

BELONGING SURVEY

FINDINGS REPORT

DIVISION OF DIVERSITY, EQUITY & INCLUSION

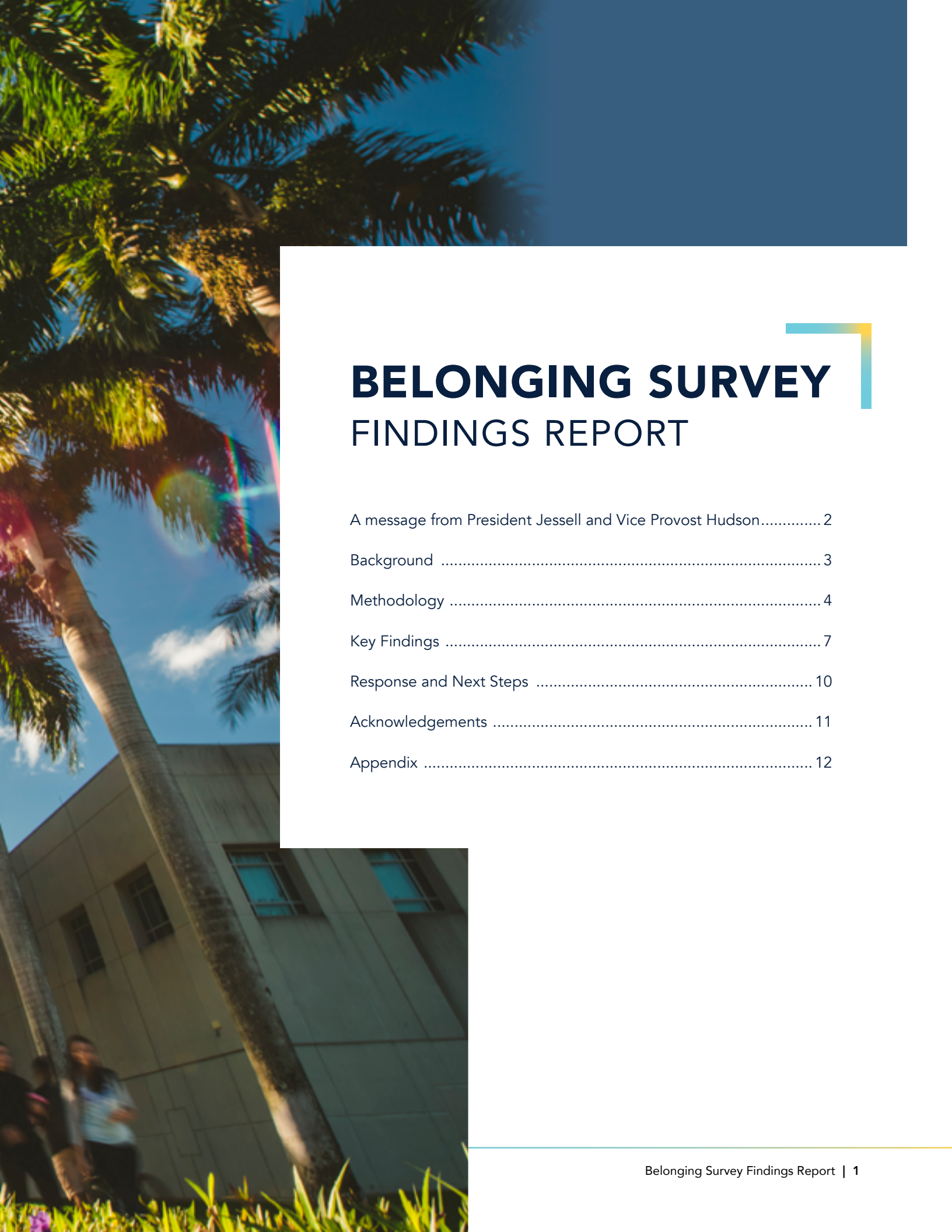


FIU



FIU

WELCOME!



BELONGING SURVEY

FINDINGS REPORT

A message from President Jessell and Vice Provost Hudson.....	2
Background	3
Methodology	4
Key Findings	7
Response and Next Steps	10
Acknowledgements	11
Appendix	12

A MESSAGE FROM PRESIDENT JESSELL AND VICE PROVOST HUDSON

Dear FIU Family,

Over the past two years, our University has made great strides in elevating diversity, equity, inclusion, and belonging in our campus community. As part of our steadfast efforts to foster a culture of belonging at FIU, the Division of Diversity, Equity, and Inclusion (DEI) launched the University's first-ever Belonging Survey in October 2021. We are excited to share its findings with you.

Nearly 6,000 members of our University community completed the Belonging Survey. We have been truly moved by the openness and disposition of our campus community to share your experiences with diversity, equity, inclusion, and belonging at FIU, including experiences with discrimination or harassment. Your feedback is a gift to our institution that will propel us forward as we seek to make our University community more diverse, equitable, and inclusive than ever before.

The survey findings raise important action items we can address as a campus community. We encourage everyone, students, faculty, staff, leaders, and units to reflect on Arthur Chan's words, as we work collectively to strengthen our culture of belonging, "diversity is a fact; equity is a choice; inclusion is an action; and belonging is an outcome". It is on all of us to acknowledge the diversity in our community, make equitable decisions, prioritize inclusivity in our actions, so that we may ensure all Panthers feel they belong at FIU.

Over the next few weeks, the DEI team will open several dialogue spaces to review and discuss the findings. We will also facilitate action plan workshops at the business unit level. We hope you will join us in these spaces as we chart a path forward toward sustainable DEI transformation.

In panther spirit,



Kenneth A. Jessell
Interim President



El pagnier K. Hudson
Vice Provost, Diversity, Equity, and Inclusion
Senior Vice President, Human Resources

BACKGROUND

In the Summer of 2020, FIU leadership commissioned what is now known as the University's Equity Action Initiative (EAI), a collection of bold measures and proposals "designed to disrupt and root out any manifestations of racism, bigotry, and implicit bias found, with tangible recommendations to foster enhanced diversity, and inclusion for members of FIU's Black community as well as other groups who feel excluded from the fairness, opportunity and equal treatment called for, by our mission and values." Within the over 200 pages of program ideas, data, and feedback the EAI encompassed, stood out the single most instrumental proposal the newly created Division of DEI would prioritize during their first year: the deployment of FIU's first-ever campus climate survey.

The purpose of the survey was to capture an in-depth understanding of the collective experiences of FIU students, faculty, and staff, focusing on race/ethnicity, gender, ability status, religion, political ideology, sexual orientation, gender identity, and veteran status. The survey was conceived to serve as a measurement tool for the experiences of the wide array of University stakeholders. Through the survey, we hoped to achieve a few things:

1. capture the perceptions of the campus climate experienced by faculty, staff, students, and administrators;
2. help FIU administrators and leadership understand faculty, staff, and students' perceptions of belonging and of their capacity for academic, professional, and personal success at and beyond FIU; and
3. allow for the identification of opportunities to mitigate climate concerns of various stakeholders.

For the better part of 2021, the Division of DEI, in collaboration with the Data and Reporting Committee of the Diversity Council, arduously worked to develop this climate survey in collaboration with the Higher Education Data Sharing Consortium with intentionality. FIU's focus on creating a culture of belonging provided a common theme the survey team used to frame each question. In October of 2021, the Belonging Survey was officially launched for students, faculty, and staff at FIU.

The results will inform the University's DEI efforts as we continue enhancing our campus environment through a diversity, equity, inclusion, and belonging lens. The results of this inaugural survey will allow the University to establish a baseline for all DEI efforts. It will be repeated in the future to track the University's progress toward our institutional DEI goals. The end goal is to build and sustain the inclusiveness and engagement of our diverse community, promoting a culture of belonging at FIU.

METHODOLOGY

SURVEY INSTRUMENT OVERVIEW

The Belonging Survey was designed and developed in collaboration with the Higher Education Data Sharing Consortium (HEDS), an independent not-for-profit organization.

“HEDS is a community of colleges and universities committed to sharing data, knowledge, and expertise to advance undergraduate liberal arts education, inclusive excellence, and student success.”¹

The HEDS Diversity and Equity Campus Climate Survey was used as a foundation for which the Belonging Survey was built, with amended changes and additional supplementary questions incorporated into the finalized instrument, completed with guidance from the Division of DEI leadership and Diversity Council members, as well as our HEDS partners. The entire survey was comprised of three main components: 1) “Diversity and Inclusion,” 2) “Discrimination and Harassment,” and 3) an accompanying demographic questionnaire. The findings emerging from the first component, contextualized by demographic responses provided in the third component, are highlighted within this report and detailed below.

The first main component, “Diversity and Inclusion,” was comprised of nine survey items, including a series of Likert items nested within matrix survey questions and two open-ended questions. Each Likert item was presented with a five-point response scale ranging from “strongly disagree” to “strongly agree.” The quantitative findings within this report highlight eight Likert items regarding two critical dimensions of stakeholder belonging in higher education: 1) “Campus Climate for Diversity and Equity” and 2) “Institutional Support for Diversity and Equity.” These dimensions emerge from clusters of Likert items that demonstrate very good statistical reliability². The eight Likert items presented herein are clustered as follows in each dimension:

Campus Climate for Diversity and Equity


Please indicate your level of satisfaction with the following at Florida International University:

- **Q1:** Overall campus climate
- **Q2:** The campus experience/environment regarding diversity at FIU
- **Q3:** The extent to which you experience a sense of belonging or community at FIU
- **Q4:** The extent to which you feel all community members experience a sense of belonging or community at FIU

1 <https://www.hedsconsortium.org/our-mission/>

2 A) Campus Climate for Diversity and Equity Indicator – 4 statements, Cronbach’s $\alpha = 0.89$

B) Institutional Support for Diversity and Equity Indicator – 4 statements, Cronbach’s $\alpha = 0.85$



Institutional Support for Diversity and Equity

Please indicate your level of agreement with the following statements about Florida International University:

- **Q5:** The campus environment is free from tensions related to individual or group differences
- **Q6:** Recruitment of historically marginalized students, faculty, and staff is an institutional priority
- **Q7:** Retention of historically marginalized students, faculty, and staff is an institutional priority
- **Q8:** Senior leadership demonstrates a commitment to diversity and equity on this campus

The final instrument included a demographic questionnaire at the end that featured 22 questions. In addition to high-level response patterns presented across four key stakeholder groups (undergraduate students, graduate students, faculty, and administration/staff), we also provide in this report response patterns at the intersection of stakeholder groups and seven self-reported identities, including 1) Gender Identity, 2) Race and Ethnicity, 3) Sexual Identity, 4) Religious Identity, 5) Political Identity, 6) Parents' Level of Education, and 7) Disability Status.

