September 23, 2011

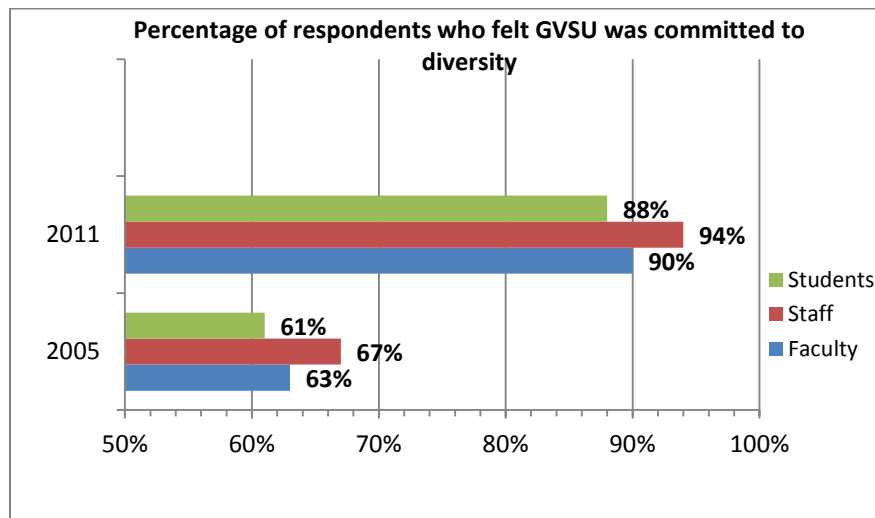Dear Grand Valley State University Faculty/Staff/Students:

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

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

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

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

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

Percentage of respondents who felt GVSU was committed to diversity

Year		
2011	Students	88%
	Staff	94%
	Faculty	90%
2005	Students	61%
	Staff	67%
	Faculty	63%

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

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

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

Jeanne Arnold   Neal Rogness

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

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Executive Summary

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

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

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

Grand Valley has a history of supporting diversity initiatives[1] as evidenced by the system's support and commitment to this project and its inclusion in the GVSU Strategic Plan. In 2010, a taskforce committee was formed to search for consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. R&A

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

presented a proposal to Vice President for Inclusion and Equity Jeanne Arnold in July 2010 which resulted in a subsequent contract with R&A to facilitate a campus-wide climate assessment.

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

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

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

Sample Demographics[2]

7,571 surveys were returned representing the following:

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

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

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

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

Quantitative Findings[5]

Personal Experiences with Campus Climate[6]

- **Some of the respondents believed[7] they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)[8] within the past year. Position at the University was most often cited as the reason given for the perceived harassment. People of Color and sexual minorities[9] perceived such harassment more often than White people and heterosexual respondents. Perceived harassment largely went unreported.**

    o 11% of respondents (n = 859) believed they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus. The percentage of respondents experiencing harassment at Grand Valley is lower than the percentage of respondents who experienced harassment in studies of other institutions.[10]

    o The perceived conduct was most often based on the respondents' position (24%, n = 206), gender (23%, n = 195), age (22%, n = 185), religious/spiritual status (15%, n = 127), race (12%, n = 100), and ethnicity (11%, n = 97).

    o Compared with 10% (n = 619) of White people, 17% (n = 201) of People of Color believed they had personally experienced such conduct.

    o Of Respondents of Color who reported experiencing this conduct, 39% (n = 79) believed it was due to their race.

    o Compared with 10% (n = 260) of men, 12% (n = 580) of women believed they had personally experienced such conduct.

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

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

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

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

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

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

- o Of the women who believed they had experienced this conduct, 28% (n = 161) stated it was because of their gender.
- o Compared with 11% (n = 658) of heterosexual respondents, 21% (n = 90) of sexual minority respondents believed they had personally experienced such conduct.
- o Of sexual minority respondents who believed they had experienced this conduct, 54% (n = 49) stated it was because of their sexual orientation.
- o 11% (n = 92) of participants made complaints to Grand Valley officials, while 12% (n = 103) did not know whom to go to, and 15% (n = 127) did not report the incident for fear of retaliation.

- **A small percentage of respondents believed they had been sexually harassed or sexually assaulted.**
  - o 154 people (2% of respondents) had been the victims of sexual assault while at Grand Valley.
  - o 50% of those who had been sexually assaulted (n = 77) said they were assaulted off-campus, and 35% (n = 54) were assaulted on-campus.
  - o The alleged perpetrators of sexual assaults were most often students (n = 60, 39%), friends (n = 56, 36%), or acquaintances (n = 50, 33%).

Satisfaction with Grand Valley

- **84% (n = 1,259) of Grand Valley employees were "highly satisfied" or "satisfied" with their jobs at Grand Valley. 61% (n = 916) were "highly satisfied" or "satisfied" with the way their careers have progressed at Grand Valley.**
  - o LGBQ employees and Employees of Colors were slightly less satisfied with their jobs and the way their careers have progressed than were other groups.

- **Faculty and Staff Satisfaction at Grand Valley**
  - o 76% (n = 1,149) were "highly satisfied" or "satisfied" with their access to health benefits.
  - o 74% (n = 1,110) were "highly satisfied" or "satisfied" with the size and quality of their work space as compared to their colleagues work space.
  - o Less than half of employee respondents were "highly satisfied" or "satisfied" with their compensation as compared to that of Grand Valley peers with similar levels of experience (48%, n = 724).
  - o 46% (n = 694) of all employee respondents were "highly satisfied" or "satisfied" with their access to research support as compared to their colleagues access.

- **57% (n = 3,331) of all student respondents said they experienced financial hardship at Grand Valley.**
    - Of those students, 77% (n = 2,574) had difficulty affording tuition, 69% (n = 2,305) had difficulty affording books, 56% (n = 1,858) had difficulty affording housing.

- **14% (n = 1,043) of all respondents have considered leaving Grand Valley because of the campus climate.**
    - Among employees, 18% of men (n = 105) and 22% of women (n = 195) thought of leaving the institution. 26% of Employees of Color (n = 61), in comparison with 19% of White Employees (n = 226), have seriously considered leaving Grand Valley because of the climate. Additionally, 28% of sexual minority employees (n = 26) and 20% of heterosexual employee respondents (n = 252) have seriously thought of leaving the institution.
    - Among students, 12% of women (n = 475) and 12% of men (n = 237) considered leaving the University due to the climate. 18% of Students of Color (n = 168) and 11% of White students (n = 530) thought of leaving Grand Valley, as did 18% of LGBQ students (n = 18) and 11% of heterosexual students (n = 552).

Perceptions of Campus Climate

- **Most respondents indicated that they were "comfortable" or "very comfortable" with the overall climate at Grand Valley (88%, n = 6,623), in their departments or work units (76%, n = 5,725), and in their classes (86%, n = 5,822). The figures in the narrative show some disparities based on race.**
    - People of Color were slightly less comfortable with the overall campus climate, the climate in their departments or work units, and with the climate in their classes than were White respondents.
    - Women were about as comfortable as men at Grand Valley, and in the classroom, but women were slightly less comfortable in their departments and work areas.
    - LGBQ respondents were less comfortable than were heterosexual respondents.

- **18% (n = 1,347) of all respondents indicated that they had observed harassment on campus within the past year. The perceived harassment was most often based on sexual orientation. People of Color and sexual minorities were more aware of perceived harassment.**
    - 18% of the participants (n = 1,347) had observed or personally been made aware of conduct on campus that created an offensive, hostile, exclusionary, or intimidating working or learning environment.

- o Most of the observed harassment was based on sexual orientation (30%, n = 402), religious/spiritual views (22%, n = 291), gender (19%, n = 249), race (19%, n = 249), ethnicity (18%, n = 236), and gender expression (15%, n = 203).
- o Compared with 17% (n = 1,043) of White respondents, 23% (n = 269) of Respondents of Color believed they had observed or personally been made aware of such conduct.
- o Compared with 17% (n = 1,037) of heterosexuals, 37% (n = 157) of sexual minorities believed they had observed or personally been made aware of such conduct.
- o These incidences were reported to an employee or official only 5% (n = 73) of the time.

- **Some employee respondents believed that they had observed discriminatory employment practices (e.g., search committee bias, limited recruiting pool, unfair, unjust, or discriminatory employment-related disciplinary actions, promotion) and indicated that they were most often based on race, position, gender, and ethnicity.**
  - o 20% (n = 298) of employee respondents believed that they had observed discriminatory hiring.
  - o 12% (n = 173) believed that they had observed discriminatory employment-related disciplinary actions at Grand Valley (up to and including dismissal).
  - o 21% (n = 314) believed that they had observed discriminatory promotion practices.

Faculty/Staff Work-Life Attitudes and Experiences
- 25% (n = 375) of respondents were reluctant to bring up issues that concern them for fear than it will affect their performance evaluation or tenure decision.
- 74% (n = 1,121) of employees found that their workloads were usually manageable.
- 44% (n = 666) of employees felt salary determinations were fair, and 46% (n = 700) thought salary determinations were clear.
- Less than half of the faculty members thought their research interests were valued by their colleagues (47%, n = 324).
- Few faculty members felt pressured to change their research agendas (9%, n = 64) or their methods of teaching (20%, n = 138) to achieve tenure.
- About half of all faculty respondents felt their service contributions were important to tenure (44%, n = 306) and promotion (51%, n = 346).
- More than half of all employees believed that they had colleagues or peers at Grand Valley who gave them career advice or guidance when they needed it (64%, n = 952), and equipment and supplies they needed to adequately perform their work (78%, n = 1,164).
- 61% (n = 915) of all employees felt they had the support from decision makers/colleagues who supported their career advancement.

- 46% (n = 693) of all employees felt the college treated exempt and non-exempt employees equitably.

Students' Attitudes and Experiences
- **31% (n = 1,847) of all students felt faculty pre-judged their abilities based on their identities/backgrounds.**
  - In terms of race, 41% of Students of Color (n= 374) and 29% of White students (n = 1,437) felt that way.
  - 35% of LGBQ students (n = 112) and 30% of heterosexual students (n = 1,458) felt faculty pre-judged them.
  - Students with physical disabilities (37%; n = 49), learning disabilities (43%; n = 58), and psychological conditions (36%; n = 188) were more likely to have felt that faculty pre-judge them based on their identities/backgrounds.

- **36% (n = 2,270) of all students and faculty "strongly agreed/agreed" that they perceived racial/ethnic tensions in classroom discussions.**
  - 43% of students and Faculty of Color (n = 420), in comparison with 27% of White students and faculty (n = 1,446), perceived tensions in classroom discussions.

Institutional Actions

- **90% (n = 6,427) of respondents believed Grand Valley was committed to diversity.**

- **59% (n = 4,491) of respondents have attended multicultural events on campus.**

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

- Likewise, employee respondents thought increasing the diversity of the faculty and staff (73%, n = 1,011), administration (71%, n = 983), and student body (75%, n = 1,046) would positively influence the campus climate.
- 57% (n = 787) thought increasing funding to support campus climate change efforts would positively affect the climate.

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

Qualitative Findings

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

The first of the three questions asked respondents to what extent they experienced a sense of belonging or community at GVSU. Four thousand three hundred two (4,302) people answered this question. Several people indicated they felt a very strong sense of community and attachment to the University. Others said they did not necessarily feel

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[11] The complete survey is available in Appendix C.

connected to GVSU as much as they felt connected to people in their programs, departments, organizations, etc. A number of respondents from underrepresented populations (e.g., sexual minorities, racial minorities, commuter students, returning students, lower socioeconomic status students, parenting students) said they felt less of a sense of belonging than did many traditional students.

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

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

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

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

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

Summary of Strengths and Potential Challenges

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Introduction

The Importance of Examining Campus Climate

The primary missions of higher education institutions are the discovery and distribution of knowledge. Academic communities expend a great deal of effort fostering environments where these missions are nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship.[12] The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus environment.[13] Several national education association reports advocate creating a more inclusive, welcoming climate on college campuses.

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a college or college must provide a climate where

> …intellectual life is central and where faculty and students work together
> to strengthen teaching and learning, where freedom of expression is
> uncompromisingly protected and where civility is powerfully affirmed,
> where the dignity of all individuals is affirmed and where equality of
> opportunity is vigorously pursued, and where the well-being of each
> member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion (p. xvi)." AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard (p. xxi)."

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[12] For more detailed discussions of climate issues see Hurtado (2005); Bauer (1998), Boyer (1990), Milem, Chang, & Antonio, (2005); Peterson (1990), Rankin (1994, 1998), and Tierney and Dilley (1996).

[13] For further examination of the effects of climate on campus constituent groups and their respective effects on the campus climate see Bauer, (1998); Bensimon (2005); Hurtado, 2005, Hurtado, Milem, Clayton-Pedersen, & Allen (1998); Peterson (1990), Rankin (1994, 1998, 1999, 2003, 2005), Tierney (1990).

The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, Milem, Chang, and Antonio (2005) proposed that,

> Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome (p. iv).

The report further indicates that in order for "diversity initiatives to be successful they must engage the entire campus community" (p. v). Ingle (2005) strongly supports the idea of a "thoughtful" process with regard to diversity initiatives in higher education.

History of the Project

Grand Valley has a history of supporting diversity initiatives[14] as evidenced by the campus support and commitment to this project and its inclusion in the GVSU Strategic Plan. In 2010, a taskforce committee was formed to search for consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was identified as leader in conducting multiple identity studies in higher education. R&A was commissioned by Vice President for Inclusion and Equity Jeanne Arnold. R&A presented a proposal to Dr. Arnold in July 2010 which resulted in a subsequent contract with R&A to facilitate a campus-wide climate assessment.

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the

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[14]   For more information on Grand Valley diversity initiatives see : http://www.gvsu.edu/strategicplanning/

foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Informed by the previous work of R&A, the Climate Study Committee (CSC) developed the survey instrument. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and the analysis of comments provided by survey respondents.

Methodology

Conceptual Framework

This project defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics."[15] The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003).[16] The CSC reviewed the drafts of the survey. The final survey contained

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[15] Rankin & Associates (2001) adapted from AAC&U (1995).

[16] The original project that served as the foundation for survey was conducted in 2000-2001. The sample included 15,356 respondents from ten geographically diverse campuses (three private and eight public colleges and universities). Subsequent to the original project, the survey questions have been modified based on the results of sixty additional campus climate project analyses. For a more detailed review of the survey development process (e.g., content validity, construct validity, internal reliability, factor analysis), the reader is directed to: Rankin, S. and Reason, R. (2008). A Comprehensive Approach to Transforming Campus Climate. *Journal of Diversity in Higher Education.*

106 questions,[17] including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Grand Valley institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in both an on-line and pencil-and-paper format. All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

Sampling Procedure. The Grand Valley Institutional Review Board (IRB) reviewed and approved the project proposal, including the survey instrument, in December 2010. The proposal indicated that any analysis of the data would ensure participant confidentiality. The final Web-based survey and paper-and-pencil surveys were distributed to the campus community in February 2011. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of students and employees via an invitation to participate from President Haas. To encourage participation, members of the CSC forwarded subsequent invitations.

Limitations. One limitation to the generalizability of the data is that respondents in this study were "self-selected." Self-selection bias therefore is possible since participants had the choice of whether to participate. The bias lies in that an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

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[17] To ensure reliability, evaluators must ensure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 18.0). Numbers and percentages were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status[18]) to provide additional information regarding participant responses. Throughout this report, including the narrative and data table within the narrative, all information was presented using actual percentages where missing or "no response" information was included.

A few survey questions allowed respondents the opportunity to describe further their experiences on Grand Valley's campus, to expand upon their survey responses, and to add any additional thoughts they wished. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments and a list of common themes were established based on the judgment of the reviewer. Most themes were based on the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted.

This methodology does not reflect a comprehensive qualitative study. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[18] University status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results as per the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of the Grand Valley's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample[19]

Seven thousand five hundred seventy-one (7,571) surveys were returned for a 28.9% response rate. The sample and population figures, chi-square analyses, and response rates are presented in Table 1.

The sample has a significantly greater proportion of females and a smaller proportion of males than does the population. With regard to race, the sample has significantly greater proportions of Native American Indians and Pacific Islanders/Hawaiian Natives (n > population total) than does the population. It should be noted that the sample data included 5 categories of race/ethnicity (representing 292 individuals) that were not cited in population demographics.

With regard to position status, the sample has significantly smaller proportions of undergraduate and graduate students than does the population. The sample also has significantly larger proportions of faculty, executive/administrative/professional (EAP) individuals, and clerical/office/technical (COT) personnel than does the population. When examining citizenship, the sample has a smaller proportion of U.S. Citizens than does the population. The sample data included a category of Dual Citizenship (n = 56) that was not cited in the population demographics. This likely was a contributing factor in the statistical findings of differences in proportions of US Citizens.

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[19]   All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to these tables.

Table 1. Grand Valley Demographics of Population and Sample Respondents[20]

Characteristic	Subgroup	Population N	Population %	Sample n	Sample %	Response Rate (%)
Gender [a]	**Male**	**10927**	**41.5**	**2570**	**34.1**	23.5
	Female	**15380**	**58.5**	**4936**	**65.4**	32.1
	Transgender	**--**	**--**	**24**	**0.3**	--
	Other		**--**	**17**	**0.2**	--
Race [b,1]	**African**			**57**	**0.8**	--
	African American/Black	**1471**	**5.6**	**349**	**4.6**	23.7
	Alaskan Native			**6**	**0.1**	--
	Asian/Asian American	**807**	**3.1**	**178**	**2.4**	22.1
	Caribbean/West Indian			**18**	**0.0**	--
	European American/White	**22827**	**86.7**	**6472**	**85.5**	28.4
	Latino(a)/Hispanic	**928**	**3.5**	**263**	**3.5**	28.3
	Middle Eastern			**81**	**1.1**	--
	Native American Indian	**248**	**0.9**	**133**	**1.8**	53.6
	Pacific Islander/Hawaiian Native	**41**	**0.2**	**56**	**0.7**	>100
	Other			**130**	**1.7**	--
Position [c,2]	**Undergraduate Student**	**19777**	**75.2**	**5171**	**68.3**	26.1
	Non-Degree seeking student	152	0.8	30	0.7	19.7
	BA student/entered as 1st year student	13565	68.6	3208	73.2	23.6
	BA student/entered as transfer	6060	30.6	1146	26.1	18.9
	Graduate Student	**3474**	**13.2**	**853**	**11.3**	24.5
	Faculty	**1574**	**6.0**	**705**	**9.3**	44.8
	Assistant Professor/Librarian	262	16.7	98	23.8	37.4
	Associate Professor/ Librarian	350	22.2	121	29.4	34.6
	Professor/Senior Librarian	197	12.5	42	10.2	21.3
	Visiting Faculty	114	7.2	35	8.5	30.7
	Affiliate Instructor	138	8.8	39	9.5	28.3
	Instructor	22	1.4	10	2.4	45.5
	Adjunct Faculty	491	31.2	67	16.3	13.6
	Exec/Admin./Professional (EAP)	**770**	**2.9**	**381**	**5.0**	49.5
	Regular EAP	589	76.5	338	88.7	57.4
	Adjunct AP	181	23.5	43	11.3	23.8
	Clerical/Office/Technical (COT)	**518**	**2.0**	**157**	**2.1**	30.3
	Regular COT/ Temporary hourly	518	100.0	157	100.0	30.3
	Department of Public Safety (DPS)	**36**	**0.1**	**11**	**0.1**	30.6
	Regular DPS/ Temporary hourly	36	100.0	11	100.0	30.6
	Maint./Grounds/Services (MGS)	**158**	**0.6**	**18**	**0.2**	11.4
	Regular MGS /Temporary hourly	158	100.0	18	100.0	11.4
	Other	**--**	**--**	**275**	**3.6**	--

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[20] The table population categories for race are those used by the institution. The table sample categories for race are those created by the CSC based on their knowledge of the community at GVSU.

Characteristic	Subgroup	Population		Sample		Response Rate (%)
		N	%	n	%	
Citizenship [d]	**US Citizen**	**25698**	**97.7**	**7266**	**96.4**	28.3
	Dual Citizenship	**--**	**--**	**56**	**0.7**	--
	Permanent Resident	**283**	**1.1**	**105**	**1**	37.1
	International	**330**	**1.2**	**99**	**1.3**	30.0
	Other	**--**	**--**	**12**	**0.2**	--

[1] Respondents were instructed to indicate all racial/ethnic categories that apply.

[2] Sample data in bold indicate number and percentage of respondents for each main category of Position. Sample data in subcategories reflect the number and percentage of individuals within the main category who responded to the subcategory question.

[a] $X^2 (1, N = 7506) = 162.99, p = .0001$

[b] $X^2 (5, N = 7451) = 201.54, p = .0001$

[c] $X^2 (6, N = 7517) = 614.34, p = .0001$

[d] $X^2 (2, N = 7470) = 7.46, p = .0240$

[1] Percentages do not sum to 100 because respondents were instructed to indicate all categories that apply.

[2] The response rates noted in the table are relative to the population values provided by GVSU.

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

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional studies. Several researchers working in the area of diversity-as well as higher education survey research methodology experts - reviewed the template used for the Grand Valley survey. The survey was also reviewed by members of the CSC.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSC members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of harassment, for example. However, no reliable data to that effect were available. As such, meticulous attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall respect for various groups (questions 90 & 91) and those that rate overall campus climate on various scales (question 81) were moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients[21] are provided in Table 2.

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[21] Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

All correlations in the table are significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses. Strong relationships exist between responses to non-homophobic and respect for LGBT individuals, and between non-classist and respect for socioeconomically disadvantaged individuals. Moderately strong relationships exist between responses to non-racist and respect for African-Americans/Blacks, and between a positive climate for non-English speakers and respect for non-English speakers. The *r* values for the remaining 8 correlations all indicate a moderate relationship between responses to the selected pairs of questions.

Table 2. Pearson Correlations between Ratings of Acceptance and Campus Climate for Selected Groups

Respectful of:	Climate Characteristics				
	Non-Racist	Non-Homophobic	Non-Classist	Non-Sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.575				
Alaskan Natives	.499				
Asians	.475				
Latino(a)/Hispanics	.538				
Middle Eastern persons	.544				
Multiracial/multiethnic/ multicultural persons	.528				
Native Americans	.515				
Pacific Islanders/Hawaiian Natives	.499				
LGBT individuals		.620			
Socioeconomically Disadvantaged persons			.609		
Women				.507	
Non-native English Speakers					.567

[1]p=0.01 for all r values

Sample Characteristics

The majority of the sample population was undergraduate students[22] (68%) (Table 3).

Table 3. Respondents' Primary Positions at Grand Valley

Primary Position	n	%	Primary Position	n	%
Undergraduate student	**5171**	**68.3**	**Executive/Administrative/Professional (EAP)**	**381**	**5.0**
Non-degree seeking student	30	0.7	Regular EAP	338	88.7
Bachelor-degree seeking student, entered GVSU as first-year student	3208	73.2	Adjunct AP	43	11.3
Bachelor-degree seeking student, entered GVSU as transfer student	1146	26.1	**Clerical/Office/Technical (COT)**	**157**	**2.1**
Graduate student	**853**	**11.3**	Regular COT/ Temporary hourly	157	100.0
Graduate student			**Department of Public Safety (DPS)**	**11**	**0.1**
Faculty	**705**	**9.3**	Regular DPS/ Temporary hourly	11	100.0
Assistant professor/Assistant Librarian	98	23.8	**Maintenance/Grounds/ Service (MSG)**	**18**	**0.2**
Associate professor/Associate Librarian	121	29.4	Regular MGS/ Temporary hourly	18	100.0
Professor/Senior Librarian	42	10.2	**Other**	**275**	**3.6**
Visiting faculty	35	8.5			
Affiliate instructor	39	9.5			
Instructor	10	2.4			
Semester by semester adjunct faculty	67	9.5			

Note: There are no missing responses to this question as all respondents were required to provide an answer.

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[22] Several respondents chose "other" as their response for position and based on their response were re-coded as "student" (n = 5,171). The "student-only" questions were not visible for these respondents so the total "n" for these questions will be less than the total "n" for students.

Two-thirds of undergraduate students (66%, n = 3,423) and graduate students (69%, n = 589) were women (Tables B1 & B4). All 24 transgender[23] respondents were students.[24]

Of all the respondents, 71% (n = 5,380) spent the majority of their time at the Allendale Campus (Table B3). Twenty-six percent (n = 1,999) spent the majority of their time at the Pew Grand Rapids Campus. Less than one percent spent their time at Meijer Campus (n = 27), and the Regional Center in Traverse City (n = 37), at the Regional Center at Muskegon (n = 24), or at Annis Water Resources Institute (AWRI) (n = 16).

