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For more information please contact:
Disability Support Services
Kathleen VanderVeen, Director
dssgvsu@gvsu.edu

myGVSU Survey: Learning, Living, and Working on Campus

(Administered for Grand Valley State University by Rankin & Associates, Consulting)

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at Grand Valley State University. The results of the survey will provide important information about our climate and will enable us to improve the environment for learning, living, and working at the University.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin and Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the survey report. Anonymous quotes from submitted comments will also be used throughout the report to give “voice” to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may stop responding to the survey at any time.

Participants who experience discomfort are encouraged to contact:

Sue Sloop
Human Resources
sloops@gvsu.edu
331-2215

Encompass
GVSU's Employee Assistance Service
616-459-9180

Barbara Palombi
Counseling Center
palombib@gvsu.edu
331-3266

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at Grand Valley State University is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 10 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. Upon submission of the survey, you will have an opportunity to enter a drawing for one of several prizes. Registration for the drawing is optional. If you wish to participate in the drawing, you will need to copy and paste the URL found on the Thank You page into your web browser. Absolutely no survey information you provide will be connected to your drawing registration information.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified in an attempt to make those comments anonymous. Thus, participant comments will not be attributable to their author nor to any demographic characteristics. However, depending on what you say, others who know you may be able to attribute certain comments to you. The anonymous comments will be analyzed using content analysis and submitted as an appendix to the survey report. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin and Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Jeanne J. Arnold, MSW, Ed.D.
VP for Inclusion & Equity
10 Zumberge
616-331-3296
arnoljea@gvsu.edu

Neal Rogness
A-1-160 Mackinac Hall
rognessn@gvsu.edu
616-331-2447

Questions concerning the rights of participants should be directed to:

Human Research Review Committee
Paul Reitemeier, Ph.D., Chair
301C DeVos
616-331-3197
hrrc@gvsu.edu

By completing and submitting this survey, you have indicated your consent to participate in the project. It is recommended that you print this statement for your records.

This informed consent form was reviewed and approved by the Institutional Review Board (File No. 11-78-H) at Grand Valley State University on December 17, 2010. It will expire on December 17, 2011.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions.

Survey Terms and Definitions

Ableism: Discrimination against people based on the physical ability of their body, especially discrimination against people with disabilities in favor of people who are not disabled.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A person who has a physical or mental impairment which substantially limits one or more major life activities.

Eldercare: A person who has primary responsibility in caring for an older partner or family member.

Ethnic Identity: A unique social and cultural heritage shared by a group of people.

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Harassment is defined as any type of behavior based on race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status or other protected class status that is sufficiently severe, persistent, or pervasive that it substantially interferes with an individual's work, educational performance, participation in extra-curricular activities, or equal access to the University's resources and opportunities.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Multiculturalism: An environment in which cultures are celebrated and not hindered by majority values and beliefs.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Regular EAP: An individual who has a continuous Executive, Administrative, and Professional staff appointment with no specific termination date (outside of the first full year which is considered probationary).

Sexual Harassment: Harassment on the basis of sex is a violation of Title VII and Title IX of the Civil Rights Act and of the Elliot-Larsen Civil Rights Act. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or access to educational activities and programs, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or access to educational activities and programs, or (3) such conduct is unprofessional and has the purpose or effect of unreasonably interfering with or creating an intimidating, hostile, or offensive working or educational environment.

Sexual Assault: Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact.

Sexual Orientation: Term that refers to the sex of the people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Social Support: The resources other people provide, including a person's perception that he or she can rely on other people for help with problems or in times of crisis. Having feelings of connectedness and being a part of a community.

Transgender: Umbrella term for someone whose self-identity challenges traditional societal definitions of male and female.

Please do not complete this survey more than once.

1. What is your **primary** institutional status at Grand Valley State? (**Please mark only one**)

Undergraduate student

- Non-degree seeking student
- Bachelor-degree seeking student, entered GVSU as a first-year student
- Bachelor-degree seeking student, entered GVSU as a transfer student

- Graduate student

Faculty

- Assistant professor/Assistant Librarian
- Associate professor/Associate Librarian
- Professor/Senior Librarian
- Visiting faculty
- Affiliate Instructor
- Instructor
- Semester by semester adjunct faculty

Executive/Administrative/Professional (EAP)

- Regular EAP
- 12 month adjunct AP
- Less than 12 month adjunct AP

Clerical/Office/Technical (COT)

- Regular COT
- Temporary hourly

Department of Public Safety (DPS)

- Regular DPS
- Temporary hourly

Maintenance/Grounds/Service (MGS)

- Regular MGS
- Temporary hourly

- Other (please specify) _____

2. Are you full-time or part-time in that primary status?

- Full-time
- Part-time

Part 1: Personal Experiences

During The Past Year...

