FHSU Equity Survey 2000
Executive Summary

In February, the Advisory Committee on Equity at Fort Hays State University contacted the Docking Institute of Public Affairs to conduct a mail survey of all university faculty and staff. The survey's purpose was to assess the campus climate for women and minorities. The study's main objectives were to:

$ Determine perceptions of gender equity on campus

$ Assess perceptions about racial equity

$ Determine perceptions of the community climate for women and minorities

$ Find any perceived problems with hiring, retention, or promotion of women and nonwhites

$ Determine whether there are significant problems with sexual or racial harassment

The major findings of this study are that:

Ø On all seven indicators of community climate, the answers are predominately positive.

Ø A majority of both men and women feel that the climate on campus is supportive of women.

Ø Non-Caucasian employees tend to view the climate in Hays as less positive than do Caucasian employees.

Ø Employees generally feel that the administration is somewhat concerned with racial and gender equity issues and that some steps are being taken to address problems. Women sense less concern with gender equity issues than men, while non-Caucasians sense less concern for racial equity issues than do Caucasians.

Ø Some women (n=25) and some non-Caucasians (n=3) report having been harassed.

Ø There are some respondents do not know about the existence of an affirmative action training program (n=84) and about the grievance procedures (n=52).

- Ø Mentors and advisors are *not* used by the majority of faculty but they are widely regarded as helpful (91%) by those who do have a mentor.
- Ø A plurality of respondents are uncertain about how well the university does at promoting females. Men and women both tend to agree that the university is good at retaining women, with women expressing somewhat weaker agreement.
- Ø Women tend to feel positive about the treatment of female faculty and staff.
- Ø Minority faculty and staff tend to feel positive about treatment of minorities, though 25% (n=3) report that they are considering leaving because of racial bias.

Section I
Methodology

The Docking Institute of Public Affairs conducted a mail survey of all Fort Hays State University faculty and staff between March 2 and April 6, 2000. Only those faculty who work on campus were included in the survey. The Docking Institute distributed 765 mail surveys through campus mail, excluding faculty and staff affiliated with the Docking Institute. After e-mail reminders were sent to everyone with an e-mail account a response rate of 45% was achieved. The demographic characteristics of the sample are very similar to those of all FHSU faculty and staff.

It was the responsibility of the Advisory Committee on Affirmative Action to establish study objectives and approve the survey instrument. It was the responsibility of the Docking Institute to produce survey items that are technically correct and without bias. Statistical analysis and final reporting are the responsibility of the Advisory Committee on Affirmative Action.

This rest of this report is divided into sections corresponding to subjects covered in the survey. The next section reports on the demographic characteristics of the respondents. Section III describes perceptions of the community climate. Section IV describes perceived gender equity at the university. Section V does the same for racial equity. Section VI covers three items on university policy and procedure. Section VII describes and interprets answers to several questions directed at faculty. Appendix I contains the questionnaire. The frequency distributions are included in Appendix II.

Section II

Demographic Data

Respondents were asked several questions about themselves. This section describes the respondents in terms of gender, race, term of service, and classification. Demographic data for respondents is summarized in **Table 1** below.

Table 1

Respondent Demographics

Classification

	Frequency	Percentage
Tenured faculty	82	24%
Tenure track faculty	44	13%
Non-tenure track faculty	40	12%
Administration	41	12%
Full-time staff	115	34%
Part-time staff	20	6%

Years of Service

	Frequency	Percentage
0-3 years	104	30%
4-6 years	64	19%
7-12 years	70	20%
13-25 years	74	22%
>25 years	31	9%

Gender

	Frequency	Percentage
Male	157	46%
Female	186	54%

Race

	Frequency	Percentage
Caucasian	325	96%
Non-Caucasian	12	4%

Gender by Race

	Caucasian	Non-Caucasian
Male	142	11
Female	183	1

Respondents represent all employment categories of interest. The most common category was full-time staff (34%) followed by tenured faculty (24%).

Respondents were asked to give their years of service at FHSU. The most common response category is 0-3 years (30%) followed by 13-25 years (22%).

The respondents are 96% Caucasian and 4% non-Caucasian. Only two racial categories are used in this survey because the small number of minorities at the university makes it unreasonable to make any finer distinctions between racial categories.

The representation of minorities and Caucasians among the various job classifications is reported in **Figure 1** on the following page. Non-Caucasians are most often (33%) in non-tenure track positions. Caucasians are most often (34%) in full-time staff positions.

Figure 1

Race and Job Classification
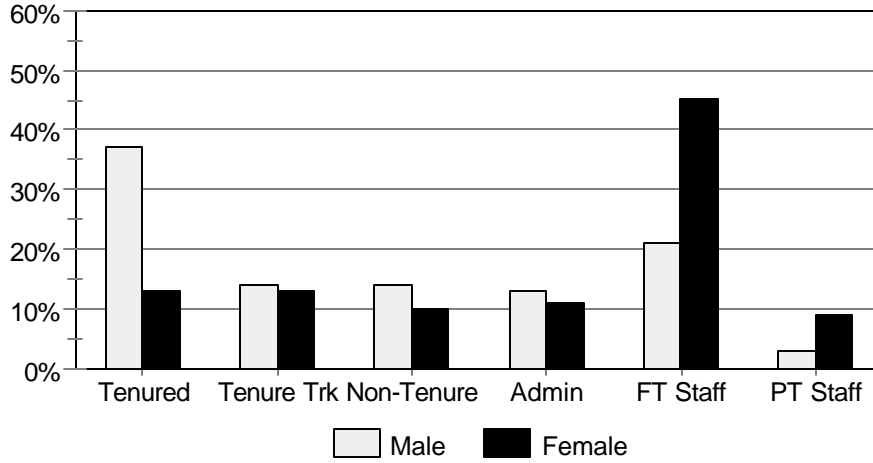
The respondents are 46% male and 54% female. Male and female representation among the different employee classifications is reported in **Figure 2** below.

Figure 2

Gender and Job Classification
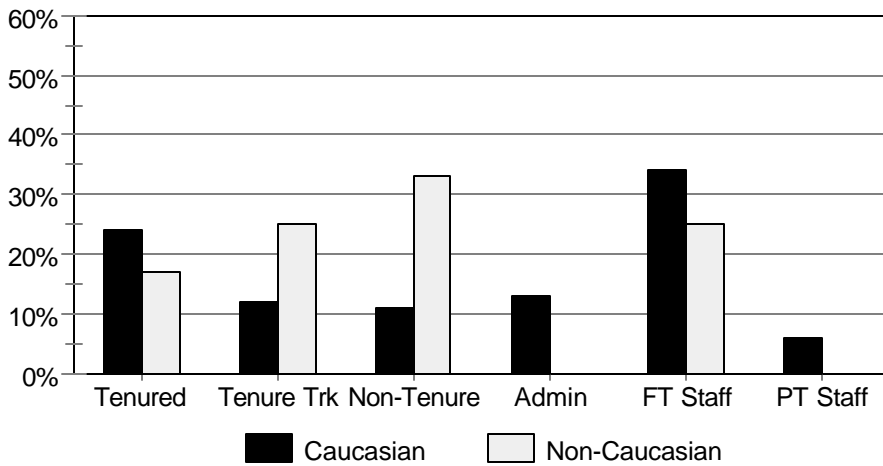
Women and men are distributed differently among the various classifications. Men are concentrated in tenured faculty (37%) and full-time staff positions (22%), while women are concentrated in full-time staff (45%) positions.

Community Climate

Respondents were asked a series of questions about the social climate at FHSU, in Hays generally, and for minorities and women in particular. Two questions were asked about the university administration's concern for gender and racial equity issues. The very first survey item asked respondents to rate the campus on seven attributes representative of the social climate. Results are summarized in **Table 2** below. Respondents were asked to choose a number reflecting the degree to which each attribute is present. For example, selecting a "4" on the "Friendly" to "Hostile" dimension listed below indicates a relative friendly climate.

Table 2

Dimensions of Campus Climate

	"4"	"3"	"2"	"1"	
Friendly	23%	61%	15%	2%	Hostile
Disrespectful	2%	25%	48%	25%	Respectful
Non-Racist	18%	51%	26%	5%	Racist
Homophobic	10%	33%	42%	16%	Non-Homophobic
Non-Sexist	14%	44%	33%	10%	Sexist
Socially Integrated	10%	49%	32%	9%	Socially Isolated

| **Improving**	16%	58%	23%	3%	Worsening

Answer categories for the seven items are arranged so that the larger numbers represent the perceived strength of each attribute. For example, a "4" is very positive, so that a "4" in the variable "Non-Sexist" represents a definitive lack of sexism as perceived by the respondent.

