

College of Liberal Arts and Sciences
Diversity Recruitment and Retention Committee
Task Force

FINAL REPORT

Submitted to Dean F. Antczak

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CLAS DIVERSITY RECRUITMENT AND RETENTION COMMITTEE

FINAL REPORT

Introduction and Committee Charge

In January 2005, Dean Frederick J. Antczak created an ad-hoc committee to address issues related to the recruitment and retention of a diverse faculty and staff within the College of Liberal Arts and Sciences (CLAS). Dean Antczak appointed 14 faculty and staff members to serve on this committee. Each committee member was considered to have a vested interest in issues of diversity at GVSU, in general, and CLAS, specifically.

Dean Antczak presented the following charge to the CLAS Diversity Recruitment and Retention Committee.

- a. In recruitment, to determine best practices across the College that our departments use to deepen and diversify their hiring pools for faculty and for APs.
- b. Also in recruitment, to examine the aspirational departments beyond Grand Valley State University that have perhaps already been identified in strategic planning and to find in them sources for diversification strategies that departments in our College might use to deepen and diversify their hiring pools for faculty and for APs.
- c. Also in recruitment, to survey minority and female faculty to identify names of off-campus colleagues who can help locate appropriate candidates for purposes of constructing a CLAS recruitment network mailing for sending vacancy announcements to those colleagues.
- d. Also in recruitment, to consult with minority and female faculty and staff, and if possible, with minority and female candidates who have not chosen to work at Grand Valley, about how to make the interview process more appealing and thereby have a more positive effect on their decision.
- e. In retention, to identify difficulties in retaining faculty and APs. This may include calling or writing to former CLAS faculty who have moved on to other universities to determine what it might have taken for them to stay.
- f. To advise unit heads, the CLAS faculty council and the deans on strategies and initiatives to increase retention of faculty and APs.

Overview of the Work of the Committee

Since its' inception, 6-10 members of the CLAS Diversity Recruitment and Retention Committee met on a regular basis (approximately bi-weekly Winter 2005 – Fall 2005) to respond to the charge from Dean Antczak. The Committee's work had four primary foci: (1) creating an operative definition of diversity, (2) examining the past for issues of diversity in retention, (3) identifying current issues related to faculty and staff diversity through the development, implementation, and analyses of the results of two surveys, and (4) making recommendations for initiatives to address issues of faculty and staff diversity within CLAS.

Defining Diversity

During Winter 2005, the CLAS Diversity Committee began its' work by generating an operative definition of diversity as it relates to GVSU. Committee members worked on this task for several meetings. By the end of Winter 2005, the Committee generated the following diversity statement.

We recognize that GVSU values, respects, nurtures and pursues diversity in its community. For the purpose of the university, diversity may be defined by those characteristics that separate us within a given community. These may include but are not limited to the following characteristics: age, ethnicity, gender, physical disabilities, political differences, race, religious differences, socio-economic differences and sexual orientation. Further, diversity is defined as the respect of the differences and the recognition of the similarities that all people share with respect to their humanity.

Examining the Past for Issues of Diversity in Retention

The Diversity Committee's next task involved obtaining information from Human Resources to investigate issues of diversity in the retention of faculty and staff at GVSU, in general, and CLAS, in particular. Committee members first examined a list of names of faculty and staff who had resigned from GVSU July 1, 2001 – March 31, 2005. Members determined that a large number of the individuals who had left GVSU in recent years were women and/or people of minority groups. Within CLAS, 37 faculty and staff had resigned. Sixteen (43%) of these individuals were female, four (10.8%) were African-Americans, and four (10.8%) were Asian-Americans. On the basis of this investigation, committee members concluded that since July 2001 there has been within CLAS and GVSU at-large a retention problem of faculty and staff with respect to females and people of various racial groups.

During the time of this investigation, committee members had only limited information related to why particular faculty or staff had left GVSU. Additionally, some of this information was not first-hand information. Committee members thought they needed first-hand information in order to effectively describe the current situation in CLAS and make appropriate recommendations for initiatives to address issues of diversity.

Identifying Current Issues of Faculty and Staff Diversity

Survey Development Overview

Committee members developed, administered, and analyzed of the results of two surveys to gain insights into issues of faculty and staff diversity in CLAS. One survey was designed for faculty and staff who had resigned from what is now CLAS. The other survey was designed for faculty and staff who are currently working within CLAS. Both surveys focused on individual's perceptions of issues related to diversity within CLAS and GVSU at-large.

The Committee developed the two surveys during Spring/Summer and early Fall 2005. During their development, much discussion occurred about how to conduct each survey (e.g., in writing, on-line, face-to-face interviews) and who to survey (e.g., all faculty and staff, only faculty and staff of minority groups). In the end, the Committee decided both surveys would be written and use a Likert Scale of 1-10 for ease of response and for the purpose of providing an initial view of respondents' perceptions. The Committee also wanted to gain insights into reasons underlying numerical responses. Therefore, both surveys contained an option for comments on all questions except the background questions. The two surveys underwent numerous revisions in their development.

The Committee's work on the two surveys was informed by the *GVSU Diversity Study 2005 Overview of Results* prepared by Pat Oldt and Donna Van Iwaarden. Their work was also informed by various committee members' professional expertise and personal experiences, as well as their personal readings of articles and books related to surveys and/or issues of diversity. Please see Appendix A for a copy of the survey for faculty and staff who have left GVSU. Please see Appendix B for a copy of the survey for faculty and staff currently at GVSU.

In October 2005, both surveys received "Exempt" approval from the GVSU Human Subjects Review Committee. This approval meant that the CLAS Diversity Committee could not publicly share data from the two surveys. However, the Committee could share what was learned from the results of the surveys by making recommendations for initiatives that should be taken to address issues of diversity.

Survey of CLAS Faculty and Staff Who Have Left GVSU

Procedures

The Diversity Committee worked with Human Resources to obtain contact information (i.e., mailing address & phone number) for CLAS faculty and staff who had resigned from GVSU July 1, 2001 – March 31, 2005. Of the 37 faculty and staff members who had resigned, only 59.5% of these individuals had provided Human Resources with contact information. Additionally, 22.7% of those individuals who provided contact information requested "no further contact." Thus, in late October 2005, the survey was mailed to 46% of the targeted population.

Former faculty and staff were invited to participate in the survey by returning the completed paper copy in a self-addressed stamped envelope or by completing the survey on-line through the CLAS website. Faculty and staff were requested to respond within a two-week period, November 1-15, 2005.

Results

Only one former faculty member responded to the survey for those who had left GVSU. The response rate of this survey (5.9%) did not warrant an analysis of data to be reported here. May it suffice to say that the views of this one respondent were highly

similar to the views expressed by many respondents on the survey for CLAS faculty and staff currently at GVSU.

After much discussion of the survey's low response rate, committee members decided not to engage in additional efforts to encourage more participation in the survey for those who had left GVSU. This decision was based in large part on the following aspects: (1) committee members wanting to respect the privacy of individuals, (2) committee members not wanting to offend former colleagues, (3) issues of how to obtain additional responses to the survey in a timely manner, and (4) the abundance and richness of the data generated by the survey of faculty and staff currently working within CLAS.

Survey of CLAS Faculty and Staff Currently at GVSU

Procedures

The Diversity Committee decided to invite all tenured, tenure-track, and visiting faculty, as well as all AP and COT staff to participate in the survey for those currently working within CLAS. The Committee wanted to investigate whether individuals who considered themselves to be members of minority groups (e.g., Asian females) had perceptions of issues related to diversity that were different from individuals who were not members of minority groups (e.g., Caucasian males).