3. Overall, how comfortable are you with the climate at Grand Valley State University?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable
- Not applicable

4. Overall, how comfortable are you with the climate in your department/work unit?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable
- Not applicable

5. Overall, how comfortable are you with the climate in your classes?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable
- Not applicable

6. Have you ever seriously considered leaving GVSU because of the climate?

- Yes
- No [Go to Question 9]

7. When did you consider leaving? **(Mark all that apply)**

- During my first year as a student
- During my second year as a student
- During my third year as a student
- During my fourth year as a student
- During my fifth or later year as a student
- Faculty (please specify when) _____
- Staff (please specify when) _____

8. Why did you consider leaving and why did you decide to stay?

9. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with your ability to work or learn at GVSU?

- Yes
- No [Go to Question 16]

10. What do you believe this conduct that you experienced was based upon?

(Mark all that apply)

- My age
- My country of origin
- My developmental disorder
- My educational level
- My English language proficiency/accent
- My ethnicity
- My gender
- My gender expression
- My immigrant status
- My learning disability
- My medical condition
- My military/veteran status
- My parental status (e.g., having children)
- My participation in an organization (please specify) _____
- My psychological condition
- My physical characteristics
- My physical disability
- My political views
- My position (staff, faculty, student)
- My race
- My religious/spiritual views
- My sexual orientation
- My socioeconomic status
- Other (please specify) _____

11. How did you experience this conduct? **(Mark all that apply)**

- I feared for my physical safety
- I feared for my family's safety
- I feared getting a poor grade because of a hostile classroom environment
- I felt I was deliberately ignored or excluded
- I felt intimidated/bullied
- I felt isolated or left out when work was required in groups
- I felt isolated or left out
- I observed others staring at me
- I received derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- I received derogatory written comments
- I received derogatory phone calls
- I received threats of physical violence
- I received a low performance evaluation
- I was singled out as the "resident authority" due to my identity
- I was the target of derogatory remarks
- I was the target of graffiti/vandalism (e.g., event advertisements removed or defaced)
- I was the target of physical violence
- I was the target of racial/ethnic profiling
- I was the victim of a crime
- Someone assumed I was admitted/hired/promoted due to my identity
- Someone assumed I was not admitted/hired/promoted due to my identity
- Other (please specify) _____

12. Where did this conduct that you experienced occur? **(Mark all that apply)**

- At a campus event
- In a class
- In a campus dining facility
- In a campus office
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus (other than off campus housing)
- While working at a campus job
- While walking on campus
- On a social networking Site/facebook/twitter/cell phone/other form of technological communication
- Other (please specify) _____

13. Who/what was the source of this conduct that you experienced? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus visitor(s)
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Public Safety/Security officer
- Staff member
- Stranger
- Social networking site (Facebook, Twitter, etc.)
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor
- Other (please specify) _____

14. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I confronted the harasser at the time
- I avoided the harasser
- I sought support from off-campus hot-line/advocacy services
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., resident assistant)
- I sought information on-line
- I didn't know who to go to
- I made an official complaint to a campus employee/official
- I didn't report it for fear of retaliation
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but it but I did not feel the complaint was taken seriously

At the **Allendale Campus**, I contacted the following office(s):

- Public Safety
- Office of Inclusion and Equity
- Affirmative Action Office
- Counseling Center
- Dean of Students Office
- Disability Support Services
- LGBT Resource Center
- Housing and Residence Life
- Human Resources
- Office of Multicultural Affairs
- Women's Center

At the **Pew Grand Rapids Campus**, I contacted the following offices:

- Pew Campus Security
- Graduate Studies Office
- Pew Student Services

- Other (please specify) _____

15. If you would like to elaborate on your personal experiences, please do so here.

The following questions are related to sexual assault. The definition of sexual assault used at GVSU follows for your information.

Sexual Assault: Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact.

16. Have you ever been a victim of sexual assault while at GVSU?

- Yes
- No [Go to Question 22]

17. Who was the offender(s)? **(Mark all that apply)**

- Acquaintance
- Administrator
- Alumni
- Athletic coach
- Department chair
- Financial Donor
- Co-worker
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Public Safety/Security officer
- Residence life staff
- Significant other
- Staff member
- Stranger
- Student
- Supervisor
- Tutor/Graduate Assistant/Lab assistant
- Other (please specify) _____

18. Where did the incident(s) occur? **(Mark all that apply)**

- Off-campus (please specify location) _____
- Off-campus (other than off-campus housing) (please specify location) _____
- On-campus (please specify location) _____
- On-campus (other than on-campus housing) (please specify location) _____

19. Please describe your response to experiencing the incident(s). **(Mark all that apply)**

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I sought support from off-campus hot-line/advocacy services
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., resident assistant)
- I sought information on-line
- I didn't know who to go to
- I made an official complaint to a campus employee/official
- I didn't report it for fear of retaliation
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but it but I did not feel the complaint was taken seriously

