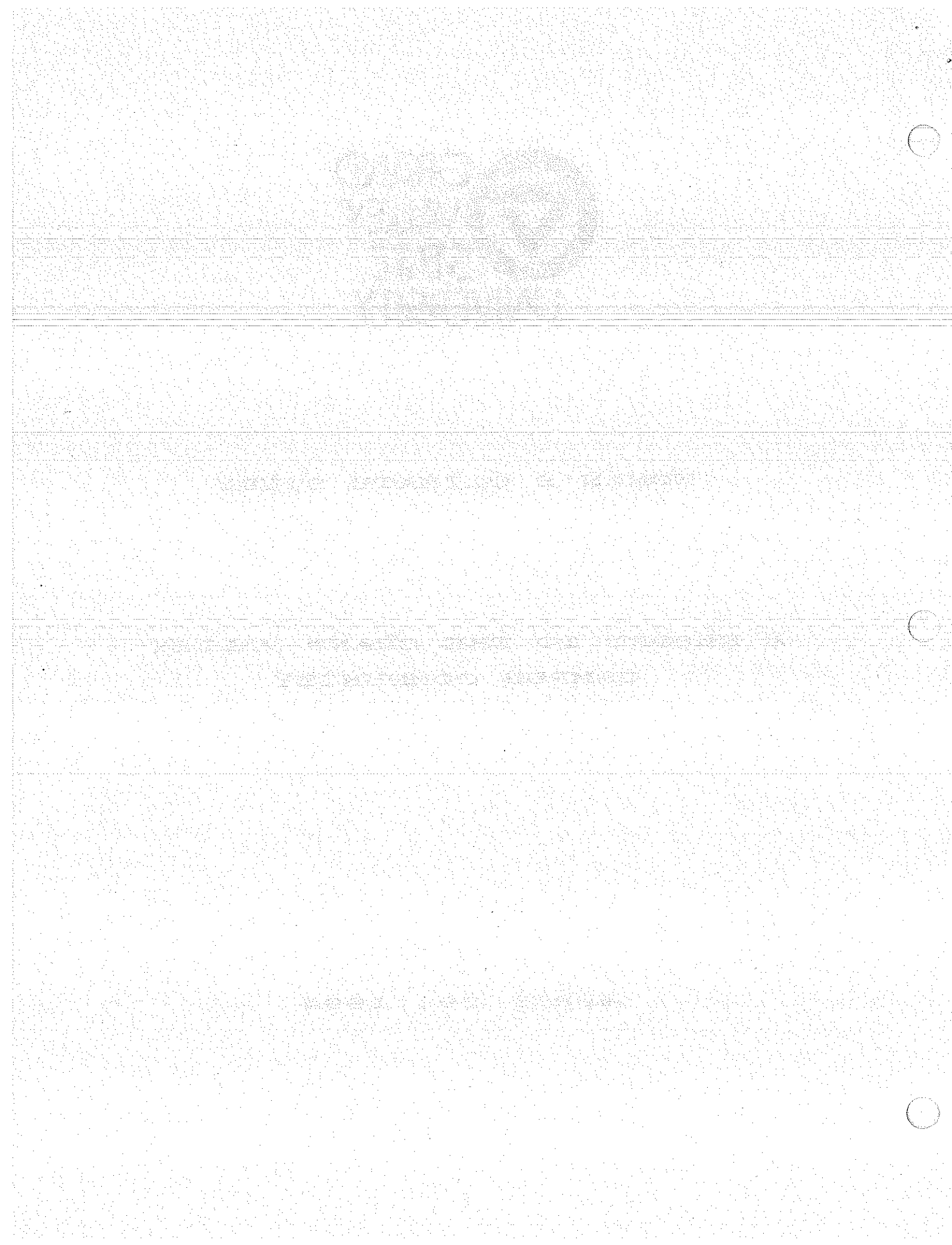




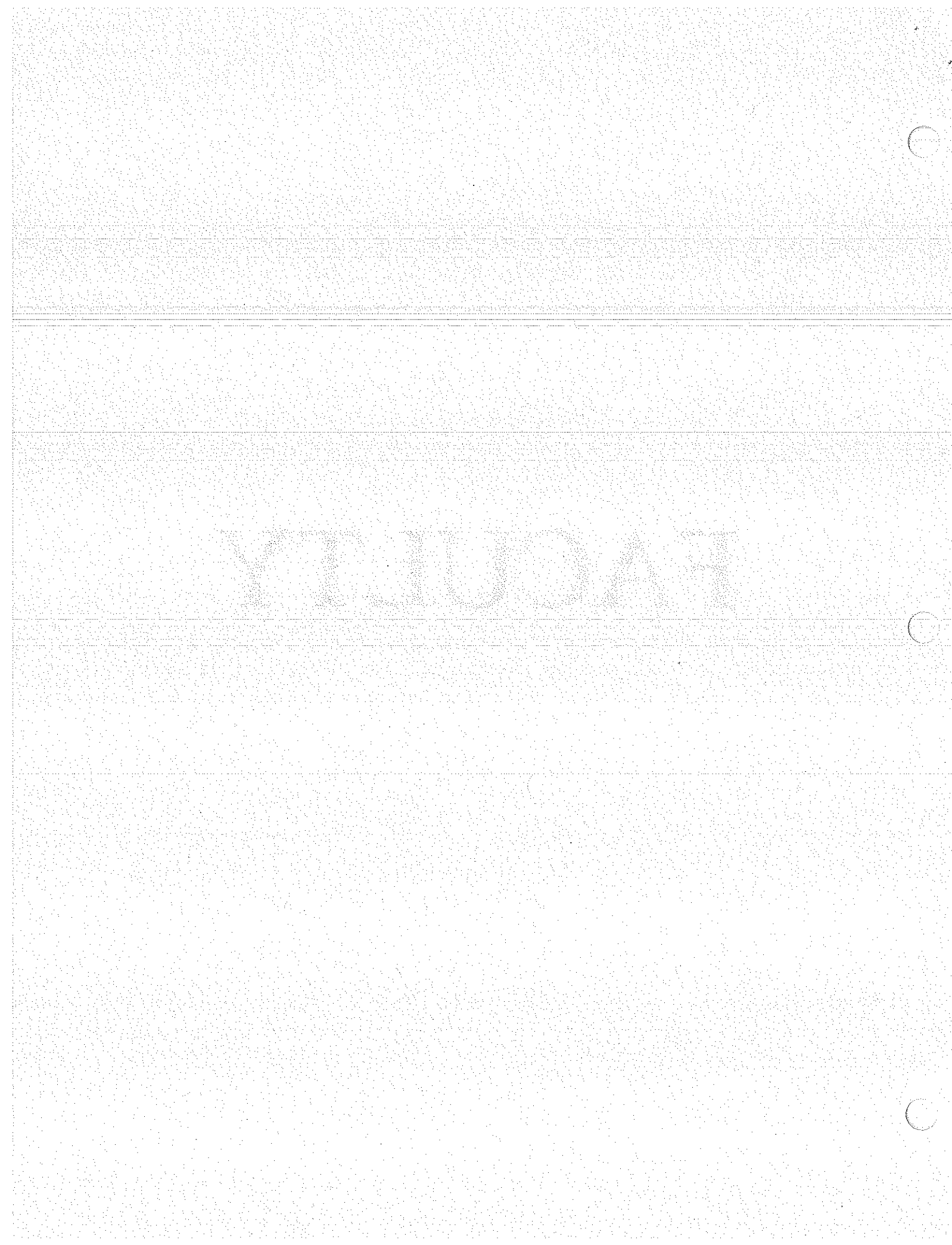
WOMEN'S CLIMATE STUDY

**A REPORT TO THE GRAND VALLEY
CAMPUS COMMUNITY**

APRIL 29, 1994



FACULTY



GRAND VALLEY STATE UNIVERSITY
WOMEN'S CLIMATE STUDY
FACULTY SURVEY

Directions: Please circle the appropriate letter response on this survey and then using a #2 pencil transfer your answer to the computer bubble sheet.

