



GRAND VALLEY  
STATE UNIVERSITY

# Women's Climate Study II

A Report to the Grand Valley Campus  
Community

November 20, 2000



YANG DILAKUKAN

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**FACULTY**

VIETNAM

**GRAND VALLEY STATE UNIVERSITY  
WOMEN'S CLIMATE STUDY II  
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.

- |  |  |
|--|--|
| <p>1. Sex:<br/>A. Male<br/>B. Female</p>   | <p>6. Rank:<br/>A. Adjunct/part-time<br/>B. Instructor/Instructor Librarian<br/>C. Asst. Professor/Asst. Librarian<br/>D. Assoc. Professor/Assoc. Librarian<br/>E. Full Professor/Senior Librarian</p> |
| <p>2. Race/Ethnicity:<br/>A. American Indian/Native American<br/>B. Asian American<br/>C. Black/African American<br/>D. Caucasian/Anglo<br/>E. Hispanic/Latino</p>                       | <p>7. Years at GVSU:<br/>A. 0-2<br/>B. 3-5<br/>C. 6-10<br/>D. 11-20<br/>E. 21 or more</p>  |
| <p>3. Marital status:<br/>A. Single<br/>B. Married/Partnered<br/>C. Divorced/Separated</p>   | <p>8. Teaching site (mark as many as applicable):<br/>A. Allendale<br/>B. Eberhard<br/>C. Holland<br/>D. Muskegon<br/>E. Traverse City</p>   |
| <p>4. Academic division:<br/>A. Arts &amp; Humanities<br/>B. Kirkhof School of Nursing<br/>C. Library<br/>D. School of Education<br/>E. None of the above</p>                            | <p>9. Your age:<br/>A. 20-29<br/>B. 30-39<br/>C. 40-49<br/>D. 50-59<br/>E. 60 and above</p>  |
| <p>5. Academic division (continued):<br/>A. School of Social Work<br/>B. Science &amp; Mathematics<br/>C. Seidman School of Business<br/>D. Social Sciences<br/>E. None of the above</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**

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

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

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

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

59. Female faculty members are expected to do more work in the area of service.
60. Female faculty members are expected to do more work in the area of teaching.
61. Female faculty members are expected to do more work in the area of research.
62. Teaching load is similar for male and female faculty.
63. The environment at GVSU for lesbian, gay and bisexual people is very comfortable and accepting.
64. Sexual orientation is often discussed fairly and appropriately in my classes and/or in university activities.
65. I have witnessed biased actions or remarks (e.g., discrimination, jokes, slurs) about people who are lesbian, gay or bisexual.
66. People at GVSU who are lesbian, gay or bisexual should conceal their sexual orientation.
67. I consistently try to be aware that not everyone is heterosexual, e.g., in my language, course content and discussions, and/or other aspects of my work with students and colleagues.
68. Being openly lesbian, gay or bisexual would have no negative effect on a person's chances for employment advancement at GVSU.

**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



**GRAND VALLEY STATE UNIVERSITY  
WOMEN'S CLIMATE STUDY II  
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:<br/>A. Male<br/>B. Female</p>   | <p>5. Work status:<br/>A. Full time<br/>B. Part time</p>   |
| <p>2. Race/Ethnicity:<br/>A. American Indian/Native American<br/>B. Asian American<br/>C. Black/African American<br/>D. Caucasian/Anglo<br/>E. Hispanic/Latino</p>                   | <p>6. Years at GVSU:<br/>A. 0-2<br/>B. 3-5<br/>C. 6-10<br/>D. 11-20<br/>E. 21 or more</p>  |
| <p>3. Marital status:<br/>A. Single<br/>B. Married/Partnered<br/>C. Divorced/Separated</p>   | <p>7. Work site (mark as many as applicable):<br/>A. Allendale<br/>B. Eberhard<br/>C. Holland<br/>D. Muskegon<br/>E. Traverse City</p> |
| <p>4. Employee group:<br/>A. Executive, Administrative, Professional<br/>B. Clerical, Office, Technical<br/>C. Maintenance, Grounds, Service<br/>D. Public Safety<br/>E. ARAMARK</p> | <p>8. Your age:<br/>A. 18-29<br/>B. 30-39<br/>C. 40-49<br/>D. 50-59<br/>E. 60 and above</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

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

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

22. I am/have been a mentor to newer staff.
23. A senior staff member serves/has served as a mentor for me.
24. I have colleagues with whom I can discuss work-related problems.
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 innuendoes that made me uncomfortable.
33. No other staff member has ever flirted with me or made sexual innuendoes 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.
52. The environment at GVSU for lesbian, gay and bisexual people is very comfortable and accepting.
53. Sexual orientation is often discussed fairly and appropriately in my classes and/or in university activities.
54. I have witnessed biased actions or remarks (e.g., discrimination, jokes, slurs) about people who are lesbian, gay or bisexual.
55. People at GVSU who are lesbian, gay or bisexual should conceal their sexual orientation.

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

56. I consistently try to be aware that not everyone is heterosexual, e.g., in my language, course content and discussions, and/or other aspects of my work with students and colleagues.
57. Being openly lesbian, gay or bisexual would have no negative effect on a person's chances for employment advancement at GVSU.

