

SUNY Cortland's "Gender Climate": Survey 2006

INTRODUCTION

General Information: The women's movement of the late 1960's and early 1970's brought into focus a number of serious issues facing women in the workforce. Among these concerns were child care, salary inequity and the "chilly campus climate for women." The attention generated resulted in a series of independent studies being conducted. Indeed, thirty-five national studies were completed between 1983 and 1991 alone. Since that time, major organizations like American Association of University Professors (AAUP), American Association of University Women (AAUW), Association of American Colleges and Universities, American Council on Education, and National Council for Research on Women have provided direction in the monitoring of gender climate on college campuses.

As background for the final report on the 2006 SUNY Cortland Campus Climate Surveys, the Committee on the Status and Education of Women reviewed a number of final reports from other colleges and universities, including University at Buffalo, University of Wisconsin-Madison, Pennsylvania State University, Iowa State University, and UCLA. Interestingly, a number of common recurring themes can be found throughout all of these reports, including child care, salary disparities, consistent maternity leave policies, family leave policies, dual career issues and women's studies. SUNY Cortland is no exception. Ironically, many of these issues have remained unresolved nation-wide since they were first identified over twenty years ago.

About This Survey: In March 2006, the President's Committee on the Status and Education of Women (CSEW) at SUNY Cortland worked closely with the Institutional Research and Assessment Office to administer surveys of perceptions of campus climate with respect to gender and gender-related issues. The surveys were administered to male and female faculty, professional staff, classified staff, and students.

History: The administration of this survey represents the most recent step in a project initiated in 1989 by the CSEW, then under the leadership of Dr. Marilou Wright, which was intended to monitor the campus climate for women over time.¹ Between 1989 and 1991 the CSEW conducted surveys of three groups of women (professional staff/faculty, classified staff, and students), followed by an administration in 1991 to male faculty and professional staff. A summary report of all these data sets was published in August 1991, with a key recommendation to "Do follow-up surveys to determine any change in the campus climate for women."

In Spring 1995 the CSEW administered another survey to male and female employees and students to determine what changes may have occurred in the campus climate since the administration of the first survey. A summary report of all these data sets was published in May 1997. In 1999-2000, another survey was administered to male and female professional staff/faculty, classified staff, and students, and results were published.

Current Instrument and Methodology: A number of changes have taken place over time in the instrument used by the CSEW to assess campus climate. Most significantly, for the 1999-00 administration items from the earlier surveys were converted to a 5-point Likert scale for the purpose of enabling the committee to make finer distinctions among responses. This change, it was felt, provided better information overall and established an excellent baseline for collecting information and making comparisons in the future. In addition, efforts were made to ask all employee groups the same questions (or modified to reflect their different job situations), so that comparisons across employee groups would be more straightforward. As another change, because the survey was administered to both males and females in all respondent groups (and also because questions had been

¹ It is appropriate to give credit for the term "campus climate" to Roberta M. Hall, who worked with the national Project on the Status and Education of Women for the Association of American Colleges in Washington D.C. Dr. Hall first used the term "campus climate" to describe the conditions for women on college campuses in her 1982 publication "The Classroom Climate: A Chilly One for Women."

added over time to assess the campus climate as related to sexual orientation), it did not seem appropriate to present the 1999-2000 survey as a “campus climate for women” survey. Instead, the committee indicated to respondents that the instrument was intended to evaluate the campus climate “with respect to gender and gender-related issues.” The same format and title were used to administer the 2006 survey.

The 2006 professional staff/faculty survey and the student survey were administered on-line. The classified staff survey was administered both on-line and via hardcopy. It is important to note that over the years the campus climate survey has experienced declining response rates for student respondents and male employees. In the 2006 survey administration, surveys were sent out electronically to all groups, including 852 full-time faculty, part-time faculty, and professional staff, and 28 Management/Confidential employees, and 374 classified staff. Nearly 7300 students received the electronic survey. Only 133 students responded, of approximately 7300. In addition, very few males responded to any of the surveys. Due to inadequate numbers for student and male respondents, the current report provides data from only female faculty and staff respondents. Nevertheless, the results of the 2006 survey represent a monitored longitudinal comparative study of the status of women on campus.

PREVIOUS SURVEY FINDINGS

In order to maximize the value of the present longitudinal approach, it is useful to briefly summarize some overall conclusions from the earlier administrations of the campus climate survey. In the 1995 report, the CSEW concluded that “the campus climate for women has not changed markedly” compared to the earlier survey. An especially positive change noted by the group, which undoubtedly resulted in improved perceptions by faculty and staff, was related to the opening of the College’s Child Care Center. Still, employees continued in 1995 to indicate that family burdens could be eased even more by the provision of more flexible work schedules. The 1999-2000 survey revealed a growing need, not just for childcare, but for elder care as well: “First of all if there were to be accommodations I think it should apply not only for children, but also for the care of elderly parents.”

The CSEW also noted in its 1995 report that sexual harassment was a problem for a minority of women in the three employee groups, with roughly one of three women (and an even smaller proportion of men) reporting personal experiences in this regard. Among students, fewer than 10% reported experiencing a range of faculty behavior deemed harassing, although three students reported especially invidious behavior. Six per cent of women students reported having experienced unwanted sexual attention from a faculty member. Overall, both male and female students seemed to recognize that sexual harassment exists among their peers. The results of the 1999-2000 survey indicated that this perception had not changed significantly, nor had steps to confront sexual harassment. As one female employee indicated, “You learn to keep quiet all the while you tolerate a hostile environment. I constantly heard the phrase ‘women belong in the home barefoot and pregnant.’ When attempts were made to physically touch me I spoke up and became the joke of the office.” At the same time, only 18% of women faculty noted personal experience of any kind with sexual harassment, down from the 1995 survey.

With respect to employment conditions, in 1995 faculty, professionals, and classified staff indicated that standards for promotion, pay, and job performance were not applied equally, but there was disagreement as to whether they should be in every case. Faculty and professionals in particular seemed to recognize the need for different standards and different salaries depending on the area of employment. For classified staff, women felt much more strongly than men that promotion standards were not clearly established and that standards were differently and improperly applied. The 1999-2000 survey revealed that more faculty and staff believed that employment conditions and salaries had improved and that promotion standards were properly applied across-the-board. Professional staff did not think that DSI standards were differentially applied on the basis of gender.

Another cluster of findings was in relation to the women's studies program. Compared to the earlier survey, both male and female respondents were more likely to recognize the value of this program for students. Attitudes were less positive with respect to the issue of sexual orientation, with female respondents indicating more than males that the College should support gay and lesbian groups. Overall, most respondents perceived the climate for gays and lesbians as chillier than that for women. The 1999-2000 survey revealed that a slight improvement in the treatment of gays and lesbians had occurred since the 1995 survey.

Finally, solid majorities of the employee groups recognized the need for more education about discrimination against women, especially for students. The 1995 student responses supported these findings, with 80% of male and female students believing that male students regularly made sexist remarks and only 50% of female students believing that SUNY Cortland's male students treated women students with respect. The 1999-2000 survey echoed the call for more diversity and gender issues training, particularly for students, but also for new faculty and staff.

RESULTS OF THE 2006 SURVEY

The following sections summarize the findings for the different female employee groups, with special emphasis on comparisons to earlier administrations of the survey.

Classified Staff: 374 surveys were sent both electronically and via hardcopy to members of the College's classified staff, including members of CSEA, Council 82, NYSCOPA, and PEF. Overall, 76 surveys were returned, for a response rate of 20.32%.

Regarding promotion. Of classified staff responses, 22% believe that the standards for promotion are not clearly established in their units; 36% do not believe the standards for promotion are fairly applied, and 49% believe promotion standards are "more strictly" applied to both males and females. One respondent stated: "I believe the civil service advancement program, where to be promoted you need to take a test, is not a fair and equitable way to advance. Job performance and experience hold no weight for consideration." Another stated, "Standards for promotion in NYS should not be on tests only. It should be more like the military, where there are four or five different categories that are taken into consideration for promotion." And "When you work yourself almost to death it would be nice to get a promotion or a word of praise."

In 1995, 66% of women reported that the standards for promotion were not evenly applied and 56% indicated that standards were more rigorous for women. A total of 31% of men reported standards for promotion were not evenly applied, but none indicated they believed promotion standards were different for men and women. In 1999-2000, 11% of males and 15% of females indicated that standards were more stringent for women. In addition, 53% of males and 31% of female respondents thought standards for promotion were not evenly applied.

Regarding career and professional development. Sixteen per cent of the respondents do not believe their unit makes a conscious effort to include women on committees, while 30% see women who serve on committees as not receiving the same respect as the men who serve. The issue of inflexible work hours that appeared in the 1999-2000 survey did not show up in the 2006 administration. This is most likely due to the new flex-time policy approved for employees that allows greater flexibility of time for child care and classroom attendance.

Three respondents referred negatively to the "Old Boys" network system for promotion. "At the level of Administration it is very much a 'good old boy' network. Too many higher level positions are held by men and the few women in higher level positions are not taken seriously and are often left out of the

loop. I don't know how you stop or change the good old boy inside network." And "it saddens me to see that on a college campus the good ole boy system is alive and well."

