

myGVSU climate survey —2015—

Expanded Findings

Division of Inclusion and Equity
November 2016





November 30, 2016

Dear Grand Valley State University Community:

In late Fall 2015, faculty, staff and students were invited to participate in the university's fifth climate survey – *myGVSU Climate Survey 2015* – in which respondents were asked to indicate what it is like to learn, live and work on campus. The survey was conducted as a direct result of goals set in the [GVSU Strategic Plan 2016-2021](#) as well as its [Framework for Inclusion and Equity](#). Preliminary results were provided to the campus in Winter 2016 with a follow-up to the President's Cabinet in Summer 2016. Expanded and more in-depth findings are provided in this report. The results of the survey continue to inform and reinvigorate our ongoing efforts to create a more inclusive and welcoming campus where every single member of the community can be their authentic selves, proudly and safely.

As you will recall, the 2015 survey instrument was modeled after an instrument created in 2011 working with an external consultant and recognized expert in university climate studies, Sue Rankin, Ph.D., of Rankin & Associates. Modifications and updates to the survey instrument were made with the guidance of an advisory team which included faculty, staff and student representatives from across campus. In addition, feedback on the survey and process were solicited from members of the community during four open forums.

In all, 11,925 faculty, staff and students shared their personal experiences and perceptions of climate at Grand Valley, and suggestions for continual improvements. We were proud to reach a 42% participation rate, far exceeding the 29% response rate from the 2011 survey.

Some highlights of the findings include:

- 87% of all respondents were “comfortable” or “very comfortable” with the overall campus climate;
- 85% of respondents indicated comfort with the climate in the department/work unit;
- 85% of faculty and students expressed comfort with the classroom climate; and,
- 78% of students were “comfortable” or “very comfortable” with the climate in living centers or residence halls.

While we are pleased with these high percentages, which indicated an overall healthy climate at GVSU, the findings also indicated some groups on campus, in particular those who identified as People of Color, LGBTQ, transgender or “other” gender identity, women, and people with disabilities reported having less comfort (and higher percentages of feeling “uncomfortable” or “very uncomfortable”) with the climate in some areas compared to counterpart groups. While noted in preliminary findings of Winter 2016 and additional analysis in Summer 2016, these differences are examined in depth in this report. The university, through its Campus Climate Action Teams, will review and address these disparities as part of the project’s 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 and inclusion in 2015 (90%, 94% and 88%, respectively) compared to a similar question asked in the 2005 climate study (63%, 67% and 61%, respectively).

Our work to create an inclusive and equitable campus is ongoing. While Grand Valley exceeds the national average (using 2012 national averages provided by Rankin & Associates based on national multi-institution participation) in almost every measure of campus climate, the results of the survey remind us that some on our campus, and, in particular, members of marginalized communities, have negative and unhealthy experiences at Grand Valley compared to their peers. We are proud of the areas where improvements have been made since 2011 and before, but also understand a concerted focus where gaps and disparities exist is necessary. In fact, it is an imperative embedded in our university strategic priorities and values for inclusiveness and community.

The “real” work now continues for us as a university, and I am confident that the data collected and analyzed over the last year will continue to transform the university and advance us even further to greater equity at Grand Valley. Importantly, I am grateful to the almost 12,000 members of our community who took the time to share their insights and experiences, and to President Thomas J. Haas and the President’s Cabinet for their continued partnership and deep commitment to this work. I hope that every faculty, staff member, and student will work with us to create a Grand Valley that is welcoming and inclusive for everyone.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Jesse M. Bernal". The signature is fluid and cursive, with the first name "Jesse" and last name "Bernal" clearly distinguishable.

Jesse M. Bernal, Ph.D.

Vice President for Inclusion and Equity

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Executive Summary

Grand Valley State University has a long history of assessing and responding to the experiences and climate of its community. The university administered its first campus climate survey in 1993, and has now completed its fifth. In the short history of Grand Valley, this is a notable commitment to assessing campus climate and using the data to create an even more welcoming and inclusive university. Preliminary findings were presented to the campus in Winter 2016; expanded findings of which are presented in this report.

In 2015, Grand Valley used an abridged version of an instrument created through a thorough and deliberative process in 2011 with external consultant, Susan Rankin, Ph.D., at the time, a senior research associate for the Center for the Study of Higher Education and associate professor of education at Pennsylvania State University and now principal at Rankin and Associates Consulting. This has allowed Grand Valley to draw longitudinal comparisons that are important as it connects programs, initiatives, and policies to climate metrics over time. In addition, Grand Valley used an external vendor, Amplitude Research, Inc., to administer the survey, ensuring that data was protected and not identifiable. Further, an outside data analyst, Dr. Amber Gonzalez, from California State University, Sacramento, provided the initial data analysis and insight to the challenges, strengths, and trends contained in this expanded report.

The 2015 condensed version of the 2011 instrument focused on questions that presented disproportionate findings in 2011, primarily those which indicated differential experiences by identity/demographic groups, or data that resulted in utilization by the campus for programmatic or policy changes.

An advisory team, under the leadership of the Division of Inclusion and Equity, was formed to guide the expedited process. Members were the following:

- **Salvatore Alaimo**, Associate Professor, School of Public, Nonprofit and Public Health (faculty)
- **Jesse Bernal**, Vice President for Inclusion and Equity (chair)
- **Lynn Blue**, Vice President for Enrollment Development (administration)
- **Mackenzie Butler**, 2015-2016 Vice President for Diversity Affairs, Student Senate (student)
- **Karen Gipson**, 2015-2016 Chair, University Academic Senate & Professor of Physics (faculty)
- **Monica Johnstone**, Chair, Administrative Professional Committee & CLAS (AP staff)
- **Krashawn McElveen**, Alumni Relations Assistant (PSS staff)
- **Debbie Morrow**, Past-Committee Member & Senior Librarian (faculty)
- **Lauren Presutti**, 2015-2016 President, Graduate Student Association (student)
- **Neal Rogness**, Past Co-Chair of 2011 Climate Study Team & Professor of Statistics (faculty)

Additional consultants with content expertise supported the project as well:

- **Marlene Kowalski-Braun**, Associate Vice Provost for Student Affairs & Assistant Vice President for Inclusion and Equity
- **Rhonda Lubberts**, Associate Vice President for Institutional Marketing
- **Andrew Plague**, Inclusion and Equity Communications & Project Coordinator
- **Pat Smith**, Associate Vice President and Deputy Counsel
- **Kathleen VanderVeen**, Assistant Vice President for Equity, Planning, and Compliance

An expansive operations team also informed and implemented the project, including staff from Informational Technology, Institutional Analysis, Financial Aid, and other areas in the Enrollment Development Division.

Conceptual Framework for Measuring “Climate”

Campus climate is a multifaceted reflection and manifestation of diversity. Campus climate is about moving beyond the numbers (Harper & Hurtado, 2007). The very presence of individuals from different backgrounds results in diversity. Climate, on the other hand, refers to the experience of individuals and groups on a campus and the quality and extent of the interaction between various groups and individuals. Diversity and inclusion efforts are not complete unless they also address climate. Stated another way, addressing campus climate is an important and necessary component in any comprehensive plan for diversity.

The instrument developed by Grand Valley used the following definition of climate: “the current attitudes, behaviors, and those standards and practices of employees and students of an institution” (Rankin, 2011). Climate, under this model, is measured by three conceptual areas: (1) **experiences** of campus climate, (2) **perceptions** of campus climate, and (3) perceptions of and recommendations for **institutional actions** related to inclusion, equity, and campus climate. In addition, demographic variables and differences within these conceptual areas are key components of analyzing important climate aspects, and how they may differ based on identity.

Snapshot of Demographics

- 11,925 surveys were completed for a 42% response rate
- 8,755 (87.6%) undergraduate students; 951 (9.5%) graduate students
- 996 (8.4%) faculty; 933 (7.8%) staff, which included executive/administrative/professional (EAP), professional support staff (PSS), public safety, maintenance/grounds/service (MGS) and staff who did not specify
- 7,372 (61.8%) women; 3,487 (29.2%) men; 102 (.9%) transgender, gender non-binary, gender non-conforming, or “other” gender identity
- 10,000 (91.5%) of the respondents identified as heterosexual/straight; 681 (6.2%) identified as gay/lesbian, bisexual or queer; 86 (0.8%) identified as questioning; 65 (0.6%) identified as asexual
- 10,480 (96.1%) identified as U.S. citizens; 409 (3.7%) international; <15 (0.01%) undocumented; <15 (0.01) chose “other”
- 2,208 (19%) respondents identified as having at least one disability that affects a life activity; 8,995 (74%) indicated they had no disability
- 2,954 (32.4%) of the student respondents live on campus
- 1,860 (15.6%) identified as People of Color (Black, Hispanic, Native American, or Asian); 9,506 (82.1%) White
- 6,840 (57%) of respondents identified with a Christian religious affiliation; 1,085 (9%) indicated they had no religious affiliation; 968 (8%) agnostic; 730 (6%) atheist; 1,259 (12%) identified as non-Christian, but with another religious affiliation (Jewish, Muslim, Buddhist, and Hindu as the largest “minority” religious affiliations represented)

Overview of Quantitative Findings

The following provides a brief summary of the respondents' **personal experiences**, general **perceptions** of campus climate, and perceptions of **institutional actions** regarding campus climate. Each of these three areas were examined in relation to the identity and constituency group (faculty, staff, or student) of those who responded to the survey. Additional analyses are ongoing and will be identified and disaggregated at the direction of Campus Climate Action Teams formed to focus, individually, on faculty, staff, and student recommendations.

While overall climate was reported as “comfortable” or “very comfortable” at Grand Valley (87%), there was a slight increase from 11% in 2011 to 14% in 2015 of community members who “personally experienced a negative or hostile incident in the past year or since they arrived if less than a year” at Grand Valley. Individuals who identified as transgender or “other” gender identity, LGBQA, people with disabilities and People of Color (Black, Hispanic, Native American, or Asian) reported higher levels of personal experiences with a negative or hostile incident in the past year: 40% of transgender or “other” gender identity reported personal experiences with at least one negative or hostile incident; 26% of LGBQA; 24% of people with disabilities; and, 21% of People of Color. Again, this is compared to 14% ($n = 1,570$) of the total sample.

The data reflected a positive trend in perception of Grand Valley related to campus climate. That is, respondents believed GVSU is more “committed to diversity” in 2015 (77.6%) than in 2005 (62%).ⁱ Climate was reported slightly less comfortable in the unit/college (84%) for employees, the classroom (85%) for students and faculty, and the living centers (77%) for

ⁱ Responses to a similar question about “commitment to diversity” were different in 2011, which only allowed for a “yes,” “no” or “no response” option compared to previous surveys, such as in 2005, which provided a 5-point scaled option. The 5-point scale option was reintroduced in 2015 for longitudinal consistency with 2005 and before. Those comparisons are provided here.

students. Those identifying as transgender and “other” gender identity and People of Color reported feeling less comfortable than the overall population: 59% of those identifying as transgender and “other” gender reported feeling “very comfortable” or “comfortable” and 75% of People of Color reported feeling “very comfortable” or “comfortable.”

Ten percent (10%) of the campus seriously considered leaving GVSU in the past year; again, those who identified as transgender and “other” gender identity considered leaving at higher rates (25%) followed by People of Color (18%), LGBQA (17%), and people with disabilities (15%).

Employees reported observing a higher number of “unfair and unjust hiring practices” in 2015 (29%) compared to 2011 (20%).ⁱⁱ

Personal Experiences with Campus Climate

Of the 14% of the sample who indicated they experienced personal experiences of “offensive, hostile, or intimidating conduct,” race, gender, sexual orientation or position were identified as the most likely reasons for experiencing this behavior. Importantly, those who identified with a specific historical “minority” social identity group often reported experiencing negative conduct more often because of their membership in that social identity group. That is, among the 2015 respondents, People of Color reported experiencing negative conduct due to race; women (although not the minority in the sample nor population) reported negative experiences because of their gender; those who identified as LGBQA reported negative treatment because of their LGBQA identity; and students reported the negative conduct because of their status as a student.

ⁱⁱ Percentage of respondents who indicated they observed unfair/unjust hiring practices was erroneously reported in the *Campus Climate Survey Preliminary Results* released March 2, 2016.

The source of “offensive, hostile, or intimidating conduct” also followed similar trends from 2011 in which the majority of the source came from the group responding. That is, students often claimed other students as the source of negative conduct, faculty reported more about other faculty, and staff about other staff.

There has not been significant change (positively or negatively) in the respondents’ comfort with climate at GVSU when comparing 2015 data to 2011. Respondents who were “comfortable with climate” at GVSU in general, in department/unit, and classes reported similar percentages across the range from “very comfortable” to “very uncomfortable” in 2015 as in 2011. Most students responded they were “very comfortable” or “comfortable” in living centers and residence halls (78%); however, this question was not asked in 2011 so there is no comparison. By demographics, the 2015 results were similar to those reported in 2011 in terms of comfort with climate across the different settings (department/unit and classes).

The 2015 survey expanded gender identity selection options to include “transgender” and “other” gender identity (in addition to woman and man). These options were not provided in 2011. Respondents who identified as “transgender” or “other” gender identity consistently reported lower percentages of being “comfortable” than those who identified as “woman” or “man” for every setting of “comfort with climate.” In addition, respondents who did not specify a sexual orientation often had lower percentages of feeling comfortable than those who identified as heterosexual/straight and LGBQA respondents. At the same time, LGBQA respondents also reported feeling less comfortable than those who identified as heterosexual/straight.

Respondents who indicated they “observed offensive, hostile, or intimidating conduct” reported similar trends as those who “experienced negative conduct,” in that, the identity group often felt that they observed negative conduct towards their own demographic or social identity

group. For example, People of Color had a higher percentage of viewing negative conduct due to race and LGBTQA had a higher percentage of viewing negative conduct due to sexual orientation.

Perceptions of Campus Climate

Most respondents indicated a “good” to “high” or “positive” perception or satisfaction of GVSU across a variety of different areas related to accessibility and identities. Those who identified as LGBTQA, transgender and “other” gender identity, agnostic or atheist tended to report higher “neutral” (or neither “positive” nor “negative”) perceptions regarding the climate.

A majority of respondents agreed that GVSU should provide more diversity education or training but, most significantly, indicated a need for education or training for students and supervisors, department heads, managers, and hiring committees. Respondents indicated GVSU should provide “more effective mentorship opportunities” (58.6% duplicated across mentoring for all groups either “agreeing” or “strongly agreeing”). The highest percentage of respondents (68.2%) “agreed” or “strongly agreed” more effective mentorship should be provided to students.

Staff generally had higher levels of satisfaction and better attitudes about GVSU regarding diversity, inclusion, and equity efforts than faculty. However, a majority of both faculty and staff reported positive attitudes. Only about half of faculty (49.6%) did not feel reluctant to bring up issues that concerned them “for fear that it will affect their performance evaluation or tenure/promotion decision,” while 56.4% of staff indicated the same. A majority of employees also indicated their supervisors, managers, or department heads supported work-life balance; however, staff felt that GVSU, in general, supported work-life balance more than their supervisor or manager.

Institutional Actions

A significant majority of faculty (74.1%), staff (82.1%), and students (79.7%) “strongly agreed” or “agreed” that they felt they “belonged” at GVSU, and they “could be their authentic self at GVSU” (68.2% faculty; 70.8% staff; 81.2% students). A majority of all respondents also believed GVSU supported diversity and that “equity is characteristic of GVSU.” Overall, staff reported higher levels of positive perceptions of GVSU’s institutional actions related to campus climate, diversity, equity, and inclusion, followed by students, then faculty.