On November 1, 2005, a total of 588 CLAS faculty and staff members received an email invitation to participate in the survey. The survey was available on-line through the CLAS website November 1-15, 2005.

Response Information

A total of 303 individuals responded to the survey for those currently employed in CLAS. The specific self-identification of respondents appears in the tables below.

Race	Number of Respondents	Percent of Total Respondents
African American/Black	6	2%
American Indian/Alaskan Native/Aluet	2	0.7%
Arab/Arab-American/Middle Eastern	2	0.7%
Asian/Pacific Islander	14	4.6%
Chicano/Latino/Hispanic	10	3.3%
Multi-racial	6	2%
Other Minority Race/Ethnicity	18	5.9%
White/Caucasian	245	80.9%

Gender	Number of Respondents	Percent of Total Respondents
Female	117	38.6%
Male	186	61.4%

Disability	Number of Respondents	Percent of Total Respondents
Disabled	8	2.6%
Not Disabled	295	97.4%

Sexual Orientation	Number of Respondents	Percent of Total Respondents
GLBT	18	5.9%
Not GLBT	285	94.1%

The overall response rate for the survey was 51.5%. The response rate for various faculty and staff groups appears in the table below.

Position	Number of Responses Invited	Number of Responses Received	Response Rate
Faculty (tenured/tenure track)	428	220	51.4%
Faculty (visiting)	100	36	36%
Staff (AP & COT)	60	47	78%
Total	588	303	51.5%

Methods of Analyses

The Committee considered responses to “scaled 1-10” items to be “qualitative data with numerical response (Likert Scale)”, while they considered respondent’s written comments to be “qualitative data with non-numerical response.”

Analysis of Qualitative Data with Numerical Response (Likert Scale). The Committee analyzed the qualitative data with numerical response (Likert Scale) by using a Chi-Square Test of Independence. The independent variable within each group was “gender” (i.e., female/male) while the dependent variable varied. More specifically, the dependent variable was the primary focus of each question. Thus, the dependent variable changed for each item of interest. A p-value less than 0.05 was considered to be statistically significant.

Numerical responses were classified as “disagree”, “neutral”, “agree”, or “strongly agree”. The basis for this classification appears in the table below.

Classification	Likert Scale Number
Disagree	1 - 3
Neutral	4 – 6
Agree	7 – 9
Strongly Agree	10

The total number of Caucasian respondents comprised approximately 81%, or 5/6 of the population surveyed. In an effort to preclude the perceptions of the Caucasian respondents from overshadowing the perceptions of respondents in other racial and ethnic groups, the Committee sub-divided the respondents into two groups, “Caucasian” and “Other Race”. Committee members thought this sub-division would help in presenting the most accurate description of current perceptions of issues related to diversity within CLAS.

It is important to note that the group “Other Race” was comprised of individuals who identified themselves as members of various racial and ethnic groups other than “white/Caucasian,” such as African-American/Black, Arab/Arab-American/Middle Eastern. The sample size for each of these racial and ethnic groups (N = 2 – 14) was too small for the purpose of data analysis. Similarly, the sample sizes for those who self-identified as “disabled” (N = 8) or as GLBT (N = 18) were too small to conduct a statistical analysis. The views of some specific racial and ethnic groups, as well as those of GLBT were represented in the qualitative data with non-numerical response. No specific references to disabilities were made in the non-numerical response data.

Analysis of Qualitative Data with Non-Numerical Response. The Committee analyzed the qualitative data with non-numerical response by using a “Grounded Theory” approach. This method of analysis involved looking for themes in the data. The themes were suggested by the comments of many respondents, as well as by the comments of only a few of the respondents. The substance of the comments was of utmost importance.

Actual percentages were not calculated for the frequency of comments related to specific themes. After themes were identified, they were referred to as being suggested by “many,” “several,” “some,” and “few.” Approximate percentage ranges for each reference appear in the table below.

Reference	Approximate Percentage Range of Respondents Commenting on Issue
Many	50% or more
Several	25% - 49%
Some	10% - 24%
Few	Less than 10%

Results

The results are organized into six major sections based on the areas surveyed. Within each section, results are reported from both qualitative data analyses. Please see Appendix C for the complete analysis of the qualitative data with numerical response (Likert Scale). Please see Appendix D for the complete analysis of the qualitative data with non-numerical response.

The reporting of the results in the following sections is not limited to noting whether findings were statistically significant. When committee members examined the

qualitative data with numerical response (Likert Scale) with respect to statistical significance only, they saw rather fuzzy descriptions of respondents' perceptions. When committee members looked beyond statistical significance to percentages associated with particular responses, more clear descriptions or perceptions emerged. However, when committee members paired statistical significance and percentages with results of the qualitative data with non-numerical response, the clearest description of respondents' perceptions was obtained. This latter approach characterizes how results are presented in the following sections, as appropriate.

Please note, respondents' comments are presented exactly as they were written on the survey. This was done in an effort to allow respondents to speak for themselves. No typographical or grammatical errors were corrected.

Respondents' Background at GVSU

An overwhelming majority of respondents identified themselves as "Caucasian" (80.9%). Similarly, a majority of respondents identified themselves as "male" (61.4%).

The data showed that the majority of Caucasian females (55.1%) and males (51.7%) have been employed at GVSU for over six years with a close minority (females - 44.9%, males - 48.3%) having been here six years or less. A similar situation was true in reverse for Other Race respondents. A minority of Other Race females (41.2%) and males (47.5%) have been employed at GVSU for over six years while a less close majority (females – 58.8%, males 52.5%) have been here for six years or less. Although the differences in the lengths of time that respondents have been at GVSU is not statistically significant for any group, it is important to note that a rather large amount, approximately 6/10, of Other Race females have been employed at GVSU for six or less years.

With respect to position at GVSU, more Caucasian males (87.7%) reported being employed in faculty positions than did Caucasian females (74.7%). Conversely, more Caucasian females (25%) than males (12.3%) indicated they were employed in staff positions. The results for Caucasians with respect to position were statistically significant ($p = 0.0045$).

The same was not true for Other Race respondents. Whether female (88.9%) or male (95%), an overwhelming majority of Other Race respondents reported being employed in faculty positions. Very few Other Race females (11.1%) and males (5%) indicated they were employed in staff positions, AP or COT. These results documented that Other Race individuals have primarily been employed in faculty positions within CLAS.

Additionally, the data showed that $\frac{2}{3}$ – $\frac{3}{4}$ of all respondents lived in areas other than Grand Rapids. Their reported place of residence was primarily the Grand Haven area, Holland, and the Lake Shore. The majority of respondents indicated neutrality on whether their place of residence contributed to their sense of belonging at GVSU. However, approximately $\frac{1}{4}$ of all respondents indicated that their place of residence did not make a positive contribution to their sense of belonging. Respondents' comments did not provide insights into this issue. Some comments referred to West Michigan as

being “lily white.” However, no specific information was provided as to how this characteristic influenced one’s sense of belonging. It may be helpful to further investigate how and when one’s community influences their sense of belonging at GVSU.

Initial Perceptions of Diversity at GVSU

The majority of respondents, Caucasian (58.2%) or Other Race (63.2%), indicated they were neutral on the issue of initially perceiving GVSU as appealing with respect to faculty and staff diversity. There were three main reasons offered for this view. Several respondents explained their neutrality by communicating that they did not initially consider issues of diversity because “they just wanted the job.” Some respondents explained that diversity was not an issue when they were hired in the 70’s and 80’s. Additionally, some respondents commented that they were okay with a lack of diversity. This latter view is conveyed by the following representative comment.