In 1995, 68% of the women and 47% of the men responded there were obstacles to career development for women at SUNY Cortland. 43% of women and 17% of men indicated it was more difficult for women to meet their career goals at the College. This compares to 45% of women and 11% of men in 1999-2000 who felt that there were career obstacles for women. Thirty-nine per cent of women and 7% of men believed that it is more difficult for women to meet their career goals at Cortland.

Regarding campus climate. Thirty-six per cent of the respondents see women as receiving less respect from students than men in the workplace, while 44% believe female supervisors meet more resistance to their authority than men in similar positions of authority. A few comments from newcomers to the College suggested that the campus' gender climate was favorable, as demonstrated in the following written by a female employee: "I could not comment on this section, because I have not heard or seen instances of it. I have found Cortland to be very gender friendly." Another female expressed a different opinion: "I believe the issues on campus are that of 'agenda' issues—not gender. What I have found is that there is generally a lack of respect. RESPECT...There does seem to be a self centeredness prevalent with both genders—especially in administration and academia."

In addressing the College's attempts to provide educational forums in this area, one female respondent stated, "Involve as many people who are willing to learn and get involved and have some meaningful training." On the other hand, another female respondent disagreed: "The reason that I stated that educational programs regarding discrimination are not necessary is that I don't believe that you can change someone's beliefs once they reach adulthood. A person that is prejudiced or a person that discriminates will only be bitter about having to attend a program and will only 'play the game' while attending the program."

In response to questions about changes in SUNY Cortland's gender climate over the years, 31% of female employees reported this climate to be better, while 10% complained it had gotten worse.

In 1995, 46% of classified female workers indicated that they received less respect from students than men compared to 35% of male workers. Further, in response to similar items not asked on the present survey, around twice as many female respondents (i.e., 22%-25%) as male respondents reported witnessing lack of respectful attention to women, women getting less credit for their ideas, and frequent interruption of female workers by male workers. 37% of these female employees said they had witnessed women being stereotyped across campus, compared to only 22% of the male respondents. In 1999-2000, 11% of males and 26% of females perceived women workers as receiving less respect.

Also in 1995, 47% of female classified staff and 39% of male classified staff indicated that co-workers needed education about gender discrimination, while 57% and 44% of females and males respectively thought students needed such education. 31% of female respondents and 28% of male respondents said there was a need for more structured campus interactions between males and females to discuss gender discrimination. In 1999-2000, 46% of the women and 31% of the men agreed that SUNY Cortland students need diversity training. A total of 34% of females and 29% of males indicated a need for more structured campus-wide discussion of gender discrimination.

Regarding accommodations. Overall, 40% of the respondents see a need for more structured interaction among men and women regarding gender discrimination. Significantly, 48% of the respondents would support a more liberal parental leave program, while 45% are neutral on the subject.

A larger percentage, 58%, believe that family obligations should be taken into account when scheduling work assignments. “First of all if there were to be accommodations I think it should apply not only for children, but also for the care of elderly parents. I have to say, as one who does not have children, I get real tired of being the one stuck with all the work and phone because so and so is always out with her kids. How fair is that to the people who don’t have children, especially when it’s abused.”

Regarding sexual/affectional orientation. Fifty-two per cent of the respondents believe there is positive acceptance on campus for gay men, lesbians and bisexuals. One female respondent stated, “I feel that gay/lesbian orientation is given preferential treatment on this campus. I would like it to be a non-issue: it shouldn’t matter one way or another...I honestly feel that if I was single/divorced and gay I would receive more respect and greater consideration than I do right now. And I think that should not be the case. How about lightening up on the same-sex issues and give the traditional families a break?” Another classified staff worker wrote: “Eliminate all ‘gender and sexual orientated’ specialties and groups from this campus. Make it truly ‘gender neutral’ instead of making straight males’ into oppressors! “

In 1995, 20% of women and 44% of men felt the campus was intolerant of gays and lesbians. In addition, a majority of women (79%) and men (65%) did not feel that the College should provide institutional support for gay, lesbian, and bisexual groups. In 1999-2000, 14% of men and 23% of women felt the campus was intolerant of gays and lesbians. Fifty-three per cent of men and 40% of women felt that the College should not provide institutional support for organized gay, lesbian and bisexual groups. In 1999-2000, 34% of the respondents (both male and female) believed the College discriminated on the basis of sexual orientation.

Regarding sexual harassment. Of all the classified staff respondents, 29% reported being aware of faculty or staff who experienced sexual harassment by coworkers; 11% of the respondents reported personally experiencing sexual harassment by a supervisor, and 42% took no action as a response to the incident; 5% informed the Affirmative Action Officer, and 55% would report the incident to a supervisor. One respondent stated, “Teach supervisors how to respect their employees, not just how to do a performance evaluation. Immediate termination for any kind of sexual harassment.”

Comments revealed respondents had had some very unpleasant experiences in this area. A female employee wrote, I did not take any action because I feared repercussions.” And “What good is reporting it if the only result is ridicule? If you say anything to anybody and the perpetrator (supervisor) finds out your life is made miserable. You are told ‘step out of line and you’re gone.’

In 1995, 31% of women and 17% of men reported having personal experience with sexual harassment. 59% of women and 39% of men were aware of someone else who had had such an experience. 31% of the female classified staff said they would report future incidents to their supervisor, while none of the male respondents said they would take such action. In 1999-2000, 16% of females and 16% of males reported having personally experienced sexual harassment from a supervisor.

In 1995, 10% of female classified staff and 22% of male classified staff responded they had been denied opportunities due to affirmative action policies. In 1999-2000, 5% of females and 11% of males reported that they had been denied opportunities due to affirmative action policies.

Teaching Faculty: 367 on-line surveys were sent to full- and part-time teaching faculty, including librarians. Overall, 76 faculty and librarian surveys were returned, for a response rate of 20.7%.

Regarding salary/promotion. Female faculty expressed concern that their willingness to volunteer for committee work when males do not may be affecting their pathway toward promotion and DSI. One female faculty member stated, “I think women in general take on much more service on this campus than men. That does impact research productivity, DSI, etc. But women will step up when the need is there and no one else will do it. Men tend not to. Work with male faculty on raising awareness of their responsibility in nurturing the campus community—it’s not just about their own work.” There remains a perception of salary inequity by gender, but perhaps not quite as strong as in previous surveys.

Fifty-nine per cent of female faculty believe that market demand for a particular discipline is a legitimate factor in determining starting salaries. However, 51% of female faculty believe that starting salaries should be the same for all disciplines. Slightly down from past survey findings is the fact that 64% of female faculty indicated support for DSI salary set-asides for women and ethnic minorities. This support is appreciably less (71%) than has been reported on past surveys, perhaps suggesting that the College’s DSI set-aside policies the past several years may have narrowed the gender gap in salaries, or at least reduced the perceptions of such a gap. Forty per cent of female respondents report that standards for DSI are fairly and equitably applied within their department, compared to 28% who disagree.

With respect to perceptions of promotion standards, few women faculty – generally less than 10% -- believe these standards are stricter for women or men, at either the department or all-college level. Fifty-six per cent of female faculty respondents believe promotion standards are fairly and equitably applied within their department or unit. Seventy-two per cent of female faculty agreed promotion standards differ widely across departments and units. This particular result may be a reflection of intra-departmental writing and publishing requirements within specific disciplines. Although previous surveys have indicated recognition of promotion standards varying widely among departments, there is little perception that they vary within departments on the basis of gender.

In 1995, 49% of female respondents indicated market value should drive salaries compared to 67% of men. 97% of women and 52% of men supported salary set-asides for women and ethnic minorities. While an overwhelming majority of both males and females (86% and 95%, respectively) indicated that standards for promotion varied widely across departments, few felt these standards were gender-based. In 1999-2000, 71% of female faculty and 38% of male faculty supported salary set-asides for women and minorities.

Regarding career and professional development. Significantly more women—55%, (up from 47%) perceive it to be more difficult for women than men to meet career goals at Cortland. Thirty-five per cent of females agree that there are obstacles to women’s professional development at SUNY Cortland (up from 31% in 1999-2000), and 22% of women agree that there are more professional development opportunities available to men than women at the College. Once again a respondent requested that the Drescher Awards be made available to all non-tenured faculty, not just to minority and women faculty. Interestingly, compared to past surveys, there were very few explicit comments – positive or negative -- related to career and professional development opportunities. In particular, there were no comments made by these faculty expressing the viewpoint that these opportunities are more restricted for women as a result of child care responsibilities. This change may reflect the fact that the College’s Child Care Center is now completely operational and has been expanded to accommodate more children at different ages. In addition, the Child Care Center is due to undergo further expansion when it is moved to the new School of Education Building in 2008. Female respondents expressed concerns regarding family care issues that include care for elderly parents. As one respondent stated, “Until child care and elder care become male issues too, I feel that we may not see the changes we need in becoming more family friendly to all employees.”