THEORETICAL FRAMEWORK AND CONSIDERATIONS

The Belonging Survey is grounded in both established theory and practice regarding the measure of community and belonging on university campuses. Our HEDS partners provided the following excerpt to elucidate further the underlying framework that informed the development of their base survey instrument:

“The HEDS Diversity and Equity Campus Climate Survey was informed by two different considerations. First, from a theoretical perspective, it was built off an Inputs-Experiences-Outcome college impact model. Specifically, the survey was informed by research from the Wabash National Study, a multi-institution longitudinal research project that examined the relationship between a range of college experiences and student development, student learning, and other outcomes. The Wabash Study included measures of student diversity experiences, and the researchers in the study (including one who helped develop the HEDS Diversity and Equity Campus Climate Survey) worked on dozens of projects examining the impact of different aspects of these experiences on student outcomes, as well as the interaction between student identity and the impact of these experiences³.”

Furthermore, multiple practitioners participated in developing the instrument, including a multi-institution pilot version of the survey. Thus, the HEDS survey is informed by prior research and practice, and it is designed to support campuses in their commitment to DEI best practices.

³ Sample literature includes:

Roksa, J., Kilgo, C. A., Trolan, T. L., Pascarella, E. T., Blaich, C. & Wise, K. S. (2017). Engaging with Diversity: How Positive and Negative Diversity Interactions Influence Students' Cognitive Outcomes, *Journal of Higher Education*, 88, 297-322.
Roksa, J., Trolan, T. L., Pascarella, E.T., Kilgo, C. A., Blaich, C., & Wise, K. S. (2017). Racial Inequality in Critical Thinking Skills: The Role of Academic and Diversity Experiences. *Research in Higher Education*, 58, 199-140.

UNIVERSITY POPULATION AND SURVEY MARKETING AND OUTREACH

The Belonging Survey was made available only to the FIU community of over 55,000, which included all active faculty, postdocs, administrators, staff, and degree-seeking graduate and undergraduate students. Details regarding the survey response rate can be found in the following Key Findings section of this report, detailed below. The Belonging Survey launched on October 6th, 2021 and was marketed and made available to FIU stakeholders until November 22nd, 2021. The survey was embedded within the Division of DEI's official website: dei.fiu.edu

Survey administration was conducted through the Division of DEI in collaboration with HEDS, utilizing the Qualtrics platform. To access the survey, authentication of FIU student and employee credentials was implemented to ensure that only active FIU stakeholders could participate.

Survey marketing and outreach included over seven direct emails to all eligible respondents, banners on the DEI website, articles in newsletters, and notifications on PantherSoft, Canvas, and the FIU app, as well as social media posts. In addition to electronic media, physical promotion in both the Modesto A. Maidique (MMC) and Biscayne Bay (BBC) campuses was implemented throughout the survey administration period. The physical promotion included weekly tabling, flyers, and floor stickers with a QR code to the survey. Additionally, digital screen ads with the Belonging Survey QR code were placed in several high-traffic campus locations, including screens in the MMC and BBC student centers and FIU I-75 campus.

Survey participant assistance was made available via designated support sessions within FIU computer labs on both MMC and BBC campuses. These sessions were hosted for employees who might have needed in-person support or technical assistance to complete the survey. Moreover, Division of DEI representatives were available to assist in translating survey content to Spanish and Haitian Creole during these computer lab sessions.

CONFIDENTIALITY

Responses provided by participants were completely confidential. Additionally, raw datasets provided by HEDS were anonymous in that they did not include any information regarding participants' names, contact information, employee/student identification numbers, IP addresses, or any other personally identifiable information. As per our data policies, data collected was stored and managed on a secure electronic server, hidden behind passcode protection. Finally, response data will not be made available, and neither FIU nor the schools, colleges, or units found therein will publicly report unit-level data.

LIMITATIONS

The Belonging Survey was launched as part of a larger University initiative to advance and strengthen the campus climate at FIU. As such, the purpose, protocols, and analyses presented in this report are for institutional assessment and do not reflect an academic research study. Additionally, participation in this survey was voluntary, so while 11% of University stakeholders voluntarily participated, another approximately 89% of stakeholders did not. Taken together, the key findings presented in the following section only are generalizable to the FIU stakeholders that participated, reflecting their perceptions and experiences and not those of the broader FIU community.

KEY FINDINGS

1. The Belonging Survey is the first assessment of its kind launched in our University's history, representing a primary initiative in our steadfast effort to foster a culture of belonging at FIU. The responses provided reflect important perceptions of our University's campus climate and level of institutional support for diversity, equity, inclusion, and belonging. Invitations to complete the Belonging Survey were sent to 55,603 total FIU stakeholders employed/enrolled in the Fall of 2021. Of our FIU community, 5,985 surveys were completed, yielding an overall response rate of 11% (see Table 1). The following response rates were obtained per each stakeholder group:
 - a. Undergraduate students: 2,664 out of 39,607 (7%)
 - b. Graduate students: 1,078 out of 9,790 (11%)
 - c. Faculty: 851 out of 2,835 (30%)
 - d. Staff: 1,198 out of 3,371 (36%)
2. All respondents were asked to indicate their level of satisfaction with four items measuring dimensions of FIU's culture and sense of belonging, including the item: *"Overall campus climate."* Overall, 83% of all FIU stakeholders that participated indicated that they were satisfied⁴ with FIU's overall campus climate (see Fig. 1A). Levels of satisfaction were consistent among responding stakeholder groups, with 84% of undergraduate students, 82% of graduate students, 80% of faculty, and 85% of administration/staff indicating satisfaction with FIU's overall campus climate. The following key findings emerged for this item when evaluating the self-reported demographic categories by stakeholder group⁵ (see Fig. 1B). Communities that indicated a level of satisfaction less than or equal to 70% are reported below.
 - a. Undergraduate students who self-reported as non-binary or transgender (62%) as well as students from our aggregated minority race category⁶ (59%).
 - b. Graduate students who self-reported as LGBTQIA+ (68%), multiracial (66%), and having a long-term disability (57%).
 - c. Faculty who self-reported as having a long-term disability (70%) as well as Black or African American faculty (63%).
 - d. Administration/staff who self-reported as multiracial (70%)
3. Additionally, 73% of all responding FIU stakeholders indicated that they were satisfied regarding the survey item: *"the extent to which you experience a sense of belonging or community at FIU"* (see Fig. 3A). This includes 73% of undergraduate students, 72% of graduate students and 76% of administration/staff. However, 67% of faculty indicated they were satisfied with their own


4 Satisfaction = Combined percentage of responses indicating "generally satisfied" and "very satisfied." Similarly, Agreement = Combined percentage of responses indicating "agree" and "strongly agree."

5 Demographic categories reported in this section include race/ethnicity, gender identity, sexual identity and disability status. Additional data on religious identity, political identity, and parent's level of education are provided in the Appendix.

6 Aggregated minority race category = "Caribbean/West Indian," "Alaska Native," "Native American/American Indian," "Native Hawaiian or other Pacific Islander," or "Some other race or ethnicity: (fill in)."

sense of belonging or community at FIU. The following key findings emerged for this item when evaluating the self-reported demographic categories by responding stakeholder group (see Fig. 3B). Communities that indicated a level of satisfaction less than or equal to 70% are reported below.

- a. Undergraduate students who self-reported as Asian (67%), having a long-term disability (62%), LGBTQIA+ (64%), belonging to our aggregated minority race category (60%), multiracial (55%), as well as nonbinary or transgender (51%).
 - b. Graduate students who self-reported as White - Not Hispanic (67%), belonging to our aggregated minority race category (63%), LGBTQIA+ (62%), multiracial (54%), and having a long-term disability (49%).
 - c. Faculty who self-reported as heterosexual (69%) as well as LGBTQIA+ (68%), White – Not Hispanic (66%), women (65%), multiracial (59%), international (59%), belonging to our aggregated minority race category (56%), having a long-term disability (51%), and Black or African American (42%).
 - d. Administration/staff who self-reported as having a long-term disability (63%), belonging to our aggregated minority race category (62%), Black or African American (60%), and multiracial (52%).
4. There was considerable variation across responding stakeholder groups in the levels of satisfaction for survey items related to FIU campus climate as well as levels of agreement in survey items related to FIU’s institutional support for diversity, equity, inclusion, and belonging. The highest percentages of any item for all responding stakeholder groups are reported in Key Finding #2 above (“*overall campus climate*”). However, the lowest percentages among such stakeholder groups all concern survey items related to institutional support of diversity, equity, and inclusion and are presented below:
- a. 66% of undergraduate students, 62% of administration and staff, and 59% of graduate students agreed that “*Retention of historically marginalized students, faculty, and staff is an institutional priority*” (see Fig. 7A). This makes the topic of retention of historically marginalized students the item with the lowest positive response rate across all survey items.
 - b. 55% of all faculty agreed that “*the campus environment is free from tensions related to individual or group differences*” (see Fig. 5A).
5. Evaluation of responses at the level of self-reported demographic categories revealed that the three lowest levels of satisfaction across all survey items related to the topic of campus climate were all reported by Black or African American faculty. These findings include the reported satisfaction on the following items:
- a. 34% were satisfied with “*the extent to which you feel all community members experience a sense of belonging or community at FIU*” (see Fig. 4B).
 - b. 42% were satisfied with “*the extent to which you experience a sense of belonging or community at FIU*” (see Fig. 3B).
 - c. 44% were satisfied with “*The campus experience/environment regarding diversity at FIU*” (see Fig. 2B).