**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.

**STUDENTS**

STUDENTS



**GRAND VALLEY STATE UNIVERSITY  
WOMEN'S CLIMATE STUDY II  
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. GVSU Housing
  - B. Other Allendale
  - C. Commuter
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
13. Your age:
  - A. 17-19
  - B. 20-22
  - C. 23-25
  - D. 26-30
  - E. 31-40
  - F. 41-50
  - G. over 50

**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

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

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

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

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

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

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

94. Student diversity is welcomed at GVSU.
95. I have attended multicultural events on campus.
96. Lesbian, gay and bisexual students are treated with the same respect as other students at GVSU.
97. The environment at Grand Valley for lesbian, gay and bisexual people is very comfortable and accepting.
98. Sexual orientation is often discussed fairly and appropriately in my classes and/or in university activities.
99. I have witnessed biased actions or remarks (e.g., discrimination, jokes, slurs) about people who are lesbian, gay or bisexual
100. People at Grand Valley who are lesbian, gay or bisexual should conceal their sexual orientation.
101. Being openly lesbian, gay or bisexual would have no negative effect on social interactions at Grand Valley.
102. I know of people who cannot attend Grand Valley because of a lack of adequate child care.
103. Dependent care issues for students require more attention at GVSU.
104. Care for children and other dependents of students is a priority for GVSU administration.
105. Women's Studies classes overdo the idea that women are oppressed.
106. A Women's Studies class should be required for women and men.
107. A Women's Studies major should be offered at GVSU.
108. The Women's Studies Program provides valuable programs for women on campus.
109. A student must have feminist opinions to take a Women's Studies class.
110. Male students can benefit from Women's Studies classes.
111. I have been encouraged to take classes from Women's Studies.
112. I am aware that a Women's Studies minor is available to me.
113. Gender issues are presented and discussed in classes.
114. There is gender bias in many of my classes.

Respond to statements #115 and #116 if you have taken courses in Women's Studies.

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

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**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?

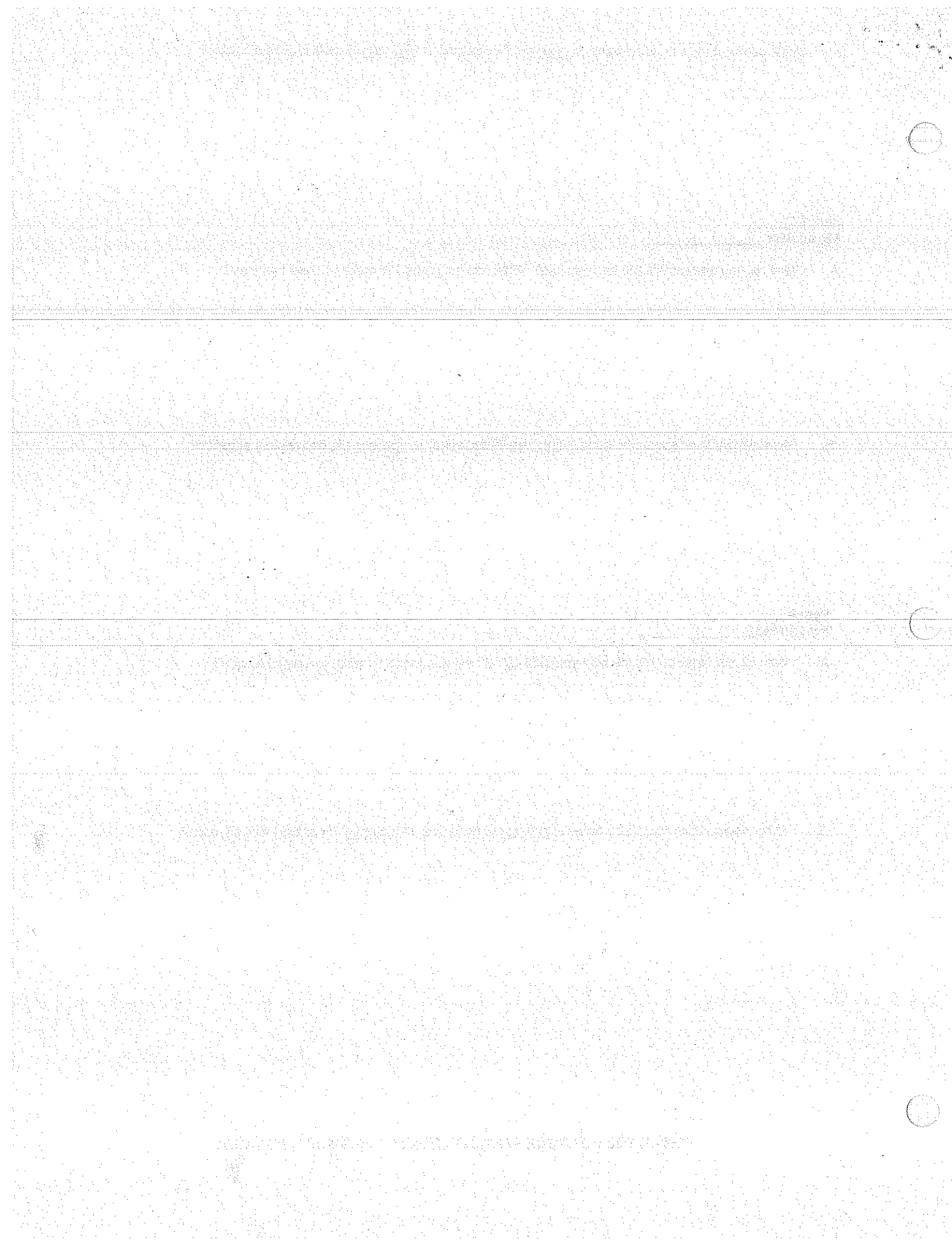
Item # \_\_\_\_\_

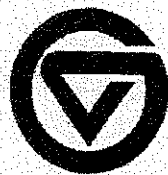
My answer \_\_\_\_\_

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?

THANK YOU FOR YOUR PARTICIPATION IN THIS IMPORTANT STUDY.





GRAND VALLEY  
STATE UNIVERSITY

# Women's Climate Study II

A Report to the Grand Valley Campus  
Community

November 20, 2000





## BACKGROUND

### CLIMATE STUDY I

In 1991 a group of faculty and staff women proposed a campus climate study. President Lubbers endorsed the proposal and appointed a committee to oversee the study. After two years of work both on campus and with Dr. Ursula Delworth (University of Iowa), the study was conducted in April, 1993. Dr. Delworth submitted her report to President Lubbers in February 1994; it was published and distributed to all faculty and staff in April, 1994.