I recognized GVSU as being very "white" in both its faculty AND student make-up. However, since I was born and raised in the US, the whiteness of the university did not phase me, but I was and still am quite aware of it. Also, I don't see the lack of diversity as a positive or negative issue, I just accept it as the way it is here. No big deal.

Approximately 1/9 – 1/5 of all respondents indicated they did not find GVSU appealing with respect to diversity at the time of their interview and initial employment. This was particularly true for Other Race males (20.5%) and Caucasian females (19.2%). Although these findings are not statistically significant, they are too large to be overlooked when trying to identify issues of diversity in CLAS.

Respondent’s comments provide some insights into why individuals may have initially found GVSU unappealing with respect to faculty and staff diversity. Their comments focused on five main areas: (1) the nature of universities, (2) the nature of departments, (3) race, (4) gender, and (5) sexual orientation.

With respect to the nature of a university, some respondents explained they expected GVSU to be diverse because it is a university. These respondents explained that universities are known to be diverse places with respect to a variety of perspectives – intellectual ideas and practices, race, ethnicity, gender, religious beliefs, sexual orientation of individuals, and etc. Several of these respondents also communicated that they were surprised when they found GVSU did not meet their expectations of what a university should be with respect to diversity. The following two comments are representative of the views expressed by many on this issue.

1. I assumed (incorrectly) that a state university would not support so many conservative christian religious views/events/prayers, etc. I was really shocked by the racism and homophobia that I first found here, as well as the push towards attending christian church events.
2. If you are talking race and gender it was not an issue. If you are talking about diverse intellectual stimulation it was a major factor.

With respect to the nature of departments, several respondents commented that some departments naturally require lots of diversity while others do not. A few of these

respondents provided the following example to illustrate their view. They suggested Modern Languages & Literature requires lots of diversity and Anthropology does not. Additionally, several respondents questioned why there was not more racial and ethnic diversity in departments that are typically known for having a great deal of diversity. A few respondents referred to Mathematics when communicating this view.

With respect to race, some respondents commented that they did not see many faculty, staff, and/or students who appeared to be from different racial or ethnic groups. Several respondents commented that they hoped the “whiteness of GVSU would change.”

With respect to gender, several respondents reported questioning (inwardly and outwardly) the presence of females in departments. They questioned whether there was a balance of females and males in the department. They also questioned if there were other female faculty in the same department and if they were the first female faculty member in a particular department.

With respect to sexual orientation, several respondents commented that they were concerned about GLBT issues after they viewed GVSU’s website and examined information related to benefits. These individuals communicated that the lack of benefits for same-sex partners left them questioning whether they would be valued as a person in the eyes of the university.

Thus, respondents’ initial perceptions of diversity at GVSU appeared to be based in large part on something they could readily see – race, gender, written information about benefits. However, after being at GVSU for a short time, issues of diversity with respect to things not readily seen began to emerge (e.g., homogeneity of intellectual ideas and practices, treatment of individuals who are different in some way). Both points should be considered when undertaking initiatives to increase faculty and staff diversity in CLAS.

Views of Diversity and Professional Work in CLAS and at GVSU

The results in this section are organized into five subsections. The subsections are based on various groups that may have had differing influences on respondent’s perceptions of how they felt respected, valued, and supported in their professional work.

Respected and Valued by Students. Regardless of race, a majority of respondents indicated they felt respected, valued, and supported in their professional work by students at GVSU. Approximately 2/3 – ¾ of the females and males in each group indicated agreement on this issue. However, there were some differences in opinions that proved statistically significant. When looking at gender within each racial group, more Caucasian males (78.6%) than females (67.6%) indicated they felt valued and respected by students ($p=0.032$). When looking at race within gender groups, more Caucasian males (78.6%) than Other Race males (70%) indicated agreement on the issue ($p= 0.046$). Both of these latter results were statistically significant.

Only a few respondents commented on how they felt respected and valued by students. These responses focused on students' acceptance of differences. As one respondent commented,

I have found the students here to be very accepting of me and the ways in which I am different from them. Their acceptance has been remarkable.

Unfortunately, a large portion of the respondents did not share the view expressed by the colleague above. Approximately $\frac{1}{4}$ - $\frac{1}{3}$ of all respondents indicated they were neutral or disagreed on the issue of feeling respected and valued by students. Disagreement and neutrality was highest among Caucasian females and Other Race males but still strong for Other Race females and Caucasian males.

Respondents' comments related to how they did not feel respected and valued by students focused primarily on the following four areas: (1) students' lack of intellectual motivation and interest, (2) students' intolerance of individuals' differences, especially with respect to gender, race, ethnicity, religious beliefs, and sexual orientation, (3) students' sexist and harassing behaviors, and (4) ways students' views on issues of diversity influence their responses on course evaluations, which at times has had an adverse effect on personnel decisions (i.e., yearly review, contract renewal, promotion, tenure). The following comments are representative of respondents' views on these issues.

Lack of Intellectual Motivation

1. Students here don't seem to grasp the true nature of university study and academic endeavors. In fact, there seems to be a strong anti-intellectual streak running through the student body as a whole (with some very noteworthy exceptions).
2. As for students, sometimes I feel they are angry and/or resistant when I push them to think or dig more deeply.

Intolerance of Individuals' Differences

3. There is little understanding of the concept of "separation of church and state" at GVSU. Non-believers must endure prayer and religious music at events like Convocation; non-believers routinely receive negative comments from students who feel "disrespected" if their faith-based assertions are not accepted wholesale; non-believers are scolded by colleagues for resisting "bringing Jesus into the classroom" or embracing "spirituality" as a component of public, higher education. I am appalled at the way in which religion--particularly evangelical Christianity--is promoted on this campus.

Sexist and Harassing Behavior

4. Students, particularly male students, seem to afford more respect (at least initially) to male faculty members, especially in my area of specialty (mathematics). For example, they routinely address their female professors as "Mrs." or "Ms.," while their male professors (whether they possess a terminal degree or not are called "Dr.") Our new dean doesn't seem to understand or value our field of study.
5. Constantly I feel it difficult to teach at GVSU as a young Asian woman. I don't feel myself respected as a faculty member by my students here as what I felt as a graduate teaching assistant before. For students here who don't know a lot about the outside world, they would pay more attention to my accent rather than my overall teaching performance. I met a few students on campus who refused

to greet to me back after I greeted to them first, while at the same time they would greet to my colleagues beside me. Those students were doing well in my class, and we didn't have any issues. I was harassed by one student's racial and sexual written statement in my second semester here. Ironically that student was in my class one semester before with a final grade of A. I felt vulnerable at that time: There is not a support group that I could ask for help. I could choose to file a complaint to DSO, but that would be a long fight, and I would need to live with that harassing statement for a while which would constantly hurt me during that process. My department chair helped me on this, but, as a white male, he didn't quite understand the intense pain as what I experienced. What I learned is that I have to be tough and even callous to teach here, so I wouldn't be bothered by the resistant attitudes from some students. One of my friends who taught here before told me that she enjoyed teaching her current school where students could appreciate her color and cultural background much better than here.

Course Evaluations

6. I believe that as a person of color, the students and staff to a lesser extent, are the biggest obstacle to my "feeling valued." I believe our student body needs "educating" on the equal abilities of people of color. They always assume that we are not as "bright" as our white colleagues. They second guess our exams and ask our fellow faculty for clarification. While second opinions are worthwhile in medicine, for a faculty teaching an introductory class, it is insulting and sometimes deliberate. The students carry these feelings into their teaching evaluations. We need to put an end to this "eugenics" mindset in some of our young people in west Michigan.