For the purpose of some analyses, position categories were collapsed. Figure 1 indicates that 68% of respondents (n = 5,171) were undergraduate students, 11% (n = 853) were graduate students, nine percent (n = 705) were faculty,[25] six percent (n = 462) were Executive/Administrative/Professional (EAP), four percent (n = 289) were Clerical/Office/Technical (COT), 0.1 percent (n = 11) were Department of Public Safety (DPS), and 0.3 percent (n = 26) were Maintenance/Grounds/Service (MGS).[26]

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[23] Self-identification as "transgender" does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

[24] Twenty-four transgendered[24] individuals completed the survey. Readers should note that these individuals were not included in some analyses to protect their anonymity.

[25] Faculty includes assistant professors and librarians, associate professors and librarians, professors, senior librarians, visiting faculty, affiliate instructors, instructors, and semester-by-semester adjunct faculty.

[26] Due to the small number of DPS and MGS respondents, these categories were collapsed to DPS/MGS for the purposes of some analyses.

Figure 1
Respondents by Collapsed Position Status
(n)

■ Undergraduate Students
■ Graduate Students
□ Faculty
□ EAP
■ COT
□ DPS
■ MGS

Figure 2
Employee Respondents by Gender & Position Status
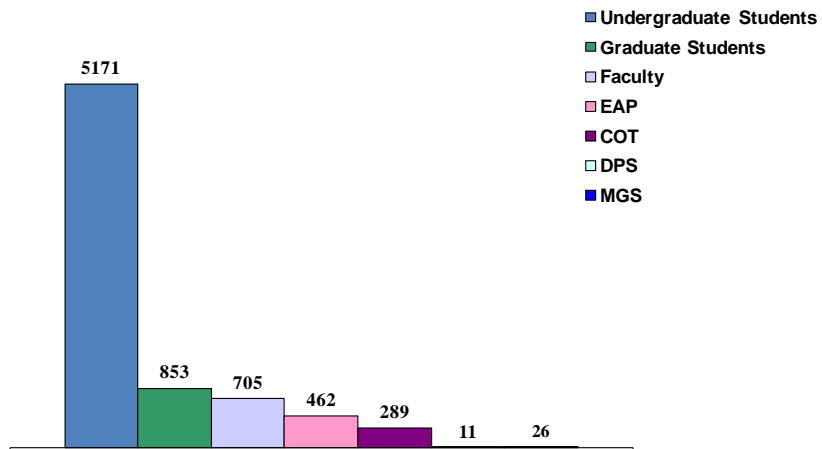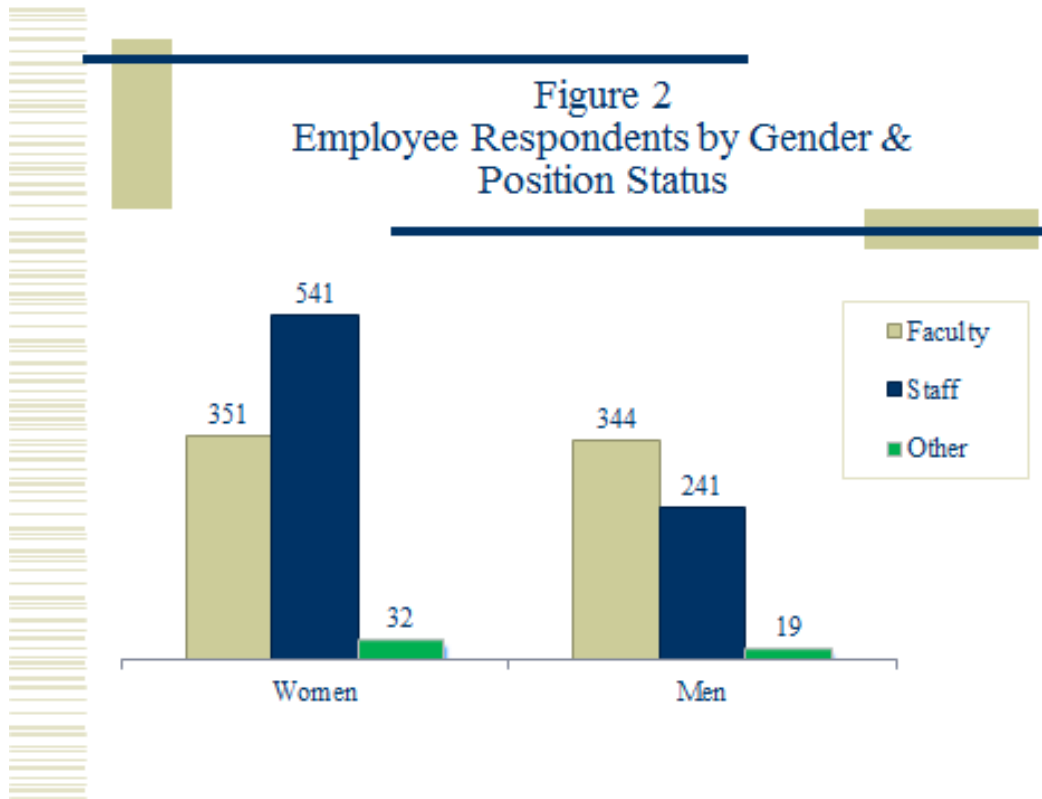
Twenty-four transgendered individuals completed the survey; however, they are not included in the Figure 2 to maintain the confidentiality of the small number of transgendered respondents. Readers should note that, throughout the report, these individuals were not included in the analyses split by gender.

The majority of respondents were heterosexual[27] (83%, n = 6,246) and five percent (n = 421) were sexual minorities (lesbian, gay, bisexual, or queer) (Figure 3). Forty-six people (1%) were questioning their sexual orientations, and 720 people (10%) considered themselves asexual.

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[27] Respondents who answered "other" in response to the question about their sexual orientations and wrote "normal" or "heterosexual" in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms "LGB" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in "other" terms, such as "pan-sexual," "homoflexible," "fluid," etc.

Figure 3
Respondents by Sexual Orientation & Position Status (n)

- ■ Students
- ■ Employees

	Heterosexual	LGBQ	Asexual	Questioning
Students	4910	326	669	44
Employees	1289	92	49	2
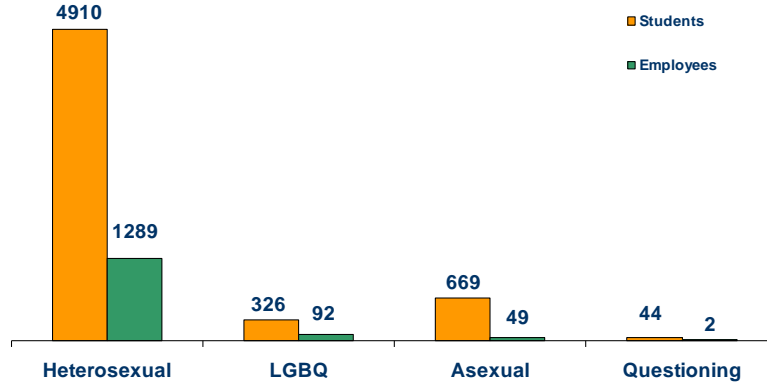
With respect to modal categories, about 30% of faculty members (n = 27) were 43 to 52 years old; 27% (n = 187) of faculty were between the ages of 33 to 42; and 25% (n = 25) were between 53 to 62 years old (Figure 4). Twenty-two percent of staff members (n = 172) were between the ages of 33 and 42; 25 % (n = 197)) were between 43-52 years old, and 28% were between 53 and 62 years old.

Figure 4
Employee Respondents
by Age & Position Status (n)
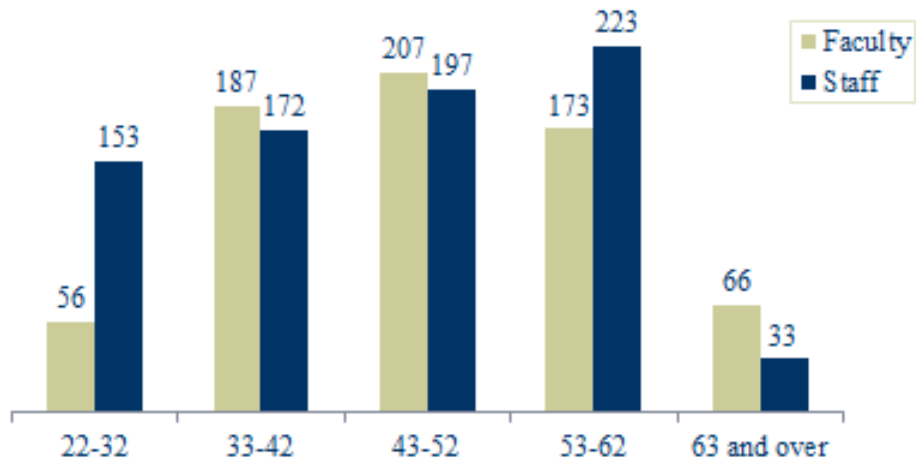
Forty percent of responding undergraduates (n = 2,045) were 20 to 21 years old, and 52% of responding graduate students (n = 438) were 24 to 32 years old (Figure 5).

Figure 5
Student Respondents
by Age & Position Status (n)
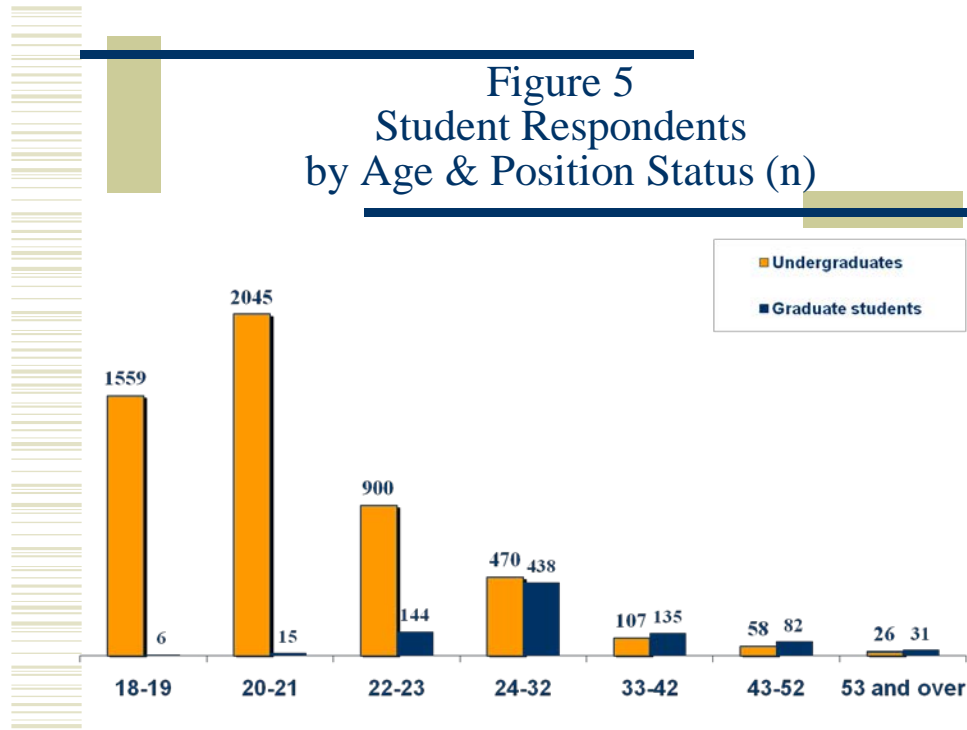
Table 4 illustrates faculty respondents' primary academic college affiliations.

Table 4. Faculty Respondents' Primary Academic College

	n	%
College of Liberal Arts and Sciences	404	56.3
Seidman College of Business	51	7.1
College of Community and Public Service	53	7.4
College of Education	54	7.5
Padnos College of Engineering and Computing	29	4.0
College of Health Professions	34	4.7
Brooks College of Interdisciplinary Studies	26	3.6
Kirkof College of Nursing	24	3.3
University Libraries	20	2.8

Note: Table includes only those respondents who indicated they were faculty (n = 718). The n's do not sum to the expected frequency due to missing data.

Sixty-three percent of staff respondents (n = 466) were primarily affiliated with Academic and Student Affairs Division (Table 5). Twenty-one percent (n = 158) were affiliated with the Finance and Administration Division.

Table 5. Staff Respondents' Primary Academic Department/Work Unit/Program

	n	%
President's Office	24	3.0
Academic and Student Affairs Division	466	63.1
Finance and Administration Division	158	21.4
University Development Division	31	4.2
University Relations Division	52	7.0
Inclusion and Equity Division	7	0.9
Missing	68	8.4

Note: Table includes only those respondents who indicated they were staff (n = 806). The n's do not sum to the expected frequency due to missing data.

About two percent of employee respondents (n = 31) indicated that the highest level of education they completed was high school (Table B12). Three percent (n = 50) had finished associate's degrees, 14% (n = 211) bachelor's degrees, 31% (n = 469) master's degrees, and 31% (n = 479) doctoral degrees.

About 34% of employee respondents (n = 472) have been employed by Grand Valley for four years or less (Figure 6), and 31% (n = 456) have been at Grand Valley for 5 to 10 years. Ten percent (n = 146) of employees have been at the University for more than 20 years.

Eighty-eight percent (n = 1,312) of Grand Valley employee respondents were full-time in their positions.

Figure 6
Employee Respondents' Time
at the Grand Valley (n)
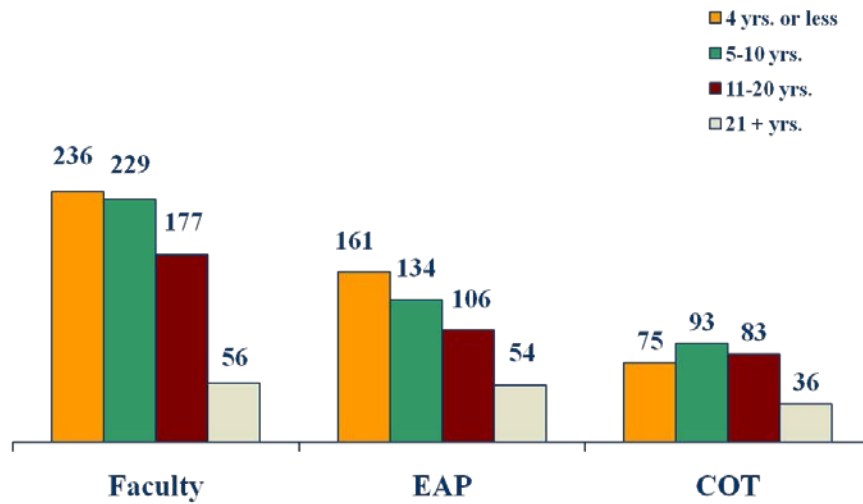
Approximately 20% of the undergraduate student respondents (n = 1,051) were first year students, 20% (n = 1,005) second year students, 26% (n = 1,313) third year students, and 25% (n = 1,259) fourth year students (Figure 7). Nine percent (n = 436) were fifth year students (or beyond), and one percent were second degree students.

Figure 7
Student Respondents
by Class Standing (n)

Legend:
- □ First Year
- ■ Second Year
- □ Third Year
- □ Fourth Year
- ■ Fifth Yr or beyond

1051
1005
1313
1259
436
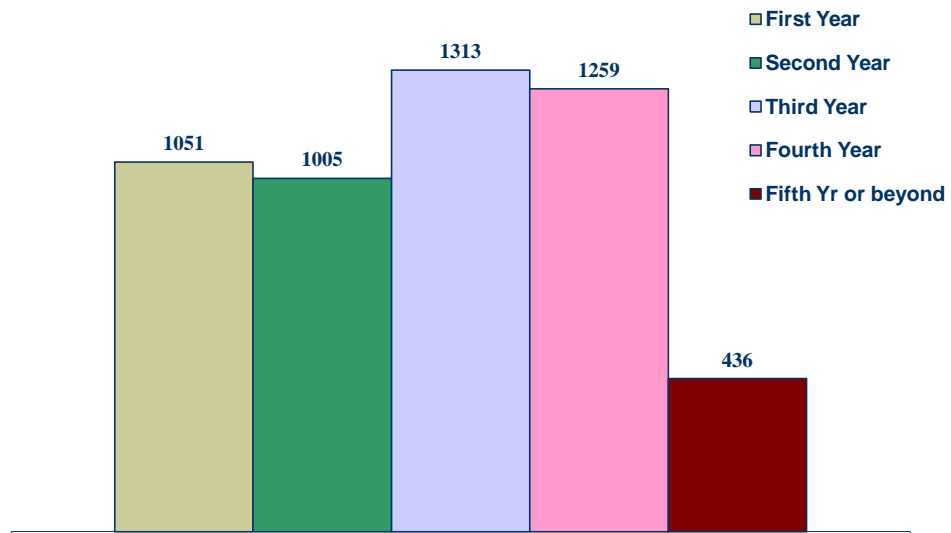
Table 6 illustrates undergraduate students declared academic majors.

Table 6. Undergraduate Students' Declared Academic Majors

Major	n	%	Major	n	%
Non-degree	6	0.1	Group Social Studies	57	1.1
Undeclared	185	3.6	Health Communications	40	0.8
Accounting	180	3.5	Health Professions	229	4.4
Advertising/Public Relations	135	2.6	Health Science	6	0.1
Anthropology	48	0.9	History	79	1.5
Art and Design	62	1.2	Hospitality Tourism Management	172	3.3
Art-Studio	21	0.4	Information Science	51	1.0
Art Education	13	0.3	International Business	51	1.0
Art History	5	0.1	International Relations	62	1.2
Athletic Training	48	0.9	Journalism	29	0.6
Behavioral Science	15	0.3	Latin	0	0.0
Biology	171	3.3	Legal Studies	30	0.6
Biomedical Science	345	6.7	Liberal Studies	76	1.5
Biopsychology	13	0.3	Management	117	2.3
Broadcasting	45	0.9	Marketing	130	2.5
Business Economics	19	0.4	Mathematics	137	2.6
Business	211	4.1	Medical Imaging/ Radiation Science	9	0.2
Cell and Molecular Biology	19	0.4	Music	59	1.1
Chemistry	52	1.0	Natural Resources Management	61	1.2
Chinese Studies	4	0.1	Nursing	333	6.4
Classics	14	0.3	Occupational Safety/ Health Management	21	0.4
Classical Tradition	5	0.1	Philosophy	34	0.7
Clinical Laboratory Science	33	0.6	Photography	30	0.6
Communication Studies	51	1.0	Physical Education	60	1.2
Communications	31	0.6	Physics	20	0.4
Computer Science	101	2.0	Political Science	75	1.5
Comprehensive Science and Arts for Teaching	17	0.3	Pre-Business	27	0.5
Criminal Justice	169	3.3	Psychology	373	7.2
Dance	9	0.2	Psychology - Special Education	64	1.2
Diagnostic Medical Sonography	23	0.4	Public Administration	86	1.7
Earth Science	8	0.2	Radiation Therapy	21	0.4
Economics	40	0.8	Radiology & Imaging Science	46	0.9
Education	371	7.2	Russian Studies	8	0.2
Engineering	113	2.2	Social Work	117	2.3
English	225	4.4	Sociology	50	1.0
Exercise Science	162	3.1	Spanish	101	2.0
Film and Video	92	1.8			
Finance	130	2.5			

Major	n	%	Major	n	%
French	23	0.4	Statistics	44	0.9
Geography	19	0.4	Supply Chain Management	14	0.3
Geology	20	0.4	Theatre	13	0.3
Geology-Chemistry	0	0.0	Therapeutic Recreation	31	0.6
German	15	0.3	Women & Gender Studies	36	0.7
Greek	0	0.0	Writing	78	1.5
Group Science	3	0.1			

Note: Table includes only those respondents who indicated they were undergraduate students (n = 5,171). Two choices were allowed. The n's do not sum to the expected frequency due to missing data.

Table 7 illustrates the level of education completed by students' parents or legal guardians.

Table 7. Students' Parents'/Guardians' Highest Level of Education

| Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	n	%	n	%
No high school	121	2.0	126	2.1
High school	1357	22.5	1335	22.1
Some college	1070	17.7	1030	17.0
Business/Technical certificate/degree	295	4.9	401	6.6
Associate's degree	566	9.4	640	10.6
Bachelor's degree	1377	22.8	1396	23.1
Some graduate work	133	2.2	153	2.5
Master's degree	808	13.4	603	10.0
Doctoral degree	193	3.2	101	1.7
Other professional degree	49	0.8	61	1.0
Unknown	25	0.4	73	1.2
Not applicable	16	0.3	45	0.7
Missing	33	0.5	79	1.3

Note: Table includes only those respondents who indicated they were students (n = 6,043). The n's do not sum to the expected frequency due to missing data.

Sixty-four percent (n = 3,871) of student respondents were currently dependent students (i.e., their family/guardians assisted with their living/educational expenses), and 34% (n = 2.057) were independent students (i.e., they were the sole providers for their living/educational expenses) (Table B23).

Thirty-nine percent of student respondent (n = 2,330) were not employed while they were enrolled as students at Grand Valley (Table B26). Seventeen percent (n = 1,037) worked on campus, and 40% (n = 2,392) worked off-campus.

Twenty-five percent (n = 1,274) of undergraduate student respondents reported that they or their families have annual incomes of less than $30,000. Twenty-three percent (n = 1,130) reported annual incomes between $30,000 and $59,999, 27% (n = 1,437) between $60,000 and $99,999, 23% (n = 1,147) over $100,000 annually (Table B24). These figures are displayed by undergraduate student income in Figure 8. Undergraduate student information is provided for those who indicated that they were financially dependent versus those who indicated that they were financially independent.

Figure 8
Income by Student Position Status (n)
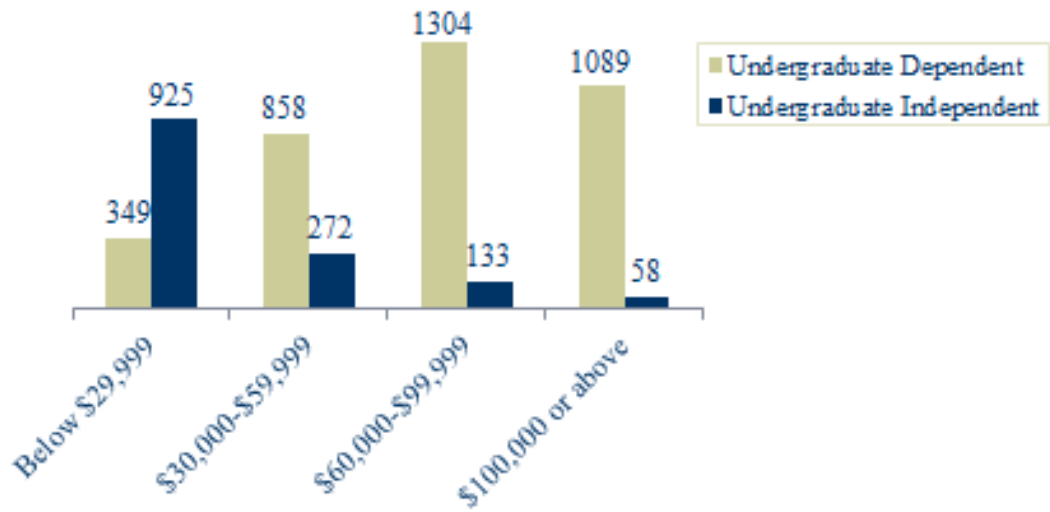
Of the students completing the survey, 29% (n = 1,731) lived on-campus, and 71% (n = 4,263) lived off-campus (Table 8).

Table 8. Students' Residence	n	%
On-campus	1731	28.6
Off-campus	4263	70.5
Missing	49	0.8

Note: Table includes only those respondents who indicated they were students (n = 6,043). The n's do not sum to the expected frequency due to missing data.

Students were requested to rank how they were paying for college. Respondents offered that they were paying for college primarily through loans and family contributions (Table 9).

Table 9. Students' Methods of Paying for College

Primary Method of Payment	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Loans	2119	48.4	621	14.2	406	9.3	384	8.8	852	19.4
Pell Grant	626	22.1	926	32.7	370	13.1	468	16.5	442	15.6
Family contribution	1107	27.3	837	20.6	571	14.1	591	14.6	953	23.5
Personal contribution/Job	674	16.5	118	27.3	1106	27.0	810	19.8	383	9.4
Grand Valley State scholarship/grant/ tuition remission	626	17.9	814	23.2	1023	29.2	645	18.4	395	11.3

Note: Table includes only those respondents who answered that they were students (n = 6,043). The n's do not sum to the expected frequency due to missing data.

Forty-one percent of student respondents (n = 2,474) did not participate in any organizations at Grand Valley (Table 10). Twenty percent (n = 1,227) participated in academic and professional organizations, and 18% (n = 1,058) participated in sports and recreational organizations.