Another issue raised is that of dual-career couples. As one faculty member reported, “I find that the spouses of female faculty are more likely to have full-time careers than the spouses of male faculty. The spouses of male faculty tend to have part-time jobs. This means that the married male faculty get more support from home, and have more time for their careers than married female faculty do. Thus, married men can advance at SUNY Cortland faster than their married, female colleagues. I believe this needs to be addressed as a work-load issue, because the ‘work-load’ of faculty for advancement is greater than one can accomplish in the 40-hour work week. Thus, outside time is used for writing papers, doing research, etc. Since married, male faculty have more outside time than married, female faculty, men can advance faster.”

Single female respondents also expressed concern regarding the lack of support for their group. “I think it is important to ask questions about campus climate for single women. There are issues for single people on this campus that make the climate uncomfortable.” Another reported, “I’ve resented being asked/expected to do extras (weekend open houses, etc.) because I’m a single woman without ‘spousal obligations’ (accommodations for kids I could accept—I’ve been a working single parent). I was actually told that certain male colleagues weren’t asked because they ‘were usually doing something’ with spouses on the weekend. Those issues and assumptions need to be challenged, perhaps by reminding supervisors that it’s a form of discrimination.”

Another respondent lamented the lack of female role models in administration. “I find it troubling that so many senior administrators are white men. We are lacking female role models.”

In 1995, 81% of female faculty and 22% of male faculty respondents agreed that it was more difficult for women than men to meet their career goals at the College. In 1999-2000, 47% of women and 14% of men agreed that it is more difficult for women than men to meet their career goals at Cortland.

Regarding campus climate. Female respondents agreed that harassment is a significant issue on campus. First, 56% of female respondents believe that harassment of students by faculty occurs on this campus, and 66% of female respondents report harassment of faculty by students on this campus. A total of 41% of female respondents report harassment of employees by supervisors on this campus, compared to 9% who disagree. Second, 70% of female respondents in 2006 believe there is a need for more education of colleagues about discrimination against women, and 87% of female respondents believe there is a need for more education of our students about discrimination against women, compared to 75% in 1999-2000. Fifty-one per cent of female respondents believe there is a need for more structured interaction among men and women on campus to discuss gender discrimination. This compares to 40% in 1999-2000.

Other comments revealed a wide range of opinions, but for the most part, female respondents believe that the campus climate has improved slightly since the last survey. Twenty-five per cent of female respondents rate the campus climate as it relates to gender better now than when they first arrived. This is the same percentage that was reported in 1999-2000. A total of 67% of female respondents report feeling valued by their department or unit.

While one respondent believed the present survey to be “implying discrimination against women,” another indicated that “The climate on the Cortland campus is very hostile to strong women. In order for their voices to be heard, women have to talk in sweet voices.” The same respondent objected to activities sponsored by the Women’s Initiatives Committee, declaring the recent wellness series to be frivolous and “largely social.” Another respondent encouraged greater collaboration among CSEW, Women’s Initiatives Committee and the Provost’s Task Force Research Project for Academic Restructuring, possibly forming an advisory group.

With respect to the perceived need for education in this area, female faculty still tend to believe that students have a greater need to be educated about gender discrimination than their colleagues. A total of 78% of female respondents report that, in general, women faculty and professional staff meet more resistance to authority than men in the classroom, compared to 58% in 1999-2000. One female faculty member observed: "My personal experience corroborates the fact that power relations in the classroom are determined in part by the gender of the teacher vs. those of the students....I hope this survey will provide some good insight on gender issues on campus, and I hope that we can have forums between students and faculty about these issues." Another respondent reported that "Students are likely to be frivolously aggressive toward females, and the deans should recognize this." As observed by one female faculty member, "There's a culture of misogyny that needs to be challenged, especially as we educate so many would-be professionals....Rather than additional course requirements, I would like to see a more natural integration of gender issues into discussions students might have in other forums, from COR 101 to dorm discussions, or maybe special events.

Finally, in estimating changes in the College's gender climate over time, only 25% of women faculty believe this climate for women is significantly better now than it was in years past.

In 1995, 68% of faculty respondents indicated they believed female faculty received more resistance to authority than men compared to 38% of male respondents. Further, in response to similar items not asked on the present survey, around four times as many female respondents (i.e., 42%-44%) as male respondents reported witnessing lack of respectful attention to women, women getting less credit for their ideas, and frequent interruption of female workers by male workers. 44% of these female faculty said they had witnessed women being stereotyped across campus, compared to only 22% of the male respondents. In 1999-2000, 58% of females and 36% of males agreed that women faculty meet more resistance to authority than men faculty.

Also in 1995, 89% of female faculty and 58% of male faculty indicated that co-workers needed education about gender discrimination, while 97% and 76% of females and males respectively thought students needed such education. 64% of female respondents and 26% of male respondents said there was a need for more structured campus interactions between males and females to discuss gender discrimination. In 1999-2000, 25% of males and 40% of females favored more structured interaction among colleagues to discuss gender discrimination.

Regarding accommodations. Overall, there seems to be strong generalized advocacy for policies and procedures that support what one might term "family issues." Specifically, 79% of females indicate family obligations should be taken into account in developing work schedules, up from 74%. In addition, 87% women favor a more liberal maternal leave policy at the College, and 71% of females favor a more liberal paternal leave policy. Seventy-two per cent of female respondents believe their department or unit provides a supportive climate for employees with family obligations.

In 1995, 83% of female faculty respondents and 65% of male faculty respondents supported more liberal parental leave, 49% of women and 50% of men supported shared tenure arrangements for couples, and 59% of females and males favored more flexible working hours in developing work schedules. In 1999-2000, 68% of women and 64% of men favored a more liberal maternity leave policy. Similarly, 72% of female respondents supported shared tenure for couples compared to 49% of males. Eighty-seven per cent of females and 74% of males favored more flexible working hours.

Regarding sexual/affectional orientation. Fifty per cent of female respondents agree that there is positive acceptance on campus for gays and lesbians, and 71% of female respondents disagree that the College discriminates on the basis of sexual orientation, compared to 53% in 1999-2000. Twenty-nine per cent of female respondents agree that the College provides adequate institutional support for

organized gay, lesbian and bisexual groups, and 43% agree that the College should provide more institutional support for organized gay, lesbian and bisexual groups, compared to 51% in 1999-2000. Thirteen per cent of female respondents believe the College should not provide support for organized gay, lesbian and bisexual groups. One respondent noted, "I believe one of the biggest problems is homophobia, particularly down the hill. It has and will continue to push new faculty to leave. Our biggest minority is the LGBT population, 1 in 10. We need to focus more on making those faculty, staff and students feel safe and comfortable." Another respondent urged, "Explicitly recognize (as this questionnaire does not) legitimate differences of moral and religious conscience regarding homosexuality and bisexuality; ethically, one is obliged to respect persons, not their sexual behavior."

In 1995, 44% of female faculty respondents indicated the campus climate was intolerant of gays and lesbians compared to 30% of male faculty. 68% of females said the College should provide institutional support for gays and lesbians compared to 37% of male faculty, while 18% of females and 59% of males said the College should not provide such support. In 1999-2000, 46% of males and 44% of females agreed that there is positive acceptance of gays and lesbians on campus. Half of all male and female faculty believed that the College should provide institutional support for gays and lesbians.

Regarding sexual harassment. Significantly fewer women faculty note personal experience of any kind with sexual harassment than in previous surveys, with 6% indicating they had experienced harassment personally from a supervisor and 10% indicating they had had such an experience with a colleague. Seven per cent report personally experiencing sexual harassment from a student. The responses to the survey did not reveal the percentage who reported instances of sexual harassment or if they would do so in the future. A total of 32% of female respondents report being personally aware of students who have experienced sexual harassment by faculty/staff, and 24% report being personally aware of faculty/staff who have experienced harassment by other faculty or staff.

Comments reveal a wide range of experiences with sexual harassment on the part of respondents. Some feel that there has been some progress made regarding the reporting process. "I believe we have empowered people to take action—now it is their responsibility to do so." Several respondents called for greater accountability on the part of those who engage in harassment and sexual harassment: "With regards to harassment (sexual or otherwise) there should be more serious consequence for those who are known offenders, and these actions should be considered when faculty/administration/staff are up for renewal or tenure. The only way people will stop committing harassment is if they know there are very serious consequences." And "Create a no-tolerance policy when it comes to harassment and bullying. All colleagues should be accorded the same level of respect."

In 1995, 70% of women faculty and 48% of men faculty were aware of colleagues or students who had experienced sexual harassment, with 45% of females and 24% of males saying that students had reported sexual harassment to them. 37% of female and 7% of male faculty reported being the victims of sexual harassment themselves, most frequently from a colleague. In response to questions regarding likely actions if confronted by future incidents reported to them, 68% of females said they would report the incident to an appropriate college authority, compared to 51% of males. 43% of the male respondents said they would talk to an accused colleague informally in such a case, compared to 27% of female respondents. 5% of female faculty and 6% of male faculty said they would do nothing. In 1999-2000, 18% of females indicated that they had experienced harassment from a supervisor, and 14% indicated that they had experienced harassment from a colleague. Only 18% of females would report a future incident to Affirmative Action, and only 36% would encourage a victim/colleagues to do so.