Compared to 2011, respondents indicated an increase in those who “observed unjust/unfair hiring practices” (from 20% in 2011 compared to 29% in 2015). When analyzed by selected demographics, there was a similar trend in the questions regarding experienced and/or observed negative behaviors, as those who identified with historically “minority” demographics (People of Color, women, people with disabilities, LGBTQA, transgender, etc.) observed more unfair or unjust hiring practices towards those who also identify with the selected “minority” demographic.

Areas of Strength and Opportunity

The 2015 survey findings indicated a number of areas of strength, as well as areas for growth and opportunity for GVSU related to creating a healthier campus climate. In terms of areas of strength, respondents indicated high levels of comfort and faculty, staff, and students felt they belonged at GVSU. Overall, a majority of faculty and staff indicated positive attitudes concerning their overall job experience at GVSU. And while even one negative experience is one too many for a campus committed to inclusion and equity, very few members of the GVSU community reported personal experiences of offensive, hostile, or intimidating conduct.

While GVSU has much to be proud of regarding creating a healthy and welcoming campus climate, the data demonstrates several opportunities for improvement and growth, particularly when data is disaggregated by demographics. That is, several populations reported higher levels of being “uncomfortable” or “very uncomfortable” at GVSU, particularly racial and ethnic minorities and those identifying as transgender or “other” gender identity. Again, a majority of respondents indicated low personal experiences of negative or hostile acts, while marginalized communities reported higher experiences of such acts and higher experiences that they believed such acts were due to their identity. In particular, People of Color (with African American/African/Black reporting the highest level among People of Color), those who identify as transgender or “other” gender identity, women, and LGBTQA individuals reported higher levels of personal negative experiences due to their identity.

Areas of Strength

High levels of comfort with the campus climate at GVSU: Nearly 87% ($n = 10,034$) of faculty, staff, and student respondents reported being “comfortable” or “very comfortable” with the climate at GVSU while only 4.3% ($n = 490$) reported being “uncomfortable” or “very uncomfortable.”

Faculty, staff, and students felt they belonged at GVSU: Approximately 74% ($n = 712$) of faculty and 82% ($n = 738$) of staff reported feeling they belong at GVSU. Approximately 80% ($n = 7,592$) of students reported feeling they belonged at GVSU. In addition, 80.4% ($n = 7,659$) reported they felt valued by the faculty at GVSU.

Positive attitudes among faculty and staff concerning their overall job experience: Overall, faculty and staff indicated they are satisfied with their jobs (91% and 92%, respectively). It is also important to note that faculty and staff were also satisfied with the

progress of their career (61% faculty, 58% staff), their compensation compared to their peers (43% faculty, 54% staff), and the access they have to research compared to their colleagues (56% faculty, 64% staff). Over half of faculty respondents (62.7%) reported that GVSU supports a work life balance. In addition, 53.1% of faculty respondents also indicated they either “strongly agree” or “agree” they have support regarding advancement at GVSU. In addition, 57.4% of staff respondents indicated they either “strongly agree” or “agree” they have support regarding advancement at GVSU. Eighty-two percent (82%) of staff respondents also indicated that GVSU supported a work life balance.

Little reporting of personal experiences of offensive, hostile, or intimidating conduct: Of those who responded, 79% of faculty, staff, and students indicated not having personal experiences of offensive, hostile, or intimidating conduct (79% responded not having these experiences).

Opportunities for Improvement

Large percentage of those uncomfortable with the campus climate at GVSU were ethnic or racial minorities: Although a large majority of respondents reported being “comfortable” or “very comfortable” ($n = 10,034$) with the overall climate at GVSU, it should be noted that of those who reported being “uncomfortable” or “very uncomfortable” ($n = 490$) approximately 36% of those respondents were People of Color. Of those 36% of respondents, 13% reported being African American/African/Black. Further analysis should be explored to understand if those reporting being “uncomfortable” or “very uncomfortable” with the climate at GVSU were students, staff, or faculty.

A significant number of students indicated negative feelings about their academic experiences: Approximately 25% ($n = 2,324$) of students reported feeling faculty pre-judge them

on their abilities based on perceived identity/background. It is important to note that 22.8% ($n = 2,116$) neither agreed nor disagreed with these feelings. This data strongly suggested a large group of students feel pre-judged in their abilities. Further analysis should be conducted to examine if these students belong to certain marginalized groups. In addition, GVSU should develop strategies around faculty development to address these perceptions. Such strategies could involve developing faculty learning groups surrounding topics of inclusivity, working with distressed students, or creating climates of care in the classroom.

Personal experiences of offensive, hostile, or intimidating conduct were had by marginalized communities: Of those who responded, 14% indicated having personal experiences of offensive, hostile, or intimidating conduct. Of these, 67% of People of Color believed the experience was due to their race while 33% of those identifying as White believed it to be due to their race. Of this 67%, 88% of those who identified as African American/African/Black indicated they believed this personal experience was due to race. In addition, 84.9% of women and 15.1% of men believed the experience was due to gender; 73.1% of women and 26.9% of men believed the experience was due to gender identity or expression; 73.9% of women and 26.1% of men believed the conduct was due to an overall personal experience. Regarding gender identity, 52% of transgender or “other” gender identity believed the experience to be due to gender, gender identity or gender expression, and 9.2% believed the experience was due to overall personal negative experience. In an examination of the item “personal experiences of offensive, hostile, or intimidating conduct” it appears that the overall majority of individuals believed this experience was due to an overall personal negative experience. However, it should be noted that when examining this question by sexual orientation, 88% of heterosexual/straight individuals believed the experience was due to an overall negative

experience, whereas of the 40% of those who identified as gay/lesbian who responded they had this experience, 35% believed it to be due to sexual orientation. Similar trends were found for those who identified as bisexual, queer, or asexual. Therefore, work must be done to better understand sexual orientation and gender identity.

This data strongly suggests that historically “minority” social identity groups (People of Color, women, LBGQA, transgender or “other” gender identity) perceive their personal experiences of “offensive, hostile, or intimidating conduct” to be due to their race, gender, or sexual orientation. It is important that GVSU develop strategies to address these experiences.

Small but meaningful percentages of faculty and staff reported GVSU is not committed to diversity: There were 13.2% ($n = 126$) of faculty respondents who indicated they “disagree” or “strongly disagree” that GVSU is committed to diversity. Furthermore, 15.7% ($n = 148$) of faculty respondents indicated they “disagree” or “strongly disagree” that GVSU understands the value of a diverse faculty. Also, 18.1% ($n = 169$) of faculty respondents indicated they “disagree” or “strongly disagree” that equity was a characteristic of GVSU. Approximately 8.7% ($n = 78$) of staff respondents indicated they “disagree” or “strongly disagree” that GVSU is committed to diversity. Furthermore, 12.2% ($n = 109$) of staff respondents indicated they “disagree” or “strongly disagree” that GVSU understands the value of a diverse staff. While 13% ($n = 115$) of staff respondents indicated they “disagree” or “strongly disagree” that equity was a characteristic of GVSU. Although a small percentage of faculty and staff feel that GVSU is not committed to diversity it should not go unnoticed. It is important to further understand where these messages are coming from and if these perceptions are held by certain constituent groups more than others.

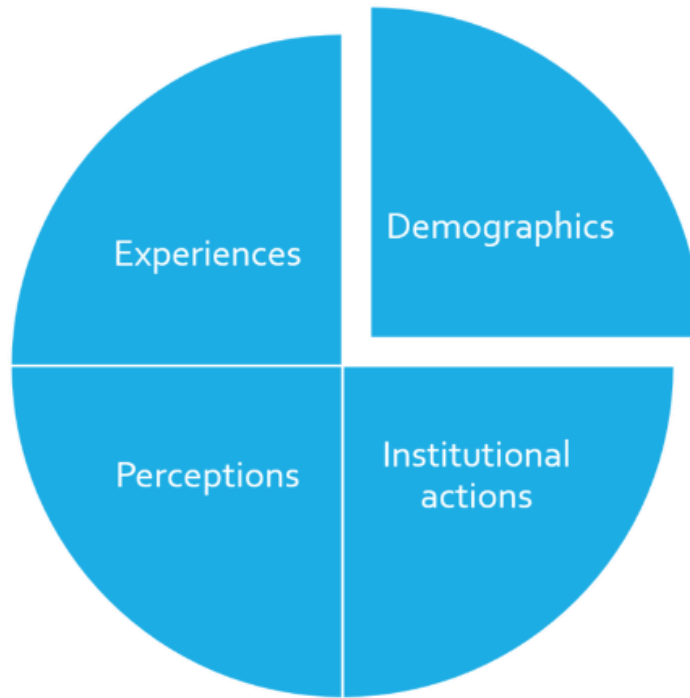
Expanded Findings Full Report

What is Campus Climate?

Climate is a measure of the real or perceived quality of interpersonal, academic, and professional interactions on a campus and consists of “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Hurtado, 1992; Rankin, 2001).

A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and evidenced by a pattern of civil interactions among community members. Campus climate includes the experience of individuals and groups on a campus and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate. Diversity and inclusion efforts are not complete unless they also address climate.

A healthy campus climate is not the same as a positive climate, or a climate that is always comfortable. In fact, healthy campus environments allow for the nurturing of the complexity surrounding what it means to live, learn, and work on an academic campus with varying perspectives, providing opportunities for growth, and developing democratic values. Climate as a construct allows us to measure the health and impact of institutional climate on key indicators. As depicted in the graphic below, this health can be measured through three factors: a) experiences on campus; b) perceptions of campus; and c) perceptions of institutional action and commitment for equity and inclusion. Importantly, campus climate research examines differences by identity groups or demographics on these key factors to discover important differences in experiences or perceptions. Addressing disparities within these three factors is key to creating a healthy campus climate for all community members.



Conceptual Framework

Campus climate is a multifaceted reflection and manifestation of diversity. Campus climate is about moving beyond the numbers (Harper & Hurtado, 2007). The very presence of individuals from different backgrounds results in diversity. Climate, on the other hand, refers to the experience of individuals and groups on a campus and the quality and extent of the interaction between those various groups and individuals. Diversity and inclusion efforts are not complete unless they also address climate. Stated another way, addressing campus climate is an important and necessary component in any comprehensive plan for diversity.

Research Design

Given the intent for local application of the findings for assessment and improvement, this project was determined not to be “covered research” as defined by the federal regulations through administrative review of the Human Research Review Committee [807614-1] at GVSU on September 15, 2015. Although this survey received a non-research designation, the project

attempted to uphold many human subject research standards including: outlining a project protocol; using data and plans for reporting results, and recruitment and selection procedures; requiring informed consent; identifying physical and psychological risks; ensuring confidentiality and anonymity; and implementing data security and protection procedures. For question regarding this designation contact Christina Moord, research protections coordinator, at the GVSU HRRC at moordc@gvsu.edu or 661-331-6040. A copy of the determination letter can be obtained by sending an email to inclusion@gvsu.edu.

Limitations

Participation in this questionnaire was voluntary. The limitation lies in that an individual's decision to participate may be correlated with traits of this assessment, which could make the sample non-representative; therefore, there are no confidence intervals reported in this document. Individuals who decided to participate were allowed to skip questions or select "not sure" to bypass required questions (except for the first positioning question). Refusal to take part in this assessment involved no penalty or loss of student or employee benefits.

Summary of Procedures

Participants were asked to complete an online survey via a personal link provided in a GVSU email. Email addresses were immediately uncoupled from all data submitted. Participants were asked to answer questions as openly and honestly as possible. The survey was estimated to take between 10 and 15 minutes to complete. If not completed entirely, participants had the option to save and return to the survey before November 23, 2015 midnight (EST) by using the original link to the survey provided in their GVSU email. Two rounds of email reminders were sent to non-responders and included the personalized link. Participants were able to choose to withdraw responses at any time before submitting answers by contacting

support@amplituderesearch.net. The survey results were submitted directly to a secure server and any computer identification that identified participants was deleted from the submissions.

After the survey closed on November 23, 2015 at midnight, Amplitude Research, Inc. transferred a secure electronic data file to data analyst, Amber Gonzalez, Ph.D. at California State University, Sacramento, and to GVSU Project Lead Jesse Bernal, Ph.D. Gonzalez performed the initial data analyses and generated the preliminary report of the findings as well as the strengths and potential challenges analysis in the final report. Expanded data analysis was lead by Bernal with assistance from Kathleen VanderVeen, Ph.D., (Assistant Vice President for Equity, Planning, and Compliance), Andrew Plague (Communications and Project Coordinator), and Hector Rodriguez-Arellanos (Special Projects Graduate Assistant). At GVSU, the data was and will be maintained in a password-protected folder on a network drive maintained by the Division of Inclusion and Equity. Only Bernal and Philip Batty, from GVSU's Institutional Analysis, or their designees, will have the password to access this file. The data will be kept for one year after the close of the survey on the Amplitude Research, Inc. server, one year after the completion of the report on the CSU-Sacramento server, and indefinitely on the GVSU server.

This report does not report any group data for groups of fewer than 15 individuals that were small enough to compromise confidentiality. Instead, groups were combined to eliminate potential for demographic information to be identifiable. Any additional analysis conducted by the university will maintain these confidentiality protocols. In addition, to further allow for confidential opportunities for responding, participants were allowed to skip most questions or select "not sure" or "n/a" to any question or questions, except for the first question.

Description of the Sample

Eleven thousand nine hundred twenty-five (11,925) completed or partially completed surveys were returned for a 42% response rate. This was an increase in both sample size and response rate from 2011 (7,571 or 28.9%). Responses by gender included 67% female respondents compared to 32% male and 0.9% ($n = 102$) transgender or “other” gender identity. In addition, 8.4% ($n = 964$) of respondents did not specify a gender. In 2011, 58.5% of respondents identified as female, 41.5% as male and 0.5% other/transgender ($n = 41$).

Response rates across all groups increased compared to 2011. Overall, it was a stable sample representation from 2011 to 2015. A higher percentage of those who identified as heterosexual/straight responded in 2011 than in 2015 (91.5% compared to 84%), while the sample also demonstrated an increase in overall LGBTQA representation in 2015 (6.2% compared to 5%). There was a decrease in those who identified as asexual or questioning, 10% and 1% respectively in 2011, compared to 0.8% identifying as asexual and 0.6% as questioning in 2015. In 2015, asexual was clearly defined as “no sexual attraction” in the survey instrument which may have contributed to this change. It should be noted that LGBTQ was separated as gay/lesbian, bisexual, and queer as individual possible responses in 2015; in 2011 these identities were combined as one category.

Student respondents indicated ages between 18-25 years at 81.3%. The majority of faculty reported being between 36-65 years of age (~65%), while a majority of staff reported being between 26-55 years of age (~51%).

Faculty who have been at GVSU for four or less years and between 5-10 years reported at lower levels (~8% each) in 2015 than 2011 (~25% at <4 and ~33% at 5-10 years) but there was an increase in years of service for faculty at the 5-10 year and 21+ year levels. Staff had a similar

pattern for four years or less and between 5-10 years but remained consistent compared to 2011 in 11-20 and 21+ years of service ranges.

Student respondents also reported similar percentages of undergraduates in 2015 compared to 2011, although percentages were slightly lower (1% to 5%) for third and fourth year students and there was an increase in the percentage of first year and fifth or more year student respondents.

In 2015, a greater number of respondents within the sample reported having at least one “disability or condition that affects major life activities” (19% in 2015 compared to 12% in 2011); there was also an increase in those reporting psychological conditions as a disability (57% of respondents with disability in 2015 compared to 21% in 2011) with slight decreases in those who reported having a physical, learning, or other disability/condition.