Table 10 . Students' Participation in Organizations at Grand Valley

| Organization	n	%
I do not participate in any organizations	2474	40.9
Academic and Professional	1227	20.3
Cultural	341	5.6
Fraternities and Sororities	510	8.4
Performing Arts	342	5.7
Faith Based	644	10.7
Service & Advocacy	588	9.7
Special Interest	395	6.5
Sports and Recreation	1058	17.5
Student Government	89	1.5
Media	94	1.6
Honorary and Professional Societies	356	5.9
Other	7	0.1

Note: Table includes only those respondents who answered that they were students (n = 6,043). The n's do not sum to the expected frequency due to missing data.

Table11 illustrates that approximately 67% (n = 5,034) of the respondents were affiliated with a Christian denomination, while 21% (n = 1,586) identified as having no spiritual affiliation (no affiliation, atheist, agnostic). Ten percent (n = 747) identified with a non-Christian religion. Many respondents that marked "other" named Christian religions not identified on the survey (e.g., Apostolic and prophetic, believer in Jesus, Byzantine Catholic) and those identified on the survey (e.g., Catholic, Christian). Others identified spiritual affiliations such as "god hides in each of us," "Happy Hippie Hodge-Podge," "everyone is god," "Dudeism.

Table 11. Respondents' Religious or Spiritual Affiliations

Spiritual Affiliation	n	%	Spiritual Affiliation	n	%
Animist	3	0.0	Muslim	39	0.5
Anabaptist	2	0.0	Native American Traditional Practitioner	4	0.1
Agnostic	442	5.8	Nondenominational Christian	680	9.0
Assembly of God	43	0.6	Pagan	14	0.2
Atheist	362	4.8	Pentecostal	55	0.7
Baha'i	2	0.0	Presbyterian	176	2.3
Baptist	306	4.0	Quaker	6	0.1
Buddhist	42	0.6	Reformed Church of America	168	2.2
Christian and Missionary Alliance	52	0.7	Roman Catholic	1412	18.7
Christian Disciples	119	1.6	Seventh Day Adventist	17	0.2
Christian Orthodox	151	2.0	Shamanist	2	0.0
Christian Reformed Church of America	459	6.1	Shinto	0	0.0
			Sikh	2	0.0
Church of God	52	0.7	Taoist	4	0.1
Confucianist	1	0.0	Unitarian Universalist	28	0.4
Druid	4	0.1	United Church of Christ	56	0.7
Episcopalian	65	0.9	Wiccan	11	0.1
Hindu	21	0.3	Zoroastrianism	1	0.0
Jehovah's Witness	6	0.1	Other Christian	495	6.5
Jewish	48	0.6	Other non-Christian	3	0.0
Independent	17	0.2	Spiritual, but no religious affiliation	489	6.5
Latter Day Saints (Mormon)	10	0.1	No affiliation	782	10.3
Lutheran	398	5.3	Other	102	1.3
Mennonite	2	0.0			
Methodist	315	4.2			
Moravian	1	0.0	Missing	102	1.3

With regard to race and ethnicity, 86% of the respondents (n = 6,472) were European American/Caucasian (Figure 9). Five percent (n = 349) were African American/Black, four percent (n = 263) were Latino(a)/Hispanic, two percent (n = 178) were Asian/Asian American, and two percent were (n = 133) Native American Indian. One percent or fewer indicated that they were: African (1%, n = 57), Alaskan Native (<1%), Caribbean/West Indian (<1%, n = 18), Middle Eastern (1%, n = 81), and Pacific Islander/Hawaiian Native (1%, n = 56). One hundred and thirty respondents (2%) marked other. Several responses which indicated "other" and wrote in "White" or "Caucasian" were re-coded as European American/White. Additional respondents who choose "other" wrote in comments such as "American," "homo sapien," "we are all human beings," and "I don't feel I need to answer this."

Figure 9
Respondents by Racial/Ethnic Identity (n)[1]
(Duplicated Total)

Legend:
- African
- African American/Black
- Alaskan Native
- Asian/Asian American
- Caribbean/West Indian
- European American/White
- Latino(a)/Hispanic
- Middle Eastern
- Native American Indian
- Pacific Islander/Hawaiian Native
- Other

Values: 57, 349, 6, 178, 18, 6472, 263, 81, 133, 56, 130
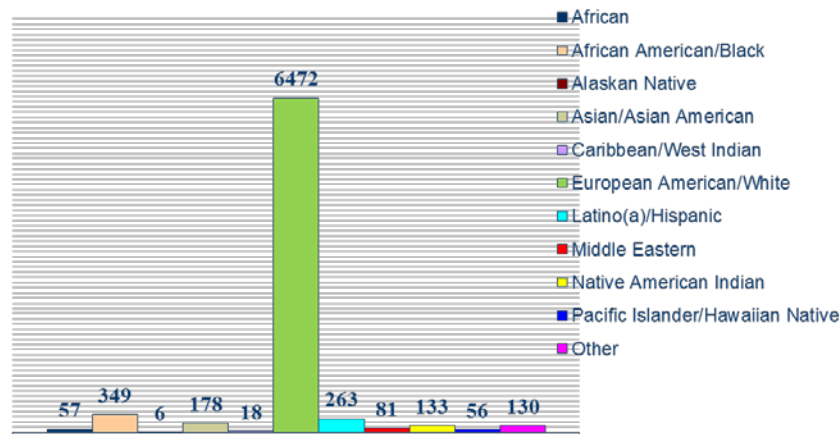
[1]Inclusive of multi-racial and/or multi-ethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 6,217, 84%) as part of their identity and 1,170 respondents (16%) chose a category other than White as part of their identity (Figure 10). Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of People of Color and White people.[28]

Figure 10
Respondents by Racial/Ethnic Identity (n)
(Unduplicated Total)

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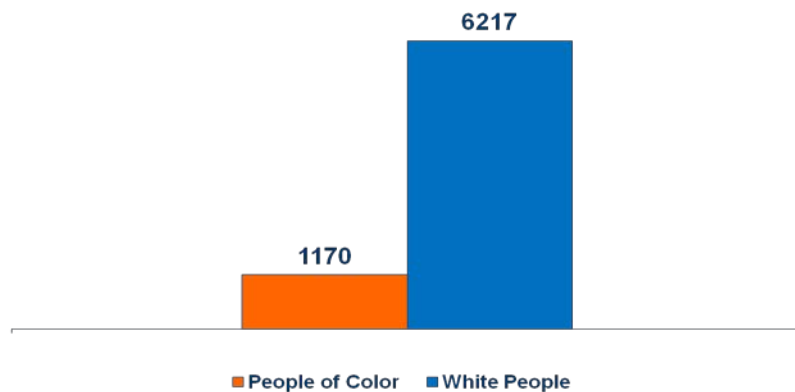
[28] While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American) and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into People of Color and White for many of the analyses due to the small numbers in the individual categories.

While 88% (n = 5,400) of student respondents had no children, eight percent (n = 468) had children under the age of 18, and four percent (n = 230) had legally dependent children over the age of 18 (Figure 11). Thirty-four percent of employees (n = 548) were parenting children under 18 years of age, and 14% (n = 230) had children over 18 years of age who were still legally dependent.

Figure 11
Respondents' Parental Status
by Position Status (n)
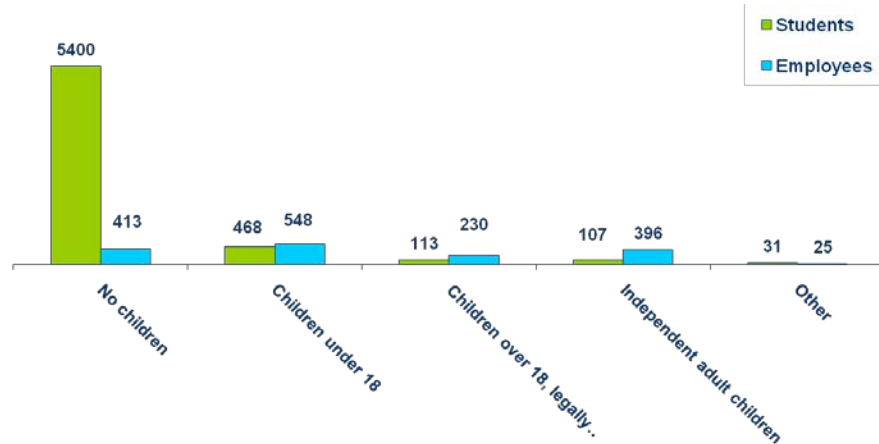
Note: Employees include all faculty and staff respondents. The n's across categories do not sum to the expected frequency due to missing data.

Twelve percent of respondents (n = 928) had a disability that substantially affects major life activities (Table B17). Of those respondents, 204 (23%) said they had physical conditions, 149 (16%) had learning disabilities, and 575 (62%) had psychological conditions (Figure 12). Twenty-one percent (n = 184) of survey respondents with a form of disability were registered with Disability Support Services (Table B18). Position status is provided for those who indicated that they had a disability that substantially affects major life activities in Figure 12.

Figure 12
Respondents with Conditions
that Substantially Affect Major Life Activities
by Position Status (n)
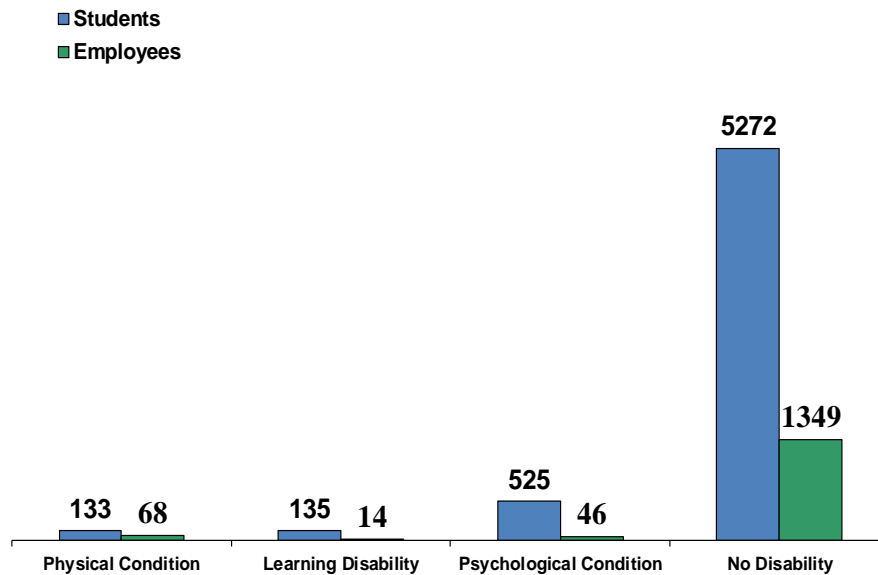
Table 12 indicates that approximately 96% (n = 7,266) of participants who completed this survey were U.S. citizens (Table B19).

Table 12. Respondents' Citizenship Status

	Students		Employees	
	n	**%**	**n**	**%**
U.S.-born citizen	5703	94.9	1351	91.5
U.S. citizen – naturalized	110	1.8	51	3.5
Dual citizenship	46	0.8	10	0.7
Permanent resident (immigrant)	56	0.9	49	3.3
International (F-1, J-1, or H1-B, or other visa)	85	1.4	14	0.9

The n's do not sum to the expected frequency due to missing data.

When participants were asked how they would characterize their political views, 27% (n = 2,036) considered themselves liberal, 28% (n = 2,126) were moderate, and 23% (n = 1,753) were conservative (Table 13 & B30). Students were slightly more conservative than employees.

Table 13. Respondents' Political Views

	Students		Employees	
	n	**%**	**n**	**%**
Far left	119	2.0	50	3.4
Liberal	1494	25.1	524	36.0
Moderate	1644	27.6	464	31.9
Conservative	1470	24.7	276	19.0
Far right	44	0.7	1	0.1

The n's do not sum to the expected frequency due to missing data.

Ninety-one percent of respondents' native language (n = 6,860) was English (only) with four percent (n = 334) speaking English and other(s) as native languages (Table 14).

Table 14. Respondents' Native Language

Native Language	n	%
American Sign Language	9	0.1
Arabic	22	0.3
Armenian	19	0.3
Cambodian, Mon-Khmer	2	0.0
Cantonese	2	0.0
Chinese	22	0.3
English only	6860	90.6
English and other(s)	334	4.4
French	20	0.3
French Creole	1	0.0
German	15	0.2
Greek	2	0.0
Hebrew	3	0.0
Hindi	16	0.2
Hmong	4	0.1
Italian	5	0.1
Japanese	3	0.0
Korean	12	0.2
Laotian	0	0.0
Mandarin	1	0.0
Navajo	0	0.0
Persian	1	0.0
Polish	8	0.1
Portuguese	6	0.1
Russian	6	0.1
Spanish	76	1.0
Urdu	3	0.0
Vietnamese	15	0.2
Tagalog	1	0.0
Yoruba, Kru, Igbo	1	0.0
Other	68	0.9

Campus Climate Assessment Findings[29]

The following section reviews the major findings of this study. The review explores the climate at Grand Valley State University through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and status of the respondents.

Personal Experiences

Within the past year, 11% of respondents (n = 859) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn[30] at Grand Valley (Table B37). Respondents suggested these experiences were based most often on their position (24%, n = 206), gender (23%, n = 195), age (22%, n = 185), religious/spiritual status (15%, n = 127), race (12%, n = 100), and ethnicity (11%, n = 97) (Table 15). The percentage of respondents experiencing harassment at Grand Valley is lower than the percentage of respondents who experienced harassment in studies of other institutions.[31]

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[29] All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

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

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

Table 15. Basis for Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (Harassment)

	n	%
My position (staff, faculty, student)	206	24.0
My gender	195	22.7
My age	185	21.5
My religious/spiritual status	127	14.8
My race	100	11.6
My ethnicity	97	11.3
My political views	91	10.6
My educational level	89	10.4
My physical characteristics	72	8.4
My sexual orientation	59	6.9
My socioeconomic status	54	6.3
My participation in an organization	51	5.9
My country of origin	31	3.6
My parental status (e.g., having children)	31	3.6
My medical condition	29	3.4
My psychological disorder	27	3.1
My English language proficiency/accent	21	2.4
My gender expression	19	2.2
My learning disability	16	1.9
My physical disability	13	1.5
My immigrant status	9	1.0
My military/veteran status	6	0.7
My developmental disorder	4	0.5
Other	223	26.0

Note: Only answered by respondents who experienced harassment (n = 859).
Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender, status) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, hostile, and/or exclusionary conduct that has interfered unreasonably with your ability to work or learn at your institution?"

When reviewing these results in terms of race (Figure 13), 17% (n = 201) of Respondents of Color and 10% (n = 619) of White respondents believed they had experienced this conduct. Of those respondents who had experienced the conduct, 39% (n = 79) of Respondents of Color said it was based on their race, while only three percent (n = 19) of White respondents thought the conduct was based on race.
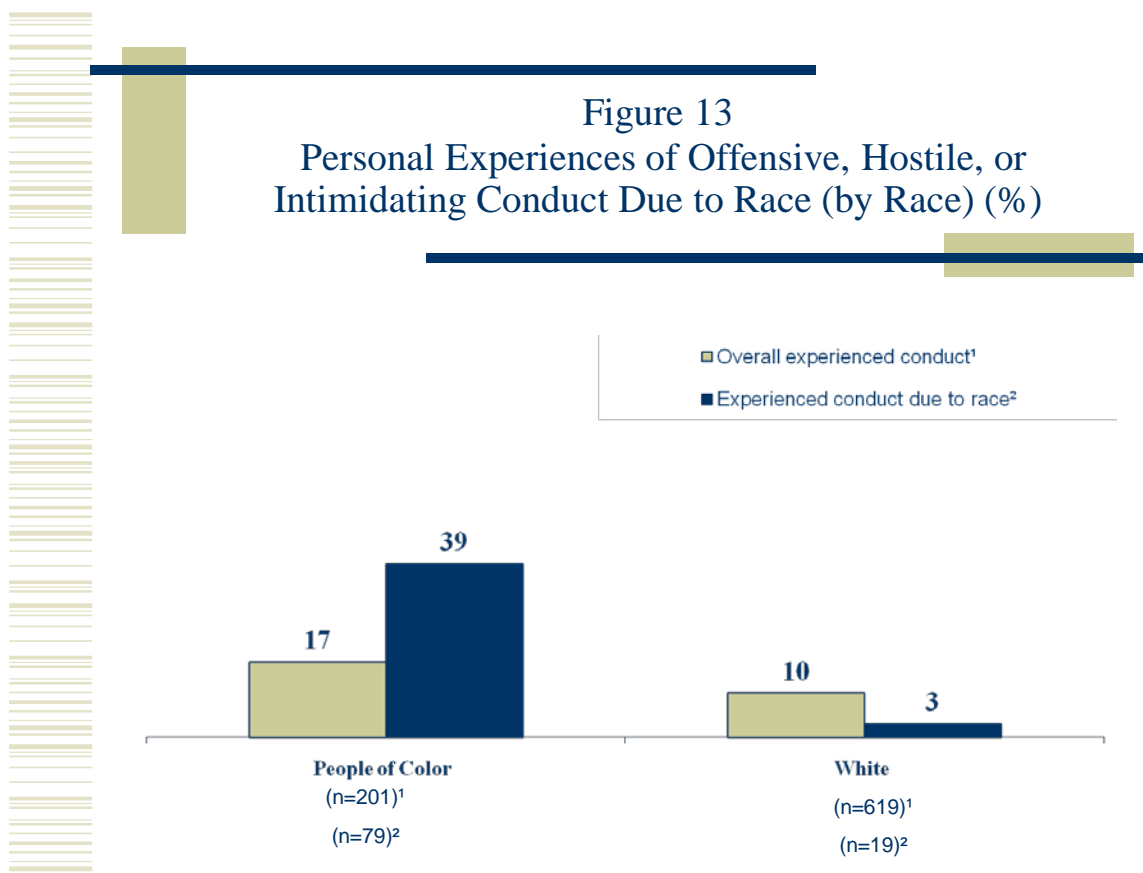
Figure 13
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct Due to Race (by Race) (%)

□ Overall experienced conduct[1]
■ Experienced conduct due to race[2]

People of Color
(n=201)[1]
(n=79)[2]

White
(n=619)[1]
(n=19)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who had personally experienced this conduct.

When reviewing the data by gender (Figure 14), similar percentages of women and men respondents (12%, n = 580 and 10%, n = 260, respectively) believed they had experienced offensive, hostile, exclusionary, or intimidating conduct. Twenty-eight percent (n = 161) of women who had experienced this conduct – in comparison with 10% (n = 27) of men – said it was based on gender.

Figure 14
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct Due to Gender (by Gender) (%)

□ Overall experienced conduct[1]
■ Experienced conduct due to gender[2]

28

12

10   10

Women
(n=580)[1]
(n=161)[2]

Men
(n=260)[1]
(n=27)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who had personally experienced this conduct.

As depicted in Figure 15, greater percentages of DPS/MGS employees respondents (41%, n = 15) believed they had been harassed than did other respondents; additionally, 67% (n = 10) of DPS/MGS who were harassed said the conduct was based on their status at Grand Valley.

Figure 15
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct Due to University Status
(by University Status) (%)

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who had personally experienced this conduct.

Figure 16 illustrates that a higher percentage of sexual minorities (i.e., lesbian, gay, and bisexual, and queer persons) than heterosexual respondents believed they had experienced this conduct (21%, n = 90 and 11%, n = 658, respectively). Of those respondents who had experienced this type of conduct, 54% (n = 49) of sexual minorities versus less than one percent (n = 4) of heterosexual respondents indicated that this conduct was based on sexual orientation.

Figure 16
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Sexual Orientation (by Sexual Orientation) (%)
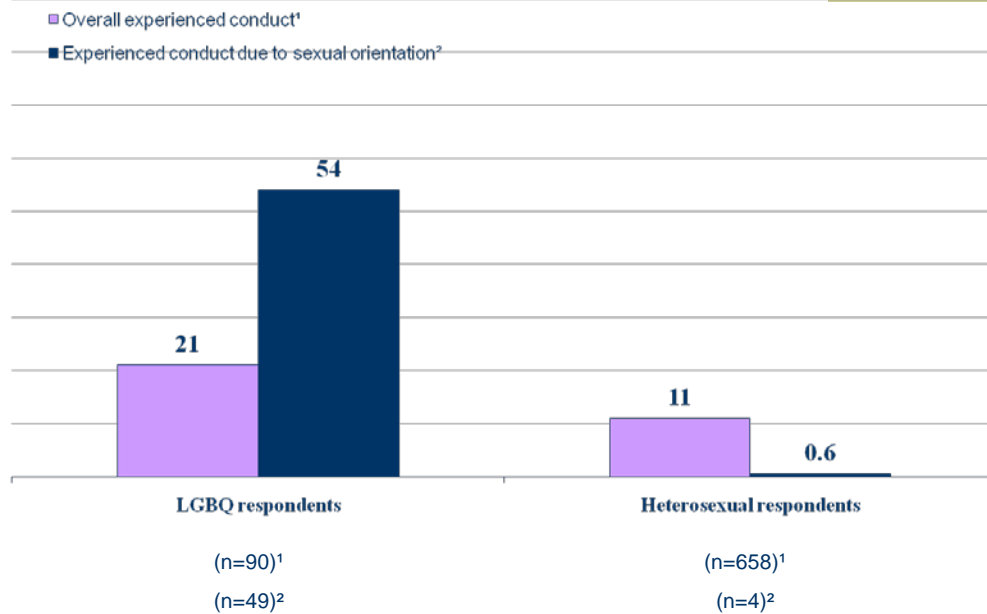
- Overall experienced conduct[1]
- Experienced conduct due to sexual orientation[2]

	LGBQ respondents	Heterosexual respondents
Overall experienced conduct	21	11
Experienced conduct due to sexual orientation	54	0.6

LGBQ respondents (n=90)[1] (n=49)[2]

Heterosexual respondents (n=658)[1] (n=4)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who had personally experienced this conduct.

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Compared with 10% of non-disabled respondents who experienced harassment, higher percentages of people who had physical conditions (31%, n = 63), learning disabilities (28%, n = 41), and psychological conditions (22%, n = 126) experienced offensive, hostile, exclusionary, or intimidating conduct (Figure 17).