Regarding affirmative action and women's studies. Compared to previous years, there were fewer comments related to affirmative action. A total of 9% of female respondents believe they have been denied opportunities because of affirmative action, compared to 10% in 1999-2000 and 11% in 1997. Interestingly, respondents had mixed views of a women's studies program. One advocated for a full women's studies major, while another responded, ""Consider gender studies rather than women's studies. Include men in the solution, not just the problem." And another: "Frame 'gender issues' assumption into a human one—we should not assume that the ideology of the oppressed speaks for all women and all men for that matter. By creating a politically correct construct of 'gender' and linking it only to the female experience denies that experience of all humans which has led to pejorative views towards men and cultivates a 'culture of victim hood' which in itself is destructive and only divides. It appears that the issue of 'gender' at this campus is only informed by one side of the issue and denies those voices and thoughts of women who do not step in time with the 'progressive' line."

In response to questions assessing the perceived value of the College's women's studies program, 63% of female faculty indicate that this program improves the campus climate for women. Eighty-two per cent of women faculty agree that the women's studies program is valuable for students. Forty-eight per cent of female respondents agree women's studies is a field respected for its academic legitimacy, compared to 39% in 1999-2000 and 44% in 1997.

In 1995, 11% of female faculty and 23% of male faculty indicated they had been denied opportunities as a result of affirmative action policies. Eighty per cent of female respondents and 50% of male respondents said the women's studies program improved the campus climate for women, with 97% and 66% of females and males respectively indicating the program was valuable for students. 54% of the female faculty said that women's studies lacks academic respect, compared to 69% of the males. In 1999-2000, 58% of male and female faculty indicated that the women's studies program improves the campus climate for women. Seventy-eight per cent of women agreed that the women's studies program is valuable for students, compared to 60% of men. Thirty-nine per cent of women and 29% of men faculty believed women's studies is respected for its academic legitimacy.

Professional Staff: 135 surveys were sent to full- and part-time professional staff members. Overall, 36 surveys were returned, for a response rate of 26.7%.

Regarding salary/promotion. A total of 27.2% of female professionals responding believe their starting salary is higher than or equal to the starting salaries of comparable men, while 17.5% believe their starting salary to be lower than that of comparable men. These responses are slightly higher than the previous survey. Consistent with earlier surveys, female professionals were significantly more likely to support DSI salary set-asides for women and ethnic minorities, 60%. As was the case with faculty, however, this support has gradually lessened compared to that reported on past surveys, again suggesting that the College's recent DSI set-aside policies have either narrowed the gender gap in salaries or at least the perceptions of this gap. There was little evidence that female faculty think DSI standards are differentially applied on the basis of gender, at either the department or higher administrative levels. Overall, written comments showed general dissatisfaction with the DSI process. This is a clear indication that, despite unsuccessful attempts, the President's two DSI task forces should continue their efforts to revise the DSI system that is currently in place.

There is little evidence that these professionals believe promotion standards are higher for women or men, at either the unit or the all-college level. Variables that may contribute to the overall absence of significant results in this area include the fact that there are fewer professionals and the fact that many job descriptions for professionals are unique. As such, professionals may not find the types of questions asked in the campus climate survey useful to their situations.

In 1995 88% of males and 55 % of females felt that market demand should play a role in determining starting salaries. Also, 82% of women and 44% of males endorsed the concept of DSI set-asides for women and ethnic minorities. In 1999-2000, 72% of males and 43% of females believed that market demand should play a role in determining starting salaries. In addition, 76% of females supported salary set-asides for women and ethnic minorities, compared to 34% of men.

Regarding career and professional development. The survey reveals that female professionals have the perception that it is more difficult for women than men to meet career goals at the College, with 57.8% of the females agreeing with this statement. Over a third of female respondents agree that there are obstacles to professional development for women at SUNY Cortland (35.9%) and that there are more professional development opportunities available to men than women (18.5%), up slightly from the 1999-2000 campus climate survey administration.

As with the faculty surveys, there were very few explicit comments – positive or negative -- related to career and professional development opportunities by these professional staff members.

In 1995, 66% of female professionals and 14% of male professionals agreed that it was more difficult for women than men to meet their career goals at the College. In 1999-2000, 47% of female professionals and 7% of males agreed that it was more difficult for women than men to meet their career goals at SUNY Cortland.

Regarding campus climate. Female professionals report their perceptions of differential treatment received by male and female professionals across campus, with 48.4% of females indicating that women receive less favorable treatment from students. A total of 48.9% of females agree that female professionals meet more resistance to authority than their male counterparts. Both responses are up slightly from the 1999-2000 campus climate survey administration. Slightly less than half, 48.9% of female professionals indicate they receive the same respect and attention from colleagues on committees as do men.

In evaluating the need for education in this area, professionals tend to believe students have a greater need to be educated about gender discrimination than their colleagues. Specifically, 79.3% of women agree students should be educated in this regard while 47.8% of women agree that colleagues would benefit from this kind of education. The declining percentage of the latter may reflect a growing awareness campus-wide via workshops and other educational opportunities for colleagues. At the same time, females express a growing need for more structured interaction between men and women to discuss gender discrimination (64.8%). Comments revealed general support for various training efforts to assist in creating a more conducive gender climate at the College, especially sexual harassment training.

With respect to changes in the College's gender climate over time, about one quarter of female professionals (23.9%) believe the climate for women is significantly better now than it was in years past. A total of 69.3% believe the campus climate is about the same. Very few respondents (6.8%) believe the campus climate is significantly worse in this regard than it used to be.

In 1995, 61% of female professionals responding indicated they believed females received more resistance to authority than men compared to 41% of male respondents. Further, in response to similar items not asked on the present survey, females consistently agreed more strongly than males that they had witnessed lack of respectful attention to women, that women received less credit for their ideas, and that males frequently interrupted female workers. 43% of these female professionals said they had witnessed women being stereotyped across campus, compared to only 33% of the male

respondents. In 1999-2000, 46% of females and 34% of males indicated they believed females received more resistance to authority than males.

Also in 1995, 84% of female professionals and 63% of male staff indicated that co-workers needed education about gender discrimination, while 88% and 87% of females and males respectively thought students needed such education. Sixty per cent of female respondents and 38% of male respondents said there was a need for more structured campus interactions between males and females to discuss gender discrimination. In 1999-2000, 76% of women and 55% of men agreed students should receive greater education in gender discrimination, and 68% of women and 28% of men agreed colleagues also need this type of training.

Regarding accommodations. A majority of female professional staff members express support for policies and procedures that promote “family issues.” Specifically, 79.1% of females indicate that family obligations should be taken into account in developing work schedules, and 78% of women favor more liberal maternal and paternal leave policies at the College.

In 1995, 87% of female professionals responding and 73% of males supported more liberal parental leave and 80% of females and 78% of males favored more flexible working hours in developing work schedules. In 1999-2000, 70% of women and 62% of men favored more liberal parental leave, and 96% of women and 79% of men favored more flexible work hours.

Regarding sexual/affectional orientation. Female professionals believe there is positive acceptance for gays and lesbians on the SUNY Cortland campus (56.5%), down slightly from the 1999-2000 campus climate survey administration. A total of 30.3% of female professionals believe the College provides sufficient support campus-wide for gays and lesbians, and 34.1% of female staff believe the College should provide more institutional support for gays and lesbians, while 69.7% disagreed with this statement. Narrative comments indicate general acceptance for gays and lesbians and that sexual orientation should not be a factor in the professional working environment.

In 1995, 62% of female professionals indicated the campus climate was moderately or very accepting of gays and lesbians compared to 65% of male professionals. A total of 69% of females said the College should provide institutional support for gays and lesbians compared to 59% of male professionals, while 26% and 44% of females and males respectively said the College should not provide such support. In 1999-2000, 62% of males and 64% of females felt there is positive acceptance for gays and lesbians on the SUNY Cortland campus. In addition, 46% of females and 31% of male professionals believe the College should provide institutional support for gays and lesbians.

Regarding sexual harassment. Of those professionals responding, 16% of the females indicate they have personally experienced harassment from a supervisor and 13.3% indicate they have had such an experience with a colleague, down significantly from the 1999-2000 campus climate survey administration. Twenty-nine per cent of those women who have had such an experience report taking no action, and 29% of the women having such an experience say they dealt with it by speaking informally to the offender.

In 1995, 73% of female professionals and 63% of male professionals were aware of colleagues or students who had experienced sexual harassment, with 52% of females and 29% of males saying that students had reported sexual harassment to them. Thirty-four per cent of female and 29% of male professionals reported being the victims of sexual harassment themselves, most frequently from a colleague. In 1999-2000, 16% of females and 7% of males indicated they had experienced harassment

personally from a supervisor. Twenty-nine per cent of women and 62% of men reported taking no action.

Regarding women's studies. In assessing the value of the College's women's studies program, female professionals agree that the women's studies program is valuable for students (77.2%) and that this program improves the campus climate for women (55.4%). Narrative comments reflect a tendency toward gender studies rather than women's studies.

