



September 23, 2011

Dear Grand Valley State University Faculty/Staff/Students:

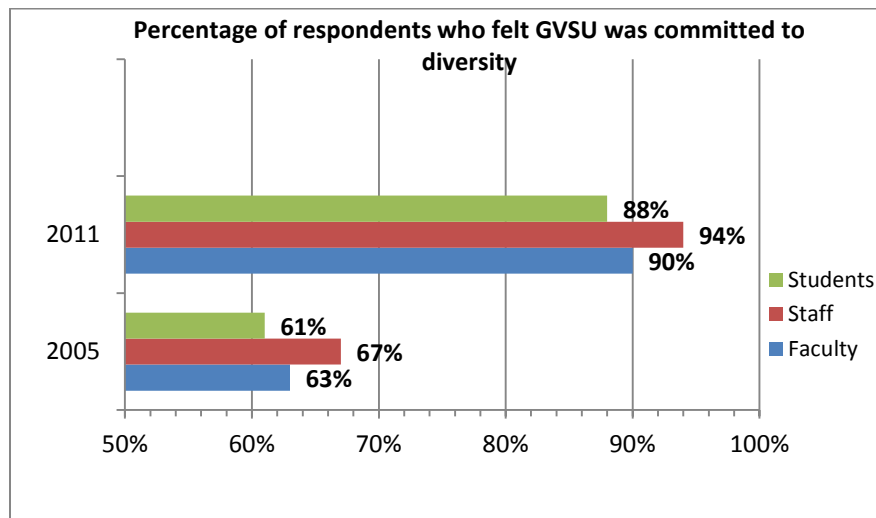
Back in February 2011, all members of the GVSU community were invited to participate in the university's fourth climate study – *myGVSU survey* – in which respondents were asked to indicate what it is like to learn, live and work on campus. The purpose of the study was to provide GVSU with information, analysis, and recommendations as they relate to campus climate. It was conducted as a direct result of goals set in the University's Strategic Plan (2010-2015) as well as its Inclusion Implementation Plan (2008-2011). This information will be used in conjunction with other data from previous climate studies to provide GVSU with direction for further enhancing the inclusiveness of campus.

Dr. Sue Rankin of Rankin & Associates, a recognized expert in conducting university climate studies, served as a consultant to the Climate Study Committee (CSC). The CSC was composed of over 50 GVSU faculty, staff, and students. Phase I of her work focused on assessment tool development and implementation. Phase II covered data analysis. Dr. Rankin has completed her analyses of the findings from the *myGVSU survey* and has prepared a final report (Phase III). Highlights from that report are found in the Executive Summary which follows.

The results include information regarding the respondents' personal experiences at GVSU, their perceptions of climate at GVSU and of institutional actions, as well as their recommendations for change. Thank you to the over 7,500 individuals who responded to the call to participate and over 6,000 respondents who contributed remarks to one or more of the open-ended questions. Our goal was a minimum of 30 percent overall response rate and we reached 29 percent.

Some of the findings highlighted in the summary include that 88 percent of all respondents were comfortable with the overall campus climate. In addition, 76 percent of respondents indicated comfort with the climate in the department/work unit, and 86 percent of faculty and students expressed comfort with the classroom climate. While we

are pleased with these high percentages, the findings also show that some groups on campus (such as People of Color, LGBTQ* individuals, and Women) reported having less comfort with the climate in some areas in relation to their counterpart groups. We will examine these differences more closely as part of the next steps. We were also pleased to find that a higher percentage of faculty, staff, and student respondents felt that GVSU was committed to diversity/inclusion (90%, 94%, and 88%, respectively) compared to a similar question asked with the 2005 climate study (63%, 67%, and 61%, respectively). Clearly, GVSU's hard work in this area is being recognized and we will continue to search for ways to make these percentages rise even higher.



As part of the myGVSU survey, respondents were asked to share about their experiences with a variety of situations. Examples include inquiries regarding harassment (including exclusionary, intimidating, offensive and/or hostile conduct that interfered with their ability to work or learn at GVSU) and sexual assault. Eleven percent believed they had experienced some form of harassment. While any percent greater than 0 percent is troubling, according to Dr. Rankin, the percentage of respondents who reported experiencing harassment at GVSU is lower than the percentage of respondents who report experiences of harassment in similar studies of postsecondary institutions. With sexual assault, two percent of respondents believed they had experienced such behavior while at GVSU. Sadly, according to Dr. Rankin, this percentage is typical for universities similar to GVSU.