Comments such as those above suggest initiatives should be taken to educate students about their role and responsibilities in learning within a university environment. Perhaps more importantly, initiatives should be taken to educate students about the importance of diversity and respecting diversity. Such initiatives may result in all faculty and staff feeling respected, valued, and supported in their professional work in CLAS, in specific, and GVSU, in general.

Respected and Valued by Colleagues in Unit. A large majority of females and males within each racial group indicated they felt respected, valued, and supported in their professional work by colleagues within their unit or department. Approximately 2/3 – ¾ of Other Race males (65%) and females (72.2%), as well as approximately 81% of both Caucasian females and males indicated agreement on this issue. These results were not statistically significant. However, one other comparison did prove to be statistically significant. When comparing the agreement opinions of the two groups of males on this issue, the differences in perceptions of Caucasian males (80.5%) to those of Other Race males (65%) was statistically significant ($p=0.002$)

Only a few respondents offered comments related to ways they felt respected and valued by colleagues within their unit. The majority of these comments were general in nature and said little more than that they felt respected and valued by colleagues. Some respondents further communicated that there was a sense of collegiality within their department.

As with many of the issues surveyed, a large portion (approximately 1/5 – 1/3) of the respondents indicated they disagreed or were neutral on the issue of feeling

respected and valued by colleagues in their unit. Disagreement and neutrality was highest among Other Race males (35%) and females (27.8%). Approximately, 19% of Caucasian females and males disagreed or were neutral on this issue.

Respondents' comments on ways in which they did not feel valued and respected by colleagues focused on the following six areas: (1) other colleagues' discriminatory treatment of them as a person, especially for those who are different with respect to gender, race, ethnicity, religious beliefs, and sexual orientation, (2) colleagues not valuing one's teaching because s/he engages in different pedagogical practices, (3) colleagues not valuing one's field of teaching, (4) differences in views of colleagues as to whether traditional research or non-traditional forms of scholarly activity were of more value, (5) colleagues communicating that one's personal scholarly activity, whether traditional research or other activity, was not of value, and (6) colleagues making negative distinctions between visiting faculty and tenured/tenure track faculty. The following comments are representative of some of these views.

Discriminatory Treatment

1. Students and some colleagues continue to be sexist--expecting female faculty to be nurturing, docile, sympathetic. Similarly, some students, faculty, administrators remain hostile to LGBT individuals. Of course, many at GVSU pay lip-service to "acceptance," but discrimination tends to be the order of the day.

Pedagogical Differences

2. I have frequently not felt valued by colleges in my department. Some faculty appear to think that there is one way to do things and if you do not do them the way that they think is appropriate, your way is wrong or inferior. Also, it seems that there is a sense of distrust among faculty at GVSU.

Value of Teaching Field & Scholarly Activity

3. Some of my unit colleagues do not value the field in which I teach, seeing it as less than scholarly--this is systemic problem with the humanities.
4. My scholarship is in areas of diversity and race, which is often the topic of classes I teach here. Students are often resistant to these ideas, especially when asked to examine their own white privilege. Hence, evaluations are sometimes lower. With the over-reliance on evaluations for tenure and promotion decisions, I do not feel supported in my work. I feel that people are very interested to discuss my scholarship, but when it comes to the fact that my scholarship sometimes makes students uncomfortable and challenges their ideology and understanding of the world, well, then I should just leave it alone. "Don't rock the boat," is the message I get from colleagues.

Visiting Faculty

5. I am a visiting faculty. I think visiting faculty, adjuncts and similar ranks are not as much respected as they should be. There is a stereotype working in the academic world against such ranks.

Respondents' comments related to the issue of perceived respect and value by colleagues suggest initiatives need to be taken to educate faculty and staff about the importance of respecting and valuing all types of diversity. Such initiatives should also help faculty and staff examine ways that stereotypes influence colleagues' ability to work together in productive ways.

Respected and Valued by Unit Head. The majority of females and males within each racial group indicated they felt respected, valued, and supported in their professional work at GVSU by their unit head. Amongst Caucasians, an overwhelming majority of approximately 83% of both females and males indicated agreement. The percent of agreement was somewhat different for Other Race respondents. Whereas 70.6% of Other Race females indicated agreement, only 51% of Other Race males indicated agreement on the issue. When comparing the views of the two groups of males, the differences in opinion about agreement of Caucasian males (86.8%) and Other Race males (59%) was statistically significant ($p=0.000$).

Respondents provided few written comments related to ways they felt respected and valued by unit heads. Most of the comments provided were a restatement of the issue "I feel respected, valued, and supported by my unit head." Only one comment mentioned a particular unit head (Jo Miller, English) but did not elaborate on the ways this person helped the respondent feel respected and valued. Due to both the paucity of comments and the generality of comments on this issue, no conclusions can be drawn about ways that unit heads help faculty and staff feel respected, valued, and supported in their professional work.

The percentage of respondents who indicated they were neutral or disagreed on this issue warranted a closer look. Whereas approximately 1/5 of Caucasian females (17.4%) indicated neutrality or disagreement on the issue, 29.4% of Other Race females and 41% of Other Race males disagreed or were neutral. It is important to note that 1/4 of Other Race males (25.6%) indicated they disagreed – they did not feel valued, respected and supported in their professional work by their unit head.

As was the case with positive comments on this issue, respondents provided very few comments about ways in which they did not feel respected, valued, and supported by their unit head. The comments that were offered focused primarily on the following three areas: (1) unit head's lack of financial support for female faculty requesting travel funds, (2) unit head's lack of support for faculty when dealing with issues of student harassment and other difficulties with students, and (3) unit head's intolerance of individuals' differences, especially with respect to race, ethnicity, and sexual orientation. The following comments are representative of the views expressed by those who commented on this issue.

Travel Funds for Female Faculty

My UH seems to question giving money for travel, etc. more when it is a woman faculty member. I never hear him question giving money to male members of the faculty.

Dealing with Student Harassment & Other Issues

If the university really cared about diversity, a zero tolerance policy would be implemented. I have had to put up with quite a bit of student harassment and have not been backed up by my unit head.

Intolerance of Individuals' Differences

My former chair spoke openly to members of the dept. about his intolerance of gays and his unwillingness to have faculty participate in any campus activities where students would be discussing their sexual orientation or attend events such as National Coming Out Day. I was afraid, and still am to some extent, to display my own

participation in these events/ groups - i.e I go but do not hang posters on my door, etc.

As evidenced above, comments related to the ways in which individuals felt a lack of respect and value by unit heads was strong. This fact coupled with the fact that approximately ¼ of Other Race males indicated they did not feel respected and valued by their unit head suggest that further investigation is needed into issues of diversity with respect to unit heads. Additional investigation may reveal ideas for appropriate initiatives.

Respected and Valued by Leadership in CLAS. Only a slight majority of Caucasian males (54.4%) indicated they felt respected, valued, and supported in their professional work at GVSU by the leadership in CLAS. A strong minority of Caucasian females (47%) and Other Race males indicated agreement on the issue. Other Race females were equally divided between agreement (50%) and disagreement/neutrality (50%). Approximately 1/3 – 2/5 of females and males within each group indicated neutrality on the issue. Furthermore, approximately 1/6 of Caucasian females (15.3%), Other Race females (16.7%), and Other Race males (15%) indicated they did not feel respected and valued in their work by the leadership in CLAS. These results were not statistically significant.

Respondents offered very few comments related to the ways they felt respected, valued, and supported in their professional work by the leadership in CLAS. These comments referred more to college policies and support for professional development than actions of the administration. The views expressed were similar to those in the following comment.