In 1995, 13% of female and 33% of male professionals indicated they had been denied opportunities as a result of affirmative action policies. Sixty-two per cent of female respondents and 64% of male respondents said the women's studies program improved the campus climate for women, with 94% and 80% of females and males respectively indicating the program was valuable for students. In 1999-2000, 18% of males and 12% of females reported having been denied opportunities due to affirmative action. Eighty-six per cent of females and 54% of males feel that the women's studies program is valuable for students.

CONCLUSIONS

Comparisons Across Time: The different response methodology (i.e., the use of a Likert scale for only the second time) employed in the present survey compared to most past administrations makes it difficult to compare findings directly across time. Secondly, the low campus-wide response rate, especially among males, further complicates the ability to make valid comparisons. Nevertheless, some conclusions are evident. First, the overall results generally reinforce a major conclusion reached in 1997 and reaffirmed in 2000: Over the past fifteen years or more, in spite of various efforts and initiatives to improve the status and education of women at SUNY Cortland, the campus climate has not changed markedly in this regard. This conclusion corresponds to respondents' general feeling that conditions for women on campus are basically the same as in the past. This does not mean that women's position at Cortland can necessarily be labeled "bad" or "good" -- only that perceptions of it have not shifted in significant ways across the board.

Some changes are apparent, most of which are positive in nature. For males and females across all employee groups the proportion of respondents indicating that promotion standards are not gender equitable decreased from 1995 to the present survey. Some of the narrative comments reflect a perception that gender issues are less of a concern than they were in the past. The percentage of respondents feeling that there was less respect for women on campus has fluctuated over survey administrations and has increased slightly as of the present survey administration. At the same time, however, reported incidents of sexual harassment have decreased. This last finding might be in part attributable to sexual harassment workshops that are regularly conducted on campus. In addition, fewer female respondents indicated a need for more flexible time at work, most likely reflecting the recent change in flex-time policy at the College.

Overall, the present survey suggests that the gender gap in perceptions as noted in previous surveys is narrowing somewhat.

Comparisons Across Schools: The creation of a third school, the School of Education, in 2003, has enabled the CSEW Committee to better identify areas across campus in which concerns have been reported. A sample of faculty survey questions asked in 1999-2000 and again in 2006 reveals that most responses have remained unchanged:

Significant Differences Between Faculty in School of Arts and Sciences and in School of Professional Studies²

Question	Mean Response – Arts and Sciences (n=94)	Mean Response – Professional Studies (n=61)	Comments
11. The standards for promotion are clearly established in my department or unit.	2.45	3.21	More negative responses – PS
12. Promotion standards are fairly and equitably applied within my department or unit.	2.42	2.97	More negative responses – PS
17. Promotion standards at evaluation levels above my department or unit are more stringently applied to women.	3.20	3.53	More negative responses – A&S
20. Criteria for discretionary salary increases (DSI) are clearly established in my department or unit.	2.80	3.43	More negative responses – PS
21. Standards for DSI are fairly and equitably applied within my department.	2.73	3.35	More negative responses – PS
29. My department or unit discriminates on the basis of sexual orientation.	4.33	3.90	More negative responses – PS
37. Some social interactions in my department or unit are closed to women.	4.18	3.82	More negative responses – PS
56. Sexual harassment of employees by supervisors occurs on this campus.	2.60	3.02	More negative responses – A&S
57. Sexual harassment is a much more serious problem for female students than male students on this campus.	1.81	2.17	More negative responses – A&S

² Most questions were answered on 1-5 scale, with lower numbers reflecting stronger agreement with statement.

Faculty Campus Climate Survey, 2006
Significant Differences Between Faculty in School of Arts and Sciences, School of Professional Studies,
and School of Education³

Question	Mean Response – Arts and Sciences (n=29)	Mean Response – Professional Studies (n=17)	Mean Response – Education (n=19)	Comments
19. Promotion standards at evaluation levels above my department or unit are more stringently applied to women.	2.76*	2.47	2.05*	Arts and Sciences faculty agree more strongly with this statement than Education faculty.
21. Standards for promotion should be exactly the same in all departments and units across the College.	2.27*	3.18*	2.76	Professional Studies faculty agree more strongly with this statement than Arts and Sciences faculty.
24. In my experience, women serving on department or College-wide committees receive the same respect and attention as men.	3.90	3.71	2.74* ^a	Arts and Sciences and Professional Studies faculty agree more strongly with this statement than Education faculty.
55. Women's Studies is a field respected for its academic legitimacy.	3.83*	3.18	3.05*	Arts and Sciences faculty agree more strongly with this statement than Education faculty.
58. Sexual harassment of students by faculty occurs on this campus.	3.66*	3.35	3.16*	Arts and Sciences faculty agree more strongly with this statement than Education faculty.

³ Most questions were answered on 1-5 scale. Higher numbers reflect stronger agreement with statement.

* Significant difference $p < .05$

*^a This group was significantly different ($p < .05$) from both other groups which were not significantly different from each other.

Comparisons Among Employee Groups: Overall, the three employee groups surveyed in this study demonstrate more similarities than differences in their gender-related attitudes. Females in all three groups are

more likely to agree there are obstacles to women's career/professional development at the College and more opportunities for men, and that they receive less favorable treatment from students. They also agree that SUNY Cortland students as well as colleagues would benefit from more discussions about gender discrimination, and that there is a need for more structured interaction between men and women to discuss gender discrimination. Similarly, female faculty, professional staff, and classified staff agree that women receive less respect and attention from colleagues on committees than men.

With respect to sexual harassment, the percentage of females reporting harassment by a supervisor was nearly the same across all three groups (i.e., 16-18%). In all three groups, females were more likely to encourage a victim of sexual harassment to report the incident to the Affirmative Action Officer. In the 2006 survey, fewer females across all three groups reported having been denied opportunities due to affirmative action.

Support for the women's studies program still exists, and females in all of these groups still value women's studies as a legitimate curriculum. As of this survey, there appears to be an evolution of support from women's studies toward a more comprehensive gender studies program.

Campus Climate Issues Nation-wide. An examination of campus climate reports from other campuses reveals that the SUNY Cortland Campus Climate Survey results parallel those across the nation. Salary and promotion, family concerns and diversity continue to be highlighted and are issues that should continue to be monitored.

SUNY CORTLAND RECOMMENDATIONS

On the basis of its findings, the CSEW recommends the following actions:

1. The CSEW should conduct a similar survey of faculty, professional staff, classified staff, and students within the next five years.
2. The CSEW should administer a more focused survey to faculty, professional, and classified females that attempts to identify the specific factors that account for females' dissatisfaction with conditions for women at SUNY Cortland.
3. The College should continue initiatives intended to educate the campus—including all employees and students-- about sexual harassment.
4. Human Resources should collect information on a systematic basis regarding promotions and salary increases for male and female faculty, professional staff, and classified staff (not including negotiated raises resulting from collective bargaining) and publish each year an aggregate report for each group.
5. Each vice president should determine during 2006-07 an appropriate method for monitoring career and professional development opportunities in his/her unit (for faculty, professionals, and classified staff) and provide a report on an annual basis summarizing these opportunities and the number of men and women who benefited from them.
6. Student Affairs and the Advisement and Transition Office should develop a diversity and gender issues training program for incoming students.
7. Diversity and gender issues training should be a regular component of new faculty and staff orientation.
8. Human Resources should publicize more widely steps to take to report harassment or sexual harassment.

9. The President's Cabinet should determine those areas of the College in which leadership development for women is lacking, and develop a plan for providing leadership development opportunities where appropriate.

11/10/06

11/28/06

12/20/06

APPENDIX

- **Longitudinal Study—Female Faculty**
- **2006 Faculty/Professional Staff Survey**
- **2006 Classified Staff Survey**
- **Selected Bibliography**

CSEW CAMPUS CLIMATE SURVEY RESULTS
COMPARISONS FOR 1991-2006

FEMALE FACULTY

Issue	1991	1997	2000	2006
Salary	<p>-52% market value should drive salaries</p> <p>- 50% starting salary less than comparable male salaries</p> <p>- 40% DSI standards not fairly applied</p>	<p>-49% market value should drive salaries overall, few perceived differences on basis of gender</p> <p>-97% support salary set asides for women and ethnic minorities</p>	<p>-46% market value should drive salaries</p> <p>-19% starting salary higher than/equal to comparable men</p> <p>-17% starting salary lower than those of comparable men</p> <p>-71% support salary set-asides for women and ethnic minorities</p>	<p>-58.5% market value should drive salaries (Q11)</p> <p>-51% starting salaries (with comparable experience) should be the same for all disciplines compared (Q12)</p> <p>- 64.2% support salary set-asides for women and ethnic minorities (Q27)</p>
Promotion	<p>- fewer than 20% dissatisfied with application of tenure status</p>	<p>- 95% promotion standards vary widely across departments</p> <p>-70% standards shouldn't be same across departments</p>	<p>-5% promotion standards more strict for men (dept)</p> <p>-6% standards more strict for women (dept)</p> <p>- 3% promotion standards more strict for men (College)</p> <p>-12% standards more strict for women (College)</p>	<p>-72.2% promotion standards vary widely across departments (Q20)</p> <p>-55.8% standards shouldn't be same across departments (Q21)</p> <p>-48.2% promotion standards are fairly and equitably applied at evaluation levels about department or unit (Q17)</p> <p>-1.9% & 0% promotion standards more strict for men (dept) (Q15&30)</p> <p>-18.8 & 11.1% standards more strict for women (dept) (Q16 & 29)</p> <p>-0% promotion standards more strict for men (College) (Q18)</p> <p>-9.5% & 7.6% standards more strict for women (College) (Q19 & 32)</p> <p>%48.2% criteria for DSI increases are not clearly established in department or unit (Q25)</p> <p>%39.6% standards for DSI are fairly and equitably applied within my department (Q26)</p> <p>-86.8% endorse president setting aside a portion of DSI for adjustment to salaries for inequality (Q28)</p> <p>%11.1% standards for DSI within my department or unit are more strictly applied to</p>