Dr. Rankin will provide greater details about her findings and recommendations for the university in three campus meetings. Two meetings are being held on the Allendale Campus on Thursday, September 29: 10 – 11:30 a.m. in KC 2250 and 4 – 6 p.m. in Cook-DeWitt Center. On Friday, September 30, Dr. Rankin will present her findings on the Pew Campus in CHS 119. All members of the GVSU community are invited to attend. Following Dr. Rankin's visit to GVSU, we will continue to explore the myGVSU

survey data to gain a deeper understanding of climate perceptions and to develop an action plan regarding how to ensure that GVSU becomes the most inclusive learning, living and working environment possible. Accomplishing this goal is of critical importance to our students' future success. If you have interest in helping to develop the action plan, please contact Jessie Holland, Executive Secretary for Inclusion and Equity at 331-3296 or hollajes@gvsu.edu.

Jeanne Arnold

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*Transgendered individuals are not included here to protect the confidentiality of individuals in groups of less than 10 respondents.

Executive Summary

University campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering climates that nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Milem, Chang, & Antonio, 2005; Ingle, 2005; Harper & Hurtado, 2007).

Grand Valley has a history of supporting diversity initiatives¹ as evidenced by the system's support and commitment to this project and its inclusion in the GVSU Strategic Plan. In 2010, a taskforce committee was formed to search for consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was

¹ For more information on Grand Valley diversity initiatives see : <http://www.gvsu.edu/strategicplanning/>

identified as a leader in conducting multiple identity studies in higher education. R&A presented a proposal to Vice President for Inclusion and Equity Jeanne Arnold in July 2010 which resulted in a subsequent contract with R&A to facilitate a campus-wide climate assessment.

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Informed by the previous work of R&A, the Climate Study Committee developed the survey instrument. The final survey contained 106 questions, including open-ended questions for respondents to provide commentary and was administered in February 2011. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents.

All members of the campus community (e.g., students, faculty, and staff,) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees' work-life issues, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A summary of the findings, presented next in bullet form, suggest that, while Grand Valley has several challenges with regard to climate issues, these challenges are found in higher education institutions across the country.

Sample Demographics²

7,571 surveys were returned representing the following:

- 28.9% response rate
- 5,171 (68%) undergraduate students; 853 (11%) graduate students; 705 (9%) faculty; 462 (6%) executive/administrative/professional (EAP) employees; 289 (4%) clerical/office/technical (COT) employees; 11 (<1%) Department of Public Safety (DPS) employees; and 26 (<1%) maintenance/grounds/service (MGS) employees
- 1,170 (16%) People of Color;³ 6,217 (84%) White respondents
- People who identified as having the following disabilities: physical conditions (n = 204, n = 3%), learning disabilities (n = 149, n = 2%), and psychological conditions (n = 575, n = 8%)
- 6,246 (83%) heterosexual people; and 421 (5%) people who identified as lesbian, gay, bisexual, or queer (LGBQ); 46 (1%) who were questioning their sexuality; 720 (10%) who considered themselves asexual
- 4,936 (65%) women; 2,570 (34%) men; 24 (<1%) transgender⁴
- 67% (n = 5,034) of the respondents were affiliated with a Christian denomination; 21% (n = 1,586) identified as having no spiritual affiliation (no affiliation, atheist, agnostic); and 10% (n = 747) identified with a non-Christian religion.

² In many instances the n's across categories do not sum to the expected frequency due to missing data.

³ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories. For this report, People of Color, Respondents of Color, Employees of Color include all respondents who identified all or part of their racial identity as one of the following: African, African American/Black, Alaskan Native, Asian/Asian American, Caribbean/West Indian, Latino(a)/Hispanic, Middle Eastern, Native American Indian, and/or Pacific Islander/Hawaiian Native.