Table 1. Demographic Summary of Respondents

Characteristic	Subgroup	Sample	
Gender Identity		Count	Percent
	Women	7372	61.8%
	Men	3487	29.2%
	Transgender / Other	102	0.9%
	Did Not Respond	964	8.1%
Race		Count	Percent
	African American / African / Black	779	7%
	American Indian / Alaskan Native/Pacific Islander	188	1.5%
	Asian / Asian American	422	4%
	Hispanic / Latino	471	4%
	White	9506	82%
	Not Listed/did not specify	559	4.6%
Position		Count	Percent
Students	<i>(42% of students responded)</i>	9,996	~84%
	Undergraduate Students	8755	87.6%
	First Year Student	1821	21%
	Second Year Student	1610	18%
	Third Year Student	1947	22%
	Fourth Year Student	1677	19%
	Fifth or more	924	11%
	Did Not Specify	776	9%
	Graduate Student	951	9.5%
	Other/Did Not Specify	290	2.9%
Faculty	<i>(57% of faculty responded)</i>	~995	~8%
	Assistant Professor/Librarian	173	18%
	Associate Professor/Librarian	248	25%
	Professor/Senior Librarian	201	20%
	Visiting Faculty	68	7%
	Affiliate Instructor	105	11%
	Instructor	<15	
	Semester by Semester Adjunct Faculty	154	16%
	Other Faculty/Did Not Specify	35	3.5%
Staff	<i>(61% of staff responded)</i>	~930	~8%
	Regular EAP/Adjunct	550	59%
	Regular Hourly/temporary	305	33%
	Regular DPS/temporary DPS	<15	
	Regular MGS/temporary MGS	36	4%
	Other Staff/Did not Specify	29	3%
Citizenship			
	US Citizen	10480	96.1%
	International	409	3.7%
	Undocumented	<15	
	Other	<15	

Students comprised 84% ($n = 9,996$) of the sample (Table 2), and were slightly underrepresented in the survey since campus-wide students made up 88.6% of the Grand Valley community (Institutional Analysis, 2015). Faculty were overrepresented in the survey by about 2% at 8% ($n = 996$); staff were overrepresented by about 3%, also at 8% ($n = 933$). There was a slight increase in the percentage of students in the sample when compared to 2011 and a slight decrease in faculty respondents within the sample (~1%). Overall, representation of faculty, staff, and student populations in the sample was consistent when comparing 2011 and 2015.

Table 2. Response rates, Total Population, By Position and Division or College (partial responses included)

	Headcount	Respondents	Response Rate	% of All Respondents
Undergraduate students	21972	8755	40%	73%
Graduate students	3353	951	28%	8%
Did Not Specify		290		2%
Total Students	25325	9996	40%	84%
Faculty	1735	996	57%	8%
Staff	1528	933	61%	8%
Total Employees	3263	1929	59%	16%

Table 3a shows that nearly 90% ($n = 8,755$) of all student respondents entered Grand Valley as undergraduates (i.e. beginning from first year to present, as undergraduate transfer students, or non-degree seeking undergraduates).

Table 3a. Students

Initially Enrolled at GVSU as...	Respondents	Percent
Undergraduate Students	8755	87.7%
Graduate Student	951	9.5%
Other	273	2.3%

Table 3b indicates that 62.6% ($n = 623$) of all faculty respondents were tenured or in tenure-track positions with associate professors and librarians making up the largest portion of those respondents at 24.9% ($n = 248$). The remaining 27.2% ($n = 339$) of faculty respondents were visiting, affiliate, instructors, or semester-by-semester adjunct.

Table 3b. Faculty

	Respondents	Percent
Assistant Professor/Librarian	174	17.5%
Associate Professor/Librarian	248	24.5%
Professor/Senior Librarian	201	20.2%
Visiting Faculty	68	6.8%
Affiliate Instructor	105	10.6%
Instructor	<15	
Semester-by-semester Adjunct Faculty	154	15.5%
Other Faculty	31	3.1%

As demonstrated in Table 3c, 59.1% ($n = 551$) of Grand Valley staff in the sample were executive/administrative/professional (EAP), while approximately 33% ($n = 305$) of staff respondents were professional support staff (PSS). The remaining staff respondents were either department of public safety (DPS), maintenance/grounds/service (MGS), or “other” staff.

Table 3c. Staff

	Respondents	Percent
Executive/Administrative/Professional (EAP)	551	59.1%
Professional Support Staff (PSS)	305	32.7%
Department of Public Safety (DPS)	<15	
Maintenance/Grounds/Service (MGS)	36	3.9%
Other Staff	27	2.9%

Similar to 2011, those who identified as women outnumbered men, 67.2% ($n = 7,372$) to 31.8% ($n = 3,487$) (Table 4). In total, at the time of the survey, women were represented in greater numbers than men at Grand Valley (60% of students and 55.5% of employees identified as female). Women are somewhat overrepresented in the sample for the 2015 survey. Respondents who identified as transgender or “other” gender identity that was not listed included 0.9% ($n = 102$) of the sample. Population data is not collected on gender identity; therefore, full analysis of representation of gender identity in the sample compared to the population is limited.

Table 4. Respondent Gender Identity

	Count	Percent
Women	7372	67.2%
Men	3487	31.8%
Transgender/other	102	0.9%

Figure 1 depicts gender identity by position. The overrepresentation of women is most significant for staff (69.2%) and students (68.3%). A very small percentage of faculty, staff, and students identified as transgender; however, the actual number has increased ($n = 102$) since 2011.

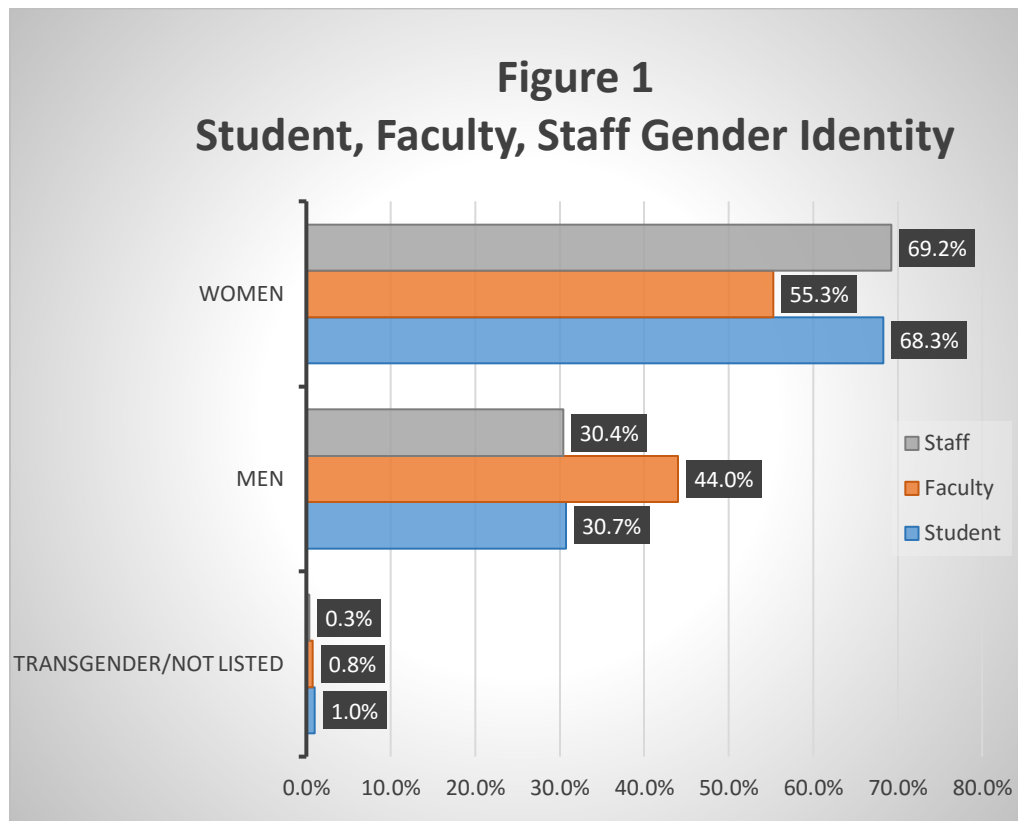


Table 5 demonstrates that roughly 91% ($n = 10,000$) of respondents identified as heterosexual/straight. Almost 16% ($n = 832$) of the Grand Valley community identified as gay/lesbian, bisexual, queer, questioning, or asexual.

Table 5. Sexual Orientation

	Count	Percent
Heterosexual / Straight	10000	91.5%
Gay / Lesbian	273	2.5%
Bisexual	330	3.0%
Queer	78	0.7%
Questioning	86	0.8%
Asexual	65	0.6%
Not listed above	101	0.9%

The largest portion of the sample ($n = 8,181$) indicated ages between 18-25 years (Table 6). This is expected as nearly 85% ($n = 9,996$) of the sample were students (Figure 2a).

Approximately 406 individuals reported an age of 55 or above. About 2,040 individuals were between 26-55 years of age.

Table 6. Age

	Count	Percent
Not Specified	1252	10%
65 years of age	52	0.4%
56 – 65 years of age	352	3%
46 – 55 years of age	513	4.3%
36 – 45 years of age	506	4.2%
26 – 35 years of age	1029	8.6%
18 – 25 years of age	8181	68.6%
<18 years of age	40	0.3%

Over 89% of students were between 18-25 years of age. Less than 10% of students were 26 years of age or older.

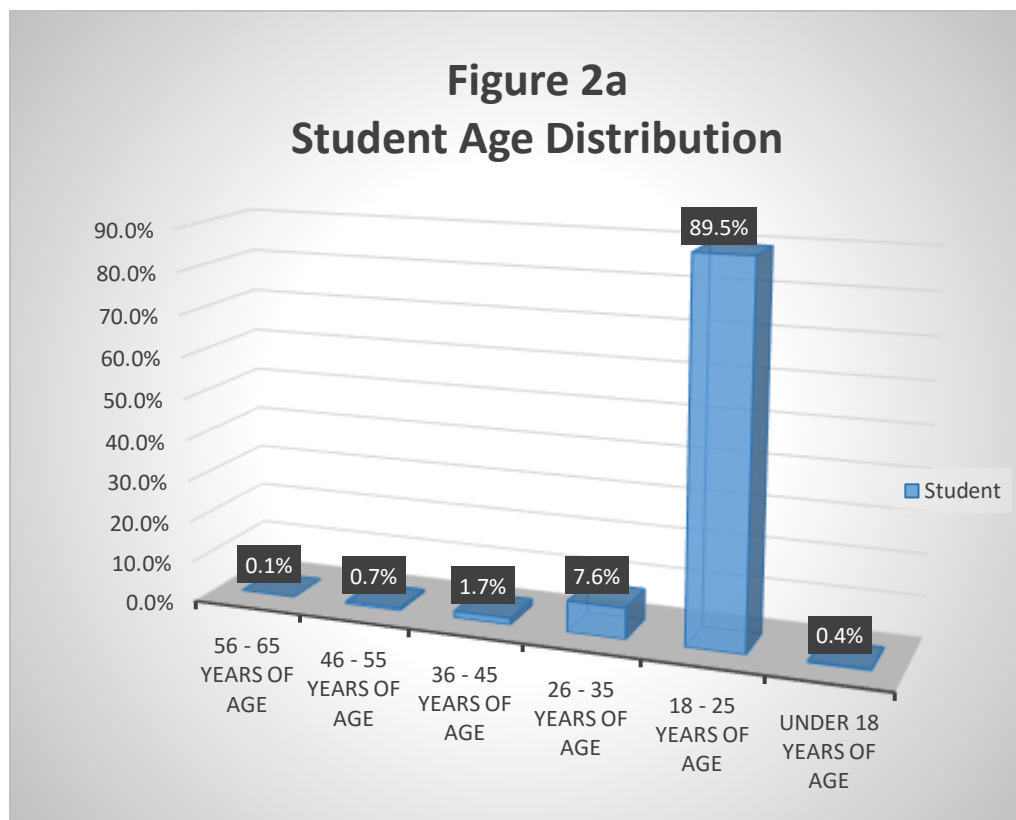


Figure 2b shows the distribution of ages for faculty and staff respondents. Twenty-five percent (25%) of faculty are between the ages of 46-55. A small number of faculty, ($\sim n = 50$), were 18-25 years of age or 65 years and older. For staff, the distribution is slightly bimodal with two peaks at 46-55 and 26-35 years of age. Just under half of the respondents were in one of these two groups. A small percentage of respondents were 18-25 or 65 years of age and older.

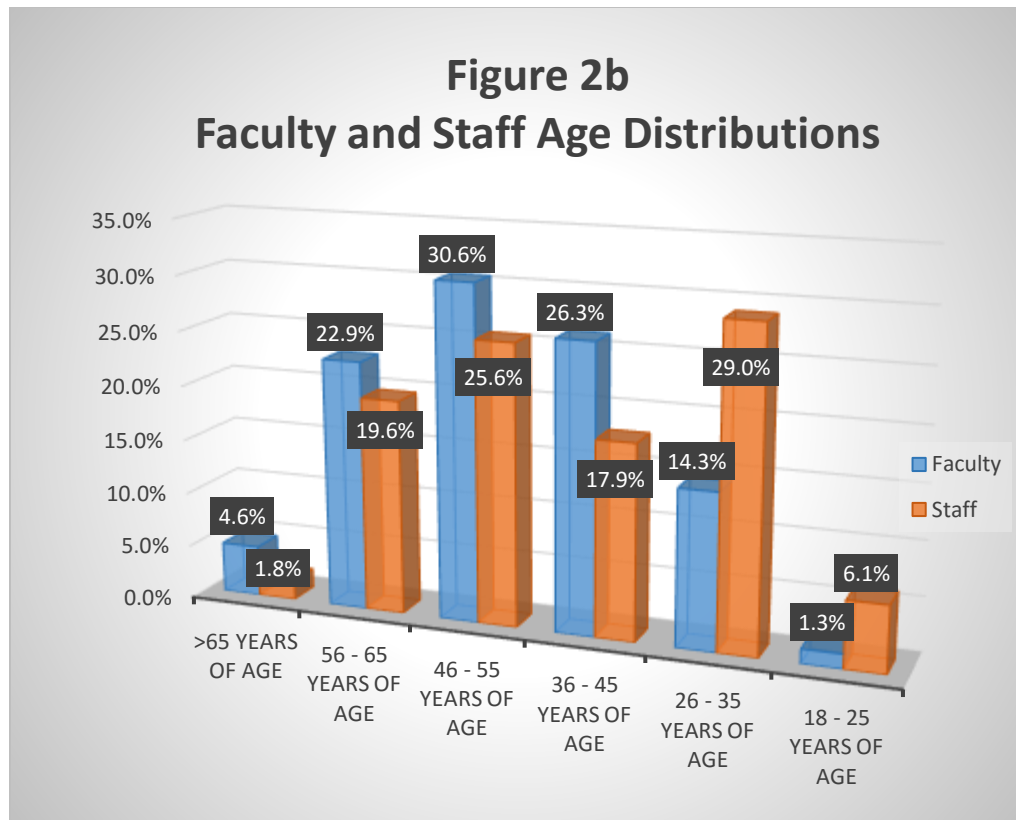


Table 7 shows the duration of employment (or years of service) for faculty and staff respondents and indicated a fairly normal distribution, excluding those who did not specify. About 25% of faculty in the sample were at Grand Valley for 5-10 years with only 9% (~90 faculty members) with either 31+ years or 1-2 years of service. The duration of employment for staff was very similar to that of faculty. However, a higher percentage of staff (34%) than faculty (31%) have been at the university for four or less years.