1. Sex:
 - A. Male
 - B. Female
2. Race/Ethnicity:
 - A. American Indian/Native American
 - B. Asian American
 - C. Black/African American
 - D. Caucasian/Anglo
 - E. Hispanic/Latino
3. Marital status:
 - A. Single
 - B. Married/Partnered
 - C. Divorced/Separated
4. Academic division:
 - A. Arts & Humanities
 - B. Science & Mathematics
 - C. Seidman School of Business
 - D. Social Sciences
 - E. Library
5. Rank:
 - A. Adjunct/part-time
 - B. Instructor/Instructor Librarian
 - C. Asst. Professor/Asst. Librarian
 - D. Assoc. Professor/Assoc. Librarian
 - E. Full Professor/Senior Librarian
6. Years at GVSU:
 - A. 0-2
 - B. 3-5
 - C. 6-10
 - D. 11-20
 - E. 21 or more
7. Teaching site (mark as many as applicable):
 - A. Allendale
 - B. Eberhard
 - C. Lakeshore Center

Directions: Using a #2 pencil fill in the computer bubble sheet according to the following response scale for the statements listed below.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

8. Female and male faculty members who are equal in degree and experience earn comparable salaries.
9. Search committees for faculty positions always include women faculty.
10. GVSU's standard procedure for completion of the doctoral degree by newly-employed faculty is applied uniformly.
11. Interviews for faculty positions are gender fair.
12. Women and men experience the same rigorous interview for open faculty positions.
13. Male and female faculty typically receive the same credit for prior experience.
14. Female faculty typically negotiate more than male faculty in terms of salary when considering employment at GVSU.
15. Female faculty typically request more assistance for research and/or travel support than do male faculty.
16. Health benefits include coverage for procedures that are relevant for females only.
17. Male and female faculty are promoted in equal percentages.
18. Equal productivity is expected of female and male faculty when being considered for promotion and tenure.
19. Female faculty are respected equally with males of the same rank by students.
20. Female faculty are respected equally with males of the same rank by peers.
21. Female and male faculty have equal opportunities to gain positions in academic administration.
22. Female and male faculty have equal opportunities to serve on important committees.
23. Sabbaticals are granted to an equal percentage of male and female faculty.
24. GVSU faculty are aware of sexual harassment.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

25. I am aware of the actions that constitute the definition of sexual harassment.
26. I have been sexually harassed.
27. I have known or know other faculty who have been subject to sexual harassment.
28. No administrator has ever flirted with me or made sexual innuendos that made me uncomfortable.
29. No other faculty member has ever flirted with me or made sexual innuendos that made me uncomfortable.
30. There is very little (if any) sexual harassment on this campus.
31. I have heard about faculty or staff complaints of sexual harassment.
32. I have heard about student complaints of sexual harassment.
33. If I were the subject of unwanted sexual advances, I would report this.
34. I am aware of the procedures for reporting sexual harassment.
35. I am aware of sexual harassment of a faculty member by a student.
36. Sexual harassment complaints are treated seriously at GVSU.
37. Male faculty are more highly respected than female faculty at GVSU.
38. Female and male faculty are treated equally by male faculty.
39. Female and male faculty are treated equally by male students.
40. Female and male faculty are treated equally by female faculty.
41. Female and male faculty are treated equally by female students.
42. University awards are given proportionately to male and female faculty.
43. Female faculty are represented on all academic-related committees at GVSU.
44. Females accept nomination to faculty committees as often as males do.
45. Dependent care issues for faculty require more attention at GVSU.
46. Care for children and other dependents of faculty is a priority for GVSU administration.
47. There are positive role models for women faculty at GVSU.
48. I have colleagues at GVSU with whom I can discuss work-related problems.
49. There are sufficient faculty available and willing to serve as mentors to newer faculty.
50. I am/have been a mentor to newer faculty.
51. A senior faculty member or administrator serves/has served as a mentor for me.
52. GVSU facilitates mentoring relationships for newer faculty.
53. My unit head supports me.
54. My office/other assigned space is suitable.
55. Travel and research funds at GVSU are distributed equitably.
56. Expectations for female and male faculty are equitable at GVSU.
57. Female faculty members are expected to do more work in the area of service.
58. Female faculty members are expected to do more work in the area of teaching.
59. Female faculty members are expected to do more work in the area of research.
60. Teaching load is similar for male and female faculty.

(NOTE: THIS SECTION WAS INCLUDED WITH ALL THREE SURVEYS.)

Directions: Now that you have completed the survey, please go back and choose 3 items that are important to you. List these items by number: _____, _____, and _____. For each item you have selected please respond to the following questions:

Item # _____

My answer _____

A. Why did you answer this the way you did? What has happened to make you feel this way?

B. What do you think should be done to improve (if negative) or maintain (if positive) this situation?

Item # _____

My answer _____

A. Why did you answer this the way you did? What has happened to make you feel this way?

B. What do you think should be done to improve (if negative) or maintain (if positive) this situation?

Item # _____

My answer _____

A. Why did you answer this the way you did? What has happened to make you feel this way?

B. What do you think should be done to improve (if negative) or maintain (if positive) this situation?

ANY ADDITIONAL COMMENTS:

THANK YOU FOR YOUR PARTICIPATION IN THIS IMPORTANT STUDY.

STAFF

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**GRAND VALLEY STATE UNIVERSITY
WOMEN'S CLIMATE STUDY
STAFF SURVEY**

Directions: Please circle the appropriate letter response on this survey and then using a #2 pencil transfer your answer to the computer bubble sheet.

- | | |
|--|--|
| <p>1. Sex: A. Male B. Female</p> | <p>5. Work status: A. Full time B. Part time</p> |
| <p>2. Race/Ethnicity: A. American Indian/Native American B. Asian American C. Black/African American D. Caucasian/Anglo E. Hispanic/Latino</p> | <p>6. Years at GVSU: A. 0-2 B. 3-5 C. 6-10 D. 11-20 E. 21 or more</p> |
| <p>3. Marital status: A. Single B. Married/Partnered C. Divorced/Separated</p> | <p>7. Work site (mark as many as applicable): A. Allendale B. Eberhard C. Lakeshore Center</p> |
| <p>4. Employee group: A. Executive, Administrative, Professional B. Clerical, Office, Technical C. Maintenance, Grounds, Service D. Public Safety E. ARA</p> | |

Directions: Using a #2 pencil fill in the computer bubble sheet according to the following response scale for the statements listed below.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

8. Female and male staff members equal in education and experience earn comparable salaries.
9. Search committees for staff positions always include women staff.
10. Interviews for open staff positions are gender fair.
11. Women experience a more rigorous interview than do men for open staff positions.
12. Males typically receive more credit than females for prior experience.
13. Male and female staff members are promoted in equal proportion.
14. A higher level of productivity is expected of females when being considered for promotion.
15. Male and female staff members receive equal pay for equal job responsibilities.
16. More productivity is expected of female staff than of male staff.
17. Female and male staff members have equal opportunities to receive promotions.
18. My unit head supports me.
19. There are sufficient staff available and willing to serve as mentors to newer staff.
20. Work expectation for female and male staff members is equitable.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

21. I am/have been a mentor to newer staff.
22. A senior staff member serves/has served as a mentor for me.
23. I have colleagues with whom I can discuss work-related problems.
24. Female and male staff members have equal opportunities to receive promotions.
25. Comfortable and attractive office space is assigned equitably to male and female staff.
26. Female staff can come and go as equally as males without having to justify their time.
27. There are positive role models for women staff at GVSU.
28. Sexual harassment is not an important issue for staff at GVSU.
29. I am aware of the actions that constitute the definition of sexual harassment.
30. I have been sexually harassed.
31. I have known or know other staff members who have been subject to sexual harassment.
32. No administrator has ever flirted with me or made sexual innuendos that made me uncomfortable.
33. No other staff member has ever flirted with me or made sexual innuendos that made me uncomfortable.
34. There is very little (if any) sexual harassment on this campus.
35. I have heard about staff or faculty complaints of sexual harassment.
36. I have heard about student complaints of sexual harassment.
37. If I were the subject of unwanted sexual advances, I would report this.
38. I am aware of the procedures for reporting sexual harassment.
39. I am aware of sexual harassment of a staff member by a student.
40. Sexual harassment complaints are treated seriously at GVSU.
41. Male staff are more respected than female staff at GVSU.
42. Male and female staff members receive about the same proportion of University awards.
43. Female staff members are represented on all relevant committees at GVSU.
44. Females and males are equally encouraged to apply for promotion.
45. Male and female staff at the same level are respected equally by other staff.
46. Female and male staff have equal opportunities to serve on important committees.
47. Dependent care issues for staff require more attention at GVSU.
48. Care for children and other dependents of staff is a priority for GVSU administration.
49. Agreements and commitments made to new staff are met at GVSU.
50. Female staff are treated as equally as males by superiors.
51. Family leave is granted equally to female and male staff without repercussion.

STUDENTS

RECEIVED

GRAND VALLEY STATE UNIVERSITY
WOMEN'S CLIMATE STUDY
STUDENT SURVEY

Directions: Please circle the appropriate letter response on this survey and then transfer your answer to the computer bubble sheet.

1. Sex:
 - A. Male
 - B. Female
2. Race/Ethnicity:
 - A. American Indian/Native American
 - B. Asian American
 - C. Black/African American
 - D. Caucasian/Anglo
 - E. Hispanic/Latino
3. Marital status:
 - A. Single
 - B. Married/Partnered
 - C. Divorced/Separated
4. Number of children:
 - A. 0
 - B. 1
 - C. 2
 - D. 3
 - E. 4 or more
5. Ages of children (mark as many as applicable):
 - A. 0-4 years
 - B. 5-10 years
 - C. 11-15 years
 - D. 16-20 years
 - E. 21 years and older
6. Enrollment status:
 - A. Originally enrolled at GVSU
 - B. Transferred to GVSU
7. Student status:
 - A. Freshman
 - B. Sophomore
 - C. Junior
 - D. Senior
 - E. Graduate student
8. Course load:
 - A. Full-time
 - B. Part-time
9. Residence status:
 - A. Allendale
 - B. Commuter
 - C. GVSU Housing
10. Work status:
 - A. Full-time
 - B. Part-time
 - C. None
11. Where do you work?
 - A. On-campus
 - B. Off-campus
12. How many hours per week do you work?
 - A. 1-10
 - B. 11-20
 - C. 21-30
 - D. 31 or more

Directions: Using a #2 pencil fill in the computer bubble sheet according to the following response scale for the statements listed below.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

13. Male and female faculty are equally respected by students at GVSU.
14. I have had few female faculty at GVSU.
15. I prefer female faculty to male faculty.
16. I prefer male faculty to female faculty.
17. In class, male students are listened to more closely than female students by faculty.
18. Female and male students are treated equally by male faculty.
19. Female and male students are treated equally by female faculty.
20. I feel comfortable expressing an opinion in a class with male faculty.
21. I feel comfortable expressing an opinion in a class with female faculty.
22. The term "ladies" is used often by faculty to refer to female students.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

23. Male students value the contributions of females in class group projects.
24. Female faculty have as much power as male faculty on this campus.
25. I am aware of awards or scholarships given especially for outstanding female students.
26. My contributions to classes are considered important by both male and female faculty.
27. Female faculty value women's contributions in class more than men's contributions.
28. It seems that males earn better grades when the professor is male.
29. The gender of the faculty does not make a difference in grading on this campus.
30. Women students support the work of other women students.
31. I am aware of the actions that constitute the definition of sexual harassment.
32. GVSU students are aware of sexual harassment.
33. I have been sexually harassed by another student.
34. I have known or know other students who have been subject to sexual harassment by faculty.
35. I have known or know other students who have been subject to sexual harassment by other students.
36. No administrator has ever flirted with me or made sexual innuendos that made me uncomfortable.
37. No faculty member has ever flirted with me or made sexual innuendos that made me uncomfortable.
38. Sex between faculty/staff and students is okay if the relationship is consensual.
39. I am aware of the procedures for reporting sexual harassment.
40. There is very little (if any) sexual harassment on this campus.
41. I have heard about faculty or staff complaints of sexual harassment.
42. I have heard about student complaints of sexual harassment.
43. If I were the subject of unwelcomed sexual advances, I would report it.
44. I know a person who was the victim of date rape on this campus.
45. My assigned academic advisor has given me helpful advice about planning my college course work.
46. No one has discussed with me how my gender might limit my career choices.
47. I have never questioned my major or career choice since I began college.
48. I feel that my advisor has my best interests in mind when giving me advice.
49. My assigned advisor knows who I am.
50. I wish my assigned advisor could understand me better.
51. My assigned advisor is the same gender I am.
52. I prefer that my assigned advisor were the same sex that I am.
53. I feel free to do what I think is best with the advice given me by my assigned advisor.
54. I have used the services of the Career Planning and Counseling Center to help with career choices.
55. I feel my academic advisor is supportive of any career I choose, including careers which are not common for my gender.
56. I am undecided about my major.
57. Knowing that I am not discouraged from choosing any occupation is important to me.
58. Women on campus preparing for nontraditional careers (e.g., engineering) have the support of faculty in the department.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

59. There is help for women experiencing academic trouble in nontraditional majors.
60. I am very pleased with housing on campus.
61. I appreciate the choice of visitation schedules and/or alcohol-free living in the residence halls.
62. There are programs about women's safety offered on this campus.
63. I feel that GVSU housing is a safe environment for women on campus.
64. The housing staff seems unaware of women's concerns.
65. I believe that programs offered in housing on campus address many aspects of a person.
66. I am involved in one student organization on campus.
67. I am involved in more than one student organization on campus.
68. I believe there are student organizations which are primarily for women.
69. Women have the same opportunities as men to participate in student organizations.
70. There are more men than women in student government leadership positions.
71. I am not involved in student activities to the extent I might be because none of the organizations truly represent my interests.
72. Student government represents the concerns of women students well.
73. I belong to a social fraternity or sorority.
74. In my experience, the negative stereotypes about fraternities and sororities do not hold.
75. Campus student organizations are run primarily by students in the Greek system.
76. I have used the Student Employment Office in Seidman House.
77. The only jobs female students can get through student employment are secretarial, while males have better options.
78. Financial aid is awarded and distributed equitably across genders.
79. Athletic scholarships should be provided equally to men and women athletes.
80. I feel safe when taking night classes at the Eberhard Center.
81. I feel safe when taking night classes on the Allendale campus.
82. Services are offered during hours I can take advantage of them.
83. Very different interests exist between students at the different campuses.
84. I worry about the possibility of being subjected to personal violence such as rapes and assaults on campus.
85. Professors are generally available to talk to students.
86. Opportunities to be involved in campus life are open to returning adult students.
87. The needs of returning adult students are attended to at GVSU.
88. I can identify respected women in all fields on campus.
89. Help is available for students considering graduate school.
90. Graduate students seem less important at GVSU than do undergraduates.
91. Student diversity is welcomed at GVSU.
92. I have attended multicultural events on campus.
93. Gay/Lesbian students are treated with the same respect as other students at GVSU.