⁴ "Transgender" refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford UW Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

Quantitative Findings⁵

Personal Experiences with Campus Climate⁶

- **Some of the respondents believed⁷ they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)⁸ within the past year. Position at the University was most often cited as the reason given for the perceived harassment. People of Color and sexual minorities⁹ perceived such harassment more often than White people and heterosexual respondents. Perceived harassment largely went unreported.**
 - 11% of respondents (n = 859) believed they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus. The percentage of respondents experiencing harassment at Grand Valley is lower than the percentage of respondents who experienced harassment in studies of other institutions.¹⁰
 - The perceived conduct was most often based on the respondents' position (24%, n = 206), gender (23%, n = 195), age (22%, n = 185), religious/spiritual status (15%, n = 127), race (12%, n = 100), and ethnicity (11%, n = 97).
 - Compared with 10% (n = 619) of White people, 17% (n = 201) of People of Color believed they had personally experienced such conduct.
 - Of Respondents of Color who reported experiencing this conduct, 39% (n = 79) believed it was due to their race.
 - Compared with 10% (n = 260) of men, 12% (n = 580) of women believed they had personally experienced such conduct.

⁵ For additional information, including a more extensive report of the climate study findings, please visit www.gvsu.edu/mygvsu?

⁶ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix B.

⁷ The modifier “believe(d)” is used throughout the report to indicate the respondents’ perceived experiences. This modifier is not meant in any way to diminish those experiences.

⁸ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as “a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose” (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one’s ability to work or learn on campus. The questions used in this survey to uncover participants’ personal and observed experiences with harassment were designed using these definitions.

⁹ Sexual minorities are defined, for the purposes of this report, as people who identify as lesbian, gay, or bisexual, or queer.

¹⁰ Rankin’s (2003) national assessment of climate for underrepresented groups where 25% (n = 3767) of respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%), or their ethnicity (16%).

- Of the women who believed they had experienced this conduct, 28% (n = 161) stated it was because of their gender.
 - Compared with 11% (n = 658) of heterosexual respondents, 21% (n = 90) of sexual minority respondents believed they had personally experienced such conduct.
 - Of sexual minority respondents who believed they had experienced this conduct, 54% (n = 49) stated it was because of their sexual orientation.
 - 11% (n = 92) of participants made complaints to Grand Valley officials, while 12% (n = 103) did not know whom to go to, and 15% (n = 127) did not report the incident for fear of retaliation.
- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
 - 154 people (2% of respondents) had been the victims of sexual assault while at Grand Valley.
 - 50% of those who had been sexually assaulted (n = 77) said they were assaulted off-campus, and 35% (n = 54) were assaulted on-campus.
 - The alleged perpetrators of sexual assaults were most often students (n = 60, 39%), friends (n = 56, 36%), or acquaintances (n = 50, 33%).

Satisfaction with Grand Valley

- **84% (n = 1,259) of Grand Valley employees were “highly satisfied” or “satisfied” with their jobs at Grand Valley. 61% (n = 916) were “highly satisfied” or “satisfied” with the way their careers have progressed at Grand Valley.**
 - LGBTQ employees and Employees of Colors were slightly less satisfied with their jobs and the way their careers have progressed than were other groups.
- **Faculty and Staff Satisfaction at Grand Valley**
 - 76% (n = 1,149) were “highly satisfied” or “satisfied” with their access to health benefits.
 - 74% (n = 1,110) were “highly satisfied” or “satisfied” with the size and quality of their work space as compared to their colleagues work space.
 - Less than half of employee respondents were “highly satisfied” or “satisfied” with their compensation as compared to that of Grand Valley peers with similar levels of experience (48%, n = 724).
 - 46% (n = 694) of all employee respondents were “highly satisfied” or “satisfied” with their access to research support as compared to their colleagues access.