Figure 17
Personal Experiences of Offensive, Hostile, or
Intimidating Conduct Due to Disability
(by Disability Status) (%)
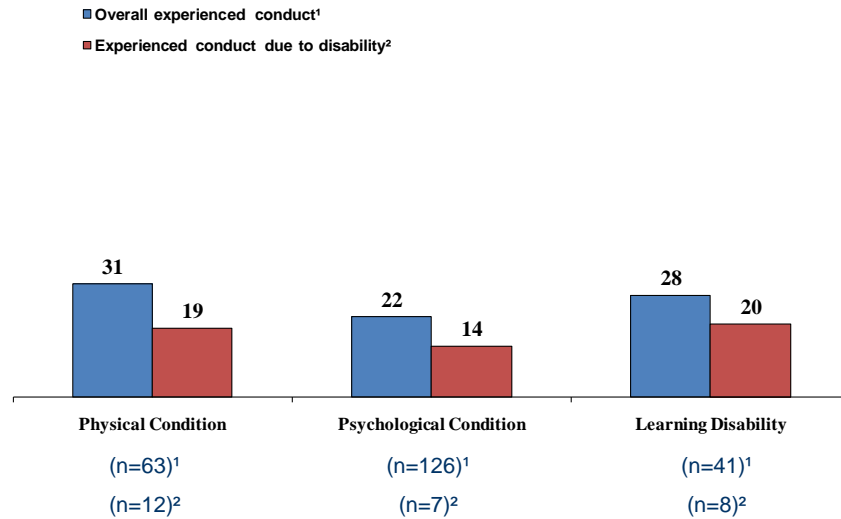
■ Overall experienced conduct[1]
■ Experienced conduct due to disability[2]

	Physical Condition (n=63)[1] (n=12)[2]	Psychological Condition (n=126)[1] (n=7)[2]	Learning Disability (n=41)[1] (n=8)[2]
Overall experienced conduct[1]	31	22	28
Experienced conduct due to disability[2]	19	14	20

[1] Percentages are based on total n split by group.
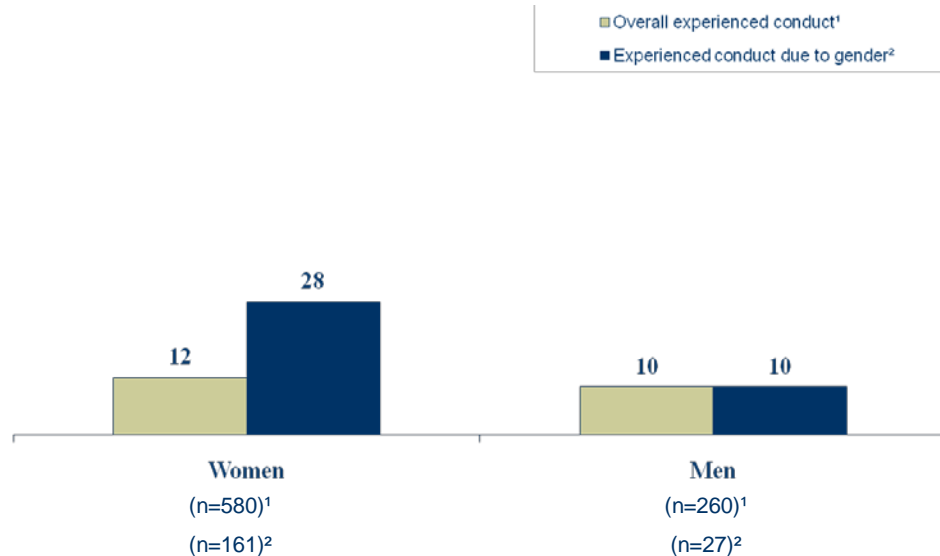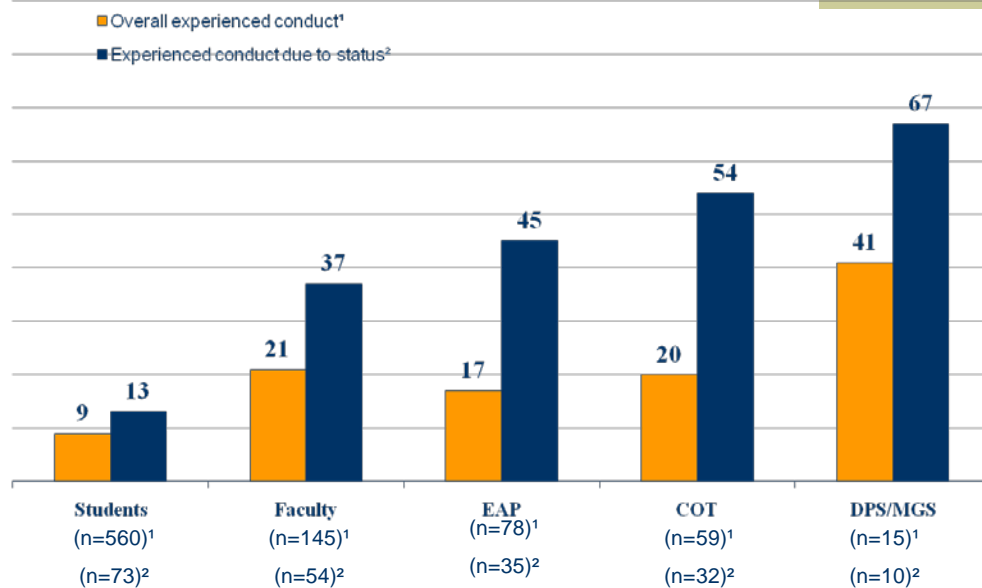[2] Percentages are based on n split by group for those who had personally experienced this conduct.

Table 16 illustrates the manners in which individuals experienced this conduct. Forty-six percent (n = 399) felt deliberately ignored or excluded, 41% (n = 355) were intimidated or bullied, 39% (n = 338) felt isolated or left out, and 19% witnessed others staring at them.

Table 16. Form of Experienced Harassment

	n	%
I was deliberately ignored or excluded	399	46.4
Intimidation/bullying	355	41.3
I felt isolated or left out	338	39.3
Stares	164	19.1
Target of derogatory remarks	155	18.0
I felt isolated or left out when working in groups	154	17.9
I feared getting a poor grade because of hostile classroom environment	132	15.4
I received a low performance evaluation	87	10.1
Derogatory/unsolicited e-mails	74	8.6
I feared for my physical safety	67	7.8
Derogatory written comments	57	6.6
I was singled out as the "resident authority" regarding their identity	39	4.5
Target of racial/ethnic profiling	33	3.8
Assumption that I was admitted/hired/ promoted due to my identity	31	3.6
Derogatory phone calls	20	2.3
Threats of physical violence	17	2.0
Graffiti/vandalism	14	1.6
Victim of a crime	14	1.6
I feared for my family's safety	11	1.3
Assumption that I was not admitted/hired/promoted due to my identity	10	1.2
Target of physical violence	4	0.5
Other	139	16.2

Note: Only answered by respondents who had experienced harassment (n = 859).
Percentages do not sum to 100 due to multiple responses.

People who experienced harassment at Grand Valley said the situations occurred in classes (38%, n = 322), in meetings with groups of people (23%, n = 194), in public spaces on campus (18%, n = 154), and while working at campus jobs (17%, n = 146) (Table 17).

Table 17. Location of Experienced Harassment

	n	%
In a class	322	37.5
In a meeting with a group of people	194	22.6
Public space on campus	154	17.9
While working at a campus job	146	17.0
Campus housing	124	14.4
Campus office	115	13.4
Faculty office	97	11.3
Campus event	81	9.4
In a meeting with one other person	79	9.2
While walking on campus	65	7.6
On a social networking site/Facebook/ Twitter/cell phone/other form of technological communication	53	6.2
Off-campus housing	41	4.8
Campus dining facility	40	4.7
Off campus (other than off campus housing)	33	3.8
Athletic facilities	16	1.9
Other	62	7.2

Note: Only answered by respondents who experienced harassment (n = 859).
Percentages do not sum to 100 due to multiple responses.

Thirty-three percent of the respondents (n = 285) identified faculty as the sources of the conduct (Table 18). Sixteen percent (n = 137) identified administrators, and 15% (n = 131) identified co-workers as the sources. Ninety-seven (n = 199) of the 205 people who responded "other" indicated that students[32] were the source of the harassment.

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[32]   Respondents who wrote in "classmate," "student," "sorority sister," and "residence hall roommate" were considered students.

Table 18. People Identified by Respondents as Source of Experienced Harassment

	n	%
Faculty member	285	33.2
Administrator	137	15.9
Co-worker	131	15.3
Stranger	127	14.8
Friend	104	12.1
Department head	98	11.4
Staff member	88	10.2
Supervisor	72	8.4
Don't know source	54	6.3
Campus visitor(s)	24	2.8
Faculty advisor	24	2.8
Social networking site (Facebook, Twitter, etc.)	22	2.6
Public Safety/Security officer	20	2.3
Campus media	15	1.7
Off campus community member	13	1.5
Person that I supervise	10	1.2
Alumni	7	0.8
Teaching Assistant/Writing associate/Lab assistant/Tutor	7	0.8
Athletic coach	4	0.5
Donor	4	0.5
Partner/spouse	3	0.3
Other	205	23.9

Note: Only answered by respondents who had experienced harassment (n = 859).
Percentages do not sum to 100 due to multiple responses.

Figure 18 reviews the source of experienced harassment by status. Interestingly, but not unique, the greatest source of perceived harassment was generally within each cohort (e.g., student against student, faculty against faculty).

Figure 18
Source of Conduct by Position Status (n)
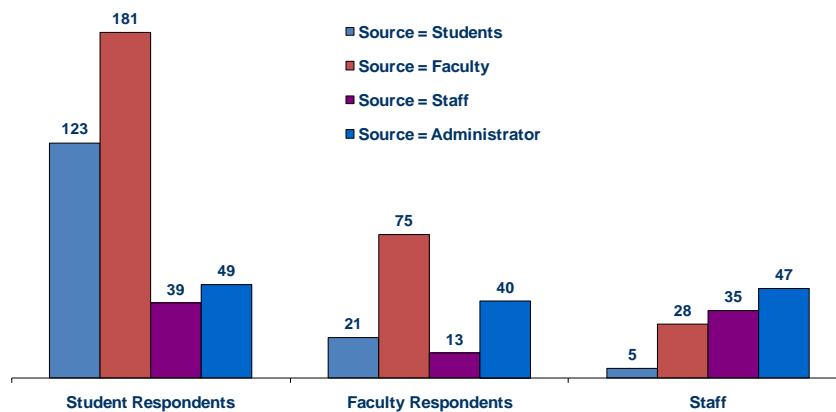
In response to this conduct, 56% (n = 479) of respondents were angry, 43% (n = 366) told a friend, 37% (n = 315) told a family member, and 37% (n = 314) felt embarrassed (Table 19). While 11% (n = 92) of participants made complaints to campus officials, 12% (n = 103) did not know whom to go to, 15% (n = 127) did not report the incident for fear of retaliation, and 17% (n = 142) did not report it for fear their complaints would not be taken seriously.

Table 19. Reactions to Experienced Harassment

Reactions	n	%
Was angry	479	55.8
Told a friend	366	42.6
Told a family member	315	36.7
Felt embarrassed	314	36.6
Did nothing	239	27.8
Ignored it	209	24.3
Avoided the harasser	197	22.9
Didn't report it for fear my complaint would not be taken seriously	142	16.5
Confronted the harasser at the time	140	16.3
Sought support from a faculty member	140	16.3
Sought support from a staff person	129	15.0
Didn't report it for fear of retaliation	127	14.8
Was afraid	119	13.9
Felt somehow responsible	109	12.7
Didn't know who to go to	103	12.0
Made an official complaint to a campus employee/official	92	10.7
Left the situation immediately	84	9.8
Did report it but my complaint was not taken seriously	81	9.4
Sought support from student staff	38	4.4
Didn't affect me at the time	34	4.0
Sought information on-line	26	3.0
Sought support from a spiritual advisor	24	2.8
Contacted a local law enforcement official	23	2.7
Sought support from off-campus hot-line/advocacy services	16	1.9
Other	50	5.8

Note: Only answered by respondents who experienced harassment (n = 859).
Percentages do not sum to 100 due to multiple responses.

At the Allendale Campus, some of those respondents who reported the incidents contacted Housing and Residence Life (n = 49, 6%), the Counseling Center (n = 37, 4%), Public Safety (n = 35, 4%), the Dean of Students Office (n = 35, 4%), and Human Resources (n = 34, 4%) (Table B43). One percent or less contacted other campus offices (e.g., Office of Inclusion and Equity, Women's Center, Disability Support Center, LGBT resource Center, Office of Multicultural Affairs, and Affirmative Action Office).

At the Pew Grand Rapids Campus, one percent of respondents contacted Pew Campus Security (n = 10) (Table B44). Five people contacted Pew Student Services, and four people contacted the Graduate Studies Office.

Experiences – Sexual Misconduct. One section of the questionnaire asked respondents about whether they had experienced sexual assault[33]during their time at Grand Valley. One hundred fifty-four people (2% of respondents) believed they had been the victims of sexual assault while at Grand Valley State University (Table B45).

Of those respondents who were sexually assaulted, 148 were students (3% of students), two were faculty members (0.3% of faculty), and four (.5% of staff) of staff members. Thirteen percent of transgender respondents (n = 3), three percent of women respondents (n = 141) and less than one percent of men respondents (n = 10) were sexually assaulted. In terms of race, three percent of People of Color (n = 31) and two percent of White respondents (n = 119) were sexually assaulted. Sexual minority respondents (4%, n = 18) were slightly more likely than heterosexual respondents (2%, n = 114) to have been sexually assaulted. Of the women undergraduates who had been assaulted, 18 were currently first year students, 22 were second year students, 32 were third year students, and 39 were fourth year students.

Fifty percent of those who had been sexually assaulted (n = 77) said they were assaulted off-campus and 35% (n = 54) were assaulted on-campus. Of those who were assaulted

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[33]   The survey defined sexual assault as "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."

off-campus, respondents were assaulted at 48 West, in apartments, at Campus View, at Copper Beech, at Hillcrest Apartments, at fraternity houses, and at "his house." Of those who said they were assaulted on-campus, respondents said the assaults occurred in specific buildings or areas of campus (e.g., GVA, Hills Living Center, Kistler, Murray, North A, North B, Ravines, Swanson, West A, DeVos Center, Loosemore Auditorium, Arboretum and Lake Ontario Hall).

As indicated in Table 20, the alleged perpetrators of sexual assaults against students were most often other students (n = 60, 39%), friends (n = 56, 36%), or acquaintances (n = 50, 33%) (Table B46). Among employees, three respondents had been sexually assaulted by co-workers.

Table 20. Alleged Perpetrator of Sexual Assault

	Student n	Employee n
Student	59	1
Friend	56	0
Acquaintance	50	0
Stranger	23	0
Significant other	7	0
Co-worker	3	3
Partner/spouse	6	0
Faculty member	3	1
Staff member	2	0
Supervisor	1	1
Financial donor	1	0
Tutor/Graduate assistant/Lab assistant	1	0
Administrator	0	0
Alumni	0	0
Athletic coach	0	0
Department chair	0	0
Faculty advisor	0	0
Person that I supervise	0	0
Public Safety/Security officer	0	0
Residence life staff	0	0
Other	13	1

Note: Only answered by respondents who had experienced sexual assault (n = 154).
Percentages do not sum to 100 due to multiple responses.

Those respondents who had been sexually assaulted most often told a friend (57%, n = 88), felt embarrassed (54%, n = 83), or felt somehow responsible (49%, n = 76) (Table 21). Nine people (6%) contacted local law enforcement officials, and four people (3%) made an official complaint to a campus employee.

Table 21. Responses to Alleged Sexual Assault	n	%
Told a friend	88	57.1
Felt embarrassed	83	53.9
Felt somehow responsible	76	49.4
Was angry	69	44.8
Avoided the harasser	61	39.6
Did nothing	57	37.0
Was afraid	53	34.4
Ignored it	47	30.5
Left the situation immediately	36	23.4
Didn't report it for fear my complaint would not be taken seriously	28	18.2
Told a family member	25	16.2
Didn't know who to go to	25	16.2
Confronted the harasser late	23	14.9
Didn't report it for fear of retaliation	22	14.3
Confronted the harasser at the time	20	13.0
Didn't report it for fear of retaliation	22	14.3
Confronted the harasser at the time	20	13.0
Didn't affect me at the time	13	8.4
Sought information on-line	13	8.4
Sought support from a staff person	10	6.5
Contacted a local law enforcement official	9	5.8
Sought support from off-campus hot-line/advocacy services	8	5.2
Sought support from student staff	6	3.9
Did report it but my complaint was not taken seriously	6	3.9
Sought support from a faculty member	5	3.2
Made an official complaint to a campus employee/official	4	2.6
Sought support from a spiritual advisor	0	0.0
Other	4	2.6

Note: Only answered by respondents who experienced sexual assault (n = 154).
Percentages do not sum to 100 due to multiple responses.

At the Allendale Campus, 17 respondents who had been sexually assaulted (11%)
contacted the Counseling Center, seven people (5%) contacted Public Safety, and six

people (4%) contacted the Women's Center (Table B49). At the Pew Grand Rapids Campus, one person (1%) contacted Pew Campus Security, and one person (1%) contacted the Graduate Studies Office (Table B50).

The respondents who had been sexually assaulted but chose not to report the assault were asked why they chose not to report it. Several commented that they were too embarrassed or did not want others to know the assault occurred, or felt guilty or ashamed. Some lacked confidence that reporting the assault would have any positive outcomes. Several said they did not report the incidents because the perpetrators were their friends and they did not want to cause any trouble. Some of the respondents indicated they had been drinking alcohol and felt partly responsible or thought they might get in trouble for underage drinking. A few said they wanted to "put [the assault] behind" them.

Twelve respondents answered the question, "If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately?" Five respondents indicated that their complaints were responded to appropriately. Two respondents indicated that their complaints were not responded to appropriately.

Summary

As noted earlier, 11% (n = 859) of respondents across Grand Valley believed they had personally experienced at least subtle forms of conduct that had interfered with their ability to work or learn on campus in the past year. The findings showed that members of historically underrepresented groups were more likely to believe they had experienced various forms of harassment and discrimination than those in the majority. That is, this type of alleged conduct was most often directed at women, People of Color, people who identify as lesbian, gay, bisexual, or queer, and people with disabilities.

National statistics suggest that more than 80% of all respondents that experienced harassment, regardless of minority group status, were subject to derogatory remarks. In contrast, respondents in this study suggest that they experienced covert forms of

harassment (e.g., feeling ignored and feeling excluded) as well as overt forms of harassment (e.g., derogatory comments and intimidation/bullying).

The results indicate that 154 (2%) respondents had been sexually assaulted while employed by or enrolled at Grand Valley.

Satisfaction with Grand Valley

Eighty-four percent (n = 1,259) of Grand Valley employees were "highly satisfied" or "satisfied" with their jobs at Grand Valley (Table 22). Sixty-one percent (n = 916) were "highly satisfied" or "satisfied" with the way their careers have progressed at Grand Valley. Seventy-six percent (n = 1,149) were "highly satisfied" or "satisfied" with their access to health benefits, and 74% (n = 1,110) were "highly satisfied" or "satisfied" with the size and quality of their work space as compared to their colleagues work space. Less than half (48%, n = 724) of employee respondents were "highly satisfied" or "satisfied" with their compensation as compared to that of Grand Valley peers with similar levels of experience. Forty-six percent (n = 694) of all employee respondents were "highly satisfied" or "satisfied" with their access to research support as compared to their colleagues access.

Table 22. Employee Satisfaction

	Highly satisfied		Satisfied		Neither satisfied nor dissatisfied		Dissatisfied		Highly dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Your compensation as compared to that of other Grand Valley peers with a similar level of experience	132	8.8	592	39.3	247	16.4	284	18.9	110	7.3
Your access to health benefits	395	26.2	754	50.0	129	8.5	89	5.9	34	2.3
Your job at Grand Valley	472	31.4	787	52.3	140	9.3	76	5.0	23	1.5
The way your career has progressed at Grand Valley	242	16.2	674	45.1	252	16.9	188	12.6	52	3.5
The size and quality of your work space as compared to your colleague's work space	379	25.2	731	48.5	136	9.0	129	8.6	86	5.7
Your access to research support as compared to your colleagues access to research support	173	11.5	521	34.8	257	17.1	80	5.3	34	2.3

Note: Table reports employee responses only (n = 1,524). The n's do not sum to the expected frequency due to missing data.

When examining some the results by various demographic categories, the reader will note that People of Color and sexual minority respondents were least satisfied with their jobs at Grand Valley (Figure 19).

Figure 19
Employee Satisfaction with Their Jobs
by Select Demographic Characteristics (%)
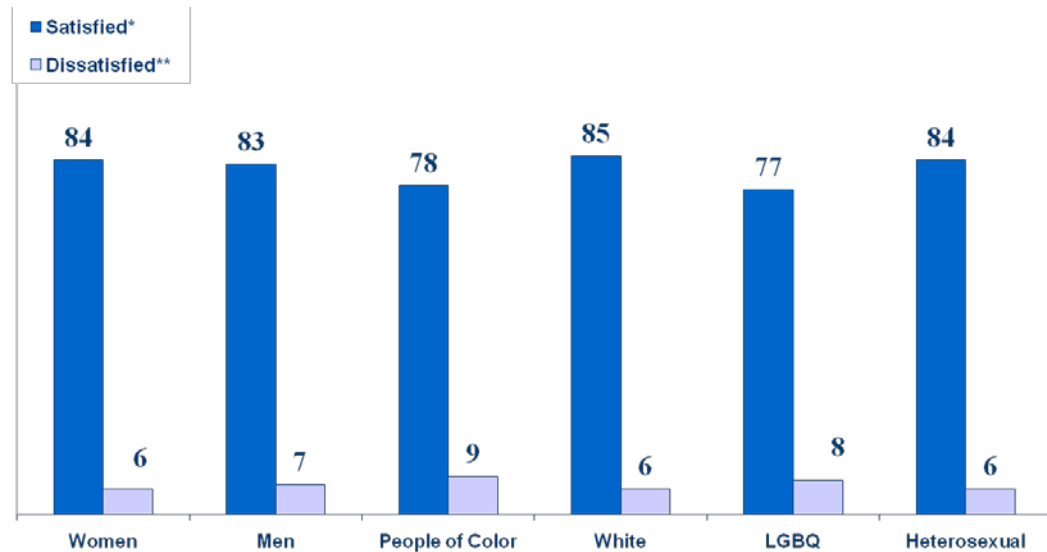
* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Grand Valley employee respondents offered that they were satisfied with their jobs (Figure 20).

Figure 20
Employee Satisfaction with Their Jobs by Position Status (%)
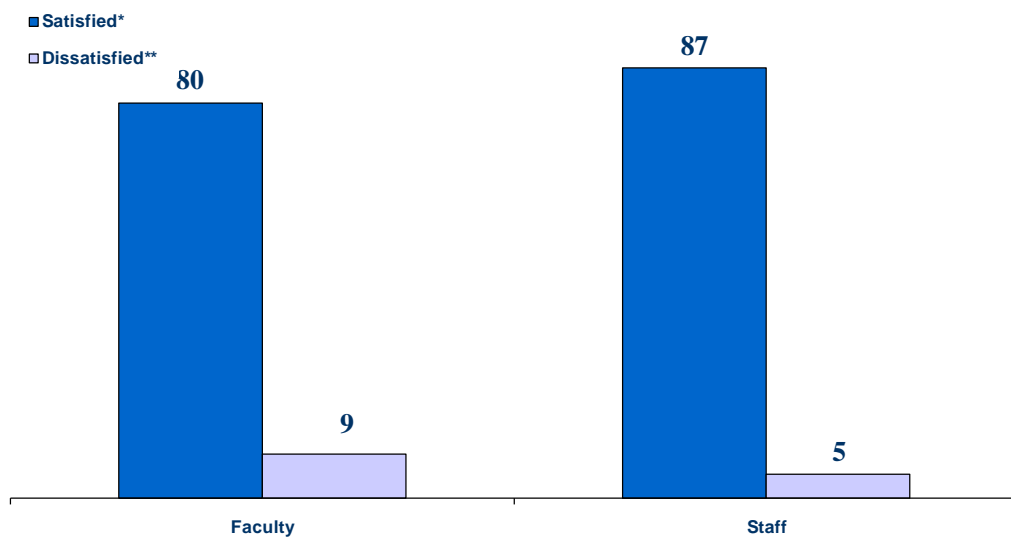
* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Sexual minority employees were slightly less satisfied with the way their careers have progressed at Grand Valley (Figure 21).

Figure 21
Employee Satisfaction with the Way
Their Careers Have Progressed
by Select Demographic Characteristics (%)
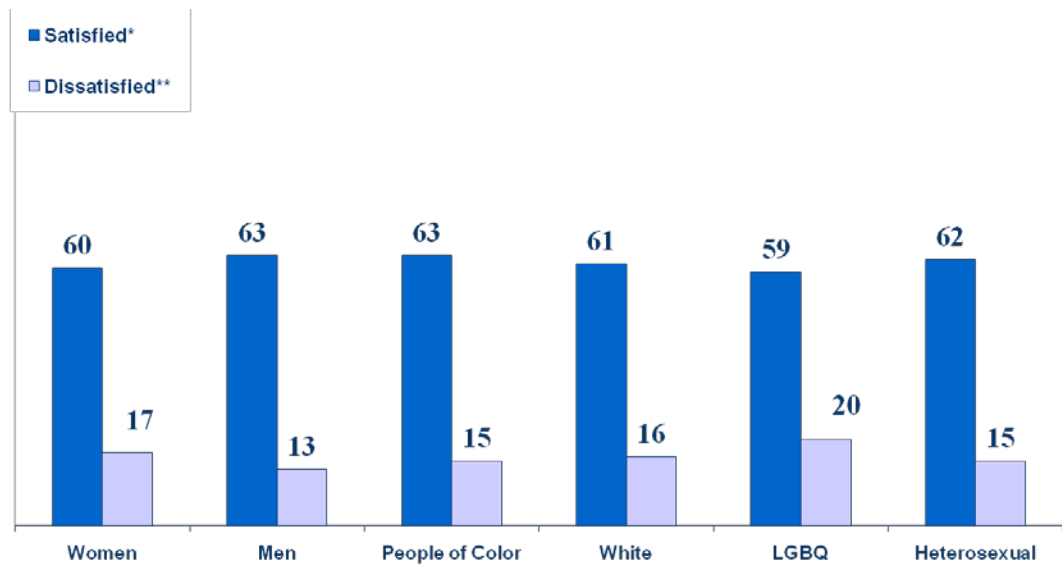
* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Figure 22 indicates that staff members were slightly less satisfied with the way their careers have progressed at Grand Valley than faculty members.

Figure 22
Employee Satisfaction with the Way Their Careers Have Progressed by Position Status (%)
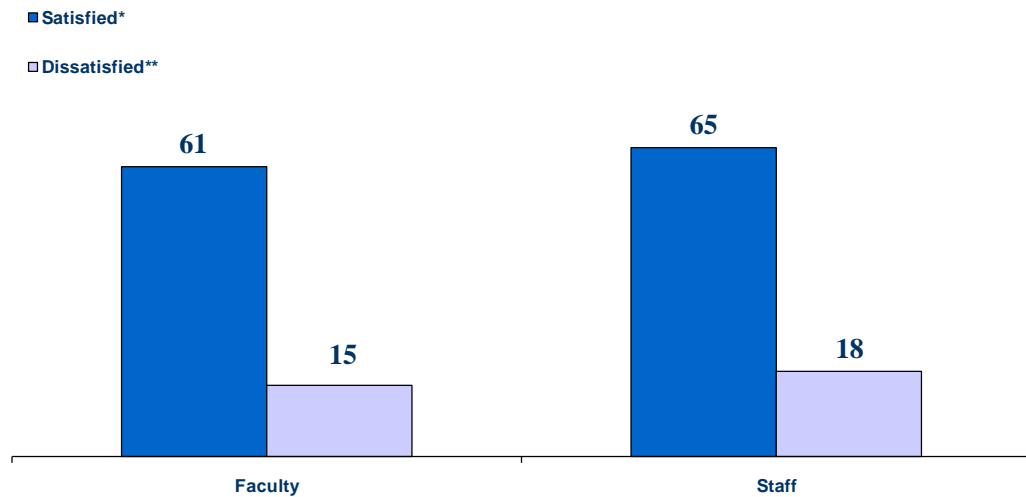
* Highly Satisfied and Satisfied collapsed into one category.
** Highly Dissatisfied and Dissatisfied collapsed into one category.

Fifty-seven percent (n = 3,331) of all student respondents said they experienced financial hardship at Grand Valley (Table B81). Of those students, 77% (n = 2,574) had difficulty affording tuition, 69% (n = 2,305) had difficulty affording books, and 56% (n = 1,858) had difficulty affording housing (Table 23).

Table 23. Ways Students Experienced Financial Hardship at Grand Valley

	n	%
Difficulty affording tuition	2574	77.3
Difficulty purchasing my books	2305	69.2
Difficulty in affording housing	1858	55.8
Difficulty affording university meal plan/food	1371	41.2
Difficulty participating in co-curricular events or activities	1295	38.9
Difficulty participating in social events	1241	37.3
Difficulty in affording health care	937	28.1
Difficulty traveling home during university breaks	755	22.7
Difficulty in traveling to campus	705	21.2
Difficulty in affording child care	147	4.4
Other	212	6.4

Note: Table includes only those respondents who answered that they experienced financial hardship (n = 3,331). The n's do not sum to the expected frequency due to missing data.

Fourteen percent of all respondents (n = 1,043) have seriously considered leaving Grand Valley because of the campus climate (Table B35). Twelve percent of students (n = 721), 23% of faculty members (n = 165), and 14% (n = 147) of staff members have seriously considered leaving Grand Valley.

Among employees, 18% of men (n = 105) and 22% of women (n = 195) thought of leaving the institution. Twenty-six percent of Employees of Color (n = 61), in comparison with 19% of White employees (n = 226), have seriously considered leaving Grand Valley because of the climate. Additionally, 28% of sexual minority employees (n = 26) and 20% of heterosexual employee respondents (n = 252) have seriously thought of leaving the institution.

One hundred fifty-six (156) faculty members answered the question, "When did you consider leaving?" Their answers ranged from specific years (e.g., 1988, 2004, "last year"), to "after contract reviews," to "before the tenure decision" or "right after I got tenure," to "frequently." One hundred fifty (150) staff members answered the same questions and responded similarly to the faculty. Some gave specific years, others said, "after serving on a search committee," "recently," "prior to same sex benefits" or "all the time."

Two hundred ninety-one (291) employee respondents described the reasons they considered leaving Grand Valley and why they stayed. Many employees who considered leaving did so due to "hostile work environment," "climate and workload," "problems in the department," "senior administration," "interesting job offer," and "pay is not equal." Several employee respondents indicated they stayed because "positive administration and the students," "hoping things will improve," "department conditions changed," "economic reasons," "I enjoy my job too much," and "not sure about starting over somewhere else."

Among students, 12% of women (n = 475) and 12% of men (n = 237) considered leaving the University due to the climate. Eighteen percent of Students of Color (n = 168) and 11% of White students (n = 530) thought of leaving Grand Valley, as did 18% of LGBQ students (n = 18) and 11% of heterosexual students (n = 552).

Many of the 642 students who considered leaving did so because of the small institution size, "lack of student life (especially on weekends)," "not enough diversity of students," "too many program changes," "very large classes," "wanted to go to a different/bigger school," and lack of close friends on campus. Those students who decided to stay did so because "it's cheap," "wanted to stay close to family," "this is my only option right now," and they became involved in campus activities or with new friends.

Summary

The results from this section suggest that the majority of the employee community who had responded had a high degree of satisfaction with their jobs, and the way their careers have progressed at Grand Valley. Slightly more than one tenth of student respondents reported seriously considering leaving Grand Valley, while approximately one fifth of employee respondents felt the same. When explicitly asked, over half of all student respondents reported facing financial hardships while attending Grand Valley.

Perceptions of Campus Climate

Campus climate is not only a function of what one has personally experienced, but also is influenced by how one perceives the manners in which other members within the academy were treated on campus. Table 24 illustrates that 88% (n = 6,623) of the survey respondents were "comfortable" or "very comfortable" with the climate at Grand Valley. Seventy-six percent (n = 5,725) were "comfortable" or "very comfortable" with the climate for diversity in their department or work unit, and 86% (n = 5,822) of faculty and students were "comfortable" or "very comfortable" in their classes.

Table 24. Respondents' Comfort with Climate

	Comfort with Climate at Grand Valley		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	2466	32.6	2401	31.8	1898	28.1
Comfortable	4157	55.0	3324	44.1	3924	58.1
Neither Comfortable nor Uncomfortable	653	8.6	696	9.2	653	9.7
Uncomfortable	221	2.9	285	3.8	209	3.1
Very Uncomfortable	50	0.7	80	1.1	31	0.5

Note: Only answered by faculty and students (n = 6,761). The n's do not sum to the expected frequency due to missing data.

When comparing the data by the demographic categories of "People of Color" and White however, People of Color were less comfortable than White people with the overall climate for diversity at Grand Valley, the climate in their departments/work units, and the climate in their classes (Figures 24-26).

Figure 24
Comfort with Overall Campus Climate by Race (%)
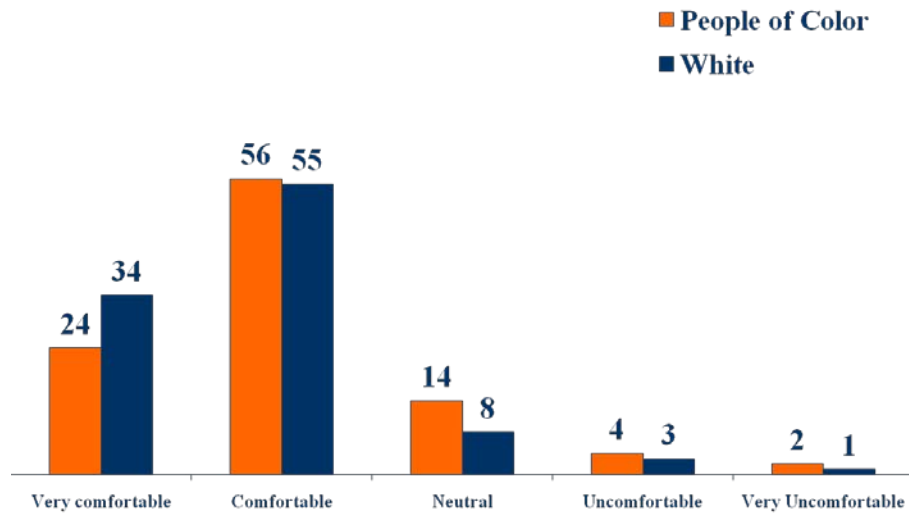
Figure 25
Comfort with Climate in Department/Work Unit
by Race (%)

■ People of Color
■ White
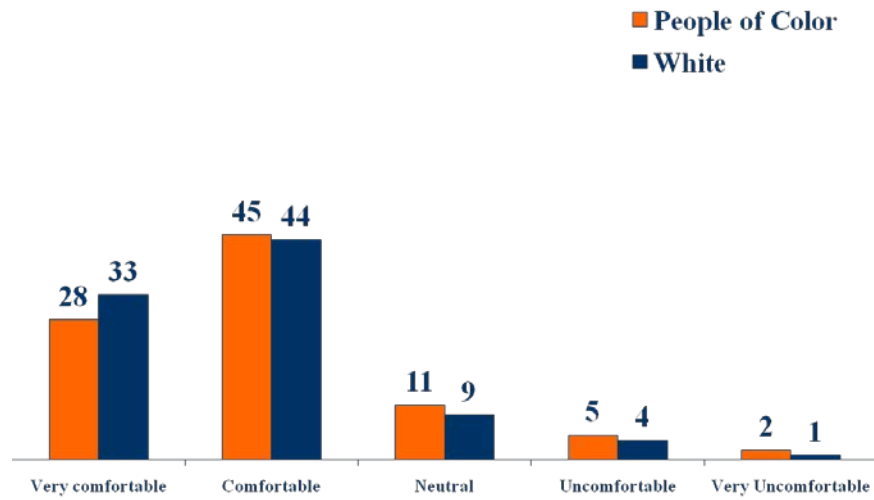
Figure 26
Comfort with Climate in Classes*
by Race (%)

■ People of Color
■ White

	Very comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
People of Color	22	57	13	6	1
White	29	59	9	3	0
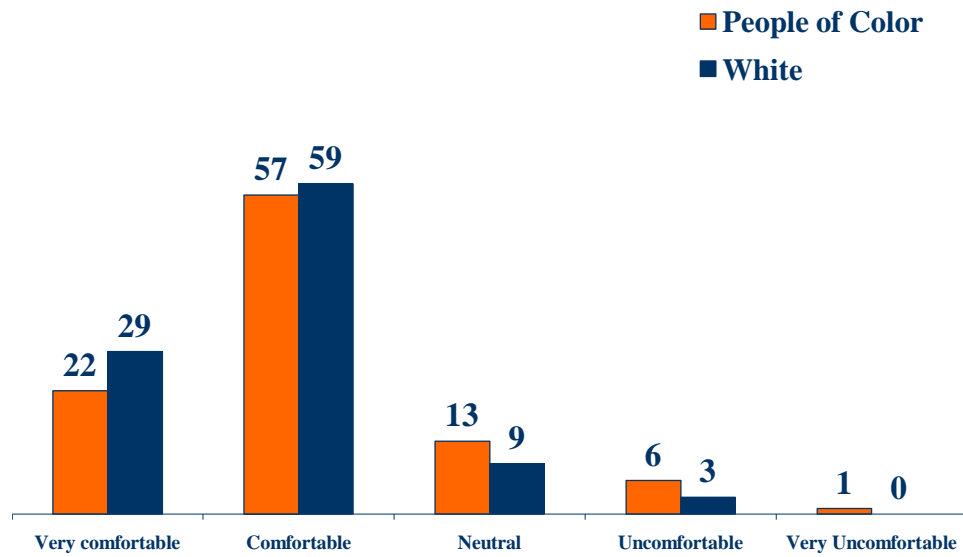
* Note: Faculty and student responses only.

Women were about as comfortable as men with respect to the overall campus climate at Grand Valley, as well as in the classroom, but women were slightly less comfortable in their departments and work areas (Figures 27-29).

Figure 27
Comfort with Overall Campus Climate
by Gender (%)
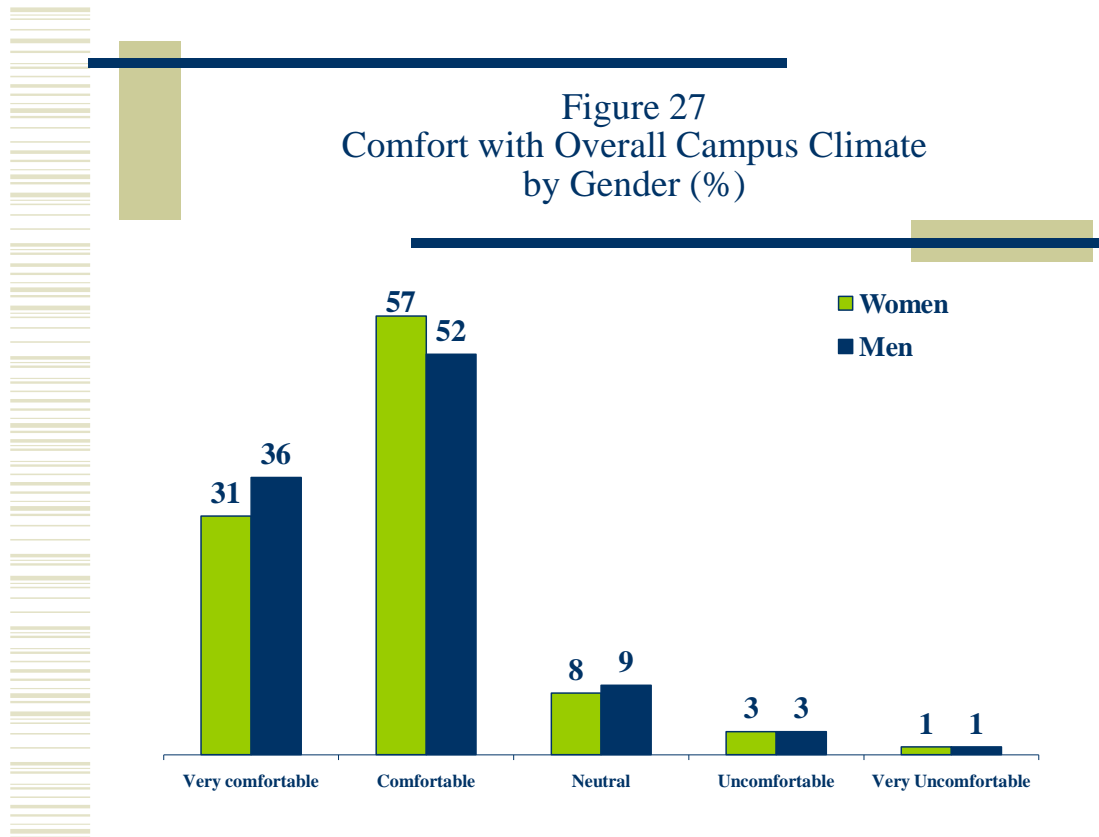
Figure 28
Comfort with Climate in Department/Work Unit
by Gender (%)

■ Women
■ Men

	Very comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Women	30	45	10	4	1
Men	37	43	8	3	1
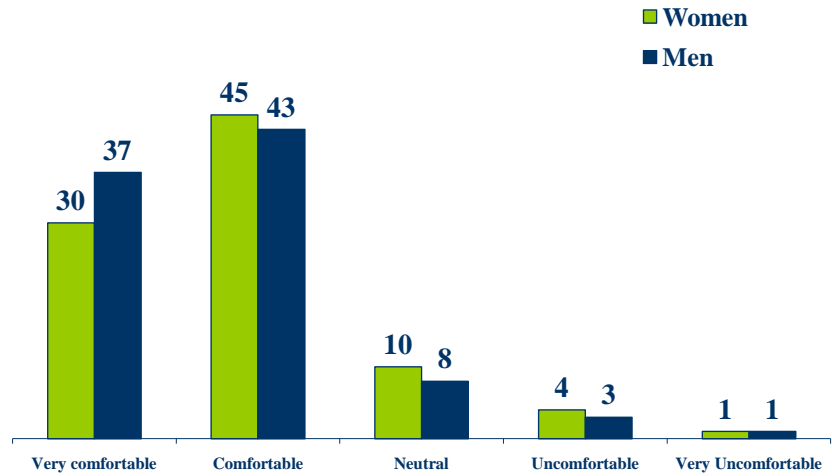
Figure 29
Comfort with Climate in Classes*
by Gender (%)

■ Women
■ Men

	Very comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Women	26	60	10	3	1
Men	33	54	9	3	0
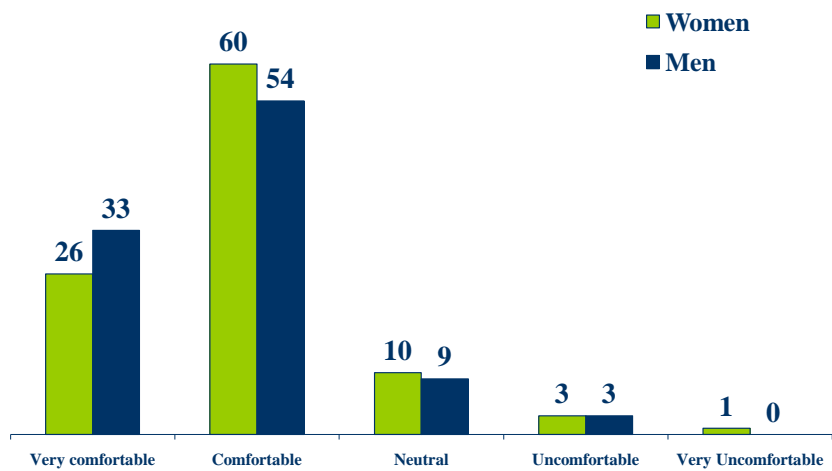
* Note: Faculty and student responses only.

With respect to sexual orientation, heterosexual respondents were more comfortable with the climate than were sexual minority respondents (Figures 30-32).

Figure 30
Comfort with Overall Campus Climate
by Sexual Orientation (%)

- Heterosexual
- LGBQ

	Very comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Heterosexual	34	55	8	3	1
LGBQ	22	59	13	5	1
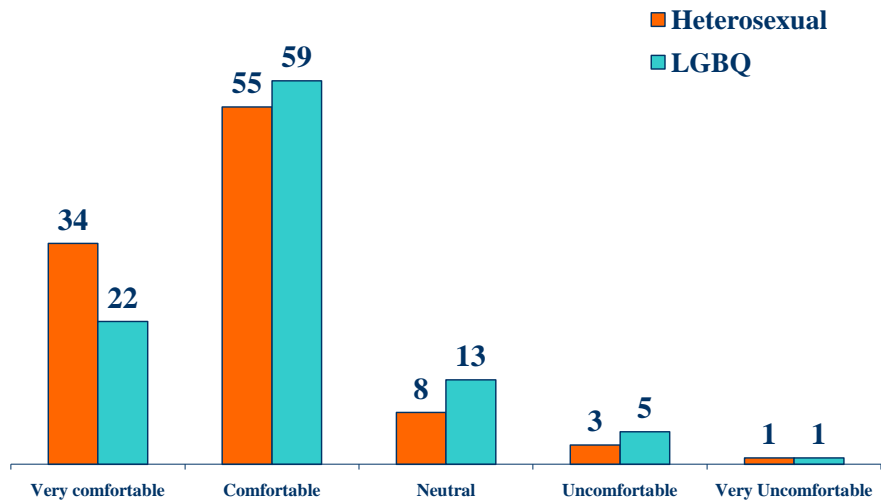
Figure 31
Comfort with Climate in Department/Work Unit
by Sexual Orientation (%)

■ Heterosexual
■ LGBQ

	Very comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Heterosexual	32	44	9	4	1
LGBQ	29	43	12	5	2
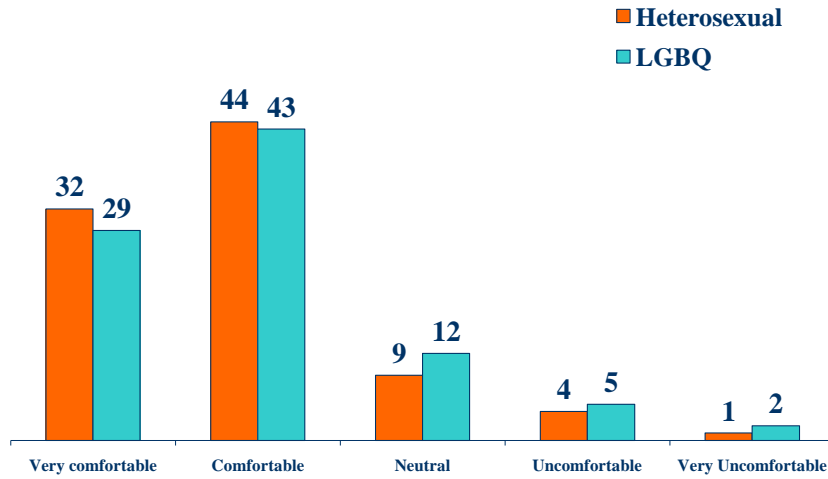
Figure 32
Comfort with Climate in Classes*
by Sexual Orientation (%)

■ Heterosexual
■ LGBQ

	Very comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Heterosexual	29	58	9	3	1
LGBQ	21	58	16	5	1
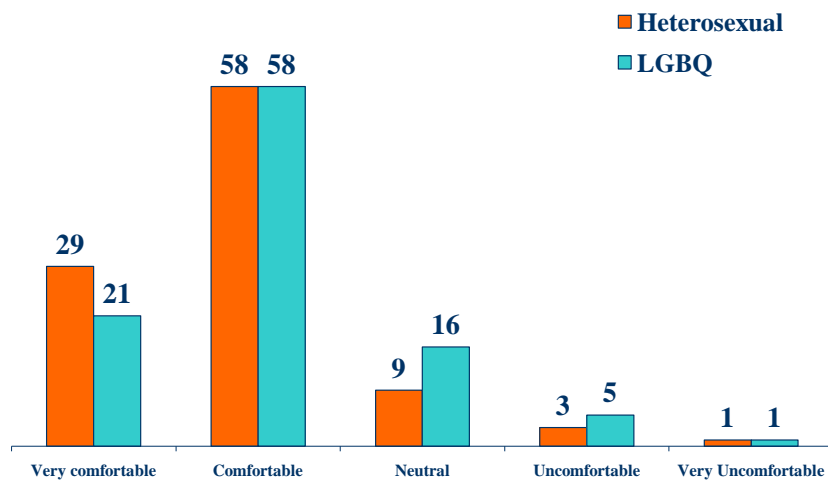
*Note: Faculty and student responses only.

Respondents' observations of others being harassed also contribute to their perceptions of campus climate. Eighteen percent of all participants (n = 1,347) observed conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past year (Table B56). Sixty-four percent of those respondents who observed harassment (n = 860) said the target of the harassment was a student (Table B57). Eleven percent of those respondents who observed harassment (n = 860) said they saw a faculty member (n = 152) or co-worker (n = 148) harassed.

Fifty percent of the respondents who observed harassment (n = 673) said students were the source of the harassment (Table B58). Twenty percent (n = 268) saw faculty members harassing others and nine percent (n = 123) saw administrators harassing others. Most of the observed harassment was based on sexual orientation (30%, n = 402), religious/spiritual views (22%, n = 291), gender (19%, n = 249), race (19%, n = 249), ethnicity (18%, n = 236), and gender expression (15%, n = 203) (Table 25).

Table 25. Bases for Observed Harassment

Characteristic	n	%
Sexual orientation	402	29.8
Religious/spiritual views	291	21.6
Gender	249	18.5
Race	249	18.5
Ethnicity	236	17.5
Gender expression	203	15.1
Position (staff, faculty, student)	169	12.5
Political views	158	11.7
Age	130	9.7
Physical characteristics	124	9.2
Country of origin	116	8.6
Educational level	88	6.5
Socioeconomic status	78	5.8
Participation in an organization	75	5.6
English language proficiency/accent	71	5.3
Learning disability	49	3.6
Physical disability	47	3.5
Medical condition	44	3.3
Psychological disorder	43	3.2
Developmental disorder	32	2.4
Immigrant status	28	2.1
Parental status (e.g., having children)	28	2.1
Military/veteran status	12	0.9
Other	174	12.9

Note: Only answered by respondents who observed harassment (n = 1,347).
Percentages do not sum to 100 due to multiple responses.

Figures 33 through 35 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, and status) the responses of those individuals who observed or were made aware of harassment.

A higher percentage of People of Color than White people believed they had observed offensive, hostile, exclusionary, or intimidating conduct on campus (Figure 33).