				<p>women (Q29)</p> <p>%0% standards for DSI within my department or unit are more strictly applied to women (Q30)</p> <p>%9.5 standards for DSI are fairly and equitably applied at evaluation levels about my department or unit (Q31)</p> <p>%7.6% standards for DSI at evaluation levels above my department or unit are more strictly applied to women (Q32)</p>
Perception of Treatment	<p>- 37% reported lack of respectful attention</p> <p>--32% reported lack of credit for ideas</p> <p>-34% reported frequent interruption by males</p> <p>-36% reported being stereotyped</p>	<p>-68% more resistance to authority because of being female</p> <p>-44% reported lack of respectful attention</p> <p>-42% reported lack of credit for ideas</p> <p>-42% reported frequent interruption by males</p> <p>-44% reported being stereotyped</p>	<p>- 58% more resistance to authority because of being female</p> <p>-46% women receive same attention and respect as men on committees</p> <p>-50% students treat male and female faculty different</p>	<p>-77.8% more resistance to authority because of being female (Q41)</p> <p>-47.2% women receive same attention and respect as men in committees (Q24)</p> <p>-64.8% students treat male and female faculty differently (Q39)</p> <p>-50.9% more structured interaction among men & women on campus concerning gender discrimination (Q41)</p> <p>-62.3% department or unit makes an effort to include women on committees (Q22)</p> <p>%56.6% department or unit makes efforts to include men on committees (Q23)</p> <p>%50% overall acceptance for gay men, lesbians, and bisexuals (Q34)</p> <p>%3.8% department or unit discriminates on basis of sexual orientation (Q35)</p> <p>%1.9% College discriminates on the basis of sexual orientation (Q36)</p> <p>%28.8% College provides adequate support for organized gay, lesbian, and bisexual groups (Q38)</p> <p>%18.9% some social interactions in my department or unit are closed to women (Q49)</p> <p>%22.2% opportunities for professional development are more available to men (Q50)</p>

<p>Sexual Orientation</p>	<p>-53% campus intolerant of gays/lesbians -Majority believe sexual orientation doesn't enter into work-related decisions and that College shouldn't provide institutional support for gays/lesbians</p>	<p>-44% campus intolerant of gays/lesbians -68% college should provide institutional support for gays/lesbians -18% College should not provide institutional support for gays/lesbians</p>	<p>-44% agree there is positive acceptance for gays/lesbians (31% disagree) -51% College should provide institutional support for gays/lesbians -22% College should not provide institutional support for gays/lesbians</p>	<p>-50% agree there is positive acceptance for gays/lesbians (Q34) -42.6% College should provide institutional support for gays/lesbians (Q38) -13% College should not provide institutional support for gays/lesbians (Q38)</p>
<p>Women's Studies</p>	<p>-78% Women's Studies Program Valuable to College</p>	<p>-80% Women's Studies program improves climate for women -97% program is valuable for students -44% Women's Studies is respected for its academic legitimacy</p>	<p>-58% Women's Studies program improves climate for women -78% program is valuable for students -39% Women's Studies respected for its academic legitimacy</p>	<p>-63% Women's Studies program improves climate for women (Q53) -81.5% program is valuable for students (Q54) -48.2% Women's Studies respected for its academic integrity (Q55)</p>
<p>Family</p>	<p>- Overwhelming support for accommodating family duties through scheduling, etc</p>	<p>-83% favor more liberal parental leave -49% support shared tenure for couples -59% favor more flexible hours</p>	<p>-74% Family obligations should be taken into account in scheduling -68% favor more liberal maternal leave (71% favor parental leave) -72% support shared tenure for couples -87% favor more flexible hours</p>	<p>-79.2% Family obligations should be taken into account in scheduling (Q44) -87% favor more liberal parental leave (Q42)</p>
<p>Professional Development</p>	<p>-60% dissatisfied, find obstacles in way</p>	<p>-81% more difficult for women to meet career goals than men</p>	<p>-31% obstacle to development for women -27% more professional development opportunities available to men (1%-more available to women) -47% more difficult for women to meet career goals than men</p>	<p>-35.2% obstacles to development for women (Q48) -22.2% more professional development opportunities available to men (Q50) 3.7% more opportunities available to women (Q51) -54.7% more difficult for women to meet career goals than men (Q52) -71.7% department/unit provides supportive climate for employees w/family obligations (Q45) -66% feel valued by department (Q46)</p>

<p>Sexual Harassment</p>	<p>- 36% had personal experience (mostly verbal remarks) - Majority unlikely to report incident</p>	<p>-37% had personal experience 70% aware of colleague or student who had experienced -45% student had reported directly -68% would report known incident to authority -27% would talk to colleague informally if has been accused of sexual harassment -5% would do nothing if aware of incident</p>	<p>-18% had previous experience (from supervisor) -14% had personal experience (from colleague) -12% spoke informally to person, 62% took no action -In case of future incident, 18% would inform affirmative action officer, 36% would encourage victim to do so</p>	<p>-69.8% need more education of colleagues about discrimination against women (Q56) -87% need more education of students about discrimination against women (Q57) -44.5% sexual harassment of students by faculty (Q58) -37.0% sexual harassment of faculty by students (Q59) -28.3% sexual harassment of employees by supervisors (Q60) -64.8% sexual harassment more serious problem for female students than males (Q61) -32% personally aware of students who have experienced sexual harassment by other faculty/staff (Q62) -24% personally aware of faculty/staff who have experienced sexual harassment by other faculty/staff (Q64) --Action Taken Question Missing</p>
<p>Has Campus Changed in last 5 years?</p>	<p>-64% better recognition of women as professionals -64% better consciousness among colleagues of discriminatory behavior -79% women more aware of right to professional treatment</p>	<p>- 64% better recognition of women as professionals -68% better consciousness among colleagues of discriminatory behavior -59% women more aware of right to professional treatment</p>	<p>-25% climate is significantly better -2% climate is significantly worse -70% climate is about the same</p>	<p>-24.5% climate is significantly better -7.5% climate is significantly worse -67.9% climate is about the same (Q84)</p>
<p>Need for Education About Gender Discrimination</p>	<p>-90% agree there is a need -52% would participate in women's group to discuss gender discrimination</p>	<p>-89% is such a need for colleagues -97% is such a need for students -55% would participate in women's group to discuss gender discrimination -64% is need for more structured interaction between men and women to discuss gender discrimination</p>	<p>- 55% is such a need for colleagues -75% is such a need for students -40% is a need for more structured interaction between men and women to discuss gender discrimination</p>	<p>-69.8% is such a need for colleagues (Q56) -87% is such a need for students (Q57) -50.9% is a need for more structured interaction between men and women to discuss gender discrimination (Q41)</p>

Affirmative Action		-11% have been denied opportunity due to affirmative action	-10% have denied opportunity due to affirmative action	-9.31% have denied opportunity due to affirmative action (Q47)
NEW ITEM FOR 2006:				
Harassment (not of sexual nature)				-55.6% Harassment of students by faculty occurs on this campus (Q71) -66.1% Harassment of faculty by students occurs on this campus (Q72) -40.7% Harassment of employees by supervisors occurs on this campus (Q73) 43.4% Personally aware of faculty/staff who have experienced harassment by other faculty or staff (Q77) -40.7% Personally experienced harassment from a colleague (Q80) -30.2% Personally experienced harassment from a supervisor (Q81) -36.5% Personally experienced harassment from a student (Q83) --Action Taken Question Missing.

**State University of New York College at Cortland
Campus Climate Survey - Faculty and Professional Staff
Spring 2006**

This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this survey no later than March 1, 2006. The survey is both confidential and anonymous, so please do not include your name on the survey.

Note: Whenever the term "department" is used, please substitute the term "unit" or "office" if you are a librarian or a member of the professional or management staff.

For each numbered item, please fill in an answer to the best of your ability. There is also space provided at the end of the survey so that you can provide comments. If for any reason you are unable to answer a particular item, please leave that item blank.

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Your gender: A. Female B. Male
2. Your employment group: A. Arts and Sciences Faculty B. Professional Studies Faculty C. Education Faculty D. Professional Staff Member E. Library Faculty F. Management/Confidential
3. Your employment status: A. Full-time B. Part-time

4. Total number of years employed at SUNY Cortland: A. Less than 5 years B. 6 to 10 years C. 11 to 15 years D. 16 to 20 years E. More than 20 years
5. Do you have children? Yes No
6. If you have children, in what age groups do they fall? (Mark as many as apply.)
 A. 1 to 5 years B. 6 to 10 years C. 11 to 15 years D. 16 to 20 years
 E. Older than 20 years

SURVEY QUESTIONS

7. To the best of your knowledge, how did your starting salary compare to the starting salary of individuals of **the opposite sex** hired at the same time in your department?
 A. My salary was greater than those salaries
 B. My salary was equal to those salaries
 C. My salary was lower than those salaries
 D. Not applicable - no faculty of the opposite sex was hired at the same time
8. To the best of your knowledge, how did your starting salary compare to the starting salary of individuals of **the same sex hired** at the same time in your department?
 A. My salary was greater than those salaries
 B. My salary was equal to those salaries
 C. My salary was lower than those salaries
 D. Not applicable - no faculty of the same sex was hired at the same time
9. If you identified salary differences in #6 or #7, can they be explained in terms of educational attainment, experience or rank?
 Yes No
10. To the best of your knowledge, how do salaries in your discipline compare to salaries in other disciplines or units at Cortland?
 A. Salaries are greater in my discipline or unit
 B. Salaries are the same in my discipline or unit as in others
 C. Salaries are lower in my discipline or unit

Please indicate the extent to which you personally agree or disagree with the statement.

11. "Market demand" for a particular discipline is a legitimate factor in determining starting salaries.
 A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
12. Starting salaries (with comparable previous experience) should be the same for all disciplines.
 A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
13. The standards for promotion are clearly established in my department or unit.
 A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
14. Promotion standards are fairly and equitably applied within my department or unit.
 A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
15. Promotion standards within my department or unit are more strictly applied to men.
 A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
16. Promotion standards within my department or unit are more strictly applied to women.
 A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
17. Promotion standards are fairly and equitably applied at evaluation levels above my department or unit.
 A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

18. Promotion standards at evaluation levels above my department or unit are more strictly applied to men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
19. Promotion standards at evaluation levels above my department or unit are more strictly applied to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
20. Standards for promotion differ widely across departments and units of the College.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
21. Standards for promotion should be exactly the same in all departments and units across the College.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
22. My department or unit makes a conscious effort to include women on committees.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
23. My department or unit makes a conscious effort to include men on committees.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
24. In my experience, women serving on department or College-wide committees receive the same respect and attention as men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
25. Criteria for discretionary salary increases (DSI) are clearly established in my department or unit.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
26. Standards for DSI are fairly and equitably applied within my department.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
27. I would endorse the President's setting aside a portion of DSI monies for adjustment to the salaries of women and minorities.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
28. I would endorse the President's setting aside a portion of DSI monies for adjustments to salaries for inequity.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
29. Standards for DSI within my department or unit are more strictly applied to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
30. Standards for DSI within my department or unit are more strictly applied to men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
31. Standards for DSI are fairly and equitably applied at evaluation levels above my department or unit.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
32. Standards for DSI at evaluation levels above my department or unit are more strictly applied to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
33. Standards for DSI at evaluation levels above my department or unit are more strictly applied to men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
34. Overall, there is positive acceptance at SUNY Cortland for gay men, lesbians, and bisexuals.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
35. My department or unit discriminates on the basis of sexual orientation.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
36. The College discriminates on the basis of sexual orientation.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

37. The College provides adequate institutional support for organized gay, lesbian, and bisexual groups.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
38. The College should provide more institutional support for organized gay, lesbian, and bisexual groups.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
39. Students treat male and female faculty and professionals differently on the basis of gender within the classroom or in other work-related interactions.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
40. In general, women faculty and professional staff meet more resistance to their authority than men do in classroom or workplace management.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
41. There is a need for more structured interaction among men and women on campus concerning gender discrimination.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
42. I would support a more liberal parental leave program offered by the College.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
43. Which of the following employment accommodations to ease family burdens would you support? (Mark as many as apply.)
A. Shared tenured appointments for couples B. Tenure for part-time positions C. More flexible hours for professional staff
44. I believe that family obligations should be taken into consideration in scheduling teaching or work assignments.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
45. I believe that my department or unit provides a supportive climate for employees with family obligations.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
46. I feel valued by my department or unit.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
47. I believe I have been denied opportunities because of affirmative action.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
48. There are obstacles to professional development for women at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
49. Some social interactions in my department or unit are closed to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
50. Opportunities for professional development are more available to men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
51. Opportunities for professional development are more available to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
52. It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
53. Having a Women's Studies program improves the climate for women on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

54. Having a Women's Studies program is valuable for our students.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
55. Women's Studies is a field respected for its academic legitimacy.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
56. There is a need for more education of colleagues about discrimination against women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
57. There is a need for more education of our students about discrimination against women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

For each of the following items, please mark the answer that best describes your experiences or opinions.

For purposes of this survey, **sexual harassment** is defined broadly as “verbal or physical conduct of a sexual nature, imposed on the basis of sex,” and it is assumed that the victims are female and the perpetrators are male. If the sexual harassment you refer to is either harassment of a male by a female or same-sex harassment, please note that fact on the comments page.

58. Sexual harassment of students by faculty occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
59. Sexual harassment of faculty by students occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
60. Sexual harassment of employees by supervisors occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
61. Sexual harassment is a much more serious problem for female students than male students on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
62. Are you personally aware of students who have experienced sexual harassment by faculty/staff?
A. Yes B. No
63. If your answer to #62 was yes, which of the following actions did you take?
A. Informed the Affirmative Action Officer
B. Informed the faculty/staff member's supervisor
C. Spoke informally to the faculty/staff member
D. Encouraged the student to inform the Affirmative Action Officer or other administrator
E. I took no action
64. Are you personally aware of faculty/staff who have experienced sexual harassment by other faculty or staff?
A. Yes B. No
65. If your answer to #64 was yes, which of the following actions did you take?
A. Informed the Affirmative Action Officer
B. Informed the supervisor of the faculty/staff member who committed the harassment
C. Spoke informally to the faculty/staff member who committed the harassment
D. Encouraged the victim to inform the Affirmative Action Officer or other administrator
E. I took no action
66. Which of the following actions would you take in the future if you observed a colleague sexually harassing a student or colleague?
A. Inform the Affirmative Action Officer
B. Inform the supervisor of the person who committed the harassment
C. Speak informally to the colleague who committed the harassment
D. Encourage the victim to inform the Affirmative Action Officer or other administrator
E. I would take no action
67. Have you personally experienced sexual harassment from a colleague?

A. Yes B. No

68. Have you personally experienced sexual harassment from a supervisor?
A. Yes B. No
69. If you answered yes to #67 or #68, which of the following best describes your response to the incident(s)?
A. I informed the Affirmative Action Officer
B. I informed the supervisor of the person who committed the harassment
C. I spoke informally to the person who committed the harassment
D. I informed my supervisor
E. I took no action
70. Have you personally experienced sexual harassment from a student?
A. Yes B. No

For the purposes of this survey, **harassment** is defined broadly as “verbal or physical conduct not of a sexual nature, intended to alarm, bully, intimidate and/or threaten.” For purposes of this survey, it is assumed that the victims are female and the perpetrators are male. If the harassment you refer to is either harassment of a male by a female or same-sex harassment, please note that fact on the comments page.

71. Harassment of students by faculty occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
72. Harassment of faculty by students occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
73. Harassment of employees by supervisors occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
74. Harassment is a much more serious problem for female students than male students on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
75. Are you personally aware of students who have experienced harassment by faculty/staff?
A. Yes B. No
76. If your answer to #75 was yes, which of the following actions did you take?
A. Informed the Affirmative Action Officer
B. Informed the faculty/staff member’s supervisor
C. Spoke informally to the faculty/staff member
D. Encouraged the student to inform the Affirmative Action Officer or other administrator
E. I took no action
77. Are you personally aware of faculty/staff who have experienced harassment by other faculty or staff?
A. Yes B. No
78. If your answer to #77 was yes, which of the following actions did you take?
A. Informed the Affirmative Action Officer
B. Informed the supervisor of the faculty/staff member who committed the harassment
C. Spoke informally to the faculty/staff member who committed the harassment
D. Encouraged the victim to inform the Affirmative Action Officer or other administrator
E. I took no action
79. Which of the following actions would you take in the future if you observed a colleague harassing a student or colleague?
A. Inform the Affirmative Action Officer
B. Inform the supervisor of the person who committed the harassment
C. Speak informally to the colleague who committed the harassment
D. Encourage the victim to inform the Affirmative Action Officer or other administrator
E. I would take no action

80. Have you personally experienced harassment from a colleague?
A. Yes B. No
81. Have you personally experienced harassment from a supervisor?
A. Yes B. No
82. If you answered yes to #80 or #81, which of the following best describes your response to the incident(s)?
A. I informed the Affirmative Action Officer
B. I informed the supervisor of the person who committed the harassment
C. I spoke informally to the person who committed the harassment
D. I informed my supervisor
E. I took no action
83. Have you personally experienced harassment from a student?
A. Yes B. No
84. How would you rate the campus climate as it relates to gender now compared to when you first arrived?
A. The climate now is significantly better
B. The climate now is significantly worse
C. The climate now is about the same

Comments

Please use this space to elaborate on any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

**State University of New York College at Cortland
Campus Climate Survey - Classified Staff
Spring 2006**

This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this survey by no later than March 1, 2006. The survey is confidential and anonymous, so please do not include your name on the survey. The survey is available in both on-line and hardcopy format. If you are completing the hardcopy version, please fill out using a #2 pencil.

The term "classified staff" includes employees represented by CSEA, Council 82, and PEF. This questionnaire is addressed to men and women within this broad definition.

For each numbered item, please fill in an answer to the best of your ability. There is also space provided at the end of the survey so that you can provide comments. Answer the following items based upon your experience at SUNY Cortland. If for any reason you are unable to answer a particular item, please leave that item blank.

DEMOGRAPHIC INFORMATION

For each of the following items, mark the answer that best describes you:

1. Your gender: A. Female B. Male
2. The union which represents you:
A. CSEA-OSU (operational service unit) B. CSEA-ASU (administrative services unit) C. Council 82 (security supervisors unit) D. Council 82 (security services unit) E. PEF
3. Your employment status: A. Full-time B. Part-time
4. Total number of years employed at SUNY Cortland: A. Less than 5 years B. 6 to 10 years C. 11 to 15 years
D. 16 to 20 years E. More than 20 years
5. If you have children, in what age groups do they fall? (Mark as many as apply.)
A. 1 to 5 years B. 6 to 10 years C. 11 to 15 years D. 16 to 20 years E. Older than 20 years

SURVEY QUESTIONS

For each of the following items, please indicate the extent to which you agree or disagree with the statement.

6. The standards for promotion are clearly established in my unit.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
7. Promotion standards are fairly and equitably applied within my unit.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
8. Promotion standards within my department or unit are more strictly applied to men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
9. Promotion standards within my department or unit are more strictly applied to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
10. Standards for promotion differ widely across units of the College.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
11. Standards for promotion should be exactly the same in all units across the College.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

12. My unit makes a conscious attempt to include women on committees.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
13. In my experience, women serving on unit or College-wide committees receive the same respect and attention as men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
14. Overall, there is positive acceptance at SUNY Cortland for gay men, lesbians, and bisexuals.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
15. My unit discriminates on the basis of sexual orientation.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
16. The College discriminates on the basis of sexual orientation.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
17. The College should provide institutional support for organized gay, lesbian, and bisexual groups.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
18. In work-related interactions with employees, students treat male and female employees differently on the basis of gender.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
19. In general, women employees receive less respect from students than men do in the workplace.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
20. In general, women supervisors meet more resistance to their authority than men in similar positions.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
21. There is a need for more structured interaction among men and women on campus concerning gender discrimination.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
22. I would support a more liberal parental leave program offered by the College.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
23. I believe I have been denied opportunities because of affirmative action.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
24. Standards for alternative work schedules are more strictly applied to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
25. Standards for alternative work schedules are more strictly applied to men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
26. Some social interactions in my unit are closed to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
27. I believe that family obligations should be taken into consideration in scheduling work assignments.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
28. Standards for alternative work schedules are fairly and equitably applied in my unit.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
29. I believe my unit provides a supportive climate for employees with family obligations.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
30. I feel valued by my unit.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

31. There are obstacles to career development for women at SUNY Cortland.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
32. Opportunities for career development are more available to men.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
33. Opportunities for career development are more available to women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
34. It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
35. There is a need for more education of co-workers about discrimination against women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
36. There is a need for more education of our students about discrimination against women.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

For each of the following items, please mark the answer that best describes your experiences or opinions.

For purposes of this survey, **sexual harassment** is defined broadly as “verbal or physical conduct of a sexual nature, imposed on the basis of sex,” and it is assumed that the victims are female and the perpetrators are male. If the sexual harassment you refer to is either harassment of a male by a female or same-sex harassment, please note that fact on the comments page.

37. Sexual harassment of students by faculty occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
38. Sexual harassment of students by staff occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
39. Sexual harassment of faculty by students occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
40. Sexual harassment of employees by supervisors occurs on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
41. Sexual harassment is a much more serious problem for female students than male students on this campus.
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
42. Are you personally aware of students who have experienced sexual harassment by faculty/staff?
A. Yes B. No
43. If your answer to #42 was yes, which of the following actions did you take?
A. Informed the Affirmative Action Officer
B. Informed the faculty/staff member's supervisor
C. Spoke informally to the faculty/staff member
D. Encouraged the student to inform the Affirmative Action Officer or other administrator
E. I took no action
44. Are you personally aware of faculty/staff who have experienced sexual harassment by other faculty or staff?
A. Yes B. No
45. If your answer to #44 was yes, which of the following actions did you take?
A. Informed the Affirmative Action Officer
B. Informed the supervisor of the faculty/staff member who committed the harassment
C. Spoke informally to the faculty/staff member who committed the harassment
D. Encouraged the victim to inform the Affirmative Action Officer or other administrator
E. I took no action

46. Which of the following actions would you take in the future if you observed a colleague sexually harassing a student or colleague?
- Inform the Affirmative Action Officer
 - Inform the supervisor of the person who committed the harassment
 - Speak informally to the colleague who committed the harassment
 - Encourage the victim to inform the Affirmative Action Officer or other administrator
 - I would take no action
47. Have you personally experienced sexual harassment from a colleague?
- Yes
 - No
48. Have you personally experienced sexual harassment from a supervisor?
- Yes
 - No
49. If you answered yes to #47 or #48, which of the following best describes your response to the incident(s)?
- I informed the Affirmative Action Officer
 - I informed the supervisor of the person who committed the harassment
 - I spoke informally to the person who committed the harassment
 - I informed my supervisor
 - I took no action
50. Have you personally experienced sexual harassment from a student?
- Yes
 - No

For purposes of this survey, **harassment** is defined broadly as “verbal or physical conduct, not of a sexual nature, intended to alarm, bully, intimidate and/or threaten”. It is assumed that the victims are female and the perpetrators are male. If the harassment you refer to is either harassment of a male by a female or same-sex harassment, please note that fact on the comments page.

51. Harassment of students by faculty occurs on this campus.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
52. Harassment of students by staff occurs on this campus.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
53. Harassment of faculty by students occurs on this campus.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
54. Harassment of employees by supervisors occurs on this campus.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
55. Harassment is a much more serious problem for female students than male students on this campus.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
56. Are you personally aware of students who have experienced harassment by faculty/staff?
- Yes
 - No
57. If your answer to #56 was yes, which of the following actions did you take?
- Informed the Affirmative Action Officer
 - Informed the faculty/staff member's supervisor
 - Spoke informally to the faculty/staff member
 - Encouraged the student to inform the Affirmative Action Officer or other administrator
 - I took no action
58. Are you personally aware of faculty/staff who have experienced harassment by other faculty or staff?
- Yes
 - No

59. If your answer to #58 was yes, which of the following actions did you take?
- A. Informed the Affirmative Action Officer
 - B. Informed the supervisor of the faculty/staff member who committed the harassment
 - C. Spoke informally to the faculty/staff member who committed the harassment
 - D. Encouraged the victim to inform the Affirmative Action Officer or other administrator
 - E. I took no action
60. Which of the following actions would you take in the future if you observed a colleague harassing a student or colleague?
- A. Inform the Affirmative Action Officer
 - B. Inform the supervisor of the person who committed the harassment
 - C. Speak informally to the colleague who committed the harassment
 - D. Encourage the victim to inform the Affirmative Action Officer or other administrator
 - E. I would take no action
61. Have you personally experienced harassment from a colleague?
- A. Yes
 - B. No
62. Have you personally experienced harassment from a supervisor?
- A. Yes
 - B. No
63. If you answered yes to #61 or #62, which of the following best describes your response to the incident(s)?
- A. I informed the Affirmative Action Officer
 - B. I informed the supervisor of the person who committed the harassment
 - C. I spoke informally to the person who committed the harassment
 - D. I informed my supervisor
 - E. I took no action
64. Have you personally experienced harassment from a student?
- A. Yes
 - B. No
65. If you have been at SUNY Cortland for five or more years, how would you rate the campus climate as it relates to gender now compared to when you first arrived?

Report of Committee on Status and Education of Women

- A. The climate now is significantly better
- B. The climate now is significantly worse
- C. The climate now is about the same

Comments

Please use this space to elaborate on any answers you provided in the survey.

What suggestions do you have for improving the campus climate with respect to gender and gender-related issues?

COMMITTEE ON THE STATUS AND EDUCATION OF WOMEN
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