- **57% (n = 3,331) of all student respondents said they experienced financial hardship at Grand Valley.**
 - Of those students, 77% (n = 2,574) had difficulty affording tuition, 69% (n = 2,305) had difficulty affording books, 56% (n = 1,858) had difficulty affording housing.
- **14% (n = 1,043) of all respondents have considered leaving Grand Valley because of the campus climate.**
 - Among employees, 18% of men (n = 105) and 22% of women (n = 195) thought of leaving the institution. 26% of Employees of Color (n = 61), in comparison with 19% of White Employees (n = 226), have seriously considered leaving Grand Valley because of the climate. Additionally, 28% of sexual minority employees (n = 26) and 20% of heterosexual employee respondents (n = 252) have seriously thought of leaving the institution.
 - Among students, 12% of women (n = 475) and 12% of men (n = 237) considered leaving the University due to the climate. 18% of Students of Color (n = 168) and 11% of White students (n = 530) thought of leaving Grand Valley, as did 18% of LGBTQ students (n = 18) and 11% of heterosexual students (n = 552).

Perceptions of Campus Climate

- **Most respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at Grand Valley (88%, n = 6,623), in their departments or work units (76%, n = 5,725), and in their classes (86%, n = 5,822). The figures in the narrative show some disparities based on race.**
 - People of Color were slightly less comfortable with the overall campus climate, the climate in their departments or work units, and with the climate in their classes than were White respondents.
 - Women were about as comfortable as men at Grand Valley, and in the classroom, but women were slightly less comfortable in their departments and work areas.
 - LGBTQ respondents were less comfortable than were heterosexual respondents.
- **18% (n = 1,347) of all respondents indicated that they had observed harassment on campus within the past year. The perceived harassment was most often based on sexual orientation. People of Color and sexual minorities were more aware of perceived harassment.**
 - 18% of the participants (n = 1,347) had observed or personally been made aware of conduct on campus that created an offensive, hostile, exclusionary, or intimidating working or learning environment.

- Most of the observed harassment was based on sexual orientation (30%, n = 402), religious/spiritual views (22%, n = 291), gender (19%, n = 249), race (19%, n = 249), ethnicity (18%, n = 236), and gender expression (15%, n = 203).
 - Compared with 17% (n = 1,043) of White respondents, 23% (n = 269) of Respondents of Color believed they had observed or personally been made aware of such conduct.
 - Compared with 17% (n = 1,037) of heterosexuals, 37% (n = 157) of sexual minorities believed they had observed or personally been made aware of such conduct.
 - These incidences were reported to an employee or official only 5% (n = 73) of the time.
- **Some employee respondents believed that they had observed discriminatory employment practices (e.g., search committee bias, limited recruiting pool, unfair, unjust, or discriminatory employment-related disciplinary actions, promotion) and indicated that they were most often based on race, position, gender, and ethnicity.**
 - 20% (n = 298) of employee respondents believed that they had observed discriminatory hiring.
 - 12% (n = 173) believed that they had observed discriminatory employment-related disciplinary actions at Grand Valley (up to and including dismissal).
 - 21% (n = 314) believed that they had observed discriminatory promotion practices.

Faculty/Staff Work-Life Attitudes and Experiences

- 25% (n = 375) of respondents were reluctant to bring up issues that concern them for fear that it will affect their performance evaluation or tenure decision.
- 74% (n = 1,121) of employees found that their workloads were usually manageable.
- 44% (n = 666) of employees felt salary determinations were fair, and 46% (n = 700) thought salary determinations were clear.
- Less than half of the faculty members thought their research interests were valued by their colleagues (47%, n = 324).
- Few faculty members felt pressured to change their research agendas (9%, n = 64) or their methods of teaching (20%, n = 138) to achieve tenure.
- About half of all faculty respondents felt their service contributions were important to tenure (44%, n = 306) and promotion (51%, n = 346).
- More than half of all employees believed that they had colleagues or peers at Grand Valley who gave them career advice or guidance when they needed it (64%, n = 952), and equipment and supplies they needed to adequately perform their work (78%, n = 1,164).

- 61% (n = 915) of all employees felt they had the support from decision makers/colleagues who supported their career advancement.
- 46% (n = 693) of all employees felt the college treated exempt and non-exempt employees equitably.