I find the college policies to be fairly supportive of professional development. Not only do the resources exist, but the college does a nice job of educating faculty regarding available resources. In regard to the student body-- I do note shifts from my previous institution and GVSU.

In contrast, respondents offered numerous comments about ways they did not feel respected, valued, and supported in their professional work by the leadership in CLAS. The comments focused primarily on the following four areas: (1) the leadership in CLAS making decisions with little or no input from faculty, (2) the leadership in CLAS not acknowledging and accepting a broad definition of scholarly activity and achievement, (3) lack of support from the leadership in CLAS on racial matters and discriminatory complaints, and (4) the leadership in CLAS knowing only individuals who serve on CLAS committees and task forces while making little effort to get to know other faculty.

The following are representative of the comments shared by many respondents with respect to concerns about the leadership in CLAS and issues of diversity.

Making Decisions

1. I have been involved in at least three instances where the administration went over the heads of our faculty and made a contrary decision regarding issues relevant to pedagogy.

2. I feel comfortable with my students, colleagues, and staff. However, in my opinion the CLAS administration and the Provost do a very poor job providing direction and support for faculty. It often feels as if we are micro-managed and decisions are made with little input or consultation with the affected faculty.

Definition of Scholarly Activity & Achievement

3. Since the CLAS College has formed, it has seemed that the CLAS Dean does not respect the broad definition of professional and scholarly work that had been in the Divisional Structure, and that he does not trust my department's opinion on what is valuable in our field. This has affected both salary recommendations and other personnel related issues.

Racial Matters & Discriminatory Complaints

4. I do not feel respected or supported by the dean of CLAS. This past year I endured a racial discrimination complaint by one of my colleagues that was frivolous and libelous. Dean's Antczak's response to this situation, both when it was being resolved, and after the university rendered a decision, left me feeling that he did not value my presence as a colleague. I have no confidence in him as a leader nor as a colleague.
5. I feel Dean A. has made decisions which overly react to race.

Knowing Identity

6. There is very little effort by the administration to know the faculty on a personal basis. Those who like to serve on committees become known to the administration, but there is generally little effort to know or reward faculty's research and professional achievements outside one's unit.

Comments such as those expressed above suggest a close examination is needed of how decisions are made in CLAS and vested parties involvement in and understanding of the decision making process. These comments also suggest discussions should occur between faculty and the leadership in CLAS with respect to how scholarly activity and achievement are and/or should be defined within the college.

Respected and Valued by GVSU as an Institution. The findings on this issue were similar to, but slightly more favorable than findings related to perceptions of the leadership in CLAS. A slight majority of Caucasian females (54.1%), Caucasian males (53.6%), and Other Race females (55.5%) indicated they felt respected, valued, and supported in their professional work by GVSU as an institution. However, only a minority of Other Race males (45%) indicated agreement on the issue. Approximately ½ of all respondents indicated neutrality or disagreement.

Respondents provided few comments addressing how they felt respected and valued in their work by GVSU as an institution. The positive comments focused primarily on financial and physical resources provided in support of individual's work. The following comment conveys the breadth and depth of support received by some individuals.

GVSU has been very supportive to my professional work. I have received grants, been tenured, and had a building built and designed for my program based on a proposal I wrote. My work has been commissioned and purchased by the university. I am adequately salaried and have a good budget for the program I head. My

experiences with working with faculty and staff in all departments and aspects of work have been professional, supportive, and mutually respectful. The work culture here is outstanding.

Respondents offered many comments related to the ways they did not feel respected, valued, and supported in their professional work by GVSU as an institution. These comments focused primarily on eight areas of concern: (1) central administration making decisions with little or no input from faculty, (2) perceptions that the focus of work is departing from the University's mission - shifting from teaching to research, (3) lack of support for personal research efforts, (4) lack of recognition for professional achievements and the negative ways the achievements of minority faculty are highlighted, (5) overly high workload expectations in the area of service for all faculty but especially for faculty of minority racial and ethnic groups, (6) discrimination in salary issues for several groups – females and males, faculty within the same department, faculty across CLAS, and COT, (7) lack of professional development for COT, and (8) lack of support for individual differences, especially with respect to gender, race, ethnicity, and sexual-orientation. These concerns were expressed in the following comments, which are representative of the views shared by many.

Decision Making

1. As an institution, I think that GVSU has a rhetorical commitment to respecting/valuing/supporting faculty. when it comes to allocating resources and setting priorities, however, it seems to me that there is a gulf between rhetoric and reality that grows wider as one considers progressively higher levels of the university administration.
2. The institution seems to be disconnecting from the faculty and staff regardless of their race or gender. Decisions in general are made based on the bottom line leaving many feeling overlooked rather than empowered.

Shift from Teaching to Research

3. I came to GVSU because of its commitment to teaching, but recently the university seems to be focusing more on research.
4. I feel that in the past several years both our department and CLAS is pushing harder and harder on research. For a university touted as a "teaching institution," there is a unwillingness to value teaching and a growing overemphasis on research that is inconsistent with the university stated values and mission. Also, the willingness to value high quality, but nontraditional (as in, not journal publication) research attracted me to GVSU. This perspective appears to be disappearing.

Support for Research Efforts

5. Given that work and recommendations within committees at the unit, college, and university level are sometimes ignored, it would lead one to believe that sometimes the hard work is not respected or valued. Currently, we are asked to be scholarly in research, but are given little support (research space, time, etc.) to conduct such research.
6. There seems to be a healthy amount of rhetoric around the valuation of the scholar teacher, but little institutional support for scholarship, especially for the time needed relative to unit teaching and service demands.

Recognition for Professional Achievements

7. As a mixed race man posing as a white man I feel that the administration does not value my contribution. It is evident in my salary and in other things. For example, some of my (and my students') accomplishments are worthy of note in the "success stories" on the GVSU web page. In point of fact only black and other American minorities are represented there. Yes, there are a few token white faces. On the one hand, as half Indian I find such treatment of minorities patronizing and reprehensible. On the other hand I feel that the many great accomplishments of white colleagues are being neglected. The implication of "success stories" is this: most minorities are not successes so that we much highlight and showcase them like precious jewels. It is not the case that most minorities are failures and to assume so by giving a disproportionate weight in this fashion is false, racist and patently offensive.
8. The university asks a lot of faculty compared to other institutions with which I am familiar....there does not seem to be a reward system that reinforces the amount of work many do. For example, committees and task forces convened, producing products that are not acknowledged.....this from the provost level on down. Another example...United way campaign....captains must be at breakfast hosted by the President to "win" a prize...but some of us are teaching during the event so we cannot have access to the reward for our work. There are many more examples...
9. Dean's recognition at beginning of year convocation – much appreciated. Letters of appreciation from dean/provost/dept. chair for service – this is something President Lubbers did for faculty whenever there was something about them in the forum...It was a nice touch and much appreciated. We are bigger, but seems like this could be done somehow.

Service Expectations

10. Many committees at GVSU have explicit requirements that they include minority faculty members. These requirements were, I believe, well meant, but in practice they are a direct form of discrimination against our minority faculty members. These faculty, because of their scarcity and the minority-member requirements, are required to perform more committee work and given less freedom to choose the kinds of service they do. But they face exactly the same expectations for teaching and scholarship as their white colleagues. An argument that at evaluation time recognition of this extra service will compensate for lower performance in teaching and scholarship is inadequate for two reasons. First, it is distasteful in itself; all our faculty should have the same opportunities to pursue excellence in teaching and scholarship, and to say that we do not expect our minority faculty to perform as well as others reeks of tokenism. Second, it fails in practice. In twenty years of observation of academic behavior, I have never seen anyone denied tenure because of unsatisfactory service, while I have seen tenure denied more than once for unsatisfactory performance in either teaching or research. Even outstanding service records are unable to compensate for weakness in the other areas. In my view these extra service requirements on minority faculty are the most important form of institutional discrimination at GVSU.
11. Stop inviting me to join groups or participate in receptions that are for people of color only (or mainly). This is a form of segregation that does very little to influence the perceptions that already separate us. More efforts should be made for inclusivity.

12. If time-load is an issue (i.e. where minorities are being asked to sit on lots of committees) then that should be addressed by unit heads so that they do not over-burden these faculty... if all faculty need two committees, then all faculty sit on two – regardless of their gender, racial background, etc. Don't make diversity look like a bad thing – don't single them out.

Salary Issues

13. In general, I do feel that the university values me as a person and as a contributor to our community. However, I also know that I make significantly less money than do professors in some other departments. It's more difficult to feel equally valued when some people's work is obviously considered to be of greater value than your own.

Professional Development for COT

14. Professional development for faculty and A/P staff is sponsored by the university. Office staff are given "fluff" development by the development committee, such as how to manage stress. Where is the leadership by the university for the office staff? Where is our excellence series like the faculty/ap staff gets? We want real professional development. If I haven't learned to handle stress by now I should commit myself to another kind of institution.

Support and Respect for Individual Differences

15. Negative comments or attitudes about race, gender or sexual orientation should not be tolerated or supported in anyway, especially by Dept. chairs or those with leadership roles. The more open the Leadership is to discussion, the better. I'd love for CLAS to take an active role in stating that the university's lack of partnership benefits is a "negative" aspect to employment here and that this DOES indeed have an effect on making faculty feel welcome, supported, etc. I believe it also has may effect our ability to hire and retain a diverse faculty.
16. I believe that currently GVSU exploits their "traditional minority" faculty by requiring minority representation on all committees. I think that if any person really wants to be on a committee and feels they have something to offer then they should be encouraged to do so. However, I do not agree with requiring people to be on a committee because of the color of their skin. We have a number of people at GVSU who can represent diverse views, not just "traditional minorities". For example, what about faculty members that come from other countries in Europe?
17. Again, the poor maternity policies, especially since becoming included in CLAS are clearly unsupportive of female faculty.

Comments such as these suggest that issues of faculty input in decision making at all levels should be investigated and addressed, as should issues of equitable salaries. These issues should be addressed in ways that involve serious input from faculty and staff. Additionally, more positive acknowledgements for the work of all individuals should be made by the upper level administration. Furthermore, the University should be more sensitive to the ways in which the work of faculty and staff are highlighted and the message this communicates to the University community and the community at-large. The University should also closely examine its policies and practices to determine how they do or do not provide support and/or show respect for individual differences from a variety of perspectives.

Disparities in Personnel Matters

The majority of respondents indicated they were neutral on issues related to disparities existing in personnel matters (i.e., employment, compensation, promotions and transfers, and resignations). However, there were two exceptions. Only a minority of Other Race males indicated neutrality on the issue of disparities existing in employment (39.5%) and promotions and transfers (43.2%). Most respondents commented that they had no basis for judgment in this area.

The difference of opinion between females and males in both groups was statistically significant for issues of disparities in compensation ($p = 0.0065$ – Caucasians, $p = 0.019$ – Other Race), as well as promotions and transfers ($p = 0.0165$ – Caucasians, $p = 0.012$ – Other Race). Additionally, the difference in opinion of Other Race females and males on the issue of resignation was statistically significant ($p = 0.047$ – females, $p = 0.018$ – males). In the areas of employment, compensation, and promotions and transfers, approximately 1/5 – 1/3 of Caucasian females, Other Race females, and Other Race Males indicated they thought disparities existed.

Respondents' comments provided some insights into their concerns related to disparities in personnel matters.

With respect to Compensation, four primary concerns were expressed: (1) several thought women are paid more than men, (2) several thought minority faculty are paid more than their Caucasian colleagues in an effort to keep them at GVSU, (3) some thought that women and minority faculty are paid more than others even when they are not as highly qualified, and (4) some thought that COT have to fight for pay increases and that they are discriminated against by receiving very small raises.

With respect to Employment, two primary concerns were expressed: (1) Some respondents thought that minority and women faculty are "exploited", and (2) some thought minority faculty were treated in hostile ways at the university.

With respect to Promotions and Transfers, one primary concern was expressed. Some thought student course evaluations were used in negative ways in personnel decisions. These respondents commented that the evaluations are known to contain biases, especially when students' background and beliefs are different from those of the instructor.

The following comments are representative of the concerns related to personnel matters that were expressed by many.

Compensation

1. I think if you are a member of a diversity "group", you get higher pay, simply because GVSU wants you to stay here.
2. I've been here 18 years, and I have seen discrimination along gender and racial lines in yearly raises. Many of this was years ago, but with our percentage increases for raises, this doesn't go away for those discriminated against years ago. The situation for new faculty is improving; I haven't seen this same sort of thing lately.

Employment

3. Women are still paid less than men; Minorities are placed on many committees - such as search committees (what purpose that serves I don't know because search committees do not have access to that personal background) - are minorities more sympathetic? How is that justified? That rule does not support equal treatment of faculty because women and minorities are "exploited". I would want someone with an invested interest in hiring a highly qualified person on that search committee than someone who is merely filling a "minority rep" seat. Lastly, hiring should be based on qualifications, not background (white, African-American, male, female, etc.)
4. Minorities are more likely to leave GVSU because of hostility from students and general lack of diversity at the university. I have known people to leave for these reasons, and it's a shame that GVSU has lost these valuable faculty members.

Promotions & Transfers

5. Student evaluations are so powerful in personnel decisions and yet we ignore all the data about how influenced those evaluations are by stereotypes about race, gender and nationality. That puts faculty, especially international faculty at a great disadvantage, and at both the departmental and unit level, when the issue is brought up, folks seem to agree that it's a problem but not have any idea what to do about it. They continue to weigh student evaluations very heavily.
6. Our tenure and promotion is based on student evaluations and that system is seriously abused by students and misused by faculty. In employment: people hire people like themselves so we are doing a poor job recruiting and retaining minorities. We are doing very well with "white" women so I don't consider them minorities at GVSU. Faculty of color are leaving GVSU for universities and communities that allow them to be comfortable and not always feel like the "fly" in the soup or the "token" minority at the dinner party.

Comments such as these suggest that not only do individuals perceive disparities in personnel matters, but these disparities may underlie individual's reasons for leaving GVSU. This may be especially true for faculty of color.

Aspects Enjoyed at GVSU

Despite respondents' concerns about issues of diversity, approximately 2/3 – ¾ of the respondents in each group indicated there were aspects of GVSU that they particularly enjoyed which they thought contributed to the success of their professional work. Approximately 1/6 of the respondents in each group indicated they were neutral on this issue. Only 5% or less of the respondents in each group indicated there were not aspects of GVSU that they enjoyed. These latter respondents' comments focused primarily on the demands of service and the workload expected of faculty. As one respondent commented,

My workload and responsibilities, while assisting in my abilities here, have had a negative impact on my family life and other areas of my career that have suffered irreparable damage.

A wealth of comments were offered that focused on enjoyable aspects of GVSU that contributed to one's professional success. The comments focused primarily on five main areas: (1) the mission and focus on teaching at GVSU, (2) financial and professional development support for one's work, (3) the collegiality and support of faculty, (4) opportunities for involvement outside one's department, and (5) the students at GVSU. The following comments are representative of the views expressed by many.