At the **Allendale Campus**, I contacted the following office(s):

- Public Safety
- Office of Inclusion and Equity
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- Counseling Center
- Dean of Students Office
- Disability Support Services
- LGBT Resource Center
- Housing and Residence Life
- Human Resources
- Office of Multicultural Affairs
- Women's Center

At the **Pew Grand Rapids Campus**, I contacted the following offices:

- Pew Campus Security
- Graduate Studies Office
- Pew Student Services

Other (please specify) _____

20. If you did not report the sexual assault to a campus official or staff member please explain why you did not.

21. If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

Part 2: Work-Life and Wellness

22. **Faculty/Staff only:** As a faculty/staff member ...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Not applicable |
|--|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|-----------------------|
| I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that supervisors/managers consistently communicate/interpret/implement GVSU policies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am comfortable asking questions about performance expectations with my supervisor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My colleagues/co-workers treat me with less respect than other faculty/staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I constantly feel under scrutiny by my colleagues/co-workers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am reluctant to take leave that I am entitled to for fear that it may affect my job/career. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my workload expectations and requirements are similar to that of my colleagues/co-workers at GVSU. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My colleagues/co-workers have higher expectations of me than of other faculty/staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe salary determinations are fair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe salary determinations are clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think the university understands the value of a diverse faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think the university understands the value of a diverse staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that a more flexible work arrangement, as a staff member, would be helpful in my performance here at GVSU. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My mental and physical well-being is supported by GVSU. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I find that my workload is usually manageable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. If you would like to elaborate on any of your responses to the previous questions, please do so here.

24. **Faculty only:** As a faculty member ...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Not applicable |
|---|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|-----------------------|
| I feel pressure to change my methods of teaching to achieve tenure/be promoted. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that staff who do not have children are often burdened with work responsibilities (e.g., coming in early, staying late) beyond those who do have children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the promotion process is clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would feel supported in requesting a pause in the tenure clock according to GVSU's policy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the tenure standards are reasonable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the promotion standards are reasonable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my workload expectations and requirements are similar to that of my colleagues/co-workers at GVSU. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I am burdened by service responsibilities (committee membership, advising, student group, etc.) beyond those of my colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my service contributions are important to tenure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my service contributions are important to promotion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my research interests are valued by my colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel pressure to change my research agenda to achieve tenure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel pressure to change my research agenda to be promoted. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

25. If you would like to elaborate on any of your responses to the previous questions, please do so here.

26. **Faculty/Staff Only:** As a faculty/staff member...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Not applicable |
|---|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|-----------------------|
| I often have to forgo professional activities because of personal responsibilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I find that personal responsibilities and commitments have slowed down my job/career progression. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I find that GVSU is supportive of taking leave. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that faculty/staff who have children are considered by GVSU to be more committed to their jobs/careers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that faculty/staff who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I find it difficult to balance childcare with my work responsibilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I find it difficult to balance eldercare with my work responsibilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

27. If you would like to elaborate on any of your responses to the previous questions, please do so here.

28. **Faculty/Staff only:** Please indicate your level of agreement with the following statements about the resources that are available to you:

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know | Not applicable |
|--|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|-----------------------|-----------------------|
| I have colleagues/co-workers who provide me with job/career advice or guidance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have support from decision makers/colleagues/co-workers regarding my job/career advancement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have the equipment and supplies I need to adequately perform my work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that GVSU treats exempt (salaried) and non-exempt (hourly) staff equitably. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. If you would like to elaborate on any of your responses to the previous questions, please do so here.

30. As a faculty/staff member, how satisfied are you with...

| | Highly satisfied | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied | Highly dissatisfied | Don't know | Not applicable |
|--|-----------------------|-----------------------|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your compensation as compared to that of other GVSU peers with a similar level of experience. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your access to health benefits. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your job at GVSU. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your career progression at GVSU. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The size and quality of your work space as compared to your departmental colleagues' work space. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your access to research support as compared to your colleagues' access to research support. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

31. Why are you satisfied or dissatisfied with your job and/or the way your job/career has progressed at GVSU?

Part 3: Demographic Information

32. At which campus/location do you spend the majority of your time?

- Allendale Campus
- Pew Grand Rapids Campus(CHS, EC, etc.)
- Meijer Campus at Holland
- At the Regional Center in Traverse City
- At the Regional Center in Muskegon
- Other (please specify) _____

33. What is your gender identity?

- Man
- Woman
- Transgender
- Other (please specify) _____

34. What is your race/ethnicity? (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)

- African (please specify) _____
- African American/Black (please specify) _____
- Alaskan Native (please specify corporation) _____
- Caribbean/West Indian (please specify) _____
- European American/White (please specify) _____
- Latino(a)/Hispanic (please specify) _____
- Middle Eastern (please specify) _____
- Native American Indian (please specify Tribal/community affiliations) _____
- Pacific Islander/Hawaiian Native (please specify) _____
- Other (please specify) _____