The report was widely discussed and resulted in five projects:

- ..Establishment of the Women's Commission
- ..Establishment of the Children's Center
- ..Clarification of the discriminatory harassment policy
- ..Establishment of a group to study gay/lesbian/bisexual issues
- ..Studies of faculty and staff salary patterns

Significant progress has been made in all these areas.

The climate study was presented at several state and national conferences and received the 1999 Progress in Equity Award from the American Association of University Women.

### CLIMATE STUDY II

The 1994 Climate Study I was intended to establish benchmarks so that by conducting a climate study every five years or so, the university can measure institutional change.

In April, 1999, the faculty, staff, and student surveys for Climate Study II were administered with only minor corrections in the original instruments. The purpose was to replicate the earlier survey, using the same procedures and samplings of the first administration. The data and comments were again sent to the University of Iowa for analysis.

Before her untimely death in June, 2000, Dr. Delworth had completed her analysis of the faculty and staff surveys. Dr. Donna Vanlwaarden, of the Grand Valley State University Johnson Center for Philanthropy, finished the analysis of the student surveys.

Climate Study II was published and distributed to all faculty and staff in January, 2001. President Lubbers in his presentation of the findings to the university community encouraged wide discussion of the study with recommendations for future university projects.

*man A. Lubbers*



# Faculty Survey

The survey was designed as a follow-up to the 1993 survey to give planners an understanding of how faculty perceive issues of campus climate for women faculty and whether different perceptions were held by male versus female faculty.

A total of 397 responses---186 from males and 211 from females---was returned. Well over half the respondents listed their academic division as Arts and Humanities or Science and Mathematics. The table below shows the demographic characteristics of the respondents. (Note: Not all respondents identified themselves by all categories.)

<b>Gender:</b>		<b>Academic Division:</b>	
Female	211	Arts & Humanities	122
Male	186	Kirkhof School of Nursing	16
<b>Race/Ethnicity:</b>		Library	9
Native American	5	School of Education	37
Asian American	12	School of Social Work	13
African American	13	Science & Mathematics	129
Caucasian/Anglo	358	Seidman School of Business	29
Hispanic/Latino	6	Social Sciences	53
<b>Age:</b>		<b>Rank:</b>	
20-29	20	Adjunct/part-time	128
30-39	88	Instructor/Instructor Librarian	21
40-49	123	Assistant Prof/Asst Libr	108
50-59	125	Associate Prof/Assoc Libr	81
60 and +	38	Full Professor/Senior Libr	58
<b>Years at GVSU:</b>		<b>Teaching Site:</b>	
0-2	128	Allendale	239
3-5	95	Eberhard	21
6-10	71	Holland	9
11-20	65	Muskegon	1
21 or more	38	Traverse City	4

The survey items regarding campus climate were answered on a five-point scale from *Strongly Agree* to *Strongly Disagree*. In addition, respondents were

asked to identify three specific survey questions of particular importance to themselves and to give additional comments and recommendations in an open-ended format. Thus, both the number of comments (indicating importance) and actual content are worth consideration.

Each campus climate question was rated on a five-point scale and an average was calculated. Averages were compared by gender and those items with the largest differences are reported, along with the top eleven items identified as "most important" to respondents. (There was a tie for tenth place in this ranking of important items so eleven items are discussed in the report.)

This report begins with general comments and moves to an examination of three themes—gender equity, sexual harassment, mentoring/support. A summary "snapshot" ends the report.

## **GENERAL COMMENTS**

The responses of female versus male faculty were, for the most part, different in that females expressed less positive perceptions. The largest differences by far came in the area of gender equity in the workplace, with women expressing significantly less satisfaction with the work environment. Of the 23 items in the total survey with more than a .5 difference in average responses between males and females, almost all (21) were in this category. In areas such as sexual harassment and collegial support, there are far fewer large gender differences.

Two items considered "most important" fell into the gender equity area, five items related to mentoring/support, one on adequate office space, one on gay/lesbian/bisexual issues, and one on dependent care issues.

## **GENDER EQUITY**

A total of 30 items (#10-25, #24-25, #39-46, and #57-62) dealt with a wide variety of issues relating to perceptions of gender equity in the workplace. The two items considered "most important" were:

- ***Female and male faculty members who are equal in degree and experience earn comparable salaries (#10).***  
About 47% of men and 17% of women agreed with this statement. There were 34 comments from women and 22 from men (total 56) on this statement, ranking it number one in terms of importance. (There has been no significant change in perceptions or importance of this item since the first climate study in 1993.) Interestingly, comments cover a wide range, including praise for recent equity raises. Many comments gave personal experiences of inequity. Recommendations called for criteria for raises, increased attention from deans and chairs, and attention to adjunct and visiting faculty.
- ***Female and male faculty are treated equally by male students (#41).***  
Here, 37% of men and 27% of women agreed, and there were 21 comments. This is a change from the 1993 survey when 12% of women and 20% of men agreed with this statement. Most of the comments were from women faculty who cited specific examples of classroom disrespect. One or two respondents recommended addressing this issue in freshman orientation.

Nine of the 30 items in the gender equity category achieved close to a 1.0 average difference in responses between men and women. These are listed below in rank order, beginning with the largest difference.

- ***Male faculty are more highly respected than female faculty at GVSU (#39).***  
Ten percent of male faculty and 49% of female faculty agreed with this statement.
- ***Female faculty are respected equally with males of the same rank by peers (#22).***

Seventy-six percent of male faculty and 33% of female faculty agreed with this statement.

- *Female faculty members are expected to do more work in the area of service (#59).*  
Five percent of male faculty and 28% of female faculty agreed with this statement.
- *Female faculty members are expected to do more work in the area of teaching (#60).*  
Three percent of male faculty and 27% of female faculty agreed with this statement.
- *Female and male faculty members who are equal in degree and experience earn comparable salaries (#10).*  
Forty-seven percent of male faculty and 17% of female faculty agreed with this statement.
- *Female and male faculty are treated equally by male faculty (#40).*  
Fifty-seven percent of male faculty and 26% of female faculty agreed with this statement.
- *Male and female faculty typically receive the same credit for prior experience (#15).*  
Fifty-four percent of male faculty and 22% of female faculty agreed with this statement.
- *Male and female faculty are promoted in equal percentages (#19).*  
Forty-two percent of male faculty and 12% of female faculty agreed with this statement.
- *Equal productivity is expected of female and male faculty when being considered for promotion and tenure (#20).*  
Seventy percent of male faculty and 39% of female faculty agreed with this statement.

The comments from women accompanying these items expressed frustration and, in many cases, described specific examples. There were a number of recommendations, especially to administrators and male faculty, regarding how to deal with these issues. While women acknowledged the values

of society of which GVSU is a part, they also expressed the need for more concerted action.

## **SEXUAL HARASSMENT**

Thirteen items (#26-38) dealt with this topic. No items from this area were in the top 11 of importance on the survey. Only one item (#28) indicated more than a .5 average difference in responses between men and women.

### **> *I have been sexually harassed (#28).***

Thirty-eight women (18%) and 11 men (6%) agreed with this statement. This compares to 29% of females and 7% of males who reported being sexually harassed in the first climate study.

A slightly higher percentage of faculty (43% of women and 65% of men) believed that sexual harassment complaints are treated seriously in 1999 compared to 36% of women and 57% of men in 1993.

Comments indicated support for the seriousness with which administrators have handled a number of instances, and recommended that these situations continue to be a high priority for action. Required workshops for faculty and inclusion of this topic in faculty orientation were also recommended. In reading the comments from women, it is clear that some of these respondents have experienced rather devastating situations.

## **MENTORING/SUPPORT**

This area included seven items (#49-55), and five of the items were included in the top 11 in importance. One item (#51) indicated an average difference greater than .5 in men's and women's perceptions.

The items identified as "most important" were:



- ***I have colleagues at GVSU with whom I can discuss work-related problems (#50).***

Ninety percent of men and 88% of women supported this statement. It is probably the clearest example of what is going "right" at GVSU!

Comments spoke of the importance of this support and recommended more inclusion of adjunct faculty.

- ***There are sufficient faculty available to serve as mentors to newer faculty (#51).***

Fifty-eight percent of men and 46% of women agreed with this statement.

Comments and recommendations spoke of a need for a more formal program, with some type of reduced load for mentors. Others mentioned the need for training and recognition of mentors. Faculty are clearly interested in mentoring and see it of value.

- ***A senior faculty member or administrator serves/has served as a mentor for me. (#53).***

Forty percent of males and 49% of females agreed. Many comments expressed appreciation for mentoring received. It is difficult to be sure, but it seemed that newer faculty had more opportunities here.

- ***GVSU facilitates mentoring relationships for newer faculty (#54).***

Only 38% of men but 54% of women supported this statement. This compares to 20% of men and 12% of women in the 1993 survey.

Comments varied with most stating that they had not been assigned a mentor or knew nothing of this program. Several said that there was a program "in name only," and others spoke of mentoring needs for adjunct and clinical faculty.

- ***My unit head supports me (#55).***

Seventy-eight percent of men and 68% of women support this statement. Comments expressed strong appreciation for supportive unit heads and voiced specific frustrations with those viewed as nonsupportive.

It appears clear that this area is of great importance to both women and men. Collegial interaction is both highly valued and often found. The majority believe that they are supported by their unit head. Clearly, effective mentoring means a good deal to those who have received it. The challenge appears to be how to increase the number who receive this effective mentoring.

Recommendations for training and recognition might be carefully explored.



## ADDITIONAL AREAS

Three additional items received sufficient comments to place them in the top 11 of importance:

➤ ***Dependent care issues for faculty require more attention at GVSU (#47).***

While support of this statement was only moderate (29% for men and 47% for women), the comments expressed real need and desires especially for care for younger children, for consistent maternity leave policies, and for attention to other family issues. This is quite important to one segment of the population, although clearly changes made since the last survey are viewed positively.

➤ ***The environment at GVSU for lesbian, gay, and bisexual people is very comfortable and accepting (#63).***

Agreement was very low: 15% for males and 13% for females. Comments indicated a need for continuing administrative support and education.

➤ ***Sexual orientation is often discussed fairly and appropriately in my classes and/or in university activities (#64).***

Again, there was a low rate of agreement (21% for men and 22% for women), and there were many comments. While almost all comments agreed with the need for acceptance on campus, opinions varied regarding the relevance of discussions of this topic in academic courses. Recommendations were for the administration to provide leadership here via statements and inclusion of partner benefits.

## SUMMARY

As in the previous survey, the perceptions of men and women are most divergent in the area of gender equity in the workplace. While some improvements are acknowledged, many women clearly do not see the academic playing field as a level one. Interestingly, respondents on these items also identified few changes since the last survey, in contrast to a larger number of positive changes noted in other areas of the survey. The issue of comparable

salaries, as in 1993, drew the largest number of comments and a wide discrepancy between the perceptions of women and those of men.

Women and men continue to see sexual harassment issues on campus, and marginally more women on the current survey (43% versus 36%) believe that sexual harassment complaints are treated seriously. There were also more positive comments regarding how some of these situations were handled in the current survey.

Probably the best news continues to be that a strong majority of faculty members have good colleagues with whom they can talk and are supported by their unit heads. Both of these are valued highly.

Mentoring continues to be highly valued when offered effectively, but many faculty are not part of the system. This is a place some good work could be done—or expanded on what is already being accomplished. It is also an area in which both male and female faculty could benefit and contribute.

It seems clear that faculty do notice when changes are made, e.g., child care, sexual harassment, and mentoring. In spite of percentages that are in most cases similar to 1993, the comments reflect knowledge and appreciation where efforts have been made.

# Staff Survey

The survey was designed as a follow-up to the 1993 survey to give planners an understanding of how staff perceive issues of campus climate for women staff and whether different perceptions were held by male versus female staff.

A total of 364 responses—95 from males and 269 from females—were returned. The two largest respondent groups were 46% executive/administrative/professional and 48% clerical/office/technical. The table below shows the demographic characteristics of the respondents.

<b>Gender:</b>		<b>Employee Group:</b>	
Female	269	Executive, Admin, Professional	167
Male	95	Clerical, Office, Technical	174
<b>Race/Ethnicity:</b>		Maintenance, Grounds, Service	20
Native American	20	Public Safety	3
Asian American	6	<b>Work Status:</b>	
African American	27	Full-time	333
Caucasian/Anglo	306	Part-time	31
Hispanic/Latino	5	<b>Work Site:</b>	
<b>Age:</b>		Allendale	276
20-29	33	Eberhard	47
30-39	99	Holland	3
40-49	135	Muskegon	1
50-59	74	Traverse City	1
60 and +	22	<b>Years at GVSU:</b>	
0-2	91	0-2	91
3-5	69	3-5	69
6-10	84	6-10	84
11-20	87	11-20	87
21 or more	33	21 or more	33

The survey items regarding campus climate 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 to give

additional comments and recommendations in an open-ended format. Thus, both the number of comments (indicating importance) and actual content are worth consideration.

Each campus climate question was rated on a five-point scale and an average was calculated. Averages were compared by gender and those items with the largest differences are reported, along with the items identified as "most important" to respondents.

This report begins with general comments and moves to an examination of three themes---gender equity, sexual harassment, and mentoring/support. A summary "snapshot" ends the report.

## **GENERAL COMMENTS**

The responses of female versus male faculty were, for the most part, different in that females expressed less positive perceptions. The largest differences by far came in the area of gender equity in the workplace with women expressing significantly less satisfaction with the work environment. In areas such as sexual harassment, dependent care, and collegial support, there are far fewer large gender differences.

## **GENDER EQUITY**

A total of 20 items dealt with a wide variety of issues relating to perceptions of gender equity in the workplace. It is in this area, as in the previous survey, that differences between female and male respondents are most pronounced. Of the 20 items with more than a .5 difference in the average responses, 10 were in this category. In addition, three of these items (#9, #16,

and #17) were included in the 10 deemed "most important" in the qualitative responses.

The items considered "most important" to respondents were:

➤ ***Female and male staff members equal in education and experience earn comparable salaries (#9).***

Fully 50% of the males versus 23% of the females agreed with this statement. This statement generated a sufficient number of responses to place it in the top 10 of qualitative responses. Again, study and action were recommended. Several of the comments noted progress; and indeed, while the percentage of males (50%) agreeing remained steady from the last survey, the percentage of women agreeing rose from 14% to 23%.

➤ ***Male and female staff members receive equal pay for equal job responsibilities (#16).***

A majority of women (55%) disagreed with this statement, but only nine percent of men did. This disagreement has not changed since the 1993 survey. (Female agreement was 17%; male, 52%.) The item generated a total of 25 qualitative responses (one of the top 10), overwhelmingly from women. Several wrote supportive statements, but most called on the administration to develop and share a plan for rectifying salary inequities. One person suggested a human resource "watch group," and another spoke of increasing the pay scale of COT positions to be more equitable to tech positions.

➤ ***More productivity is expected of female staff than of male staff (#17).***

Forty-three percent of females versus nine percent of males agreed with this statement. (In 1993, 45% of women and 7% of men agreed with this statement.) It generated 23 comments (one of the top 10) almost exclusively from women. A variety of personal examples were noted. Recommendations focused on training and accountability of supervisors, with some comments regarding the need for more staff and involving women in long-range planning, not just "detail-oriented duties."

Other items with large differences in responses between men and women

were:

➤ ***Males typically receive more credit than females for prior experience (#13).***

Forty percent of the women and a mere five percent of the men agreed with this statement. However, the item generated only a couple of comments.

- *A higher level of productivity is expected of females when being considered for promotion (#15).*  
Forty-two percent of women (compared to 56% in 1993) and eight percent of men endorsed this statement. Qualitative comments gave examples of this, and one urges administrators to "get more productivity out of males." One male noted that "in [his] department, men are expected to do the heavier, more complicated and dangerous tasks for equal pay."
- *Female and male staff members have equal opportunities to receive promotions (#18).*  
Once more, the gender gap is large. Forty-four percent of women versus 15% of men disagreed with this statement. There were few comments, all from women who mostly related personal experiences or knowledge and who recommended attention to promoting those already in the unit. One woman voiced hope that the new rating system would change this.
- *Work expectation for female and male staff members is equitable (#21).*  
Forty-four percent of women versus 13% of males disagreed. Comments from both men and women detailed why their gender experienced more difficult expectations. Males noted that women take more time off for child-care responsibilities. Women reported having to do more detailed work and needing to prove themselves. Recommendations include training supervisors and employing additional staff.
- *Female staff can come and go as equally as males without having to justify their time (#26).*  
Women agreed with this at a 39% rate, while men agreed at 65%. Comments covered a wide range, including inequality across divisions.
- *Male staff are more respected than female staff at GVSU (#41).*  
Sixty-four percent of men and 35% of women agreed with this statement. Again, working on awareness was the focus of women's comments (none from men).

## SEXUAL HARASSMENT

Thirteen items (#28-40) dealt with this topic. There were no strong gender differences on any of the items. Men and women see this as an important issue and believe that there are sexual harassment problems on campus. More women (but not a large percentage) than men reported personal sexual harassment. Especially striking was the response to *Sexual harassment*



**complaints are treated seriously at GVSU (#40).** Fifty-four percent of the women and 66% of the men agreed with this statement, and almost all other responses were neutral. Interestingly, while the percentage of male agreement on this item remained the same from the last survey, the percentage of women rose from 36% to 54%. Comments voiced support for current policy, and several respondents noted actions taken. Respondents urge continued attention to this area at every level.

## **MENTORING/SUPPORT**

Six items are grouped together here. There are few gender differences. Three of the items (#19, 20, and #23) ranked in the top 10 in terms of importance:

➤ ***My unit head supports me (#19).***

This item received 71% agreement from both women and men and received the most comments in the survey. In most of the 48 responses, both women and men noted the importance of their supportive unit head. "My boss is awesome," stated one woman. In negative comments, some respondents hoped that training could change the situation, but others indicated that either they or the unit head would have to leave.

➤ ***There are sufficient staff available and willing to serve as mentors to newer staff (#20).***

A bit fewer than half (46%) of the men and one third (34%) of the women agreed with this statement. This item also ranked in the top 10 with 28 responses. Most of the respondents discussed time and staff shortage pressures in finding mentors. Those who had mentors expressed appreciation.

➤ ***A senior staff member serves/has served as a mentor for me (#23).***

Forty-seven percent of the males and 50% of the females agreed with this statement. The item—included in the top 10—generated 23 responses. Respondents expressed appreciation for the mentoring they had received or were receiving, but also recommended a more formal program open to all who desired to participate.

The items below address somewhat different areas. The gender differences are not large but this seems to be an area of importance to the respondents.

- *I am/have been a mentor to newer staff (#22).*  
Fifty-eight percent of the males and 50% of the females agreed with this statement. The few comments supported the importance of mentoring.
- *I have colleagues with whom I can discuss work-related problems (#24).*  
There was an exceptionally high level of agreement here: 88% for men and 82% for women. However, most who wrote comments were less positive, giving examples of negative experiences. Recommendations include more group meetings and continuation of the Women's Commission bulletin board.
- *There are positive role models for women staff at GVSU (#27).*  
Fifty-eight percent of men and 78% of women agreed. Comments praised "brown bag" presentations by women at GVSU and recommended continued recognition of women and their promotion to leadership positions.

## ADDITIONAL AREAS

Four additional items in two areas stand out as meriting a closer look.

- *Dependent care issues for staff require more attention at GVSU (#47).*  
Thirty-eight percent of men agreed, as did 54% of women. This item was one of the top ten in importance.
- *Care for children and other dependents of staff is a priority for GVSU administration (#48).*  
Twenty-six percent of men agreed, as did 22% of women. The agreement responses in this item are up slightly from the previous survey. Interestingly, the 38% for men is down from 52% in the previous survey.

Clearly, changes have been made since the last survey, and respondents are appreciative. Comments are fewer in number and have largely shifted to specific issues such as "snow days."

Most of the comments relating to lesbian/gay/bisexual issues were very positive of providing more support for the lesbian/gay/bisexual community,



plus education and policies regarding this issue. Several spoke of a need for partner benefits. This item was in the top ten "most important:"

- ***The environment at GVSU for lesbian, gay, and bisexual people is very comfortable and accepting (#52).***

The majority of responses were in the neutral range, with 15% of men and 18% of women agreeing, and 30% of men and 21% of women disagreeing.

In addition 51% of males and 48% of females disagrees that *people at GVSU who are lesbian, gay, or bisexual should conceal their sexual orientation (#55)*. The majority of the remaining responses fell in the neutral range.

## **SUMMARY**

There are both similarities and changes since 1993. There is less focus on on-campus child care, reflecting changes that have been made. There are more appreciative comments, mostly directed toward the Women's Commission and specific unit heads. Overall, the quantitative data and accompanying comments indicate a number of improvements, and in the comments, much less anger and more willingness to work on issues.

While staff still perceive the presence of sexual harassment, many have seen situations dealt with appropriately and are supportive of administration efforts in this regard.

Mentoring remains a highly sought after experience. It is considered very important by many. Recommendations are to make this a formal and widely available program.

Lesbian, gay, and bisexual issues—not really explored in the last survey—tend to draw neutral responses. There is, however, a push for more openness, discussion, and education.

A trend that emerged in this survey was comments that requested inclusion of more types of diversity items, especially those of race and job classification. On many items, respondents noted that the issues go beyond gender (or interact with it).

Males and females continue to hold differing (in some cases, greatly differing!) perceptions of workplace equity issues, although there is some small improvement since 1993. One solution that was recommended across items in this area is more consistent training and evaluation of unit heads and other supervisors, along with recognition of those who do this job well. Treatment by—and relationship with—the supervisor is clearly a major factor in perception of the work environment.

# Student Survey

The survey was designed as a follow-up to the 1993 survey to give planners an understanding of how students perceive issues of campus climate for women students, and whether different perceptions were held by male versus female students.

Students were surveyed via selected classes. A total of 2,134 students responded to the survey. Fifty-eight percent of the responses were from females, 42% from males. The table below shows the demographic characteristics of the respondents.

<b>Gender:</b>		<b>Course Load:</b>	
Female	1244	Full-time	1687
Male	887	Part-time	432
<b>Race/Ethnicity:</b>		<b>Work Status:</b>	
Native American	38	Full-time	517
Asian American	46	Part-time	1205
African American	81	None	401
Caucasian/Anglo	1894	<b>Where do you work:</b>	
Hispanic/Latino	41	On-campus	285
<b>Age:</b>		Off-campus	1421
17-19	552	<b>How many hours do you work per week?</b>	
20-22	917	1-10	272
23-25	265	11-20	578
26-30	171	21-30	378
31-40	119	31 or more	536
41-50	87	<b>Residence Status:</b>	
over 50	16	GVSU Housing	482
<b>Student Status:</b>		Other Allendale	434
Freshman	447	Commuter	1209
Sophomore	417		
Junior	444		
Senior	577		
Graduate student	239		

The survey items regarding campus climate 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 the number 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 summary ends the report.