Focus on Teaching

1. I like GVSU's emphasis on excellent teaching and its determination to enhance teaching through active scholarship. I also like the fact that "active scholarship" isn't narrowly defined.
2. The emphasis on teaching is a welcome difference to the way that I was educated at MSU, for example. I knew none of my profs and was taught almost exclusively by grad students. GVSU is a very welcome change.

Support for Professional Work

3. Support of scholarship via undergraduate research; travel support for faculty AND for students; support of the scholarship of teaching via the FTLC.
4. 1. Benefits that help me and my family members maintain a healthy lifestyle, and just enough job flexibility to allow me to take care of my family when needed. 2. Professional development for on-the-job training.

Collegiality and Support of Faculty

5. My colleagues are extremely supportive. The common goal of excellence in undergraduate education has forged collaborations that help our students and hence my career.
6. I particularly enjoy working with the majority of my colleagues. The faculty at Grand Valley are wonderfully talented people who are committed to our students and to GVSU. The relatively small class sizes that we offer have allowed me to get to know my students well and provide an excellent learning environment. It is critical to keep this in mind as we continue to grow.

Opportunities for Involvement Outside One's Department

7. If one wants to get involved there are many, many possibilities and outlets for such. I have had the opportunity to connect with other passionate individuals and that sort of exchange has been spectacularly enriching (for example, the teaching circle group).

Students at GVSU

8. Some exceptional students--teaching remains a source of tremendous satisfaction and pleasure. Support for research activities has also been important.

It may be important and helpful to build on aspects that faculty and staff enjoyed when undertaking initiatives to address issues of diversity within CLAS. In so doing, all faculty and staff in CLAS may feel as though they are an important part of GVSU and that they want to make the University their professional home.

Respondents' Recommendations for Actions to be Taken

A majority of Other Race females and males (51-78%) indicated they thought GVSU needed to engage in good faith efforts to address disparities in personnel matters and to help them feel respected, valued, and supported in their professional work. Interestingly, only a minority of Caucasian females and males indicated agreement on this issue. Approximately ¼ - 1/3 of Other Race females and males were neutral while approximately 50% of Caucasian females and males indicated neutrality on the issue. The difference of opinion between Caucasian females and males on the issue of needing efforts to address disparities in personnel matters was statistically significant ($p=0.0375$).

Respondents offered few comments related to views of neutrality and disagreement on the issue of GVSU engaging in initiatives to address issues of diversity. The comments focused primarily on two main areas: (1) perceptions that one's professional work is currently respected, valued, and supported, and (2) perceptions that one's conservative political views and traditional Christian beliefs are not respected when the University engages in initiatives to address issues of diversity. These views were communicated through comments such as the following.

1. I feel pretty respected, valued and supported already; I don't know that great additional efforts are necessary.
2. Both faculty and administration should regard with much greater seriousness conservative positions on political issues and traditionalist religious positions. For starters they could familiarize themselves with such world views. Faculty and administrators should STOP using the university as a vehicle for promoting de rigour progressivist egalitarianism. There is more to life than Fountain Street Church Liberal Protestantism! There really is.

In contrast, respondents offered numerous comments related to good faith efforts they thought should be taken to address issues of diversity at the University to make GVSU a more friendly and inclusive environment for all. In particular, respondents suggested actions that should be taken, made recommendations related to who should assume responsibility for taking the actions, and gave advice about utilizing internal and external initiatives and resources already in place. The following is a summary of respondent's suggestions for actions that are needed.

Definition of Diversity

- Expand the definition of diversity to include differing ideas, beliefs, religion, economics, and social class, as well as differing teaching approaches.
- Accept a broad definition of scholarly work that is aligned with the mission of GVSU.

Responsibility for Actions That Need to be Taken

- Central Administration and CLAS Administration need to assume primary responsibility for initiatives to address issues of diversity.
- The Administration needs to clearly define diversity and stand behind their definition in both words and actions.
- The administration needs to have zero tolerance for discriminatory actions.
- Everyone at the university needs to work to understand and respect the differences and similarities between one another.

Suggestions for Actions to Be Taken

- Take Action
 - Take definitive actions rather than simply talking about diversity.
- Provide Educational Opportunities
 - Educate faculty, staff, and students about diversity issues, particularly the importance of respecting differences. Provide education through workshops, discussion groups, forums, and other face-to-face interactions. Education should be mandatory.
 - Focus on inclusion rather than separatism and tokenism.
 - When providing educational opportunities, consider that some individuals may feel as though their conservative political views and traditional Christian beliefs and values are not respected by the University's focus on diversity.
- Utilize Existing Resources in Initiatives
 - Focus on what makes GVSU a good place. How does everyone work to achieve the mission of GVSU?
 - Engage the work of others both within and outside of GVSU when addressing issues of diversity rather than re-inventing the wheel.
- Provide Support for Particular Groups
 - Provide support group for minority faculty.
 - Provide support for international faculty.
 - Provide support for women faculty (e.g., child care options, flexible scheduling, and equitable maternity leave policy).
- Examine and Address Disparities in Policies and Practices
 - Seriously consider faculty input in decision making at all levels.
 - Reduce the service expectations for minority faculty and/or compensate minority faculty for extra service expectations. Do not single out minority faculty, or any other faculty, this leads to separatism rather than inclusion.
 - Examine issues related to women faculty and take action to provide equal pay for male and female faculty, as well as other benefits and equitable maternity leave policies.
 - Provide same-sex partner benefits.
 - Address student evaluations and student bias towards faculty who are different from them in personnel decisions.
- Examine and Address Recruitment and Hiring Issues
 - Take definitive actions to recruit more diverse faculty and students.
 - Provide departments with timely and needed support in their efforts to recruit and hire diverse faculty and staff.
 - Hire the best qualified person for the position, even if that person is currently at GVSU, particularly in the case of COT.
 - Address role of Human Resources in hiring of COT and temporary employees.
- Outreach
 - Work with the West Michigan community at-large to address issues of diversity.
 - Increase outreach efforts to minority groups in West Michigan, especially to the Latino/Hispanic population.

The following comments convey the importance of taking the actions noted above. They also contain some specific recommendations for initiatives, as well as express appreciation for the opportunity to begin discussing views of issues related to diversity.

1. Define diversity; be bold and take ownership on this issue, don't let any other administrative office push you around on this one. "Diversity" is definitely in danger of becoming a counterrevolutionary tool of administrative double-speak. 2. Survey tenured faculty for issues related to retention; follow up with relevant questions to ask untenured faculty who are in danger of not being retained. Faculty mentoring needs to be re-cast with lessons learned from this info. 3. Make a "survival guide" for new faculty so metro Grand Rapids becomes a help, rather than a liability in retaining diverse faculty. I have my own ideas for this already.
2. Don't lose track of faculty from foreign backgrounds. I have seen such faculty (including white male Europeans) encounter difficulties that Americans and those more familiar with the American academic system do not. We have not always anticipated some of their reactions to these difficulties, and have had to do damage control in situations that might have been avoided if we had had a better understanding of how to support them coming in. We have made some internal adjustments that should help, but the more support we get, the better.
3. There is more to diversity than just race, gender, and religion. Within each ethnic group there are subgroups who do not relate well to one another. If you want to promote brotherhood and goodwill, you need to begin at the lowest levels. If subgroups can't get along with each other, how do you expect them to get along with other races? And what about the diversity that exists between the elevated faculty and the lowly hourly employees, in the minds of some people? This needs to be addressed also. If we are not unified in our mission, how can we succeed?
4. I am glad that someone is asking these questions and providing a means for us to begin talking about diversity in a serious way. I hope the Diversity Committee does something with what they learn and that the administration hears what they have to say and takes actions to make GVSU more diversity and comfortable for all.