Table 7. Faculty and staff duration of employment at GVSU

Faculty	Count	Percent	Staff	Count	Percent
Less than 1 year	92	10.1%	Less than 1 year	97	11.3%
1 – 2 years	68	7.5%	1 – 2 years	69	8.1%
2 – 4 years	124	13.6%	2 – 4 years	138	16.1%
5 – 10 years	247	27.2%	5 – 10 years	224	26.1%
11 – 15 years	171	18.8%	11 – 15 years	143	16.7%
16 – 20 years	98	10.8%	16 – 20 years	93	10.9%
21 – 30 years	91	10.0%	21 – 30 years	73	8.5%
31+ years	18	2.0%	31+ years	20	2.3%

Table 8 shows that, within the undergraduate student sample, there were fairly equal numbers of first, second, third, and fourth year students (20.2% to 24.4%). About 12% of respondents were fifth year or more.

Table 8: Undergraduate Students by Class Standing

	Count	Percent
First Year Student	1821	22.8%
Second Year Student	1610	20.2%
Third Year Student	1947	24.4%
Fourth Year Student	1677	21.0%
Fifth or more	924	11.6%

Table 9 illustrates the level of education completed by students' parents or legal guardians. Of note, 61% of all faculty, staff, and student respondents had parents with less than a Bachelor's Degree.

Table 9. Students' Parents/Guardians Highest Level of Education

Parent/Guardian 1	Count	Percent	Parent/Guardian 2	Count	Percent
No High School	258	2.2%	No High School	254	2.4%
High School	2874	24.5%	High School	2676	24.8%
Some College	1947	16.6%	Some College	1739	16.1%
Business/Technical Certificate Degree	652	5.6%	Business/Technical Certificate Degree	696	6.5%
Associates Degree	1127	9.6%	Associates Degree	1171	10.9%
Bachelor's Degree	2592	22.1%	Bachelor's Degree	2626	24.3%
Some Graduate Work	211	1.8%	Some Graduate Work	236	2.2%
Master's Degree	1383	11.8%	Master's Degree	1101	10.2%
Doctoral Degree	252	2.1%	Doctoral Degree	150	1.4%
Other Professional Degree	175	1.5%	Other Professional Degree	43	0.4%
Unknown	131	1.1%	Unknown	27	0.3%
Not Applicable	119	1.0%	Not Applicable	70	0.6%

When considering only student respondents in the sample, Table 10 shows the proportion of student respondents who reported being first-generation students. Of these respondents, 46% were first-generation students, meaning neither of their parents/guardians obtained a four-year degree. First-generation students were overrepresented in the sample based on their proportion known within the GVSU student population in 2015-2016, which was 39.4%.

Table 10. First generation college students

	Count	Percent
First-Generation*	4582	46%
Not First Generation	5414	54%
Total	9996	100.0

*both parents did not obtain a 4-year degree

Table 11 shows the estimated yearly income for all student respondents, those who indicated “independent” and those who indicated “dependent.” The largest portion of respondents, 20% (~1,800 students), estimated an income of \$29,999 or lower. A fairly normal distribution was shown between the other ranges, \$30,000-\$39,999 to \$250,000 and above.

Table 11. Student Estimate Yearly Income (as either Dependent or Independent)

	Count	Percent
Below \$29,999	1791	20%
\$30,000 - \$39,999	799	9%
\$40,000 - \$59,999	1413	16%
\$60,000 - \$79,999	1414	16%
\$80,000 - \$99,999	1127	13%
\$100,000 - \$129,999	1284	14%
\$130,000 - \$199,999	626	7%
\$200,000 - \$249,999	250	3%
\$250,000 and above	240	3%

As shown in Table 12, the majority of students, 67.6% ($n = 6,152$), live off-campus while 32.4% live on campus.

Table 12. Student Residence On or Off Campus

	Count	Percent
Off Campus	6152	67.6%
On Campus	2954	32.4%

Table 13 shows the racial and ethnic identities of all respondents. The majority of respondents, 82.1%, ($n = 9,506$) identified as White. Eighteen percent (18%) of respondents identified as racial or ethnic minorities with African American, African, or Black being the largest racial or ethnic minority group in the sample.

Table 13. Racial and Ethnic Identity (duplicated)

	Count	Percent
African American / African / Black	779	6.7%
American Indian / Alaskan Native	153	1.3%
Asian / Asian American	422	3.6%
Hispanic / Latino	471	4.1%
Pacific Islander	35	0.3%
White	9506	82.1%
Not Listed	206	1.8%

Table 14 illustrates the parental status of faculty, staff, and student respondents. Less than 7% of students reported having children. Roughly half of faculty and staff reported having dependent children. About 25% of faculty and staff respondents indicated they have no children and about 20% each reported having independent adult children.

Table 14. Parental Status

	Students		Faculty		Staff	
	Count	%	Count	%	Count	%
No Children	8575	92.0%	251	25.7%	268	28.7%
Child/Children under 18	442	4.7%	369	37.8%	294	31.5%
Child/Children over 18, but still legally dependent	139	1.5%	154	15.8%	134	14.4%
Independent Adult Child/Children Over 18	107	1.1%	182	18.6%	220	23.6%
Other/ Pregnant, Expectant Partner, Adoption Pending	60	0.6%	20	2.0%	17	1.8%

Table 15 indicates the disability status of all respondents. Almost three-quarters (75%; $n = 8,995$) of the sample reported having no disability. Nineteen percent (19%; $n = 2,208$) reported having at least one disability “that affects life activity.” Of those who reported having at least one disability, a duplicated majority (57%) indicated a psychological disability while about 10% each indicated having a physical (11%), learning (10%), and/or “other” disability (8%).

Table 15. Disability Status

	Count	Percent
No Disability	8995	75%
Disability that Affects Life Activity	2208	19%
		Percent of those with a disability (duplicated)
Type of Condition (if indicate disability)		
Physical condition	255	11%
Learning disability	217	10%
Psychological Disability	1258	57%
Other Disability	171	8%
Undefined	317	14%

Table 16 illustrates the citizenship status of all respondents. More than 95% ($n = 10,480$) of the sample reported being a U.S. citizen and about 4% were international. Less than 15 individuals indicated they were undocumented. Of those reported being international, a majority (55%) were permanent U.S. residents.

Table 16: Citizenship Status

	Count	Percent	International	Count	Percent
US Citizen	10480	96%	Permanent Resident	226	55%
International	409	3.7%	Visa Holder	180	44%
Undocumented	<15		Other Legally Documented Status	<15	
Other	<15		Total	409	

Table 17 indicates the political views of all respondents. There was a fairly equal distribution between “conservative,” “moderate,” and “liberal” respondents; roughly 20% identified with each of those categories. Small percentages of the sample identified as “far left” (3.3%; $n = 356$) or “far right” (0.8%; $n = 87$).

Table 17. Political Views

	Count	Percent
Far left	356	3.3%
Liberal	2930	27.3%
Moderate	2597	24.2%
Conservative	2122	19.8%
Far right	87	0.8%
Non-committal	1627	15.2%
Other	1014	9.4%

Table 18 indicates the native languages of respondents. The majority of respondents (92.2%; $n = 10,023$) were “English-only” speakers and nearly 8% spoke English and another language or only another language.

Table 18. Native Language

	Count	Percent
English only	10023	92.2%
Other than English	319	2.9%
English and other language(s)	529	4.9%

Table 19 shows the veteran or military status of all respondents. Less than 2% ($n = 168$) of respondents were “veterans” (1.5%) or “active-duty military” (0.3%).

Table 19. Veteran or Military status

	Count	Percent
No, I am not in the military	10772	98.2%
Yes, active-duty military	32	0.3%
Yes, I am a veteran	168	1.5%

Table 20 shows the religious and spiritual affiliations of respondents in the sample. The majority, 63% ($n = 6,840$) of respondents, identified as Christian. The right side of the table below shows the distribution of Christian denominations represented of those who indicated a primary identification as “Christian” (again, $n = 6,840$). Respondents who identified as Catholic or Roman Catholic were the largest Christian denomination, representing 31% ($n = 2,104$) of Christian respondents and 17.6% of the sample. The largest non-Christian affiliations (or “minority religious groups”) were “Other Non-Christian” (3.2%), Buddhist (1%), Jewish (1%), and Muslim (1%). Nearly 31% of the population identified as no affiliation, spiritual but no religious affiliation, agnostic, or atheist.

Table 20. Religious or Spiritual Affiliation

	Count	Percent	Christian Affiliations	Count	Percent
Agnostic	968	9%	Assembly of God	70	1%
Atheist	730	7%	Baptist	427	6%
Buddhist	72	1%	Catholic/Roman Catholic	2104	31%
Christian	6840	63%	Christian & Missionary Alliance	15	0.2%
Hindu	51	0.5%	Christian Disciples	<15	
Jewish	70	1%	Christian Orthodox	59	0.9%
Muslim	68	1%	Christian Reformed Church of America	409	6%
Native American Traditional Practitioner or Ceremonial	<15		Christian - Nondenominational	1492	22%
Pagan	22	0.2%	Christian - Other	226	3%
Unitarian Universalist	23	0.2%	Church of God	65	1%
Wiccan	17	0.2%	Episcopalian	51	0.8%
Spiritual but no religious affiliation	547	5.0%	Jehovah's Witness	<15	
No Affiliation	1085	10.0%	Latter Day Saints (Mormon)	22	0.3%
Other Non-Christian	352	3.2%	Lutheran	477	7%
Other	37	0.3%	Methodist	351	5%
			Pentecost	51	0.8%
			Presbyterian	171	2.5%
			Quaker (Society of Friends)	<15	
			Reformed Church of America	217	3%
			Seventh Day Adventist	36	0.5%
			United Church of Christ	59	0.9%
			Other Christian	430	6%

Personal Experiences

The survey allowed respondents to indicate if they had “personally experienced offensive, hostile, or intimidating conduct” in the past year, or since they arrived at GVSU if less than a year. Table 21 illustrates a majority of respondents did not experience any hostile or negative conduct but, importantly, 14% ($n = 1,570$) of respondents who did report such experience in the last year (November 2014 to November 2015), or since they arrived at GVSU, if less than a year.

Table 21. Personal Experiences of Offensive, Hostile, or Intimidating Conduct

	Count	Percent
Yes	1570	14%
No	9411	82%
Not Sure	475	4%

In addition, respondents indicated specific reasons they believed they experienced “offensive, hostile, or intimidating conduct” (race, gender, sexual orientation, or position). People of Color (Black, Hispanic, Native American, or Asian) reported experiencing negative conduct more frequently due to race (Table 22), women reported these experiences because of their gender, those who indicated their sexual orientation as LGBTQA reported negative treatment because of sexual orientation, and students reported the negative conduct because of their status as a student. The source of “offensive, hostile, or intimidating conduct” also followed similar trends from 2011 where the majority of the source came from the group responding: students often claimed other students as the source of negative conduct, faculty reported about other faculty, staff about other staff. Of all those who experienced negative conduct (14% of all respondents, $n = 1,570$), 15% of those experiences were due to a particular disability or

condition. The largest reason listed by respondents was either due to gender identity or race (62%).

Table 22. Negative Personal Experiences Due to Race Broken by Race/Ethnicity

Race	Due to Race	%	Not Due to Race	%	Total
African American/African/Black	200	88%	27	12%	227
American Indian/Alaskan Native	10	38%	16	62%	26
Asian/Asian American	35	51%	33	49%	68
Hispanic/Latino	40	46%	47	54%	87
Pacific Islander	<15		<15		<15
White	129	11%	1010	89%	1139
Not Listed	17	33%	34	67%	51
Total	434	27%	1171	73%	1605*

Respondents who indicated they “observed offensive, hostile, or intimidating conduct” displayed a similar trend as those who “experienced negative conduct,” in that, the identity group often felt that they observed negative conduct towards their own demographic (People of Color had a higher percentage of observing negative conduct due to race, LGBTQA had a higher percentage of observing negative conduct due to sexual orientation). Percentages were similar to the 2011 data, although slightly higher overall most likely due to larger sample size in 2015.

Source of Conduct

Table 23 shows the largest source of negative/hostile conduct from respondents came from their own constituency group: students reported that other students as the major source, faculty reported it was other faculty as the major source, and staff reported it to be other staff.

Table 23: Source of Offensive, Hostile, or Intimidating Conduct

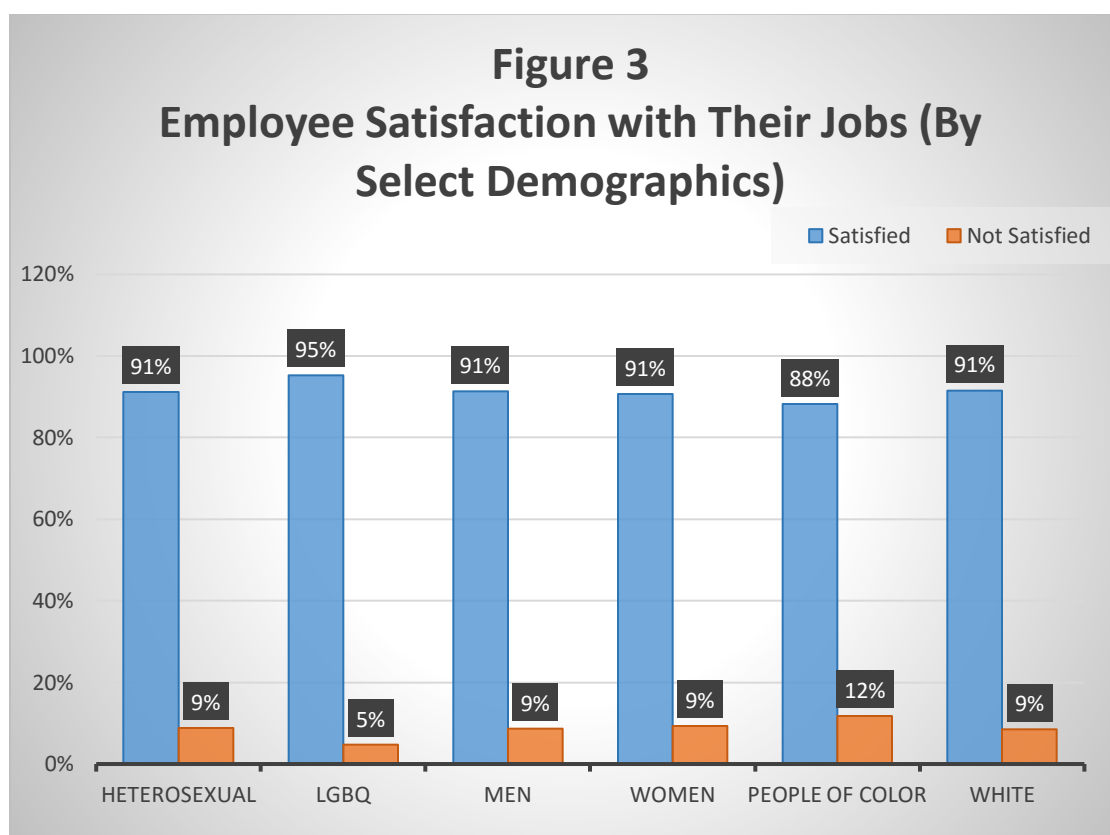
	Students		Faculty		Staff	
	Count	%	Count	%	Count	%
Students	773	45%	60	17%	21	6%
Faculty/Professors	431	25%	161	44%	42	12%
Staff Members	133	8%	29	8%	139	41%
Supervisor/Department/Unit Head	66	4%	73	20%	112	33%
Public Safety/GVPD	54	3%	<15		<15	
Campus Media (posters, brochures, web sites, etc.)	60	3%	<15		<15	
Social Media/Networking (Facebook, Twitter, etc.)	126	7%	<15		<15	
Don't Know/Unknown	23	1%	<15		<15	
Other	64	4%	19	5%	<15	

Satisfaction with Grand Valley

Table 24 shows employee satisfaction on four indicators: overall job satisfaction, satisfaction with career progress at GVSU, satisfaction with compensation, and satisfaction with access to research support compared to peers. Overall job satisfaction declined in 2015 (79% of employees reported being “strongly satisfied” or “satisfied” with their jobs at Grand Valley) compared to 2011 (84% of employees reported being “strongly satisfied” or “satisfied” with their jobs). Table 24 disaggregates these percentages by faculty and staff. Employees also reported less satisfaction with the way their careers have progressed at Grand Valley in 2015 compared to 2011. In 2015, 59% of employees reported being “strongly satisfied” or “satisfied” with their career progression at Grand Valley compared to 61% who indicated the same in 2011. Slightly greater satisfaction was reported with employee compensation compared to peers in 2015 (49% reported being “strongly satisfied” or “satisfied”) than in 2011 (48% reported being “strongly satisfied” or “satisfied” with their compensation compared to their peers). Even greater satisfaction was reported of all employee respondents regarding their access to research support compared to their colleagues in 2015 (60% reported being “strongly satisfied” or “satisfied”) compared to 46% who reported the same in 2011. See page 57-58 of the 2011 climate survey report for more detailed comparisons.

Table 24. Employee Satisfaction

		Strongly Satisfied or Satisfied		Neither Satisfied/ Dissatisfied		Strongly Dissatisfied or Dissatisfied		Not Applicable/ Unknown		Did Not Specify	
		Count	%	Count	%	Count	%	Count	%	Count	%
Your job at GVSU	Faculty	785	78%	92	9%	82	9%	1	0.1%	36	4%
	Staff	738	79%	87	9%	70	2%	1	0.1%	37	4%
Progress of career	Faculty	604	61%	157	16%	136	4%	54	5%	45	4%
	Staff	539	58%	168	18%	168	5%	12	1%	46	5%
Compensation compared to peers	Faculty	429	43%	188	19%	270	8%	67	7%	40	4%
	Staff	508	54%	153	17%	204	5%	28	3%	40	4%
Access to research compared to colleagues	Faculty	560	56%	167	17%	145	15%	85	8%	39	4%
	Staff	591	64%	140	15%	111	12%	48	5%	43	4%



Note: Satisfied = "Strongly Satisfied" and "Satisfied"; Not Satisfied = "Strongly dissatisfied" and "Dissatisfied"

Comfort with Climate

Table 25a shows about 87% ($n = 10,034$) of faculty, staff, and student respondents reported being “comfortable” or “very comfortable” with the climate at GVSU while 4.3% ($n = 490$) reported being “uncomfortable” or “very uncomfortable.” Respondents’ “comfort with climate” for GVSU in general (in department/unit or classes) showed very similar percentages across the range from “very comfortable” to “very uncomfortable” as in 2011. In 2015, a majority of respondents reported the climate in their departments/units or classes at GVSU as “comfortable” or “very comfortable” (about 85% for each category). Most students responded they were comfortable in living centers and residence halls (78%); however, this question was not asked in 2011 so there is no comparison.

Table 25a. Comfort with Climate

	At GVSU		In Dept/Unit		In Classes		In Living Center/Res Hall	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Very Comfortable	3816	33.0%	3959	34.8%	3421	32.5%	2125	34.1%
Comfortable	6218	53.8%	5723	50.4%	5536	52.6%	2734	43.9%
Neither Comfortable/ Uncomfortable	1028	8.9%	1040	9.2%	1075	10.2%	950	15.2%
Uncomfortable	390	3.4%	477	4.2%	423	4.0%	355	5.7%
Very Uncomfortable	100	0.9%	163	1.4%	77	0.7%	130	2.1%

By demographics, the 2015 results followed very similar percentage splits of comfort in climate across the different settings. The myGVSU Climate Survey 2015 survey added “transgender” and “other” gender identity for gender demographics as it was not listed separately in 2011. Therefore, additional data was collected on gender identity in 2015.

More details of this indicator are provided in Appendix A. Table 25b (Appendix A) indicates comfort with climate by race and ethnicity. Table 25c (Appendix A) shows comfort with climate in school, college, department, or unit disaggregated by race and ethnicity. Table 25d (Appendix A) includes comfort with climate in classes for faculty and students

disaggregated by race and ethnicity. Historical “minority” social identity groups in each demographic (People in Color, women, transgender, other gender identities, and LGBQA respondents) reported lower percentages of comfort at GVSU and GVSU locations (unit, classroom, living centers). It is important to note that although “minority” social identity groups or demographics had lower ratings of being comfortable at GVSU, each reported a significantly greater percentage of “comfortable” or “very comfortable” ratings than “uncomfortable” or “very uncomfortable.”

Observed Harassment

Overall, 2,720 (23%) of respondents indicated they observed negative or hostile conduct. Similar as from those who experienced personal negative or hostile behaviors, the most common reason for a respondent observing negative or hostile conduct was due to ethnicity/race (14.3%) or gender identity (19.3% combined) as shown in Table 26. The next most highly cited sources observed was due to religious views (9.8%), sexual orientation (8.6%), and country of origin/immigrant status (6.8%).

Table 26: Basis for Observed Harassment

	Count	Percent
Age	320	3.8%
Country of Origin, Ancestry, Nationality, or Immigrant Status	577	6.8%
Disability	309	3.6%
Education Level	297	3.5
English Proficiency/Accent	257	3%
Ethnicity/Race	1216	14.3%
Gender/Sex	1005	11.8%
Gender Identity or Expression	636	7.5%
Military/Veteran Status	33	.4
Parental Status	131	1.5%
Participation in an Organization	253	3%
Physical Characteristics	375	4.4%
Political Views	497	5.8%
Position	357	4.2
Religious/Spiritual Views	834	9.8%
Sexual Orientation	733	8.6%
Socioeconomic Status	249	2.9%
Don't Know/Unknown	173	2%
Other	245	2.9%

Table 27 shows those who observed negative or hostile conduct by race/ethnicities. Those who identified as African American/African/Black observed offensive, hostile, or intimidating conduct the greatest at 41% compared to White respondents who observed the this conduct the least at 22% (excluding Pacific Islanders who had a <15-person response rate). Those who identify as other than heterosexual/straight indicated higher observations of negative or hostile conduct to others based on sexual orientation than those respondents who identify as heterosexual/straight (15% compared to 62%).

Table 27. Observed Offensive, Hostile, or Intimidating Conduct by Races/Ethnicities

	Yes		No*		Grand Total
	Count	%	Count	%	
African American / African / Black	321	41%	458	59%	779
American Indian / Alaskan Native	53	35%	100	65%	153
Asian / Asian American	101	24%	321	76%	422
Hispanic / Latino	133	28%	338	72%	471
Pacific Islander	<15		26		
White	2086	22%	7420	78%	9506
Not Listed	66	32%	140	68%	206
*No includes those respondents that answered "not sure", "skip", or did provide a response					

Observed Unfair/Unjust Hiring Practices by Select Demographics

Table 28 indicates the number of respondents who observed unfair/unjust hiring practices. Of all respondents, 29% indicated they observed such practices.¹ This is an increase from 2011 when 20% of respondents indicated observing such practices. As in the other variations of this question, historical “minority” identity groups tended to report higher percentages of observing unjust/unfair hiring practices than “majority” identity groups (People of Color compared to White; women compared to men, heterosexual/straight compared to LGBQA). Staff reported observing unfair/unjust hiring practices at a higher rate (32%) than faculty (27%).

Table 28: Observed Unfair/Unjust Hiring Practices

	Faculty		Staff		Employee Total	
	Count	%	Count	%	Count	%
Yes	264	27%	296	32%	560	29%
No	585	59%	470	51%	1055	55%
Not Sure	116	12%	135	15%	251	13%
Skip Question	21	2%	22	2%	43	2%
Grand Total	986	52%	923	48%	1909	100%

¹ Percentage of respondents who indicated they observed unfair/unjust hiring practices was erroneously reported in the *Campus Climate Survey Preliminary Results* released March 2, 2016.

Of those who observed unfair/unjust hiring practices, Table 29 indicates the most common reason perceived by respondents. The most common reasons, at about 14% each, were due to gender identity, ethnicity/race, or position (being faculty or staff, etc.); followed by age at 6.6% and education level at 5.8%. Other identity categories were indicated at 3% or lower, with the least likely perceived reason of observed unjust/unfair hiring practices to be disability or military/veteran status.

Table 29: Bases for Observed Unfair/Unjust Hiring Practices

	Count	Percent
Age	78	6.6%
Country of Origin, Ancestry, Nationality, or Immigrant Status	45	3.8%
Disability	<15	
Education Level	68	5.8%
English Proficiency/Accent	27	2.3%
Ethnicity/Race	163	13.8%
Gender/Sex	161	13.6%
Gender Identity or Expression	16	1.4%
Military/Veteran Status	<15	
Parental Status	39	3.3%
Participation in an Organization	25	2.1%
Physical Characteristics	25	2.1%
Political Views	30	2.5%
Position	171	14.5%
Religious/Spiritual Views	21	1.8%
Sexual Orientation	25	2.1%
Socioeconomic Status	26	2.2%
Don't Know/Unknown	62	5.2%
Other	184	15.6%

Perceptions of Institutional Efforts Related to Equity and Inclusion at GVSU

Across students, faculty, and staff, a majority of all respondents (58% duplicated) indicated they “agreed” or “strongly agreed” that GVSU “should provide more diversity education or training” of all respondents, 25% to 33% of the respondents were “neutral” as to whether GVSU “should provide more diversity education and training” (Appendix B, Table 33). The highest percentage of respondents “agreed” or “strongly agreed” that training should be provided to students (63%), followed by supervisors/department heads/hiring managers (59.3%), hiring or tenure committees (58.6%), faculty (57.5%), then staff (56.6%). Interestingly, the least agreement on who diversity education or training should be provided by respondents was for “themselves or people like them” (only 51.7% of respondents “agree” or “strongly agree”).

Similar to diversity education or training, respondents indicated GVSU should provide “more effective mentorship opportunities” (58.6% duplicated across mentoring for all groups either “agree” or “strongly agree”). Also similar, the highest percentage of respondents “agreed” or “strongly agreed” that more effective mentorship should be provided to students (68.2%). Different from training, this was followed by individuals “agreeing” or “strongly agreeing” that more effective mentorship opportunities should be provided to “them or others like them” at 59.4%. About 55% of respondents “agreed” or “strongly agreed” that more effective mentorship opportunities should be provided each to staff, faculty, and supervisors/department heads/hiring managers (Appendix B, Table 34).

Attitudes at GVSU – Faculty, Staff, and Students

Appendix C, Tables 35-43, provide detailed information about faculty, staff, and student attitudes, disaggregated by group. Some highlights are provided below.

Faculty and Staff Attitudes

As demonstrated by some of the highlights depicted in Appendix A, Tables 35-43, staff generally had higher levels of satisfaction and more positive attitudes about GVSU regarding diversity, inclusion, and equity efforts than faculty. Although, a majority of faculty and staff reported positive attitudes.

Only about half of faculty (49.6%) did not feel reluctant to bring up issues that concerned them “for fear that it will affect performance evaluation or tenure/promotion decision”. Importantly, a majority of faculty, 51.4%, either indicated they “strongly agree,” “agree”, or “neither agree nor disagree” they were reluctant to bring up issues (Appendix A, Table 36). Staff indicated they were not as reluctant as faculty to bring up issue that concerned them “for fear that it will affect performance evaluation” at 56.4% (Appendix A, Table 39).

A majority of faculty indicated their department heads supported work-life balance (68.1% “strongly agree” or “agree”), while slightly less, 62.7%, indicated “strongly agree” or “agree” that GVSU, in general, supports work-life balance (Appendix C, Table 36). Similarly a majority of staff indicated their supervisors or managers supported work-life balance (76.7% “strongly agree” or agree”); however, more staff were likely to agree that GVSU, in general, supported work-life balance than their supervisor or manager and than faculty believed about GVSU in general (82.7% “strongly agree” or “agree”). A significant majority of faculty (74.1%) and even more staff (82.1%) indicated “strongly agree” or “agree” that they felt they “belong” at GVSU, and they could be their “authentic self at GVSU” (68.2% of faculty and 70.8% of staff “strongly agreed” or “agreed”) (Appendix C, Tables 36 and 39).

About 75% of faculty “strongly agree” or “agree” their research interests are valued by their colleagues, and a majority indicated they did not feel pressure to change their research

agenda (about 65%) nor teaching methods (about 61%) to achieve tenure or to be promoted (Appendix C, Table 35).

Student Attitudes

While a majority of students, overall, indicated “strongly agree” or “agree” they felt valued by faculty, staff, administrators, and other students. More indicated feeling valued by faculty (80.4%); followed by staff (69.4%), administrators (67.4%), and other students (61.2%). A significant majority of students, 84.5%, believed that the institutional campus climate at GVSU encouraged “free and open discussion of difficult topics” (Appendix C, Table 42). Similar to faculty and staff, a majority of students also felt that they “belong at GVSU” (79.7% “strongly agree” or “agree”) and that they could be their “authentic self at GVSU” (81.2% “strongly agree” or “agree”) (Appendix C, Table 43).

Commitment to Diversity and Equity

While a majority of respondents believed that GVSU was committed to diversity and equity, faculty reported less agreement than staff and students. A majority of faculty, staff, and students also “strongly agree” or “agree” that “GVSU is committed to diversity” (68.1% of faculty, 77.6% of staff, and 79.7% of students), and that “equity is characteristic of GVSU” (56.1% of faculty, 66.6% of staff, and 75% of students). While 78% of staff and 76.5% of students “strongly agree” or “agree” that GVSU understands the value of diverse a faculty, staff, and student body, less faculty (68.5%) indicated the same (Appendix C, Tables 37, 40, and 43).

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Appendix A: Data Tables – Comfort with Climate (Detail)

Table 25b: Comfort with Climate Disaggregated by Race and Ethnicity

	Very Comfortable		Comfortable		Neither		Uncomfortable		Very Uncomfortable		Grand Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
African American/African/Black	138	17.8%	377	48.7%	159	20.5%	85	11.0%	15	1.9%	774
American Indian/Alaskan Native	46	30.5%	73	48.3%	18	11.9%	<15		<15		151
Asian/Asian American	108	25.8%	236	56.5%	50	12.0%	20	4.8%	<15	1.0%	418
Hispanic/Latino	138	29.6%	241	51.6%	58	12.4%	27	5.8%	<15	0.6%	467
Pacific Islander	<15	38.2%	<15	38.2%	<15	20.6%	<15	2.9%	0	0.0%	
White	3300	34.9%	5123	54.2%	708	7.5%	249	2.6%	66	0.7%	9446
Not Listed	52	25.5%	97	47.5%	32	15.7%	15	7.4%	<15	3.9%	204

Table 25c: Comfort with Climate in School/College/Department/Unit Disaggregated by Race and Ethnicity

	Very Comfortable		Comfortable		Neither		Uncomfortable		Very Uncomfortable		Grand Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
African American/African/Black	162	21.3%	364	47.9%	136	17.9%	75	9.9%	23	3.0%	760
American Indian/Alaskan Native	48	31.8%	71	47.0%	19	12.6%	<15		<15		151
Asian/Asian American	114	27.7%	222	54.0%	45	10.9%	23	5.6%	<15		411
Hispanic/Latino	140	30.2%	234	50.5%	56	12.1%	27	5.8%	<15		463
Pacific Islander	<15	29.4%	<15	41.2%	<15	23.5%	<15	5.9%	0	0.0%	
White	3390	36.5%	4694	50.5%	767	8.3%	331	3.6%	109	1.2%	9291
Not Listed	58	28.7%	92	45.5%	28	13.9%	15	7.4%	<15	4.5%	202

Table 25d: Comfort with Climate in Classes Disaggregated by Race and Ethnicity

	Very Comfortable		Comfortable		Neither		Uncomfortable		Very Uncomfortable		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
African American/African/Black	119	17.2%	326	47.2%	129	18.7%	101	14.6%	16	2.3%	691
American Indian/Alaskan Native	44	31.0%	66	46.5%	21	14.8%	<15		<15		142
Asian/Asian American	103	25.8%	225	56.4%	49	12.3%	19	4.8%	<15		399
Hispanic/Latino	130	30.0%	217	50.0%	58	13.4%	28	6.5%	<15		434
Pacific Islander	<15	33.3%	<15	39.4%	<15	15.2%	<15	12.1%	0	0.0%	
White	2937	34.1%	4567	53.0%	795	9.2%	265	3.1%	49	0.6%	8613
Not Listed	50	26.9%	87	46.8%	31	16.7%	<15		<15		186

Appendix B: Data Tables – Perceptions of GVSU

Table 30. Overall, GVSU is...

	(5) High/Positive		(4)		(3) Neutral		(2)		(1) Low/Negative	
	Count	%	Count	%	Count	%	Count	%	Count	%
Friendly	5650	50.3%	4411	39.3%	898	8.0%	184	1.6%	81	0.7%
Cooperative	4329	38.7%	4863	43.4%	1558	13.9%	332	3.0%	112	1.0%
Welcoming	5596	50.0%	4051	36.2%	1159	10.4%	278	2.5%	114	1.0%
Respectful	4932	44.2%	4451	39.9%	1307	11.7%	347	3.1%	109	1.0%

Table 31: GVSU is... (Selected Demographics)

	(5) High/Positive		(4)		(3) Neutral		(2)		(1) Low/Negative	
	Count	%	Count	%	Count	%	Count	%	Count	%
Accessible for persons with physical disabilities	3566	35.4%	4151	41.3%	1645	16.3%	486	4.8%	215	2.1%
Accessible for persons with other disabilities	3150	32.4%	3943	40.6%	2028	20.9%	437	4.5%	160	1.6%
Positive for people who identify as LGBTQA	3986	39.4%	4057	40.1%	1645	16.3%	301	3.0%	126	1.2%
Positive for people who identify as transgender	3347	35.0%	3348	35.0%	2137	22.3%	491	5.1%	253	2.6%
Positive for people who identify as men	5434	51.5%	3905	37.0%	1016	9.6%	123	1.2%	78	0.7%
Positive for people who identify as women	4912	45.9%	4337	40.5%	1159	10.8%	211	2.0%	89	0.8%
Positive for People of Color	3694	35.5%	4144	39.8%	1665	16.0%	631	6.1%	271	2.6%
Positive for people of my race/ethnicity	5424	49.5%	3861	35.3%	1130	10.3%	338	3.1%	196	1.8%

Table 32: GVSU is... (Beliefs, backgrounds, identities)

	(5) High/Positive		(4)		(3) Neutral		(2)		(1) Low/Negative	
	Count	%	Count	%	Count	%	Count	%	Count	%
Positive for people of <u>my</u> faith/belief system	4063	38.7%	3497	33.3%	2027	19.3%	539	5.1%	379	3.6%
Positive for people of <u>all</u> faith/belief systems	3017	28.5%	3704	35.0%	2618	24.8%	852	8.1%	380	3.6%

Positive for people who are agnostic/atheist	2982	29.5%	3307	32.7%	2691	26.6%	673	6.7%	457	4.5%
Positive for people with <u>high</u> incomes	5233	49.2%	3883	36.5%	1345	12.6%	106	1.0%	69	0.6%
Positive for people with <u>low</u> income	2447	23.2%	3326	31.5%	2609	24.7%	1452	13.7%	735	7.0%
Positive for people of <u>my</u> identity background(s), generally	3836	35.1%	4470	40.9%	1991	18.2%	423	3.9%	203	1.9%

Table 33: Should GVSU provide more diversity education or training for:

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Staff	2249	21.6%	3647	35.0%	3527	33.8%	752	7.2%	252	2.4%
Faulty	2360	22.6%	3647	34.9%	3446	32.9%	756	7.2%	255	2.4%
Students	2876	27.3%	3755	35.6%	3012	28.6%	651	6.2%	253	2.4%
Supervisors/ Managers/ Dept. Heads	2561	24.7%	3589	34.6%	3350	32.3%	639	6.2%	239	2.3%
Hiring and Tenure Committees	2572	24.9%	3477	33.7%	3372	32.7%	643	6.2%	247	2.4%
Me, or Others Like me	2104	20.1%	3302	31.6%	3888	37.2%	823	7.9%	330	3.2%

Table 34: Should GVSU provide more effective mentorship for:

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Staff	1897	18.6%	3682	36.0%	3946	38.6%	520	5.1%	169	1.7%
Faulty	1955	19.1%	3685	35.9%	3909	38.1%	539	5.3%	169	1.6%
Students	2992	28.5%	4159	39.7%	2785	26.6%	386	3.7%	160	1.5%
Supervisors/ Managers/ Dept. Heads	2054	20.2%	3599	35.4%	3856	37.9%	488	4.8%	165	1.6%
Me, or Others Like me	2413	23.2%	3770	36.2%	3553	34.1%	493	4.7%	181	1.7%

Appendix C: Data Tables – Perceptions/Attitudes of GVSU by Position

Table 35: Question 14 Faculty

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I feel that my research interests are valued by my colleagues	159	20.1%	355	44.8%	164	20.7%	80	10.1%	35	4.4%
I feel pressure to change my research agenda to achieve tenure or to be promoted	39	6.1%	66	10.3%	118	18.5%	211	33.1%	204	32.0%
I feel pressure to change my methods of teaching	35	5.0%	111	15.9%	128	18.3%	237	33.9%	188	26.9%
I feel that my service contributes are important to tenure and/or promotion.	152	21.4%	323	45.6%	108	15.2%	75	10.6%	51	7.2%
I believe that the tenure and promotion process is clear.	111	14.7%	295	39.1%	129	17.1%	156	20.7%	63	8.4%
I believe that the tenure and promotion standards are reasonable.	159	20.1%	355	44.8%	164	20.7%	80	10.1%	35	4.4%

**Table 36: Question 15 -
Faculty**

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation to tenure/promotion decision	98	11.3%	193	22.2%	147	16.9%	282	32.4%	150	17.2%
I am comfortable asking questions about performance expectations	212	22.6%	489	52.1%	123	13.1%	88	9.4%	27	2.9%
I feel that supervisors/managers/dep. Heads consistently communicate GVSU policies	145	15.3%	419	44.3%	202	21.4%	134	14.2%	45	4.8%
I feel that supervisors/managers/dep. Heads consistently implement GVSU policies	139	15.1%	408	44.3%	193	20.9%	133	14.4%	49	5.3%
I believe salary determinations are fair	82	9.1%	285	31.6%	201	22.3%	220	24.4%	114	12.6%
I believe salary determinations are clear	76	8.4%	280	31.1%	190	21.1%	240	26.6%	115	12.8%
My supervisor/manager /department head supports work life balance	237	26.5%	372	41.6%	167	18.7%	78	8.7%	41	4.6%
GVSU supports work life balance	163	18.2%	399	44.5%	183	20.4%	101	11.3%	50	5.6%
I feel that my work expectations, requirements, and responsibilities are similar to those of my colleagues/ co-workers at GVSU	132	14.5%	417	45.8%	134	14.7%	152	16.7%	76	8.3%
I am provided with job/career advice or guidance at GVSU	85	10.2%	269	32.3%	226	27.2%	167	20.1%	85	10.2%
I have support regarding my job/career advancement at GVSU	133	15.4%	326	37.7%	209	24.2%	119	13.8%	78	9.0%

Table 37: Question 17 - Faculty

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I feel that I belong at GVSU	297	30.9%	415	43.2%	157	16.4%	64	6.7%	27	2.8%
I feel like I can be my authentic self at GVSU	247	25.8%	407	42.6%	156	16.3%	104	10.9%	42	4.4%
GVSU is committed to diversity	203	21.3%	445	46.8%	177	18.6%	87	9.1%	39	4.1%
Equity is characteristic of GVSU	148	15.9%	374	40.2%	239	25.7%	124	13.3%	45	4.8%
I think the university understands the value of a diverse FACULTY	196	20.7%	435	46.0%	167	17.7%	114	12.1%	34	3.6%
I think the university understands the value of a diverse STAFF	189	20.7%	419	45.8%	190	20.8%	83	9.1%	34	3.7%
I think the university understands the value of a diverse STUDENT BODY	208	22.0%	476	50.4%	138	14.6%	86	9.1%	37	3.9%

Table 38: Question 18 - Faculty

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Your job at GVSU	272	28.4%	513	53.5%	92	9.6%	65	6.8%	17	1.8%
Your job/career progression at GVSU	208	23.2%	396	44.1%	157	17.5%	99	11.0%	37	4.1%
Your compensation as compared to that of other GVSU colleagues with a similar level of experience	102	11.5%	327	36.9%	188	21.2%	188	21.2%	82	9.2%
Your access to research support and/or professional development as compared to your colleagues	153	17.5%	407	46.7%	167	19.2%	89	10.2%	56	6.4%

Table 39: Question 15 - Staff

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation to tenure/promotion decision	97	11.0%	155	17.5%	134	15.2%	265	30.0%	233	26.4%
I am comfortable asking questions about performance expectations	283	31.7%	448	50.2%	92	10.3%	45	5.0%	25	2.8%
I feel that supervisors/managers/dep. Heads consistently communicate GVSU policies	145	16.3%	339	38.0%	208	23.3%	149	16.7%	51	5.7%
I feel that supervisors/managers/dep. Heads consistently implement GVSU policies	134	15.1%	341	38.4%	221	24.9%	134	15.1%	59	6.6%
I believe salary determinations are fair	74	8.5%	321	36.8%	192	22.0%	198	22.7%	87	10.0%
I believe salary determinations are clear	91	10.4%	317	36.4%	188	21.6%	186	21.4%	89	10.2%
My supervisor/manager/department head supports work life balance	364	41.1%	315	35.6%	100	11.3%	59	6.7%	48	5.4%
GVSU supports work life balance	329	37.3%	400	45.4%	89	10.1%	44	5.0%	20	2.3%
I feel that my work expectations, requirements, and responsibilities are similar to those of my colleagues/co-workers at GVSU	149	16.7%	391	43.9%	128	14.4%	161	18.1%	62	7.0%
I am provided with job/career advice or guidance at GVSU	150	17.5%	363	42.3%	213	24.8%	95	11.1%	38	4.4%
I have support regarding my job/career advancement at GVSU	156	17.8%	346	39.6%	211	24.1%	105	12.0%	56	6.4%

Table 40: Question 17 - Staff

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I feel that I belong at GVSU	330	36.7%	408	45.4%	104	11.6%	43	4.8%	<15	1.4%
I feel like I can be my authentic self at GVSU	246	27.3%	392	43.5%	136	15.1%	105	11.7%	22	2.4%
GVSU is committed to diversity	279	31.1%	417	46.5%	123	13.7%	61	6.8%	17	1.9%
Equity is characteristic of GVSU	186	21.1%	400	45.5%	179	20.3%	84	9.5%	31	3.5%
I think the university understands the value of a diverse FACULTY	224	25.4%	470	53.2%	107	12.1%	60	6.8%	22	2.5%
I think the university understands the value of a diverse staff	204	22.8%	456	51.0%	125	14.0%	76	8.5%	33	3.7%
I think the university understands the value of a diverse student body	244	27.4%	484	54.3%	93	10.4%	54	6.1%	16	1.8%

Table 41: Question 18 - Staff

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Your job at GVSU	301	33.6%	437	48.8%	87	9.7%	52	5.8%	18	2.0%
Your job/career progression at GVSU	203	23.2%	336	38.4%	168	19.2%	117	13.4%	51	5.8%
Your compensation as compared to that of other GVSU colleagues with a similar level of experience	151	17.5%	357	41.3%	153	17.7%	158	18.3%	46	5.3%
Your access to research support and/or professional development as compared to your colleagues	174	20.7%	417	49.5%	140	16.6%	76	9.0%	35	4.2%

Table 42: Question 16 - Students

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I feel valued by faculty in the classroom	2585	27.1%	5074	53.3%	1445	15.2%	367	3.9%	55	0.6%
I feel valued by OTHER STUDENTS in the classroom	1531	16.1%	4284	45.1%	2918	30.7%	666	7.0%	92	1.0%
I think GVSU employees are genuinely concerned about my welfare	2131	22.6%	4518	47.9%	2069	21.9%	596	6.3%	113	1.2%
I think GVSU administrators are genuinely concerned about my welfare	2078	22.2%	4235	45.2%	2208	23.6%	656	7.0%	184	2.0%
I think faculty pre-judge my abilities based on my perceived identity/background	598	6.4%	1726	18.6%	2116	22.8%	3127	33.7%	1712	18.5%
I believe the institutional campus climate at GVSU encourages free and open discussion of difficult topics	2251	23.9%	4772	50.6%	1564	16.6%	637	6.8%	206	2.2%
I have faculty who I perceive as role models	3015	32.1%	3923	41.7%	1674	17.8%	645	6.9%	148	1.6%
I have staff who I perceive as role models	1909	21.4%	3065	34.4%	2837	31.8%	904	10.1%	196	2.2%

Table 43: Question 17 - Students

	(5) Strongly Agree		(4) Agree		(3) Neither		(2) Disagree		(1) Strongly Disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I feel that I belong at GVSU	3737	39.2%	3855	40.5%	1364	14.3%	428	4.5%	141	1.5%
I feel like I can be my authentic self at GVSU	3602	37.9%	4121	43.3%	1120	11.8%	529	5.6%	136	1.4%
GVSU is committed to diversity	2544	26.9%	3973	42.1%	1987	21.0%	718	7.6%	224	2.4%
Equity is characteristic of GVSU	2501	27.0%	4445	48.0%	1865	20.1%	352	3.8%	106	1.1%
I think the university understands the value of a diverse faculty	2809	29.9%	4491	47.8%	1369	14.6%	544	5.8%	176	1.9%
I think the university understands the value of a diverse staff	2661	28.6%	4411	47.4%	1597	17.1%	481	5.2%	163	1.8%
I think the university understands the value of a diverse student body	2781	29.5%	4346	46.1%	1416	15.0%	652	6.9%	238	2.5%

Appendix D: 2015 Survey Instrument

myGVSU Climate Survey 2015

Learning, Living, and Working on Campus

(Administered for Grand Valley State University by Amplitude Research, Inc. & Dr. Amber Gonzalez, California State University, Sacramento based on the consulting work of Rankin & Associates, Inc. in 2011)

For more information, additional alternative formats, and to submit a downloaded survey, please contact:

Shontaye Witcher, Interim Director
Disability Support Resources
4015 James H. Zumberge Hall (JHZ)
616-331-2490
dsrgvsu@gvsu.edu
[www.gvsu.edu / dsr](http://www.gvsu.edu/dsr)

You are invited to participate in a survey of students, faculty and staff members, and administrators regarding the campus climate at Grand Valley State University. The results of the survey will provide important information about our climate and will enable us to improve the environment for learning, living, and working at the university. Answering the first question confirms your consent to participate. Full details about technical and survey consent information can be reviewed at [www.gvsu.edu / mygvsu / consent /](http://www.gvsu.edu/mygvsu/consent/).

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

☐ **Student**

- ☐ Undergraduate student – insert drop down
 - ☐ Entered GVSU as a first-year student
 - ☐ Entered GVSU as a transfer student
 - ☐ Non-degree-seeking student
- ☐ Graduate student
- ☐ Other student

☐ **Faculty**

- ☐ Assistant Professor or Assistant Librarian
- ☐ Associate Professor or Associate Librarian
- ☐ Professor or Senior Librarian
- ☐ Visiting faculty
- ☐ Affiliate Instructor
- ☐ Instructor
- ☐ Semester by semester adjunct faculty
- ☐ Other faculty

☐ **Staff**

- ☐ Executive / Administrative / Professional (EAP)
 - ☐ Regular EAP
 - ☐ 12 month adjunct AP
 - ☐ Less than 12 month adjunct AP
- ☐ Professional Support Staff (PSS)
 - ☐ Regular hourly
 - ☐ Temporary hourly
- ☐ Department of Public Safety (DPS)
 - ☐ Regular DPS
 - ☐ Temporary hourly
- ☐ Maintenance / Grounds / Service (MGS)
 - ☐ Regular MGS
 - ☐ Temporary hourly
- ☐ Other staff

At GVSU, your experiences and perceptions related to diversity, equity, and inclusion are important. This is what we call institutional campus climate. Campus climate includes the quality of interpersonal, academic, and professional interactions on a campus and the attitudes, behaviors, and standards of faculty, staff, administrators and students. A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and evidenced by a pattern of civil interactions among community members.

This survey will ask you a series of questions related to **institutional climate – your experiences and perceptions at GVSU over the past year or since you arrived at GVSU if less than a year ago.**

2. Please indicate your level of comfort during the past year in each of the following areas:

	5 Very Comfortable	4 Comfortable	3 Neither comfortable nor uncomfortable	2 Uncomfortable	1 Very Uncomfortable	Not applicable/ Unknown
With the institutional climate at Grand Valley State University?	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
With the institutional climate in your school / college / department / work unit?	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
[Students / Faculty only] With the institutional climate in your classes?	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
[Students only] With the institutional climate in your Living Center / Residence Hall?	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐

3. In the past year have you ever seriously considered leaving GVSU because of the institutional climate?

- ☐ Yes
- ☐ No
- ☐ Not sure

4. Within the past year have you personally experienced any exclusionary, intimidating, offensive, hostile, and / or harassing conduct / behavior that has interfered with your ability to work or learn at GVSU?

- ☐ Yes (go to #5)
- ☐ No (skip to #7)
- ☐ Not sure (skip to #7)
- ☐ Skip question (skip to #7)

5. **[If “yes” to #4]** What do you believe this conduct was based upon? (Mark all that apply)

- ☐ Age
- ☐ Country of origin, ancestry, nationality, or immigrant status
- ☐ Disability
- ☐ Education level
- ☐ English language proficiency / accent
- ☐ Ethnicity / Race
- ☐ Gender / Sex
- ☐ Gender Identity or Expression
- ☐ Military / veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization
- ☐ Physical characteristics
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Religious / spiritual views
- ☐ Sexual orientation
- ☐ Socioeconomic status
- ☐ Don't know / Unknown
- ☐ Other

6. [If “yes” to #4] Who / what was the source of this conduct? (Mark all that apply)
- ☐ Student(s)
 - ☐ Faculty / Professor(s)
 - ☐ Staff member(s)
 - ☐ Supervisor / Department Head
 - ☐ Public Safety / GVPD
 - ☐ Campus media (posters, brochures, flyers, handouts, web sites, etc.)
 - ☐ Social media / social networking site (Facebook, Twitter, etc.)
 - ☐ Don’t know / Unknown
 - ☐ Other
7. Within the past year have you observed any conduct directed toward a person or group of people on campus that you believe has created an exclusionary, intimidating, offensive, hostile and / or harassing working or learning environment?
- ☐ Yes (go to #8)
 - ☐ No (skip to #11)
 - ☐ Not sure (skip to #11)
 - ☐ Skip question (skip to #11)
8. [If “yes” to #7] What do you believe this conduct was based on? (Mark all that apply)
- | | |
|---|---|
| ☐ Age | ☐ Parental status (e.g., having children) |
| ☐ Country of origin, ancestry, nationality, or immigrant status | ☐ Participation in an organization |
| ☐ Disability | ☐ Physical characteristics |
| ☐ Education level | ☐ Political views |
| ☐ English language proficiency / accent | ☐ Position (staff, faculty, student) |
| ☐ Ethnicity / Race | ☐ Religious / spiritual views |
| ☐ Gender / Sex | ☐ Sexual orientation |
| ☐ Gender Identity or Expression | ☐ Socioeconomic status |
| ☐ Military / veteran status | ☐ Don’t know / Unknown |
| | ☐ Other |
9. [If “yes” to #7] Who / What do you believe was the target of this conduct? (Mark all that apply)
- ☐ Student(s)
 - ☐ Faculty / Professor(s)
 - ☐ Staff member(s)
 - ☐ Supervisor / Department Head
 - ☐ Public Safety / GVPD
 - ☐ Campus media (posters, brochures, flyers, handouts, web sites, etc.)
 - ☐ Social media / social networking site (Facebook, Twitter, etc.)
 - ☐ Don’t know / Unknown
 - ☐ Other
10. [If “yes” to #7] Who / what was the source of this conduct? (Mark all that apply)
- ☐ Student(s)
 - ☐ Faculty / Professor(s)
 - ☐ Staff member(s)
 - ☐ Supervisor / Department Head
 - ☐ Public Safety / GVPD
 - ☐ Campus media (posters, brochures, flyers, handouts, web sites, etc.)
 - ☐ Social media / social networking site (Facebook, Twitter, etc.)
 - ☐ Don’t know / Unknown
 - ☐ Other

11. **[Faculty / Staff only]** Have you observed unfair and unjust employment practices at GVSU?
- ☐ Yes (go to #12 and #13)
 - ☐ No (skip to #14)
 - ☐ Not sure (skip to #14)
 - ☐ Skip question (skip to #14)
12. **[If “yes” to #11] [Faculty / Staff only]** In what way(s) have you observed unfair and unjust employment practices at GVSU? If you have observed multiple instances of unfair and unjust conduct, please indicate all that apply.
- ☐ Unfair and unjust hiring practices (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)
 - ☐ Unfair and unjust employment related discipline or action up to and including dismissal
 - ☐ Unfair and unjust promotion, tenure, reappointment, and / or reclassification
13. **[If “yes” to #11] [Faculty / Staff only]** What do you believe this conduct related to unfair and unjust employment practices was based on? If you have observed multiple instances of unfair and unjust conduct, please indicate all bases that apply.
- ☐ Age
 - ☐ Country of origin, ancestry, nationality, or immigrant status
 - ☐ Disability
 - ☐ Education level
 - ☐ English language proficiency / accent
 - ☐ Ethnicity / Race
 - ☐ Gender / Sex
 - ☐ Gender Identity or Expression
 - ☐ Military / veteran status
 - ☐ Parental status (e.g., having children)
 - ☐ Participation in an organization
 - ☐ Physical characteristics
 - ☐ Political views
 - ☐ Position (staff, faculty, student)
 - ☐ Religious / spiritual views
 - ☐ Sexual orientation
 - ☐ Socioeconomic status
 - ☐ Don't know / Unknown
 - ☐ Other

14. **[Faculty only]** Please indicate your level of agreement with the following statements.

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
I feel that my research interests are valued by my colleagues.	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
I feel pressure to change my research agenda to achieve tenure or to be promoted.	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
I feel pressure to change my methods of teaching to achieve tenure or to be promoted.	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
I feel that my service contributions are important to tenure and/or promotion.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I believe that the tenure and promotion process is clear .	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I believe that the tenure and promotion standards are reasonable .	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

15. [Faculty and Staff only] Please indicate your level of agreement with the following statements.

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure / promotion decision.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I am comfortable asking questions about performance expectations.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I feel that supervisors / managers / department heads consistently communicate GVSU policies.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I feel that supervisors / managers / department heads consistently implement GVSU policies.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I believe salary determinations are fair .	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I believe salary determinations are clear .	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
My supervisor / manager / department head supports work-life balance.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
GVSU supports work-life balance.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I feel that my work expectations, requirements, and responsibilities are similar to those of my colleagues / co-workers at GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
I am provided with job / career advice or guidance at GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I have support regarding my job / career advancement at GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

16. [Students only] Please indicate your level of agreement with the following statements:

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
I feel valued by faculty in the classroom.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I feel valued by other students in the classroom.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I think GVSU employees are genuinely concerned with my welfare.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I think GVSU administrators are genuinely concerned with my welfare.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I think faculty pre-judge my abilities based on my perceived identity / background.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I believe the institutional campus climate at GVSU encourages free and open discussion of difficult topics.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I have faculty who I perceive as role models.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I have staff who I perceive as role models.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

17. Please indicate your level of agreement with the following statements:

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
I feel that I belong at GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I feel like I can be my authentic self at GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
GVSU is committed to diversity.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Equity is characteristic of GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
I think the university understands the value of a diverse faculty .	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I think the university understands the value of a diverse staff .	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
I think the university understands the value of a diverse student body .	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

18. **[Faculty and Staff only]** Please indicate your level of satisfaction with the following statements.

	5 Strongly satisfied	4 Satisfied	3 Neither satisfied nor dissatisfied	2 Dissatisfied	1 Strongly dissatisfied	Not applicable/ Unknown
Your job at GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Your job / career progression at GVSU.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Your compensation as compared to that of other GVSU colleagues with a similar level of experience.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Your access to research support and / or professional development as compared to your colleagues.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

19. Using a scale of 1-5, please rate the overall institutional climate on campus on the following dimensions:
(Note: 5 is positive / high, 1 is negative / low)

GVSU is...

5 (high / positive)	4	3 (neutral)	2	1 (low / negative)	Not applicable/ Unknown
Friendly 5 ○	4 ○	3 ○	2 ○	Hostile 1 ○	N/A ○
Cooperative 5 ○	4 ○	3 ○	2 ○	Uncooperative 1 ○	N/A ○
Welcoming 5 ○	4 ○	3 ○	2 ○	Not welcoming 1 ○	N/A ○
Respectful 5 ○	4 ○	3 ○	2 ○	Disrespectful 1 ○	N/A ○
5 (high / positive)	4	3 (neutral)	2	1 (low / negative)	Not applicable

5 (high / positive)	4	3 (neutral)	2	1 (low / negative)	Not applicable / Unknown
Accessible for persons with physical disabilities 5 ○	4 ○	3 ○	2 ○	Not accessible for persons with physical disabilities 1 ○	N/A ○
Accessible for persons with other disabilities (learning, psychological, or medical) 5 ○	4 ○	3 ○	2 ○	Not accessible for persons with other disabilities (learning, psychological, or medical) 1 ○	N/A ○
Positive for people who identify as lesbian, gay, or bisexual 5 ○	4 ○	3 ○	2 ○	Negative for people who identify as lesbian, gay, or bisexual 1 ○	N/A ○
Positive for people who identify as transgender 5 ○	4 ○	3 ○	2 ○	Negative for people who identify as transgender 1 ○	N/A ○
Positive for people who identify as men 5 ○	4 ○	3 ○	2 ○	Negative for people who identify as men 1 ○	N/A ○
Positive for people who identify as women 5 ○	4 ○	3 ○	2 ○	Negative for people who identify as women 1 ○	N/A ○
Positive for people of color (Black, Hispanic, Native American, or Asian) 5 ○	4 ○	3 ○	2 ○	Negative for people of color (Black, Hispanic, Native American, or Asian) 1 ○	N/A ○
Positive for people of my race / ethnicity 5 ○	4 ○	3 ○	2 ○	Negative for people of my race / ethnicity 1 ○	N/A ○
Positive for people of <u>my</u> faith / belief system 5 ○	4 ○	3 ○	2 ○	Negative for people of <u>my</u> faith / belief system 1 ○	N/A ○
Positive for people of <u>all</u> faith / belief systems 5 ○	4 ○	3 ○	2 ○	Negative for people of <u>all</u> faith / belief systems 1 ○	N/A ○
Positive for people who are agnostic / atheist 5 ○	4 ○	3 ○	2 ○	Negative for people who are agnostic / atheist 1 ○	N/A ○
5 (high / positive)	4	3 (neutral)	2	1 (low / negative)	Not applicable / Unknown

5 (high / positive)	4	3 (neutral)	2	1 (low / negative)	Not applicable / Unknown
Positive for people with <u>high</u> incomes 5 ○	4 ○	3 ○	2 ○	Negative for people <u>high</u> incomes 1 ○	N/A ○
Positive for people with <u>low</u> incomes 5 ○	4 ○	3 ○	2 ○	Negative for people with <u>low</u> incomes 1 ○	N/A ○
Positive for people of <u>my</u> identity background(s), generally 5 ○	4 ○	3 ○	2 ○	Negative for people of <u>my</u> identity background(s), generally 1 ○	N/A ○
5 (high / positive)	4	3 (neutral)	2	1 (low / negative)	Not applicable / Unknown

The following section asks your opinion on institutional actions related to campus climate for diversity, equity, and inclusion.

20. For each of the following items, please indicate your perspective of the **level of effort / attention** by GVSU:

	5 Very significant	4 Significant	3 Neither significant nor insignificant	2 Insignificant	1 Very insignificant	Not applicable/ Unknown
To increase the diversity of the faculty .	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
To increase the diversity of the staff .	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
To increase the diversity of the administration .	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
To increase the diversity of the student body .	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
I believe that the tenure and promotion process is clear .	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
I believe that the tenure and promotion standards are reasonable .	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐

21. To further advance its efforts related to equity and inclusion, GVSU **should provide more diversity education / training for:**

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
Staff	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Faculty	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Students	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Supervisors / managers / department heads	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Hiring and tenure committees	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Me, or others like me	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐

22a. To further advance its efforts related to equity and inclusion, GVSU should provide more effective mentorship for:

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
Staff	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Faculty	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Students	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Supervisors / managers / department heads	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐
Me, or others like me	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	N/A ☐

22b. To further advance its efforts related to equity and inclusion, GVSU should:

	5 Strongly Agree	4 Agree	3 Neither agree nor disagree	2 Disagree	1 Strongly disagree	Not applicable/ Unknown
Provide, promote and improve additional access to counseling for people who have experienced harassment.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Provide more or better processes to resolve conflicts.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Include diversity-related professional experiences as one of the criteria for hiring employees.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Include diversity-related professional experiences as one of the criteria for evaluating employees.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○
Increase funding to support efforts related to institutional campus climate.	5 ○	4 ○	3 ○	2 ○	1 ○	N/A ○

Demographics

The next section of this survey will ask a range of questions related to your identity and background. As a reminder, you may skip any questions in the survey. To protect your identity, data will only be reported in aggregate.

- At which campus / location do you spend the **majority** of your time?
 - ☐ Allendale Campus
 - ☐ Pew Grand Rapids Campus
 - ☐ Pew Grand Rapids Campus
 - ☐ Richard M. DeVos Center
 - ☐ L.V. Eberhard Center, Kennedy Hall of Engineering, Keller Engineering Labs
 - ☐ Cook-DeVos Center for Health Sciences
 - ☐ L. William Seidman Center
 - ☐ Bicycle Factory
 - ☐ Other (including Regional Centers, etc.)
- What is your gender identity?
 - ☐ Woman
 - ☐ Man
 - ☐ Transgender
 - ☐ Not listed above, please specify: _____
- What is your race / ethnicity? (Mark all that apply)
 - ☐ African American / African / Black
 - ☐ American Indian / Alaskan Native
 - ☐ Asian / Asian American
 - ☐ Hispanic / Latino
 - ☐ Pacific Islander
 - ☐ White
 - ☐ Not listed above, please specify: _____

4. Which term best describes your sexual orientation?
- ☐ Heterosexual / Straight
 - ☐ Gay / Lesbian
 - ☐ Bisexual
 - ☐ Queer
 - ☐ Questioning
 - ☐ Asexual (no sexual feelings or desires)
 - ☐ Not listed above, please specify: _____
5. What is your age? _____
6. What is your current relationship status?
- ☐ Single, never married
 - ☐ Single, divorced
 - ☐ Single, widow (partner / spouse deceased)
 - ☐ Partnered
 - ☐ Partnered, in civil union
 - ☐ Married or remarried
 - ☐ Separated
7. What is your parental status? **(Mark all that apply)**
- ☐ No children
 - ☐ Child / children under 18 years of age
 - ☐ Child / children over 18 years of age, but still legally dependent (in college, disabled, etc.)
 - ☐ Independent adult child / children over 18 years of age
 - ☐ Pregnant, expectant partner, adoption pending
 - ☐ Other
8. Are you, or have you ever been, a member of the U.S. armed forces?
- ☐ No, I am not in the military
 - ☐ Yes, active-duty military
 - ☐ Yes, I am a veteran
9. **[Students Only]** What is the highest level of education achieved by your parent(s) / legal guardian(s)?
- | | |
|---|---|
| <p><u>Parent / Legal Guardian 1:</u></p> <ul style="list-style-type: none"> ☐ No high school ☐ Some college ☐ Business/Technical certificate/degree ☐ Associates degree ☐ Bachelors degree ☐ Some graduate work ☐ Masters degree ☐ Doctoral degree ☐ Other professional degree ☐ Unknown ☐ Not applicable | <p><u>Parent / Legal Guardian 2:</u></p> <ul style="list-style-type: none"> ☐ No high school ☐ Some college ☐ Business/Technical certificate/degree ☐ Associates degree ☐ Bachelors degree ☐ Some graduate work ☐ Masters degree ☐ Doctoral degree ☐ Other professional degree ☐ Unknown ☐ Not applicable |
|---|---|
10. **[Faculty / Staff Only]** What is your highest completed level of education?
- ☐ Did not complete high school
 - ☐ Completed high school
 - ☐ Business / Technical certificate / degree
 - ☐ Some college
 - ☐ Associates degree
 - ☐ Bachelors degree
 - ☐ Some graduate work
 - ☐ Masters degree
 - ☐ Doctoral degree
 - ☐ Terminal professional degree
 - ☐ Other professional degree

11. **[Faculty only]** With which college and unit are you **primarily** affiliated at this time? (Note: Providing unit level detail is optional, but please note that units with less than 10 respondents will only be reported in aggregate.)

○ **College of Liberal Arts and Sciences**-----

- | | |
|--|--|
| <ul style="list-style-type: none">○ Annis Water Resources Institute○ Anthropology○ Art & Design○ Biology○ Biomedical Sciences○ Cell & Molecular Biology○ Chemistry○ Classics○ School of Communications○ Comprehensive Science & Art for Teaching○ English○ Geography & Planning○ Geology○ History | <ul style="list-style-type: none">○ Mathematics○ Modern Languages & Literatures○ Movement Science○ Music & Dance○ Philosophy○ Physics○ Political Science○ Psychology○ Sociology○ Statistics○ Writing○ Other CLAS unit (including Centers, Classics, Integrated Science, etc.) |
|--|--|

○ **Seidman College of Business**

- Advising – Graduate and Undergraduate Business
- School of Accounting
- Economics
- Finance
- Management
- Marketing
- Other Seidman College of Business unit (including Centers)

○ **College of Community and Public Service**

- School of Criminal Justice
- Hospitality & Tourism Management
- School of Public, NonProfit & Health Admin
- School of Social Work
- Johnson Center for Philanthropy
- Other College of Community and Public Service unit

○ **College of Education**

- Leadership & Learning
- Special Education, Foundations & Technology
- Other College of Education unit

○ **Padnos College of Engineering and Computing**

- School of Computing & Information Systems
- School of Engineering
- Occupational Safety & Health
- Other Padnos College of Engineering and Computing unit

○ **Other**

○ **College of Health Professions**

- Allied Health Sciences
- Communication Sciences & Disorders
- Diagnostic & Treatment Sciences
- Occupational Science and Therapy
- Physical Therapy
- Physician Assistant Studies
- Public Health
- Other College of Health Professions unit

○ **Brooks College of Interdisciplinary Studies**

- Area Studies
- Environmental Studies
- General Education
- Meijer Honors College
- Liberal Studies
- Center for Adult & Continuing Studies
- Center for Excellence in Science & Mathematics Education
- Padnos International Center
- Women, Gender, & Sexuality Studies
- Other Brooks College of Interdisciplinary Studies unit

○ **Kirkof College of Nursing**

- Undergraduate Programs
- Graduate Programs
- Academic Nurse-Managed Health Center
- Other Kirkof College of Nursing unit (including Research & Scholarship, etc.)

○ **University Libraries**

- Research & Instruction
- Special Collections & University Archives
- Technology & Information Services
- Other University Libraries unit

12. **[Staff only]** With which division and unit are you **primarily** affiliated at this time? (Note: Providing unit level detail is optional, but please note that units with less than 10 respondents will only be reported in aggregate. Some smaller units have been aggregated into “Other.”)

○ **Academic and Student Affairs Division**

- College of Liberal Arts & Sciences
- Seidman College of Business
- College of Community & Public Service
- College of Education
- Padnos College of Engineering & Computing
- Kirkhof College of Nursing
- Graduate Studies
- University Libraries
- Vice Provost for Health
- Student Services – Dean’s Office, Campus Recreation, Career Center, Children’s Enrichment Center, University Counseling Center, Judicial & Special Programs, Student Life & Event Services
- Student Services – Housing & Residence Life
- Student Services – LGBT Resource Center, Multicultural Affairs, Women’s Center
- Student Services – Other
- Vice Provost for Student Success
- Pew Faculty Teaching & Learning Center
- Center for Scholarly & Creative Excellence
- Art Gallery & Collections
- Other Academic and Student Affairs unit (including College of Health Professions, Brooks College of Interdisciplinary Studies, etc.)

○ **Enrollment Development Division**

- Admissions
- Financial Aid & Scholarships
- Information Technology
- Records & Registration
- Other Enrollment Development Division unit (including Institutional Analysis, Student Employment)

○ **Finance and Administration Division**

- Business & Finance
- Facilities Planning
- Facilities Services
- Human Resources
- Intercollegiate Athletics
- Pew Campus Operations
- Public Safety Services
- Other Finance and Administration Division unit (including University Budgets)

○ **University Development Division**

○ **University Relations Division**

- WGVU / WGVK-TV
- Other University Relations Division (including University Communications or Institutional Marketing)

○ **Division of Inclusion and Equity**

- LGBT Resource Center, Multicultural Affairs, Women’s Center
- Other I&E unit (including Disability Support Resources, immediate office, etc.)

○ **Other Administration (President’s office, General Counsel, etc.)**

○ **Other**

13. **[Undergraduate Students only]** Please select your declared academic major? **(Mark up to two choices)** If you are unsure, please check your status on MyBanner or call the Registrar's Office (616-331-3327).

- | | | |
|--|--|--|
| ☐ Non-degree | ☐ Sonography | ☐ Medical Imaging / |
| ☐ Undeclared | ☐ Earth Science | ☐ Radiation Science |
| ☐ Accounting | ☐ Economics | ☐ Multimedia Journalism |
| ☐ Advertising / Public Relations | ☐ Education | ☐ Music |
| ☐ Allied Health Sciences | ☐ Electrical Engineering | ☐ Natural Resources Management |
| ☐ Anthropology | ☐ Engineering | ☐ Nursing |
| ☐ Art and Design | ☐ English | ☐ Occupational Safety / Health Management |
| ☐ Art-Studio | ☐ Exercise Science | ☐ Philosophy |
| ☐ Art Education | ☐ Film and Video Production | ☐ Photography |
| ☐ Art History | ☐ Finance | ☐ Physical Education |
| ☐ Athletic Training | ☐ French | ☐ Physics |
| ☐ Behavioral Science | ☐ Geography | ☐ Political Science |
| ☐ Behavioral Neurosciences | ☐ Geology | ☐ Pre-Business |
| ☐ Biology | ☐ Geology-Chemistry | ☐ Pre-Professional Preparation |
| ☐ Biomedical Sciences | ☐ German | ☐ Psychology |
| ☐ Biopsychology | ☐ Greek | ☐ Psychology – Special Education |
| ☐ Broadcasting | ☐ Group Science | ☐ Public Administration |
| ☐ Business Economics | ☐ Group Social Studies | ☐ Product Design & Manufacturing Engineering |
| ☐ Business | ☐ Health Communications | ☐ Radiation Therapy |
| ☐ Cell and Molecular Biology | ☐ Health Professions | ☐ Radiology & Imaging Science - MRI |
| ☐ Chemistry | ☐ Health Science | ☐ Religious Studies |
| ☐ Chinese Studies | ☐ History | ☐ Russian Studies |
| ☐ Classics | ☐ Hospitality Tourism Management | ☐ Social Work |
| ☐ Classical Tradition | ☐ Information Systems | ☐ Sociology |
| ☐ Medical Laboratory Science | ☐ Integrated Science | ☐ Spanish |
| ☐ Communication Studies | ☐ International Business | ☐ Statistics |
| ☐ Computer Engineering | ☐ International Relations | ☐ Supply Chain Management |
| ☐ Computer Science | ☐ Interdisciplinary Engineering | ☐ Theatre |
| ☐ Comprehensive Science and Arts for Teaching-Elementary Spanish | ☐ Journalism | ☐ Therapeutic Recreation |
| ☐ Comprehensive Science and Arts for Teaching-Special Education | ☐ Latin | ☐ Women & Gender Studies |
| ☐ Criminal Justice | ☐ Legal Studies | ☐ Writing |
| ☐ Dance | ☐ Liberal Studies | |
| ☐ Diagnostic Medical | ☐ Management | |
| | ☐ Marketing | |
| | ☐ Mathematics | |
| | ☐ Mechanical Engineering | |

14. **[Graduate Students only]** Please select your degree program? **(Mark up to two choices)** If you are unsure, please check your status on MyBanner or call the Registrar's Office (616-331-3327).

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

15. Do you have a disability (physical, learning, psychological) that substantially affects a major life activity? (Mark all that apply)
- ☐ No disability (if checked, skip to question #17)
 - ☐ Physical condition (seeing, hearing, walking, etc.) (if checked respond to Question #16)
 - ☐ Learning disability (dyslexia, dyscalculia, dysgraphia, etc.) (if checked respond to Question #16)
 - ☐ Psychological condition (ADHD, post-traumatic stress disorder, depression, etc.) (if checked respond to Question #16)
 - ☐ Other disability (if checked respond to Question #16)
16. **[only those with a disability]** Are you registered with Disability Support Resources (DSR)?
- ☐ Yes
 - ☐ No
 - ☐ Not sure / Unknown
17. What is your citizenship status?
- ☐ U.S. citizen (or dual citizen including U.S.)
 - ☐ Permanent Resident
 - ☐ A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
 - ☐ Other legally documented status (e.g., adjustment of status to Permanent Resident)
 - ☐ Undocumented resident
18. What is your religious or spiritual affiliation?
- ☐ Agnostic
 - ☐ Atheist
 - ☐ Buddhist
 - ☐ Christian
 - ☐ Assembly of God
 - ☐ Baptist
 - ☐ Catholic / Roman Catholic
 - ☐ Christian & Missionary Alliance
 - ☐ Christian Disciples
 - ☐ Christian Orthodox
 - ☐ Christian Reformed Church of America
 - ☐ Christian – Nondenominational
 - ☐ Christian – Other
 - ☐ Church of God
 - ☐ Episcopalian
 - ☐ Jehovah's Witness
 - ☐ Latter Day Saints (Mormon)
 - ☐ Lutheran
 - ☐ Methodist
 - ☐ Pentecostal
 - ☐ Presbyterian
 - ☐ Quaker (Society of Friends)
 - ☐ Reformed Church of America
 - ☐ Seventh Day Adventist
 - ☐ United Church of Christ
 - ☐ Other Christian
 - ☐ Hindu
 - ☐ Jewish
 - ☐ Muslim
 - ☐ Native American Traditional Practitioner or Ceremonial
 - ☐ Pagan
 - ☐ Unitarian Universalist
 - ☐ Wiccan
 - ☐ Spiritual, but no religious affiliation
 - ☐ No affiliation
 - ☐ Other non-Christian
 - ☐ Other

19. **[Faculty / Staff only]** How long have you been employed by Grand Valley State University?
- ☐ Less than 1 year
 - ☐ 1-2 years
 - ☐ 2-4 years
 - ☐ 5-10 years
 - ☐ 11-15 years
 - ☐ 16-20 years
 - ☐ 21-30 years
 - ☐ 31+ years
20. **[Undergraduate Students only]** Where are you in your college career?
- ☐ First year student
 - ☐ Second year student
 - ☐ Third year student
 - ☐ Fourth year student
 - ☐ Fifth or more year
21. **[Student only]** What is your **best estimate** of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single and an independent student)?
- ☐ Below \$29,999
 - ☐ \$30,000 - \$39,999
 - ☐ \$40,000 - \$59,999
 - ☐ \$60,000 - \$79,999
 - ☐ \$80,000 - \$99,999
 - ☐ \$100,000 - \$129,999
 - ☐ \$130,000 - \$199,999
 - ☐ \$200,000 - \$249,999
 - ☐ \$250,000 and above
22. **[Student only]** Where do you live?
- ☐ Off-campus
 - ☐ On-campus
 - ☐ Calder (Art Housing)
 - ☐ Copeland
 - ☐ DeVos
 - ☐ Frey
 - ☐ Grand Valley Partments
 - ☐ Hills Honors Housing
 - ☐ Hoobler
 - ☐ Johnson
 - ☐ Kirkpatrick
 - ☐ Kistler
 - ☐ Laker Village Apartments
 - ☐ Maple
 - ☐ Murray & VanSteeland
 - ☐ Niemeyer Honors Housing
 - ☐ North C
 - ☐ Oak
 - ☐ Ott
 - ☐ Pew
 - ☐ Pickard
 - ☐ Pine
 - ☐ Ravine Apartment
 - ☐ Robinson
 - ☐ Secchia Hall
 - ☐ Siedman
 - ☐ South Apartments
 - ☐ Stafford
 - ☐ Swanson
 - ☐ Weed
 - ☐ Winter Hall
23. **[Student only]** What is your current overall grade point average? (On a 4.0 scale) _____
24. How would you characterize your political views?
- ☐ Far left
 - ☐ Liberal
 - ☐ Moderate
 - ☐ Conservative
 - ☐ Far right
 - ☐ Non-committal
 - ☐ Other

26. Please use this space to explain any **climate-related** issue you've experienced.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Shontaye Witcher, Interim Director
Disability Support Resources
4015 James H. Zumberge Hall (JHZ)
616-331-2490
dsrgvsu@gvsu.edu
[www.gvsu.edu / dsr](http://www.gvsu.edu/dsr)

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