Additional communities on campus that reported lower levels of satisfaction (i.e., 45-60%) on specific items included non-binary and transgender undergraduate students, White - Not Hispanic and women faculty, LGBTQIA+ graduates and faculty, as well as varying stakeholder groups that self-reported as having a long-term disability, multiracial, and belonging to our aggregated minority race category.

6. Additionally, the lowest levels of agreement across all survey items related to the topic of FIU's institutional support for DEI practices were also all reported by Black or African American faculty. These findings include:
 - a. 20% agree that "*Retention of historically marginalized students, faculty, and staff is an institutional priority*" (see Fig. 7B).
 - b. 32% agree that "*Recruitment of historically marginalized students, faculty, and staff is an institutional priority*" (see Fig. 6B).
 - c. 32% agree that "*The campus environment is free from tensions related to individual or group differences*" (see Fig. 5B).
 - d. 32% agree that "*Senior leadership demonstrates a commitment to diversity and equity on this campus*" (see Fig. 8B).

Additional communities on campus that reported levels of agreement below 40% include non-binary and transgender undergraduate students, as well as multiracial graduate students, administration and staff (see Fig. 7B).

7. The key findings above present areas of improvement for strengthening experiences of campus climate and institutional support among key stakeholder groups. These communities include our graduate student and faculty body, most notably Black or African American faculty as highlighted above. Additionally, this report highlights important responses provided by our nonbinary and transgender undergraduate students about their experiences. While data concerning our nonbinary and transgender graduate students, as well as administration and staff was concealed⁷ within this report, it is of important note that these responding stakeholder groups provided levels of satisfaction and agreement significantly lower than their men and women counterparts. Finally, the reported perceptions of many stakeholders identifying as multiracial, having a long-term disability, LGBTQIA+, and belonging to our aggregated minority race category all reveal further areas of opportunity in supporting diverse communities on our campus.
8. The final item in the Campus Climate section of the survey was the following open-ended prompt: "*What one change would you make in order to enhance the sense of community at FIU?*" A total of 2,922 open-ended responses were provided across all our stakeholder groups (comprising nearly half of all respondents participating in the FIU Belonging Survey), including 1,278 undergraduates (44%), 504 graduate students (19%), 317 faculty (11%), and 823 administration/staff (28%) providing their recommendations and suggestions. The following Response and Action section details key strategies that will be informed by the quantitative findings as well as additional qualitative analysis.

⁷ Demographic categories with responses fewer than 20 were concealed in this report to ensure confidentiality

RESPONSE AND NEXT STEPS

The current work and efforts reflect the University's ongoing commitment to elevating diversity, equity, inclusion, and belonging at FIU. Throughout the University community, both at the institutional level as well as in individual schools, colleges, and units, significant action is currently underway to address a variety of findings reported by members of our community. Among the EAI recommendations was the establishment of the Division of DEI to serve as a strategic campus partner to support the increasing needs of a diverse community. We lead strategic and campus-wide efforts to advance diversity, equity, inclusion, and belonging.

We acknowledge that while the efforts to date are significant, additional intentional work must occur. We have not passively waited for survey results to act. The collective efforts made by numerous members of FIU are the continuation toward a more diverse, equitable, and inclusive community.

With the launch of the Belonging Survey in October 2021, University leadership communicated that FIU would use the findings as a baseline to track accountability for improving our campus climate. The results will inform our actions to reach our goal of a more equitable and inclusive University. The next steps we have developed reflect the University's commitment to consider all voices in the decision-making process for resource allocation toward DEIB initiatives. The University has been engaged in several efforts to advance diversity, equity, inclusion, and belonging. The community who participated in the survey has already supported this process by sharing their experiences and perceptions, which are key to gathering the data needed to deepen our understanding of the findings. The steps outlined below will assist us in moving the next steps into action:

- **Belonging Community Sessions:** The Division of DEI will host community sessions to communicate results, gather feedback on existing programs, and develop new initiatives to make our campus more equitable, inclusive, and welcoming for all.
- **Listening Sessions:** The Division of DEI will host voluntary listening sessions regarding the Belonging survey findings. Those interested in sharing their voices further can register for one of the scheduled listening sessions.
- **Design Thinking Labs:** Design thinking inspires us to ask better questions, redefine problems, increase agility in finding solutions, deepen collaboration and expand opportunities. Schools, colleges, and units will have the opportunity to coordinate design thinking labs with the StartUp FIU team to dive deeper into the Belonging survey findings University-wide and within their areas.
- **Online Input:** We urge you to share any thoughts about what is being done and what you think should be done on the Belonging Survey results webpage. We will continue to monitor this information and use it to guide our actions.
- **Write-In (Qualitative) Survey Responses:** We received rich responses to the open-ended questions. This part of the Belonging survey is still being analyzed. As we engage in deeper reflection of the findings, strategies will be further informed by the qualitative analysis.
- **Establishing and Refining Goals:** Based on the key findings and additional information received, we will review our current diversity, equity, and inclusion goals to address the issues found in the survey results with the objective of refining significant and measurable goals to advance our diversity, equity, inclusion, and belonging efforts, along with metrics to measure success.
- **Alignment of efforts:** Many schools, colleges, and units are already engaged in DEI efforts, some independently of the Division of DEI. This academic year, DEI leadership will meet with every school, college, and unit to fully understand the scope and nature of their DEI efforts. We will then work to align and synchronize efforts with the University's institutional DEI goals.

ACKNOWLEDGMENTS

The Division of Diversity, Equity, and Inclusion would like to thank the following students, faculty and staff who contributed the development, launch, and analysis of the Belonging Survey:

Dr. Elsa Bravo, Coordinator of Statistical Research-Retention and Graduation Success/Lecturer, Psychology Department

Linda Champagne, Associate Controller, Financial Systems Support Services

Paden Goldsmith, Assistant Director of Institutional Research

Nora Krijestorac, Research Analyst, Retention and Graduation Success

Bryan Lagae, Data Analyst, CASE

Dr. Yasmin LaRocca, Director of Institutional Research

Dr. Kerrie Montgomery Orozco, Director of Campus Life

Dr. Tekla Nicholas, Associate Director Academic Support Service, Center for Advancement Teaching/Lecturer, Global and Sociocultural Studies

Rachel Pierre, former DEI Student Assistant

Dr. Hiselgis Perez, Associate Vice President of Academic Affairs, Office of Analysis and Information

Patricia Santana, Coordinator of Academic Support Services, Office of Academic Conduct and Integrity

Matty Sey, former DEI Student Assistant

The members of the Dean's Advisory Council

The members of the Diversity Council's Data and Reporting Committee

The members of the President's Executive Committee

The following members of the Division of Diversity, Equity, and Inclusion team played a key role in this project:

Jeffrey Biondi, Assistant Data Analyst, Diversity, Equity, and Inclusion

Dr. Emmanuele Bowles, Assistant Vice Provost, Diversity, Equity, and Inclusion

Tait Brooks, Assistant Director, Diversity, Equity, and Inclusion

Arianna Cooper, Graduate Research Assistant, SUCCEED

Dr. Jay Jefferson, Data Analyst, Diversity, Equity, and Inclusion

Laura Lopez Ramos, Assistant Director, Marketing and Communications, Diversity, Equity, and Inclusion

Destiny Washington, Graduate Assistant, Diversity, Equity, and Inclusion

APPENDIX

Table 1. Response Rates

SURVEY PANEL POPULATION			
STAKEHOLDER GROUP	N	SURVEYS COMPLETED	RESPONSE RATE
Undergraduate Students	39,607	2,594	7%
Graduate Students	9,790	987	10%
Faculty	2,835	781	28%
Staff	3,371	1,362	40%
Role Not Reported		218	
Total	55,603	5,942	11%

Fig. 1A. Overall campus climate – Stakeholder Overall

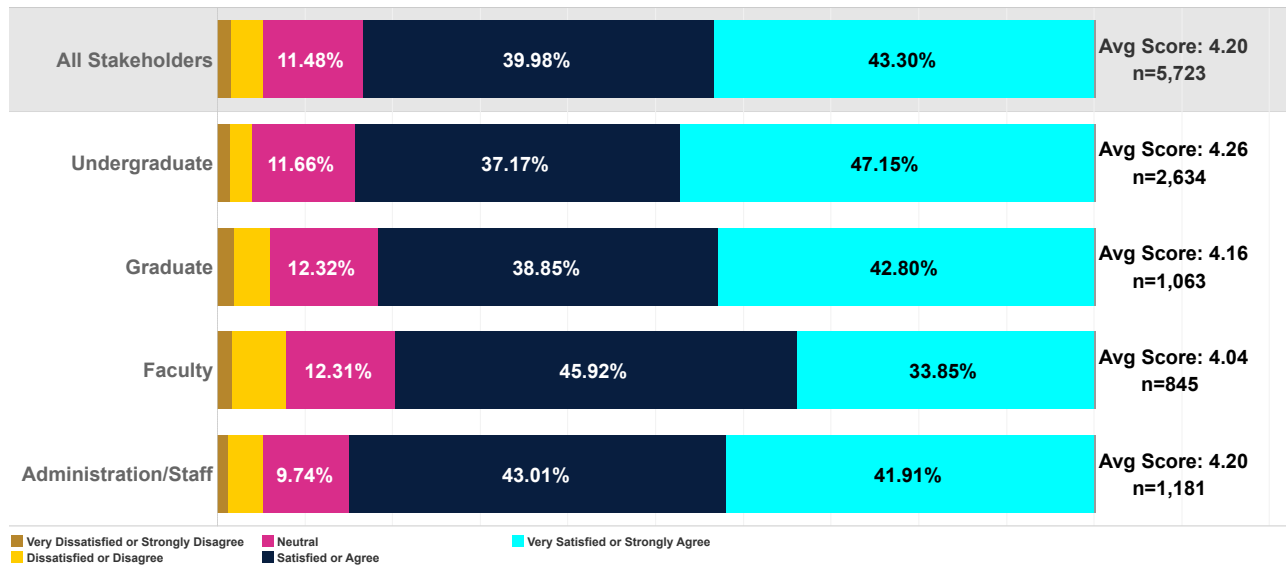


Fig. 1B. Overall campus climate – Stakeholder Demographics

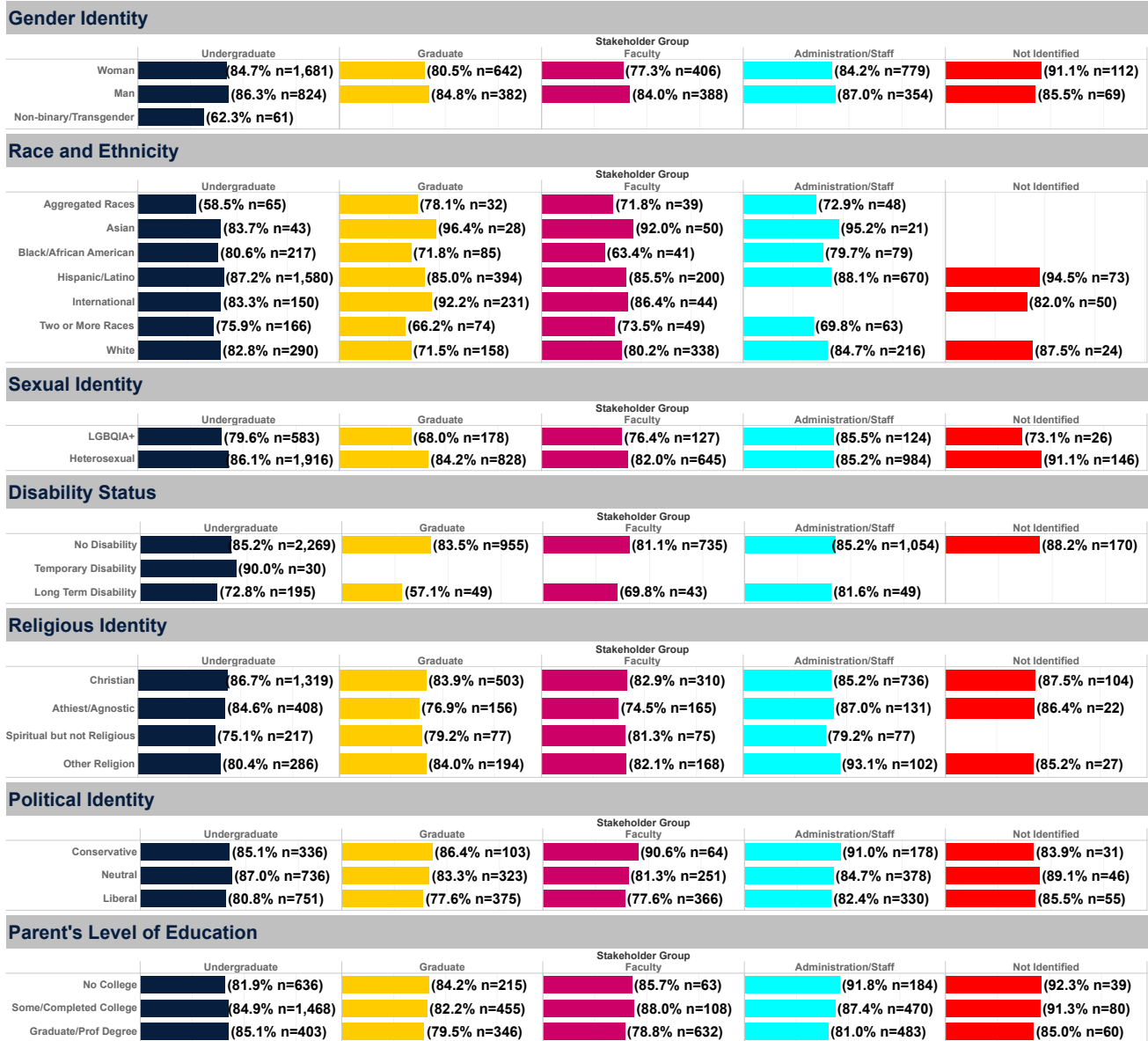


Fig. 2A. The campus experience/environment regarding diversity at FIU – Stakeholder Overall

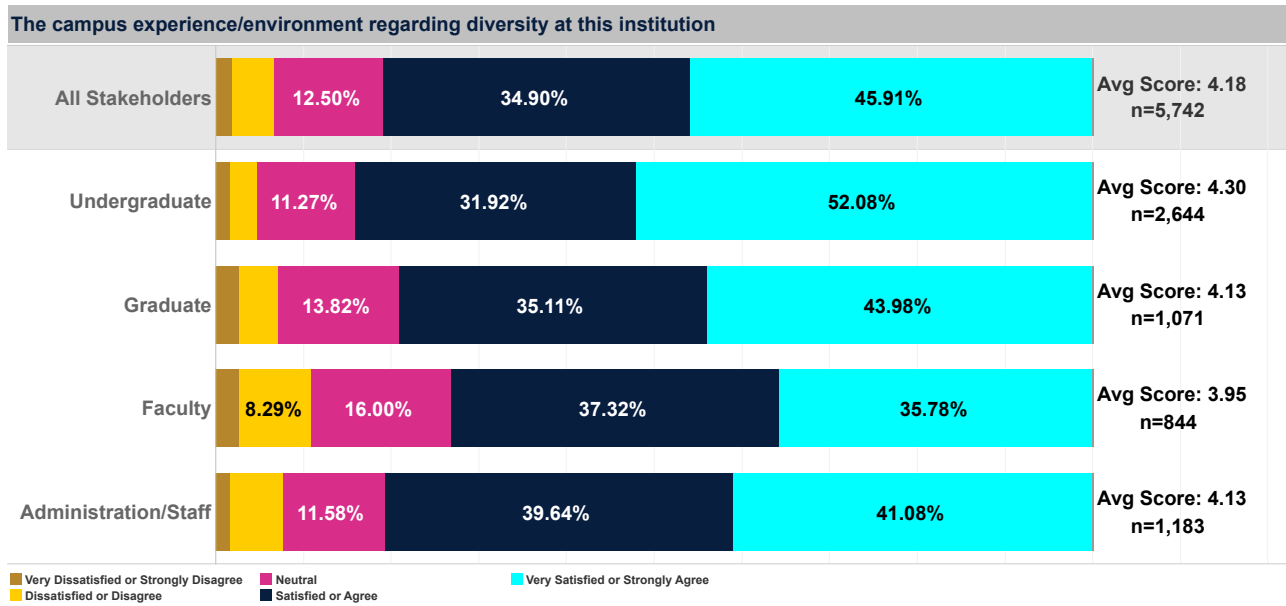


Fig. 2B. The campus experience/environment regarding diversity at FIU – Stakeholder Demographics

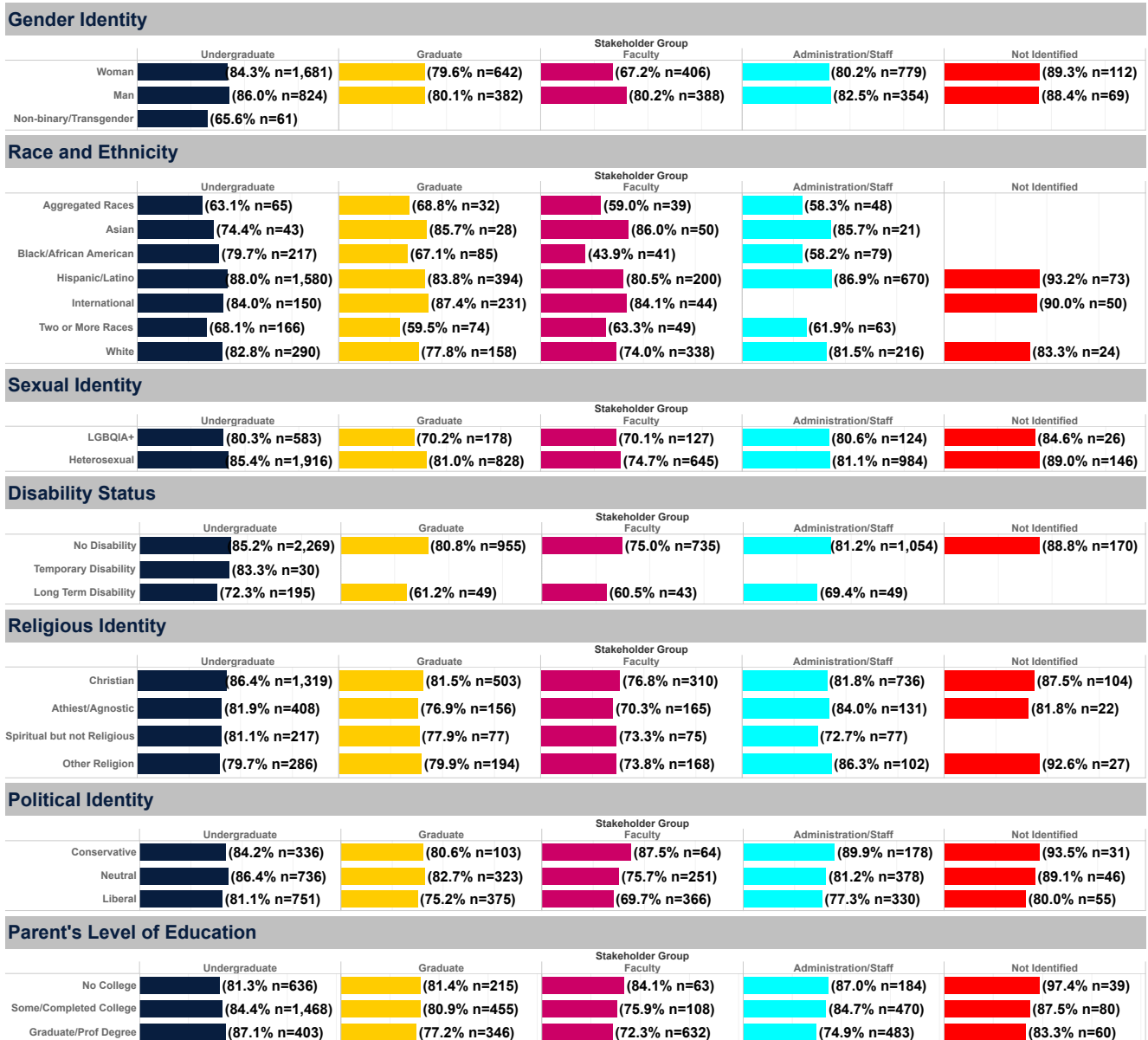


Fig. 3A. *The extent to which you experience a sense of belonging or community at FIU – Stakeholder Overall*