Summary of What Was Learned From Survey

Overall Summary

The majority of respondents indicated they felt respected, valued, and supported in their professional work by students, colleagues, unit heads, the leadership in CLAS, and GVSU as an institution. The majority of Caucasian respondents and Other Race females, as well as a minority of Other Race males also indicated they were neutral on the issue of whether disparities existed in personnel matters. Additionally, a majority of Other Race respondents thought good faith efforts should be taken to address disparities in personnel matters and to help them feel more respected and valued in their professional work in CLAS in specific, and GVSU, in general.

Although the majority responded in a positive manner on many issues, the amounts of the majority and minority were quite close on several issues surveyed. This was true for issues such as initial perceptions of diversity at GVSU, feeling respected and valued by the leadership in CLAS and GVSU as an institution, where the majority who indicated positive agreement was only slightly more than 50%.

Throughout the survey, respondents provided few comments explaining how they felt respected, valued, and supported in their professional work in CLAS, in specific, and GVSU, in general. However, respondents provided numerous comments focused on

describing ways they did not feel respected and valued in their work, as well as suggestions for actions that need to be taken to address issues of diversity both within CLAS and GVSU at-large. Three overall themes emerged from the respondents' comments: (1) some respondents have encountered discriminatory treatment and intolerance of individual differences, especially with respect to intellectual ideas and practices, gender, race, ethnicity, religious beliefs, and sexual orientation, (2) there exist disparities in service workload expectations and compensation for females and Other Race males, and (3) there is a need for less talk about diversity and more definitive actions that help everyone understand and respect individual differences.

The perceptions expressed in respondents' comments and the closeness of the majority and minority percentages suggest the concerns of those who are different need to be seriously considered and addressed when engaging in initiatives to address issues of diversity. This is especially true for individuals who differ with respect to race, gender, ethnicity, and sexual orientation.

Other Race Males Summary

Approximately $\frac{1}{4}$ - $\frac{1}{2}$ of Other Race males held opinions that were different from Caucasian males on almost all issues. The same was true when comparing the opinions of Other Race males to Other Race females on several issues surveyed. For many of the issues, the differences of opinion proved statistically significant. The views of Other Race males should be examined more closely to determine initiatives that are needed to help these individuals feel as though they are respected and valued members of CLAS.

Other Race Respondents Summary

Other Race respondents expressed concerns related to the way they were treated by students, colleagues, unit heads, the CLAS leadership, and GVSU as an institution. One primary concern focused on the service expectations of minority faculty. Another primary concern focused on the negative ways minority faculty are used and their work highlighted by the University and image this conveys to the University community and the community at-large.

Females Summary

Females (Caucasian and Other Race) expressed concerns related to compensation with respect to salaries and travel funds. Females also expressed concern about discriminatory comments and treatment they have received from students, colleagues, and unit heads. Additionally, females expressed concerns related to inequities in policies, such as the maternity leave policy.

GLBT Summary

GLBT respondents and supporters of GLBT expressed concerns related to discriminatory comments and treatment they have received from students, colleagues, and unit heads. They also expressed concerns about the lack of same-sex partner benefits and the message this conveys to them regarding their worth as a person and the value of their work to the University.

Actions for Initiatives Summary

Respondents encouraged GVSU, in general, and CLAS, in specific, to take definitive actions to address issues of diversity rather than simply talking about diversity. In particular, respondents encouraged the administration to be bold and take a stand on diversity, have zero tolerance, define diversity broadly, offer same-sex partner benefits, provide education for all faculty and staff in the area of diversity, and provide support that reflects the needs of particular groups of individuals. Respondents also stressed the importance of utilizing existing internal and external resources to effectively address issues of diversity.

Diversity Committee Recommendations for Initiatives

Based on the results of the diversity survey, committee members would like to make the following recommendations for initiatives to be taken to address issues of diversity both within CLAS and GVSU at-large. The recommendations are not listed in any particular order.

- ***Provide Educational Opportunities***
 - Provide more diversity education opportunities for faculty, staff, and students.
 - Education should be progressive in nature and focus on moving from diversity awareness to understanding and respecting individual differences.
 - Appendix E contains a list of available resources that might be utilized to provide the needed educational opportunities.

- ***Diversity Education for All Faculty and Staff***
 - All faculty and staff should be required to engage in “diversity education” activities each year.
 - The requirement for yearly diversity education should come from the Central Administration and/or the leadership in CLAS.
 - Faculty and staff should be required to include in their annual activity/performance reports a list of “diversity education” activities in which they engaged during the year.
 - Diversity education should be defined broadly to include, but not limited to, participating in diversity-focused workshops, reading books on diversity, learning a foreign language, traveling to a foreign country, volunteer activities with groups who are in some way considered to represent diversity, and etc.

- ***Sharing of Diversity Committee Final Report***
 - The Diversity Committee would like to encourage the Dean of CLAS to share its Final Report with all faculty and staff members of CLAS.
 - Follow-up discussion opportunities should be available for all faculty and staff. The discussions would focus on the findings of the Final

Report and be used to initiate open and honest conversations about issues of diversity in CLAS.

- Follow-up discussions could occur through discussion groups and/or Blackboard.

- ***Standing College Diversity Committee***
 - Create a standing Diversity Committee in CLAS.
 - One main purpose of the standing committee would be to collaborate with other committees and university initiatives to provide appropriate educational opportunities for faculty and staff.
 - Another main purpose of the standing committee would be to serve as a resource and source of support for faculty and staff who need and/or want to discuss issues of diversity.

- ***Departmental Strategies for Recruitment & Retention***
 - Each department should be required to report to the Dean of CLAS what strategies they use to recruit and retain a diverse workforce.

- ***Service Workload Expectations***
 - The University, CLAS, and departments should seriously consider the service work expected of faculty, especially minority faculty.
 - Actions should be taken to allow minority faculty to choose their service work like most faculty are able to do. Minority faculty are often “required” to serve on search and other committees because minority representation is required. This constrains minority faculty’s ability to choose how to serve their units and university.
 - Some minority faculty feel or are obligated to engage in particular service activities because they may be the only person in the unit with a particular background. Such service should not be obligatory, but when performed, it should be valued highly in personnel matters.
 - Extra service work of all faculty and staff should be acknowledged and valued highly in personnel matters.

- ***Educating Students About Issues of Diversity***
 - Investigate the effectiveness of requiring all students to take a course focused on the importance of understanding and respecting diversity. Note, the University of Michigan – Ann Arbor requires such a course.
 - If taking a required course on diversity has been shown to be effective in changing students’ beliefs and actions, consider requiring such a course at GVSU.
 - A few courses that focus on issues of diversity are already in existence at GVSU. These courses might be utilized if a decision is made to require all students to take a diversity course.

If change is to happen, everyone needs to assume personal responsibility for addressing issues of diversity. As one respondent commented,

This is the responsibility of everyone. While it is absolutely necessary that the president, provost, and deans provide leadership, it is equally true that faculty must be vigilant in transforming the campus climate.

In closing, members of the CLAS Diversity Committee Task Force would like to encourage everyone to take action to make CLAS and GVSU an inclusive environment where differences are viewed as an asset. Committee members would also like to encourage everyone to continually work to make CLAS and GVSU a friendly environment where all feel respected, valued, and supported in their professional work.