SCALE: A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

94. I know of people who cannot attend Grand Valley because of a lack of adequate child care.
95. Dependent care issues for students require more attention at GVSU.
96. Care for children and other dependents of students is a priority for GVSU administration.
97. Women's Studies classes overdo the idea that women are oppressed.
98. A Women's Studies class should be required for women and men.
99. A Women's Studies major should be offered at GVSU.
100. The Women's Studies Program provides valuable programs for women on campus.
101. A student must have feminist opinions to take a Women's Studies class.
102. Male students can benefit from Women's Studies classes.
103. I have been encouraged to take classes from Women's Studies.
104. I am aware that a Women's Studies minor is available to me.
105. Gender issues are presented and discussed in classes.
106. There is gender bias in many of my classes.

Respond to statements #107 and #108 if you have taken courses in Women's Studies.

107. I learned a lot from the courses I've taken in Women's Studies.
108. I don't agree with most of the material taught in Women's Studies classes.

SURVEY REPORTS



Consultant's Report
GVSU Women's Climate Study

The aim of this project was to evaluate the campus climate for women at GVSU. The project has been composed of four phases: examination of relevant University publications/materials; meetings on campus with the Planning Group and administrators; interviews with faculty, staff, and students; and most importantly, a large survey of both female and male faculty, students, and staff.

The survey was designed to give planners an understanding of how each group perceived issues of campus climate for women, and whether different perceptions were held by males vs. females.

The survey had two parts. First were demographic items and items regarding campus climate that were answered on a five-point scale from Strongly Agree to Strongly Disagree. In addition, respondents were asked to identify items of particular importance to themselves and give additional comments and recommendations in an open-ended format. Thus, both quantities of comments (indicating importance) and actual content are worth consideration. Three separate reports, one for each group, are attached.

The surveys present clear evidence that female faculty and staff perceive lack of equity between genders in a number of significant areas, and clear recommendations are made for addressing these. The data from students is less clear in this regard. Interviews are in support of these perceptions, as individuals shared stories/incidents of perceived gender inequity.

Since this is the first large-scale study of campus climate for women in any college or university, comparisons are not possible. Given reports on the "chilly" climate for women, (American Council on Education), it is presumed that the perceptions at GVSU are not unique.

The University deserves congratulations for attending very forthrightly to this issue, and will clearly become a model for other institutions.

The next step will be careful, serious consideration of the survey results at each appropriate level in the institution, and hopefully, an action plan to address issues at multiple levels. It should be noted that, in our smaller studies, each attempt to address a specific issue results in overall perception change in the positive direction. That is, it is not necessary to address each issue specifically, but the fact that some issues are being immediately and specifically addressed results in a more positive perception of climate in general.

The issues need to be addressed by a diverse group of units within the University, clearly, but also require some type of central coordination. In these projects, we always advise institutions to choose 2-3 projects that can be completed quickly, and 2-3 projects that will evolve over a longer (1-2 year time period) time. In that manner, those invested see some change in the "short run," and are encouraged to stay with the process to produce longer-term change. In terms of short-term projects, physical safety issues and appointment of women at senior administrative levels appear important. For longer term, examination of course/advising/service loads for female vs. male faculty, salary equity for faculty, comparable worth studies for staff, and further study of academic advising seem appropriate. In addition, further attention to academic advising, sexual harassment, and dependent care issues appear very important.

Whatever projects the institution undertakes, it is essential that these be carefully done, well-publicized, and well monitored. Hopefully, specific projects and on-going evaluation will become a routine part of life at GVSU, this serving as a model for the rest of American higher education.

CONSULTANT'S REPORT
GVSU WOMEN'S CLIMATE STUDY -
FACULTY SURVEY

The survey was designed to give planners an understanding of how academic faculty perceive issues of campus climate for women faculty, and whether different perceptions were held by male vs. female faculty.

A total of 296 were returned; 152 from males and 144 from females. The return rate was 31% for adjunct/part-time faculty, and 57% for others.

The survey had two parts. First were demographic items and items regarding campus climate that were answered on a five-point scale from Strongly Agree to Strongly Disagree. In addition, respondents were asked to identify items of particular importance to themselves and give additional comments and recommendations in an open-ended format. Thus, both quantities of comments (indicating importance) and actual content are worth consideration.

This report begins with general comments, and moves to an examination of six themes and items within each. A summation "snapshot" ends the report.

The responses of female vs. male faculty were, for the most part, quite different in that females expressed less positive perceptions. The largest discrepancies came in the areas of expectations and rewards based on gender, and personal experience of sexual harassment. With only one exception (mentoring by a senior faculty member or administrator), women express significantly less satisfaction with the work environment. In several areas such as knowledge of sexual harassment, treatment of male and female faculty by female students, and acceptance to nomination to faculty committees, men and women tended to answer in a more gender comparable manner.

Highest levels of positive reaction by both genders include knowledge of sexual harassment, lack of sexual harassment by administrators or other faculty, and awareness of procedures and willingness to report sexual harassment. There was also high endorsement of availability of colleagues to discuss work-related problems, and the presence of positive role models for women. While the percentages reveal high support by unit heads, a number of statements in the qualitative section raise questions.

Both female and male faculty members fault GVSU most strongly in the area of child and dependent care. Only 10% of males and 12% of female faculty members see this as a priority for University administration, and a good percentage (32% male, 57% female) see a need for more attention to these issues. Only 20% of males and 12% of females believes that GVSU facilitates mentoring relationships for newer faculty.

An analysis of both the quantitative survey data and the open-ended responses to items considered most important by faculty follows. Items are organized by theme: rewards and opportunities, expectations, respect, and equal treatment, sexual harassment, dependent care, and mentoring and collegueship.

I. Rewards and Opportunities

A total of 14 items (#s 8, 9, 10, 11, 12, 13, 14, 17, 21, 22, 23, 42, 43, and 55) dealt with issues of equality regarding rewards and opportunities between genders at GVSU. The range of positive perceptions of equity (agreement) ranged from 9% (equal opportunity to gain positions in academic administration) to 43% (female faculty represented on all academic-related committees) for female respondents. For male respondents, the range of positive perceptions was 40%-76%. While there were significant differences in the percentages of men and women who viewed rewards and opportunities as equal between the genders on all items, the general pattern

of agreement tended to be similar. That is, for example, both men and women agreed more often with the statement that female faculty were represented on all academic-related committees (43% of women vs. 55% of men) than they did with the statement regarding equal opportunity to gain positions in academic administration (9 of women vs. 40% of men). An analysis of several key items may be helpful.

#8. Female and male faculty members who are equal in degree and experience earn comparable salaries

A slight majority, 51% of the males, and only 15% of the females agreed. On the opposite end, 23% of the males and 54% of the females disagreed. This item generated the most qualitative responses, N=34. Of these, 23 had disagreed with the statement on the basis of personal experience, communication with others, or looking at salary scales. Major recommendations were equity adjustments (N=10) and more study/discussion (N=5).

#17. Male and female faculty are promoted in equal percentages (N=13)

The largest percentage of respondents (49% for both genders) were undecided on this one. However, 40% of the males agreed, as did 11% of the women. In the qualitative responses, there was a call for equal/fair promotions (N=5), diversity on committees (N=2), and equity study/reevaluation (N=3).

#21. Female and male faculty have equal opportunities to serve on important committees

Seventy-six percent of males and 45% of females agreed. Qualitative responses (N=15) noted that there are mostly males in administration (N=10), three reported personal experience or knowledge of someone being "passed over." Suggestions focused on hiring of more women.

#43. Female faculty are represented on all academic-related committees at GVSU.

This statement drew the highest percent of agreement from women (43%) of the items in this theme, and 55% of the men also agreed. There was only one comment, noting that committees do have gender diversity.

II. Expectations

A total of six items (#s 18, 56, 57, 58, 59, and 60) deal with issues of equal expectations of male and female faculty. Again, the pattern was for males to hold more positive perceptions on all areas, but for males and females to generally agree on the more troublesome vs. the more positive areas. For example, 77% of the men and 42% of the women agreed that teaching load is similar for male and female faculty. On the other hand, 68% of the men as compared with 28% of the women agreed that equal productivity is expected of female and male faculty when being considered for promotion and tenure. A further analysis of the key question on this theme is instructive, especially since it generated 13 comments.

#56 Expectations for female and male faculty are equitable at GVSU.

Sixty-five percent of the males and 34% of the females agreed with this statement, with 13 comments. Those who disagreed with the statement said that women are expected to do more for less, are not on important committees, and are under more scrutiny. Recommendations included administrative action to insure equality and more respect for women's contributions.

III. Respect and Equal Treatment

Seven items (#s 19, 20, 37, 38, 39, 40, 41) deal with issues of respect and equal treatment accorded female and male faculty by peers and students. Again, males perceived more gender equity than did females. Only 16% of males thought that male faculty were more highly respected than female faculty at GVSU, but 62% of women agreed with this statement. The other

large discrepancy was in item #38, analyzed below.

#38. Female and male faculty are treated equally by male faculty

Fifty-three percent of males agreed, as did 18% of women. A wide variety of responses accompanied this item, but the largest number of the 15 respondents (N=8) stated that women's input was less valued/not taken seriously. Recommendations ranged from more women in authority positions (N=2) to ideas that were each put forward by one individual.

IV. Sexual Harassment

Thirteen items (#s 24-36) dealt with the theme of sexual harassment on campus. A high percentage of respondents (92% of males and 87% of females) stated that they were aware of the actions that constitute the definition of sexual harassment, and more than half (65% of males and 73% of females) stated that they would report sexual harassment. However, only about half (51% of males and 47% of females) agreed that they were aware of procedures for reporting this harassment.

There was a large gender difference in terms of faculty responding that they had been sexually harassed. Seven percent of the males vs. 29% of the females reported being sexually harassed. More than half the men (57%) and about one-third of the women agreed that sexual harassment complaints are treated seriously at GVSU, with a number (38% of males and 48% of females) reporting unsureness about this issue.

Fewer than one-fourth of the respondents (21% of the males and 13% of the females) agreed that there is little (if any) sexual harassment on campus, but females (50%) were more definite than males (27%) in disagreeing with this statement.

All of the items on this theme generated additional comments, with a range of 4-18 comments per item. A number of respondents related personal experiences and/or observations. Recommendations included mandatory

education for all members of the academic community, as well as more information and prompt handling of complaints. A few comments warned against overemphasizing this issue.

With the exception of personal experience with sexual harassment, men and women reported in a generally similar pattern on this theme. There is a relatively high level of knowledge concerning sexual harassment and willingness to report, but a less positive view or uncertainty regarding how much sexual harassment exists and how it is being handled at GVSU.

V. Dependent Care

There are two items dealing with this theme (#s 45 and 46). Neither male (10%) nor female faculty (12%) agreed that dependent care is a priority at GVSU and about a third of the males (32%) and more than half of the females (57%) thought that these issues require more attention. The items generated a number of comments (17 and 15 respectively). Recommendations included administrative/policy changes, provision of day care on campus, improved facilities and staff, benefits for adjuncts, and further study.

VI. Mentoring and Collegueship.

Seven items (#s 47-53) deal with mentoring and colleague support. There are fewer differences in perception between male and female respondents on this theme than on any other, and a number of items were responded to positively by both genders. For example, 91% of the males and 85% of the women report having colleagues at GVSU with whom they can discuss work-related problems, and 80% of the men and 67% of the women report support from their unit head. However, only 20% of the men and 12% of the women believe that GVSU facilitates mentoring relationships for newer faculty. Thirty-nine percent of both genders are or have served as mentors to newer faculty.

The items in this theme pulled a range of 4-29 comments per item. The highest number were for item #53 (my unit head supports me). While responses to this item were mainly positive in the quantitative data (see above), the comments were much more mixed, some citing little encouragement for adjuncts, and bias for or against women and for research scholars. On the mentoring items, a number of recommendations to enhance this process were offered. These included assigning/providing mentors, and various kinds of group discussions.

Summary

A "snapshot" summation presents a group of faculty who see themselves as knowledgeable regarding sexual harassment, having colleagues with whom to discuss work-related issues, and generally supported by their unit heads. Male respondents see the situation for women, and gender equity in general, in a significantly more positive light than do females. Female respondents see fewer opportunities and rewards at GVSU, and view the institution's expectations of women faculty to be greater than those for male faculty. Female respondents do not view female faculty as having respect equal to that of male faculty from any group, but particularly from male faculty.

About one-third of the male respondents and more than half of the females believe that issues of dependent care require more attention. Mentoring a newer colleague is an activity in which a significant minority (39% of both genders) are or have been involved. However, few (20% of males; 12% of females) believe that GVSU facilitates mentoring relationships.

Faculty believe they know the definition of sexual harassment, but generally believe more should be done to educate the campus community and handle complaints. More than one-fourth (29%) of the women state that they have been sexually harassed, vs. a similar report from 7% of the male respondents.

Issues of most importance (as indicated by quantity of comments) are salary equity, gender fair interviews, equal opportunities to gain positions in academic administration, concerns about sexual harassment, equal treatment of female faculty by male faculty and need for dependent care. In the quantitative data, significantly more women than men express these concerns.

Recommendations are varied, and many relate to a specific item.

Several, however, span a number of issues. Those that appear frequently include: employment of more women faculty, appointment of additional women administrators, and administrative/policy attention to issues of gender equity, especially in the appointment/review of academic administrators.

Additional analyses (perhaps by academic division or rank) may be helpful in further clarifying these results.

CONSULTANT'S REPORT
GVSU WOMEN'S CLIMATE STUDY -
STAFF SURVEY

The survey was designed to give planners an understanding of how staff perceive issues of campus climate for women staff, and whether different perceptions were held by male vs. female staff.

A total of 318 responses were returned, 100 from males and 218 from females. The total return rate by groups is as follows: 62%, Executive, Administrative/Professional; 68%, Clerical/Office/Technical; 16%, Maintenance/Grounds/Service; 29% Public Safety.

The survey had two parts. First were demographic items and items regarding campus climate that were answered on a five-point scale from Strongly Agree to Strongly Disagree. In addition, respondents were asked to identify items of particular importance to themselves and give additional comments and recommendations in an open-ended format. Thus, both quantities of comments (indicating importance) and actual content are worth consideration.

This report begins with general comments, and moves to an examination of six themes and items within each. A summation "snapshot" ends the report.

The responses of female vs. male staff were, for the most part, quite different in that females expressed less positive perceptions. The largest discrepancies came in the areas of opportunities, rewards, and expectations based on gender, and personal experience of sexual harassment. Women express significantly less satisfaction with the work environment. In areas such as sexual harassment, dependent care, and collegial support, there are fewer large gender differences.

Highest levels of positive perception by respondents of both genders are in knowledge of the definition and procedures regarding sexual harassment, support by unit heads, having colleagues with whom to discuss work-related problems, lack of sexual harassment from administrators or other staff, and presence of positive role models for women staff.

GVSU is faulted most strongly by both genders in the area of dependent care. Slightly more than half of the respondents (52% of men and 54% of women) believe these issues require more attention.

The following analysis considers both the quantitative survey data and the open-ended responses to items considered most important by staff. Items are organized by theme or category: rewards, opportunities and expectations, respect and equal treatment, sexual harassment, dependent care, and mentoring and collegueship.

I. Rewards, Opportunities, and Expectations

A total of nine items (#s 8, 13, 14, 16, 17, 20, 42, 44, 46) make up this category. Of the nine, six were in the group of items that indicated greatest difference between respondent genders and all items indicated considerable difference. A much higher percentage of female respondents (56%) than males (6%) believe that a higher level of productivity is expected of females when being considered for promotion. More males (66%) than females (26%) believe that female and male staff members have equal opportunities to receive promotions. Only fifteen percent of women respondents vs. 44% of men perceive that male and female staff members receive about the same proportion of University awards. Forty-five percent of the women believed that more productivity is expected of female staff, as opposed to seven percent of the men respondents. Especially telling are the responses to item #8, which received the highest number (26) of open-ended

comments in this section and also indicated one of the largest gender differences.

#8. Female and male staff members equal in education and experience earn comparable salaries.

Fifty-eight percent of the male respondents vs. 14% of the females agreed with this statement. A few comments were written in support of the statement, but most expressed disagreement. Recommendations included study of this topic, salary equity adjustments, making salary lists easily available to all, paying according to abilities and qualifications, and determining pay according to position, not who will fill it.

II. Respect and Equal Treatment

Twelve items (#s 9, 10, 11, 12, 15, 25, 26, 41, 43, 45, 50, and 51) make up this category, which can well be considered with the items in the first category because of some overlap. Six of these items are included in the list of items indicating greatest differences in response between men and women: Thus, all but one of the items showing greatest gender differences are in either Category I or II. Women respondents are much less likely to believe that interviews for open staff positions are gender fair (38% vs. 68% of men), that males typically receive more credit for prior experience (51% vs. 6% of men), and that female staff can come and go as equally as males without having to justify their time (34% vs. 74% of men). Only a quarter of the female respondents perceive equal respect from other staff to male and female staff who are at the same level, but over two-thirds (68%) of the male respondents agreed with this statement. A further analysis of three items that received many comments is as follows:

#15. Male and female staff members receive equal pay for equal job responsibilities.

Sixteen percent of the women and slightly over half (53%) of the men agreed with this statement. Twenty-two respondents offered a long list of recommendations, including guidelines and review processes and including more women in the hierarchy.

#41. Male staff are more respected than female staff at GVSU

Twelve percent of the men and slightly over half (53%) of the women agreed with this statement. The fifteen respondents who added comments recommended employing more women in higher administrative positions, hiring more women on a temporary basis in specific areas, and crediting all employees for their input.

#51. Family leave is granted equally to female and male staff without repercussion

Thirty-eight percent of the men and 18% of the women agreed. A fairly large percentage (44% of men and 60% of women) were undecided. The item elicited 17 additional comments, with a variety of suggestions. These included giving men some type of "maternity" leave, communicating policies more effectively, and making administrators understand that the nurturing role is performed mostly by women.

III. Sexual harassment

Items #s 28-40 (a total of 13 items) comprise this category. There are fewer gender differences here, with high percentages of both men (87%) and women (89%) respondents stating awareness of what actions constitute sexual harassment, and disagreeing (21% of women and 10% of men) that there is little sexual harassment at GVSU. About two-thirds of men (67%) vs. one-third (36%) of women believe that sexual harassment complaints are treated seriously at GVSU. About one-fourth (24%) of the women vs. 10% of

the men reported having been sexually harassed. Open-ended comments on this group of items stressed the need for ongoing education/training/information and for serious punishments for those who violate the policy.

IV. Dependent Care

About half of the respondents (52% of men and 54% of women) agree that dependent care issues for staff require more attention at GVSU. Only 13% of women and 19% of men see this care as a priority for GVSU administration.

These two items elicited a very high number of comments (33 and 25).

Recommendations were numerous, including improving the current facility/building a new one, instituting flex-time, and providing day care benefits. There were some comments regarding increased attention to elderly care, and needs for child care at Eberhard Center.

V. Mentoring and Collegueship

Six items (#s 18, 19, 21, 22, 23, and 27) with content from different areas make up this category. There are few gender differences, with more than two-thirds of the respondents (78% of men; 66% of women) reporting support from a unit head. About half have received mentoring, and more serve/have served as mentors. Eighty-eight percent of both genders report having colleagues with whom they can discuss work-related problems, and two-thirds perceive there to be positive role models for women staff.

Forty-four respondents offered comments regarding unit heads, many offering suggestions for improvement. Twenty respondents offered ideas to increase mentoring, including assignment of mentors. For all the mentoring items, there was a good deal of encouraging for developing/expanding mentoring opportunities. There were also a number of suggestions regarding employing more women who could serve as role models.

Summary

While men and women staff see progress at GVSU in terms of sexual harassment issues, there are a number of suggestions for improvement. Slightly more than half of the respondents view dependent care as needing additional attention.

A high percentage of respondents have colleagues with whom to discuss work-related issues, and a significant number report support by their unit head.

Male respondents see the situation for women, and gender equity in general, in a significantly more positive light than do females. The largest discrepancies are in areas of opportunities, rewards, and expectations. Women see themselves in a clearly less "level playing field" than their male colleagues perceive to be the case.

Recommendations are varied, and many relate to a specific topic. Frequent suggestions are for a review of positions in terms of salary (comparable worth), and attention to interviewing, hiring, and promotion practices. Employment and promotion of women is another recommendation, as is increased attention to dependent care.

An analysis of this data by work group should be done as soon as possible to determine if, and where, significant differences in perception exist. For example, a comparable worth study is currently underway for the COT group. Is this the largest (or only) group that perceives gender inequality in pay? An analysis by group would help clarify this analysis of total response and response by gender.

CONSULTANT'S REPORT

GVSU WOMEN'S CLIMATE STUDY -
STUDENT SURVEY

The survey was designed to give planners an understanding of how students perceive issues of campus climate for women students, and whether different perceptions were held by male vs. female students.

Students were surveyed via selected classes. A total of 1,457 students responded to the survey, although not all students answered all items. Sixty-three percent of the responses were from females, 37% from males. The student responses are an accurate reflection of the student population enrolled in winter 1993 in all respects except erroneous responses as "Native American."

The survey had two parts. First were demographic items and items regarding campus climate that were answered on a five-point scale from Strongly Agree to Strongly Disagree. In addition, respondents were asked to identify items of particular importance to themselves and give additional comments and recommendations in an open-ended format. Thus, both quantities of comments (indicating importance) and actual content are worth consideration.

This report begins with general comments, and moves to an examination of eight themes (categories) and items within each. A summation "snapshot" ends the report.

Compared to the staff and faculty surveys, there were fewer gender differences among students. Again and again, the responses call for quality and competence, regardless of gender. Specific populations call for

attention to their needs. The only highly significant gender differences are in areas of personal safety/harassment, where women report significantly more negative experience and concern.

The following analysis considers both the quantitative survey data and the open-ended responses considered most important by students. Items are organized by theme or category: Faculty: Classroom Issues; Faculty, Advising and Access; Women's Studies; Sexual Harassment; Housing; Student Organization/Activities; Services; Support/Opportunities for Students; and Diversity/Special Populations.

I. Faculty: Classroom Issues

A total of 15 items dealt with issues of faculty gender related to student preferences, respect, and equity. Overall, students of both genders see few differences in treatment of and by faculty on the basis of gender. About three-quarters of the students (79% of males and 72% of females) believe that male and female faculty are equally respected by students at GVSU. Ten percent or fewer students report a preference for either male or female faculty. Close to two-thirds of the respondents believe that both female and male students are treated equally by male and female faculty, with about a fourth of the students being undecided. Close to three-quarters of the students feel comfortable expressing an opinion in a class with either male or female faculty. However, female students express somewhat more comfort (80%) with female vs. male faculty (69%).

Forty-seven per cent of males and 30% of females view female faculty as having as much power as male faculty on campus. Few students (4% - 17%, depending on the item) see faculty gender as a variable in grading or valuing of student contributions in class. However, when there is a difference in responses, female students tend to see less equity. For example, 16% of

females vs. 5% of males agreed that in class, male students are listened to more closely than female students by faculty.

Overall, students express a perception that male faculty are more powerful on campus than female faculty, while at the same time seeing faculty members of both genders equally respected by students. There is little to indicate that students prefer teachers of one gender over the other, or believe that they are better treated by faculty of one gender. However, some women students do feel more comfortable with women faculty. Student comments, not numerous on these items (N=6-38) stressed the need for quality of instruction, regardless of faculty gender. They would like to see student evaluations of faculty treated more seriously, and excellent teachers rewarded.

II. Faculty: Advising and Access

There are a total of 13 items that deal primarily with academic advising, but secondarily also with general access to/support from faculty. It is one of the most interesting and least understandable areas, in that students express satisfaction and dissatisfaction in about equal numbers. Comments reflect the same trend, and this area is of primary importance to students, since many of these items generated very large numbers of open-ended responses. For example, for the item, "My assigned academic advisor has given me helpful advice about planning my college course work," 40% of the males and 36% of the females expressed agreement. However, 36% of the males and 41% of the females disagreed with this statement. The item generated 165 comments (largest in the survey), with 30 expressing support, and 127 expressing concerns. Suggestions include helping/making advisors do a better job in attending to advisees, evaluating faculty in the area of advising, and setting up a special service (advising center).

About one-fourth of the female students (22%) and 13% of the male students preferred that their assigned advisor be of the same gender. Comments, however, generally stressed competence over gender.

It appears that there are relatively few concerns regarding gender here, although some female students, in particular, would prefer a female advisor. What does emerge is both strong satisfaction and strong dissatisfaction with advising and access to faculty. A further statistical analysis would be the first step in determining whether these attitudes can be sorted by a student characteristic, i.e., age, year in school, or by some activity status, i.e., working. It may also be that there is a difference by college or department. Whatever, this issue is of real importance to students and should be further explored.

III. Women's Studies

Eight items deal with this area, plus two additional items only for those who have taken courses in Women's Studies. Twice as many females (43%) as males (20%) agreed that a Women's Studies class should be required for women and men, and 123 respondents wrote comments. About two-thirds of those who wrote comments expressed opposition to a requirement, suggesting that things be left as they are, or that perhaps workshops should be offered as well as classes. The other third was strongly in favor of a requirement, probably as a lower level general education requirement.

There was somewhat more agreement (38% of males, 22% of females) than disagreement (10% of males, 15% of females) that Women's Studies classes overdo the idea that women are oppressed. Most of the 40 comments expressed agreement with the statement, and asked for a focus on equality between men and women.

Twenty-six per cent of males and 44% of females endorsed the idea of a women's studies major at GVSU, with comments (19) ranging from full support

to suggestions that Women's Studies be offered as an elective or minor, or that material be incorporated in other classes more fully. Only 9% of males and 6% of females disagreed that the Women's Studies Program provides valuable programs for women on campus, but over a third of the respondents were neutral. Students fairly strongly disagreed (55% of males, 76% of females) with the statement that a student must have feminist opinions to take a Women's Studies class.

The statement that male students can benefit from Women's Studies classes drew support from both genders, but much more strongly from female students (55% vs. 81%). Almost all comments expressed support, and suggested that these courses be encouraged by advisors and others. Few students (5% of males and 12% of females) reported that they had been encouraged to take Women's Studies classes, and over half the students did not know that a minor in Women's Studies is available.

Among those who have taken Women's Studies classes, a minority of males (14%) reported that they had learned a lot, 26% disagreed, and 60% were neutral. For females, 44% learned a lot, 20% disagreed, and 36% were neutral. Twenty-six percent of males and 15% of females reported that they did not agree with most of the material taught in Women's Studies classes, while 17% of the males and 43% of the females disagreed with this statement.

It appears that Women's Studies courses have a reasonable amount of support, especially among women, but that requiring these is controversial. It seems that these courses are not widely recommended by advisors or other sources.

IV. Sexual Harassment

Fourteen items on the survey dealt with this issue. Slightly over 80% of the students (80% of males; 83% of females) reported being aware of the actions that constitute the definition of sexual harassment. A much smaller

percentage (31% of males and 27% of females) reported awareness of the procedures for reporting sexual harassment, yet about 50% (41% of males, 62% of females) would report the harassment. Fifty percent of both genders were uncertain regarding whether there is little or any sexual harassment on the GVSU campus, but 25% of the males and 36% of the females disagreed that there is little or any harassment. Thirty-three percent of the males and 29% of the females reported knowing students who have been subject to sexual harassment by other students, while 6% of the males and 15% of the females reported being sexually harassed by another student.

More than 80% of students agreed with statements regarding lack of sexual harassment from faculty or administrators. However, 44% of the males and 26% of the females believe that sex between faculty/staff and students is okay if the relationship is consensual. This raises some questions regarding their reported strong knowledge base, as well as their report of lack of harassment by faculty.

One-fourth of the females and 15% of the males reported knowing someone who was the victim of date rape at GVSU.

Females and males generally agreed on the sexual harassment items, with females reporting somewhat higher levels of personal harassment. Students perceive the greatest threat actuality of actual harassment from other students, and about one-third know students who were subjects of such harassment.

Items in this area generated between five and 68 responses each. Students generally urged more education in classes and other means on the topic of sexual harassment. Some requested better lighting and other safety measures. The largest number (68) of comments were in regard to consensual sex between faculty/staff and students, with opinions about each equally divided. One group of respondents argued that such activities were

morally/ethically wrong and/or unfair to other students. The other group stated that it should be the choice of those involved.

V. Housing

Five items dealt with campus housing. Half or more of the students expressed neutrality on these items, perhaps because they have not lived in campus housing. A somewhat smaller percentage (9% of males and 16% of females) reported that they were very pleased with housing on campus, while about 40% disagreed with this statement. Few students (8% of males and 15% of females) disagreed with the statement that GVSU housing is a safe environment for women students. Approximately a fourth of the students (22% of the males; 27% of the females) expressed appreciation of the choice of visitation schedules and/or alcohol-free living in residence halls. About one-third of the students disagreed with this statement.

The items on overall satisfaction with housing and the visitation policies each generated large numbers of open-ended responses (120 and 110 respectively). The overwhelming majority were negative. Students asked for more space, more residence halls, and married student housing. There were also requests for more cleaning and repairs. They also expressed unhappiness with the visitation rule in response to both items.

VI. Student Organizations/Activities

Ten items in this area covered a wide range of topics. Over a third of the students (35% of males and 40% of females) reported being involved in one student organization. However, a large gender difference emerged when students responded to being involved in more than one organization. Eighty-four percent of the males versus 20% of the females reported such multiple involvement. Open-ended responses were low in number (11) but cited lack of time and days and times of meetings as deterrents. Respondents urged

more encouragement and information regarding involvement, as well as changes in when groups meet.

More than one-fourth of the students reported not being involved because none of the organizations represented their interests. Comments (18) urged formation of more groups, and more information.

The three items regarding sororities and fraternities indicate that few respondents belonged to such groups (9% of males and 8% of females), while 45% of males and 47% of females disagreed that negative stereotypes about these groups do not hold. Thirty-seven percent of the males and 41% of the females agreed that campus student organizations are run primarily by students in the Greek system. This latter statement drew 40 comments, most agreeing, and urging limits on numbers of Greeks in student government and encouraging more students to get involved. There were statements like "if you're not Greek, you're not anything."

VII. Services, Support/Opportunities for Students

This category of eight items covers student views of services, with several items dealing with particular support and opportunities for women.

More than a third of students (36% of males and 41% of females) report using the Student Employment Office in Seidman House, while almost one-fourth (21% of the males and 26% of females) report using the Career Planning and Counseling Center to help with career choices. There were not a large number of comments (19 and 22), but users seemed generally satisfied. They suggested better publicity for both services, more counselors for the CPCC, and more jobs for those not on work-study and for women. Students generally disagreed (54% of males and 44% of females) that males had better options for jobs through student employment. Almost half of the students weren't sure whether financial aid was distributed equitably across genders, but well over a third (42% of males and 37% of females) believed that it was.

Ninety percent of females and 69% of males agreed that athletic scholarships should be provided equally to men and women athletes. This item generated 103 comments, with most making statements supportive of equal support.

Half of the students agreed that services are offered during hours when they could take advantage of the services. Most of the 29 comments, however, were in disagreement. Suggestions were more open hours, including weekends, change in library hours, and services and organizations publicizing open hours and meeting times.

Twenty-two percent of the males vs. eight percent of the females were aware of awards or scholarships given especially for outstanding female students. Many of the 57 comments were in opposition to this idea, but some students were interested in finding out about such scholarships.

Sixty percent of males and seventy percent of females endorsed the statement that women students support the work of other women students. There were only two comments.

VIII. Diversity/Special Populations

This is a group of 14 items dealing with specific kinds of diversity and populations. The key item, "student diversity is welcomed at GVSU" was endorsed by 66% of the males and 70% of the females, and generated the second highest number of comments in this section (53). More than half of the comments gave specific positive examples of diversity, but the others made statements and gave examples of lack of diversity, or saw the welcome only as a superficial trend. Well over a third of the students (39% of males and 42% of females) reported attending multicultural events on campus. Most of the 22 comments were positive, and urged more events, participation, and publicity.

In terms of specific populations, only 11% of males and 10% of females agreed that gay/lesbian students are treated with the same respect as other students at GVSU. Almost one-half the respondents were unsure on this issue. There were 70 comments, the largest number in this section, with about half of these noting that these students are looked down on and treated rudely. Over one-fourth of the respondents stated that these students should not be treated equally, that "gayness is wrong," and that such students do not belong at GVSU.

About one-third of the students agreed (27% of males vs. 37% of females) that dependent care issues for students require more attention at GVSU. The three items regarding child and dependent care generated about 100 comments, most requesting better day care, longer hours, and/or reduced rates. Several students mentioned need for housing for students with children/spouses.

About one-half of the respondents noted that gender issues are presented and discussed in classes, and 12% of males and 16% of females agreed that there was gender bias in many of their classes. The 52 responses to these two items were split between those who saw no bias and others who believe there is gender bias and that gender issues are not discussed when appropriate. Forty-two percent of the males and 36% of the females can identify respected women in all fields on campus, and the 10 comments spoke to lack of female professors in certain fields, need for more vocal prominent women, and need for women to receive more honors.

About half the students were unsure regarding opportunities for returning adult students, but about one-third of both males and females agreed that these students had opportunities to be involved in campus life and that their needs received attention. The two items received a total of 42 comments, with some support, but more disagreements. Support groups, more

appropriate (including family) activities, better scheduling, meeting place, organization, more supportive faculty, and family housing were suggested.

More than half the respondents were unsure whether graduate students seem less important at GVSU than do undergraduates, and about one-fourth of the students disagreed with this statement. Almost one-half of the respondents agreed that help is available for students considering graduate school, and only 8% disagreed. The 29 responses to these two items present both positives and negatives. Students noted that faculty and advisors could be more helpful, and programs and classes offered.

Finally, one-half of the respondents were unsure whether different interests exist between students on the two campuses, and about one-third endorsed this statement. Comments (12) were almost all in agreement, and noted that the Eberhard Center seems better suited to the needs of older, less socially interested students. Several suggested ways to enhance student participation at the Eberhard Center.

It would appear that there is support for diversity, but students may not know much about the needs and concerns of diverse groups (given all the "unsure" responses). An exception are gay/lesbian students, where there is a clear indication of resistance by at least some students and a perception by many that these students are not treated equally.

Summary

There are fewer gender differences in responses from students as compared to faculty and staff. The differences tend to be clustered in areas of personal safety, security on campus and sexual harassment.

Students are clearly asking for more caring, responsive faculty. The area of academic advising is especially problematic, since one group of students is clearly satisfied and others not. Further analysis and investigation is needed to determine whether student characteristics, i.e.,

year in school or institutional characteristics, i.e., department or college, seem to account for the differences.

Specific student populations have clear agendas that need to be addressed, i.e., returning adult students, student parents. The situation regarding gay/lesbian students requires further study. The one item on this survey reveals a strong trend toward non-acceptance of these students.

Services/organizations for students received a good deal of support, with suggestions for further enhancement. Physical safety programs, on the other hand, require careful re-evaluation and probably additional resources.

Students are generally open to courses in Women's Studies and other areas of diversity, though not sure these should be required. It may be that the institution wants to consider a requirement of one course in some area of diversity.

Overall, students made many comments regarding their satisfaction with GVSU. They requested more careful evaluation of faculty, in order to reward excellent teachers/ advisors and to expect more of those who are not meeting student needs.