35. Which term best describes your sexual orientation?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Other (please specify) _____

36. What is your age?

- 18-19
- 20-21
- 22-23
- 24-32
- 33-42
- 43-52
- 53-62
- 63-72
- 73 and over

37. What is your current relationship status?

- Single, never married
- Single, divorced
- Single, widow (partner / spouse deceased)
- Partnered
- Partnered, in civil union
- Married or remarried
- Separated

38. What is your parental status? **(Mark all that apply)**

- No children
- Children under 18 years of age
- Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
- Independent adult children over 18 years of age
- Other (e.g., pregnant, expectant partner, adoption pending)

39. Are you, or have ever been, a member of the U.S. armed forces?

- I am not in the military
- Active military status
- Veteran status

40. **Students Only:** What is the highest level of education achieved by your parent(s)/legal guardian(s)?

| | No high school | High school | Some college | Business/Technical certificate/degree | Associates degree | Bachelors degree | Some graduate work | Masters degree | Doctoral degree | Other professional degree | Unknown | Not applicable |
|--------------------------|-----------------------|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| Parent/Legal Guardian 1: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parent/Legal Guardian 2: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

41. **Faculty/Staff Only:** What is your highest completed level of education?

- Did not complete high school
- Completed high school
- Business/Technical Certificate/degree
- Some college
- Associates degree
- Bachelors degree
- Some graduate work
- Masters degree
- Doctoral degree
- Terminal professional degree
- Other professional degree

42. **Faculty only:** With which college are you **primarily** affiliated at this time. **(Mark all that apply)**

- College of Liberal Arts and Sciences
- Seidman College of Business
- College of Community and Public Service
- College of Education
- Padnos College of Engineering and Computing
- College of Health Professions
- Brooks College of Interdisciplinary Studies
- Kirkof College of Nursing
- University Libraries

43. **Staff only:** With which division are you **primarily** affiliated at this time? **(Choose one)**

- President's Office (including charter schools)
- Academic and Student Affairs Division (University Libraries, Academic Departments, Student Affairs, etc.)
- Finance and Administration Division
- University Development Division
- University Relations Division
- Inclusion and Equity Division

44. **Undergraduate Students only:** Please select your declared academic major? **(Mark up to two choices)**

If you are unsure, please check your status on MyBanner or call the Records Office (331-3327).

- Non-degree
- Undeclared
- Accounting
- Advertising/Public Relations
- Anthropology
- Art and Design
- Art-Studio
- Art Education
- Art History
- Athletic Training
- Behavioral Science
- Biology
- Biomedical Science
- Biopsychology
- Broadcasting
- Business Economics
- Business
- Cell and Molecular Biology
- Chemistry
- Chinese Studies
- Classics
- Classical Tradition
- Clinical Laboratory Science
- Communication Studies
- Communications
- Computer Science
- Comprehensive Science and Arts for Teaching
- Criminal Justice
- Dance
- Diagnostic Medical Sonography
- Earth Science
- Economics
- Education
- Engineering
- English
- Exercise Science
- Film and Video
- Finance
- French
- Geography
- Geology

- Geology-Chemistry
- German
- Greek
- Group Science
- Group Social Studies
- Health Communications
- Health Professions
- Health Science
- History
- Hospitality Tourism Management
- Information Science
- International Business
- International Relations
- Journalism
- Latin
- Legal Studies
- Liberal Studies
- Management
- Marketing
- Mathematics
- Medical Imaging/Radiation Science
- Music
- Natural Resources Management
- Nursing
- Occupational Safety/Health Management
- Philosophy
- Photography
- Physical Education
- Physics
- Political Science
- Pre-Business
- Psychology
- Psychology - Special Education
- Public Administration
- Radiation Therapy
- Radiology & Imaging Science
- Russian Studies
- Social Work
- Sociology
- Spanish
- Statistics
- Supply Chain Management
- Theatre
- Therapeutic Recreation
- Women & Gender Studies
- Writing

45. **Graduate Students only:** Please select your degree program? **(Mark up to two choices)** If you are unsure, please check your status on MyBanner or call the Records Office (331-3327).