### **GENERAL COMMENTS**

Compared to the staff and faculty surveys, there were fewer gender differences among students in both the 1993 and 1999 surveys. As in the previous survey, the responses call for quality and competence, regardless of gender. Of the top 10 "most important" items identified, three related to advising, two related to safety, two about student diversity, one about housing, one related to Women's Studies, and one about fraternities/sororities. The largest differences between male and female responses were related to personal safety on campus, Women's Studies, sexual harassment, sex between faculty/staff and students, and equality in athletic scholarships.

### **FACULTY: CLASSROOM ISSUES**

A total of 15 items dealt with issues of faculty gender related to student preferences, respect, and equity. Most students (75% of female and 84% of males) believe that male and female faculty are equally respected by students at GVSU. Twelve percent of female students and 10% of male students report a

preference for female faculty while 6% of female students and 11% of male students prefer male faculty. As in the previous study, 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 students being undecided. Most students feel comfortable expressing an opinion in a class with either male or female faculty. However, female students express somewhat more comfort (83%) with female vs. male faculty (66%).

Fifty-three percent of males and 35% of females view female faculty as having as much power as male faculty on campus. Few students see faculty gender as a variable in grading or valuing student contributions in class. Ten percent of female students (down from 16% in 1993) agreed that faculty listen more closely to male students than female students.

### **FACULTY: ADVISING AND ACCESS**

Three of the questions related to advising ranked among the top ten "most important" issues to students. As in the previous survey, students express satisfaction and dissatisfaction in about equal proportions.

➤ ***My assigned advisor knows who I am (#50).***

Thirty seven percent of both male and female students agreed that their advisor knew them while 43% of females and 38% of males disagreed. This question generated 221 comments. Many students suggested that advisors be required to initiate contact with their advisees. A few acknowledged that it was the student's responsibility to meet and maintain contact with the advisor. Some students expressed a feeling that advisors should have fewer advisees and that advisors seemed to be too busy for students.

➤ ***My assigned academic advisor has given me helpful advice about planning my college course work (#36).***

There was a fairly even split among those that agreed and those that disagreed with this statement. Thirty-nine percent of females and 37% of

males agreed while 38% of females and 33% of males disagreed. This question generated 170 comments and they were quite similar to those mentioned above.

- ***I feel that my advisor has my best interests in mind when giving me advice (#49).***

About 45% of students agreed with this statement while nearly one-fifth disagreed. Ninety-five students rated this as one of their top three items in importance. Although some comments were positive, most reflected frustration with advising, or lack of it.

As in the previous survey, there are relatively few concerns regarding gender here. Fifty-nine percent of females and 68% of males are neutral regarding a preference for an advisor of the same gender as the student. The results of this survey, like the last one, indicate that students are either very satisfied or very dissatisfied with advising.

## **WOMEN'S STUDIES**

Eight items dealt with this area, plus two additional items only for those who have taken courses in Women's Studies. One question was among the top ten "most important."

- ***A Women's Studies class should be required for women and men (#106).***

Twice as many females (34%) as males (16%) agreed that a Women's Studies class should be required for women and men, and 107 students rated it as one of their "most important" items. Most of the female student comments recommended that the course be part of general education. All but three of the male comments were opposed to requiring Women's Studies for all students. In the 1993 survey two-thirds of all comments opposed Women's Studies as a requirement.

Gender differences can be seen in the following questions also:

- ***Male students can benefit from Women's Studies classes.***  
There were significant differences in male and female responses to this question although it drew support from both genders (72% of female students vs. 47% of males). (This compares to 81% of females and 55% of males who supported this statement in the 1993 survey.) All but one

comment from female students supported this statement, noting that it would help male students understand women better. Several male students agreed with this.

- *I have learned a lot from the courses I've taken in Women's Studies.* Among female students who had taken Women's Studies courses, 44% agreed with this statement, 18% disagreed, and 42% were neutral. Of the 149 males who reported taking Women's Studies classes, 12% agreed, 57% were neutral, and 31% disagreed.

Sixteen percent of male students and 10% of female students reported that they disagreed with most of the material taught in the Women's Studies classes.

There was somewhat more agreement (36% of males, 20% of females) than disagreement (6% of males, 15% of females) that Women's Studies classes overdo the idea that women are oppressed. Forty-six of the 50 comments expressed negative feelings toward the notion of women's oppression. A typical response from female students is this: "I think they overdo it. I have never faced the oppression they talk about, and I don't think many women have in reality."

Twice as many females (42%) as males (22%) supported having a Women's Studies major. Over half of students (56% of females and 53% of males) were unaware that there is a Women's Studies minor.

As in the previous study, it appears that Women's Studies courses have a reasonable amount of support, especially among women, and that there is some support for requiring them. Most students (61% of males and 64% of females) have not been encouraged to take classes from Women's Studies.

## **SEXUAL HARASSMENT**



Fourteen items on the survey dealt with this issue. Slightly over 80% of the students reported that they were aware of actions that constitute sexual harassment. About one-third of the students reported awareness of the procedures for reporting sexual harassment. Sixty-four percent of females and 43% of males would report the harassment. Sixty percent of females and 56% of males are uncertain whether there is "very little" harassment on campus.

About 10% of both males and females report that they had been sexually harassed by another student, yet 32% of female students and 24% of males had known other students who had been subjected to harassment by other students. About 10% of students say they had known other students who had been subjected to sexual harassment by faculty, and 80% say that no faculty member or administrator had ever made sexual innuendos that made them uncomfortable. About 9% of male and female students disagreed with this statement.

Fewer students in this survey (9% of males and 15% of females compared to 15% and 25% in 1993) reported knowing someone who was the victim of date rape at GVSU.

There were also differences in the responses of males and females to this item – ***Sex between faculty/staff and students is okay if the relationship is consensual.*** Nearly twice as many males as females agreed with this statement. Most comments from female students were very opposed to this idea; conversely, most comments from males were supportive.

## 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. One item in this category was ranked in the top ten "most important" items.

➤ ***I am very pleased with housing on campus (#61).***

Twenty percent of both male and female students reported that they were very pleased with housing on campus. This is higher than in the 1993 survey when 9% of males and 16% of females were pleased with housing. One-fourth of the students disagreed with this statement. Most of the comments were negative, complaining about high cost and lack of cleanliness.

Forty-four percent of females and 49% of males agreed that GVSU housing is safe for women on campus. Twenty-eight percent of females and 22% of males expressed appreciation of the choice of visitation schedules and/or alcohol-free living in residence halls. More males (26%) than females (18%) disagreed with this statement.

## **STUDENT ORGANIZATIONS/ACTIVITIES**

Ten items in this area covered a wide range of topics. Nearly one-third of students (29% of males and 32% of females) reported that they were involved in one student organization. Thirty percent of students agreed that they were involved in more than one organization on campus. Unlike the 1993 study, there were no gender differences in these reports. A few comments noted the difficulty for commuters to be involved in student activities.

One item in this category appeared in the top ten "most important" list.

➤ ***In my experience, the negative stereotypes about fraternities and sororities do not hold (#75).***

Forty-three percent of students (both male and female) disagreed with this statement. Comments were split between those who supported the Greek

system and those who decried it. Supporters felt that the Lanthorn should provide more recognition of the positive activities of the groups. Detractors wanted them banned.

## SERVICES, SUPPORT/OPPORTUNITIES FOR STUDENTS

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

Nearly one-third of students (35% of females and 29% of males) have used the Student Employment office in the Student Services Building. One-fourth (22% of males and 26% of females) reported using the Career Planning and Counseling Center to help with career choices. Based on the comments, there were some dissatisfied students and some who believe there should be more publicity about the services available.

About half of the students weren't sure whether financial aid was distributed equitably across genders, but 37% believed it was.

There was a significant difference in male-female responses to the item about athletic scholarships.

➤ ***Athletic scholarships should be provided equally to men and women athletes (#80).***

Eighty-six percent of female students agreed with this statement compared to 66% of male students. This item generated 70 comments. Most comments from females were very supportive, but a fair number of males believed that men's athletics should receive more scholarships because they generate more revenue than women's sports.

More males (16%) than females (10%) were aware of awards or scholarships given especially for outstanding female students. This item generated 40 responses from female students, mostly recommending more

publicity about their availability. Seven males commented, all of them opposed, and some suggesting that this was reverse discrimination.

Seventy-one percent of females and 55% of males agreed that women students support the work of other women students.

## DIVERSITY/SPECIAL POPULATIONS

Five new questions related to sexual orientation were added to the survey. Two items related to diversity were in the top ten list of "most important" items.

- ***Student diversity is welcomed at GVSU (#94).***  
Most students (71% of males and 72% of females) agreed with this statement. It generated 125 comments, most supporting diversity and acknowledging that there could be improvements. Well over a third of the students (36% of males and 39% of females) reported attending multicultural events on campus.
- ***People at Grand Valley who are lesbian, gay or bisexual should conceal their sexual orientation (#100).***  
Over half (53%) of females disagreed with this statement compared to 34% of males. Over one fourth (27%) of male students and 16% of female students agreed with the statement. It generated 84 comments, many of them rather hostile, remarking that homosexuality is morally wrong.

Forty-five percent of students disagreed that being openly lesbian, gay or bisexual would have no negative effect on social interactions at Grand Valley. One-third were uncertain and about 20% agreed that it would have no negative effect on social interactions.

Three items dealt with dependent care. In the previous survey, these items generated about 100 comments compared to 85 comments in the current survey. Most students (68% of females and 73% of males) are uncertain about whether dependent care issues for students require more attention at GVSU. About 26% of females and 16% of males agree that it requires more attention.

This compares to 37% of females and 27% of males in 1993. About 10% of students believe that child care is a priority for GVSU administration; most are uncertain.

Forty-seven percent of students noted that gender issues are presented and discussed in classes, and 12% of females and 10% of males agreed that there was gender bias in many of their classes.

As in the previous study, over half of the students were unsure about opportunities for returning adult students. Fifty-five percent of students were unsure if graduate students seemed less important at GVSU than undergraduates. Over half also believed that help is available for students considering graduate school.

Twenty-nine percent agreed that very different interests exist between students at the different campuses, but 59% were uncertain.

## **SAFETY**

Four questions related to feeling safe when taking night classes. Another question addressed whether students worried about the possibility of personal violence on campus. Gender differences were noted in all five questions.

➤ ***I worry about the possibility of being subjected to personal violence such as rapes and assaults on campus (#87).***

Twenty-nine percent of females and 9% of males agreed with this statement. Most of the comments referred to concern about being out at night and suggested more lighting and emergency phones.

Sixty-four percent of female students and 72% of male students feel safe when taking night classes in Allendale. The majority of female students were

uncertain about feeling safe at Eberhard, Holland or Muskegon, possibly because they have not taken classes there.

## **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 and sexual harassment.

Advising remains a concern for students. Many are clearly expecting their advisors to take the initiative in making and maintaining contact with them.

Acceptance of gay/lesbian/bisexual students remains problematic with a fairly strong trend toward non-acceptance of these students.

As in the previous survey, students are generally open to courses in Women's Studies and other areas of diversity, with some suggestion that these courses be included in general education.

Overall, it appears that the results of this survey are quite similar to the previous survey.

