. Dependent Variable: TofRCBC

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.330 ^a	.109	.108	1.24180	.109	84.687	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.393	.259		13.106	<.001
	EvalEq	-.559	.061	-.330	-9.203	<.001

a. Dependent Variable: TOFin

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.260 ^a	.067	.066	1.08876	.067	50.142	1
2	.271 ^b	.073	.071	1.08605	.006	4.474	1
3	.283 ^c	.080	.076	1.08279	.007	5.166	1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.334	.227		10.285	<.001
	EvalEq	-.377	.053	-.260	-7.081	<.001
2	(Constant)	2.616	.263		9.961	<.001
	EvalEq	-.234	.086	-.161	-2.727	.007
	DEICLIM	-.209	.099	-.125	-2.115	.035
3	(Constant)	2.580	.262		9.836	<.001
	EvalEq	-.253	.086	-.174	-2.937	.003
	DEICLIM	-.404	.131	-.242	-3.093	.002
	DEIAct	.236	.104	.152	2.273	.023

a. Dependent Variable: TODEI

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.292 ^a	.085	.084	.72407	.085	64.540	1
2	.306 ^b	.093	.091	.72133	.008	6.279	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.476	.151		9.777	<.001
	EvalEq	-.284	.035	-.292	-8.034	<.001
2	(Constant)	1.697	.174		9.732	<.001
	EvalEq	-.172	.057	-.177	-3.017	.003
	DEICLIM	-.164	.065	-.147	-2.506	.012

a. Dependent Variable: ColPerf

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.506 ^a	.256	.255	.76376	.256	238.359	1
2	.530 ^b	.280	.278	.75163	.024	23.552	1
3	.538 ^c	.289	.286	.74770	.009	8.280	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.848	.159		5.324	<.001
	EvalEq	.576	.037	.506	15.439	<.001
2	(Constant)	.597	.165		3.621	<.001
	EvalEq	.325	.063	.286	5.128	<.001
	DEIAcSup	.315	.065	.270	4.853	<.001
3	(Constant)	.513	.167		3.079	.002
	EvalEq	.290	.064	.255	4.518	<.001
	DEIAcSup	.243	.069	.209	3.522	<.001
	DEIVoic	.129	.045	.128	2.878	.004

a. Dependent Variable: ColWL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.257 ^a	.066	.065	1.03577	.066	49.068	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.179	.216		14.725	<.001
	EvalEq	-.355	.051	-.257	-7.005	<.001

a. Dependent Variable: ColEng

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.510 ^a	.260	.259	.96361	.260	243.623	1
2	.544 ^b	.296	.294	.94054	.036	35.421	1
3	.550 ^c	.302	.299	.93701	.006	6.228	1
4	.554 ^d	.306	.302	.93497	.004	4.009	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.355	.203		-1.745	.081
	DEIAct	.786	.050	.510	15.608	<.001
2	(Constant)	-.833	.214		-3.888	<.001
	DEIAct	.508	.068	.329	7.480	<.001
	EvalEq	.378	.063	.262	5.952	<.001
3	(Constant)	-.870	.214		-4.068	<.001
	DEIAct	.405	.079	.263	5.129	<.001
	EvalEq	.335	.066	.232	5.106	<.001
	DEIVoic	.153	.061	.120	2.496	.013
4	(Constant)	-.914	.215		-4.260	<.001
	DEIAct	.335	.086	.217	3.871	<.001
	EvalEq	.240	.081	.167	2.979	.003
	DEIVoic	.137	.062	.107	2.227	.026
	DEIAcSup	.190	.095	.129	2.002	.046

a. Dependent Variable: OCBs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.532 ^a	.283	.281	.84132	.283	272.890	1
2	.553 ^b	.306	.304	.82785	.024	23.739	1
3	.560 ^c	.314	.311	.82384	.008	7.737	1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.010	.177		-.055	.956
	DEIAcSup	.694	.042	.532	16.519	<.001
2	(Constant)	-.212	.179		-1.186	.236
	DEIAcSup	.509	.056	.390	9.074	<.001
	DEIVoic	.237	.049	.209	4.872	<.001
3	(Constant)	-.455	.198		-2.294	.022
	DEIAcSup	.377	.073	.289	5.142	<.001
	DEIVoic	.166	.055	.147	3.037	.002
	DEICLIM	.256	.092	.174	2.782	.006