- Non-degree
- Accounting
- Biology
- Biomedical Sciences
- Biostatistics
- Business
- Cell and Molecular Biology
- Communications
- Computer Information Systems
- Criminal Justice
- Educational Technology
- Engineering
- English
- General Business
- General Education
- Health Administration
- Health Professions
- Health Science
- Higher Education
- Instruction and Curriculum
- Leadership (EDS)
- Leadership (MED)
- Literacy Studies
- Medical and Bioinformatics
- Nursing (MSN)
- Nursing Practice (DNP)
- Occupational Therapy
- Physical Assistant Studies
- Physical Therapy (MS)
- Physical Therapy (DPT)
- Public Administration
- Reading
- School Counseling
- Social Work
- Special Education
- Taxation

46. Do you have a disability (physical, learning, psychological) that substantially affects a major life activity?

(Mark all that apply)

- No disability [Go to Question 48]
- Physical condition (seeing, hearing, walking, etc.) [Go to Question 47]
- Learning disability (dyslexia, dyscalculia, dysgraphia, etc.) [Go to Question 47]
- Psychological condition (ADHD, post-traumatic stress disorder, depression, etc.) [Go to Question 47]

47. Are you registered with Disability Support Services?

- Yes
- No

48. What is your citizenship status?

- U.S. born citizen
- U.S. citizen – naturalized
- Dual citizenship
- Permanent resident (immigrant)
- Permanent resident (refugee)
- International (F-1, J-1, H1-B, A, L, or G visas)
- Other (please specify) _____

49. What is your **primary** religious or spiritual affiliation?

- Animist
- Anabaptist
- Agnostic
- Assembly of God
- Atheist
- Baha'i
- Baptist
- Buddhist
- Christian & Missionary Alliance
- Christian Disciples
- Christian Orthodox
- Christian Reformed Church of America
- Church of God
- Confucianist
- Druid
- Episcopalian
- Hindu
- Jehovah's Witness
- Jewish
- Independent
- Latter Day Saints (Mormon)
- Lutheran
- Mennonite
- Methodist
- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Quaker (Society of Friends)
- Reformed Church of America
- Roman Catholic
- Seventh Day Adventist
- Shamanist
- Shinto
- Sikh
- Taoist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Zoroastrian
- Other Christian
- Other non-Christian
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) _____

50. **Faculty/Staff only:** How long have you been employed by Grand Valley State?

- less than 2 years
- 2-4 years
- 5-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 31+ years

51. **Undergraduate Students only:** Where are you in your college career?

- First year student
- Second year student
- Third year student
- Fourth year student
- Other (please specify) _____

52. **Students only:** Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- Dependent
- Independent

53. **Student only:** What is your **best estimate** of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single and an independent student)?

- Below \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$59,999
- \$60,000 - \$79,999
- \$80,000 - \$99,999
- \$100,000 - \$129,999
- \$130,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 and above

54. **Student only:** Where do you live?

- On-campus
- Off-campus

55. **Student only:** Are you employed while you are enrolled (fall and/or winter semesters) as a student at GVSU?

- No [Go to Question 57]
- Yes, on campus
- Yes, off-campus
- Yes, both on and off campus

56. **Student only:** How many hours per week do you work?

- [Fill in # of hours] _____

57. **Student only:** How are you **primarily** paying for college? (**Rank all that apply**)

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Loans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pell grant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Family contribution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal contribution/job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Grand Valley scholarship/grant/tuition remission | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

58. **Student only:** As of the end of fall semester 2010, what is your current overall grade point average? (On a 4.0 scale)

GPA _____

59. **Students only:** Do you participate in any of the following organizations at GVSU? (**Mark all that apply**)

- I don't participate in any organizations
- Academic and Professional
- Cultural
- Fraternities and Sororities
- Performing Arts
- Faith Based
- Service & Advocacy
- Special Interest
- Sports and Recreation
- Student Government
- Media
- Honorary and Professional Societies
- Other (please specify) _____

60. In what environment did you grow up?

- Farm/ranch
- Rural, non-farm
- Small-town
- Suburban
- Urban
- I grew up in multiple types of environments
- Other (please specify) _____

61. How would you characterize your political views?

- Far left
- Liberal
- Moderate
- Conservative
- Far right
- Non-committal
- Other (please specify) _____

62. What is your native language?

- American Sign Language
- Arabic
- Armenian
- Cambodian, Mon-Khmer
- Cantonese
- Chinese
- English only
- English and other(s)
- French
- French Creole
- German
- Greek
- Hebrew
- Hindi
- Hmong
- Italian
- Japanese
- Korean
- Laotian
- Mandarin
- Navajo
- Persian
- Polish
- Portuguese
- Russian
- Spanish
- Urdu
- Vietnamese
- Tagalog
- Yoruba, Kru, Igbo
- Other (please specify) _____

Part 4: Perceptions of Campus Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at GVSU.

63. **Within the past year, have you observed any** conduct directed toward a person or group of people on campus that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment?