Students' Attitudes and Experiences

- **31% (n = 1,847) of all students felt faculty pre-judged their abilities based on their identities/backgrounds.**
 - In terms of race, 41% of Students of Color (n= 374) and 29% of White students (n = 1,437) felt that way.
 - 35% of LGBQ students (n = 112) and 30% of heterosexual students (n = 1,458) felt faculty pre-judged them.
 - Students with physical disabilities (37%; n = 49), learning disabilities (43%; n = 58), and psychological conditions (36%; n = 188) were more likely to have felt that faculty pre-judge them based on their identities/backgrounds.
- **36% (n = 2,270) of all students and faculty “strongly agreed/agreed” that they perceived racial/ethnic tensions in classroom discussions.**
 - 43% of students and Faculty of Color (n = 420), in comparison with 27% of White students and faculty (n = 1,446), perceived tensions in classroom discussions.

Institutional Actions

- **90% (n = 6,427) of respondents believed Grand Valley was committed to diversity.**
- **59% (n = 4,491) of respondents have attended multicultural events on campus.**
- **Faculty and Staff Perceptions**
 - A majority of faculty and staff thought it would be a good idea to provide more effective mentorship for new faculty (70%, n = 970) and staff (71%, n = 988).
 - 75% (n = 1,046) of faculty and staff thought providing clear and fair processes to resolve conflicts would positively affect the climate.
 - The majority of employee respondents thought providing diversity education for staff (71%, n = 995), faculty (67%, n = 934), and students (72%, n = 997) would positively affect Grand Valley's campus climate.

- Likewise, employee respondents thought increasing the diversity of the faculty and staff (73%, n = 1,011), administration (71%, n = 983), and student body (75%, n = 1,046) would positively influence the campus climate.
- 57% (n = 787) thought increasing funding to support campus climate change efforts would positively affect the climate.
- **Students' Perceptions**
 - 73% (n = 3,854) of students felt that providing a person to address student complaints of classroom inequality would positively affect the climate.
 - Approximately three-quarters of all student respondents thought providing diversity training for all students (78%, n = 4,153), staff (73%, n = 3,891), and faculty (73%, n = 3,886) would positively affect the climate.
 - Similar percentages agreed that increasing the diversity of the faculty and staff (68%, n = 3,618) and the diversity of the student body (74%, n = 3,925) would have a positive effect.
 - Students were also in favor of increasing opportunities for cross-cultural dialogue among students (77%, n = 4,074), and between faculty, staff, and students (76%, n = 4,023).
 - 74% (n = 3,934) thought incorporating issues of diversity and cross-cultural competence more effectively into the curriculum would have a positive effect, as would providing more effective faculty mentorship of students (78%, n = 4,158).

Qualitative Findings

Out of the 7,571 surveys received at Grand Valley State University, 6,110 respondents contributed remarks to one or more of the open-ended questions. No respondents commented on all open-ended questions. Respondents included undergraduate students, as well as faculty, and staff. The open-ended questions asked for further elaboration on the extent to which respondents experienced a sense of belonging or community at GVSU, how their experiences on and off campus were similar or different, and for additional comments on respondents' personal experiences and thoughts.¹¹

The first of the three questions asked respondents to what extent they experienced a sense of belonging or community at GVSU. Four thousand three hundred two (4,302) people answered this question. Several people indicated they felt a very strong sense of

¹¹ The complete survey is included as part of the full report.

community and attachment to the University. Others said they did not necessarily feel connected to GVSU as much as they felt connected to people in their programs, departments, organizations, etc. A number of respondents from underrepresented populations (e.g., sexual minorities, racial minorities, commuter students, returning students, lower socioeconomic status students, parenting students) said they felt less of a sense of belonging than did many traditional students.

One of the open-ended items queried, “Are your experiences on campus different than those you experience in the community surrounding campus? If so, how are these experiences different?” Three thousand three hundred fifty-four (3,354) people answered the question. While a number of respondents said they had similar experiences on and off campus, the majority of those who responded to this question described the differences between their experiences at Grand Valley State University and in Allendale or Grand Rapids campuses. A number of respondents indicated that Grand Valley was more inclusive and welcoming of diverse people, religions, and ideas than was the surrounding community. Several individuals felt safer on campus than off campus. Respondents felt that Allendale was a very “conservative, White, and Christian” area, and that Grand Rapids and Grand Valley offered more diversity.