Figure 33
Perceived Offensive, Hostile, or Intimidating
Conduct by Race/Ethnicity (%)

■ White People (n=1043)
■ People of Color (n=269)

17   23
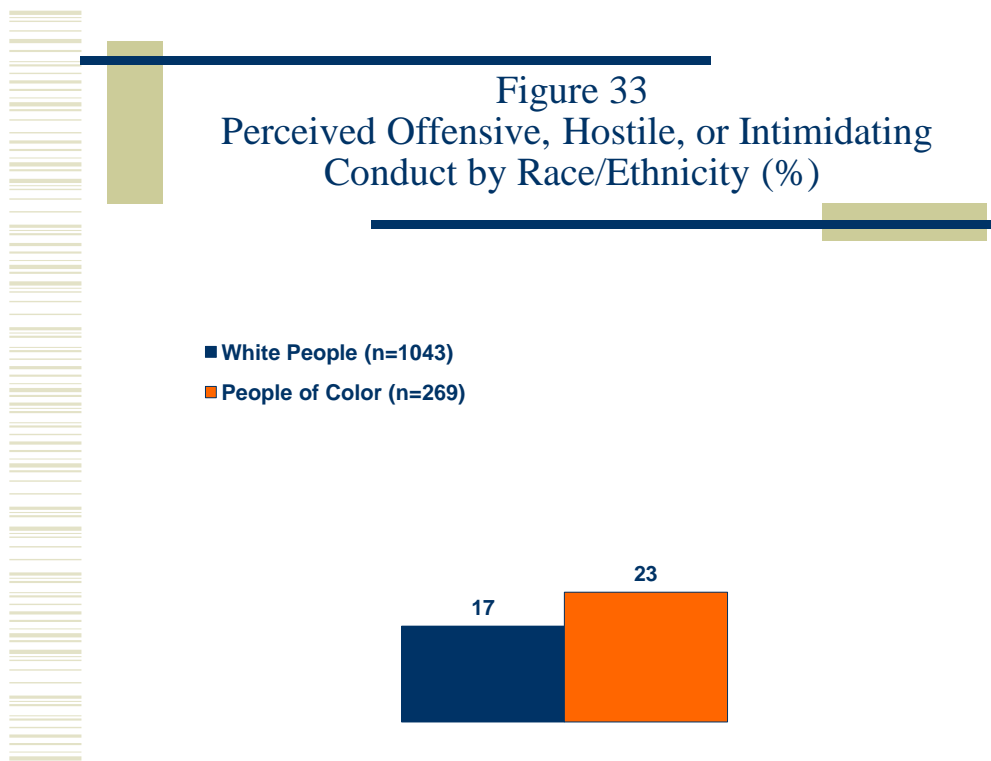
In terms of gender, similar percentages of women and men believed they had observed offensive, hostile, exclusionary, or intimidating conduct (Figure 34).

Figure 34
Perceived Offensive, Hostile, or Intimidating
Conduct by Gender (%)

☐ Women (n=880)

■ Men (n=439)

18   17
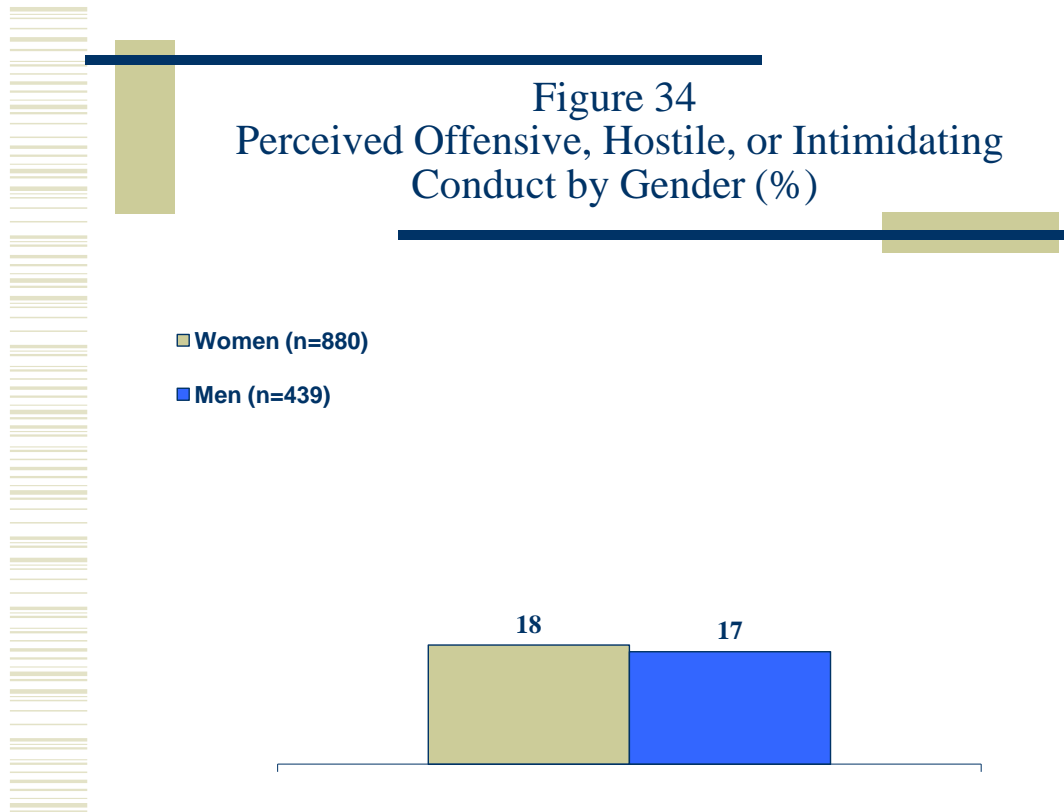
A much higher percentage of sexual minority respondents (37%, n = 157) believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (17%, n = 1,037) (Figure 35).

Figure 35
Perceived Offensive, Hostile, or Intimidating
Conduct by Sexual Orientation (%)

☐ LGBQ (n=157)

■ Heterosexual (n=1037)

37

17
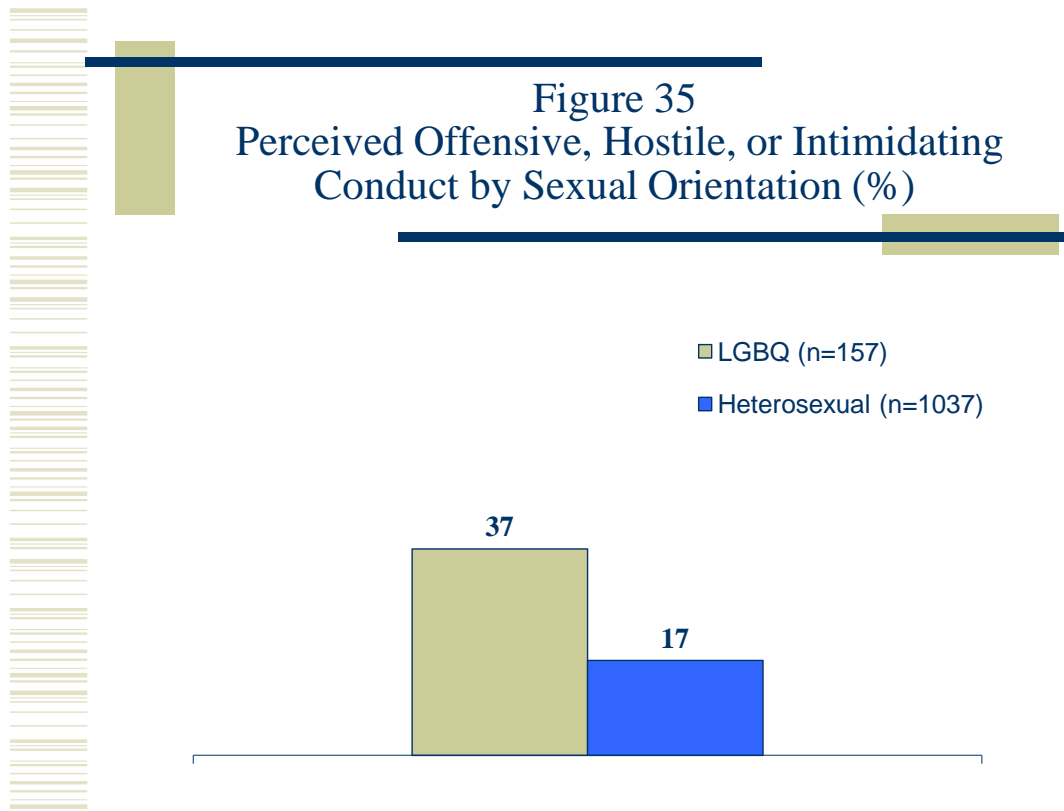
The results also indicate that a higher percentage of staff members believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did other respondents (Figure 36).

Figure 36
Perceived Offensive, Hostile, or Intimidating Conduct by Position Status (%)

Students (n=989)

Faculty (n=170)

Staff (184)

85

24

16
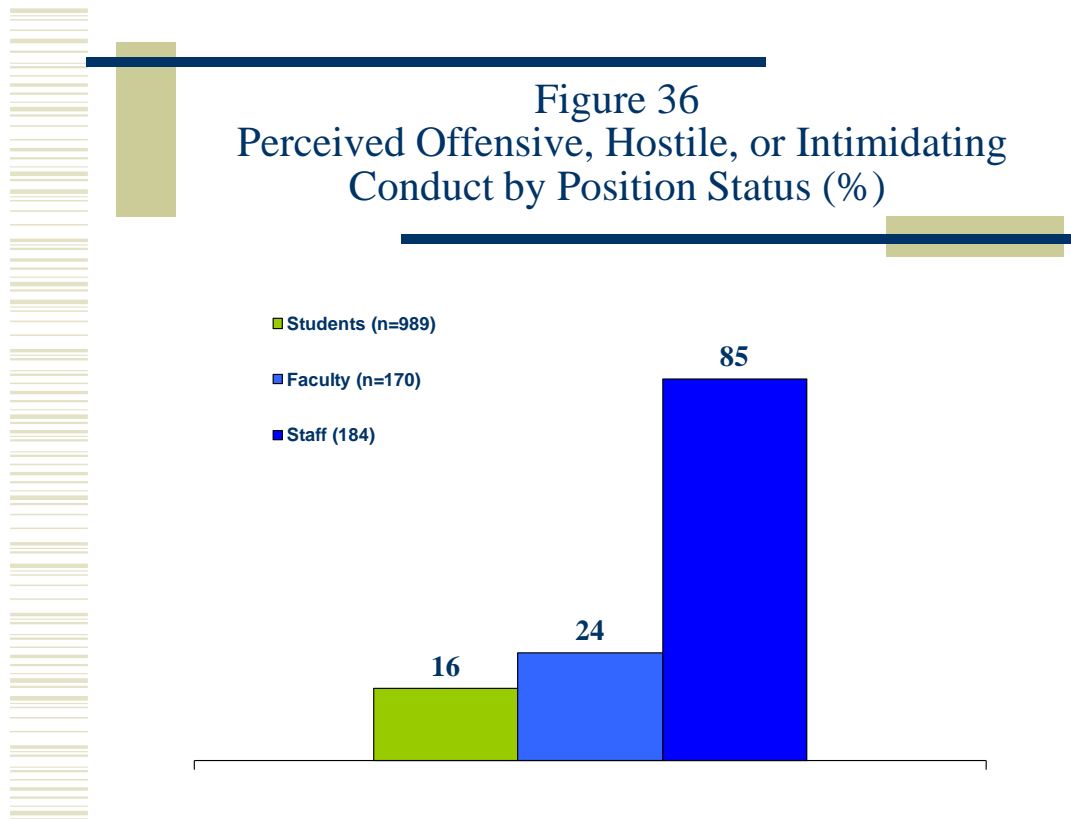
Table 26 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (54%, n = 725), someone being deliberately ignored or excluded (32%, n = 437), someone isolated or left out (27%, n = 364), or someone being intimidated or bullied (24%, n = 324).

Table 26. Form of Perceived Offensive, Hostile, Exclusionary, or Intimidating Conduct

	n	%
Derogatory remarks	725	53.8
Someone being deliberately ignored or excluded	437	32.4
Someone isolated or left out	364	27.0
Intimidation/bullying	324	24.1
Racial/ethnic profiling	228	16.9
Assumption that someone was admitted/ hired/promoted based on his/her identity	201	14.9
Someone isolated or left out when working in groups	195	14.5
Derogatory written comments	154	11.4
Derogatory/unsolicited e-mails	141	10.5
Assumption that someone was not admitted/hired/promoted based on his/her identity	119	8.8
Someone receiving a low performance evaluation	95	7.1
Someone singled out as the "resident authority"	91	6.8
Graffiti	89	6.6
Fearing for their physical safety	78	5.8
Someone receiving a poor grade	57	4.2
Derogatory phone calls	42	3.1
Threats of physical violence	38	2.8
Victim of a crime	25	1.9
Physical violence	23	1.7
Fearing for their family's physical safety	10	0.7
Other	84	6.2

Note: Only answered by respondents who observed harassment (n = 1,347).
Percentages do not sum to 100 due to multiple responses.

Thirty-four percent (n = 455) of respondents who observed harassment said it occurred in a public space on campus (Table 27). Respondents also witnessed such incidents in class (31%, n = 418), in a meeting with a group of people (16%, n = 218), and in campus housing (14%, n = 189).

Table 27. Location of Perceived Offensive, Hostile, Exclusionary, or Intimidating Conduct

Location	n	%
Public space on campus	455	33.8
In a class	418	31.0
In a meeting with a group of people	218	16.2
Campus housing	189	14.0
While walking on campus	183	13.6
Campus event	163	12.1
On a social networking site/Facebook/ Twitter/cell phone/other form of technological communication	137	10.2
Off campus	127	9.4
Campus office	124	9.2
While working at a campus job	121	9.0
Campus dining facility	83	6.2
Off-campus housing	70	5.2
Faculty office	69	5.1
In a meeting with one other person	61	4.5
Athletic facilities	31	2.3
Other	72	5.3

Note: Only answered by respondents who observed harassment (n = 1,347).
Percentages do not sum to 100 due to multiple responses.

Table 28 illustrates participants' responses to this behavior. Respondents most often felt angry (44%, n = 598). Respondents also told a friend (27%, n = 362), did nothing (24%, n = 325), and/or felt embarrassed (23%, n = 311). Five percent (n = 73) made a complaint to a campus employee/official, while 11% (n = 147) did not know whom to go to, and seven percent (n = 87) did not report it out of fear of retaliation.

Table 28. Reactions to Perceived Offensive, Hostile, Exclusionary, or Intimidating Conduct

| Reactions	n	%
Was angry	598	44.4
Told a friend	362	26.9
Did nothing	325	24.1
Felt embarrassed	311	23.1
Told a family member	239	17.7
Confronted the harasser at the time	185	13.7
Avoided the harasser	164	12.2
Didn't know who to go to	147	10.9
Ignored it	143	10.6
Didn't report it for fear my complaint would not be taken seriously	143	10.6
Confronted the harasser later	126	9.4
Didn't affect me at the time	99	7.3
Sought support from a staff person	98	7.3
Left the situation immediately	97	7.2
Sought support from a faculty member	94	7.0
Felt somehow responsible	92	6.8
Didn't report it for fear of retaliation	87	6.5
Made an official complaint to a campus employee/official	73	5.4
Was afraid	72	5.3
Did report it but my complaint was not taken seriously	53	3.9
Sought information on-line	25	1.9
Sought support from off-campus hot-line/advocacy services	12	0.9
Sought support from student staff	12	0.9
Contacted a local law enforcement official	11	0.8
Sought support from a spiritual advisor	10	0.7
Other	54	4.0

Note: Only answered by respondents who observed harassment (n = 1,347).
Percentages do not sum to 100 due to multiple responses.

The highest percentage of respondents across all races/ethnicities was "Moderately Respectful." The percentage of "Very Respectful" was considerably lower for all other race/ethnic groups (Table 29).

Table 29. Reported Perceptions of Overall Campus Climate for Various Races/Ethnicities

Race/Ethnicity	Very Respectful		Moderately Respectful		Not Respectful or Disrespectful		Moderately Disrespectful		Not at All Respectful	
	n	%	n	%	n	%	n	%	n	%
African	1617	23.2	3452	49.5	812	11.6	239	3.4	30	0.4
African American/Black	1659	23.8	3462	49.6	858	12.3	343	4.9	47	0.7
Alaskan Native	1488	21.4	2715	39.1	730	10.5	36	0.5	10	0.1
Asian	1738	25.0	3521	50.7	771	11.1	134	1.9	10	0.1
Caribbean/West Indian	1547	22.3	2964	42.8	744	10.7	85	1.2	15	0.2
European American/White	2780	39.8	3217	46.1	560	8.0	47	0.7	9	0.1
Latino(a)/Hispanic	1612	23.2	3401	49.0	918	13.2	244	3.5	28	0.4
Middle Eastern	1456	21.0	3079	44.3	1029	14.8	396	5.7	89	1.3
Native American Indian	1564	22.6	3073	44.3	830	12.0	104	1.5	23	0.3
Pacific Islanders/Hawaiian Natives	1519	22.0	2954	42.8	752	10.9	54	0.8	14	0.2
Multiracial, multiethnic, or multicultural persons	1632	23.5	3331	48.0	847	12.2	121	1.7	16	0.2

Note: Table 79 in Appendix B provides data for the respondents who marked "Don't know." The n's do not sum to the expected frequency due to missing data.

Table 30 indicates that the majority of respondents thought that the overall campus climate was respectful of most campus groups listed in the table.

Table 30. Reported Perceptions of Overall Campus Climate for Various Campus Groups

Group	Very Respectful n	%	Moderately Respectful n	%	Not Respectful or Disrespectful n	%	Moderately Disrespectful n	%	Not at All Respectful n	%
Affected by psychological health issues	1208	17.3	2847	40.8	1212	17.4	302	4.3	27	0.4
Affected by physical health issues	1491	21.4	3401	48.9	952	13.7	152	2.2	19	0.3
Female	2162	30.9	3541	50.6	801	11.5	164	2.3	19	0.3
From religious affiliations other than Christian	1319	18.9	2913	41.7	1440	20.6	598	8.6	107	1.5
From Christian affiliations	2175	31.2	3189	45.7	871	12.5	265	3.8	37	0.5
Gay, lesbian, bisexual, transgender	1224	17.5	2864	41.0	1549	22.2	584	8.4	90	1.3
Immigrants	1264	18.2	2863	41.2	1402	20.2	353	5.1	30	0.4
International students, staff, or faculty	1620	23.3	3309	47.5	1071	15.4	282	4.0	33	0.5
Learning disabled	1395	20.1	3033	43.6	1193	17.2	248	3.6	27	0.4
Male	2464	35.4	3278	47.0	731	10.5	89	1.3	22	0.3
Non-native English speakers	1282	18.5	2953	42.6	1445	20.8	435	6.3	34	0.5
Parents/guardians	1893	27.2	3212	46.1	1002	14.4	108	1.6	15	0.2
People of Color	1693	24.3	3463	49.6	983	14.1	296	4.2	49	0.7
Physically disabled	1602	23.1	3369	48.5	1002	14.4	195	2.8	23	0.3
Providing care for other than a child	1436	20.6	2676	38.5	1080	15.5	107	1.5	13	0.2
Socioeconomically disadvantaged	1336	19.2	2789	40.2	1313	18.9	565	8.1	72	1.0
Socioeconomically advantaged	1993	28.7	3116	44.9	943	13.6	66	1.0	18	0.3
Veterans/active military status	2028	29.3	2939	42.4	898	13.0	71	1.0	5	0.1

Note: Table B78 in the Appendix provides data for the respondents who marked "Don't know." The n's do not sum to the expected frequency due to missing data.

Table 31 illustrates respondents' opinions regarding the degree to which Grand Valley's physical spaces, course instruction/materials, and Website were accessible for people with disabilities. Respondents, in significant numbers, indicated that they did not know how accessible studio/performing art spaces, Braille signage, and hearing loops were - the same three items that fewer than half of respondents reported being accessible.

Table 31. Ratings of Campus Accessibility	Fully Accessible		Accessible with Assistance or Intervention		Not Accessible		Don't Know	
Area	n	%	n	%	n	%	n	%
Physical Accessibility								
Athletic facilities (stadiums, arena, etc.)	2570	36.5	1816	25.8	113	1.6	2546	36.1
Classroom Buildings	3922	55.5	1894	26.8	123	1.7	1129	16.0
Classrooms, labs	3511	49.7	2048	29.0	170	2.4	1333	18.9
University housing	2527	35.9	1466	20.8	221	3.1	2826	40.1
Computer labs	3530	50.1	1827	25.9	192	2.7	1501	21.3
Dining Facilities	3620	51.6	1334	19.0	86	1.2	1980	28.2
Elevators	4724	67.1	929	13.2	71	1.0	1315	18.7
Health & Wellness Center	2796	39.8	1078	15.3	89	1.3	3061	43.6
Library	3732	53.1	1460	20.8	140	2.0	1697	24.1
On-campus transportation/parking	3294	46.9	1788	25.4	256	3.6	1690	24.0
Other campus buildings	2955	42.2	1415	20.2	87	1.2	2546	36.4
Recreational facilities	2860	40.8	1333	19.0	101	1.4	2714	38.7
Restrooms	4187	59.6	1426	20.3	149	2.1	1265	18.0
Studios/Performing Arts Spaces	2506	35.8	941	13.4	69	1.0	3484	49.8
Kirkhof Center	3884	55.3	1361	19.4	99	1.4	1675	23.9
Walkways and pedestrian paths	4073	58.1	1511	21.5	190	2.7	1239	17.7
Braille signage	2219	31.7	809	11.6	176	2.5	3795	54.2
Hearing loops	1840	26.5	765	11.0	140	2.0	4198	60.5
Course Instruction/Materials								
Information in Alternative Formats	2180	31.2	1414	20.3	223	3.2	3161	45.3
Instructors	2806	40.2	1482	21.2	140	2.0	2555	36.6
Instructional materials	2593	37.1	1486	21.3	143	2.0	2758	39.5
GVSU Website								
GVSU Website	3417	49.2	1100	15.8	118	1.7	2315	33.3

Employees' Attitudes and Experiences

Several questions were asked of employees only. These items addressed employees'
experiences at Grand Valley, their satisfaction with their careers at the University, and
their attitudes about the climate for diversity and work-life issues at Grand Valley.
Question 22 asked employees to rank on a five-point Likert scale ("strongly agree" to
"strongly disagree") the degree to which they agreed with the statements that can be
found in the first column of Table 32. Table 32 depicts the responses of all employees,
and splits the analyses by gender and race/ethnicity. The majority of respondents strongly
agreed/agreed that they were comfortable asking questions about performance
expectations (77%, n = 1,168).

Twenty-five percent (n = 375) of respondents were reluctant to bring up issues that
concern them for fear than it will affect their performance evaluation or tenure decision.
Nearly 34% of Employees of Color agreed or strongly agreed with this statement,
whereas the corresponding percentage for White respondents was less than 23%.
Seventy-four percent (n = 1,121) found that their workloads were usually manageable.
Fourteen percent (n = 206) of respondents constantly felt under the scrutiny by their
colleagues.

Forty-four percent (n = 666) of employees felt salary determinations were fair, and 46%
(n = 700) thought salary determinations were clear. The majority of employees thought
the University understands the value of a diverse faculty (75%, n = 1,134) and staff (74%,
n = 1,104). Seventy-four percent (n = 1,102) found that their mental and physical well-
being was supported by Grand Valley.

The highest percentage of respondents neither agreed nor disagreed with the statement
"My colleagues/co-workers treat me with less respect than other faculty/staff." Still,
slightly more than 36% of People of Color respondents choose either "Strongly agree" or
"Agree" with this statement, in contrast to less than 19% of White respondents.

Table 32. Employee Attitudes about Climate for Diversity and Work-Related Issues by Gender and Race/Ethnicity

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure decision	**124**	**8.2**	**251**	**16.6**	**230**	**15.2**	**476**	**31.5**	**375**	**24.8**
Women	76	8.4	161	17.7	150	16.5	285	31.4	199	21.9
Men	44	7.4	86	14.4	76	12.8	190	31.9	175	29.4
White	88	7.2	190	15.6	179	14.7	391	32.0	321	26.3
People of Color	29	12.2	53	22.4	33	13.9	68	28.7	45	19.0
I feel that supervisors/managers consistently communicate/interpret/implement/ GVSU policies	**229**	**15.2**	**694**	**46.1**	**278**	**18.4**	**206**	**13.7**	**88**	**5.8**
Women	130	14.3	394	43.4	179	19.7	147	16.2	44	4.9
Men	99	16.7	299	50.4	95	16.0	54	9.1	42	7.1
White	197	16.2	572	47.0	207	17.0	161	13.2	66	5.4
People of Color	32	13.5	97	40.9	51	21.5	36	15.2	17	7.2
I am comfortable asking questions about performance expectations with my supervisor	**482**	**31.9**	**686**	**45.4**	**147**	**9.7**	**119**	**7.9**	**67**	**4.4**
Women	278	30.6	412	45.3	95	10.5	81	8.9	33	3.6
Men	202	33.8	273	45.7	47	7.9	34	5.7	34	5.7
White	401	32.8	556	45.5	109	8.9	88	7.2	53	4.3
People of Color	72	30.4	101	42.6	27	11.4	22	9.3	12	5.1
My colleagues/co-workers expect me to represent "the point of view" of my identity	**71**	**4.7**	**252**	**16.8**	**529**	**35.4**	**335**	**22.4**	**187**	**12.5**
Women	43	4.8	173	19.2	320	35.5	201	22.3	96	10.6
Men	25	4.3	77	13.1	207	35.2	133	22.6	91	15.5
White	47	3.9	178	14.7	425	35.1	292	24.1	163	13.5
People of Color	21	8.9	63	26.8	78	33.2	35	14.9	20	8.5
My colleagues/co-workers treat me with less respect than other faculty/staff	**35**	**2.3**	**152**	**10.1**	**191**	**12.7**	**532**	**35.3**	**581**	**38.6**
Women	20	2.2	102	11.3	120	13.2	330	36.4	325	35.9
Men	14	2.3	49	8.2	66	11.1	198	33.2	256	43.0
White	21	1.7	115	9.4	137	11.3	435	35.7	492	40.4
People of Color	15	6.3	29	12.2	37	15.6	79	33.3	73	30.8
I constantly feel under scrutiny by my colleagues	**42**	**2.8**	**164**	**10.9**	**238**	**15.8**	**560**	**37.1**	**495**	**32.8**
Women	27	3.0	106	11.6	135	14.8	334	36.7	300	32.9
Men	14	2.4	54	9.1	101	17.0	223	37.5	194	32.6
White	25	2.0	114	9.3	`81	14.8	459	37.6	425	34.8
People of Color	16	6.7	41	17.2	44	18.4	77	32.2	59	24.7

Table 32 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to take leave that I am entitled to for fear that it may affect my career	**50**	**3.3**	**166**	**11.0**	**159**	**10.5**	**466**	**30.9**	**520**	**34.4**
Women	33	3.6	114	12.5	93	10.2	291	32.0	294	32.3
Men	17	2.9	50	8.4	64	10.8	170	28.6	224	37.6
White	40	3.3	128	10.5	115	9.4	373	30.6	434	35.7
People of Color	9	3.8	28	11.7	37	15.5	70	29.3	70	29.3
I have to work harder than I believe my colleagues do in order to achieve the same recognition/rewards	**114**	**7.6**	**196**	**13.0**	**242**	**16.1**	**508**	**33.8**	**427**	**28.4**
Women	70	7.8	120	13.3	166	18.4	302	33.5	235	26.1
Men	40	6.7	72	12.1	73	12.2	205	34.4	191	32.0
White	69	5.7	145	12.0	176	14.5	428	35.3	371	30.6
People of Color	40	16.7	46	19.2	47	19.6	61	25.4	43	17.9
I feel that my workload expectations and requirements are similar to that of my colleagues/co-workers at GVSU	**203**	**13.4**	**703**	**46.5**	**209**	**13.8**	**256**	**16.9**	**132**	**8.7**
Women	111	12.2	422	46.4	128	14.1	166	18.3	74	8.1
Men	93	15.6	277	46.5	78	13.1	86	14.4	55	9.2
White	165	13.5	577	47.3	168	13.8	198	16.2	99	8.1
People of Color	36	15.1	98	41.2	31	13.0	46	19.3	25	10.5
I believe that salary determinations are fair	**124**	**8.2**	**542**	**35.9**	**337**	**22.3**	**311**	**20.6**	**169**	**11.2**
Women	70	7.7	315	34.8	210	23.2	192	21.2	100	11.0
Men	55	9.2	226	38.0	121	20.3	116	19.5	66	11.1
White	100	8.2	449	37.0	255	21.0	255	21.0	127	10.5
People of Color	17	7.1	72	30.0	68	28.3	45	18.8	35	14.6
I believe that salary determinations are clear	**128**	**8.5**	**572**	**37.9**	**307**	**20.4**	**307**	**30.4**	**171**	**11.3**
Women	62	6.9	351	38.8	181	20.0	187	20.7	105	11.6
Men	68	11.4	220	36.9	120	20.1	115	19.3	64	10.7
White	100	8.2	449	37.0	255	21.0	255	21.0	127	10.5
People of Color	17	7.1	72	30.0	68	28.3	45	18.8	35	14.6
I think the university understands the value of a diverse faculty	**322**	**21.4**	**812**	**54.0**	**202**	**13.4**	**99**	**6.6**	**52**	**3.5**
Women	181	20.1	513	56.9	108	12.0	59	6.5	33	3.7
Men	139	23.4	297	50.1	90	15.2	37	6.2	19	3.2
White	276	22.8	689	57.0	134	11.1	61	5.0	31	2.6
People of Color	34	14.2	97	40.4	54	22.5	33	13.8	19	7.9
I think the university understands the value of a diverse staff	**310**	**20.7**	**794**	**53.0**	**217**	**14.5**	**113**	**7.5**	**47**	**3.1**
Women	173	19.3	498	55.6	118	13.2	70	7.8	28	3.1
Men	135	22.7	293	49.3	96	16.2	40	6.7	19	3.2
White	266	22.0	674	55.8	154	12.8	67	5.6	31	2.6
People of Color	32	13.5	95	40.1	52	21.9	39	16.5	14	5.9

Table 32 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel that a more flexible work arrangement, as a staff member, would be helpful in my performance here at GVSU	**185**	**12.4**	**326**	**21.8**	**412**	**27.6**	**185**	**12.4**	**64**	**4.3**
Women	137	15.2	226	25.1	228	25.3	97	10.8	33	3.7
Men	48	8.2	98	16.7	180	30.6	86	14.6	29	4.9
White	158	13.1	246	20.4	319	26.4	159	13.2	55	4.6
People of Color	21	8.9	63	26.8	72	30.6	19	8.1	8	3.4
My mental and physical well-being is supported by GVSU	**290**	**19.3**	**812**	**54.0**	**238**	**15.8**	**103**	**6.8**	**48**	**3.2**
Women	172	19.0	495	54.7	141	15.6	61	6.7	27	3.0
Men	118	19.9	316	53.3	95	16.0	37	6.2	19	3.2
White	246	20.2	652	53.7	190	15.6	79	6.5	34	2.8
People of Color	40	16.8	129	54.2	40	16.8	17	7.1	8	3.4
I find that my workload is usually manageable	**187**	**12.4**	**934**	**61.8**	**145**	**9.6**	**168**	**11.1**	**75**	**5.0**
Women	103	11.4	555	61.3	82	9.1	112	12.4	48	5.3
Men	84	14.0	372	62.2	61	10.2	53	8.9	25	4.2
White	155	12.7	756	62.1	105	8.6	138	11.3	57	4.7
People of Color	28	11.7	134	56.1	37	15.5	24	10.0	14	5.9

Note: Table reports employee responses only (n = 1,524). The n's do not sum to the expected frequency due to missing data.

Question 24 asked faculty members a variety of questions about research, teaching, and service responsibilities and standards and processes of promotion and tenure at Grand Valley. Less than half of the faculty members thought their research interests were valued by their colleagues (47%, n = 324) (Table 33). Few faculty members felt pressured to change their research agendas (9%, n = 64) or their methods of teaching (20%, n = 138) to achieve tenure.

Twenty-one percent (n = 145) of all faculty members felt burdened by service responsibilities beyond those of their colleagues. About half of all faculty respondents felt their service contributions were important to tenure (44%, n = 306) and promotion (51%, n = 346).

The highest percentage of respondents chose "Disagree" with the statement "I have to work harder that I believe my colleagues do in order to achieve the same recognition/rewards." This was consistent among groups when split by gender or race/ethnicity. Still, fewer than 36% of People of Color respondents choose either "Strongly agree" or "Agree" with this statement, in contrast to 18% of White respondents.

An additional analysis by race and gender was provided for the statement "I feel burdened by service responsibilities beyond those of my colleagues." This analysis is offered because in similar reports women and Employees of Color felt that they had greater service expectations than their majority counterparts. At GVSU, the differences were negligible.

Table 33. Faculty Members' Attitudes about Research/Teaching and Promotion/Tenure at Grand Valley

Issues	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I feel pressured to change my methods of teaching to achieve tenure/be promoted	39	5.6	99	14.3	101	14.6	216	31.1	79	11.4
I feel that staff who do not have children are often burdened with work responsibilities beyond those who do have children	74	10.7	251	36.2	92	13.3	99	14.3	33	4.8
I believe that the promotion process is clear	70	10.1	234	33.9	102	14.8	125	18.1	44	6.4
I would feel supported in requesting a pause in the tenure clock according to GVSU's policy	24	3.5	98	14.2	162	23.5	62	9.0	29	4.2
I believe that the tenure standards are reasonable	89	12.9	256	37.1	116	16.8	53	7.7	15	2.2
I believe that the promotion standards are reasonable	81	11.9	250	36.7	133	19.5	65	9.5	26	3.8
I feel that my workload expectations and requirements are similar to that of my colleagues/co-workers at GVSU	86	12.5	326	47.2	99	14.3	111	16.1	45	6.5
I feel that I am burdened by service responsibilities (committee membership, advising, student group, etc.) beyond those of my colleagues	39	5.7	106	15.4	146	21.2	228	33.0	77	11.2
Women	23	6.6	54	15.6	64	18.5	123	35.5	33	9.5
Men	16	4.8	50	14.9	78	23.2	104	31.0	43	12.8
White	32	5.7	85	15.1	117	20.8	189	33.6	59	10.5
People of Color	6	5.6	17	15.9	23	21.5	34	31.8	15	14.0
I feel that my service contributions are important to tenure	63	9.1	243	35.2	77	11.2	54	7.8	24	3.5
I feel that my service contributions are important to promotion	74	10.8	272	39.7	82	12.0	59	8.6	30	4.4
I feel that my research interests are valued by my colleagues	63	9.1	261	37.7	119	17.2	87	12.6	40	5.8
I feel pressured to change my research agenda to achieve tenure	15	2.2	49	7.1	120	17.5	136	19.8	83	12.1
I feel pressured to change my research agenda to be promoted	28	4.1	69	10.0	116	16.9	153	22.3	96	14.0

Note: Table includes only those respondents who indicated they were faculty (n = 718). The n's do not sum to the expected frequency due to missing data.

With respect to work-life issues, 20% (n = 307) of employees felt they often had to forgo professional activities because of their personal responsibilities, and 20% (n = 297) found that personal responsibilities and commitments have slowed their career progression (Table 34). Forty-four percent (n = 658) found Grand Valley supportive of taking leave. Few respondents felt that staff / faculty (7%, n = 101) who have children were considered less committed to their careers. Few felt that staff / faculty (18%, n = 270) who do not have children were often burdened with work responsibilities. Fourteen percent (n = 209) found it difficult to balance childcare and work responsibilities; eight percent (n = 118) found it difficult to balance eldercare with work responsibilities.

Table 34. Employee Attitudes about Work-Life Issues

Issues		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%	n	%
I often have forego professional activities because of personal responsibilities		**45**	**3.0**	**262**	**17.4**	**277**	**18.4**	**615**	**40.9**	**253**	**16.8**
	Women	26	2.9	156	17.2	161	17.8	372	41.0	154	17.0
	Men	18	3.0	106	17.9	114	19.2	238	40.1	97	16.4
I find that personal responsibilities and commitments have slowed down my career progression		**51**	**3.4**	**246**	**16.4**	**261**	**17.4**	**639**	**42.6**	**252**	**16.8**
	Women	31	3.4	149	16.4	163	18.0	377	41.6	152	16.8
	Men	20	3.4	95	16.1	95	16.1	258	43.8	98	16.6
I find that Grand Valley is supportive of taking leave		**110**	**7.3**	**548**	**36.6**	**472**	**31.5**	**114**	**7.6**	**34**	**2.3**
	Women	64	7.1	344	38.1	273	30.2	74	8.2	23	2.5
	Men	45	7.6	203	34.5	195	33.1	37	6.3	11	1.9

Table 34 (continued)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel that faculty/staff who have children are considered by GVSU to be less committed to their jobs/careers	19	1.3	82	5.5	640	42.8	463	30.9	189	12.6
I feel that faculty/staff who do not have children are often burdened with work responsibilities beyond those who do have children	91	6.1	179	11.9	500	33.3	434	28.9	205	13.7
I find it difficult to balance childcare with my work responsibilities	43	2.9	166	11.1	230	15.3	241	16.1	67	4.5
I find it difficult to balance eldercare with my work responsibilities	29	1.9	89	6.0	250	16.8	153	10.3	51	3.4

Note: Table reports employee responses only (n = 1,524). The n's do not sum to the expected frequency due to missing data.

More than half of all employees believed that they had colleagues or peers at Grand Valley who gave them career advice or guidance when they need it (64%, n = 952), and equipment and supplies they needed to adequately perform their work (78%, n = 1,164) (Table 35). Sixty-one percent (n = 915) of all employees felt they had the support from decision makers/colleagues who supported their career advancement. Forty-six percent (n = 693) of all employees felt the college treated exempt and non-exempt employees equitably. Table 35 includes selected analyses by position.

Table 35. Employees' Perceptions of Resources Available at Grand Valley

Resources	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I have colleagues or peers who give me career advice or guidance when I need it	228	15.2	724	48.3	229	15.3	194	12.9	51	3.4
I have support from decision makers/colleagues who support my career advancement	**214**	**14.4**	**701**	**47.0**	**271**	**18.2**	**154**	**10.3**	**67**	**4.5**
Faculty	120	17.5	312	45.4	115	16.7	61	8.9	35	5.1
Staff	87	11.2	375	48.5	152	19.7	90	11.6	32	4.3
I have the equipment and supplies I need to adequately perform my work	323	21.6	841	56.3	115	7.7	137	9.2	74	5.0
I believe GVSU treats exempt (salaried) and non-exempt (hourly) staff equitably	**124**	**8.3**	**569**	**38.1**	**326**	**21.8**	**212**	**14.2**	**102**	**6.8**
Faculty	50	7.2	228	33.0	171	24.7	77	11.1	30	4.3
Staff	67	8.7	331	42.9	148	19.2	133	17.2	70	9.1

Note: Table reports employee responses only (n = 1,524). The n's do not sum to the expected frequency due to missing data.

Regarding respondents' observations of discriminatory employment practices, 20% (n = 298) of all employees believed they observed discriminatory hiring (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) at Grand Valley (Table 36). Women (21%, n = 188) were slightly more likely than men (17%, n = 104) to believe they had observed discriminatory hiring practices. Thirty-two percent of Employees of Color (n = 74) and 17% of White respondents (n = 212) observed discriminatory hiring practices. Thirty-two percent of sexual minority respondents (n = 30) and 19% of heterosexual respondents (n = 244)

believed they had observed discriminatory hiring practices. Of those who believed that they had observed discriminatory hiring, 23% (n = 69) said it was based on race, 23% (n = 68) on gender, 20% (n = 58) on position, 16% (n = 48) on age, and 13% (n = 39) on ethnicity (Table B66).

Twelve percent of respondents (n = 173) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions in Grand Valley, up to and including dismissal (Table 36). Of those individuals, 29% (n = 50) said they believed the discrimination was based on position, 16% (n = 28) on race, 15% (n = 26) on age, 14% (n = 24) on gender, and 12% (n = 21) on ethnicity (Table B68). Twelve percent of women (n = 110) and 10% of men (n = 59) believed they had observed discriminatory practices. Fourteen percent of sexual minorities (n = 13) and 11% of heterosexual respondents (n = 140) witnessed discriminatory disciplinary actions. While 17% of Employees of Color (n = 40) witnessed such disciplinary actions, 11% of White respondents (n = 127) did.

Twenty-one percent of all employees (n = 314) believed they had observed discriminatory practices related to promotion at Grand Valley (Table 36), and believed it was based on position (24%, n = 76), gender (18%, n = 57), race (17%, n = 52), and ethnicity (12%, n = 38) (Table B70). Twenty-two percent of women (n = 195) and 19% of men (n = 113) witnessed discriminatory promotion, as did 20% of heterosexual respondents (n = 258) and 38% of LGBQ respondents (n = 36). A lower percentage of White respondents (20%, n = 236) than Respondents of Color (30%, n = 70) witnessed such conduct. And, faculty members (24%, n = 164) were more likely than staff members (18%, n = 147) to believe they had observed unfair promotion.

Table 36. Employee Respondents Who Believed They Had Observed Unfair, Unjust, or Discriminatory Employment Practices at Grand Valley

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion	
	n	%	n	%	n	%
Yes	298	19.7	173	11.5	314	20.8
No	967	64.0	1137	75.4	940	62.4
Don't know	247	16.3	197	13.1	253	16.8

Note: Table reports employee responses only (n = 1,524). The n's do not sum to the expected frequency due to missing data.

Students' Attitudes and Experiences

The survey asked students about the perceptions they held about the Grand Valley climate before they enrolled on campus. Before they enrolled at Grand Valley, more than half of all student respondents thought the climate was welcoming for all of the groups listed in Table 37.

Table 37. Students' Pre-enrollment Perceptions of Welcoming Campus Climate

Group	Very Respectful		Moderately Respectful		Not Respectful or Disrespectful		Moderately Disrespectful		Very Disrespectful	
	n	%	n	%	n	%	n	%	n	%
Affected by psychological health issues	1562	29.1	2690	50.2	492	9.2	68	1.3	3	0.1
Affected by physical health issues	1631	30.5	2726	51.0	440	8.2	45	0.8	5	0.1
Female	1900	35.5	2713	50.7	355	6.6	35	0.7	3	0.1
From religious affiliations other than Christian	1550	29.0	2623	49.1	541	10.1	204	3.8	34	0.6
From Christian affiliations	1907	35.7	2565	48.0	424	7.9	65	1.2	19	0.4
Gay, lesbian, bisexual, transgender	1433	26.8	2481	46.4	660	12.4	295	5.5	55	1.0
Immigrants	1484	27.8	2593	48.5	602	11.3	149	2.8	21	0.4
International students, staff, or faculty	1644	30.8	2704	50.6	503	9.4	56	1.0	8	0.1
Learning disabled	1625	30.4	2688	50.3	492	9.2	80	1.5	10	0.2
Male	1998	37.4	2594	48.5	379	7.1	11	0.2	6	0.1
Non-native English speakers	1544	28.9	2661	49.8	559	10.5	121	2.3	6	0.1
Parents/guardians	1782	33.3	2607	48.8	467	8.7	32	0.6	6	0.1
People of Color	1704	31.9	2711	50.7	449	8.4	91	1.7	11	0.2
Providing care for other than a child	1589	29.8	2537	47.5	520	9.7	28	0.5	4	0.1
Physically disabled	1720	32.2	2684	50.3	441	8.3	45	0.8	5	0.1
Socioeconomically disadvantaged	1579	29.6	2622	49.1	510	9.6	165	3.1	24	0.4
Socioeconomically advantaged	1821	34.2	2606	49.0	427	8.0	25	0.5	6	0.1
Veterans/active military status	1918	36.1	2511	47.2	399	7.5	10	0.2	5	0.1

Note: Table reports student responses only (n = 6,024). The n's do not sum to the expected frequency due to missing data.

More than half of all student and faculty respondents felt that the classroom climate was welcoming for students based on all of the characteristics listed in Table 38. Eighty-five percent of women students and faculty (n = 3,619) and 83% of men students and faculty (n = 1,845) thought the classroom climate was welcoming based on gender. Sixty-two percent of students and Faculty of Color (n = 612) – in comparison with 78% of White students and faculty (n = 4,201) – thought the classroom climate was welcoming based on race. Likewise, 50% of LGBQ students and faculty (n = 180) and 68% of heterosexual students and faculty (n = 3,610) thought the climate was welcoming for students based on sexual orientation.

Table 38. Classroom Climate is Welcoming for Students Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	2277	34.5	3128	47.5	753	11.4	267	4.1	62	0.9	105	1.6
Country of origin	1956	29.8	3085	47.0	1064	16.2	214	3.3	36	0.5	213	3.2
English language proficiency/accent	1772	27.0	2919	44.6	1185	18.1	426	6.5	63	1.0	187	2.9
Ethnicity	2059	31.5	3106	47.6	930	14.2	256	3.9	46	0.7	135	2.1
Gender	2559	39.1	2939	44.9	754	11.5	164	2.5	39	0.6	93	1.4
Gender expression	1743	26.7	2527	38.7	1406	21.5	456	7.0	84	1.3	309	4.7
Immigrant status	1650	25.2	2506	38.3	1555	23.8	271	4.1	43	0.7	510	7.8
Learning disability	1808	27.7	2652	40.6	1300	19.9	347	5.3	65	1.0	357	5.5
Medical conditions	1884	28.9	2709	41.6	1259	19.3	242	3.7	58	0.9	367	5.6
Military/veteran status	2322	35.6	2492	38.2	1104	16.9	109	1.7	39	0.6	453	6.9
Parental status	1970	30.2	2670	41.0	1163	17.8	298	4.6	70	1.1	348	5.3
Participation in an organization	2427	37.3	2643	40.6	970	14.9	136	2.1	30	0.5	309	4.7
Participation on an athletic team	2656	40.8	2449	37.6	898	13.8	109	1.7	21	0.3	375	5.8
Psychological disorder	1622	24.9	2402	36.9	1540	23.7	333	5.1	71	1.1	539	8.3
Physical characteristics	1897	29.2	2744	42.2	1300	20.0	261	4.0	63	1.0	236	3.6
Physical disability	1882	28.9	2772	42.6	1217	18.7	270	4.2	56	0.9	304	4.7
Political views	1643	25.2	2558	39.3	1384	21.3	555	8.5	154	2.4	216	3.3
Race	2038	31.3	2863	44.0	1071	16.5	316	4.9	72	1.1	141	2.2
Religious/spiritual views	1732	26.6	2597	39.9	1285	19.7	538	8.3	164	2.5	193	3.0
Sexual orientation	1749	26.9	2575	39.6	1398	21.5	412	6.3	95	1.5	271	4.2
Socioeconomic status	1738	26.8	2670	41.1	1350	20.8	431	6.6	100	1.5	208	3.2

Note: Table includes student and faculty respondents only (n = 6,761). The n's do not sum to the expected frequency due to missing data.

Question 83 asked students the degree to which they agree with a number of statements regarding the campus climate at Grand Valley (Table 39). Their responses indicated that students generally had rather positive views of the climate. The majority of students felt valued by faculty (78%, n = 4,675) and by other students (63%, n = 3,741) in the classroom. They also thought that Grand Valley employees (68%, n = 4,072) and administrators (61%, n = 3,593) were genuinely concerned with their welfare.

Thirty-one percent (n = 1,847) of all students felt faculty pre-judge their abilities based on their identities/backgrounds (Table 39). In terms of race, 41% of Students of Color (n= 374) and 29% of White students (n = 1,437) felt that way. Similarly, 35% of LGBQ students (n = 112) and 30% of heterosexual students (n = 1,458) felt faculty pre-judged them. In comparison with students with no disabilities (30%, n = 1,569), students with physical disabilities (37%, n = 49), learning disabilities (43%, n = 58), and psychological conditions (36%, n = 188) were more likely to have felt that faculty pre-judge them based on their identities/backgrounds.

Table 39. Students' Current Perceptions of Overall Campus Climate for Various Campus Groups

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom	1619	27.2	3056	51.2	895	15.0	324	5.4	60	1.0	9	0.2
I feel valued by other students in the classroom	1034	17.4	2707	45.5	1641	27.6	466	7.8	76	1.3	21	0.3
I think GVSU employees are genuinely concerned with my welfare	1465	24.6	2607	43.8	1214	20.4	495	8.3	121	2.0	50	0.8
I think GVSU administrators are genuinely concerned with my welfare	1260	21.2	2333	39.3	1372	23.1	665	11.2	205	3.5	100	1.7
I think faculty pre-judge my abilities based on my identity/background	571	9.6	1276	21.5	1506	25.4	1735	29.2	698	11.8	152	2.6
I believe the campus climate encourages free and open discussion of difficult topics	1457	24.6	2833	47.8	1007	17.0	445	7.5	148	2.5	39	0.7
I have faculty who I perceive as role models	1978	33.3	2470	41.5	972	16.3	385	6.5	92	1.5	48	0.8
I have staff who I perceive as role models	1318	22.3	1854	31.4	1806	30.6	533	9.0	123	2.1	275	4.7

Note: Table includes only those respondents who answered that they were students (n = 6,043). The n's do not sum to the expected frequency due to missing data.

Table 40 depicts students and faculty members' perceptions of tension in classroom discussions regarding certain topics. Thirty-six percent (n = 2,270) of all students and faculty "strongly agreed/agreed" that they perceived racial/ethnic tensions in classroom discussions. Forty-three percent of Students and Faculty of Color (n = 420), in comparison with 27% of White students and faculty (n = 1,446), perceived tensions in classroom discussions.

Table 40. Faculty/Students' Perceptions of Tension in Classroom Discussions Regarding Various Groups

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%	n	%
Country of origin	101	1.6	358	5.6	1375	21.5	2821	44.0	1398	21.8	354	5.5
English language proficiency/accent	132	2.1	789	12.3	1451	22.7	2503	39.1	1166	18.2	353	5.5
Ethnicity	207	3.2	1015	15.9	1347	21.1	2374	37.3	1149	18.0	279	4.4
Gender	155	2.4	893	14.0	1368	21.4	2438	38.1	1275	19.9	264	4.1
Gender expression	339	5.3	1614	25.3	1320	20.7	1802	28.2	900	14.1	405	6.3
Immigrant status	182	2.9	883	13.9	1528	24.0	2198	34.5	1062	16.7	522	8.2
Learning disability	93	1.5	515	8.1	1569	24.6	2526	39.6	1224	19.2	454	7.1
Medical conditions	92	1.4	391	6.1	1520	23.9	2587	40.6	1314	20.6	463	7.3
Military/veteran status	84	1.3	285	4.5	1425	22.4	2522	39.6	1578	24.8	480	7.5
Parental status	95	1.5	503	7.9	1448	22.7	2535	39.8	1409	22.1	387	6.1
Participation in a student organization	83	1.3	274	4.3	1356	21.3	2587	40.7	1679	26.4	384	6.0
Participation on an athletic team	88	1.4	274	4.3	1330	20.9	2546	40.0	1702	26.7	426	6.7
Psychological condition	109	1.7	683	10.7	1550	24.3	2290	35.9	1171	18.4	573	9.0
Physical characteristics	134	2.1	661	10.4	1589	25.0	2334	36.7	1221	19.2	422	6.6
Physical disability	116	1.8	578	9.1	1539	24.3	2432	38.4	1263	19.9	409	6.5
Political views	767	12.0	1981	31.0	1207	18.9	1417	22.2	751	11.8	263	4.1
Race	425	6.7	1467	23.0	1304	20.5	1911	30.0	1006	15.8	261	4.1
Religious/spiritual views	786	12.3	1952	30.6	1187	18.6	1436	22.5	762	11.9	266	4.2
Sexual orientation	539	8.4	1725	27.0	1317	20.6	1611	25.2	834	13.1	357	5.6
Socioeconomic status	267	4.2	1010	15.9	1648	25.9	2057	32.3	1016	16.0	367	5.8

Note: Table includes only those respondents who were faculty or students (n = 6,761). The n's do not sum to the expected frequency due to missing data.

More than half of all employee respondents thought the workplace climate was welcoming for employees based on all, except one, of the characteristics listed in Table 41: psychological condition (48%, n = 689).
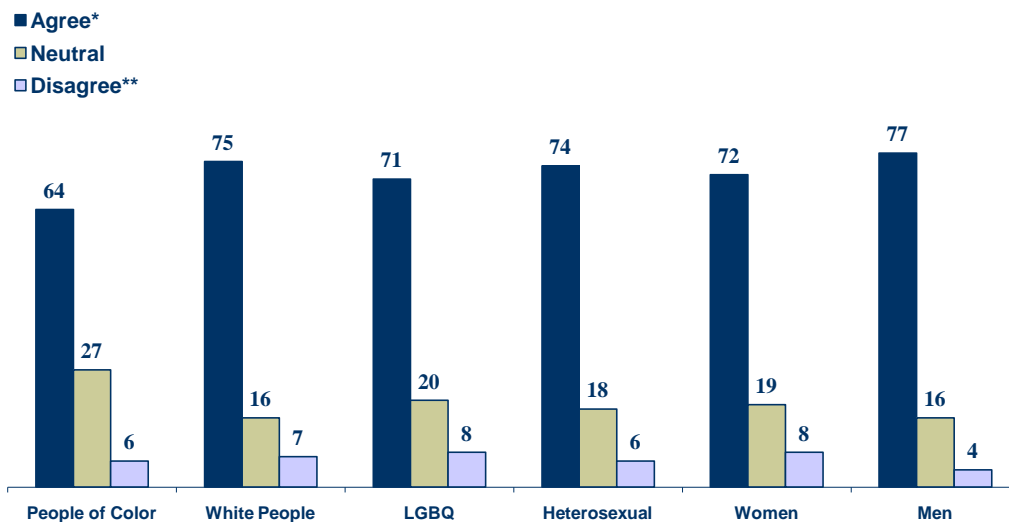
Table 41. Workplace Climate is Welcoming for Employees Based on Demographic Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	268	18.4	776	53.2	266	18.2	103	7.1	13	0.9	32	2.2
Country of origin	258	17.7	736	50.5	312	21.4	60	4.1	9	0.6	81	5.6
English language proficiency/accent	226	15.5	665	45.6	333	22.9	140	9.6	18	1.2	75	5.1
Ethnicity	263	18.1	755	51.8	290	19.9	91	6.2	14	1.0	44	3.0
Gender	290	20.0	777	53.5	260	17.9	82	5.6	11	0.8	32	2.2
Gender expression	209	14.4	583	40.3	383	26.5	121	8.4	18	1.2	133	9.2
Immigrant status	216	15.0	614	42.6	366	25.4	71	4.9	9	0.6	167	11.6
Learning disability	200	13.8	546	37.8	389	26.9	62	4.3	7	0.5	242	16.7
Level of education	236	16.3	655	45.2	312	21.5	152	10.5	26	1.8	69	4.8
Medical conditions	222	15.3	663	45.8	324	22.4	73	5.0	10	0.7	157	10.8
Military/veteran status	258	17.8	653	45.1	314	21.7	31	2.1	9	0.6	183	12.6
Parental status	294	20.3	692	47.7	307	21.2	63	4.3	17	1.2	77	5.3
Physical characteristics	233	16.2	667	46.3	356	24.7	66	4.6	12	0.8	106	7.4
Political views	172	11.9	593	40.9	418	28.8	142	9.8	37	2.6	87	6.0
Position	219	15.1	699	48.1	301	20.7	151	10.4	37	2.5	45	3.1
Psychological condition	180	12.5	509	35.3	428	29.7	86	6.0	12	0.8	227	15.7
Race	246	17.1	687	47.7	309	21.4	112	7.8	24	1.7	63	4.4
Religious/spiritual views	193	13.4	625	43.3	359	24.9	152	10.5	36	2.5	79	5.5
Sexual orientation	223	15.4	639	44.2	346	23.9	101	7.0	30	2.1	106	7.3
Socioeconomic status	207	14.5	637	44.5	343	24.0	123	8.6	26	1.8	95	6.6

Note: Table includes employee respondents only (n = 1,524). The n's do not sum to the expected frequency due to missing data.

When analyzed by demographic characteristics, the data reveal that Respondents of Color were least likely to believe the workplace climate was welcoming for employees based on gender (Figure 37).

Figure 37
Employee Perceptions of
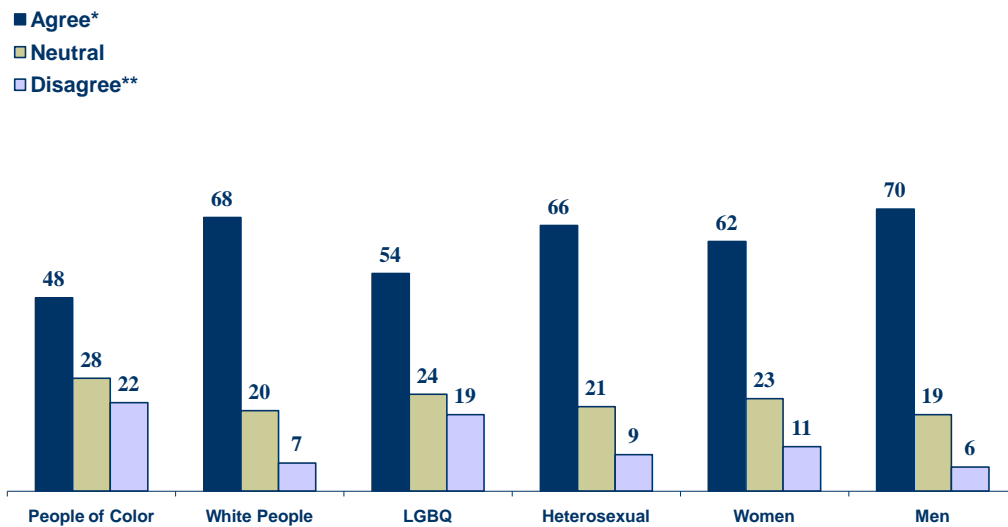**Welcoming Workplace Climate based on Gender (%)**

■ Agree*
□ Neutral
□ Disagree**

	People of Color	White People	LGBQ	Heterosexual	Women	Men
Agree*	64	75	71	74	72	77
Neutral	27	16	20	18	19	16
Disagree**	6	7	8	6	8	4

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

While 65% (n = 933) of all respondents thought the workplace climate was welcoming based on race, about one-half of Respondents of Color and sexual minority respondents agreed (Figure 38).
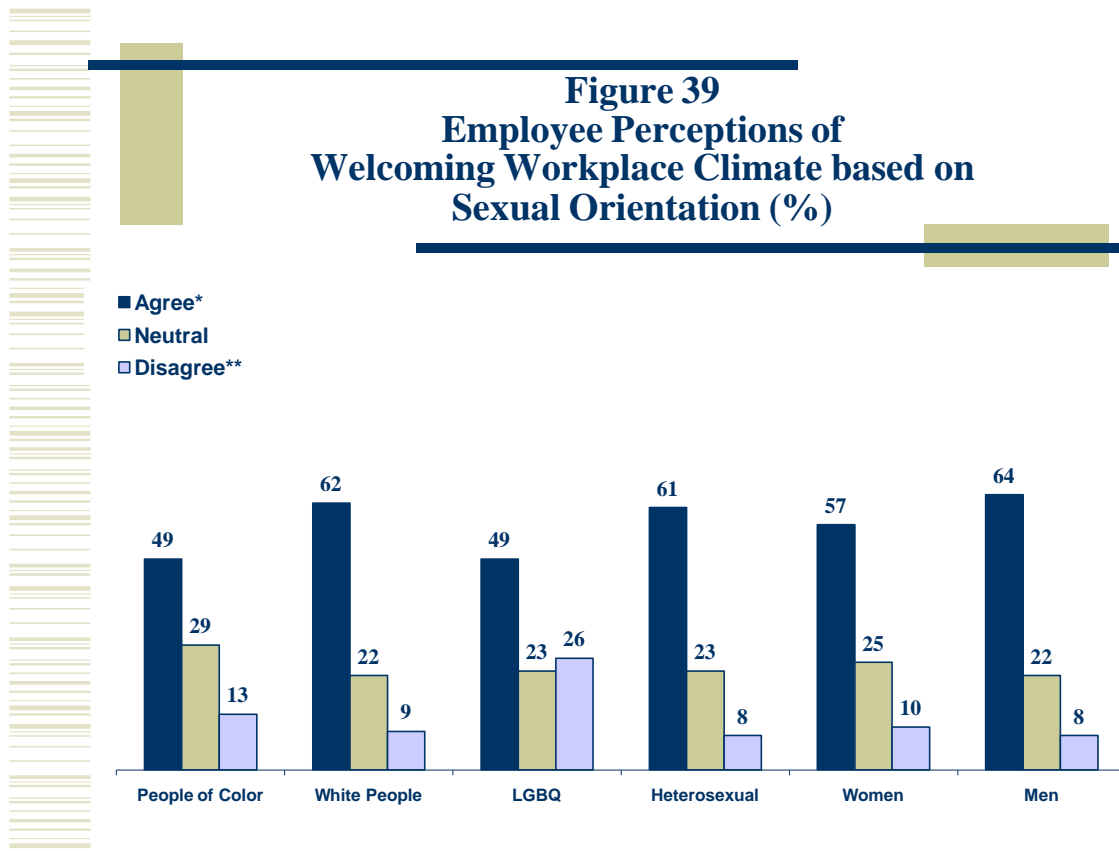
Figure 38
Employee Perceptions of
Welcoming Workplace Climate based on Race (%)

■ Agree*
■ Neutral
□ Disagree**

	People of Color	White People	LGBQ	Heterosexual	Women	Men
Agree*	48	68	54	66	62	70
Neutral	28	20	24	21	23	19
Disagree**	22	7	19	9	11	6

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

Different from the responses of other employees, 49% of Respondents of Color and LGBQ respondents believed the workplace climate was welcoming based on sexual orientation (Figure 39).

Figure 39
Employee Perceptions of
Welcoming Workplace Climate based on
Sexual Orientation (%)

■ Agree*
□ Neutral
□ Disagree**

	People of Color	White People	LGBQ	Heterosexual	Women	Men
Agree	49	62	49	61	57	64
Neutral	29	22	23	23	25	22
Disagree	13	9	26	8	10	8

* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

The questionnaire asked respondents how GVSU's recognition of holidays (Ramadan, Yom Kippur, Martin Luther King, Jr. Day, etc) affected their experiences of campus climate. Several people said the holidays' recognition does not affect them. Others said they appreciated that the University recognized the various holidays and enjoyed the programming. A number of people said Grand Valley failed to recognize the holidays and felt GVSU could do much more to celebrate each cultural tradition, etc. Many people said they had "no idea what Yom Kippur or Ramadan are."

Summary

Campus climate for diversity is not only a function of one's personal experiences, but also is influenced by perceptions of how the campus community treats all of its members. The majority of respondents indicated that they were "comfortable" or "very comfortable" with the climate for diversity at Grand Valley, the climate in their college/unit/department, and the climate in their classrooms. Respondents from underrepresented groups were less likely to feel comfortable than majority respondents. Additionally, the analyses revealed that the various employee groups at times felt differently about the degree to which the institution and their colleagues support their employment and well-being.

While some respondents believed they had *experienced* conduct that interfered with their ability to work or learn on campus (11%, n = 859 of respondents), many more people (18%, n = 1,347 of respondents) believed they had *witnessed* conduct on campus that they felt created an offensive, hostile, exclusionary, or intimidating working or learning environment. This phenomenon may be a function of one's comfort level, which is to say that respondents may have felt more comfortable reporting having *observed* this conduct, rather than reporting that they had *experienced* the conduct themselves. Or, it could be a function of more than one person having witnessed the same incidence of harassment.

Institutional Actions

Fifty-nine percent of all respondents (n = 4,491) have attended multicultural events on campus (Table B87). Higher percentages of People of Color (75%), LGBQ respondents (72%), and employees (76%) than White respondents (57%), heterosexual respondents (60%) and students (56%) have attended multicultural events. Sixty-one percent of women and 58% of men have attended such events.

Ninety percent of all respondents (n = 6,427) believed that Grand Valley was committed to diversity (Table B86). Lower percentages of People of Color (79%), LGBQ respondents (84%), and students (89%) than White respondents (92%), heterosexual respondents (90%) and employees (92%) believed GVSU was committed to diversity. Eighty-nine percent of women and 90% of men believed the University was committed to diversity.

Asked why they believed GVSU was committed to diversity, several respondents pointed to various offices, campus-wide statements, programs, general education requirements, multicultural events, initiatives on campus, and the current climate survey/report. Conversely, respondents suggested the mostly White and Christian student body indicates that GVSU was not committed to diversity.

The questionnaire asked respondents to list organizations/offices/departments they felt fostered diversity/inclusion at GVSU. Several respondents (n = 2,687) wrote in a variety of answers. Some of those most common responses included: Counseling Center, Disability Support Services, Greek Life, LGBT Resource Center, Office of Inclusion and Equity, Office of Multicultural Affairs, Out and About, Padnos International Center, Social Work, Women's Center, "most student organizations," "the entire university," "all that I have encountered," etc.

Additionally, the questionnaire asked respondents to list organizations/offices/departments that they felt inhibited diversity/inclusion on campus.

Again, a number of respondents (n = 1,425) offered their opinions, many of whom wrote, "none," "I don't know of any," etc. Several people suggested fraternities and sororities and Christian student organizations (e.g., Campus Ministry, University Christian Outreach, Campus Crusade for Christ) inhibit diversity and inclusion. Likewise, quite a few respondents suggested that "organizations specifically focused on race" or "some of the organizations that target a minority group, like LGBT, can feel exclusive to those who are not the minority group."

More than half of all students and faculty felt the courses they took or taught included materials, perspectives, and/or experiences of people based on 16 of the 21 characteristics listed in Table 42. The exceptions included immigrant status, military/veteran status, parental status, physical characteristics, and psychological condition.

Table 42. Students and Faculty Who Believed the Courses they Took/Taught Included Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics

Characteristic	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Age	992	17.4	2352	41.2	1165	20.4	338	5.9	70	1.2	791	13.9
Country of origin	939	16.5	2234	39.4	1289	22.7	309	5.4	59	1.0	845	14.9
English language proficiency/ accent	939	16.6	2199	38.8	1245	22.0	323	5.7	53	0.9	904	16.0
Ethnicity	983	17.4	2381	42.1	1208	21.4	245	4.3	62	1.1	777	13.7
Gender	1054	18.6	2409	42.6	1138	20.1	229	4.1	71	1.3	751	13.3
Gender expression	891	15.8	1988	35.2	1338	23.7	402	7.1	108	1.9	913	16.2
Immigrant status	800	14.2	1874	33.2	1472	26.1	373	6.6	71	1.3	1047	18.6
Learning disability	802	14.3	2021	35.9	1359	24.2	363	6.5	71	1.3	1008	17.9
Medical conditions	821	14.6	1962	34.9	1410	25.1	323	5.7	67	1.2	1044	18.6
Levels of education	979	17.4	2313	41.1	1139	20.2	288	5.1	68	1.2	846	15.0
Military/veteran status	836	14.9	1839	32.7	1433	25.5	328	5.8	78	1.4	1102	19.6
Parental status	827	14.7	1948	34.7	1381	24.6	367	6.5	84	1.5	1013	18.0
Physical characteristics	820	14.6	1888	33.7	1476	26.3	344	6.1	87	1.6	994	17.7
Physical disability	833	14.9	2062	36.8	1363	24.3	319	5.7	62	1.1	961	17.2
Psychological condition	804	14.3	1929	34.4	1425	25.4	305	5.4	74	1.3	1067	19.0
Political views	927	16.5	2187	39.0	1252	22.3	319	5.7	94	1.7	834	14.9
Position	941	16.8	2175	38.8	1286	22.9	204	3.6	70	1.2	936	16.7
Race	973	17.4	2293	40.9	1199	21.4	246	4.4	72	1.3	818	14.6
Religious/ spiritual views	899	16.0	2139	38.1	1280	22.8	339	6.0	127	2.3	825	14.7
Sexual orientation	856	15.3	2029	36.2	1321	23.6	380	6.8	104	1.9	909	16.2
Socioeconomic status	842	15.2	2049	36.9	1323	23.8	331	6.0	104	1.9	904	16.3

Note: Table includes responses only from those who indicated they were students or faculty (n = 6,761). The n's do not sum to the expected frequency due to missing data.

Participant Recommendations to Improve the Climate

The survey asked employees to rate how strongly they agreed that the suggestions listed in Table 43 would positively affect the climate at the Grand Valley campus. A majority of faculty and staff thought it would be a good idea to provide more effective mentorship for new faculty (70%, n = 970) and staff (71%, n = 988), and 75% (n = 1,046) thought providing clear and fair processes to resolve conflicts would positively affect the climate. Several respondents thought providing diversity education for staff (71%, n = 995), faculty (67%, n = 934), and students (72%, n = 997) would positively affect Grand Valley's campus climate. Likewise, employee respondents thought increasing the diversity of the faculty and staff (73%, n = 1,011), administration (71%, n = 983), and student body (75%, n = 1,046) would positively influence the campus climate. And 57% (n = 787) thought increasing funding to support campus climate change efforts would positively affect the climate.

Less than half of all employees thought providing recognition and rewards for including diversity in course objectives throughout the curriculum (44%, n = 607) and including diversity-related professional experiences as one of the criteria for hiring staff/faculty (42%, n = 581) and staff/faculty evaluation (45%, n = 619) would positively affect the climate. Thirty-nine percent (n = 541) of employee respondents thought providing tenure clock options with more flexibility for promotion and tenure for faculty would positively affect the climate.

Table 43. Employees' Perceptions that Initiatives Would Positively Affect the Climate at Grand Valley

Initiative	Positively Influences Climate		No Influence		Negatively Influences Climate		Not Offered at GVSU		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing tenure clock options with more flexibility for promotion/tenure for faculty	541	38.6	89	6.4	19	1.4	21	1.5	731	52.2
Providing recognition and rewards for including diversity issues in courses across the curriculum	607	43.9	163	11.8	53	3.8	39	2.8	522	37.7
Providing diversity education for staff	995	70.9	154	11.0	36	2.6	6	0.4	212	15.1
Providing diversity education for faculty	934	67.0	144	10.3	39	2.8	11	0.8	267	19.1
Providing diversity education for students	997	71.7	94	6.8	25	1.8	3	0.2	271	19.5
Providing, promoting and improving access to counseling for people who have experienced harassment	1065	76.2	62	4.4	10	0.7	12	0.9	249	17.8
Providing more effective mentorship for new faculty	970	69.6	72	5.2	9	0.6	22	1.6	320	23.0
Providing more effective mentorship for new staff	988	71.1	80	5.8	10	0.7	45	3.2	267	19.2
Providing a clear and fair process to resolve conflicts	1046	74.9	65	4.7	8	0.6	34	2.4	243	17.4
Increasing funding to support campus climate change efforts	787	56.9	148	10.7	43	3.1	9	0.7	396	28.6
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	581	42.1	192	13.9	171	12.4	48	3.5	389	28.2
Including diversity-related professional experiences as one of the criteria for evaluation of staff/faculty	619	45.0	185	13.4	176	12.8	40	2.9	357	25.9
Providing diversity and equity training to search and tenure committees	807	58.4	148	10.7	77	5.6	15	1.1	336	24.3
Increasing the diversity of the faculty and staff	1011	72.6	133	9.6	46	3.3	4	0.3	198	14.2
Increasing the diversity of the administration	983	70.5	142	10.2	43	3.1	9	0.6	217	15.6
Increasing the diversity of the student body	1046	74.9	104	7.4	33	2.4	6	0.4	207	14.8

Note: Table includes only those respondents who were faculty or staff (n = 1,524). The n's do not sum to the expected frequency due to missing data.

Seventy-three percent (n = 3,854) of students felt that providing a person to address student complaints of classroom inequality would positively affect the climate (Table 44). Approximately three-quarters of all student respondents thought providing diversity training for all students (78%, n = 4,153), staff (73%, n = 3,891), and faculty (73%, n = 3,886) would positively affect the climate. Similar percentages agreed that increasing the diversity of the faculty and staff (68%, n = 3,618) and the diversity of the student body (74%, n = 3,925) would have a positive effect.

Students were also in favor of increasing opportunities for cross-cultural dialogue among students (77%, n = 4,074), and between faculty, staff, and students (76%, n = 4,023). Seventy-four percent (n = 3,934) thought incorporating issues of diversity and cross-cultural competence more effectively into the curriculum would have a positive effect, as would providing more effective faculty mentorship of students (78%, n = 4,158).

Table 44. Students' Perceptions that Initiatives Would Positively Affect the Climate at Grand Valley

Initiative	Positively Influences Climate		No Influence		Negatively Influences Climate		Not Offered at GVSU		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Providing diversity training for all students	4153	77.7	655	12.3	72	1.3	463	8.7	4153	77.7
Providing diversity training for all staff	3891	72.9	623	11.7	68	1.3	754	14.1	3891	72.9
Providing diversity training for all faculty	3886	73.1	627	11.8	55	1.0	750	14.1	3886	73.1
Providing a person to address student complaints of classroom inequity	3854	72.5	658	12.4	43	0.8	760	14.3	3854	72.5
Increasing the diversity of the faculty and staff	3618	68.0	945	17.8	209	3.9	546	10.3	3618	68.0
Increasing the diversity of the student body	3925	73.8	819	15.4	117	2.2	457	8.6	3925	73.8
Increasing opportunities for cross-cultural dialogue among students	4074	76.8	635	12.0	60	1.1	538	10.1	4074	76.8
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	4023	75.8	645	12.2	62	1.2	575	10.8	4023	75.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	3934	74.3	707	13.4	117	2.2	535	10.1	3934	74.3
Providing more effective faculty mentorship of students	4158	78.4	550	10.4	33	0.6	563	10.6	4158	78.4
Participation of faculty/staff in co-curricular activities and programs	3884	73.6	665	12.6	31	0.6	695	13.2	3884	73.6

Note: Table includes only those respondents who indicated they were students (n = 6,043). The n's do not sum to the expected frequency due to missing data.

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which Grand Valley State University does, and should, promote diversity to shape campus climate. Overall, the results noted in this section parallel those in similar investigations where People of Color, women, and sexual minorities tend to feel that the institution is not addressing diversity issues as favorably as their White, male, and heterosexual counterparts.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences; where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction. The campus climate assessment, beginning in 2010, was a proactive initiative by Grand Valley to review the campus climate. A summary of the strengths and potential challenges discovered in the review are provided here.

Summary of Strengths and Potential Challenges

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendices

Appendix A – Comments Analysis

Appendix B – Data Tables

Appendix C – Survey