- Yes
- No [Go to Question 71]

64. Who/what was the **target** of this conduct that you observed? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus visitor(s)
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know target
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Public Safety/Security officer
- Staff member
- Stranger
- Student
- Social networking site (Facebook, Twitter, etc.)
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor
- Other (please specify) _____

65. Who/what was the **source** of this conduct that you observed? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus visitor(s)
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Public Safety/Security officer
- Staff member
- Stranger
- Student
- Social networking site (Facebook, Twitter, etc.)
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor
- Other (please specify) _____

66. What do you believe were the bases for this conduct that you observed? **(Mark all that apply)**

- Age
- Country of origin
- Developmental disorder
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Learning disability
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) _____
- Psychological condition
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) _____

67. What forms of conduct based on one's identity have you observed or personally been made aware of?
(Mark all that apply)

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Deliberately ignored or excluded
- Derogatory remarks
- Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Derogatory written comments
- Derogatory phone calls
- Feared for their physical safety
- Feared for their family's safety
- Graffiti/vandalism (e.g., event advertisements removed or defaced)
- Intimidated/bullied
- Isolated or left out when work was required in groups
- Isolated or left out
- Racial/ethnic profiling
- Receipt of a low performance evaluation
- Receipt of a poor grade because of a hostile classroom environment
- Physical violence
- Singled out as the "resident authority"
- Threats of physical violence
- Victim of a crime
- Other (please specify) _____

68. Where did this conduct that you observed occur? **(Mark all that apply)**

- At a campus event
- In a class
- In a campus dining facility
- In a campus office
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus
- While working at a campus job
- While walking on campus
- On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- Other (please specify) _____

69. Please describe your reactions to observing this conduct. **(Mark all that apply)**

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I sought support from off-campus hot-line/advocacy services
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., resident assistant)
- I sought information on-line
- I didn't know who to go to
- I made an official complaint to a campus employee/official
- I didn't report it for fear of retaliation
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but it but I did not feel the complaint was taken seriously

At the **Allendale Campus**, I contacted the following office(s):

- Public Safety
- Office of Inclusion and Equity
- Affirmative Action Office
- Counseling Center
- Dean of Students Office
- Disability Support Services
- LGBT Resource Center
- Housing and Residence Life
- Human Resources
- Office of Multicultural Affairs
- Women's Center

At the **Pew Grand Rapids Campus**, I contacted the following offices:

- Pew Campus Security
- Graduate Studies Office
- Pew Student Services
- Other (please specify) _____

70. If you would like to elaborate on your observations, please do so here.

71. **Faculty/Staff only:** I have observed unfair and unjust **hiring** practices at GVSU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that inhibit diversifying the community.

- Yes
- No [Go to Question 74]
- Don't know [Go to Question 74]

72. **Faculty/Staff only:** I believe that the unfair and unjust **hiring** practices were based upon **(Mark all that apply)**

- Age
- Country of origin
- Developmental disorder
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Learning disability
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) _____
- Psychological condition
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) _____

73. **Faculty/Staff only:** If you would like to elaborate on your observations, please do so here.

74. **Faculty/ Staff only:** I have observed **unfair or unjust employment-related discipline or action up to and including dismissal** at GVSU.

- Yes
- No [Go to Question 77]
- Don't know [Go to Question 77]

75. **Faculty/Staff only:** I believe that the unfair or unjust employment-related discipline or actions were based upon (Mark all that apply)

- Age
- Country of origin
- Developmental disorder
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Learning disability
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) _____
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) _____

76. **Faculty/Staff only:** If you would like to elaborate on your observations, please do so here.

77. **Faculty/Staff only:** I have observed unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification at GVSU.

- Yes
- No [Go to Question 80]
- Don't know [Go to Question 80]

78. **Faculty/Staff only:** I believe the unfair or unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon... **(Mark all that apply)**

- Age
- Country of origin
- Developmental disorder
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Immigrant status
- Learning disability
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) _____
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) _____

79. **Faculty/Staff only:** If you would like to elaborate on your observations, please do so here.

80. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions (**Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile**):

| | 1 | 2 | 3 | 4 | 5 | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| Friendly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Hostile |
| Cooperative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Uncooperative |
| Improving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | IRegressing |
| Positive for persons with disabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for persons with disabilities |
| Positive for people who identify as lesbian, gay, bisexual, or transgender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people who identify as lesbian, gay, bisexual, or transgender |
| Positive for people of Christian faith | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people of Christian faith |
| Positive for people of other faith backgrounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people of other faith backgrounds |
| Positive for people who are agnostic/atheist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people who are agnostic/atheist |
| Positive for People of Color | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for People of Color |
| Positive for men | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for men |
| Positive for women | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for women |
| Positive for non-native English speakers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for non-native English speakers |
| Positive for people who are immigrants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people who are immigrants |
| Positive for people who are not U.S. citizens | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people who are not U.S. citizens |
| Welcoming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Not welcoming |
| Respectful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Disrespectful |
| Positive for people of high socioeconomic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people of high socioeconomic status |
| Positive for people of low socioeconomic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negative for people of low socioeconomic status |

81. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: **(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)**

| | 1 | 2 | 3 | 4 | 5 | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| Not racist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Racist |
| Not sexist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Sexist |
| Not homophobic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Homophobic |
| Not age biased | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Age biased |
| Not classist (socioeconomic status) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Classist (socioeconomic status) |
| Not classist (position: faculty, staff, student) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Classist (position: faculty, staff, student) |
| Not ablist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Ablist |

82. **Faculty/Students only:** The classroom climate is welcoming for students based on their:

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Age | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Country of origin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| English language proficiency/accent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethnicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender expression | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immigrant status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Medical conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military/veteran status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental status (e.g. having children) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation in an organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation on an athletic team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Psychological condition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Political views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Race | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious/spiritual views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomic status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

83. **Students only:** Please indicate your level of agreement to the following statements:

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| I feel valued by faculty in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by other students in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think GVSU employees are genuinely concerned with my welfare. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think administrators are genuinely concerned with my welfare. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think faculty pre-judge my abilities based on my perceived identity/background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe the campus climate encourages free and open discussion of difficult topics. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have faculty who I perceive as role models. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have staff who I perceive as role models. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

84. **Students only:** If you would like to elaborate on your observations, please do so here.

85. **Student/Faculty only:** I perceive tension in classroom discussions when _____ is addressed:

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Country of origin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| English language proficiency/accent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethnicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender expression | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immigrant status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Medical conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military/veteran status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental status (e.g. having children) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation in a student organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation on an athletic team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Psychological condition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Political views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Race | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious/spiritual views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomic status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

86. **Students only:** I perceive tension in the residence halls with regard to a person's:

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Country of origin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| English language proficiency/accent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethnicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender expression | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immigrant status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Medical conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military/veteran status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental status (e.g. having children) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation in a student organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation on an athletic team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Psychological condition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Political views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Race | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious/spiritual views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomic status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

87. **Faculty/Staff only:** The workplace climate is welcoming for faculty/staff based on their:

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Age | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Country of origin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| English language proficiency/accent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethnicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender expression | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immigrant status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Medical conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Level of education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military/veteran status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental status (e.g. having children) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Political views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Position (faculty, staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Psychological condition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Race | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious/spiritual views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomic status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

88. How would you rate the accessibility on campus for people with physical, learning, psychological, or medical disabilities?

| | Fully accessible | Accessible with assistance or intervention | Not accessible | Don't know |
|--|-----------------------|--|-----------------------|-----------------------|
| Accessibility | | | | |
| Athletic facilities (stadium, arena, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom Buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classrooms, labs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| University housing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computer labs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dining Facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Elevators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health & Wellness Center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| On-campus transportation/parking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other campus buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recreational facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Restrooms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studios/Performing Arts Spaces | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kirkhof Center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Walkways and pedestrian paths | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Braille signage | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hearing loops | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Course instruction/materials | | | | |
| Information in Alternative Formats | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructional Materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| GVSU Website | | | | |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

89. If you would like to elaborate on your observations to Question 88, please do so here.

90. How would you rate the climate on campus for people who are...

| | Very respectful | Respectful | Neither respectful nor disrespectful | Disrespectful | Very disrespectful | Don't know |
|--|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|
| Affected by psychological health issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Affected by physical health issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Female | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| From religious affiliations other than Christian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| From Christian affiliations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gay, lesbian, bisexual, transgender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immigrants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| International students, staff, or faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning disabled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Male | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Non-native English speakers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents/guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People of Color | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing care for other than a child (e.g., elder care) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physically disabled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomically disadvantaged | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomically advantaged | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Veterans/active military members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

91. How would you rate the climate on campus for persons from the following **racial/ethnic** backgrounds?

| | Very respectful | Respectful | Neither respectful nor disrespectful | Disrespectful | Very disrespectful | Don't know |
|--|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|
| African | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| African American/Black | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alaskan Native | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Caribbean/West Indian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| European American/White | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Latino(a)/Hispanic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Middle Eastern | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Native American Indian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pacific Islanders/Hawaiian Natives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Multiracial, multiethnic, or multicultural persons | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

92. **Students only.** Before I enrolled, I expected that the campus climate would be _____ for people who are...

| | Very respectful | Respectful | Neither respectful nor disrespectful | Disrespectful | Very disrespectful | Don't know |
|--|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|
| Affected by psychological health issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Affected by physical health issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Female | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| From religious affiliations other than Christian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| From Christian affiliations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gay, lesbian, bisexual, transgender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immigrants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| International students, staff, or faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning disabled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Male | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Non-native English speakers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents/guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People of Color | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing care for other than a child (e.g., elder care) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physically disabled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomically disadvantaged | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomically advantaged | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Veterans/active military members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

93. **Students Only:** Do you experience financial hardship at GVSU?

- Yes
- No [Go to Question 95]

94. How do you experience the financial hardship? **(Mark all that apply)**

- Difficulty affording tuition
- Difficulty purchasing my books
- Difficulty participating in social events
- Difficulty affording university meal plan/food
- Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, etc.)
- Difficulty traveling home during university breaks
- Difficulty in traveling to campus
- Difficulty in affording housing
- Difficulty in affording health care
- Difficulty in affording child care
- Other (please specify) _____

Part 5: Institutional Actions Relative to Climate Issues

95. Please list any organizations/offices/departments you feel who foster diversity/inclusion on campus in the text box below.

96. Please list any organizations/offices/departments you feel who inhibit diversity/inclusion on campus in the text box below.

97. Do you believe that GVSU is committed to diversity?

- Yes
- No

97a. Why or why not?

98. **Students/Faculty only:** The curriculum at GVSU includes materials, perspectives, and/or experiences of people based on their:

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Age | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Country of origin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| English language proficiency/accent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethnicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender expression | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immigrant status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Medical conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Levels of education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military/veteran status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental status (e.g. having children) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Political views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Position (faculty, staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Psychological condition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Race | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious/spiritual views | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socioeconomic status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

99. **Faculty/Staff only.** What is the influence of each of the following on campus climate?

| | Positively influences campus climate | Has no influence on campus climate | Negatively influences campus climate | Not offered at GVSU | Don't know |
|---|---|---|---|----------------------------|-----------------------|
| Providing tenure clock options with more flexibility for promotion/tenure for faculty (e.g., family leave). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing recognition and rewards for including diversity issues in courses across the curriculum. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity education for staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity education for faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity education for students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing, promoting and improving access to counseling for people who have experienced harassment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing more effective mentorship for new faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing more effective mentorship for new staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a clear and fair process to resolve conflicts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing funding to support efforts to change campus climate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Including diversity-related professional experiences as one of the criteria for hiring staff/faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Including diversity-related professional experiences as one of the criteria for evaluating staff/faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity and equity training to search and tenure committees. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing the diversity of the faculty and staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing the diversity of the administration. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing the diversity of the student body. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

100. If you would like to elaborate on how any of the above influence campus climate, please do so here.

101. How does GVSU's recognition of holidays (Ramadan, Yom Kippur, Martin Luther King, Jr. Day, etc.) affect your experience of campus climate?

102. **Students only.** What is the influence of each of the following on campus climate?

| | Positively influences campus climate | Has no influence on campus climate | Negatively influences campus climate | Don't Know |
|---|---|---|---|-----------------------|
| Providing diversity education for students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity education for staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity education for faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a person to address student complaints of classroom inequity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing the diversity of the faculty and staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing the diversity of the student body. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing opportunities for cross-cultural dialogue among students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing opportunities for cross-cultural dialogue between faculty, staff and students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing more effective faculty mentorship of students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation of faculty/staff in co-curricular activities and programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

103. Have you attended multicultural events on campus?

- Yes
- No

Part 6: Your Additional Comments

104. To what extent do you experience a sense of belonging or community at GVSU?

105. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

106. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the college might improve the climate, we encourage you to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

We recognize that answering some of the questions on this survey may have been difficult for people who have witnessed or experienced acts of discrimination.

Participants who experience discomfort are encouraged to contact:

Sue Sloop
Human Resources
sloops@gvsu.edu
331-2215

Encompass
GVSU's Employee Assistance Service
616-459-9180

Barbara Palombi
Counseling Center
palombib@gvsu.edu
331-3266

As a thank you for your participation in this survey, you are invited to enter a drawing for prizes that include an i-Pad and \$100 restaurant gift certificates. Because of IRS regulations, recipients of gifts or prizes from the random drawing will have the monetary value of that prize--if accepted--reported to the IRS as taxable income. Registrants for the drawing will also have an opportunity to spend an evening with President and Mrs. Haas. For the latter, a student, a staff member, and a faculty member will be randomly selected among those entering to collectively enjoy dinner and a play with President and Mrs. Haas on Wednesday, March 2, 2011.

Registering for the drawing is optional and includes providing your name, email address, and GVSU status (student, staff, or faculty). Information provided for the drawing is maintained separately from where survey responses are collected – absolutely no survey information is connected to your entering the drawing. If you would like to be entered into this drawing, please go to the website indicated below. Please submit only one entry per person. Duplicate entries will be discarded. Those who are randomly selected will be contacted within a week of the close of the survey on February 14, 2011.

<http://www.gvsu.edu/mygvsu/thanks.htm>

This website also contains a link where you can access reports from the three prior GVSU climate studies. These reports will give you examples of how the information gathered from this survey will ultimately be shared with the university community. Survey results from the *myGVSU survey* will be available in Fall 2011. Watch for announcements about GVSU's strategic initiatives that will be developed from the results of this survey.

Again, thank you for your participation.