One of the open-ended items allowed respondents to elaborate on any of their survey responses, further describe their experiences, or offer additional thoughts about climate issues. One thousand four hundred seventy-seven (1,477) respondents offered a wide range of comments. A few individuals applauded Grand Valley for promoting diversity and inclusion and gave examples of the positive steps they have seen. A number of other respondents were concerned that “overemphasizing diversity” was a form of “reverse discrimination” which could distract the college from the work of educating its students. Several people mentioned situations or incidents at Grand Valley indicative of racial, gender, and sexual orientation inequities. Several people wanted to see more individuals of diverse backgrounds hired or enrolled at GVSU. Respondents also commented about the degree of “institutional classism,” where tensions existed between COT employees and administrators, faculty members and non-faculty employees, and faculty and

students. A number of respondents wanted GVSU to build more functional sidewalks or bike paths.

In addition, a few respondents commented on the survey instrument and the project process. Some applauded the University's participation in the assessment and wanted to make certain that the results were made public and used to better Grand Valley. Several respondents insisted that Grand Valley leadership share with its constituents the climate assessment findings and initiatives instituted as a result of the survey.

The next section provides a summary of the strengths and potential challenges discovered in the report. The reader is directed to the narrative for more details related to this information.

Summary of Strengths and Potential Challenges

Two strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, more than half of all employee respondents were highly satisfied or satisfied with their jobs at GVSU (84%, n = 1,259) and how their careers have progressed (61%, n = 916). Second, 88% (n = 6,623) of employees and students reported that they were very comfortable and comfortable with the overall climate at GVSU, and 76% (n = 5,725) with their department or work unit. Eighty-six percent (n = 5,822) of faculty and students were very comfortable and comfortable with the classroom climate. These quantitative results were also supported by various voices offered in response to the open-ended questions. The respondents' voices echoed the positive experiences with the GVSU' campus climate. However, disparities existed where respondents from under-served constituent groups typically reported less satisfaction and comfort with the overall campus climate, their department/work unit climate, and their classroom climate at GVSU than their majority counterpart respondents. These underrepresented groups include People of Color, LGBTQ people, people with disabilities, and staff members.

Four potential challenges were also revealed in the assessment. The first challenge relates to racial tension. A larger proportion of Respondents of Color (17%, n = 201) reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn at GVSU when compared to their White counterparts (10%, n = 619). Thirty-nine percent (n = 79) of Respondents of Color said the harassment was based on their race, while only three percent (n = 19) of White respondents indicated the basis as race. People of Color were also more likely to indicate racial profiling, graffiti, stares, feeling deliberately ignored or excluded, fearing for one's safety and for their family's safety, someone assuming they were admitted or hired because of their identity, fearing getting a poor grade because of a hostile classroom environment, being singled out as the "resident authority" regarding identity, feeling isolated or left out when working in groups and because of identity as the form of experienced harassment when compared with their White counterparts. White respondents were more likely to indicate receiving derogatory written comments, phone calls, emails, and remarks, as well as higher rates of threats of physical violence, target of physical violence, and victim of a crime.

Respondents' observations of others being harassed also contributed to their perceptions of campus climate. People of Color (23%) were also more likely than White people (17%) to observe offensive, hostile, exclusionary, and/or intimidating conduct. Of all respondents who observed harassment, almost one-fifth of respondents (19%, n = 249) believed it was based on race, the fourth most reported reason followed by ethnicity (18%, n = 236).

People of Color were less comfortable than White respondents with the overall climate for diversity at GVSU, the climate in their departments/work units, and the climate in their classes, with the largest gaps in overall and classroom climates. A further evaluation of the classroom climate indicates that while 78% of White students thought the classroom climate was welcoming based on race, only 62% of Students of Color agreed. Additionally, 43% of Students and Faculty of Color in comparison with 27% of White students and faculty perceived racial/ethnic tensions in classroom discussions. When

asked if faculty pre-judged their abilities based on their identities/backgrounds, 41% of Students of Color versus 29% of White students felt this way.