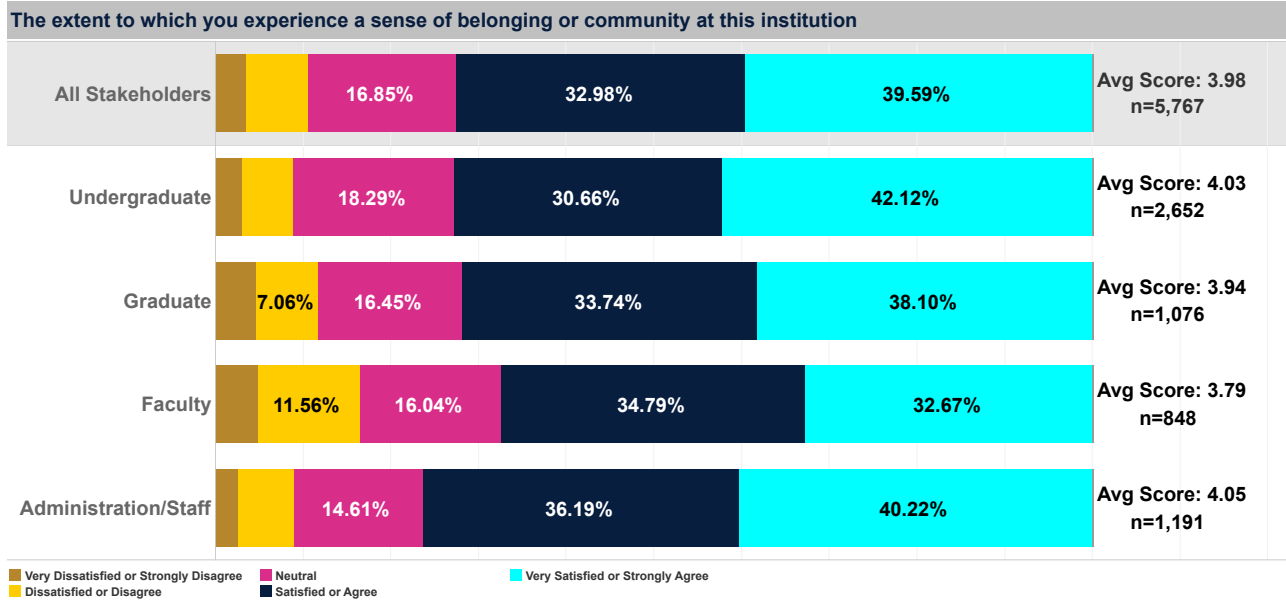


Fig. 3B. The extent to which you experience a sense of belonging or community at FIU – Stakeholder Demographics

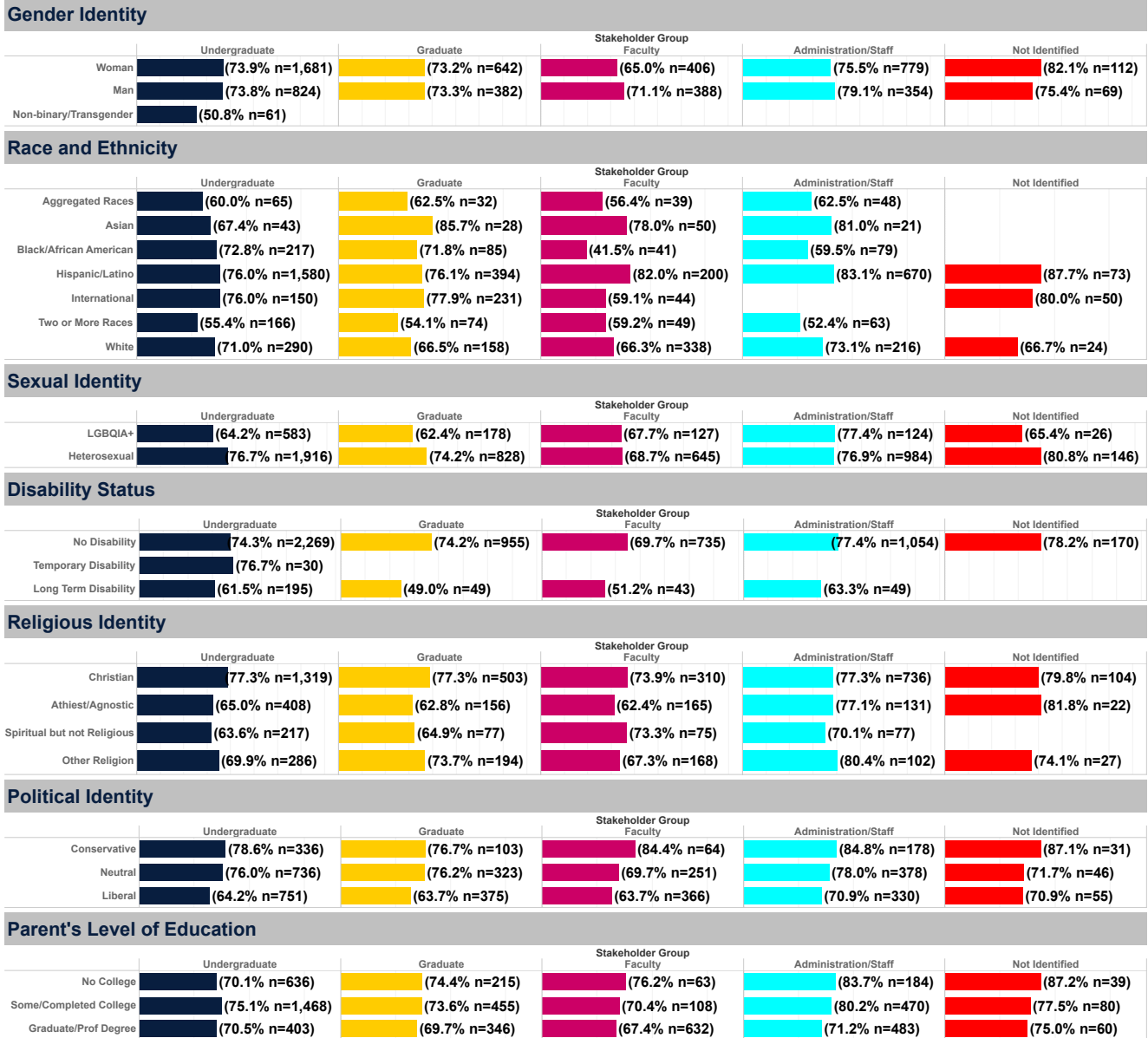


Fig. 4A. *The extent to which you feel all community members experience a sense of belonging or community at FIU – Stakeholder Overall*

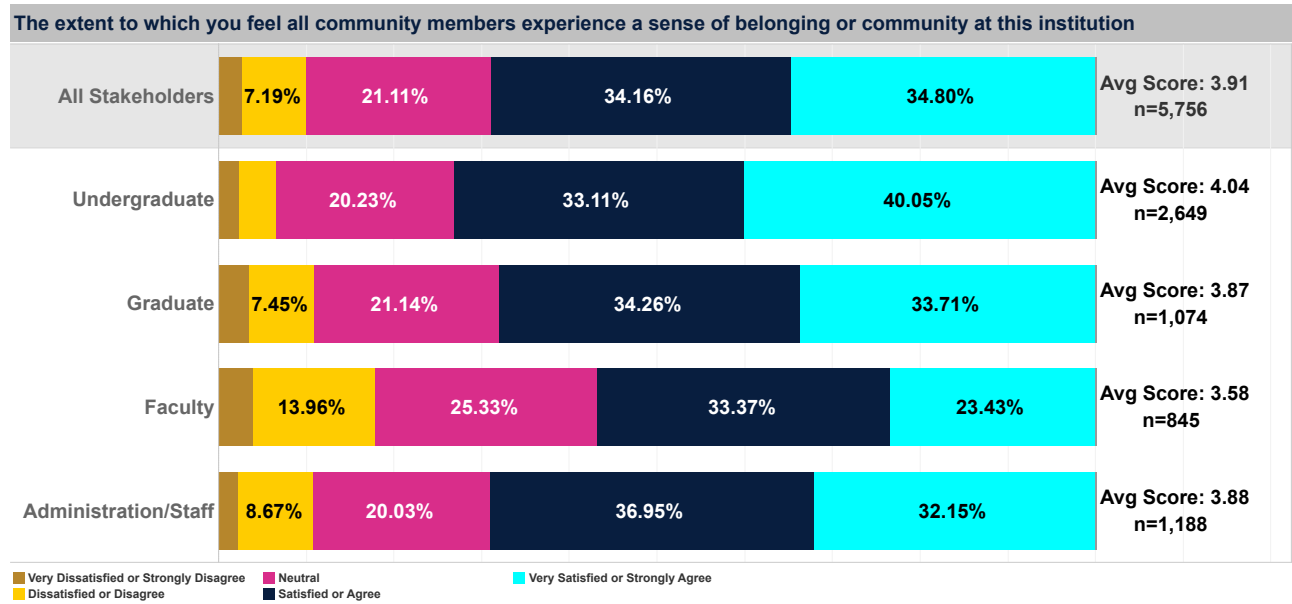


Fig. 4B. The extent to which you feel all community members experience a sense of belonging or community at FIU – Stakeholder Demographics

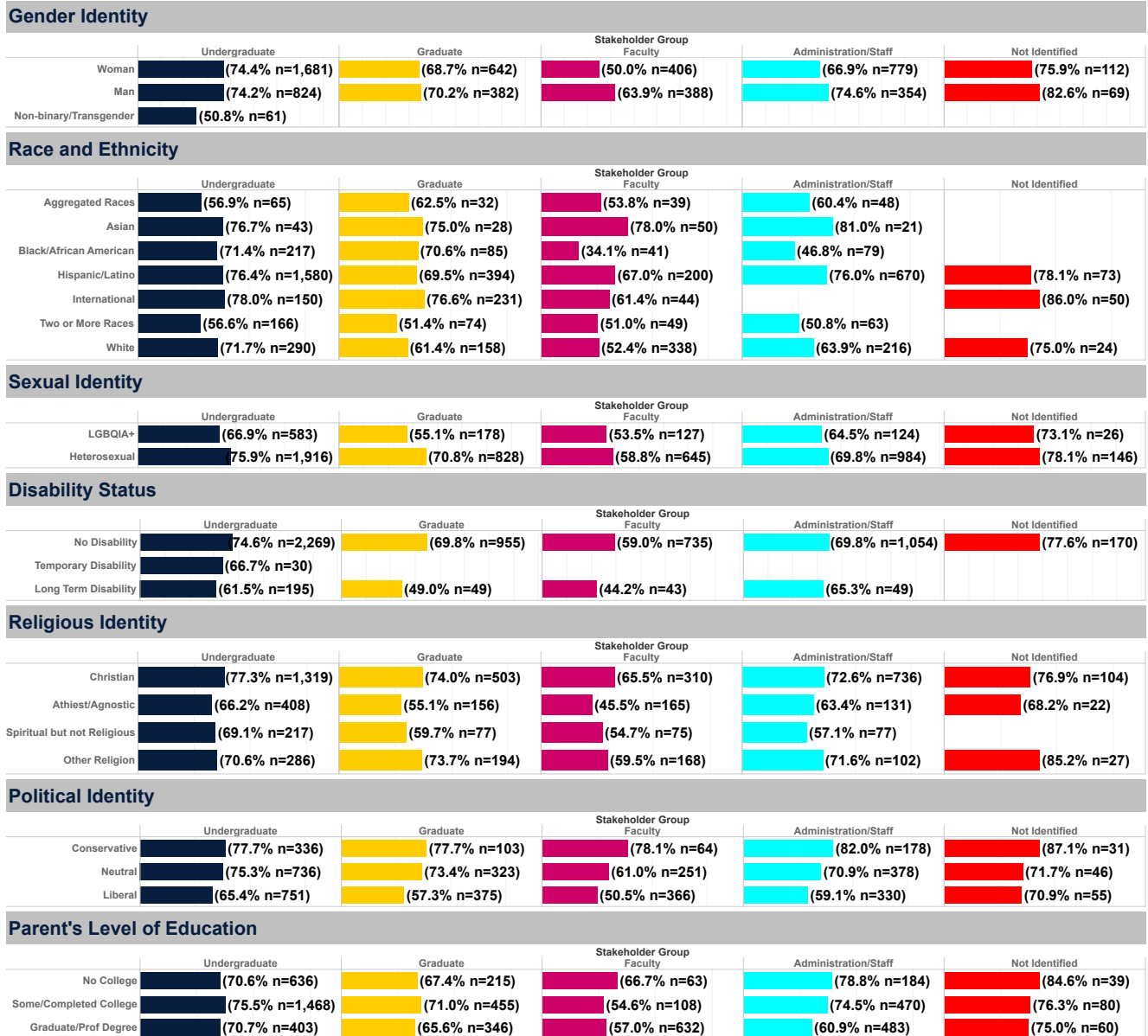


Fig. 5A. *The campus environment is free from tensions related to individual or group differences – Stakeholder Overall*

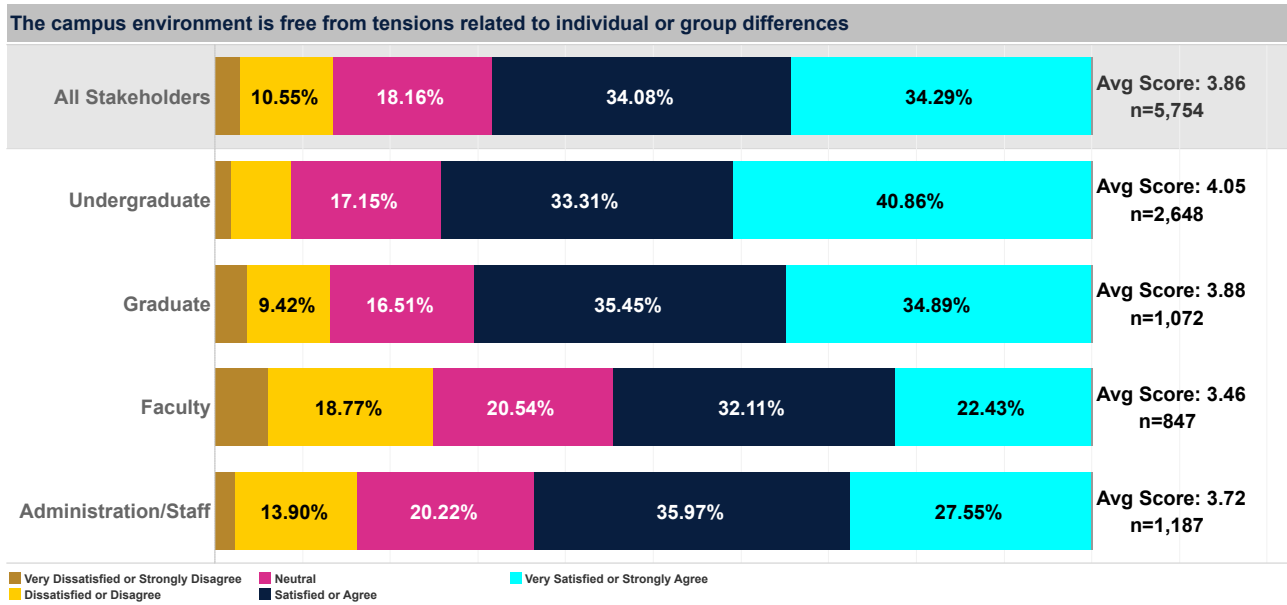


Fig. 5B. The campus environment is free from tensions related to individual or group differences – Stakeholder Demographics

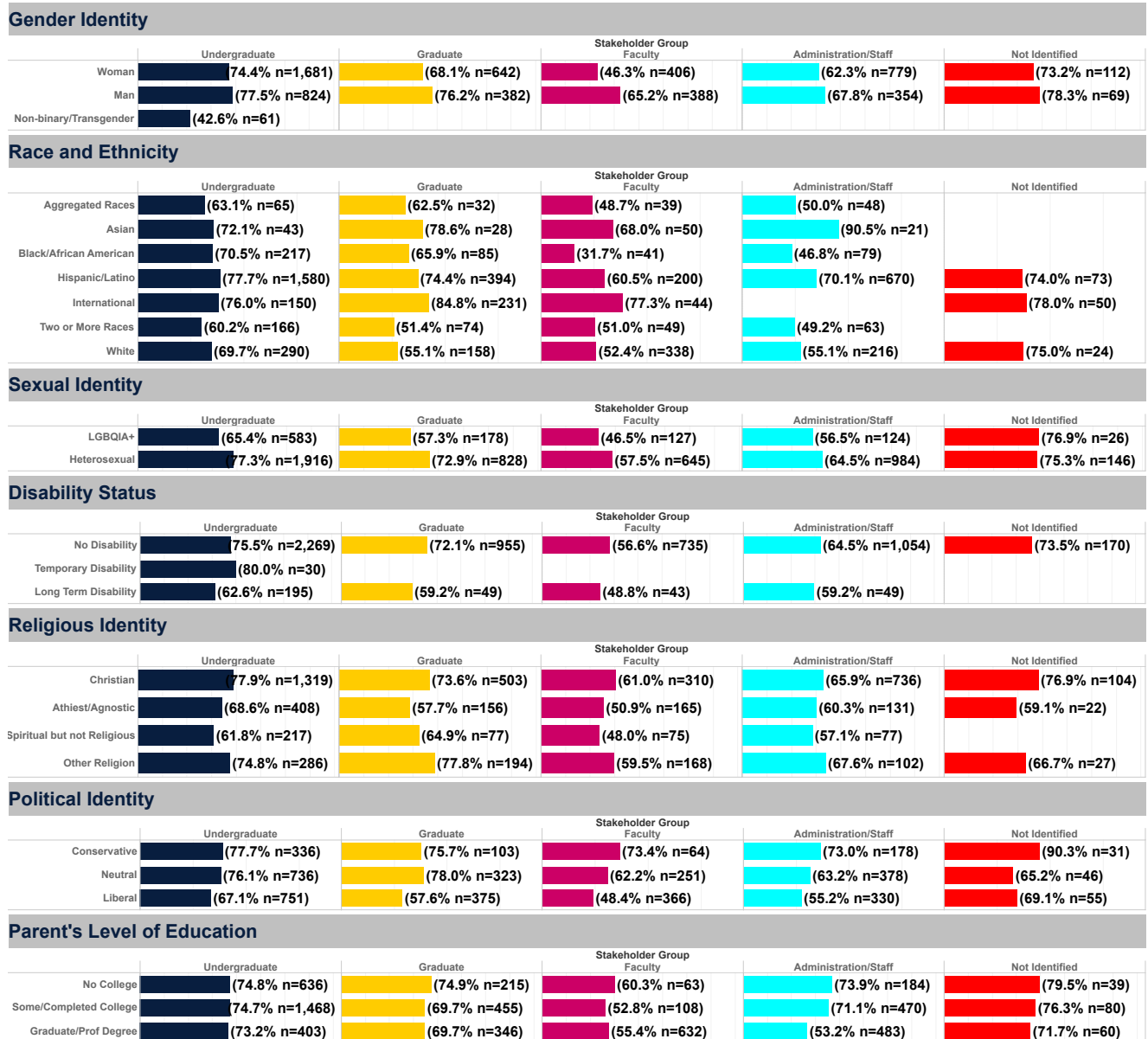


Fig. 6A. Recruitment of historically marginalized students, faculty, and staff is an institutional priority – Stakeholder Overall

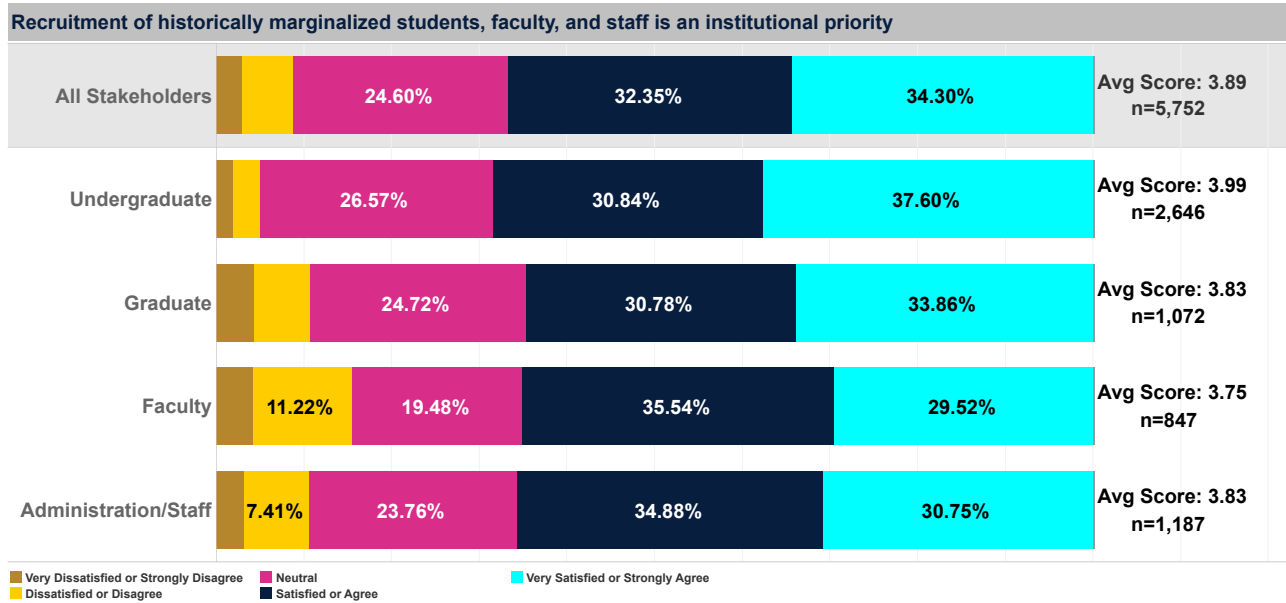


Fig. 6B. Recruitment of historically marginalized students, faculty, and staff is an institutional priority – Stakeholder Demographics

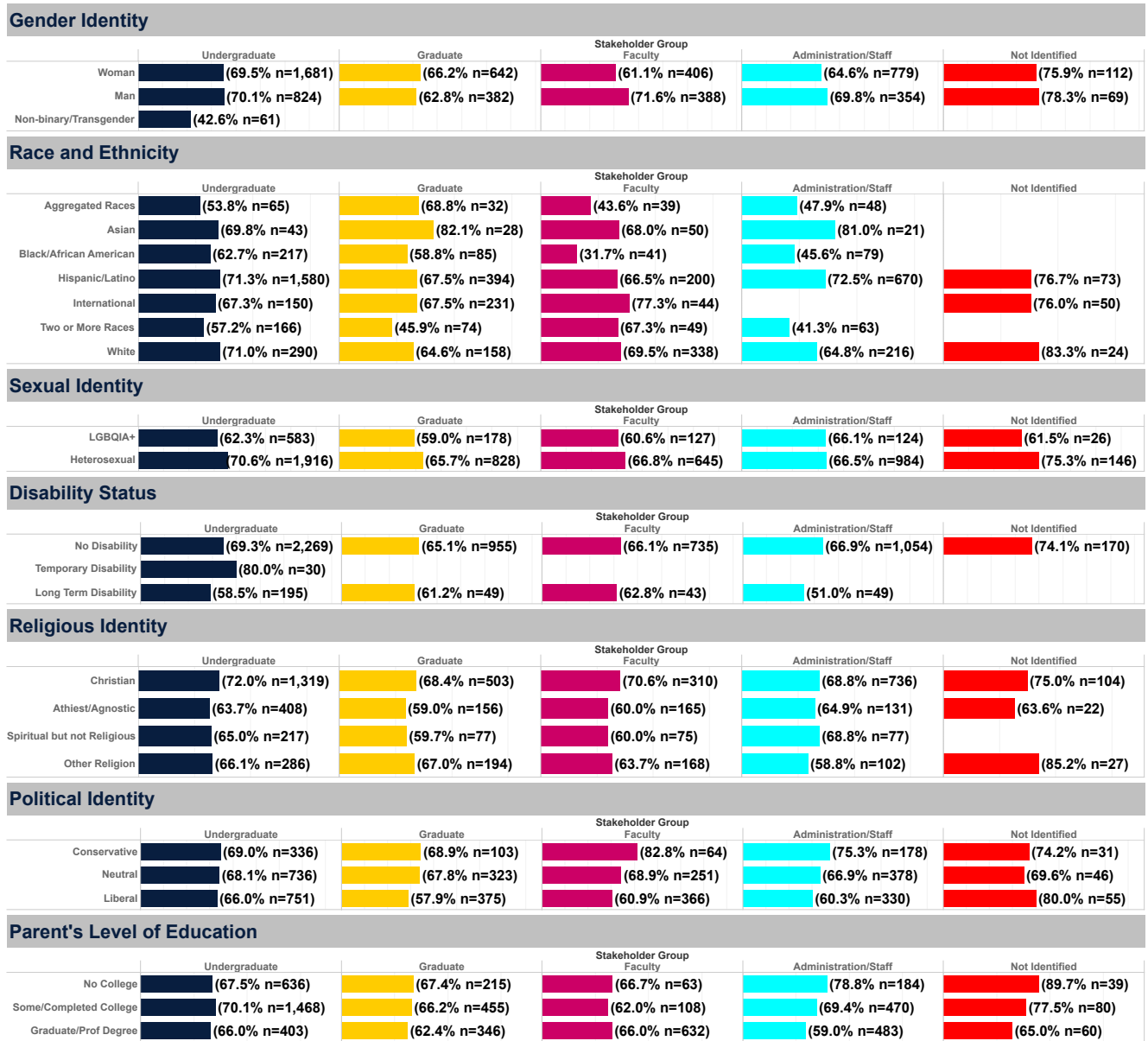


Fig. 7A. Retention of historically marginalized students, faculty, and staff is an institutional priority – Stakeholder Overall

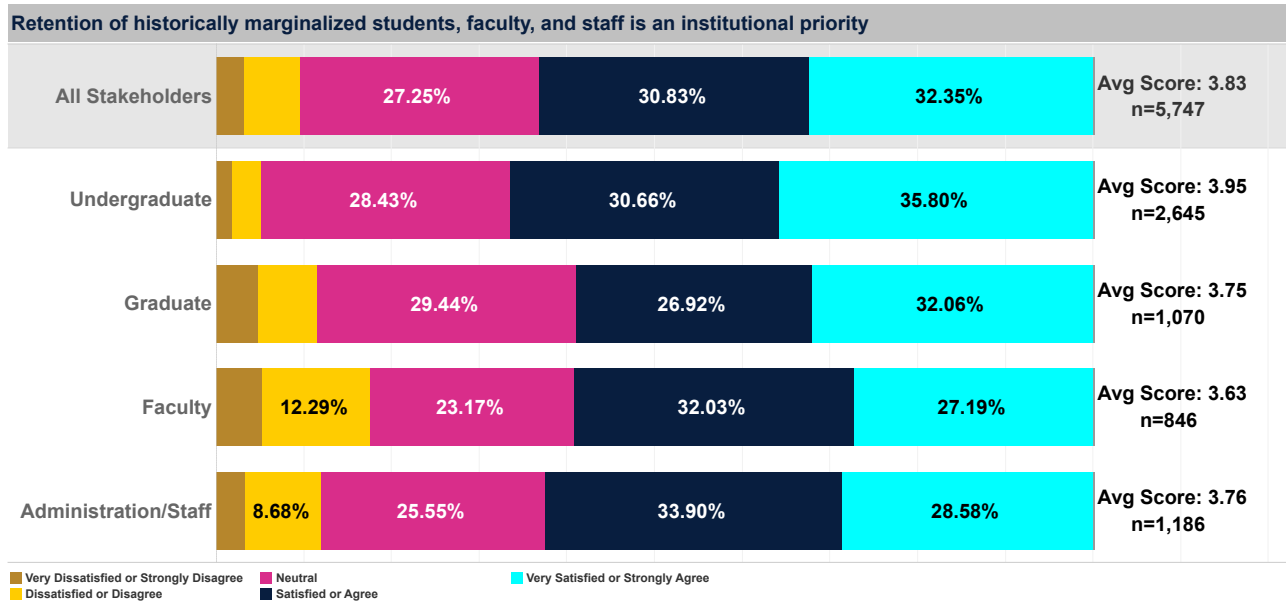


Fig. 7B. Retention of historically marginalized students, faculty, and staff is an institutional priority – Stakeholder Demographics

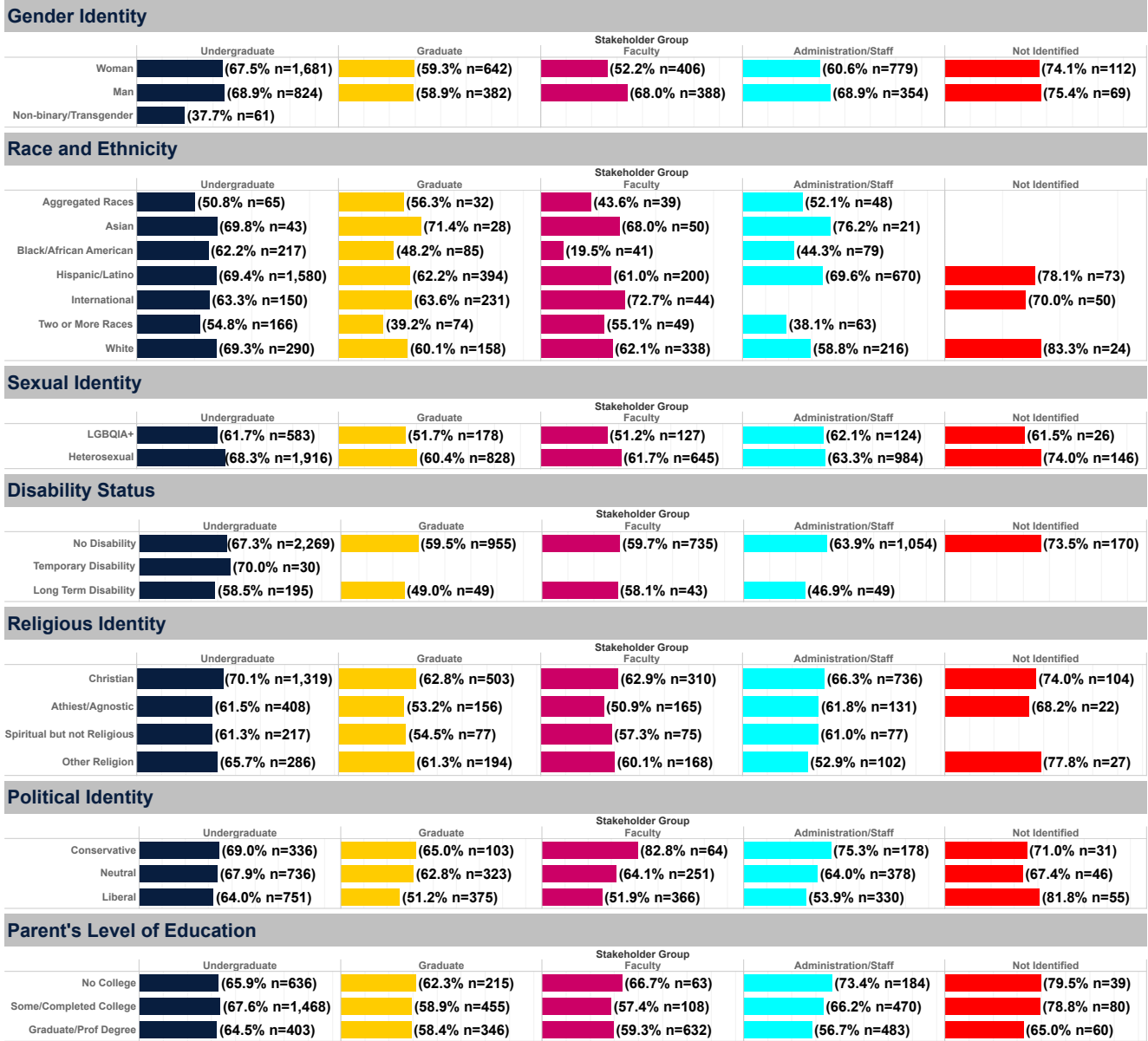


Fig. 8A. *Senior leadership demonstrates a commitment to diversity and equity on this campus*

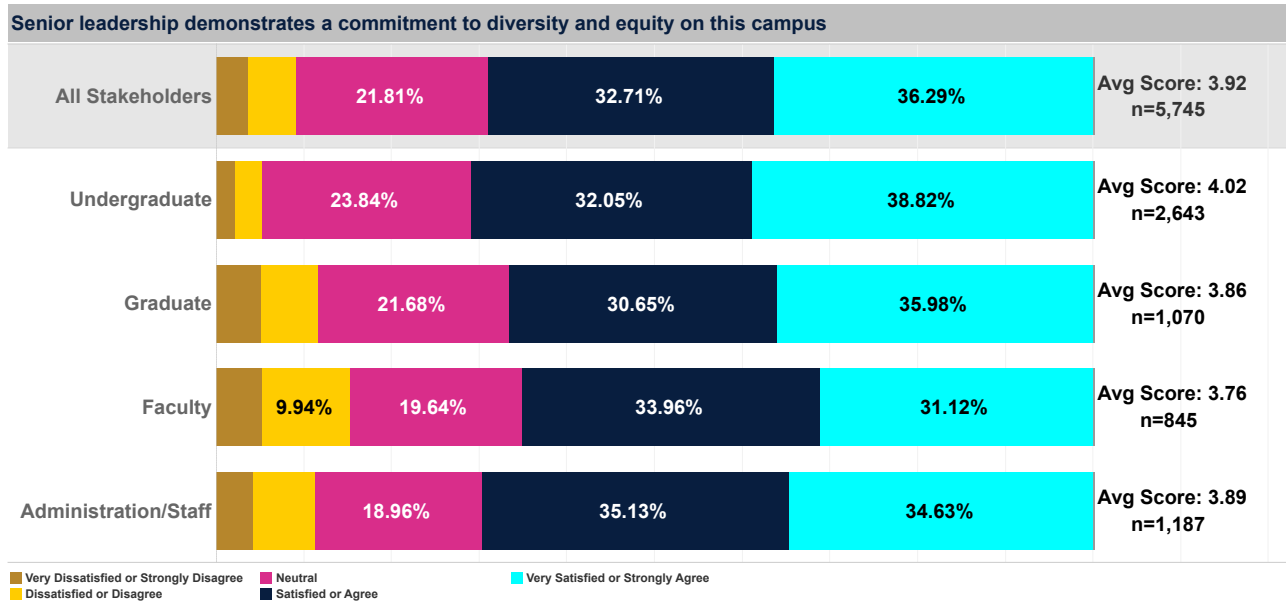
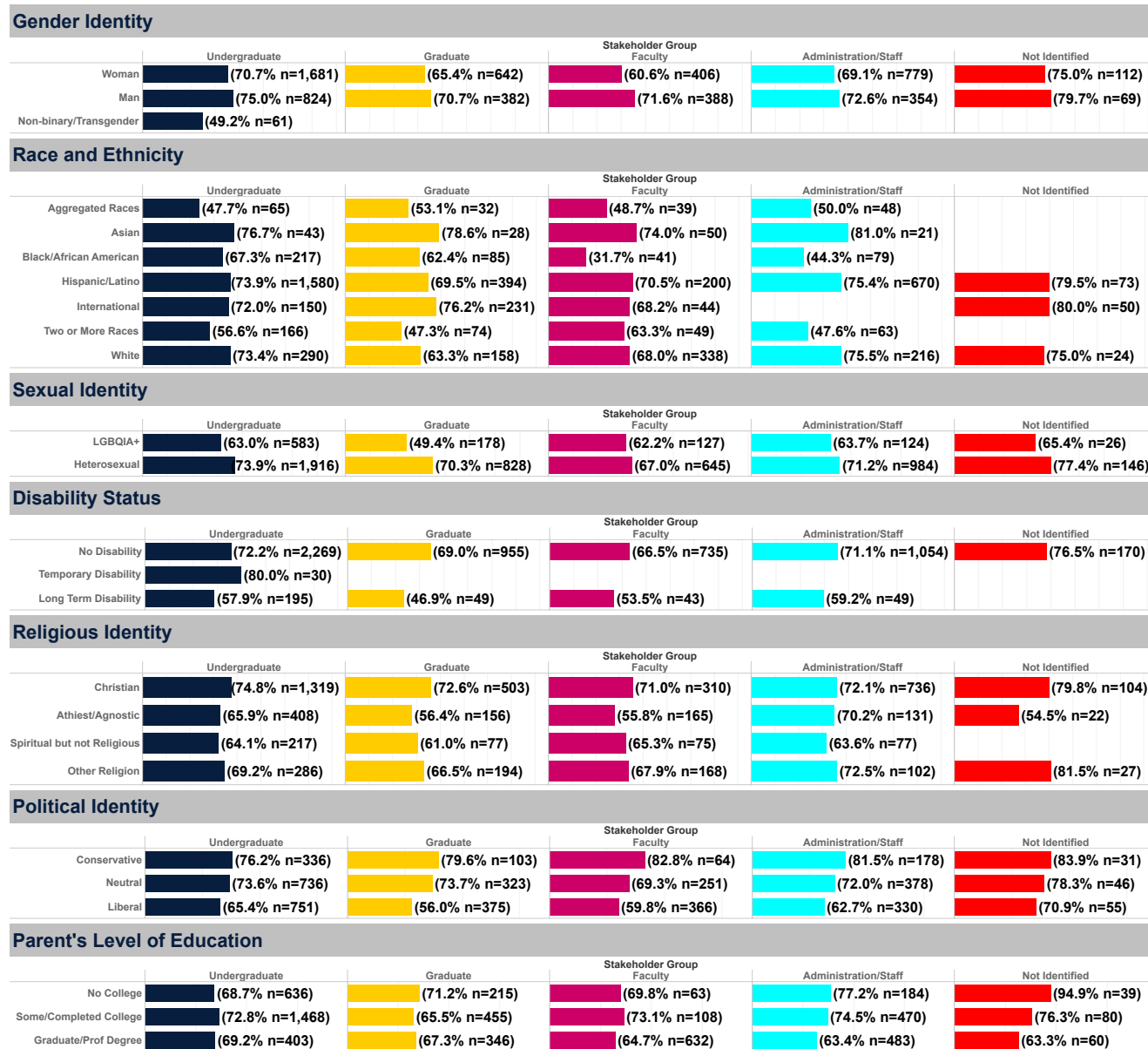




Fig. 8B. Senior leadership demonstrates a commitment to diversity and equity on this campus







WELCOME TO



FIU

**Diversity, Equity
and Inclusion**

[DEI.FIU.EDU](https://dei.fiu.edu)

[DIVERSITY@FIU.EDU](mailto:diversity@fiu.edu)