The largest group of respondents feels positively about all seven attributes of campus social climate. "Friendliness", "Non-Racist", "Non-Sexist", "Integrated" and "Trend" are regarded positive, as indicated by the most common response category of "3". The most common response category ("2") for "Homophobic" to "Non-Homophobic" and "Respectful" to "Disrespectful" suggests that the campus is relatively respectful and non-homophobic.
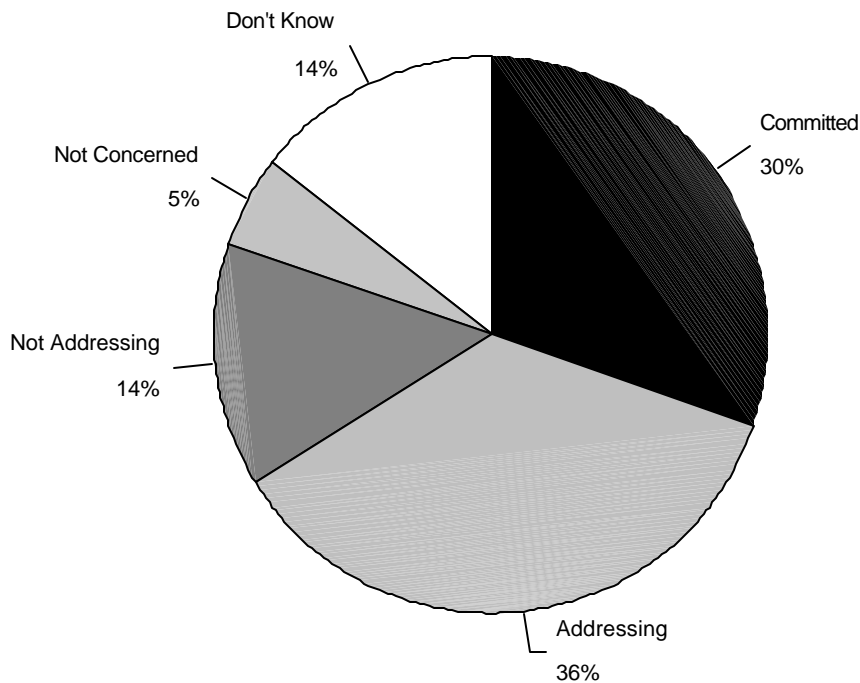
Figure 3

Welcoming Community
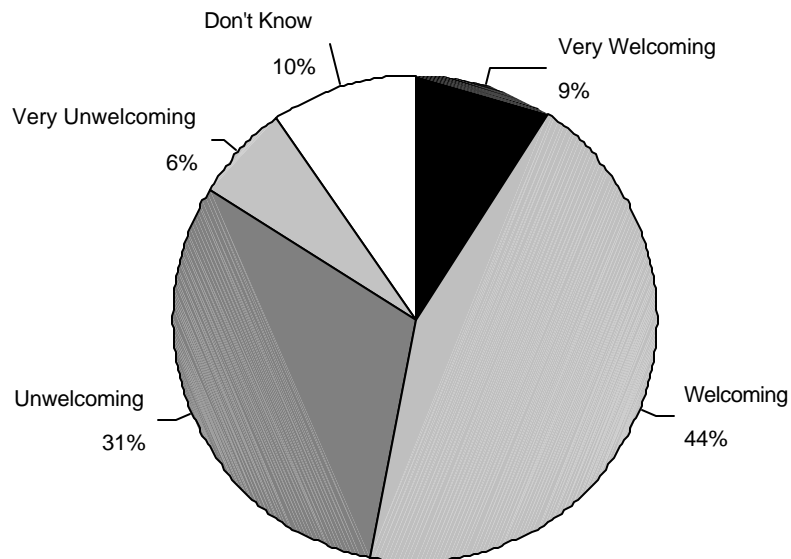
Respondents were asked to rate how welcoming is the surrounding community to persons of different racial and ethnic backgrounds. The most common response (44%) was to rate the community as somewhat welcoming. Results for this question are summarized in **Figure 3** on the preceding page.

Respondents were asked to rate the concern of top campus administrators for issues of racial equity and gender equity. The most common response in each case is that the top campus administrators are somewhat concerned and are addressing those concerns to some extent. This response category is labeled "Addressing" in the Figure 4a and Figure 4b below. Thirty-five percent felt this way about racial equity issues and 37% percent about gender equity. The responses are summarized in **Figure 4a** and **4b** below.

Figure 4a

Administration Concern Over Racial Equity

Don't Know 14%

Not Concerned 5%

Not Addressing 14%

Committed 30%

Addressing 36%

Figure 4b

Administration Concern Over Gender Equity
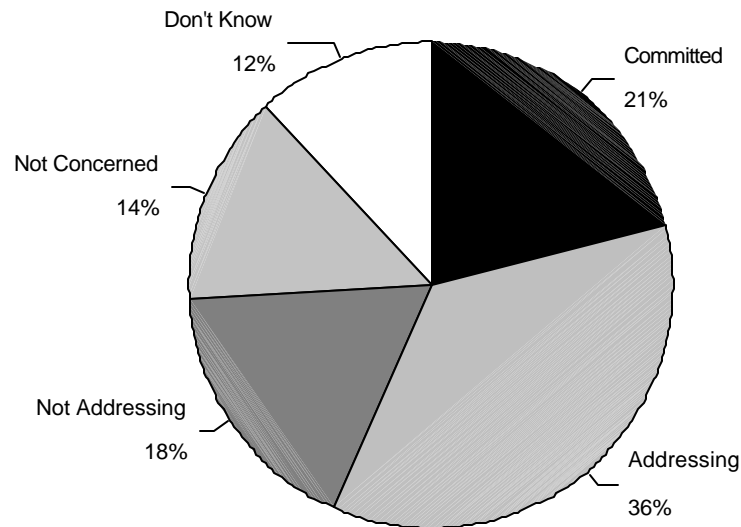
Respondents were asked if they feel their ideas and opinions are taken seriously by the campus community. The results for all respondents are summarized in **Figure 5** on the following page. The most common response (44%) for respondents as a whole is that "to some extent" their ideas and opinions are taken seriously. However, 10% of all respondents say their ideas and opinions are not taken at all seriously. The distribution of answers varies when the answers are broken down by gender and by race. Answers are summarized by race and gender later in this section.

Figure 5

Extent to Which Ideas and Opinions Taken Seriously
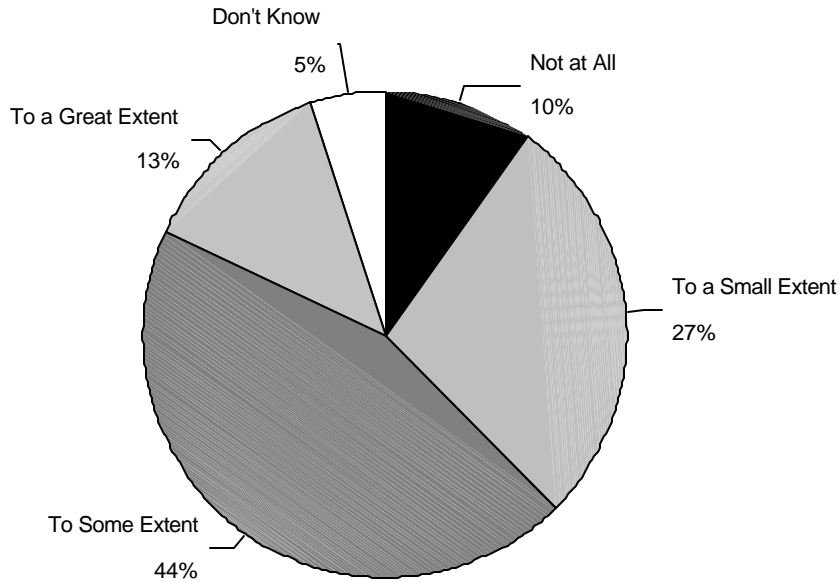
The answers to this question differ for Caucasians and non-Caucasians, but not for men and women. Non-Caucasians feel their ideas and opinions are taken somewhat less seriously than do Caucasians, based on the percentage of non-Caucasians answering "Not at All" or "To a Small Extent." **Figure 6** on the following page shows that men and women feel about the same on the question of whether their ideas and opinions are taken seriously.

Figure 6

Perceived Value of Opinions and Ideas
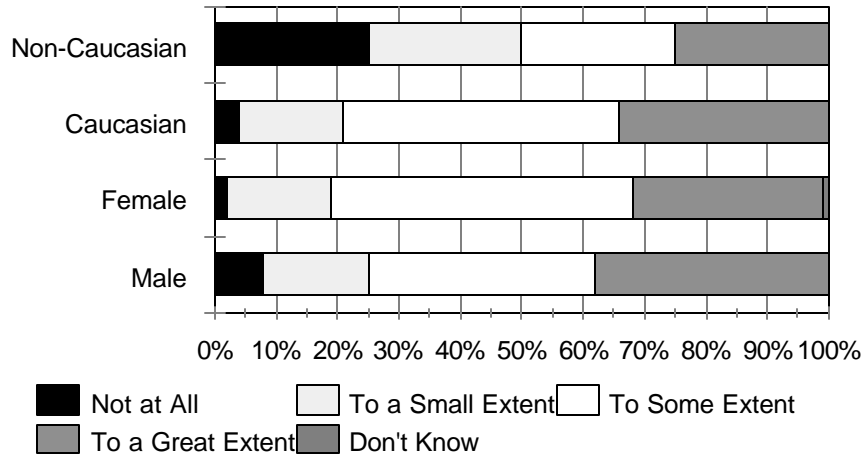
We next asked respondents two questions related to a sense of belonging at the and community at FHSU. The first question asked respondents about the extent to which they felt a sense of belonging and community. The second question asked to what extent a sense of belonging and community is important. The most common response overall (43%) is that they have a sense of belonging and community "to some extent." The most common response (44%) to the *importance* of a sense of community and belonging is that this is "Important."

These opinions vary with race and gender. Females feel a somewhat greater sense of community and belonging than males. Females, more so than males, answered "To some extent" or "To a great extent" (80% versus 75%) to this question. Men and women place equal importance on this feeling with 80% of each gender answering either "Important" or "Extremely important." Caucasians have a stronger sense of belonging than non-Caucasians based on the percent indicating "To a great extent"(34% versus 25%) and "To some extent"(45% versus 25%). Non-Caucasians feel less sense of belonging and community than do Caucasians based on the percentages that answered "To a great extent (25% versus 34%) and "To some extent"

(25% versus 45%). Non-Caucasians tend to rate a sense of belonging as more important than do Caucasians, based on the percentages answering "Important" (67%) or "Extremely important" (20%).

Finally respondents were asked whether the climate in their department is supportive of women and minorities. Their answers are summarized in **Figure 7** below and **Figure 8** on the following page.

Figure 7

Department Climate Supportive of Women
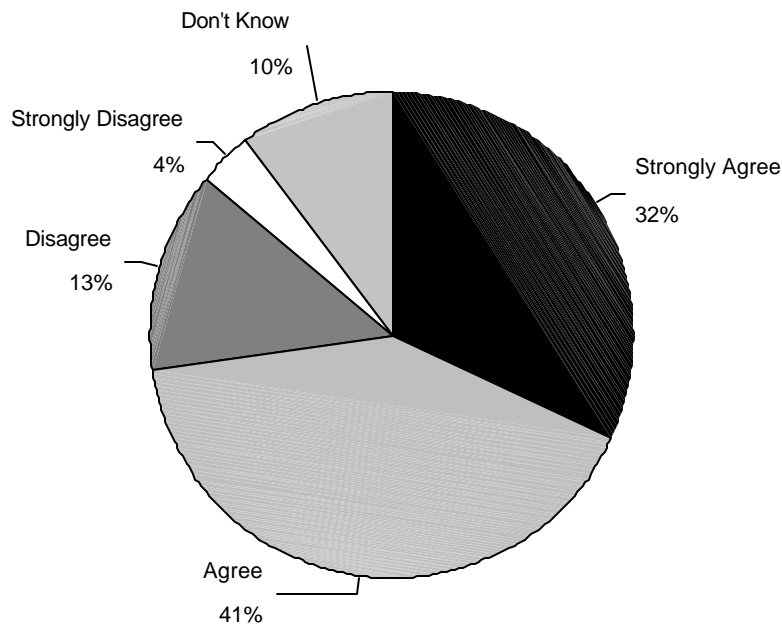
Respondents overall feel that their department is supportive of both women and minorities. Seventy-three percent of respondents answered "Strongly Agree" or "Agree" to the statement about women. Seventy two percent of respondents answered "Strongly Agree" or "Agree" to the question about minorities.

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Figure 8

Department Climate Supportive of Minorities

Don't Know

16%

Strongly Disagree

3%

Disagree

9%

Strongly Agree

24%

Agree

48%
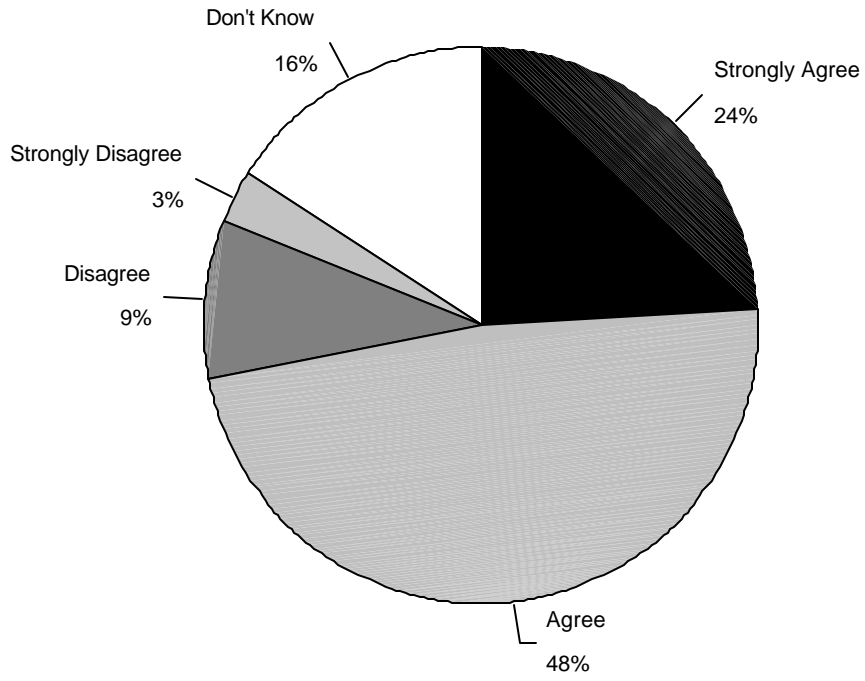
Section VI

Gender Equity

Respondents were asked eight questions about hiring, retention, promotion and overall treatment based on gender. The results are described here, first for the five items summarized in **Figure 9**, then for two items relating to sexual harassment.

Figure 9

Perceived Opportunities to for Women
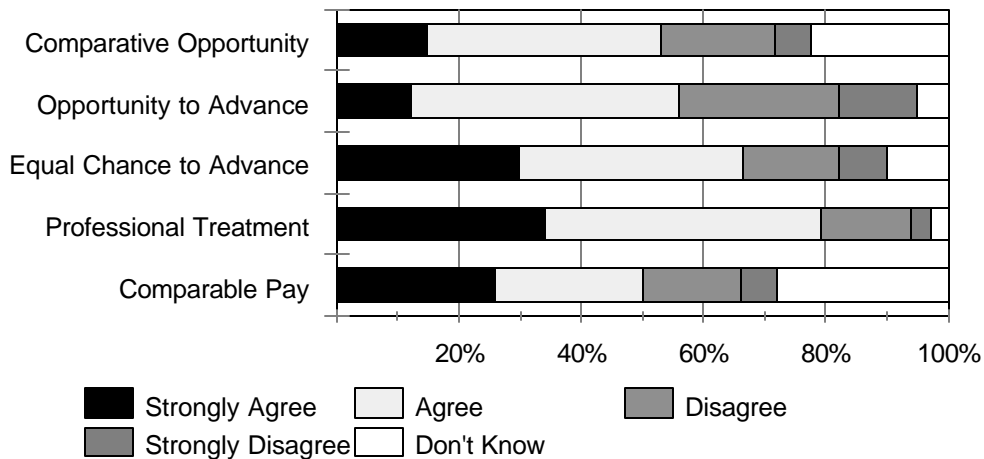
The first item asked whether respondents think men are paid better for comparable work. The most common response varies with gender. Respondents most often (28%) answer "Don't Know." When examined by gender a definite difference emerges. Men most often (31%) answer "Don't Know" while women most often (38%) answer "Strongly Agree."

Respondents were asked if coworkers respond to them on a professional basis without regard to their gender. There was overall agreement with this item, "Agree" being the most common (44%) response. The is also true when answers are examined separately for men and women, since 46% of men and 44% of women agree that they are treated professionally without regard to gender.

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When asked if men and women in the department have an equal chance to advance the most common response (37%) was agreement. Men tended to answer "Strongly Agree" (41%), while women tended to answer "Agree" (38%).

Respondents were asked two questions about opportunities to advance at FHSU. Respondents most often report that their own opportunities to advance are good, with 44% answering "Agree." This holds when looking at men and women separately, with 46% of men and 41% of women answering "Agree" to the question about their own opportunities to advance being good. Regarding opportunities to advance at FHSU being comparable to opportunities at other places, the most common response is "Agree" (44%%). Regarding opportunities to advance at FHSU compared to other places men (41%) and women (36%) most often indicated that opportunities are just as good at FHSU.

Figure 10

Experienced Sexual Harassment
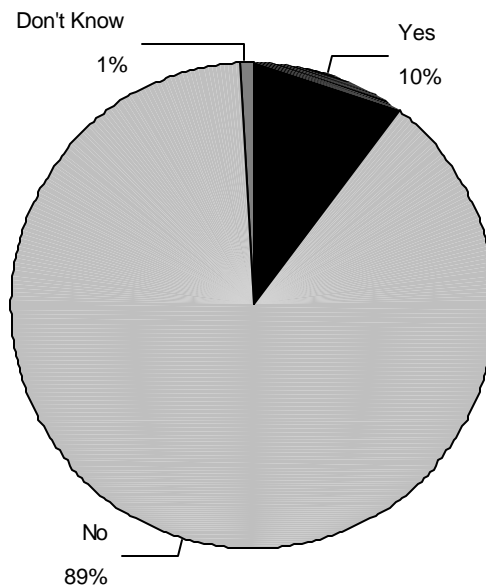
Responses to the question about comparative opportunities to advance vary somewhat by job classification and term of service. Fifty-two percent of classified staff and 55% of unclassified staff feel their opportunities to advance are comparable to other places. Employees with less than seven years of service less often indicate positive feelings about their opportunities than do those with seven or more years of service, based on the percentages answering "Strongly Agree" or "Agree."

We also asked respondents if an employee of the university has sexually harassed them and if they are planning to leave because of sexual harassment. The responses are summarized in **Figure 10** on the preceding page and **Figure 11** below. Responses are reported for tenured and non-tenured faculty and for classified staff compared to unclassified staff. Overall, 10% of respondents say that they have been sexual harassed, with seven percent of men and 14% of women indicating that they have been sexually harassed. Nine percent of tenured faculty and eight percent of non tenured faculty report having been sexually harassed. Eleven percent of classified staff and ten percent of unclassified staff report having been sexually harassed.

Figure 11

Leaving Because of Gender Bias

Don't Know
3%

Considering it
7%

Yes
2%

No
89%

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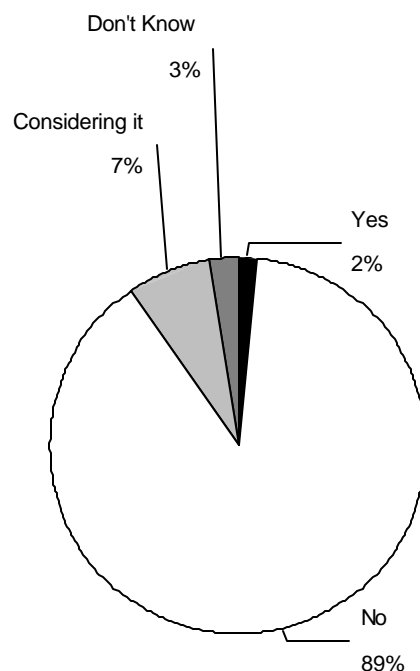
Only a few respondents are planning to leave the university because of gender bias, as indicated in **Figure 11** above. Six respondents (2%) report that they are leaving the university because of sexual harassment and a further 7% are considering whether or not to leave.

The percentages leaving or considering leaving because of gender bias vary considerable by classification and term of service. Twenty-two (11%) of classified staff are leaving or considering whether to leave, compared to 5% (n=7) of unclassified staff. Nineteen percent of respondents serving 4 to 6 years are leaving (3%) or considering it (16%). The percentages leaving or considering it are much lower for other terms of service.

Section VI
Racial Equity

The questionnaire contained several items concerning respondents' perceptions of racial equity on campus. The first racial equity item asks respondents about the administration's concerned with racial equity issues. These questions concerned racial bias and harassment, professional treatment, and racial bias in hiring. Perceptions for some items are reported for the sample as a whole and for Caucasians compared with non-Caucasians.

The first racial equity item asked respondents to what extent top administrators at FHSU are concerned with racial equity issues. The most common response (36%) is that the administration is somewhat concerned about racial equity issues and is addressing these concerns. This is also the most common response for Caucasians (36%) and for non-Caucasians (33%).

Respondents were asked if their department is supportive of minorities. Opinions are different for Caucasians and non-Caucasians. The most common (48%) answer is "Agree." A difference of opinion emerges when Caucasians are compared to non-Caucasians. While the most common response for non-Caucasians is still "Agree" (33%), almost as many non-Caucasians (32%) "Disagree" or "Strongly disagree". Forty-eight percent of Caucasians agree that the climate in their department is supportive of minorities. Only 11% of Caucasians disagree or strongly disagree.

Respondents were asked of they had been racially harassed by an employee of FHSU. **Figure 12** on the following page summarizes the responses. Overall, 4% of respondents answered "Yes" and 94% answered "No." Non-Caucasians were much more likely (25%) than Caucasians (3%) to report having faced racial harassment.

Figure 12

Experienced Racial Harassment
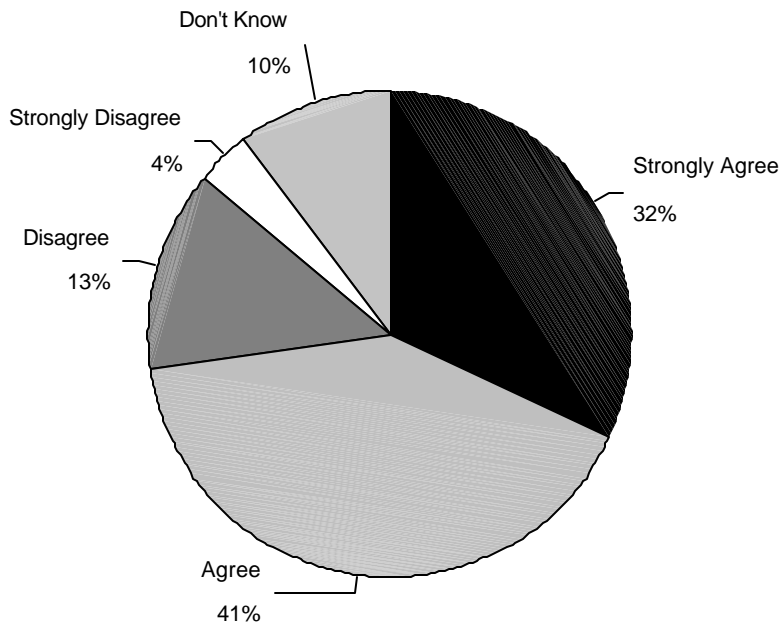
The questionnaire asked respondents if they are planning to leave the university because of racial bias. The responses are summarized in **Figure 13** on the following page. Three percent of employees are leaving or "considering it." The percentages look much different when the responses are Caucasians and non-Caucasians are examined separately. Figure 13 indicates that 42% of non-Caucasian faculty and staff are either leaving or considering leaving because of racial bias compared to less than 3% of Caucasian respondents. The 42% figure for minority faculty and staff represents fewer

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than 10 people, so the high percentage does not *necessarily* reflect a hostile climate for minorities. Nonetheless, this finding is disturbing.

Figure 13

Leaving Because of Racial Bias
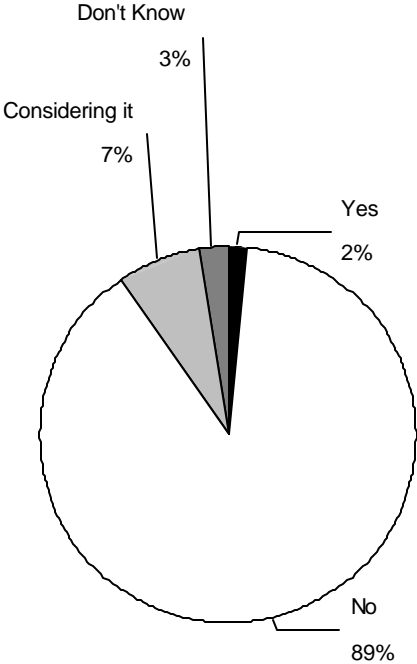
Experiences of racial harassment vary by employee classification and term of service. Two percent (n=5) of classified staff and 5% (n=6) of unclassified staff report having been racially harassed. Four percent of classified staff and 2% of unclassified staff are considering leaving because of racial bias. Five percent of the respondents (n=3) who have worked at FHSU from four to six years are considering leaving because of racial bias. This is the largest number leaving, or considering leaving, of the terms of service included in this survey.

Figure 14

Professional Treatment by the Department
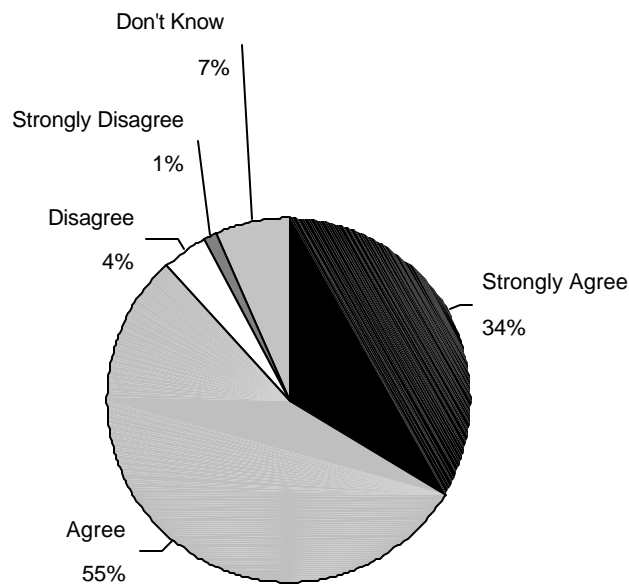
Respondents were asked whether their department treats its members professionally without regard to race. Their responses are summarized in **Figure 14**

above. Most employees (55%) agree that members of their department are treated professionally without regard to their race. Most non-Caucasians (67%) and Caucasians (54%) chose "Agree", though rates of disagreement were still higher for non-Caucasians than for Caucasians.

Finally, respondents were asked if they perceive their departments as hiring without regard to race. The results by race are presented in **Figure 15** on the following page. Seventy-five percent strongly agree or agree. This holds true for both Caucasians and non-Caucasians, suggesting that racial bias in hiring is not considered a serious problem.

Figure 15

Perceived Racial Preference in Hiring, by Race

Don't Know
14%

Strongly Disagree
3%

Disagree
9%

Strongly Agree
29%

Agree
46%
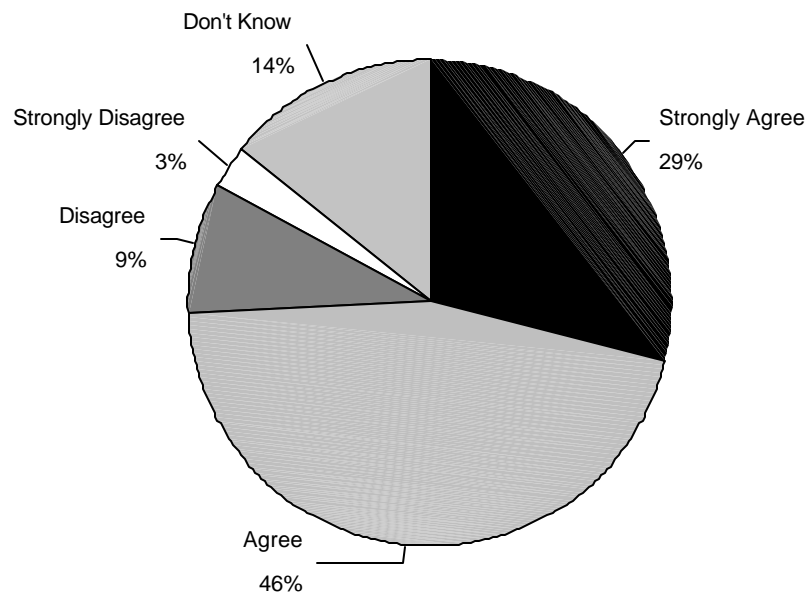
Section VII

University Policy and Procedure

The next section of the questionnaire asked respondents three questions about university policy and procedure. Responses to each of the questions are summarized in **Figure 16**.

Figure 16

University Policy and Procedure
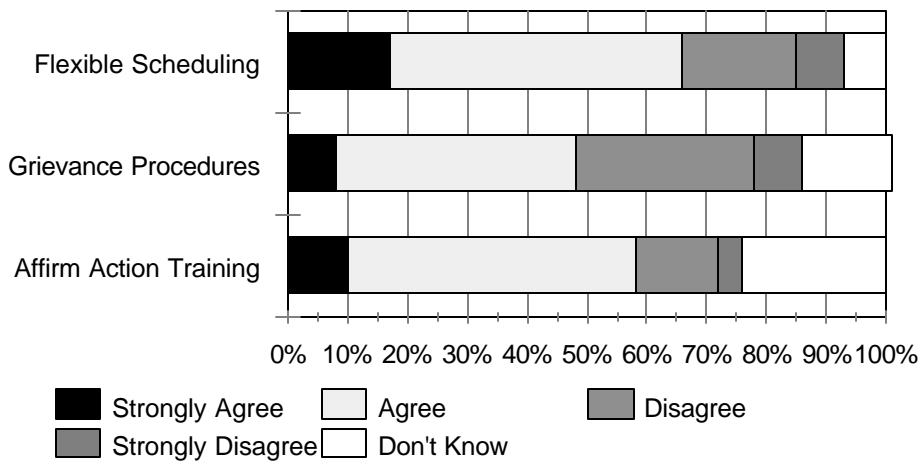
The first question asked respondents if they think an effective program of training in affirmative action has been implemented on campus. About 65% strongly agree or agree. However, 24% don't know. Those who know of the program generally think the training program is effective, according the results summarized in Figure 11.

Respondents were asked if grievance procedures are clear to them. The most common (40%) response is "Agree", suggesting that grievance procedures are well understood. However, 53% of respondents indicate that they are not clear about grievance procedures.

Since flexible work scheduling, to accommodate working parents is a concern in the modern workforce, respondents were asked if they believe the university offers

flexible work scheduling. Sixty-eight percent answered "Strongly Agree" or "Agree."

Section IX

Questions for Faculty

The questionnaire contained five items relevant to university faculty. These items related to mentoring, committee service, promotion of women, and retention of women. Results are reported for respondents as a whole and for men and women. The first two questions, on mentoring are also reported by race.

Respondents were asked if they have a mentor or advisor, and if so, whether they agree that the mentor is helpful to them. Most respondents do not have a mentor but those who do have a mentor or advisor view mentoring positively. Responses to this item are summarized in **Figure 17**. Most of those who do have a mentor answer, "strongly agree" (47%) or "agree" (44%) to the statement about the mentor being helpful. Less than 10% who answered the question answered "disagree" (5%) or "strongly disagree"(2%).

Figure 17

Helpful Mentor or Advisor
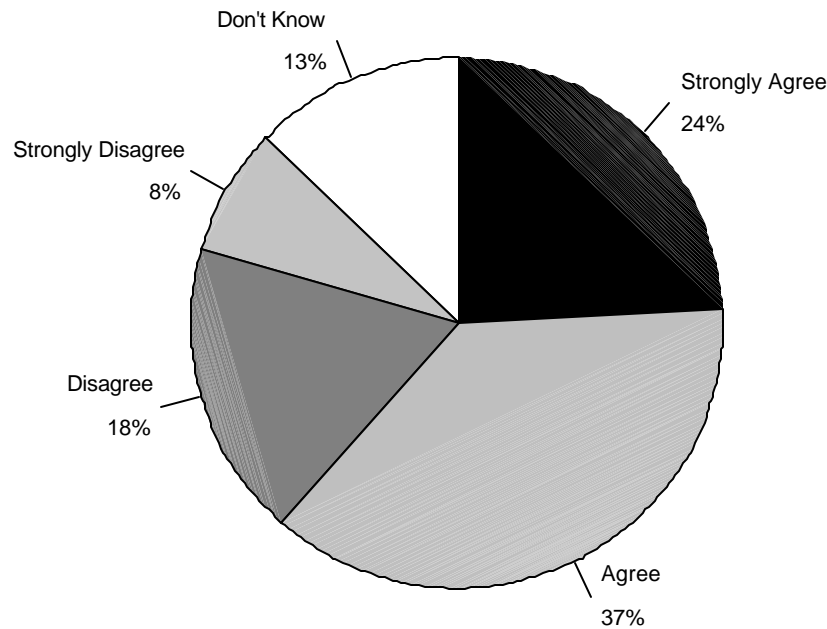
The percentages for both mentoring questions are similar when males and females are compared and when Caucasians and non-Caucasians are compared. Thirty-one percent of males and 35% of females report having a mentor, as do 33% of Caucasians. Twenty-two percent of non-Caucasians report having a mentor or advisor, which may indicate some race-based disparity in the guidance available to new faculty. An overwhelming majority of males (97%), females (82%), and Caucasians (90%) answer "strongly agree" or "agree" when asked if their mentor is helpful. Both non-Caucasians who answered this question chose "strongly agree" or "agree".

Faculty respondents were asked whether they agree that women serve on committees but men usually chair them. The responses, by gender, are summarized in **Figure 18**. Over 40% of females agree, whereas less than 20% of males agree. This may mean that faculty members are unsure of how men and women serve on committees in other departments.

Figure 18

Committee Service
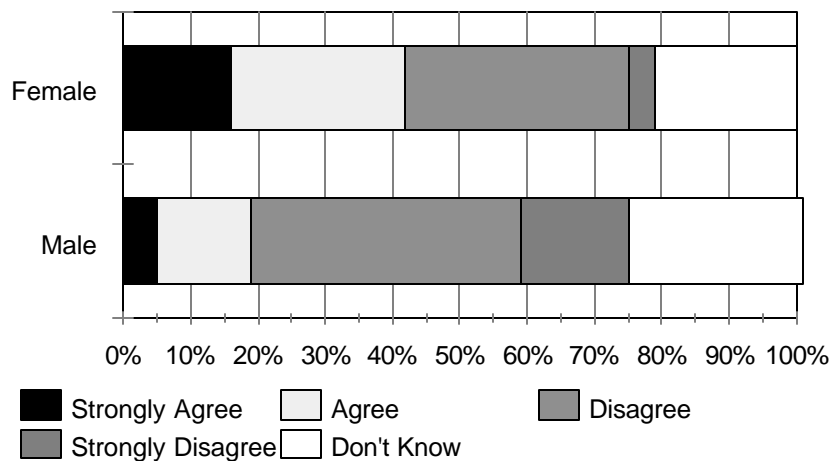
Respondents were asked whether their department succeeds in retaining women faculty. Most respondents think so, based on the percentage of "strongly agree" (24%)

and "agree" (37%). The responses are summarized in **Figure 19** below. There is some disparity in rates of agreement when men and women are compared. Fifty-three percent of males "strongly agree" or "agree". Forty-two percent of females "agree" and 20% disagree.

Figure 19

Retention of Women Faculty
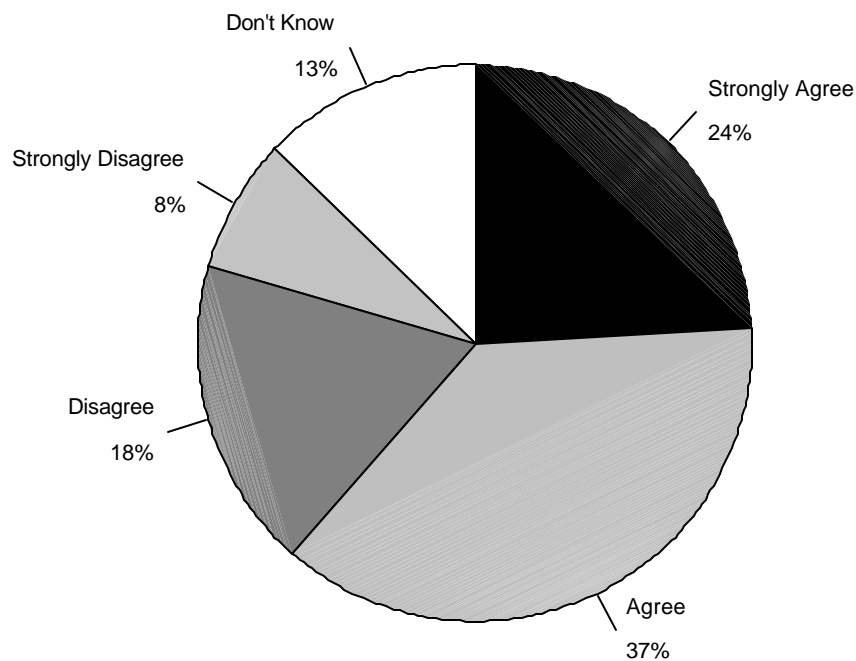
Lastly, faculty members were asked if women faculty are promoted as quickly as men. **Figure 20** on the following page summarizes the responses. For all respondents, the most common (34%) response category is "Don't Know". "Don't Know" is the most common response for men while "Agree" (23%) is the most common response category among women.

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Figure 20

Promotion of Women

Pie chart showing: Strongly Agree 14%, Agree 23%, Disagree 18%, Strongly Disagree 12%, Don't Know 34%
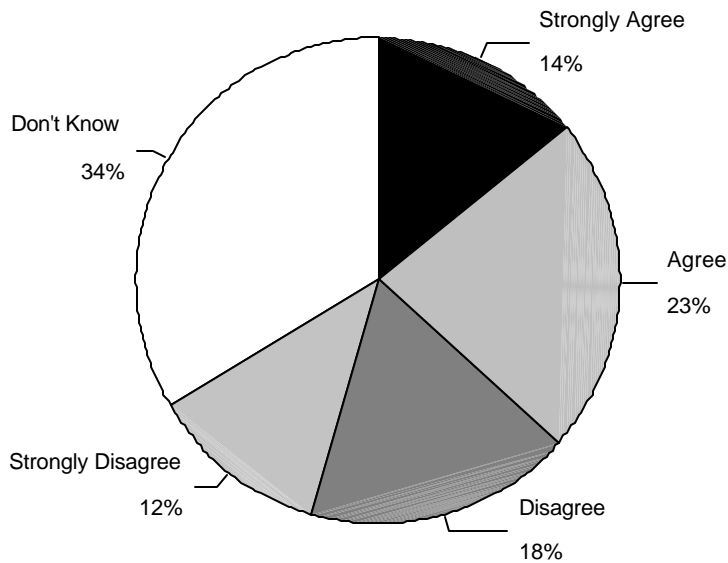
Conclusions

This survey collected data on the general climate, for women and minorities, of the university community, perceived gender equity on campus, racial equity on campus, university procedures relevant to gender and racial equity, and demographic data. Responses for many items are reported for all respondents and where appropriate by gender or race as well.

Demographic data reveals two things about the respondents. There is some disparity in how female and minority employees are represented in different job categories compared to Caucasian respondents. Most employees are concentrated in two terms of service, 0 to 3 years and 13 to 25 years.

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Feelings about the campus climate for women and minorities are generally positive, with some variation based on race and gender. Non-Caucasians are a little less positive than Caucasians about some climate issues, such as top administrators' concern for racial equity issues and whether the community is open to faculty and staff from diverse racial and ethic backgrounds. A quarter of the non-Caucasian faculty and staff are leaving or considering it. Unfortunately, the very small number (12) of non-Caucasian respondents makes any conclusions from their responses suggestive rather than conclusive.

Women also feel differently than men about the climate on campus and about their treatment. Female faculty are less favorable about the record of their departments in retaining female faculty. They feel their opportunities are good but not as good as men consider their opportunities. More female staff and faculty report being sexually harassed than do male faculty and staff. A few female faculty or staff report that they are leaving the university because of gender bias, or are considering leaving.

Appendix I

The Questionnaire

CLIMATE ITEMS:

Based upon your experience, how would you describe the general climate for diversity on our campus?
(Circle the number on each line that most closely represents your view. For example, in the first item, the number "4" corresponds to "very friendly" and "1" to "very hostile".)

Friendly	4	----	3	----	2	----	1	Hostile
Disrespectful	4	----	3	----	2	----	1	Respectful
Non-racist	4	----	3	----	2	----	1	Racist
Homophobic	4	----	3	----	2	----	1	Non-Homophobic
Nonsexist	4	----	3	----	2	----	1	Sexist
Socially Integrated	4	----	3	----	2	----	1	Socially Isolated
Improving	4	----	3	----	2	----	1	Worsening

To what extent is the surrounding community where our university is located welcoming to students, faculty and staff from different racial and ethnic backgrounds?

a. Very welcoming
b. Somewhat welcoming
c. Somewhat unwelcoming
d. Very unwelcoming

To what extent do you perceive our top campus administrators—our president and vice presidents—to take racial equity issues seriously on our campus?

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a. Yes—committed to increasing the racial equity of our campus and actively addressing those commitments

b. Yes—Somewhat concerned about racial equity and addressing those concerns to some extent

c. Yes—Somewhat concerned about racial equity, but not addressing those concerns

d. No—Not concerned about racial equity

To what extent do you perceive our top campus administrators—our president and vice presidents—to take gender equity issues seriously on our campus?

a. Yes—committed to increasing the gender equity of our campus and actively addressing those commitments

b. Yes—Somewhat concerned about gender equity and addressing those concerns to some extent

c. Yes—Somewhat concerned about gender equity, but not addressing those concerns

d. No—Not concerned about gender equity

To what extent do you feel that your ideas and opinions are valued and taken seriously within our campus community?

a. Not a all

b. To a small extent

c. To some extent

d. To a great extent

To what extent do you personally have a sense of belonging and community at our university?

a. Not at all

b. To a small extent

c. To some extent

d. To a great extent

How <u>important</u> is it for you personally to have a sense of belonging and community at our university?

a. Not important

b. Somewhat important

c. Important

d. Extremely Important

The climate in my department is supportive of women.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

The climate in my department is supportive of minorities.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

GENDER ITEMS:

Men at the university are paid better than women in comparable jobs.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

I feel that members of my department respond to me on a professional basis without regard to my gender.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

Men and women in my department have an equal chance to advance.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly Disagree

I feel the opportunities for me to advance on this campus are very good.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly Disagree

I have been sexually harassed by an employee of the university.

a. Yes
b. No

I am planning to leave the university because of gender bias.

A. Yes
B. No
C. Considering it

The opportunities for women to advance at FHSU are as good as at other places I know.

Strongly agree
Agree
Disagree
Strongly Disagree

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RACE ITEMS:

I have been racially harassed by n employee of this university.

Yes

No

I am planning to leave the university because of racial bias

a. Yes

b. No

c. Considering it

I feel that members of my department respond to me on a professional basis without regard to my race.

  a. Strongly agree

  b. Agree

  c. Disagree

  d. Strongly Disagree

POLICY AND PROCEDURE ITEMS:

My department hires without regard to gender.

  e. Strongly agree

  f. Agree

  g. Disagree

  h. Strongly Disagree

My department hires without regard to race.

  i. Strongly agree

  j. Agree

  k. Disagree

  l. Strongly Disagree

Lack of childcare availability interferes with my career.

   m. Strongly agree

   n. Agree

   o. Disagree

   p. Strongly Disagree

An effective program of training in affirmative action (i.e. sexual harassment, search committee) has been implemented on my campus.

   q. Strongly agree

   r. Agree

   s. Disagree

   t. Strongly Disagree

Grievance procedures concerning inequities are clear to me.

   u. Strongly agree

   v. Agree

   w. Disagree

   x. Strongly Disagree

I feel the university provides flexible scheduling.

   y. Strongly agree

   z. Agree

   aa. Disagree

   bb. Strongly Disagree

FACULTY ONLY:

If you are staff, please skip to #xx. If you are faculty, please continue.

I have a mentor or adviser (formal or informal) at the university.

   cc. Yes

   dd. No (go to question # xx)

My mentor is helpful to me.

   ee. Strongly agree

   ff. Agree

   gg. Disagree

hh. Strongly Disagree

Generally speaking, women serve on many committees, but men usually chair them.

ii. Strongly agree

jj. Agree

kk. Disagree

ll. Strongly Disagree

My department succeeds in retaining women faculty.

mm. Strongly agree

nn. Agree

oo. Disagree

pp. Strongly Disagree

Women faculty at the university are not promoted as quickly as men.

qq. Strongly agree

rr. Agree

ss. Disagree

tt. Strongly Disagree

DEMOGRAPHIC QUESTIONS

You are:

uu. Male

vv. Female

And (circle one):

ww. Tenured faculty

xx. Tenure-track faculty

yy. Non-tenure track faculty

zz. Administration

aaa. Full-time Staff

bbb. Part-time Staff

You are:

ccc. Caucasian

ddd. Non-Caucasian

Years of service with FHSU:

eee. 0-3 years

fff. 4–6 years

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ggg. 7–12 years

hhh. 13-25 years

iii. >25 years

Appendix II

The Frequency Distributions

q1a Friendliness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	1.7	1.7	1.7
	2	52	14.9	15.1	16.9
	3	208	59.8	60.5	77.3
	4	78	22.4	22.7	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q1c Racist

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	4.6	4.7	4.7
	2	89	25.6	26.2	30.9
	3	174	50.0	51.2	82.1
	4	61	17.5	17.9	100.0
	Total	340	97.7	100.0	
Missing	System	8	2.3		
Total		348	100.0		

q1b Respect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	86	24.7	25.1	25.1
	2	164	47.1	47.8	72.9
	3	85	24.4	24.8	97.7
	4	8	2.3	2.3	100.0
	Total	343	98.6	100.0	
Missing	System	5	1.4		
Total		348	100.0		

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q1d Homophobic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	50	14.4	15.7	15.7
	2	132	37.9	41.5	57.2
	3	104	29.9	32.7	89.9
	4	32	9.2	10.1	100.0
	Total	318	91.4	100.0	
Missing	System	30	8.6		
Total		348	100.0		

q1e Sexism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	33	9.5	9.7	9.7
	2	112	32.2	32.9	42.6
	3	149	42.8	43.8	86.5
	4	46	13.2	13.5	100.0
	Total	340	97.7	100.0	
Missing	System	8	2.3		
Total		348	100.0		

q1f Isolation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	29	8.3	8.6	8.6
	2	107	30.7	31.8	40.4
	3	166	47.7	49.3	89.6
	4	35	10.1	10.4	100.0
	Total	337	96.8	100.0	
Missing	System	11	3.2		
Total		348	100.0		

q1g Trend in Climate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	3.2	3.3	3.3
	2	77	22.1	23.1	26.3
	3	194	55.7	58.1	84.4
	4	52	14.9	15.6	100.0
	Total	334	96.0	100.0	
Missing	System	14	4.0		
Total		348	100.0		

q2 Welcoming Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Welcoming	32	9.2	9.2	9.2
	Somewhat Welcoming	153	44.0	44.0	53.2
	Somewhat Unwelcoming	107	30.7	30.7	83.9
	Very Unwelcoming	22	6.3	6.3	90.2
	DK-RA	34	9.8	9.8	100.0
	Total	348	100.0	100.0	

q3 Racial Equity Issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Commited and actively addressing	105	30.2	30.3	30.3
	Somewhat concerned and addressing concerns'	124	35.6	35.7	66.0
	Somewhat concerned but not addressing concerns	50	14.4	14.4	80.4
	Not concerned	18	5.2	5.2	85.6
	DK-RA	50	14.4	14.4	100.0
	Total	347	99.7	100.0	
Missing	System	1	.3		
Total		348	100.0		

q4 Gender Equity Issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Committed and actively addressing	72	20.7	21.1	21.1
	Somewhat concerned and actively addressing	122	35.1	35.7	56.7
	Somewhat concerned but not addressing concerns	60	17.2	17.5	74.3
	Not Concerned	47	13.5	13.7	88.0
	DK-RA	41	11.8	12.0	100.0
	Total	342	98.3	100.0	
Missing	System	6	1.7		
Total		348	100.0		

q5 Ideas and Opinions Valued

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	34	9.8	9.9	9.9
	To a small extent	94	27.0	27.5	37.4
	To some extent	152	43.7	44.4	81.9
	To a great extent	45	12.9	13.2	95.0
	DK-RA	17	4.9	5.0	100.0
	Total	342	98.3	100.0	
Missing	System	6	1.7		
Total		348	100.0		

q6 Belonging and Community Extent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	4.6	4.7	4.7
	To a small extent	60	17.2	17.6	22.3
	To some extent	148	42.5	43.4	65.7
	To a great extent	116	33.3	34.0	99.7
	DK-RA	1	.3	.3	100.0
	Total	341	98.0	100.0	
Missing	System	7	2.0		
Total		348	100.0		

q7 Importance of Belonging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	8	2.3	2.3	2.3
	Somewhat important	59	17.0	17.3	19.6
	Important	151	43.4	44.2	63.7
	Extremely Important	124	35.6	36.3	100.0
	Total	342	98.3	100.0	
Missing	System	6	1.7		
Total		348	100.0		

q8 Climate for Women

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	144	41.4	42.2	42.2
	Agree	138	39.7	40.5	82.7
	Disagree	36	10.3	10.6	93.3
	Strongly Disagree	17	4.9	5.0	98.2
	Not Applicable	6	1.7	1.8	100.0
	Total	341	98.0	100.0	
Missing	System	7	2.0		
Total		348	100.0		

q9 Climate for Minorities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	83	23.9	24.3	24.3
	Agree	163	46.8	47.7	71.9
	Disagree	31	8.9	9.1	81.0
	Strongly Disagree	11	3.2	3.2	84.2
	Not Applicable	54	15.5	15.8	100.0
	Total	342	98.3	100.0	
Missing	System	6	1.7		
Total		348	100.0		

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q11 Prof Treatment Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	116	33.3	33.9	33.9
	Agree	153	44.0	44.7	78.7
	Disagree	52	14.9	15.2	93.9
	Strongly Disagree	11	3.2	3.2	97.1
	DK-RA'	10	2.9	2.9	100.0
	Total	342	98.3	100.0	
Missing	System	6	1.7		
Total		348	100.0		

q12 Gender and Advancement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	102	29.3	29.7	29.7
	Agree	128	36.8	37.2	66.9
	Disagree	55	15.8	16.0	82.8
	Strongly Disagree	26	7.5	7.6	90.4
	DK-RA'	33	9.5	9.6	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q10 Comparable Pay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	87	25.0	25.5	25.5
	Agree	82	23.6	24.0	49.6
	Disagree	56	16.1	16.4	66.0
	Strongly Disagree	21	6.0	6.2	72.1
	DK-RA'	95	27.3	27.9	100.0
	Total	341	98.0	100.0	
Missing	System	7	2.0		
Total		348	100.0		

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q15 Leaving Gender Bias

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	1.7	1.7	1.7
	No	305	87.6	88.7	90.4
	Considering it	24	6.9	7.0	97.4
	DK-RA	9	2.6	2.6	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q16 Comparative Oportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	14.4	14.5	14.5
	Agree	133	38.2	38.6	53.0
	Disagree	65	18.7	18.8	71.9
	Strongly Disagree	19	5.5	5.5	77.4
	DK-RA'	78	22.4	22.6	100.0
	Total	345	99.1	100.0	
Missing	System	3	.9		
Total		348	100.0		

	Total	345	99.1	100.0	
Missing	System	3	.9		
Total		348	100.0		

q18 Leaving Racial Bias

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	.9	.9	.9
	No	328	94.3	95.3	96.2
	Considering it	8	2.3	2.3	98.5
	DK-RA	5	1.4	1.5	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q19 Prof Treatment Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	116	33.3	33.7	33.7
	Agree	188	54.0	54.7	88.4
	Disagree	13	3.7	3.8	92.2
	Strongly Disagree	4	1.1	1.2	93.3
	DK-RA'	23	6.6	6.7	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q17 Racial Harrassment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	4.0	4.1	4.1
	No	324	93.1	94.2	98.3
	DK-RA	6	1.7	1.7	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q21 Race and Hiring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	99	28.4	28.8	28.8
	Agree	157	45.1	45.6	74.4
	Disagree	30	8.6	8.7	83.1
	Strongly Disagree	9	2.6	2.6	85.8
	DK-RA'	49	14.1	14.2	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q22 Affirm Action Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	9.5	9.6	9.6
	Agree	165	47.4	47.8	57.4
	Disagree	49	14.1	14.2	71.6
	Strongly Disagree	14	4.0	4.1	75.7
	DK-RA'	84	24.1	24.3	100.0
	Total	345	99.1	100.0	
Missing	System	3	.9		
Total		348	100.0		

q20 Gender and Hiring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	110	31.6	31.9	31.9
	Agree	141	40.5	40.9	72.8
	Disagree	46	13.2	13.3	86.1
	Strongly Disagree	13	3.7	3.8	89.9
	DK-RA'	35	10.1	10.1	100.0
	Total	345	99.1	100.0	
Missing	System	3	.9		
Total		348	100.0		

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q24 Flex Scheduling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	59	17.0	17.2	17.2
	Agree	170	48.9	49.4	66.6
	Disagree	64	18.4	18.6	85.2
	Strongly Disagree	27	7.8	7.8	93.0
	DK-RA'	24	6.9	7.0	100.0
	Total	344	98.9	100.0	
Missing	System	4	1.1		
Total		348	100.0		

q25 Mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	17.5	31.8	31.8
	No	126	36.2	65.6	97.4
	DK-RA	5	1.4	2.6	100.0
	Total	192	55.2	100.0	
Missing	System	156	44.8		
Total		348	100.0		

q23 Grievance Procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	7.5	7.5	7.5
	Agree	138	39.7	39.9	47.4
	Disagree	104	29.9	30.1	77.5
	Strongly Disagree	26	7.5	7.5	85.0
	DK-RA'	52	14.9	15.0	100.0
	Total	346	99.4	100.0	
Missing	System	2	.6		
Total		348	100.0		

q26 Helpful Mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	8.6	46.9	46.9
	Agree	28	8.0	43.8	90.6
	Disagree	3	.9	4.7	95.3
	Strongly Disagree	1	.3	1.6	96.9
	DK-RA'	2	.6	3.1	100.0
	Total	64	18.4	100.0	
Missing	System	284	81.6		
Total		348	100.0		

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q30 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent	ılativ ercent
Valid	Male	157	45.1	45.8	45.8	9.0
	Female	186	53.4	54.2	100.0	27.5
	Total	343	98.6	100.0		64.6
Missing	System	5	1.4			75.1
Total		348	100.0			100.0

Missing	System	159	45.7		
Total		348	100.0		

q28 Retaining Women

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	45	12.9	24.2	24.2
	Agree	69	19.8	37.1	61.3
	Disagree	34	9.8	18.3	79.6
	Strongly Disagree	14	4.0	7.5	87.1
	DK-RA'	24	6.9	12.9	100.0
	Total	186	53.4	100.0	
Missing	System	162	46.6		
Total		348	100.0		

q29 Promoting Women

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	7.8	14.1	14.1
	Agree	43	12.4	22.5	36.6
	Disagree	34	9.8	17.8	54.5
	Strongly Disagree	23	6.6	12.0	66.5
	DK-RA'	64	18.4	33.5	100.0
	Total	191	54.9	100.0	
Missing	System	157	45.1		
Total		348	100.0		

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q31 Classification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tenured faculty	82	23.6	24.0	24.0
	Tenure track faculty	44	12.6	12.9	36.8
	Non-tenure track faculty	40	11.5	11.7	48.5
	Administration	41	11.8	12.0	60.5
	Full-time staff	115	33.0	33.6	94.2
	Part-time staff	20	5.7	5.8	100.0
	Total	342	98.3	100.0	
Missing	System	6	1.7		
Total		348	100.0		

q32 Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Caucasian	325	93.4	96.4	96.4
	Non-Caucasian	12	3.4	3.6	100.0
	Total	337	96.8	100.0	
Missing	System	11	3.2		
Total		348	100.0		

q33 Years of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 to 3 years	104	29.9	30.3	30.3
	4 to 6 years	64	18.4	18.7	49.0
	7 to 12 years	70	20.1	20.4	69.4
	13 to 25 years	74	21.3	21.6	91.0
	Over 25 years	31	8.9	9.0	100.0
	Total	343	98.6	100.0	
Missing	System	5	1.4		
Total		348	100.0		

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