Disparities also existed between Employees of Color and White Employees when they were asked to rank the degree to which they agreed with certain statements. Of the 17 questions evaluated by race (because of significant disparities), White Employees, when compared to Employees of Color, were more likely to report feeling that supervisors/managers consistently communicate/interpret/implement GVSA policies, salary determinations are fair and clear, and the university understands the value of a diverse staff which had the largest disparity - a 24% difference between White respondents and Respondents of Color. Employees of Color were more likely than White faculty and staff to report that they feel reluctant raising issues that concern them for fear it will affect performance evaluations or tenure decisions, colleagues expect them to represent “the point of view” of their identity, colleagues/co-workers treat them with less respect than other faculty/staff, they constantly feel under scrutiny by colleagues, and they have to work harder than they believe their colleagues do in order to achieve the same recognition/rewards. While 65% of all employee respondents felt the workplace climate was welcoming based on race, about 48% of Employees of Color agreed. Employees of Color were also more likely than White Employees to believe they had observed discriminatory hiring practices, discriminatory employment-related disciplinary actions, and discriminatory practices related to promotion at GVSU.

The experiences shared by LGBQ respondents’ calls attention to the second challenge at GVSU: homophobia and heterosexism. LGBQ respondents were 10% more likely than heterosexual respondents to believe that they had experienced harassment. Of those who believed they had experienced this type of conduct, 54% (n = 49) of LGBQ respondents versus one percent (n = 4) of heterosexual respondents indicated that this conduct was based on sexual orientation. Over two times the percentage of sexual minority respondents believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (37% compared with 17%, respectively), and

of all respondents who observed misconduct, most believed it was based on sexual orientation (30%, n = 402).

Heterosexual respondents were more comfortable than LGBQ respondents with the overall climate for diversity at GVSU, the climate in their departments/work units, and the climate in their classes, with the largest gaps in overall and classroom climates. LGBQ employee respondents were less likely than heterosexual respondents to believe the workplace climate was welcoming based on sexual orientation. While 60% of all employee respondents felt the workplace climate was welcoming based on sexual orientation, about 49% of sexual minority respondents agreed. LGBQ employee respondents were least satisfied with their jobs and the way their career have progressed at GVSU. Finally, 28% of sexual minority employees, compared to 20% of heterosexual employee respondents, have seriously thought of leaving the institution, with 18% of LGBQ students and 11% of heterosexual students reporting the same consideration.

A third challenge is gender disparities experienced or perceived between women and men. Gender was reported as the second highest basis (23%, n = 195) for personal experiences of offensive, hostile, exclusionary, and/or intimidating conduct that interfered unreasonably with one's ability to work or learn at GVSU. Slightly higher rates of women (12%) versus men (10%) reported personal mistreatment, but significantly more women (28%) than men (10%) believed that the mistreatment was based on their gender. Gender was the third most reported basis for those who observed harassment (19%, n = 249). Gender was the second most observed reason for employment discrimination during hiring and promotion, and the fourth leading basis for employment-related disciplinary action. Of all of the respondents who believed they had observed discriminatory employment practices, 23% felt discriminatory hiring was based on gender, 14% indicated employment-related disciplinary actions were based on gender, and 18% reported gender as the basis for discriminatory practices related to promotion.

The final challenge relates to mistreatment of GVSU members based on university position and differential treatment among different types/categories of university

positions. Of all respondents (11%) who experienced exclusionary, intimidating, offensive, and/or hostile conduct, university position (24%, n = 206) was most often cited as the basis for the mistreatment. Staff respondents personally experienced this mistreatment at significantly higher rates than faculty.

University position was most often cited as the basis for observed discriminatory employment-related disciplinary actions (16%) and practices related to promotion (24%), and cited as the third most popular reason for discriminatory hiring (20%). More staff members reported observing discriminatory hiring, and faculty reporting higher incidents of observing discriminatory practices related to promotion at GVSU. A closer evaluation of employee groups revealed that staff members shared differential treatment from that of their faculty member counterparts. For example, staff members were slightly less satisfied with the way their careers have progressed than faculty members. However, rates of job satisfaction were similar across all employee classifications, with at least 80% or more who reported feeling satisfied or highly satisfied with their jobs at GVSU.

What do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. The findings parallel those from similar investigations. A more interesting question is, given that there is some structure in place to address diversity issues on campus, *how effective have the campus's efforts been in positively shaping and directing campus climate with respect to diversity?*

It was the intention of the CSC that the results be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps include the CSC and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives.