# *Voices of Women*

A  Report on the Status of Women at Michigan State University
November 2006

# EXECUTIVE SUMMARY

## Purpose & Authorization

The Status of Women Project at Michigan State University seeks to recognize progress and develop a women's agenda for institutional advancement based on assessments of the climate and needs of women students, faculty, and staff.  The Project was initiated by Patricia Lowrie, Director of the Women's Resource Center, and authorized in 2002 by then Provost, Lou Anna Kimsey Simon. It has proceeded under the leadership of the MSU Women's Commission, whose membership is drawn from the Women's Advisory Committees to the Provost (WACP), the Vice President for Finance and Operations (WACFPO), and the Vice President for Student Affairs and Services (WACSAS). The close collaboration of the women's advisory groups throughout the evolution of the report has been vital to the Project's success.

## Rationale

Recently, Michigan State University, a pioneering land-grant institution, celebrated its sesquicentennial and reaffirmed an ongoing commitment to equity, inclusion and community. Recently, too, the Women's Resource Center (WRC) — heart of support and programming for women—celebrated 10 years of service under Director, Pat Lowrie's leadership. In 2005, MSU welcomed its first woman president, Dr. Lou Anna Kimsey Simon and a new provost, Dr. Kim Wilcox. One of the first acts of Dr. Simon's presidency was the development of Boldness by Design, a new strategic positioning document that calls upon Michigan State University to "recast itself"— to become the foremost contemporary "world-grant" university.

It has been more than a decade since the last major University report on the status of women faculty. In an era of fresh leadership and at a time when the University is assessing its progress and developing bold future visions of the institution, it is appropriate once again to review the position of women. Historically, the University has conducted a number of studies about campus diversity and the environment for women in particular. The Offices of Academic Human Resources; Affirmative Action, Compliance, and Monitoring; Human Resources; and Student Affairs and Services have produced regular reports regarding the representation of women.  Seldom, however, has the University sponsored a critical stand alone report, authored by women, that gathers data on climate as well as representation about students, faculty/academic staff and support staff women at MSU. While progress always occurs more slowly than some would wish, the following report on the Status of Women confirms that the University has made important gains over the last decade in a number of areas for women. It also reveals several areas of concern where additional efforts are needed.

## Abridged Methodology

In 2002 WRC Director Patricia Lowrie recommended and Provost Lou Anna Simon approved a proposal that MSU create a snapshot of the status of women at Michigan State University. At Provost Simon's suggestion, The Women's Commission, with support from WRC, took the lead in developing The Status of Women Project. (Historical Overview, 1)

The Project advanced through several stages and utilized several instruments, including a review of current literature; background reports concerning institutional organization, policies, and procedures;

earlier MSU studies of women; status of women reports from other schools; and results of public forums/focus groups for students, faculty/academic staff, and support staff. These informed the design of an electronic survey.

In the summer of 2004, the steering group initiated a formal web-based, UCHRIS approved survey in order to acquire data that helps to answer the question, What is the current status of women (faculty, staff, and students) on the campus of Michigan State University? Development was completed in April 2005. The survey was administered through the Women's Resource Center web site between April 15 and May 30, 2005. (Historical Overview, 2)

Demographic data was captured that revealed the status of women in a variety of roles. 1713 faculty, students and staff women at MSU responded to the survey. Of these,   61.6% or 1056 were women students; 24.4% or 418 respondents were women support staff; and 14% or 239 were faculty and academic staff women. The respondent pool was representative of the racial diversity on campus. ("Who Took the Survey" ) The survey elicited responses especially regarding the following major areas: Climate, Work/Life Balance, Mentoring, Job Security, Safety, and Communication.

Professor Ann Marie Ryan (Psychology) generated an initial summary of data collected in the electronic survey. Subsequently, this data was reviewed and analyzed by each of the Women's Advisory Groups. The *Executive Summary of Electronic Survey Results*, an overview of outcomes and recommendations as seen by The Status of Women Oversight Committee, a collaboration of representatives of the Women's Commission, was presented to the Vice Presidents on August 14, 2006.

In Spring 2006, Pat Lowrie asked a team of MSU consultants to compile and write a more detailed Status of Women Report. *Voices of Women*, the report that follows, utilizes analysis and data collected in earlier stages in the Status of Women Project. It presents and interprets additional information gathered from institutional data reports, MSU historical archives, and participants' many open-ended comments in the electronic survey.  Quotations from comments are used extensively throughout the text to permit readers to hear a variety of women's views.  The recommendations in the final report are informed by earlier project documents as well as the additional data and analysis.

The Voices of Women Report is divided into sections, including some of the major sections of the electronic survey (Mentoring, Work/Life Balance, Communication and Information, Safety, and Job Security). Because "Climate," the other section of the survey, includes so many factors, additional sections have been created to discuss findings not considered at length in earlier reports.  Sections are a convenience, but many issues are interconnected. Supporting an hospitable climate for women probably requires a connected approach across topics.  At the same time, students, faculty/academic staff and support staff women also have some differing needs that call for distinctive solutions.

The writing team is indebted to the Women's Commission and its Oversight Committee, the women's advisory groups to the vice presidents, Pat Lowrie and the WRC staff, as well as the many other generous contributors across campus who shared their data and expertise. The team particularly appreciates the *Section Analyses* developed by Professor Ann Marie Ryan and gratefully acknowledges the authors of the *Executive Summary of Electronic Survey Results* for their well-written overview. While conclusions in *Voices of Women* occasionally differ from those of other reports, for the most part, the final document and recommendations are built on and from them.

**Summary of Findings**
The members of the Women's Commission, who authored the *Executive Summary of Electronic Survey Results* (2006), are on the mark in their Preface. While the birds'-eye view of the status of women at MSU offers a generally clear horizon, the detailed view closer to ground— through the eyes of respondents writing about their everyday lives—is more various and sometimes more troubling.

Overall, the status of women students, faculty and support staff at Michigan State University appears to be on a positive and progressive trajectory. Representation of women faculty, students, and staff has increased over the last ten years, and women feel there are many positive qualities of work, study, and community at this University. While there is much to be proud of regarding the status of women at MSU, a number of issues are identified in the electronic survey results and in additional reports that deserve continuing attention.

Quantitative and statistical data provide important touchstones for assessing the status of women; however, in several instances, positive statistical findings are qualified by strong messages in individual respondent comments. Additionally, electronic survey respondents said many matters were not solely women's concerns, but important to everyone. This broad impact magnifies the importance of addressing issues described throughout this report.

### Representation, Hiring, Promotions, Retention Data

MSU has shown steady gains in hiring women and women of color over the last decade. Women faculty/academic staff, students, and support staff have a strong presence at Michigan State. The University continues to track representation of women and promotes strategies for improving hiring processes. (Unless otherwise noted, data throughout this section is drawn from Affirmative Action, Compliance and Monitoring [AACM] , *2004-5 Data Report*)

**Faculty/Academic Staff**

All women and women of color in the total academic workforce have increased over the last decade (8). There has also been a substantial increase in the representation of women in executive management, from 24.2% to 41.3%; 34.4% of academic administrators are women. (30, 32)

Between 1996 and 2005 the numbers as well as the percentages of tenure system women and fixed-term faculty women increased. Percentage increases of women were smaller in the tenure system. During this time the percentage of total tenure system faculty decreased while total fixed-term academic staff increased substantially. (12, 15, 26) For the last two years, however, the University has been reversing the downward trend in representation of all tenure system faculty; recent women hires contribute to this positive trajectory. Women continue to constitute nearly half of fixed-term faculty. (Academic Human Resources, Historical Summary) . It is also noteworthy that according to CIC comparative data, representation of faculty women at MSU is above average for CIC universities. Black and American Indian/Alaskan Native women also exceed the CIC average; representation of Hispanic and Asian women should continue to be reviewed. (IPEDS, 2005 & MSU 2005 data provided by Academic Human Resources, 2006 - See Appendix F)

The representation of women and women of color in the tenure system varies by college. In 2004-05 four of fourteen colleges reported hiring tenure system faculty at rates below availability. Two colleges, however, had no women tenure system hires in 2004-05. (AACM, 2006, *Inclusion and Diversity at MSU: 2004-05 Annual Report*, 13) As of 2004-05, some of these same colleges had notably low representation of tenure system women. These lower representation rates for tenure system women are largely in traditionally male-dominated areas. (11)

The rate of all women promoted within the tenure system substantially lags their representation. The limited presence of tenured women of color at the full professor level is a matter for continuing concern. Data also indicates that the rate of all women tenure system non-retirement separations (39%) continues to exceed their representation in the tenure system (30.4%). The differential is not as great for women of color. Nonetheless, the disproportionate separation rate for tenure system women is a concern. (10, 16) Loss of women of color among academic administrators also deserves attention (30).

**Support Staff**

Women have very strong representation in the support staff workforce, though they decreased slightly from 67% in 1996 to 65.3% in 2005.   During this period, the representation of women of color grew from 10.1% to 10.6%. (40)

Positive changes in representation of women by employee category from 1996 to 2005 include a 1.5% increase of women in the combined Officials & Managers and Professional categories, and a 7.4% increase in the Technical group.  Areas needing review and improvement include the continuing low representation of women in the Skilled Trades (which decreased by nearly 1% to 11.1%), and the disproportionate decrease in women of color in Officials & Managers.  There is generally lower representation of women and women of color in upper levels of support staff employee groups, which should also be reviewed. The impact of a decrease in the total Clerical group (19.5%) over this period is discussed in several climate sections. (46)

Support staff women hiring and promotions largely correspond to their workforce percentage, except for their lower promotion rate in the Service-Maintenance group. It is positive that women's promotions in Skilled Trades exceeded their representation in the group. Hiring of women of color exceeded their workforce percentage, but was offset by non-retirement separations that exceeded their workforce percentage and a lagging promotion rate, which are areas of concern. (38, 39)

**Students**
Representation of women students across the University increased from 52.7% to 54.4% between 1996 and 2005.  In fall, 2005 women constituted 53.9% of undergraduate students and 57.7% of graduate/professional students. For the same period, women of color made up 10.1% of undergraduates, 8.4% of graduate/professionals, and 9.8% of all students. Three quarters of enrollments in Lifelong Education are women, underlining the importance of providing educational opportunities for those whose educational careers may have been interrupted or delayed. (73, 75, 76)

In 2005 women were still represented at disproportionately high levels in their traditional fields: Arts and Letters, Communication Arts and Sciences, Education, and Nursing.  They are gaining representation in some non-traditional fields, most strikingly in Veterinary Medicine at both the undergraduate level (87.1%) and the graduate level (75.5%).  In addition, women make up more than half of the students in Human Medicine (57.6%) and in Osteopathic Medicine (52.4%).  Notably, women of color constitute 18.5% of Human Medicine students; they are also strongly represented in Osteopathic Medicine (10.5%) and in Veterinary Medicine (9.2%). The percentage of degree recipients is similar to representation for all women undergraduates and women and women of color graduate/professional students.  Women of color undergraduates show a lower graduation rate than their representation, which is a matter of concern.  (73, 75, 76, 111)

Undergraduate women and women of color are underrepresented in three traditionally male-dominated colleges: Agriculture and Natural Resources (ANR), Business, and Engineering.  Graduate women and graduate women of color are underrepresented in ANR, Natural Science, Business, and Engineering.  (75-76) These differentials warrant further examination.

The percentage of women holding graduate assistantships increased from 1996 (44.2%) to 2005 (47.4%). Women of color hold only 6.2% of assistantships. There are notable variations in the percent of women graduate assistants by college, including a favorable ratio in three colleges where women are underrepresented.  This is important since graduate assistants serve as role models for undergraduate women. (58)

**General Findings - Initial Climate Factors Questions \***
Early in the electronic survey, participants were asked how a variety of factors impact their experience at MSU.  The predominance of positive responses to this question indicates that many things are "going well." (Climate Section, 3-8)
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*Throughout the Executive Summary, unless otherwise noted, Survey Section Analyses (2005) is the primary source for references regarding statistical analysis of responses to climate factors questions in the electronic survey. Survey respondents' open-ended comments are drawn from Full Qualitative Data Sets (2005). (See Appendix H)

Both faculty/academic staff and support staff said **Meaningfulness of the work** was one of the most positive factors in their MSU experience. Faculty/academic staff also gave their highest ratings to **Challenge of the work**, **level of autonomy**, supportiveness of coworkers, level of civil treatment, and level of collegiality. Support staff also felt most positively about **adequacy of benefits**, personal safety, University resources (e.g., Women's Resource Center, Employee Assistance Program), access to resources to do their jobs, and supportiveness of coworkers. Students had the most favorable perceptions of **student organizations,** programs & activities for students, experiences with academic advising, **ability to participate in class**, **relationships with quality of instructors/professors**, and **classroom climate**.

While positive views dominated, respondents also had more negative perceptions about how some factors affect their experience at MSU. Both faculty/academic staff and support staff indicated that time pressure, **general stress levels**, **University or administrative bureaucracy**, and **equity of salary/compensation** were among the most unfavorable factors in their experience. Faculty/academic staff said availability of support staff and **typical workload** were also among the most unfavorable factors. Support staff were also most negative about **fairness of promotion processes** and fairness of personnel policies. Students had the most unfavorable views of **personal safety**, equity in sports, and quality/safety of off-campus housing, scholarships & financial aid, adequacy of racial/ethnic diversity at MSU and support for people with disabilities.

In separate questions, the electronic survey then asked which factors have the greatest impact (positive and negative) on respondents' experience at MSU. Bolded factors above are among those most cited as having the greatest positive and negative impact. Additional factors identified as having the "greatest impact" include the relationship with chair/director/supervisor (positive for faculty/academic and support staff), and level of civil/respectful treatment (negative for students). There is considerable overlap between factors with the highest favorable vs. unfavorable ratings in the first climate factor question and the factors cited as having the greatest positive and negative impact in the questions that followed. (Climate Section, 3-9)

Responses to the initial general climate questions provide a preliminary "snapshot" of comparative perspectives of MSU women. A number of the general climate factor findings are supported by respondents' open-ended comments throughout the electronic survey, but respondents also had additions, reservations, or strong disagreements with these and other climate factor appraisals. Of note in this regard are issues such as variability of treatment across units, including leadership quality; concerns regarding work/life balance and child/eldercare; and issues of inclusion. These matters are discussed in greater depth in the body of this report.

<div align="center">**Climate Topics**</div>

**Leadership**
Respondents to the question about climate factors rated interactions with chairs, directors, supervisors very favorably (Climate Section, 3, 5) Positive ratings were qualified by open-ended comments.

Respondents' anecdotal comments indicate that unit leadership is one of the most important factors in achieving a supportive climate for women. Some respondents commented positively about women moving into leadership positions and good unit leaders (chairs, deans, supervisors), who support women. Several participants saw a woman president as a hopeful sign.

Respondents commented negatively about lack of consistently positive leadership at the unit level; leaders who don't care about women's needs, especially those who don't understand family-friendly policies,

lack knowledge of options, etc.; and bad unit leaders who are not removed. Respondents also complained that University level leaders don't proactively use their visibility and influence enough to support diversity and a positive climate for women; do not consistently provide sufficient clarity regarding mission, vision and institutional priorities; do not show enough respect for faculty, and contribute to institutional lack of confidence.

## Salary Equity & Benefits
The electronic survey found a notable rate of unfavorable and neutral perceptions about faculty/academic staff and support staff salary equity. In climate factors responses only 29.2% of faculty/academic staff respondents to the question and 35.9% of support staff respondents had favorable perceptions about equity of salary/compensation. Salary equity was the 4th most unfavorably rated climate factor in the climate factors question for both groups. (Climate Section, 3, 5) Open-ended comments largely supported climate factor ratings regarding salary equity. Respondents raised issues including fairness and amount of merit pay, market competitiveness, male/female equity, working out of classification, and the need to update job descriptions and job categories.

It appears that few respondents know about positive measures the University takes to monitor and address possible salary inequities. The Office of the Provost conducts annual salary cohort analyses as well as salary equity studies for tenure system faculty. Human Resource Support Staff Pay Equity Studies of 2002 and 2005 also assessed salary equity. In addition, Human Resources has developed a web-based salary administration application to assist units in making sound pay decisions and is more closely monitoring merit and equity salary increases. Future reviews of support staff pay equity are planned. Since comments suggested that specialists and fixed-term faculty considered themselves undervalued, and women constitute a sizable portion of these groups, consideration should be given to extending salary studies to them.

## Benefits
The strength and importance of MSU's benefit program was evident in respondents' reactions to benefits in both the climate factor question and in open-ended comments. Support staff responding to the climate factors question rated adequacy of benefits very favorably (79%). Faculty/academic staff also rated benefits favorably (63.4%). (Climate Section, 3, 5) MSU benefit programs appear to be a major factor in attracting and retaining faculty and staff; however, open-ended comments also made some suggestions for improving benefit programs, including more family-friendly benefits, dental and mental health care improvements, protection of health care for active staff and retirees, more flexibility in benefits, continuing support for domestic partner benefits, and additional release time for education assistance.

## Workload, Time Pressure, Stress
Both faculty/academic staff and support staff often feel overwhelmed by demands on their time. Time pressure and stress were the two most unfavorable factors for faculty/academic staff in the initial climate factors assessment; this group was also more negative than positive about typical workload. (Climate Section, 3) Faculty/academic staff open-ended comments supported their negative perceptions in the climate factors question. Support staff respondents also rated stress among the most negative climate factors, but were more positive about typical workload and were also more favorable than faculty about access to resources to do their jobs; (Climate Section, 5-6) however, their favorable responses to the climate factors question are offset by the substantial number of strongly negative open-ended comments about increasing work demands.

In open-ended comments faculty/academic staff respondents were negative about increased workload, time pressure and stress, especially as these related to family and work/life balance, as well as research, teaching and service demands. Respondents linked increased pressures to budget issues, insufficient support for research, support staff reductions and University bureaucracy. They noted that increased demands across the mission negatively affected career development, job performance, job security, and ability to develop mentoring relationships.

Specific support staff concerns in open-ended comments included the need to adjust or eliminate work as positions are reduced; the desire to be part of discussions on how to change work; inability to take paid leave due to workload; inequality of workload within units and across campus; capable employees getting more work; cuts being taken at the staff level, leaving a 'top heavy administration; and excess workloads due to inequity of budget cuts across campus.

**Administrative Bureaucracy**
Both faculty/academic staff and support staff rated university/administrative bureaucracy very unfavorably in the initial climate factors question (Climate Section, 4, 6). Open-ended comments supported this negative ranking, especially as it is coupled with workload, time, stress and other issues such as career development.

<u>**Work/Life Balance & Child/Elder Care**</u>
Women throughout the University, no matter what their role, struggle to balance the different facets of their lives. In all parts of the electronic survey, most women reported difficulty in balancing work/studies and home/personal lives. Both faculty/academic staff and support staff said the most positive factors affecting their ability to achieve balance are the support of family, coworkers, and chair/supervisor. For students, support of friends, family and significant other were the most favorable factors. (Balance Section, 2, 4, 5)

The challenge of achieving a satisfactory work/life balance appears particularly acute for faculty/academic staff who also had some of the highest unfavorable perceptions regarding time pressure, stress, and workload. The most negative factors for both faculty/academic staff and support staff were "workload" and "weekend/evening obligations." Students' highest negative ratings were for "personal financial situation," followed by "workload for courses" and absence policies. (Balance Section, 2, 4, 5) Open-ended comments from all three groups advocated greater flexibility across the university, part-time work options, reduced teaching load opportunities, increased appreciation of family needs, and better childcare support. One respondent urged creation of an environment that "values people's lives outside the University…this will especially impact positively on women who still uphold the family (or do not have one for fear of failure professionally)."

In addition, support staff expressed the desire to work at home, to have flexible work schedules and opportunities to work outside the 8-5 hours or on weekends in exchange for time off during the regular workday. They asked for opportunity to reduce their hours without penalty and use earned vacation time without retribution. Students commented on "the special challenges student mothers have, particularly doctoral students."

A number of open-ended responses indicate that although MSU has several progressive family-friendly policies and practices in place, respondents were either unaware of them or perceived that policies, programs and practices are being applied inconsistently from unit to unit. There appears to be a need for more consistent, proactive interventions and application of policies across all units.

**Child/Elder Care**
Family care issues play a very critical role in the work/life balance for women. For those who are parents or who have parental/spousal/partner care responsibilities, the matter can become the paramount issue of daily life.

Faculty were most negative about "adequacy of access to childcare resources" (28.6%), nearly twice the negative student ratings (15.9%), and nearly three times the negative ratings by staff (10.5%). Regarding "adequacy of access to resources for elder care," faculty and staff were nearly equal in their negative perceptions, 15.5% and 14.1% respectively; only 4.3% of student responses were negative. (Climate Section, 3-6)

Although none of the negative ratings exceed 28%, and all but one are 16% or less, the intensity of respondents' concerns is reflected in their open-ended comments that convey a wide range of both positive and negative perspectives: Many comments stressed the importance of supportive supervisors, chairs, or managers. Others described the difficulties when a manager, chair or professor does not give support. The calls for more on-campus or near-campus affordable, quality childcare were emphatic. Student comments made it clear that student parents have special challenges in balancing work, studies and family life; they stressed the need for evening childcare which would allow work on research or special projects: Policy issues are a major concern for faculty/academic staff and support staff.

Regarding child/eldercare, respondents offered these suggestions for improvement:
- Assess and address the needs of mothers pursuing doctoral degrees.
- Provide more affordable day care.
- Provide maternity leave for women who adopt.
- Improve parental leave policies.
- Increase discussion of handling family/childcare issues in professional careers.
- Educate professors about the needs of student mothers.
- Provide spaces across campus for women to breast feed/pump.

A faculty/academic staff member said the University needs to decide: "Do they want to encourage childbearing-age women to work at MSU and help them become successful? In other words: are they serious about recruitment AND retention?"

## Meaningfulness & Challenge of Work
Meaningfulness of work and challenge of work are highly regarded qualities of worklife for women at MSU. "Meaningfulness of the work" and "challenge of the work" along with "level of autonomy in job" were the three factors regarded most favorably by faculty/academic staff in the climate factors questions; 85.1% of faculty/academic staff respondents to the question said that meaningfulness of work was a favorable factor. Similarly, 81.5% saw challenge of work as a favorable factor. (Climate Section, 3) This factor also received high percentages of favorable reactions from support staff. Among support staff respondents who rated meaningfulness of work, 73.6% found it to be a favorable factor. A majority of support staff who rated challenge of work (66.6%) also saw it as a favorable factor. (Climate Section, 5)

For the most part, faculty/academic staff open-ended comments supported the positive findings in the factors of climate question. Faculty spoke of "opportunities to work on a variety of challenging initiatives." Support staff also commented positively about careers at MSU being "diverse and challenging." Only a few faculty respondents commented negatively about the lack of meaningfulness or lack of challenges in their work. These participants discussed the lack of intellectual stimulation in their departments or the intellectual climate in the university as a whole.

## Career Development & Appreciation of Efforts
The majority of faculty/academic staff and support staff respondents to the electronic survey saw "support for career development" and "appreciation of efforts" as favorable aspects of climate in their experience at MSU. Responses regarding certain other factors that affect career development and appreciation (e.g. fairness in tenure/promotion policies, bureaucracy, support for research etc.) were seen more unfavorably. (Climate Section, 3-8)

While some respondents in the open-ended comments found MSU to be a "wonderful place to work" with "opportunities for growth and development," others expressed a series of concerns and suggested improvements. Both faculty/academic staff and support staff were positive in open-ended comments about University resources for career development. Support staff praised educational assistance, Human Resources and the Women's Resource Center. Faculty/academic staff credited support of colleagues and some administrators, staff assistance, as well as women's networks, women mentors, and women

administrators for creating an encouraging climate for career development. They were grateful for departments, colleges, and administrators that are sensitive to women balancing career and family.

Positive responses regarding support for career development were offset in open-ended comments by support staff concerns about not being able to take advantage of University resources for career development because of heavy workloads, inability to get release time, programs offered at inconvenient times, lack of knowledge about available resources, and work-family balance problems. Similarly, faculty/academic staff cited difficulties with increased workloads, work-life issues and time constraints.

A number of support staff respondents testified that supervisors and departments created barriers to their career development including supervisors who do not ask or know about staff career goals, and supervisors with personal insecurities who feel threatened by talented staff. Both support staff and faculty/academic staff respondents also criticized department politics and "the good ole boy network" for lack of career development support at the unit level.

Faculty/academic staff respondents reported several obstacles to their research careers: bureaucracy, low return of overhead dollars, too much committee work for women, insufficient travel support and too few graduate assistants. Faculty were especially concerned about the lack of support staff. Faculty/academic staff also wrote about insufficient support for women in science and for research focused on women. They discussed training needs for faculty with overseas research assignments and asked for limits on teaching contact hours for research faculty. In addition, faculty/academic staff identified problems with "mis-matched goals"— disparities between individual career interests and objectives and the priorities set by University, college or unit.  In this regard they also referenced insufficient support for teaching, lack of support for women's studies, and less support for some disciplines.

**Fairness in Advancement, Promotion/Tenure**
Support staff open-ended comments tended to corroborate the unfavorable rating (39.1%) that "fairness of promotion process" received in the initial climate factors question (Climate Section, 6).  Support staff described numerous concerns with promotional practices, including departments preferring the lower salaries of off-campus new hires and lack of incentives for internal hiring, low seniority, caps on or lack of career paths, favoritism, jobs not being posted/pre-selections and jobs posted as underutilized for minorities.  They commented about being stuck in the same role for too long, passed over for promotion, age discrimination, not enough people retiring, and difficulty in rising above "the glass ceiling" for women. Some support staff respondents saw problems with a "male dominated environment" where women are stereotyped as secretaries, clerks, assistants. They also worried about the effects of reduced grant funding, budget cuts, and staff reductions on advancement.

In open-ended comments, faculty/academic staff responses were mixed regarding the fairness of the tenure/promotion process. A number of respondents felt they had been treated fairly throughout their careers at MSU. Only one respondent wanted to "tighten the promotion process." Many respondents, however, wanted the process to be more flexible and family-friendly.  Respondents felt that "fairness" still sometimes depends on what college or department one is in or whether one is a faculty member or academic staff.  A number of respondents commented on positive support from colleagues, department chairs/directors and deans, while others discussed the negative influences on tenure/promotion of department politics and male networks. Several respondents requested more monitoring of departments that consistently do not get women tenure, and called for more "transparency" in promotion/tenure data. Some respondents were also concerned about lack of professional development support for non-tenure stream faculty, specialists, and other academic staff.

**Appreciation and Recognition**
A majority of support staff respondents to the initial climate factors question (63.6%) saw "appreciation of efforts" as a favorable aspect  in their experience  (Climate Section, 5).  In open-ended comments some support staff respondents also said that they were appreciated and recognized for their efforts. Others, however, reported, "No praise or positive feedback" and said that increased workloads allowed little time

to recognize or support colleagues' work. A smaller percentage of faculty/academic staff respondents (52.6%) responded favorably regarding appreciation (Climate Section, 3). In open ended comments faculty/academic staff were less positive. They complained about insufficient credit "for work done" or for teaching undergraduate courses, inadequacy of respect and support for field staff, lack of regular feedback, and insufficient recognition for their research. Several academic staff said they are not appreciated and noted that the "inherent bias of the specialist system…imposes a 'glass ceiling'." Some faculty/academic staff respondents felt that men were recognized more than women and that women should receive more Distinguished Faculty Awards. Several thought more rewards should go to those who concentrate on teaching, program development and public service.

### Diversity & Inclusion

Electronic survey results indicate progress as well as problems regarding diversity and inclusion at MSU. The University's continuing commitment to diversity and inclusion is apparent in many resources and programs (AACM, *Inclusion and Diversity at MSU*, 18-43). However, for a number of reasons, visible engagement with issues of diversity and especially inclusion is not evident to some women. Further efforts are needed to understand current conditions. Noticeable actions should assure women that their issues are being addressed.

*Voices of Women* discusses Diversity and Inclusion in two parts 1) Diversity (racial/ethnic diversity, support for minorities, support for people with disabilities, and support for LGBT students) and 2) Gender Equity & inclusion (including climate matters for women that are not treated elsewhere in the report).

### Diversity

Overall, in the initial assessments of climate factors, responses about diversity at MSU were more positive than negative. It is noteworthy, however, that the percentages of neutral responses to the particular diversity factors discussed in this section were also frequently close to equal or greater than the percentage of favorable responses for students, faculty/academic staff and support staff. (Climate Section, 3-7) This result lends itself to a number of interpretations. Open-ended responses also raised several important concerns.

Survey participants in all three groups who responded to the climate factors question saw "racial and ethnic diversity" or the "adequacy of racial and ethnic diversity" as having a more favorable than unfavorable impact on their experience at MSU (Climate Section, 3-7). Women of color, however, had less favorable perceptions of the adequacy of racial/ethnic diversity at MSU and the adequacy of support for racial/ethnic minorities than did majority women. (Climate Section, 10-11)

Respondents in open-ended comments sometimes strongly embrace diversity and see it as a core value at MSU. A student said, "I appreciate the emphasis that MSU places on valuing diversity… This is a great value to develop in myself." Other respondents appear to be indifferent or do not believe diversity should get so much attention. A number of other respondents spoke with urgency about their negative perceptions.

A strong negative theme in open-ended comments is that support for diversity is deteriorating and the University no longer "walks the talk." A series of respondents objected to "lip service" without "concrete action" and said that leadership is showing "lack of interest for on-going discussion about how to improve diversity across the University." Respondents in open-ended comments also complained about inconsistency of support for diversity across units, too few faculty women of color, college climates that are not welcoming to minority women, limited support and programs for some women of color groups, viewpoints of women of color not being taken seriously, and too few women or men leaders who are sensitive to diversity.

Respondents' open-ended comments praised the LBGT office for its support, but expressed fear regarding possible loss of benefits for domestic partners. Comments about LGBT groups also said that the University should be more publicly supportive of the LGBT community. Harassment was noted as a

continuing threat for LGBT students. Regarding persons with disabilities, respondents in open-ended comments observed that the University was saying the right things, but again, actions don't follow words. They called for more support and more comprehensive policies. They reported that overall stress and pressure on campus especially affect people with disabilities.

**Gender Equity & Inclusion**
Gender equity and fair, respectful treatment are key to creating an environment where women feel they "belong." Faculty, students and support staff all rated several factors relevant to gender inclusion more favorably than unfavorably in the initial climate factors questions. Students however, were especially negative about the impact of "respectful treatment." (Climate Section, 3-9)

Open-ended comments throughout the survey were particularly rich for mining respondents' perceptions about issues that can make the climate at MSU either welcoming or inhospitable for women. Comments were mixed, but sometimes strongly contradicted positive results of the initial climate factors queries.

Respondents in all groups were divided with regard to their overall view of gender equity at MSU. Some felt that gender was not an issue or "the" issue for them. Several faculty/academic staff said the problem was not gender, but budgets, lack of respect for ALL faculty by the administration, lack of support for teaching, etc., and the good ole boys' network "which is really about longevity, not as much about gender."

More faculty respondents in open-ended comments were negative about gender equity generally. They said that "the issue of discrimination against women" has not been resolved, and pointed to "subtle and not so subtle messages" that women must do more but are still not regarded as equals. Several staff members said gender discrimination was alive, but they were hopeful: "Men are still basically in charge. Perhaps our new female President will affect some of that and bring more gender equity to MSU."

All groups commented extensively and often emphatically about a variety of experiences that made them feel unwelcome or excluded at MSU. Recurring negative themes were lack of collegiality, sexist attitudes, and insensitivity of male peers, especially in traditionally male dominated disciplines, colleges and work areas. Respondents also reported a number of disrespectful (or abusive) behaviors toward women in student life (particularly in residences), toward women students and faculty in the classroom, and toward support staff women in their workplaces. Respondents emphasized that sexual harassment remains an issue that deserves more attention, especially for students. Some respondents also said that class/rank/position, political views, and age were exclusionary concerns.

On a more positive note, respondents across all groups saw the support of women coworkers and administrators as well as opportunities for networking, women's organizations, and university resources, programs and activities for women as positive factors for inclusion of women at MSU. Respondents asked that more women be hired, especially in traditionally male-dominated areas and more women be put in administrative roles.

<u>**Safety**</u>
Survey respondents were largely positive about their sense of overall safety on and near the campus; however, student perceptions were markedly different from those of both support staff and faculty/academic staff. Students showed the greatest concern for their general safety with 63.9% favorable and 15.6% unfavorable. Favorable responses were given by 74.2% of faculty/academic staff and by 86.1% of support staff. (Safety Section, 2-4)

Parking structures were the source of most concern, receiving unsafe or very unsafe ratings from 50.4% of students, 33.8% of faculty/academic staff, and 29.2% of support staff. Students were also more likely to report feeling unsafe on campus paths and walkways, in elevators, and in the East Lansing area than either faculty/academic staff or support staff. Students' favorable ratings for on-campus

apartments/family housing, residence halls, and off-campus housing ranged from 59.7% to 63.8%. (Safety Section, 2-4)

Respondents were asked to indicate "Other campus areas or situations that are safety concerns." The greatest concern for students was "walking after dark in poorly lit areas;" The greatest concern for both faculty/academic staff and support staff was being alone in their on-campus workplaces "during off-hours (weekends, breaks, evenings)." (Safety Section, 5) A classroom building filled with faculty and students is perceived as a safe place, but an empty building gives rise to apprehension. A run along the river in daylight when the campus teems with walkers can be exhilarating; walking the same trail, alone and in darkness, can be frightening.

Sexual assault was not mentioned in the survey questions; however, it was a dominant theme and source of great concern in student comments. Many women students face particular vulnerability to sexual assault (acquaintance rape) because of their age group and social milieu. Campus crime statistics regarding reported (not proven) sexual assaults for 2003-2005 indicate the number of assaults reported was twice as great for 2004 (29) as for either 2003 (14) or 2005 (14). (DPPS) This may have affected the survey responses, which were gathered in spring 2005. The force of student comments supports general claims that many sexual assaults, especially acquaintance rape, go unreported. The "midnight scream" was viewed by many women students as a demeaning objectification of women and a gross violation of their safety and living space. They were passionate in their pleas to have it ended.

### Mentoring

Electronic survey data supports the need for better communication, information, and training about mentoring as well as University-wide promotion, recognition and rewards to support a "mentoring environment" at MSU. (See *Executive Summary of Electronic Survey Results*, 2006, 11-12). Although formal mentoring appeared to be the preferred program in open-ended comments, the number of faculty/academic staff and students who reported having mentors, the factors affecting the ability to develop mentoring relationships (e.g. time), as well as some participants' reservations about formal programs suggests taking a broad view of climate that is supportive of informal mentoring in addition to formal programs. The optimal mentoring relationship is one defined by the "eye of the beholder," and a mentoring climate should "fit all sizes."

The majority of faculty, staff and student respondents to the electronic survey said that they did not have mentoring relationships. Considerably fewer support staff reported having mentoring relationships than faculty/academic staff or students. (Mentoring Section, 2) Women of color were more likely to report having a mentoring relationship: 38.2% compared to 33.9% for majority women (Mentoring Section, 6). Although the majority of respondents to the electronic survey did not have mentoring relationships, the percentages of faculty/academic staff and student respondents with mentoring relationships was relatively high at just over 40% for both groups. Responses to other sections of the electronic survey provide a number of instances where those who had mentors had more positive perceptions about climate, etc., than those who did not. (Mentoring Section, 1 and Climate Section, 11)

The areas that student respondents believed would most benefit from mentoring were academic advising, career development, residence hall life, personal development, and class scheduling. Faculty/academic staff respondents reported research, teaching, University/department politics and career development. Support staff said career development, University/office politics, learning new tasks/skills, work-life balance, and professional development were the areas where mentorship would be most valuable. (Mentoring Section, 7-9) Faculty/academic staff, students and support staff respondents all reported that time was the most important factor in being able to develop mentoring relationships (Mentoring Section, 1, 3-5).

In open-ended comments, a number of respondents in all groups supported mentoring programs, especially formal mentoring, but some preferred informal mentoring. Respondents expressed concern about mentor availability (including the lack of sufficient women and women of color mentors, especially

in senior positions), and they asked for more information, communication and training about mentoring. They also wanted more University-wide visibility and "top-level buy in." Faculty/academic staff and support staff often commented on time and workload constraints as well as the need for more recognition/rewards for mentoring. Students wanted more information, more faculty mentors, better academic advising and mentoring in residence halls.

## Job Security
Both faculty/academic staff and support staff respondents rated level of job security as more favorable than unfavorable in their initial assessment of climate factors (Climate Section, 3, 5). On the other hand, in the Job Security section, where respondents were asked to focus on specific factors that affect perceptions about job security, both groups' responses were predominantly unfavorable or neutral for most items. University and unit budgets as well as department politics were the greatest job security-related concerns for both groups. (Job Security Section, 1-4)

Both support staff and faculty/academic staff open-ended comments included some positive statements about job security at MSU, often based on respondents being tenured, feeling that their particular skills were needed, or having confidence that their colleges, departments, or units were well-managed. Both groups' comments, however, were generally more neutral or negative than positive. Respondents' worried about the impact of budgets, but also about the effects of the general economy, and reduced grant funding on job security at MSU.

Several faculty/academic staff respondents said that job security did not pertain to them, and they were more concerned about job quality. Others, however, commented on the relationship between job security and department politics, decreasing grant funds and overhead costs, as well as the effects of greater workloads and reduced staffing on job performance. Some complained about the situation for fixed-term in comparison with continuing academic staff. Job security appeared to be a notable concern for support staff. Several staff feared layoffs because of funding problems and blamed these on "global, national and state economies," reductions in state support for universities, and reductions in grant funding. A few respondents were concerned that resource inadequacy could be interpreted as performance inadequacy.

A number of respondents felt that layoffs should be handled more fairly and consistently—affected employees should be told sooner and the University should help them find jobs either internally or externally. Other respondents thought that longevity was no longer valued and that age discrimination was an increasing factor in job security. APA staff said their lack of "bumping" rights is a problem. Respondents were also concerned about "personality conflicts" with supervisors, fears about phasing out of services, down-sizing leading to staff being "sold" or "traded…piecemeal" to other units, privatization of services, technology replacing people, and substitution of student labor for regular staff. In open comments support staff respondents were divided about their union's role in ensuring job security. One respondent reported she was not worried about her own job security, but, "dealing with others who are in a position of layoffs has been difficult. And taking on their workloads is trying."

## Communication/Information
Students, faculty/academic staff and support staff all rated web sites and information sources favorably for accessibility and usefulness. Students had the most negative perceptions regarding accessibility of information and usefulness of information from University administration. They indicated a special need for good information on campus safety issues and timely/good information from advisors. (Information Section, 1-14) Although they generally rated MSU websites favorably, several faculty/academic staff respondents commented on content sometimes being out-of-date and the limited capability of MSU web search engines. Support staff had concerns about the amount and quality of information from supervisors and administrators. The *WACFPO Survey of Labor Women* found that 40% of labor staff respondents have no computer access during the day (2005, 5).

More general and far-reaching communication/information issues were also raised by respondents in open-ended comments throughout the electronic survey. Faculty/academic staff and support staff groups

expressed concern about communication of the rationale and nature of policy changes and communication about available programs and policies. Respondents also commented negatively regarding "top down" sharing of "need to know" information. Too often information does not reach them, they said, because the option of not sharing it rests with unit and university leaders. This, they noted, can contribute to people feeling undervalued, dissatisfied and potentially disengaged in efforts to move the institution forward.

A final yet important communication issue has to do with whether women are free to voice concerns, raise issues, or express contrary opinions. Several survey respondents in open-ended comments indicated that they do not feel free to do this for a variety of reasons, e.g., administration had already made a decision, they would be perceived as a trouble-maker, or the person/unit involved is a "sacred cow." Related to this were comments that women often express their views, but the receivers do not listen.

### Respondents' Comments about the Electronic Survey

Most of the participants who responded to a request for "additional comments" at the end of the electronic survey, took the opportunity to reflect upon their experience with the survey instrument itself. These responses may be useful in interpreting current survey results and in developing future assessments of the climate for women.

More students, faculty/academic staff and support staff were positive than were negative about the electronic survey. Many respondents thanked the University for the opportunity to discuss their views about the status of women. Fewer said they were grateful because they were seldom asked about their views. Several saw the survey as "important" and "timely." Respondents also said they looked forward to seeing survey results, and hoped that these would lead to prompt action on issues that need to be addressed ("Please don't let my time spent completing this survey be a waste. Hear, listen and act."). Respondents also asked that results be widely distributed.

On the other hand, a number of respondents discussed their problems with the survey. A few worried that their responses would make no difference—that no one would listen to their concerns. Respondents across all three groups complained about the survey's length and about the "ambiguities," and "vagueness" of several questions. Some respondents said that questions regarding factors that have positive or negative impact were confusing. Respondents in all groups noted that some questions did not pertain to them. One respondent also wrote, "I could not differentiate which issues affect me somehow differently from male counterparts…For example, I would love to have better dental and vision coverage, but I don't see how this is influenced by being a woman—I'm not aware of men receiving some special plan."

# *Voices of Women*

A Report on the Status of Women at Michigan State University
2006

# Recommendations

*Recommendations are presented in the order of supporting findings. Readers are encouraged to review the detailed discussion for context and rationale.*

Representation
1. **Increase the hiring, promotion and retention of women, especially women of color, in targeted areas.**
   a. Increase the representation and retention of women and women of color in the tenure system (particularly in higher levels), and women of color in academic administration.
   b. Review the availability and representation of Hispanic and Asian/Pacific Islander women in the faculty.
   c. Review and address the representation of women and women of color in higher levels of support staff employee groups and the skilled trades.
   d. Review/address the separation and promotion rates for support staff women of color.

2. **Improve exit interview processes to increase respondents and to assess climate more effectively.**

3. **Increase women students in colleges where they are underrepresented.**
   a. Continue/enhance pre-college developmental programs for young girls and women.
   b. Increase recruitment and retention of women students.
   c. Increase recruitment of outstanding women graduate students.
   d. Welcome women into the college and provide support, including encouragement for mentoring relationships.

4. **Monitor progress on workforce diversity and hold unit leaders accountable for achieving diverse representation.**

Selection/Promotion/Tenure
5. **Continue to improve searches and selections**.
   a. Improve and increase training for search and selection committees.
   b. Continue emphasis on extensive recruiting, with special attention to recruiting persons of color.
   c. Establish selection criteria that enable full inclusion of well-qualified candidates (i.e., avoid overly-specific criteria that eliminate strong candidates).
   d. Support forthcoming recommendations of the Ad Hoc Committee on More Flexible Tenure System Policies to ensure that qualified women are not disadvantaged in the promotion and tenure processes

Representation Monitoring/Access to Monitoring Data
6. **Improve the collection and sharing of long term institutional and inter-institutional data relevant to representation, hiring, tenure/promotion, retention and salaries.**
   a. Work with peer institutions to refine IPED and other data definitions to enable sound benchmark comparisons to be made for faculty/academic and support staff.
   b. Make data more understandable and accessible to faculty, staff and students.
   c. Share information on selection processes, criteria, and basis for selection/promotion decisions at all levels.

7. **Expand content in future AACM** *Inclusion and Diversity at MSU: Annual Reports* **and** *Annual Data Reports*.
   a. Compare MSU with benchmark institutions for faculty/academic and support staff.
   b. Evaluate the representation of support staff women/women of color by level within major staff groups and by major administrative units.
   c. Evaluate support staff representation compared to availability by ethnicity (for major employment groups), and representation by ethnicity within major administrative units.
   d. Review the appointment of women and women of color graduate assistants compared to their representation in each college

Leadership
8. **Enhance leadership development and orientation for Deans, Chairs, Directors, and Supervisors.**
   a. Emphasize creating an hospitable, supportive climate for women (e.g., discuss barriers to inclusion, flexibility).
   b. Educate leaders on policy options, the benefits of supporting them, and how to proactively communicate and apply policies so they are accessible to all women.

9. **Strengthen leadership selection processes to identify leaders with both leadership and technical skills.**

10. **Improve current leadership evaluations/reviews to emphasize behaviors that create a supportive climate for women.**
    a. Seek (or continue to seek) diverse, multi-level input on leadership effectiveness.
    b. Reinforce behaviors such as full information sharing, inclusion, supporting flexibility, achieving a diverse workforce, mentoring, open dialogue, career/performance development.
    c. Hold administrators accountable for proactive/effective leadership; remove ineffective leaders from supervisory roles.

11. **Strengthen the articulation of mission, priorities and core values**.
    a. Value all parts of the stated mission and link institutional priorities to faculty and staff roles.
    b. Visibly support practices that create a positive climate for women.
    c. Express confidence in the institution and its members.
    d. Champion MSU's strengths and the central role faculty play in advancing the mission.

Salary Equity/Benefits
12. **Conduct an in-depth appraisal of faculty, academic and support staff perceptions about salary programs and equity.**

13. **Make information about pay policies, practices and processes accessible to faculty, academic and support staff.**
    a. Communicate the process and general results of cohort and salary equity studies to faculty and support staff in accessible formats; assure faculty and staff that the University is monitoring compensation practices for equity and fairness.
    b. Hold administrators accountable for equitable and transparent salary administration practices, i.e., communicating the criteria/basis for salary decisions.

14. **Continue/refine Salary Cohort Analysis and Salary Equity Studies.**
    a. Ensure tenure system cohort analysis reflects current circumstances, e.g., review 8% outlier criterion.
    b. Consider extending salary equity reviews to groups not currently included.

15. **Ensure appropriate classification of support staff.**
    a. Units should make sure that staff classifications reflect current responsibilities.
    b. Evaluate the need for comprehensive studies to update support staff pay systems.

16. **Gather information on faculty and staff benefit priorities to inform decisions about future benefit programs.**

Workload/Time Pressure/Stress
17. **Develop and implement strategies to address excess workload/ time pressure/stress**.
    a. Increase University-wide discussion of institutional factors affecting workload/time/stress.
    b. Review relative budget cuts and job demands across units and identify functions that can be eliminated.
    c. Identify and implement process improvements and technology enhancements that would materially reduce work demands.
    d. Supplement staff where other methods cannot resolve excess workloads

Work-Life Balance and Child/Elder Care
18. **Ensure consistent communication and fair implementation of MSU's family-supportive policies and practices so that faculty, staff and students know their options and are supported in their choices.**

19. **Develop an institutional approach to support job flexibility.**
    a. Facilitate job sharing, increased part-time positions, flex-schedules, work from home, etc.
    b. Encourage departments to make use of available policy options and to develop new strategies for flexible work environments.
    c. Reward and publicize the productivity improvement achieved by supervisors/administrators who succeed in this area.

20. **Resurvey the child/elder care and work/life needs of the MSU community and review existing family-support programs, policies, and practices.**
    a. Use survey results to update strategies for meeting child/family care needs of different groups within the University.
    b. Support the recommendations of the MSU Ad Hoc Study Group on More Flexible Tenure Policies, including an institution-wide work/life survey of faculty, staff and student needs and perceptions of support.

21. **Review provisions of support staff paid and unpaid leave programs to ensure that they meet current needs, particularly for maternity leave and family sick situations.**
    a. Explore alternatives such as optional, employee-paid short-term disability plan, combined paid-time-off program, etc.
    b. Provide paid leave comparable to maternity leave for adoptive parents.
    c. Ensure that faculty and staff are able to take paid leave (e.g., maternity, sick, vacation) without negative consequences.

22. **Address the special work/life balance needs of students**.
    a. Encourage faculty to offer flexibility in class attendance policies for those in crisis situations.
    b. Train academic advisers to better assist students with special scheduling needs.
    c. Conduct training sessions on time and money management tailored to specific student needs and held at convenient times and locations.

Meaningfulness/Challenge of Work
23. **Recognize, promote and support "meaningfulness" and "challenge of work" as important elements of job satisfaction at MSU.**
    a. Communicate (internally and externally) that "meaningfulness" and "challenge of work" are positive qualities of working at MSU; use survey results to MSU's advantage
    b. Emphasize the importance of meaningfulness and challenge of work in leadership development; encourage unit leaders to make work more meaningful and challenging where these qualities are lacking.

**24. Create a learning environment where faculty/academic and support staff continuously develop their skills, and learning is supported at all levels.**
   a. Increase emphasis on career development and appreciation of efforts during leadership/supervisor training.
   b. Encourage chairs, unit directors and supervisors to take the initiative in coaching/assisting faculty and staff regarding career paths and career development.
   c. Offer career consultation to non-tenure stream faculty and academic staff.
   d. Continue to provide career development support for support staff.
   e. Increase leadership development and mentoring for women to prepare them for succession at all levels of academic and support administration.
   f. Continue to support units that provide resources for career development (Human Resources, Employee Assistance Program, Faculty and Organizational Development, Women's Resource Center, etc. Improve advertising and promotion of resources available to women for career development.
   g. Reinvigorate teaching and research about women (e.g. women's studies).

**25. Increase understanding and fair administration of university promotion policies and practices at unit and college levels.**
   a. Communicate regularly and widely in straightforward language to improve understanding of promotion policies.
   b. Communicate openly about changes in university, college and unit expectations that affect promotion.
   c. Promote collegiality and gender equity to ensure fair treatment of women in promotion. (Discourage "good old boy networks" and favoritism in promotion at the unit level, especially in traditionally male-dominated disciplines and work areas).
   d. Continue to monitor promotions at unit, college and university levels to ensure fair promotion practices.

**26. Ensure that supervisors regularly evaluate support staff and foster their development.**

*27.* **Review and address impediments to career development.**
   a. Evaluate support staff career paths and address any barriers.
   b. Create an environment that supports professional development for women without penalty when accessing educational assistance or approved release time.
   c. Continue to eliminate red tape and bureaucratic obstacles in University processes and practices.
   d. Review research concerns identified in this report.
   **e.** Review and address targeted faculty and unit needs for more graduate assistant and support staff assistance.

**28. Promote greater visibility and recognition of women's efforts.**
   a. Continue to encourage nominations of women for major university awards, especially the distinguished faculty awards.
   b. Recognize those who discover and develop the potential of their colleagues and/or employees.

Diversity/Inclusion
**29. MSU leadership should more visibly support diversity and inclusion in actions as well as words.**

**30. Assess MSU's current climate regarding diversity/inclusion to continue to provide an hospitable environment for all members of the University community.**
   a. Evaluate and continue support for successful programs
   b. Modify existing strategies or develop new ones to meet current needs.
   c. Ensure that women of color feel "connected" and welcomed at MSU.

31. **Review, update and continue support for people with disabilities.**

32. **Protect benefits for domestic partners and continue support for LGBT Office.**

33. **Help students, faculty/academic staff and support staff better understand and address the "subtle" issues of gender exclusion.**
    a. Provide education about the dynamics of collegiality and the problems associated with men excluding women in social situations.
    b. Work with individual units, residence halls, student groups and administrators to address exclusion of women in formal and informal University settings. Talk to men as well as women about gender exclusion.

34. **Actively promote civility; discourage disrespectful and abusive behaviors across campus, especially toward women.**
    a. Emphasize the use of respectful language in the residence halls, classrooms and workplaces.
    b. Continue to orient athletes regarding the importance of courteous behavior toward women.
    c. Continue to emphasize and address the problems for women students associated with alcohol abuse.

35. **Maintain and increase sexual harassment training throughout the University**
    a. Train all new administrators and supervisory staff.
    b. Re-educate/train continuing administrators and supervisory staff on a regular basis.
    c. Provide sexual harassment training in the residence halls.

Safety
36. **Give priority to increasing safety for women. Work with women's advisory committees to monitor and improve safety conditions and to publicize existing safety services throughout campus.**

37. **Expand and support sexual assault prevention programs that focus on men's responsibility and accountability for their own actions, as well as awareness and self-protection for women.**

38. **End the midnight scream. Hold men involved accountable for their disruptive and demeaning behavior. If there are no applicable student regulations, work expeditiously within the campus governance structure to create them.**

Mentoring
39. **MSU should become known as "a mentoring campus."** (See goals in *Executive Summary of Electronic Survey Results*, 2006, 12).
    a. Develop and promote a mentoring philosophy that supports a variety of opportunities for formal as well as informal mentoring programs across the University.
    b. The administration should clearly articulate the developmental and organizational benefits of mentoring and encourage participation.
    c. Mentoring should be visibly supported as a strategy for developing a diverse pipeline of candidates prepared for professional and leadership succession.
    d. Improve opportunities for linking women who want to be mentors with women who wish to be mentored.
    e. Develop creative strategies to address time and workload barriers to mentoring relationships.

40. **Hire, promote and retain women of color and women at senior ranks to increase the mentor pool.**

41. **Continue to improve mentoring and advising for MSU students.**

a. Use new faculty orientation and other faculty development opportunities to improve academic advising and faculty mentoring for MSU students.
b. Review advisor loads and reduce overloads.
c. Provide training for academic advisors in colleges and units that goes beyond technical skills to address student concerns about engagement and "care."
d. Improve strategies and training for Residence Hall Mentors.

**42. Make more information on effective mentoring available.**
a. Publicize mentoring opportunities, and success stories using websites, brochures, presentations, newsletters etc. centrally and in units.
b. Support the development of mentoring skills through specifically targeted training. ( See *Executive Summary of Electronic Survey Results*, 2006, 12)

**43. Reward mentoring through appropriate recognition and incentives. (*Executive Summary of Electronic Survey Results*, 2006, 12)**

Job Security
**44. Reduce hardships associated with layoffs and non-reappointment.**
a. Increase advance notice of layoff or non-reappointment.
b. Increase job placement assistance ---on and off campus.
c. Increase the availability of organizational development assistance for units experiencing layoffs, reorganization, elimination of functions, major process changes, etc.

**45. Make data and rationale for budget decisions more accessible and transparent; continue to increase involvement of faculty/academic staff and support staff in decisions that affect their jobs.**

Communication/Information
**46. Improve access and transparency of information.**
a. Ensure that website content is up-to-date.
b. Flatten the methods of disseminating information to ensure broad access.
c. Consolidate family-supportive information on websites.
d. Provide labor staff with computer access and training.
e. Use students to test websites intended for student use to be sure both terminology and linkages make sense to students.
f. Continue to improve the information provided to new faculty to ease the transition to MSU.
g. Improve web search tools so information can be more readily accessed.
h. Train/enable staff to fully respond or properly refer students' telephone inquiries.

**47. Improve communications within units to involve all members of a unit in formal and informal discourse and decisions. (See inclusion and Leadership)**

**48. Administrators at every level should *listen* to faculty, staff and student perspectives, and create an environment that reinforces open dialogue on significant issues.**

Surveys and Studies
**49. Discuss and promote results of the MSU Status of Women Project and monitor progress on recommendations.**

50. **Assess the status of women at regular intervals; use lessons learned from the current Project to inform future surveys and studies.**

# Voices of Women

**A Report on the Status of Women at Michigan State University**
November 2006

## Women at MSU – Historical Timeline[*]

1855    The Agricultural College of the State of Michigan was founded; 63 men began classes in 1857.

1870    Ten women were admitted, the first admitted to any college in Michigan.

1879    The first woman to graduate was Eva Diann Coryell.

1896    The Women's Program in "household Economy" was established aided by the advocacy of Mary Mayo and the support of President Jonathan Snyder.  Only one woman, Edith McDermott, held the rank of professor.

1898    Maude Keller served as the first Dean of the Women's Program and Dean of Women. Georgiana Blunt, English and Modern Languages, was the first woman to become an assistant professor outside of Home Economics.

1900    A new Women's Building (now Morrill Hall) provided teaching facilities and housing for 120 women.

1901-   Maude Gilchrist served as Dean of the Women's Department and later of Home Economics,
1913    while also serving as Dean of Women.

1907    The first African American to graduate was a woman, Myrtle Craig Mowbray.

1908-   Elida Yakeley became the first woman administrator when she was appointed Registrar after five years as President Snyder's secretary.  She served for 30 years.

1922    The first African American woman to be hired by the college worked as a housekeeper.

1925-   Forty-three of 269 faculty were women (24 at the instructor level); none outside of Home
1926-   Economics held rank as a full professor.

1929-   Marie Dye, Dean of Home Economics for 27 years, was a strong influence in furthering the status
1956    of women on the campus.

1939    A Faculty Women's Association was formed to provide professional support and interdepartmental contacts for the growing number of women faculty.

1943-   Student enrollment, which had peaked at 6,776 in 1940, fell to 3,540 as men joined the military to
1945    fight in WWII.  For the first time there were more women than men on the campus.  War's end brought the return of veterans, a tripling of enrollment, a massive building program to accommodate the burgeoning number of students, and a general relaxation of social regulations.

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[*] A fuller version of this timeline, "Women at MSU—Historical Highlights, "along with appropriate citations, is located in Appendix C.

1956    The first African American clerical worker was hired.

1959    The Report to the President of MSU on the Future of the University gave attention to the changing roles of women and the need for change in education for women.  It also noted the importance of equity between men and women..

1961    The Committee on the Education of Woman, appointed by the Provost, declared that all programs and facilities available to men should be equally available to women and that there should be no discrimination between the sexes regarding employment, salary scales, promotion and tenure. The committee made recommendations for expanding opportunities for women students and support for their pursuit of the degrees of their choice.

1964    The 1964 Civil Rights Act, Title VII, prohibited discrimination by any employer on the basis of race, color, religion, sex or national origin.

1965    The residential Justin Morrill College, opened in Snyder-Phillips residence halls.  It was designed to increase opportunities in the liberal arts for all students, especially women.

1970    MSU's Anti-Discrimination Policy barring discrimination and harassment on the basis of race, creed, ethnic origin or sex was adopted by the Board of Trustees.

The first woman to serve on the Board of Trustees since 1959, Patricia Carrigan, was elected in November 1970 and served from 1971 to 1979, including a term as chairperson.

The first African American associate professor was appointed.

1971    Spartan Child Development Center opened.

1972    In a Hearing on the Status of Women, 27 faculty, staff and student women addressed the Board of Trustees in a session lasting six and one-half hours.  Coordinated by the Faculty Women's Association, the speakers pressed their case for elimination of barriers to their advancement, They sought increased representation and participation across the University; equity in opportunity, hiring, promotion, pay and benefits; and increased financial aid for women students.

As of February 25, 1972, 329 black women were employed by MSU: including seven faculty, seven academic staff, and seven administrative professionals, 91 clerical-technicals, and 217 on labor payroll with six in supervisory positions..

Title IX of the Educational Amendments of 1972 prohibited discrimination on the basis of sex in any federally funded education program or activity.

1973    A Human Relations Office was established with Joseph McMillan, Director; Mary Sharp, assistant Director; Josephine Wharton, Director of Women's and Minority Training, and Mary Rothman, Director of Women's Programs (serving faculty and staff).  At the same time a Women's Resource Center for undergraduate and graduate women was created in Student Affairs and Services under the direction of Laurine Fitzgerald.

1976    Three women's advisory committees to the Provost, the Vice President for Finance,and Operations, and the Vice President for Student Affairs and Services were established by the Board of Trustees.

1976    An undergraduate thematic program in Women's Studies was created within the College of Arts and Letters.

The Mildred Erickson Scholarship was established for adult students returning to school.

1977    Lou Anna K, Simon was appointed Assistant to the President for Affirmative Action.

1978-   The women's basketball team filed suit against the University charging violations of Title IX for
1979    disparate treatment in areas including facilities, equipment, funding, and scholarships.

1979-   Gwen Norrell was named faculty athletic representative to the Big Ten Conference and the 1988 NCAA.  She was the first woman to serve in this capacity in the Big Ten.

1980    The Sexual Assault Crisis and Safety Education Program was established under the auspices of the Counseling Center in Student Affairs and Services.

1981    The Women's Resource Center in Student Services was transferred to Women's Programs within the Department of Human Relations.

1992    The University-Wide Task Force on Lesbian and Gay Issues issued its report:  *Moving Forward: Lesbians and Gay Men at Michigan State University.*

1993    The Child Care Planning Project report was issued with recommendations for improving and expanding childcare available to faculty, staff and students.

The Human Relations Department was dissolved and replaced in part by Affirmative Action Compliance and Monitoring.

1994    A Women's Resource Center was created as a separate unit directed by Patricia Lowrie and reporting jointly to the Provost, the Vice President for Finance and Operations, and the Vice President for Student Affairs and Services.

MSU Safe Place, a domestic violence shelter opened on the campus.

The Family Resource Center was established as recommended in the Child Care Planning Report.

"Women Faculty: Issues of Climate, A Study of the Professional Environment for Faculty Women at MSU," a report issued by the Women's Advisory Committee to the Provost, found that women faculty at MSU work in a chilly climate.

1990-   Policies of special interest to women adopted during 1990-2000 include: Family and Medical
2000     Leave Act implementation (1993), Conflict of Interest on Educational Responsibilities Resulting from Consensual Amorous Relationships (1996), Partner Benefits (1998), Sexual Harassment (1998), Parental Leave for Faculty and Academic Staff (2000).

2005    Lou Anna Kimsey Simon became the institution's first woman president on January 1.

*Voices of Women*

A Report on the Status of Women at Michigan State University
2006

# METHODOLOGY

### Inception & Project Design (2002-2003)

In 2002, as the Women's Resource Center approached its 10th anniversary, Director Patricia Lowrie recommended to Provost Lou Anna Simon that the University create a snapshot of the status of women at Michigan State University. Provost Simon supported the concept and asked Lowrie to draft a proposal for what would become the Status of Women Project.

Provost Simon suggested that the Women's Commission take the lead in the project and that the Women's Resource Center provide infrastructural support. The Women's Commission includes representatives from each of the three committees that advise MSU's Vice Presidents: the Women's Advisory Committee to the Provost (WACP); the Women's Advisory Committee to the VP for Finance, Personnel and Operations (WACFPO); and the Women's Advisory Committee to the VP for Student Affairs and Services (WACSAS). The Commission's accountability to the University's Vice Presidential offices meant that the project could represent MSU women broadly and would work directly in line with the University administration, rather than auxiliary to it. Jan Urban-Lurain, an independent consultant, and Pamela Butler, an MSU alumna, were selected to help design and execute the project.

Each advisory group on the Women's Commission appointed representatives from within its membership to focus on the Status of Women project and serve on the project's steering committee. In April 2003 with Jan Urbain-Lorain, the group, now called the "Design and Oversight Task Force," began project development. In the summer of 2003, the Committee would (1) increase fluency with MSU's organizational structure and 2) review other institutional reports and studies to get an idea of how similar studies had been executed. The steering committee decided that the Status of Women Project would also use several other instruments in the course of the project:  3) Public forums and focus groups with women on campus to determine major issues 4) Online electronic surveys and 5) Analysis of MSU institutional data and policies

The Committee set a goal to complete no less than three forums/focus groups for each Vice Presidential constituency by the end of Spring Semester 2004. The results of these forum/focus group discussions as well as other background information informed the creation of the central instrument, an electronic survey to be made available to all MSU faculty, staff, and students. (Historical Overview, 2006)

### Understanding MSU's Organizational Structure (2003)

In order to better understand how MSU is organized. The steering committee invited the following University administrators to talk about various parts of the institution:

- Martha Hesse, Professor Emeritus, Office of the Provost: MSU organizational structure
- Pamela S. Beemer, Asst. Vice President, Human Resources: Finance, Personnel and Operations organizational structure and policy
- Donna Zischke, Associate Director, Academic Human Resources: academic personnel policy review
- Pat Enos, Asst. to the Vice President, Student Affairs and Services: Student Affairs and Services organizational structure and policy
- June, Youatt, Senior Associate Provost: student academic policy review
- Karen Klomparens, Dean, Graduate School: Graduate/Professional education
(History of the Project, 2003, 2)

<div align="center">**Other Institutional Studies (2003):**</div>

During the summer of 2003, in addition to reviewing the WACP climate subcommittee report on Women Faculty (1994), the oversight committee also examined status of women reports from 13 other institutions. The intention was to consult a series of models to help structure the MSU study, create an accessible communication system, including a web site for the MSU project, and provide some comparative contexts for defining women's issues at MSU.  Studies from 13 other universities were obtained through informal online searches and follow-up communications. Among the 13 institutions were six Big Ten schools, and 10 land grant universities. Eleven universities were public and two were private institutions.  Publication dates of the reports from the 13 universities ranged from 1994 to 2002 (Report Summaries from other Institutions, 2003).

<div align="center">**Public Forums & Focus Groups (2003-2004)**</div>

In 2003 and 2004, Women were invited to participate in public forums or focus groups that would provide the basis for building a web-based survey. The various women's committees (WACP, WACFPO, and WACSAS) used either "forum" or "focus group" to refer to the same kinds of discussions, all of which were open/public.  One exception was that WACSAS did hold further conversations to solicit input from particular underrepresented student populations.

The Status of Women steering committee determined what general information they were after with the forums/focus groups, and committees used those guidelines to generate questions for their respective constituencies.  Each committee's questions were shared with the steering committee prior to the forums/focus groups taking place.  Participants in the focus groups/forums were asked about their general perceptions of the climate for women and more specifically about positive and negative factors that contributed to those perceptions. They were also asked for suggestions to improve the climate for women. The student forum groups were occasionally uneven in regard to distribution/representation or very small in size. The numbers of women of color were not always identified. Despite these qualifications, the focus groups illuminated key issues for women that later informed the development of the electronic survey. (See "focus groups' reports" in Full Qualitative Data Sets, 2003-5)

**Academic Women Forums**

Three public forums were conducted during January and February 2004 to obtain observations and perceptions concerning the existing culture and conditions for academic women. A total of 45 faculty and academic staff women from a variety of ranks, colleges, the Library and other units participated in the forum sessions. Jan Urban-Lurain of Spectra Data and Research, Inc. facilitated all sessions and prepared a report. Marilyn Amey, Jennifer Chizuk, Judith Collins, and Wanda Lipscomb recorded session notes. ("Academic Women Forums," in Data Sets, 1)

**Support Staff Forums**

In October, 2003 WACFPO hosted three separate sessions entitled, "About Us: Conversations with Women about Women with Kathy Lindahl."  The sessions, facilitated by Lindahl, were designed to provide a snapshot of the work life of today's women support staff in order to advise the Vice President for Finance and Operations and to provide the Committee with information for a web survey instrument.48 participants represented all classification levels and the following bargaining groups: 1585, 999, C-T, APA, APSA, FOP.  Each session included women of color. ("About Us…" in Data Sets, 1)

**Student Forums**

WACSAS sponsored student forums conducted by Leslie Wilson and Jodi Roberto Hancock:
- **Student Parents on a Mission** – March 16, 2004 (10 participants)
- **Undergraduate Leadership Class** (EAD315) – April 5, 2004 (15 participants)
- **Women's Studies Class** April 15, 2004 (26 participants)
- **Council of Graduate Students** – June 30, 2004 (4 participants)
- **International Students** –July 13, 2004 (4 participants)

("Student Forums Summary Report" in Data Sets, 1)

**Electronic Survey (2004-2005)**

In the summer of 2004, the steering group initiated a formal web-based, UCHRIS approved survey in order to develop data that helps to answer the question, what is the current status of women (faculty, staff, and students) on the campus of Michigan State University? The completed survey instrument was originally designed to elicit responses especially regarding the following major issues: Climate, Work//Life Balance, Mentoring, Job Security, Safety and Communication.

Survey development was completed in April, 2005. The survey was publicized and made available online through the Women's Resource Center web site (using survey research tools from www.surveymonkey.com) from April 15, 2005 to May 30, 2005. Additional promotion was accomplished through 1) posted flyers sent to every office on campus 2) emails and letters sent to all chairs and supervisors 3) various campus offices, newsletters, web sites, etc. The total number of women receiving the invitation to participate in the survey is not verifiable, but attempts were made to reach all female employees at MSU. Because of delays in development of the survey, the survey was not available until the end of the spring semester. As a result, participation was somewhat lower than expected. True response rates are not calculable because the true rate of distribution is unknown. (Historical Overview; Butler, 2006)

Demographic data was captured that revealed the status of women in a variety of roles and ranks. Total respondents to the survey numbered 1713 women or 5.6% of all faculty, students and staff women at MSU. The respondent pool was representative of the racial diversity on campus. Of the 1713 women, 61.6% or 1056 were students, constituting 4.3% of all women students at MSU. Support staff accounted for 24.4% or 418 respondents, constituting 11% of all women support staff. Faculty and academic staff accounted for 14% or 239 respondents, constituting 12.4% of all faculty and academic staff women. (Who Took the Survey, 2005)

A key problem was the absence of participants from two labor groups. To address this issue, WACFPO developed a similar paper-based survey for women labor staff, with a resulting 71 responses. (Women's Commission, 2006, 4) While the resulting data was not to be formally integrated with results of the original electronic survey, WACFPO said it was expected to indicate similar "challenges and benefits," and would also be used "to direct attention to critical matters." ("Final Status…" in Other Committee Reports, 2006, 1)

Professor of Psychology, Ann Marie Ryan and graduate student Pamela Butler assisted the Women's Resource Center by generating a preliminary summary and study of data collected in the electronic survey. (See Survey Section Analyses, 2005) According to Professor Ryan, "The survey data were analyzed using SPSS. Descriptive statistics including means, standard deviations, frequencies and numbers responding were calculated for all items as appropriate. Comparisons across groups (i.e., faculty, staff and students) and within groups (e.g., graduate v. undergraduate students) were conducted via multivariate and univariate analyses of variance, t-tests, and/or chi-square tests as appropriate for the specific analysis. For some analyses, correlations and multiple regression techniques were considered. Responses to open-ended questions were categorized and frequencies of responses within category were calculated. For longer comment responses, a team discussed categorization strategies and emerging themes. For these comments, themes were noted and illustrative comments were provided." (Electronic Survey Methodology, 2006)

Subsequently, this data was reviewed and refined by each of the Women's Advisory Groups. The *Executive Summary of Electronic Survey Results*, a synopsis of outcomes and recommendations as seen by the Status of Women Oversight Committee, a collaboration of representatives from the Women's Commission, was presented to the Vice Presidents on August 14, 2006. (See Appendix H-1)

**Voices of Women - The Compiled Status Report on Women at MSU**

In Spring 2006, Pat Lowrie asked a team that had provided leadership in writing MSU IDEA and MSU IDEA II, the University's comprehensive diversity plans, to compile and write a more detailed Status of Women Report. The team included Denise Anderton, former Director and Acting Assistant Vice President of Human Resources, Ruth Renaud, Assistant Vice-president for Student Affairs and Services Emeritus, and Nancy Pogel, (Professor Emeritus, English), former Assistant to the Provost for Faculty Development and Diversity, and Secretary of the Board of Trustees/Executive Assistant to the President Emeritus. Joy Tubaugh, former Staff Associate for Staff Development and Publications (Office of the Vice president for Student Affairs and Services) and former Coordinator of the ADJB, replaced Ruth Renaud, who was unable to participate because of other responsibilities.

*Voices of Women*, the report that follows, utilizes analysis and data collected in earlier stages in the Status of Women Project. It presents and interprets additional information gathered from institutional and inter-institutional data reports, MSU historical archives, and participants' many open-ended comments in the electronic survey.  Quotations from respondents' comments are used extensively throughout the text so readers can hear a variety of women's views directly.  The recommendations in the final report are informed by earlier project documents as well as the additional data and analysis.

**Institutional and Inter-Institutional Data**

Quantitative data for a 10 year period since the last major status report on women faculty was gathered, reviewed and formally introduced into the narrative summary of the Status of Women Report by the final writing team.  The team consulted the following institutional data sets that were not already cited in earlier reports from  the current MSU Status of Women Project.

- Historical Summaries, Cohort Studies, and additional data provided by Academic Human Resources
- Annual Report on Inclusion & Diversity/Annual Data Report provided by the Office of Affirmative Action, Compliance and Monitoring
- 2006 Data from Human Resources on Support Staff grade levels
- Childcare Planning Project (1993)
- Safety Information surveys by Residence Life
- MSU Annual Crime Statistics Information and Security Report compiled by DPPS
- Michigan State University Archives and Historical Collections

The writing team also examined inter-institutional data for the CIC Universities. IPEDS data, data compiled by the CIC, and data provided by Academic Human Resources were consulted.  IPEDS data was obtained from the MSU Office of Planning and Budgets and was formatted for use in the report by Mary Black and Denise Anderton with additional assistance from Jeanne Kropp. (Several data tables are included in Appendix F).

Data from the *AAUP Faculty Gender Equity Indicators* report (2006) is not included in *Voices of Women*; however, the recent AAUP report should be studied carefully, since it provides an example of the sorts of inter-institutional comparisons and benchmarking that are supported in *Voices of Women* recommendations.

**Qualitative Data**

*Voices of Women* goes further than earlier reports in presenting more specific information culled from the many open-ended comments of student, faculty/academic staff, and support staff participants. (See Appendix H-3) Attempts have been made to present a balanced and fair representation of reactions regarding various themes and issues. Matters on which only a few participants commented were included when they are particularly germane, thoughtful, or well-expressed. Where comments were too lengthy, ellipses were used judiciously to show omissions, but to retain the respondent's perspective. Open-ended comments sometimes supported other results from the survey and sometimes provided important

qualifications to them. Throughout this report, however, respondents' comments enriched those findings with details from the lives of MSU's women in their own words.

**Organization**
The Voices of Women Report is divided into sections, including some of the major sections of the electronic survey (Mentoring, Work Life Balance, Communication and Information, Safety, and Job Security). Because "Climate," the other section of the survey, includes so many factors, additional sections have been created to discuss findings not considered at length in earlier reports.  Sections are a convenience, but many issues are interconnected. Supporting an hospitable climate for women probably requires a connected approach across topics.  At the same time, students, faculty/academic staff and support staff women also have some differing needs that call for distinctive solutions.

**Style and Mechanics**
The final writing team used the *Chicago Manual of Style* as  a primary source for documentation; APA Style Sheet and the MLA style sheets were also consulted. Many of the sources used in the final report are working papers/drafts and are not formally published or have been distributed to a very limited audience. Most preliminary draft reports are Status of Women Project sources, currently only available through ANGEL.  Since a number of tables were reformatted from tables in other sources, citations are not specifically to earlier tables, but to pages in the sources. Ratings shown on tables in the General Findings-Initial Climate Questions and in the Climate Topics Sections (from Survey Section Analyses, 2006) are on a 1-5 scale from very negative to very positive. 1 and 2 are % unfavorable; 3 is % neutral; 4 and 5 are % favorable. As indicated in both the Executive Summary and Body of the Report, institutional data in the Representation, Hiring, Promotion, Retention section is drawn primarily from the annual reports of the Affirmative Action, Compliance and Monitoring Office. Unless otherwise noted, Survey Section Analyses is the main source for statistical data regarding climate factors questions.  Open-ended comments are drawn from Full Qualitative Data Sets.

**Issues and Recommendations about the Survey**
The Status of Women Project is notable for its efforts to ensure a collaborative process and equitable treatment of students, faculty, and staff in planning the project and collecting data. Lessons gained from that cooperation across vice-presidential area women's advisory groups provide models (both advantageous and disadvantageous) for future collaborations of this sort.  Remaining true to the collaborative process guaranteed that all women's advisory groups were heard and involved and that crosscutting issues could emerge. Predictably, developing consensus also contributed to delays in completing the project.

The Respondents' Comments Regarding the Survey section at the end of the Voices of Women report, notes that positive responses to the electronic survey predominated, but also references some respondents' concerns regarding the survey's length and "ambiguities."  In a few questions meant to be parallel measures across groups, wording often differed enough to present problems in the final analysis. These issues are signaled in the text.  Questions that offered survey participants examples of  "University Resources" tended to elicit responses about those specific programs rather than others. In view of the size of the respondent sample for the electronic survey as well as some participants' comments, the final writing group urges that the findings in this report be considered in concert with results of other surveys and studies, and that regular reviews of climate and stand-alone reviews of the status of women be conducted in the future.

**Acknowledgements**
The Final Writing Group gratefully acknowledges the leadership of the Women's Commission and its Status of Women Report Oversight Group; the Women's Advisory Committees to the Provost (WACP), Vice President for Finance and Operations (WACFPO), and Vice President for Student Affairs and Services (WACSAS);  the support of the President and the Vice-presidents; and the special support and encouragement of Patricia Lowrie, Director of the Women's Resource Center and her staff, particularly Audrey Smith and Pamela Butler. We are also thankful  to the many other generous contributors across

campus who shared their data and expertise including Robert F. Banks, Assistant Provost and Assistant Vice President for Academic Human Resources; Donna Zischke, Associate Director of Academic Human Resources; Paulette Granberry Russell,  Director, Affirmative Action, Compliance and Monitoring, and Senior Advisor to the President; Kristine Hynes, Director, Human Resources;  Lori Strom, Coordinator, Family Resource Center; Nancy Lange, Assistant Director, Residence Life; Mary Black, Data Resources Analyst, Office of Planning and Budgets; Jeanne Kropp, Manager, Academic Human Resources; Toni Botsford, Human Resources Systems Development & Support; and Professor Ann Austin, Educational Administration. We are indebted to Professor Ann Marie Ryan (Psychology) and her assistants for developing the valuable *Survey Section Analyses* on which so much of this report depends. Much credit also goes to the authors of the *Executive Summary of Electronic Survey Results* for their well-written overview. While conclusions in *Voices of Women* occasionally differ from those of other reports, for the most part, the final document and recommendations are built on and from them.

# *Voices of Women*

A Report on the Status of Women at Michigan State University
2006

## BODY OF THE REPORT*

### INTRODUCTION

Prior sections describe critical historical benchmarks in the status of women at MSU, the methodology for gathering input and rationale for this report, and highlights of findings in an executive summary with compiled recommendations.  In the main portion of the report that follows, the history and data are drawn upon to analyze and provide  more detailed evidence for findings and for the recommendations based primarily on 1) institutional data sets gathered and analyzed by the final writing team 2) the various analyses of electronic survey data as informed by the focus group reports and developed by the women's advisory groups or their consultants, and 3) qualitative data sets (open-ended comments from the electronic survey) .

Included are discussions and recommendations that are cross-cutting as well as targeted matters pertaining more specifically to students, faculty, or support staff. The analyses/findings are divided into the following sections:

1. Representation, Hiring, Promotions, Retention
2. General Findings: Initial Climate Factors Questions
3. Climate Topics
   - Leadership
   - Salary and Benefits
   - Workload/Time Pressure/Stress
   - Work/Life Balance and Child/Elder Care
   - Meaningfulness & Challenge of Work
   - Support for Career Development and Appreciation of Efforts
   - Diversity and Inclusion
   - Safety
   - Mentoring
   - Job Security
   - Communication and Information
4. Respondents' Comments about the Electronic Survey

The *Executive Summary of Electronic Survey Results* (2006) and the findings and recommendations of the individual women's advisory groups should be used as resources on their priorities and for additional issues to be addressed.

### REPRESENTATION, HIRING, PROMOTIONS, RETENTION

Data drawn from the Affirmative Action, Compliance, and Monitoring (AACM), *2004-05 Annual Data Report*, Academic Human Resources' Historical Summary of Faculty and Academic Staff, exit questionnaires, and Human Resources' reports shows the following representation of women in major employment categories (Data on hiring, promotion and retention is included in this section since it is integrally related to representation).

_____
*Throughout the Body of the Report, unless otherwise noted, Survey Section Analyses (2005) is the primary source for references regarding statistical analysis of responses to climate factors questions in the electronic survey.  Survey respondent's open-ended comments are drawn from Full Qualitative Data Sets (2005). [See Appendix H]

**Faculty/Academic Staff**

The following table displays the comparative representation of all women and women of color in major academic job groups in 1996 and 2005.

Faculty/Academic Staff Representation of Women and Women of Color

| Employment Group | Total Group 2005 / 1996 | Total Group % Change | All Women # and % of Total | | Women of Color # and % of Total | |
|---|---|---|---|---|---|---|
| | | | 2005 | 1996 | 2005 | 1996 |
| Total Academic Workforce | 4599 / 3984 | +15.4% | 1924 /41.8% | 1328 / 33.3% | 377 / 8.2% | 204 / 5.1% |
| Tenure System | 1913 / 2022 | - 5.4% | 582 / 30.4% | 476 / 23.5% | 119 / 6.2% | 71 / 3.5% |
|   Assistant Professor | 371 / 274 | +35.4% | 162 / 43.7% | 107 / 39.1% | 49 / 13.2% | 23 / 8.4% |
|   Associate Professor | 541 / 534 | +1.3% | 201 / 37.2% | 168 / 31.4% | 45 / 8.3% | 25 / 4.7% |
|   Full Professor | 1001 / 1214 | -17.5% | 219 / 21.9% | 201 / 16.6% | 25 / 2.5% | 23 / 1.9% |
| Continuing Academic Staff | 685 / 628 | +9.1% | 341 / 49.8% | 298 / 47.5% | 50 / 7.3% | 37 / 5.9% |
| Fixed-Term Faculty | 928 / 556 | **+66.9%** | 464 / 50% | 230 / 41.4% | 76 / 8.2% | 30 / 5.4% |
| Fixed-Term Academic Staff | 1073 / 778 | **+37.9%** | 537 / 50% | 324 / 41.6% | 132 / 12.3% | 66 / 8.5% |

AACM, *2004-05 Annual Data Report*, 8, 12, 14, 15, 16, 24, 26, 28

Representation of women and women of color in the total academic workforce increased over the past decade, particularly in fixed-term faculty and fixed-term academic staff.  Percentage increases of women were smaller in the tenure system, particularly for women of color full professors.

Of particular note is the 5.4% decrease in total tenure system faculty over this period, while total fixed-term faculty and fixed-term academic staff increased substantially (66.9% and 37.9%, respectively).  This means that all tenure system faculty decreased from 50.7% to 4l.6% of the total academic workforce during this period, while all fixed-term faculty increased from 14% to 20.2%.  Concern over this trend has been reflected through various documents and discussions within the academic governance system, and is currently under discussion with the Provost.  Notably, however, over the last two years, the University has increased tenure system hiring. Gains were made in 2005 over 2004, and in 2006 over 2005. In 2006-07 quality funds permitted MSU to make special progress in tenure system appointments. Recent women hires contribute to a more positive trajectory. (Academic Human Resources, 2006)

While tenure system hiring is increasing, women continue to constitute half of fixed-term faculty. It is also important, therefore, to evaluate the status of those in fixed-term and continuing academic staff appointments.  The size of these employment groups and the numbers of women in them increases the need for ongoing monitoring to assure equity.

Appendix D shows that the representation of women and women of color in the tenure system varies by college.  This presents an ongoing challenge to ensure diversity across the Institution. This challenge is particularly important for colleges as US demographics change and the student population becomes increasingly diverse.

**Hiring, Promotion, Retention**

The following information on hiring, promotions and separations shows important patterns for tenure system women.

Tenure System Hires 2004-05

| All Women | | Women of Color | |
|---|---|---|---|
| % of Tenure System | % of Total Hires | % of Tenure System | % of Total Hires |
| 30.4 | 44 | 6.2 | 13 |

AACM, *2004-05 Annual Data Report*, 10

While the percent of hires that are women is impressive, there are colleges are reported as hiring tenure system faculty at rates below availability in 2004-05 (Agriculture & Natural Resources [ANR], Business,

Natural Science, Social Science), and some with no women tenure system hires (Engineering, Osteopathic Medicine). Some of these colleges have notably low representation of tenure system women (ANR 22%, Business 19%, Engineering 9%, and Natural Science 19%). (AACM, *Inclusion & Diversity at MSU: 2004-05 Annual Report*, 2006, 13; AACM, *Data Report*, 11)

Tenure System Promotions 2004-05

| Promotion Type | All Women | Women of Color |
|---|---|---|
| | % of Total Promotions | % of Total Promotions |
| To Associate Professor | 32.4 | 18.9 |
| To Full Professor | 29.2 | 0 |

AACM, *2004-05 Annual Data Report*, 10

The rate of all women promoted within the tenure system substantially lags their representation (32.4% promoted to associate professor while they comprise 43.7% of assistant professors; 29.2% promoted to full professor while they make up 37.2% of associate professors). For women of color, promotion to associate professor exceeded their percent in level, but was nonexistent for promotion to full professor. This is a serious concern, particularly considering the low representation of women of color among full professors.

The retention of women and women of color in the tenure system has repeatedly been an area highlighted for special attention, given the limited opportunity to hire and the experience over several years in which gains in recruitment have been offset by a higher rate of separation for women and minorities than for majority men. The non-retirement separation percentages for tenure system women are shown below.

Tenure System Non-Retirement Separations 2004-05

| All Women | | Women of Color | |
|---|---|---|---|
| % of Tenure System | % of Total Non-Retirement Separations | % of Tenure System | % of Total Non-Retirement Separations |
| 30.4 | 39 | 6.2 | 7.3 |

AACM, *2004-05 Annual Data Report*, 10

This data shows that the rate of all women tenure system non-retirement separations (39%) continues to exceed their representation in the tenure system (30.4%). The differential is not as great for women of color, and the total separation rate (separations and retirements) for the tenure system is low (4.2%) (AACM, *Data Report*, 10). Nonetheless, the disproportionate separation rate for tenure system women is a concern.

MSU conducts exit interviews to learn the reasons for resignations. Unfortunately, the number of respondents has traditionally been low, largely because Academic Human Resources frequently receives notice of resignations after faculty have already left the area. In 2004-05, 38 tenure system faculty members resigned from Michigan State, including 16 women and 12 minorities. Fifty-one percent of the 2004-05 exit questionnaires were returned, including responses from five women, four minorities, and two that were not identified. In these responses, the general category of institutional/social was ranked as most important in the decision to leave MSU. The specific factors cited most frequently in the decision to leave MSU were relationship with department chair, school director, dean or provost. The most important general categories in the decision to accept a new position were institutional/social and community/family. The specific factors cited most often in the decision to accept a new position were proximity to family and demands of family responsibility. Factors within the general categories of facilities and services and institutional change were ranked lowest in terms of consideration in the decision to leave MSU and accept a new position. This information highlights the importance of specific climate factors in retaining tenure system faculty. (AACM, *Inclusion & Diversity,* 14)

## Academic Administrators and Executive Management

Data showing increased representation of women as administrators is shown below.

Women and Women of Color Executive Management/Academic Administrators

| Group | All Women  # and % | | Women of Color   # and % | |
|---|---|---|---|---|
| | 2005 | 1996 | 2005 | 1996 |
| Executive Management | 31 / 41.3% | 16 / 24.2% | 7 / 9.3% | 3 / 4.5% |
| Academic Administrators | 72 / 34.4% | 83 / 28.9% | 7 / 3.3% | 14 / 4.9% |

AACM, *2004-05 Annual Data Report*, 30, 32

There has been substantial increase in the representation of women in executive management, particularly for an organization with many long-term executive managers and relatively low turnover.   The 34.4% representation of all women as academic administrators shows progress, and exceeds their 30.4% representation in the tenure system.  However, the loss of women of color among academic administrators is notable and needs attention.

## Support Staff

The AACM *2004-05 Annual Data Report* indicates that all women made up 65.3% of the support staff workforce.  The percent decreased slightly over 10 years, going from 67% in 1996, to 65.3% in 04/05. Over the same period women of color increased from 10.1% to 10.6% of the support staff workforce. As the following table shows, the representation of women in specific employment categories and total support workforce has changed over this period:

Support Staff Women by Employee Category

| Employee Category | All Women  # and % | | Women of Color  # and % | |
|---|---|---|---|---|
| | 2005 | 1996 | 2005 | 1996 |
| Officials & Managers* | 84 / 46.4% | 405 / 59.1%* | 10 / 5.5% | 45 / 9.1%* |
| Professional | 1521 / 60.2% | 786 / 57.2%* | 195 / 7.7% | 92 / 6.7%* |
| Clerical | 1195 / 94.8% | 1512 / 96.6% | 182 / 14.4% | 204 / 13.0% |
| Technical | 371 / 76.7% | 269 / 69.3% | 45 / 9.3% | 29 / 7.5% |
| Service Maintenance | 587 / 54.1% | 587 / 53.6% | 176 / 16.2% | 163 / 15.7% |
| Skilled Trades | 29 / 11.1% | 31 / 12% | 6 / 2.3% | 2 / .8% |
| Total Support Workforce (Men & Women / % Women) | 5798 / 65.3% | 5310 / 67% | 614 / 10.6% | 535 / 10.1% |

AACM, *2004-05 Annual Data Report*, 40, 42, 44, 46, 48, 50, 52
*The Administrative-Professional job groups were redefined in accordance with OFCCP regulations in 2003.

The continuing lack of women's representation in the skilled trades was raised by respondents to the electronic survey, and is clearly indicated in the historical data.  This and the disproportionate drop in women of color (despite the OFCCP regulation changes) in Officials and Managers need review.  The 19.5% decrease in the clerical group over this period is notable, and has had impact which as described in several climate sections (AACM, *2004-05 Annual Data Report*, 46).

Since the Annual Data Report does not look at support staff women by level, 2006 information provided by Human Resources was reviewed and summarized for major MSU-defined employee groups.  This data reflected the following for support staff women:

- Clerical-Technical:  Women make up nearly 90% of the combined clerical-technical staff, but their percentages are lower in the upper levels 11 and 12 (which include more technical positions).  Representation for women of color is lowest in levels 10 – 12.
- Administrative-Professional:  This group has nearly 60% women, who make up 50% or more of all levels except 12 and 13.  Women of color have the strongest representation in

levels 10 and 16, none in levels 8 and 9 (which have fewer than 10 incumbents), and low representation in level 13.

- Administrative-Professional-Supervisory:  Women comprise nearly 60% of this group.  They exceed 50% in the first four levels, but steadily decline in percent in levels 14-l7 (47%, 45%, 42%, 35% respectively).  Women of color have the strongest representation in levels 11 and 17, but have low representation in levels 10, 13, 14 and 16 (none).
- Service-Maintenance:  Women make up 45% of the service-maintenance staff, but of the 362 women in this group, 75% are clustered in certain levels (level 2: 132, level 10: 58, level 12: 59, level 15: 25).  Their representation in levels 16-20 is notably low (levels 21 and 22 have only 1 incumbent).  Women of color show similar clustering and low representation in high levels.
- Operating Engineers:  Nearly 11% of operating engineers are women.  All women are in levels 52, 53, and 55.  Interestingly, gaps in women's representation are at the lowest two levels (50 and 51).  There are two women of color in this group, together making up 33% of the top level 55.
- Skilled Trades:  Women make up only 10% of the skilled trades group.  Of the 21 women in the skilled trades, 19 are clustered in two levels (10 in level 08, and 9 in level 15).  Their representation at the high levels is low (0 in levels 16 and 17).  There are only 3 women of color in this group, all of whom are in levels 4 and 8.  There are no women of color in upper levels 9-17.
- Police/Sergeants:  Women comprise 32% of police officers, and 44% of sergeants.  Women of color represent 4.9% of police officers and 11.1% of sergeants.
- Nurses:  Women comprise 100% of nurses at all levels, including strong representation of women of color in the highest and lowest levels.

(Details of the representation of women and women of color by level are shown in Appendix E)


## Hiring/Promotion/Retention

The AACM *2004-05 Annual Data Report* indicates that support staff hiring/promotions largely corresponded to the workforce percentage for all women.  For women of color, hiring exceeded the workforce percentage, but was offset by non-retirement separations which exceeded the workforce percentage.  This coupled with a lagging promotion rate for women of color indicates an area of concern.  Exit questionnaires that seek information on staff terminations found the most common resignation reasons included leaving the area (25%), and changing employers (25%) (AACM, *Inclusion and Diversity*, 16)

2004-05 Support Staff Women Hires and Promotions

|  | All Women | Women of Color |
|---|---|---|
| #  / % of Total Hires | 296 / 64.9% | 59 / 12.9% |
| #  / % of Total Promotions | 278 / 68.6% | 38 / 9.4% |
| #  / % of  Non-Retirement Separations | 193 / 64.3% | 37 / 12.3% |
| Women % of Total Workforce | 65.3% | 10.6% |

AACM, *2004-05 Annual Data Report*, 38–40

Details on promotions by employment group are shown below.  Women had strong promotion rates in all employment groups except service-maintenance.  Women of color received no officials/managers promotions, and had promotions that were well-below their representation in the technical and service-maintenance areas.  It is positive that women's promotions in skilled trades exceeded their representation in the group.

2004-05 Promotions of Women by Employment Group

| Employment Group | All Women | | Women of Color | |
|---|---|---|---|---|
| | % of Total Employment Group Promotions | % of Employment Group | % of Total Employment Group Promotions | % of Employment Group |
| Officials & Managers | 55 | 46.4 | **0** | 5.5 |
| Professional | 70 | 60.2 | 9/8 | 7.7 |
| Clerical | 92 | 94.8 | 14.1 | l4.4 |
| Technical | 94 | 76.7 | **5.9** | 9.3 |
| Service-Maintenance | 44 | 54.1 | **5.6** | 16.2 |
| Skilled Trades | 20 | 11.1 | 5 | 2.3 |

AACM, *2004-05 Annual Data Report*, 38, 42-52

With the support staff's low total separation rate (6.7% retirements and other separations in 2004-05), fewer promotions are available than desired by staff (2004-05 Annual Data Report, 39). The largest proportion (48%) of promotions occurs in professional positions. Promotional opportunities in other employment groups are much lower, as shown below.

% Promotions by Employment Group

| Employment Group | % of Total 2004-05 Promotions |
|---|---|
| Officials & Managers | 2.7 |
| Professional | 48.0 |
| Clerical | 22.7 |
| Technical | 4.2 |
| Service-Maintenance | 17.5 |
| Skilled Trades | 4.9 |

AACM, *2004-05 Annual Data Report*, 38

The overall number of opportunities and the disproportionate number in the professional area likely relates to concerns expressed by women about their inability to advance (discussed in Career Development and Appreciation of Efforts section). The uneven opportunity for promotion, coupled with shifts in the types of work that are growing vs. shrinking, signal the importance of creative career development strategies and continuous skill development to facilitate women's advancement and job security.

### **Benchmark Comparisons of Women and Women by Ethnicity**

Previous sections describe the representation of women and women of color within major job categories at MSU and how that representation has changed over the past decade. Another important view to consider is how MSU's representation of women, and women by ethnicity, compares with peer institutions. This is an important measure of how successful MSU is in attracting and retaining diverse women.

### **Faculty**
The following chart compares MSU's representation of total women (all ethnicities) in specific groups with average representation of women in Committee on Institutional Cooperation (CIC) universities. The CIC comparative data was provided by Office of Planning & Budgets using preliminary Fall 2005 IPED data (Appendix F). Note the following about the comparisons:
- Full-time groups are compared, so the data does not match the MSU statistics in the AACM *Inclusion and Diversity at MSU: 2004-05 Annual Report* or the corresponding *Annual Data Report.*
- Data definitions and organization composition can vary by institution.

- IPED data is statistically adjusted to ensure confidentiality of individual records, and caution should be used in drawing conclusions from cells with small numbers.

Based on these considerations, the institutional **comparisons should be used to identify areas for further review --** not to serve as a basis for final conclusions.

Comparison of MSU and CIC Representation of Full-Time Faculty Women – All Ethnicities

|  | MSU Average | | CIC Average | |
|---|---|---|---|---|
|  | % of Total | # | % of Total | # |
| Tenured Faculty | 27.36 | 415 | 23.45 | 307 |
| Tenure System (not yet tenured) | 42.41 | 162 | 36.48 | 172 |
| Fixed-term Faculty | 47.25 | 283 | 40.29 | 310 |

Academic Human Resources & NCES Preliminary IPEDS Data, Fall 2005

In each group, the comparison suggests that MSU's overall representation of women exceeds the CIC average. This is a positive indication, particularly for tenured faculty. The following chart compares the percentage/number of academic women by ethnicity at MSU with the CIC.

Comparison of MSU and CIC Representation of Full-Time Faculty Women by Ethnicity

|  | MSU | | CIC | |
|---|---|---|---|---|
| Full-Time Tenured | % of Total | # | % of Total | # |
| White | 22.81 | 346 | 20.00 | 261 |
| Black | 1.71 | 26 | 1.04 | 14 |
| Hispanic | **.59** | 9 | .69 | 9 |
| Asian/Pacific Islander | 1.98 | 30 | 1.42 | 19 |
| American Indian/Alaskan Native | .20 | 3 | .08 | 1 |
| Full-Time Tenure System/not tenured |  |  |  |  |
| White | 26.70 | 102 | 23.83 | 112 |
| Black | 4.97 | 19 | 2.33 | 11 |
| Hispanic | **1.05** | **4** | 1.44 | 7 |
| Asian/Pacific Islander | **2.62** | 10 | 4.41 | 21 |
| American Indian/Alaskan Native | .52 | 2 | .24 | 1 |
| Full-Time Fixed-term |  |  |  |  |
| White | 35.23 | 211 | 29.96 | 228 |
| Black | 3.34 | 20 | 1.20 | 9 |
| Hispanic | **.83** | **5** | 1.08 | 9 |
| Asian/Pacific Islander | **3.01** | 18 | 3.40 | 29 |
| American Indian/Alaskan Native | .33 | **2** | .12 | 1 |

Academic Human Resources & NCES Preliminary IPEDS Data, Fall 2005

A positive indication is that the representation of White, Black and American Indian/Alaskan Native women appears to exceed the CIC average in all three faculty categories. While availability remains a significant variable, it appears that the following areas need further investigation/action:
1. The percent representation of Hispanic women is somewhat below the CIC average in all three groups, and their actual numbers are small.
2. The representation of Asian/Pacific Islander women is below the CIC average in 2 of 3 groups.
3. While the representation of American Indian/Alaskan Native women exceeds the CIC average in all three groups, their actual numbers are very small.

**Support Staff**
The AACM *Inclusion and Diversity at MSU: 2004-05 Annual Report* discusses the representation of women by ethnicity in major employment categories (14-16). This data is useful to see the patterns discussed in the representation section, but does not allow external benchmark comparisons. The staff groups in IPEDS comparative institutional data are too undefined to make sound comparisons. Additionally, MSU currently monitors staff representation and sets goals using aggregate minority availability statistics (i.e., all minority groups combined, not by specific ethnicities). Based on these

limits, the data provided does not enable this report to make external benchmark comparisons of staff women, or to assess the adequacy of representation by ethnicity.

## Monitoring and Strategies for Improving Representation

The Office of Diversity and Affirmative Action Compliance and Monitoring, in conjunction with Human Resources and Academic Human Resources, has a customized and comprehensive data-driven approach to monitoring representation through annual unit analysis and planning. Through these processes annual placement goals are established. When hiring, units are encouraged to use AACM's nationally-recognized recruiting resources and strategies. The combination of unit planning and strong recruiting has achieved positive results. While these efforts are important to diversifying representation, other issues need ongoing attention:
- Ensuring a supportive climate (discussed in the Diversity/Inclusion section)
- Addressing conscious and unconscious bias that affects hiring and other employment decisions (discussed in numerous sections)
- Using creative approaches in cases of limited availability

Probably the most significant variable in representation is strength of commitment to diversity in hiring units. To that end, institutional priority and leadership accountability remain important factors.

The status of women can be improved through comprehensive strategies to ensure a fully supportive climate across campus that ensures the hiring, promotion and retention of well-qualified women.

## Student Representation:  Enrollment, Graduation, Employment

### Enrollment

Review of enrollment data shows, with few exceptions, a strong presence of women students across the University. The percentage of women students increased from 52.7% to 54.4% over the ten-year period from 1996 to 2005. In Fall 2005 women constituted 53.6% of undergraduate students and 57.7% of graduate/professional students. For the same period, women of color made up 10.1% of undergraduates, 8.4% of graduate/professionals, and 9.8% of all students. (Note:  Data in this section is based on the University total of students, including international students.)

Fall 2005 Student Enrollment

|  | # Students | % Women | % Women of Color |
|---|---|---|---|
| Undergraduates | 35,678 | 53.9 | 10.1 |
| Grad/Professional | 9,488 | 57.7 | 8.4 |
| All Students | 45,166 | 54.4 | 9.8 |

AACM, *2004-05 Annual Data Report*, 73, 75, 76

The opportunity to pursue studies of choice and assurance of receiving support for their choices is a long-standing quest of women. As shown in the following table, women in 2005 were still represented at disproportionately high levels in the traditional fields of Arts and Letters, Communication Arts and Sciences, Education, Human Ecology, and Nursing. They are achieving greater representation in some non-traditional fields. Most striking is the presence of women in Veterinary Medicine at both the undergraduate level (87.1%) and the graduate level (75.5%). In addition, women make up more than half of the students in Human Medicine (57.6%) and in Osteopathic Medicine (52.4%). Notably, women of color constitute 18.5% of Human Medicine students, more than twice their representation among graduate/professional students. Women of color are also strongly represented in Osteopathic Medicine (10.5%) and in Veterinary Medicine (9.2%).

Percent of Women Enrolled by College, Fall 2005

| Unit | Undergraduate Enrollment | | | Graduate Enrollment | | |
|------|---------|---------|------------------|---------|---------|------------------|
| | Total # | % Women | % Women of Color | Total # | % Women | % Women of Color |
| ANR | 3267 | 46.6 | 5.4 | 620 | 46.5 | 5.0 |
| A & L | 2388 | 63.5 | 9.3 | 652 | 59.2 | 7.2 |
| Bus | 5490 | 41.3 | 7.8 | 794 | 32.5 | 6.2 |
| Com A&S | 3516 | 62.3 | 12.5 | 319 | 68.7 | 10.3 |
| Education | 1820 | 77.9 | 10.5 | 1263 | 69.7 | 9.1 |
| Eng | 2839 | 17.9 | 4.8 | 543 | 19.7 | 4.4 |
| Hum Ecol* | 603 | 92.5 | 22.1 | 150 | 88.0 | 14.0 |
| Hum Med | 0 | 0 | 0 | 523 | 57.6 | 18.5 |
| JMadison | 1172 | 52.8 | 9.0 | 0 | 0 | 0 |
| Nat Science | 5764 | 56.6 | 12.3 | 931 | 44.4 | 2.7 |
| Nursing | 790 | 90.1 | 16.7 | 172 | 91.9 | 8.1 |
| Osteo Med | 0 | 0 | 0 | 622 | 52.4 | 10.5 |
| Soc Science | 5327 | 55.5 | 13.3 | 1143 | 63.8 | 12.4 |
| Vet Med | 404 | 87.1 | 11.4 | 534 | 75.5 | 9.2 |
| No Pref | 2298 | 53.9 | 8.0 | 0 | 0 | 0 |
| Lifelong Ed | 0 | 0 | 0 | 1222 | 71.3 | 7.3 |
| Total | 35678 | 53.9 | 10.1 | 9488 | 57.7 | 8.4 |

AACM, 2004-05 *Annual Data Report*, 75, 76          * College of Human Ecology was phasing out in 2005 and closed in 2006.

Of those enrolled in Lifelong Education courses, nearly three-fourths are women. This fact underlines the importance of providing educational opportunities for those whose educational careers may have been interrupted or delayed because of family or other responsibilities. .

Although undergraduate women constitute more than half (53.6%) of the undergraduate students, they make up less than half of the enrollment in three of the twelve colleges serving undergraduates: Agriculture and Natural Resources (ANR) (46.6%), Business (41.3%), and Engineering (17.9%). Undergraduate women of color are also underrepresented in: James Madison (9.0%), Business (7.8%), ANR (5.4%), and Engineering (4.8%).

At the graduate/professional level, with women constituting 57.7% of the students, women make up less than half of the enrollment in four of the thirteen colleges with graduate programs: ANR (46.5%), Natural Science (44.4%), Business (32.5%), and Engineering (19.7%). Graduate women of color are also underrepresented in these colleges: ANR (5.0%), Business (6.2%), Engineering (4.4%), and Natural Science (2.7%).

### **Graduation**

2004-05 Degree Conferred on Women

| | % Women | % Degrees | % Women of Color | % Degrees |
|------|---------|-----------|------------------|-----------|
| Undergraduates | 53.6 | 54.9 | 10.1 | 8.5 |
| Grad/Professional | 57.7 | 56.0 | 8.4 | 8.5 |

AACM, *2004-05 Annual Data Report*, 111

The preceding table shows that the percentage of degree recipients is similar to their representation for all women undergraduates and for both all women and women of color graduate/professional students. Women of color undergraduates show a lower graduation rate, (8.5%) as compared to their representation of (10.1%). It is apparent undergraduate women of color face difficult challenges. This is of concern.

### **Employment**

**Graduate Assistants**.   The percentage of women holding graduate assistantships increased slightly from 1996 (44.2%) to 2005 (47.4%).

Graduate Assistants 1996-2005

| Year | Total # | % Women |
|------|---------|---------|
| 1996 | 3051 | 44.2 |
| 1997 | 3096 | 44.9 |
| 1998 | 3177 | 45.3 |
| 1999 | 3248 | 46.0 |
| 2000 | 3210 | 46.9 |
| 2001 | 3260 | 46.6 |
| 2002 | 3259 | 46.1 |
| 2003 | 3033 | 47.1 |
| 2004 | 2925 | 47.5 |
| 2005 | 2960 | 47.4 |

AACM, *2004-05 Annual Data Repor*t, 58

As following table shows, women of color constitute 8.4% of the graduate students but hold only 6.2% of assistantships. The percentage of women graduate assistants is equal to or higher than the percentage of graduate women enrolled in five of thirteen colleges:  ANR (50.3%), Business (38.5%), Engineering (22.1%), Human Medicine (79.5%), and Osteopathic Medicine (68.3%).  A favorable ratio of women of color graduate assistants to women of color enrollees is found in only three colleges: ANR (5.6%); Business (9.5%), and Human Ecology (27.3%). (The College of Human Ecology closed in 2006.) Women graduate assistants are more prevalent than their representation in ANR, Business, and Engineering, all colleges where women are underrepresented at both the undergraduate and graduate levels.   For women of color, the percentage of graduate assistants in Business is higher than their proportion of enrollment. The percentage of women of color in Nursing assistantships is more than three times higher than their proportion of enrollment; however, a small number of total positions reduces its importance.

Women in graduate assistant positions provide role models for undergraduate women, as well as support and valuable experience for the graduate women themselves.  This is especially true in colleges and departments where women are underrepresented in both faculty and student numbers.

Percent of Graduate Assistants by Employing College, Fall 2005

| College | All Women | | Women of Color | | |
|---------|-----------|--|----------------|--|--|
| | % of Graduate Students | % of Graduate Assistants | % of Graduate Students | % of Graduate Assistants | Total Graduate Assistants |
| ANR | 46.5 | 50.3 | 5.0 | 5.6 | 378 |
| A&L | 59.2 | 54.3 | 7.2 | 6.2 | 324 |
| Bus | 32.5 | 38.5 | 6.2 | 9.5 | 169 |
| Com A&S | 68.7 | 60.3 | 10.3 | 8.2 | 73 |
| Education | 69.7 | 68.8 | 9.1 | 8.3 | 301 |
| Eng | 19.7 | 22.1 | 4.4 | 3.9 | 385 |
| Hum Ecol* | 88.0 | 76.0 | 14.0 | 12.0 | 25 |
| Hum Med | 57.6 | 79.5 | 18.5 | 5.1 | 39 |
| Nat Science | 44.4 | 40.9 | 2.7 | 2.2 | 685 |
| Nursing | 91.9 | 81.8 | 8.1 | 27.3 | 11 |
| Osteo Med | 52.4 | 68.3 | 10.5 | 0 | 41 |
| Soc Science | 63.8 | 50.2 | 12.4 | 10.2 | 333 |
| Vet Med | 75.5 | 40.5 | 9,2 | 2.4 | 42 |
| Non-Col | | 55.2 | | 14.9 | 154 |
| Total | 57.7 | 47.4 | 8.4 | 6.2 | 2960 |

AACM, *2004-05 Annual Data Report*, 60
*College of Human Ecology was phasing out in 2005 and closed in 2006.

**Student Employees.**    Although the number of student employees fluctuated between 8001 and 8891 during the years of 1996 to 2005, women were consistently over represented in student jobs, holding 58%

to 61% of them. All colleges hire students; only Engineering and James Madison have more men than women student workers. (AACM, 2004-05 Annual Data Report, 62.)
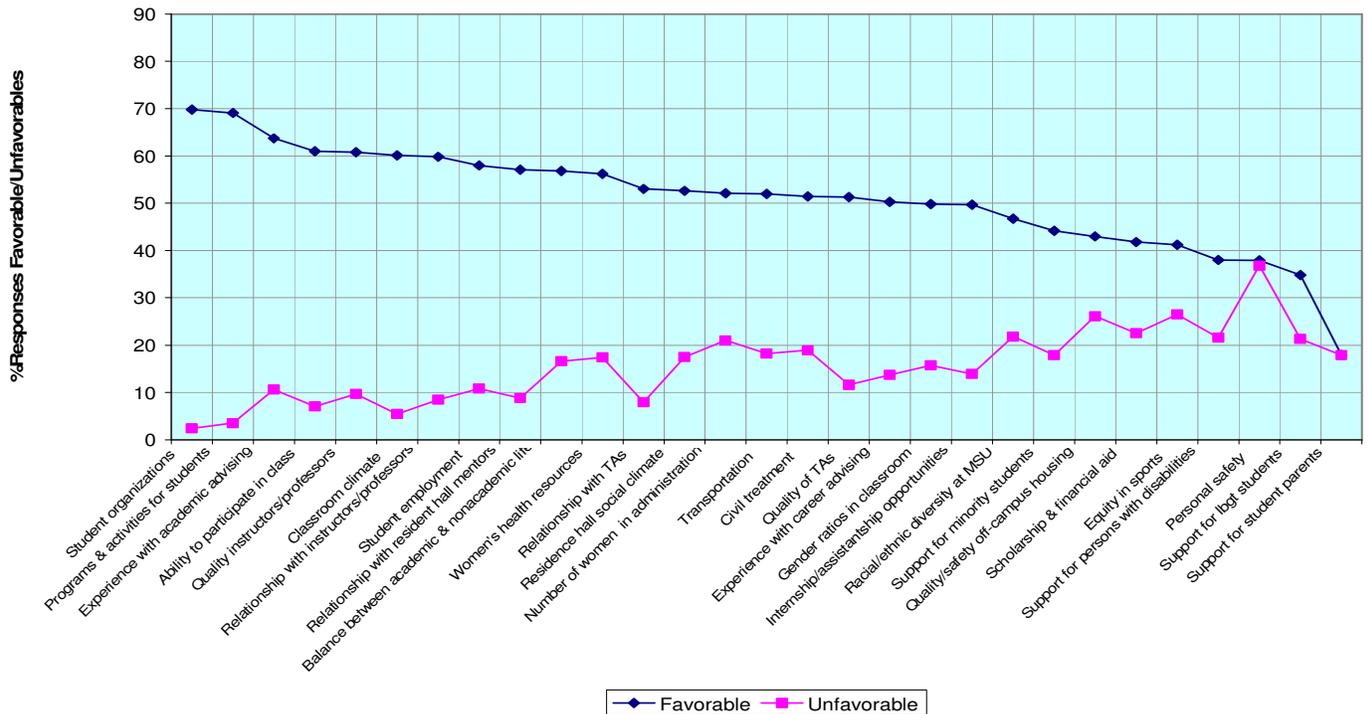
## CLIMATE

### Context for General Findings: Initial Climate Factors Questions

In writing this report, general findings from the initial climate questions served as a baseline for a more detailed exploration of major climate issues that affect the status of MSU women. In addition to material drawn from the statistical data and interpretation in the "Survey Section Analyses," content is drawn from women's advisory group reports and the *Executive Summary of Electronic Survey Results* (2006). The sections below have been structured around climate issues for women addressed in the electronic survey. The overlap and interconnection of climate factors suggests the importance of comprehensive planning across women's issues.

### GENERAL FINDINGS: INITIAL CLIMATE FACTORS QUESTIONS

The general climate section of the electronic survey provides a preliminary "snapshot" of participants' comparative perspectives on factors that positively or negatively impact their experience at MSU. While there may be some skewing based on the low response rate and uneven access to the survey, those who participated had favorable perceptions of many factors that affect their MSU experience. Student perceptions are summarized below, and show favorable perceptions on more than half of the topics. Unfavorable responses are below 20% on most topics.

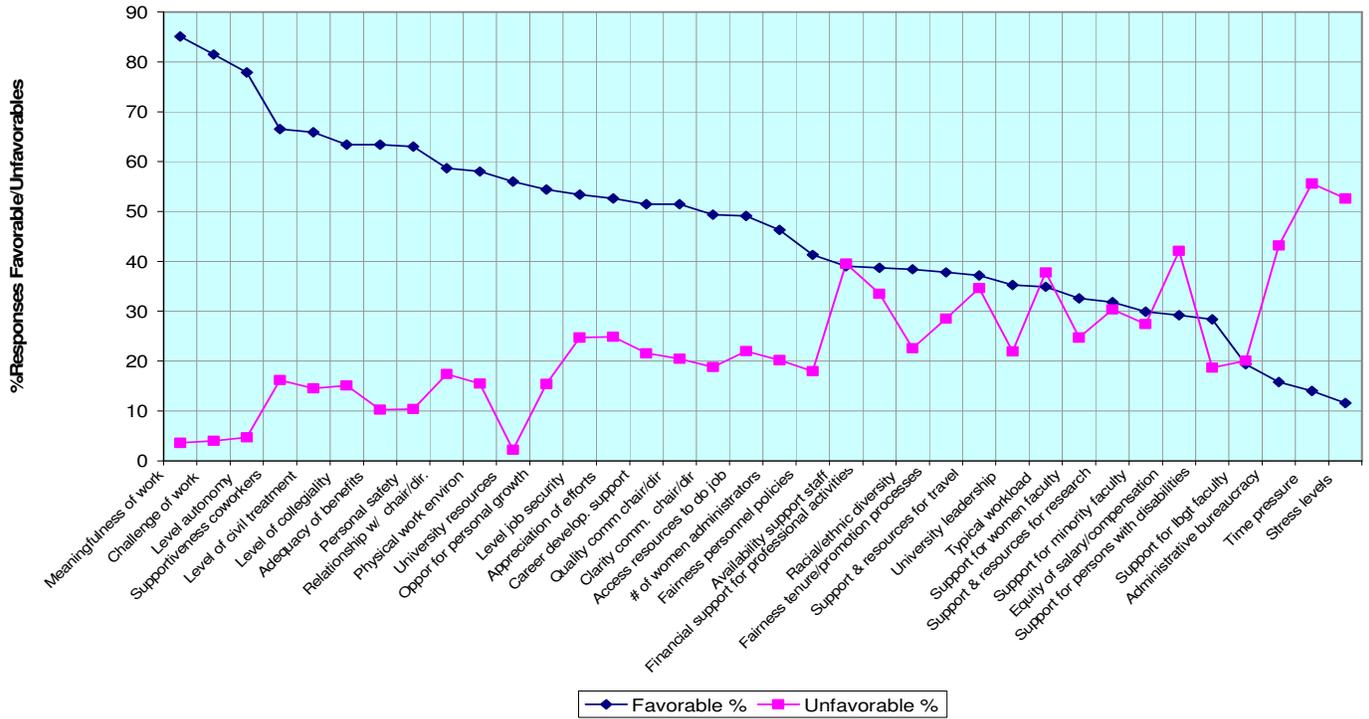**Student Perceptions Favorable & Unfavorable**



Student Ns range from 245-428 for ratings. Percentages based only on those responding to question: In your experience, how does each of the following factors impact you as a woman student at MSU? (Climate Section, 7)

Student organizations, programs and activities for students, experience with academic advising, classroom climate, and quality of instructors/professors were perceived most favorably. Students saw personal safety, equity in sports, quality and safety of off-campus housing, and scholarships/financial aid most

negatively. Similar charts for faculty and staff are provided below.

**Faculty Perceptions  Favorable & Unfavorable**



Faculty Ns range from 170-191.  Percentages based only on those responding to question:  In your experience, what kind of impact does each of the following factors have on you as a woman faculty or academic staff member at MSU? (Climate Section, 3-4)

**Staff Perceptions Favorable & Unfavorable**
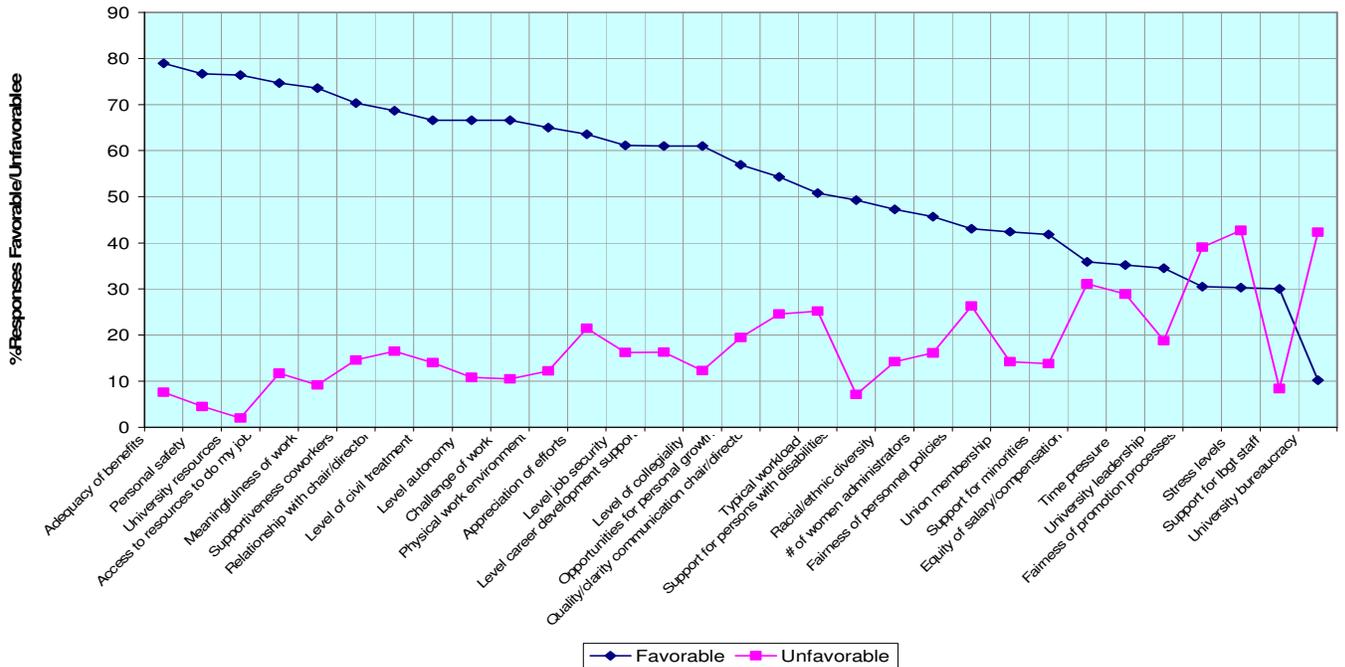


Staff Ns range from 253-316 for ratings. Percentages based only on those responding to question: In your experience, how does each of the following impact you as a woman staff member at MSU? (Climate Section, 5, 6)

More than 50% of faculty, academic staff and support staff respondents to this question had favorable perceptions about how many of the factors affect them. Faculty had particularly positive perceptions regarding the nature of the work (meaningfulness, challenge, and autonomy), support of coworkers, level of civility and collegiality. Support staff were most positive about benefit programs, personal safety, access to resources, meaningfulness of work, and work environment (support from coworkers, relationship with supervisory, level of civility/autonomy). The charts above show the predominance of positive perceptions and that there are indeed many things "going well". Nonetheless, the right side of each chart indicates areas where improvement is needed or that warrant further study.

The survey contained many of the same questions for faculty and staff – relevant ones were also asked of students. The following chart compares faculty, staff, and student responses regarding factors that influence the climate for women favorably.

**Combined Faculty, Staff, Student  -  % Responses  Favorable**
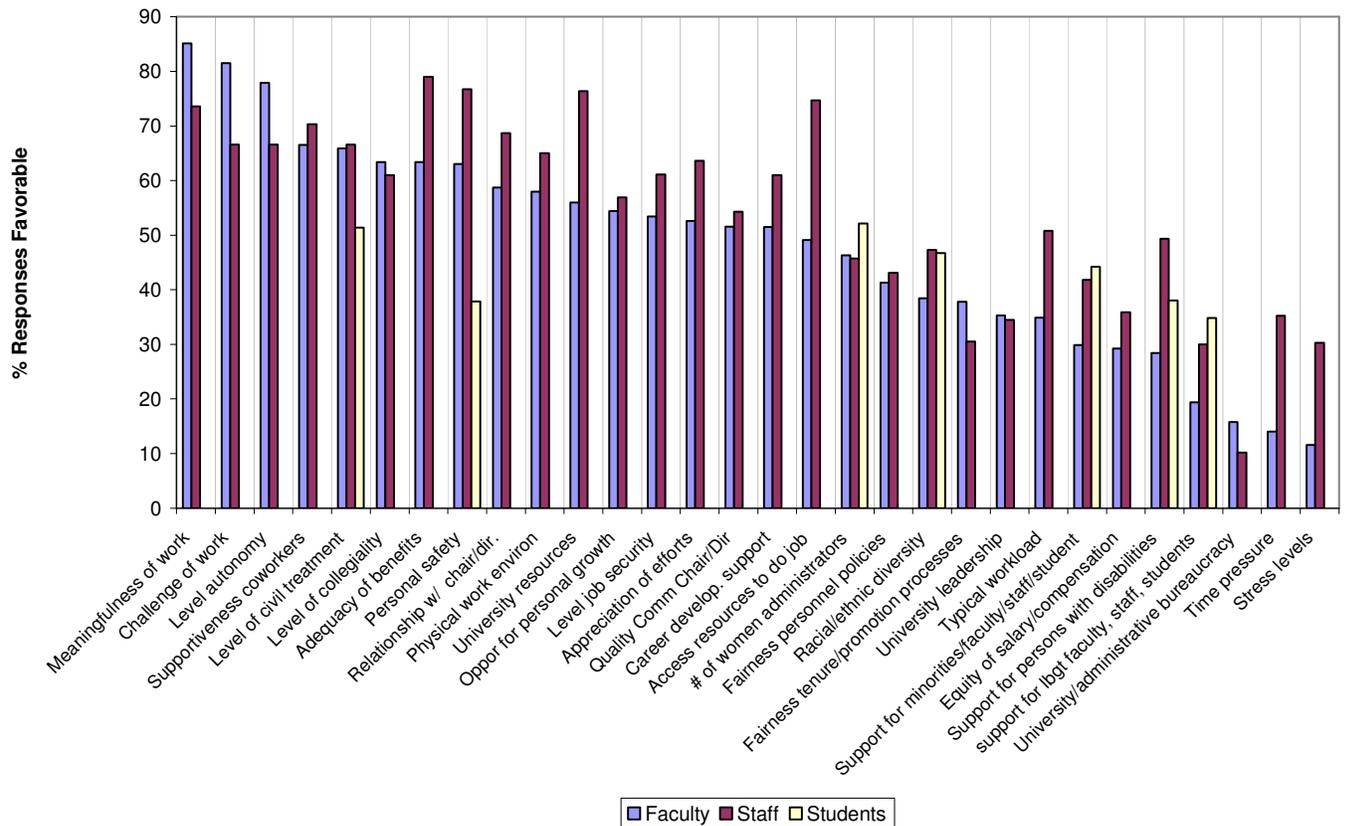


Ns for students range from 245-428 for ratings. Ns for faculty range from 170-191 for ratings. Ns for staff range from 253-316 for ratings. Percentage based only on those responding to a given question. Ns and percentage note pertain to all support staff and student tables in general climate section. (Climate Section, 3-7)

There are some notable differences between groups on positive factors:
- Faculty perceptions on the nature of their work
- Staff views on benefits, personal safety, University resources, access to resources to do their jobs, typical workload, support for persons with disabilities, time pressure, and stress levels.

The following chart compares faculty/academic staff, support staff and student negative perceptions on the surveyed factors.

42

**Combined Faculty Staff, Student Perceptions - % Responses Unfavorable**
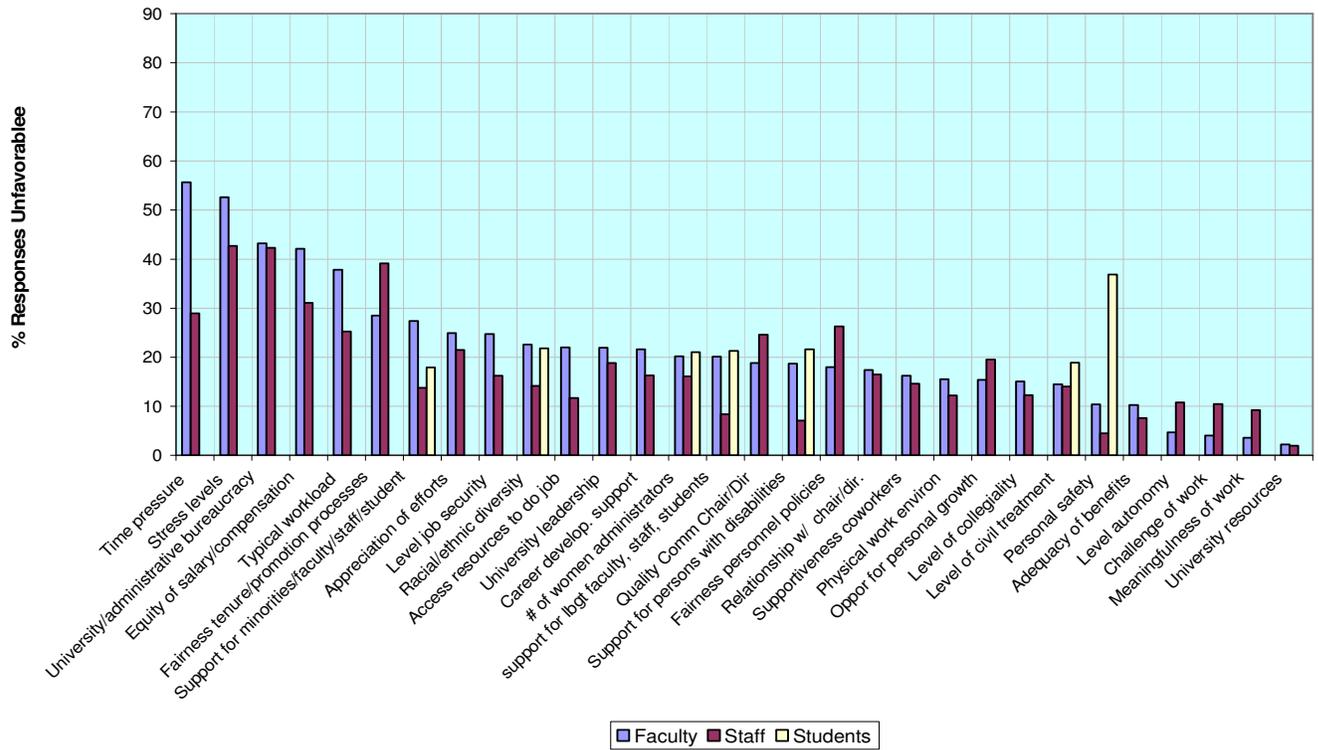


Climate Section, 3-7

Differences among the groups' unfavorable perceptions are notable, such as:

- Students had more unfavorable perceptions regarding safety, support for persons with disabilities, support for LBGT faculty/staff/students, and adequacy of racial/ethnic diversity.
- Staff had more unfavorable perceptions about promotion processes and the fairness of personnel policies.
- Faculty had more negative perceptions than staff about time pressure, stress levels, typical workload, salary equity, access to resources, racial/ethnic diversity, and support for racial/ethnic minorities, LBGT individuals and persons with disabilities.

These differences suggest that while there are some shared issues, some strategies for improving the status of women will need to be customized for each group.

In the initial climate questions, the following ten factors were seen most unfavorably for each group:

Factors with Highest % Unfavorable Responses

| Students | Support Staff | Faculty/Acad. Staff |
|---|---|---|
| Personal safety (36.8%) | Stress levels (42.7%) | Time pressure (55.6%) |
| Equity in sports (26.5%) | University bureaucracy (42.3%) | Stress levels (52.6%) |
| Quality/safety off-campus housing (26.1%) | Fairness of promotion processes (39.1%) | Administrative bureaucracy (43.2%) |
| Scholarships & financial aid (22.5%) | Equity of salary/compensation (31.1%) | Equity of salary/compensation (42.1%) |
| Racial/ethnic diversity at MSU (21.8%) | Time pressure (28.9%) | Availability of support staff (39.5%) |
| Level of support for persons with disabilities (21.6%) | Fairness of personnel policies (26.3%) | Typical workload (37.8%) |
| Level of support for LBGT students (21.3%) | Typical Workload (25.2%) | Support & resources for travel (34.6%) |
| Number of women in administration (21%) | Communication from chair/director (24.6%) | Financial support for professional activities (33.5%) |
| Civil Treatment (18.9%) | Appreciation of efforts (21.5%) | Support & resources for research (30.4%) |
| Transportation (18.2%) | Opportunities for personal growth (19.5%) | Fairness of tenure/promotion process (28.5%) |

Climate Section, 3-7

In separate questions, participants were then asked, "In your experience, which of [the factors] have the greatest positive and which have the greatest negative impact on you as a woman at MSU?" The following table displays results:

| | Factors with Most Positive Impact | Factors with Most Negative Impact |
|---|---|---|
| Faculty/Academic Staff | Meaningfulness of work 14.8%<br>Autonomy in job 10.8%<br>Relationship with chair/director/supervisor 9.5%<br>Challenge of the work 9.0% | Equity of salary/compensation 10.5%<br>Typical workload 7.7% |
| Support Staff | Adequacy of benefits 12.8%<br>Relationship with supervisor 11.4%<br>Meaningfulness of work 8.4% | General stress levels 9.3%<br>University bureaucracy 8.9%<br>Fairness of promotional processes 8.6% |
| Students | Classroom climate 13.8%<br>Relationships with & quality of professors 13.3%<br>Student Organizations 9.2% | Personal safety 22.4%<br>Respectful treatment 9.0% |

Climate Section, 9

There is considerable overlap between the factors cited above that have the greatest positive and negative impact and factors with the highest favorable vs. unfavorable ratings in the first climate factors question.

Many of the general climate findings are supported by respondents' open-ended comments throughout the electronic survey, but sometimes respondents had additions to these initial climate factor appraisals, reservations about them or strong disagreements with them. Of note in this regard are issues such as variability of treatment across units, including leadership quality; concerns regarding work/life balance and child/eldercare; and issues of inclusion. These issues will be discussed in greater depth in the following climate topics sections.

**CLIMATE – TOPICS SECTIONS**

**Leadership**

**Unit Leadership**
Respondents to the electronic survey expressed favorable perceptions about relationships with their supervisor/chair/director:

Relationship with Chairperson/Director/Supervisor

| Faculty/Academic Staff | | | Support Staff | | |
|---|---|---|---|---|---|
| % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable | % Neutral |
| 58.7 | 17.4 | 23.8 | 68.7 | 16.5 | 14.9 |

Ns for faculty range from 170-191 for ratings. Ns for staff range from 253-316 for ratings. Percentage based only on those responding to a given question. Ns and percentage note pertain to all support staff and student tables in leadership section. (Climate Section, 3, 5)

While the general perceptions about leadership were very positive, respondents' open-ended comments were mixed, and both negative and positive comments were often emphatic. Faculty/academic staff and support staff respondents repeatedly stated that individual leaders are extremely important to the quality of their work life. Some respondents described strong support from unit leadership; others felt their situations were very negative. This dichotomy is reflected in a respondent's comment that a "supervisor, negatively or positively, makes a big difference in job satisfaction and work flow. Department leader/chair positively or negatively impacts most of what occurs in a department."

A number of respondents commented positively on the commitment of many unit leaders to create a supportive work environment: "The new chair in my department (who is a woman) is an extremely enthusiastic and positive person and is interested in helping me gain the most for myself as well as for the department." "I have a very supportive chair and colleagues that are invested in my success. Our dean is also very supportive of my unit, which makes an incredible difference."

Although negative supervisor situations may not be the norm, they have a major impact on those involved in them. In discussing problems of unit leadership, electronic survey respondents commented on the lack of training for unit leaders; micromanagement; unrealistic expectations (often where positions are cut but the workload is not); favoritism; failure to deal with "problem" employees; treating men more favorably than women (e.g., in research, assignments, recognition); bullying by managers; paternalism; disrespect; not valuing the voice of women; poor "people" skills; insecure supervisors; too many administrators; and a lack of administrative understanding of life in the "bunkers."

There were also numerous comments about ineffective administrators being allowed to continue in their roles. A respondent said "We continually lose quality, effective staff because administrators do not even make an attempt to eliminate the hostility and "bad" behaviors of administrators who are accountable to them." Another recommended that "MSU be more proactive in making change in leadership positions where the person is negatively affecting the work environment and ability of those in the department to perform their jobs."

Beyond specific leadership behaviors, respondents cited inconsistent application of policies as a major factor affecting climate. More specifically, they said that some leaders lack the knowledge necessary to provide options and obtain support from available programs, which results in uneven policy implementation.

The magnitude and intensity of feedback on this issue throughout the survey signaled that *unit leadership is one of the most important factors in achieving a supportive climate for women*. Unit leaders were cited as being key to an engaged and committed employee. They also have much influence on tenure/promotion/pay decisions, equity of assignments, and ability to have input in the work environment. Unfortunately, fear of retribution and lack of trust often inhibit women from stepping forward when they are experiencing a negative work environment.

**University Leadership**

A large portion of respondents to the electronic survey were neutral regarding University leadership:

Perceptions of Impact of University Leadership on Faculty/Academic & Support Staff

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Faculty/Academic Staff | 35.3 | 21.9 | 42.8 |
| Support Staff | 34.5 | 18.8 | 46.7 |

Climate Section, 3, 5

Open-ended comments were less neutral. Respondents cited the need for University leadership to provide greater clarity on the mission, vision and institutional priorities. While much information may be shared on these subjects, a number of respondents cited the need for better articulation of priorities in order to be effective in their roles, e.g., "lack of clear direction from the leadership of the university about planning and programs for the future, i.e., how can I plan strategically when I get mixed messages about whether or not my program will survive?" One respondent said "It is challenging at times to know if you are aligned with the goals, mission and vision of the University overall. We are often sent mixed messages from the Administration." Some respondents also thought that MSU should "readjust what is important," and "reward those who concentrate on teaching, program development and public service."

A related issue concerns confidence in the overall institution, faculty and staff. One respondent wrote, "I generally find that everyone at MSU suffers from permanent feelings of inadequacy, feelings that are highly unfounded (we have so many great people) and that are truly counterproductive. The upper administration seems to be the central source of this." A "cup half empty" mindset may not be part of external publicity, but can tacitly enter routine dialogue and can have a very negative impact on institutional momentum and climate. This downside was also evident in faculty comments that the administration should show more respect for faculty.

Respondents emphasized the importance of University-level leaders using their visibility/influence to support a positive climate for women: "The awareness of the climate needs to come from the top down with accountability at the senior level." Respondents described areas in which central administration's vocal support and accountability are needed:
• Leadership development/effective management practices
• Support for family-friendly policies and practices (e.g., flexibility in work hours/means)
• Supportive climate and diverse representation at all levels
• Full inclusion/information sharing
• Mentoring opportunities
• Open dialogue on challenging issues
• Conducting performance reviews (including those for administrators)

## Salary Equity & Benefits

The electronic survey found a notable rate of unfavorable and neutral perceptions of faculty, academic staff and support staff salary equity, as shown below.

Perceptions of Equity of Salary/Compensation

| Faculty/Academic Staff | | | Support Staff | | |
|---|---|---|---|---|---|
| % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable | % Neutral |
| 29.2 | 42.1 | 28.7 | 35.9 | 31.1 | 33 |

Ns for faculty range from 170-191 for ratings. Ns for staff range from 253-316 for ratings. Percentage based only on those responding to a given question. Ns and percentage note pertain to tables in salary equity & benefits section. (Climate Section, 3, 5)

Only 29.2% of faculty/academic staff and 35.9% of support staff respondents had favorable perceptions of pay equity. Salary/compensation equity was the fourth most unfavorably rated factor in the general climate section of the survey for both groups. Of faculty/academic staff and support staff respondents,

10.5% and 8.8% respectively said that equity of salary/compensation had the greatest negative impact on their experience as a woman at MSU. (Climate Section, 9)

In open-ended comments, survey respondents raised salary issues, including market competitiveness, responsibilities being added with no change in compensation, male/female equity, and fairness/amount of merit pay. One respondent commented that the "classification of professional employees (faculty, academic specialist, AP/APSA) does not take into account the many joint roles that women play in the university, and in my experience creates an "underclass" of women as professionals."

These findings signal the need for more information on the nature of salary/compensation equity concerns, some of which may not readily appear through statistical analysis. Perceptions of salary equity may result for a variety of reasons, including pay variances for market-sensitive positions; small salary increases; differences in amount of experience; lack of understanding of pay policies; pay differences between employee groups; lack of transparency on pay policies and the reasons for pay decisions; inability to be promoted or achieve "continuing" status; misapplication of pay programs, etc. In hindsight, it would have been beneficial to gather more information on salary/compensation equity perceptions in the electronic survey. In order to develop effective pay strategies for the future, it is important to determine the specific nature of salary equity concerns:

- Whether the unfavorable perceptions cut across all of the staff or faculty, or are particularly strong for subsets (e.g., fixed-term, continuing academic staff, women of color)
- Whether the perceptions are based on lack of knowledge of pay policies/practices or actual inequities in policy or its application

While there may not be discriminatory bases for the negative perceptions, they should be explored to determine whether there are issues (e.g., communication, pay policy education, classification, policy application) to be addressed.

## Faculty/Academic Staff

The Office of the Provost conducts annual salary cohort analyses as well as salary equity studies for tenure system faculty to assist administrators in monitoring possible inequities in tenure system faculty salary levels. The salary cohort procedures ensure the identification of individuals for salary review purposes, while acknowledging that factors affecting the salaries of particular individuals require analysis at the college or departmental level. The cohort study analysis applies to all individuals; however, unit administrators are reminded to use the study to monitor salaries of individuals in protected classes. All faculty with salaries eight percent or more below the predicted median of a cohort group are highlighted. Historically, about 25% of the faculty in the analysis have appeared to have low salaries prior to applying market and merit differentials and special variables for medical units. ("Salary Cohort Analysis," 2006)

While the Salary Cohort Analysis aims to discover possible individual salary inequities, Salary Equity Studies are conducted by Academic Human Resources to identify areas of possible systematic gender inequity. All full-time tenure system faculty beyond the level of instructor are included in the study except those in administrative or endowed positions. Salaries are adjusted in order to control for some of the factors other than gender, and faculty are grouped by cohorts within colleges according to rank, highest degree and years in rank. The salary of each woman is compared in her cohort with men's salaries. If over time a pattern of possible inequities in women's salaries is found in a given college and rank, then that college/rank is targeted for further review. ("Salary Equity Study," 2005)

Both studies attempt to ensure salary equity; however, it is not obvious, looking at electronic survey results, that most women know about these reviews. The cohort analysis is broadly distributed, and the salary equity study results are shared with selected administrators. Clear, accessible explanations of both of these reviews, together with a general summary of data and outcomes might be useful for broader distribution. Women should also be assured that, where a pattern of inequities continues to exist in a college or other area, appropriate remedial action will be taken. Both the Salary Cohort Analysis and the Salary Equity Study are limited to tenure system faculty. Consideration should also be given to developing additional cohort analysis and salary equity studies for groups not currently included.

The need for further study described in the preceding section is particularly significant for faculty and academic staff since they had a 42.1% unfavorable rating on salary/compensation equity.

Faculty/academic staff comments about salary equity revealed their frustration: "It irritates me that I have received less pay for my professional life, and therefore have a less "comfortable" personal life than my male cohorts." "My workload has changed over the past five years but my salary level has not increased in any significant way. So I have projects that were not a part of my original job description – which we used to pay someone else to do – and now rest with me. But my pay has not increased."

**Support Staff**
At the request of the Women's Advisory Committee to the Vice President for Finance & Operations (WACFPO), Vice President Poston charged Human Resources (HR) with conducting a *Support Staff Pay Equity Study* in 2002. The study found no patterns of discriminatory pay policies or practices by gender or race. Based upon that study, a small number of pay adjustments and classification changes were made. Following this study, HR committed to identifying and maintaining data elements needed to effectively review pay (e.g., degrees/certification and amount/type of job experience). This enabled a more fulsome regression analysis to be completed by the Office of Planning & Budgets in 2005 (Service-Maintenance, Skilled Trades, Police, and Operating Engineer staff were excluded since their compensation system does not allow flexibility in pay). Again, the study found no patterns of discriminatory compensation policies or practices by gender or race. The study resulted in a very small number of salary adjustments and further review of salaries in a number of classifications. HR has developed a web-based salary administration application to assist units in making sound pay decisions and is more closely monitoring merit and equity salary increases. Regular reviews of support staff pay equity are planned, which is a positive means of supporting sound pay practices.

Despite the pay equity studies, 31.1% of staff respondents to the electronic survey expressed unfavorable perceptions about pay equity, and only 35.9% had favorable perceptions. (Climate Section, 5) In addition to concerns described earlier in this section, respondents raised issues about working "out of classification" (e.g., where staff downsizing results in responsibilities being reassigned, but without pay or classification being adjusted); supervisor unwillingness to recognize increased level of work; overall amount of pay; differential hiring rates for new hires and across groups; and not being compensated for credentials. The considerable length of time since support pay systems were implemented (1988 for CT, AP, and AP/S) could be related to these concerns. Indeed, the impact of technology, downsizing and job redesign may have created equity issues that cannot be identified through statistical analysis (which relies upon accurate classification). This could be particularly true in the clerical and professional areas where job content/methods and employee group size have changed significantly in the past 15 years (see Representation section). A staff member described this issue by saying "Examine the actual work staff are doing and update the job descriptions so people are adequately paid for their actual work. Many of the job categories are outdated – new ones need to be created to reflect work today."

**Benefits**
In the electronic survey, support staff gave their highest favorable ratings (79%) to the adequacy of benefits, with 12.8% identifying benefits as the factor that has the greatest positive impact on their experience as a woman at MSU. Faculty/academic staff respondents also had very favorable ratings (63.4%) on this factor (Climate Section, 3, 5, 9). These findings reflect the overall strength of MSU's benefit programs as an important component in faculty and staff compensation packages.

Despite the strong favorable perceptions, open-ended comments made the following suggestions about benefit programs:
- expand child care support, improve maternity & family sick leave, and provide parity in leave programs for adoption (discussed in the Work/Life section)
- improve the dental program and mental health care
- protect health care plans for active staff and retirees

- provide more flexibility in benefits
- protect domestic partner benefits that are at risk due to external legal challenges -- an important benefit for a climate that supports diversity (discussed further in the Diversity/Inclusion section)
- increase the approval of Educational Assistance release time (discussed in the Career Development and Appreciation of Efforts section)

Despite these suggestions, MSU's benefit programs appear to be a major factor in attracting/retaining faculty and staff. As one respondent said, "Even though I am part-time, I still get some educational reimbursement. Other nurses definitely get paid more but I think the benefits here are worth the difference."

## Workload/Time Pressure/Stress

Faculty and staff had the following responses regarding factors related to workload and stress on the electronic survey:

Perceptions of Typical Workload, Time Pressure and Stress Levels

| | Support Staff | | | Faculty/Academic Staff | | |
|---|---|---|---|---|---|---|
| | % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable | % Neutral |
| Time Pressure | 35.2 | 28.9 | 35.9 | 14.0 | 55.6 | 30.4 |
| Stress Levels | 30.3 | 42.7 | 27.1 | 11.6 | 52.6 | 35.8 |
| Typical Workload | 50.8 | 25.2 | 24.0 | 34.9 | 37.8 | 27.3 |

Ns for faculty range from 170-191 for ratings. Ns for staff range from 253-316 for ratings. Percentage based only on those responding to a given question. Ns and percentage note pertain to all tables in workload section. (Climate Section, 3 – 6)

**Faculty/Academic Staff**
Although faculty and academic staff were unfavorable about "typical workload" by a small margin, they were extremely negative about stress levels (52.6%) and time pressure (55.6%). In fact, *faculty/academic staff perceived time pressure and stress levels as the most unfavorable factors of their experience* in the initial climate factors question.

Open-ended comments provide insights into workload challenges that face all types of faculty/academic staff. Respondents wrote about increased workload, time pressure and stress, especially as these relate to family/Work/Life balance, competing demands across the mission, and the need for greater flexibility. Many respondents linked increased pressures to MSU's budget problems and staff reductions. Faculty/academic staff also felt that increased demands on their time at work negatively affect career development/advancement, job performance related to job security, and their ability to develop mentoring relationships. Respondents cited a number of issues that affected their workload/stress, particularly their desire for excellence, teaching or service overload, lack of sufficient support for research, lack of support staff/resources, department failure to appropriately manage workload, need for more support from central administration (including better distribution of central resources), and bureaucracy.

Faculty/academic workload concerns were also evident in their views that "teaching loads have gone from bad to ridiculously bad" and "the workload issues are largely related to having too few faculty. Everyone in the unit is working too hard. For me…60-70 hours/week." One respondent wrote, "The MSU Libraries rank at the bottom of the Big 10 in terms of number of staff. I think we do a terrific job with what we have but not having enough people is hard on everyone." Another observed, "Only one type of career model is supported…a man who comes in to work from 8 to 5 and has his wife take care of the home and kids. I am the wife. I take care of my home, kids, AND CAREER…I can't jump over the same hurdle as someone who doesn't carry my total workload." Others said, "Avoid giving women disproportional committee work." One faculty member described the intensity of the pressures: "Many of our faculty have cut back to 80% time due to the stresses, which leaves it up to the ones left to pick up the additional 20% in our schedules…I keep wondering when the whole system—including my stamina and

sanity—will crumble from the pressure." Another concluded, "All of us need to stop having ever higher expectations placed on us, with ever fewer resources."

The availability of resources and support staff affect faculty and academic staff workload/stress. Perceptions on the availability of these resources are shown in the following table.

Faculty/Academic Staff Perceptions of Availability of Resources/Support Staff

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Availability of support staff | 39 | 39.5 | 21.5 |
| Access to resources to do job | 49.1 | 22.0 | 28.9 |

Climate Section, 3

While faculty/academic staff perceptions of the availability of support staff were balanced, their comments reflect the reduced staff support available to them: "The continuing decline in support staff and number of grads threatens overall productivity. All faculty are stretched thin, but the burden falls most heavily on women, who always seem to be counted on to do more." Another respondent suggested that "A big help would be to provide better support staff in almost every sector of the university, starting with the departments and moving all the way up to Contracts and Grants." These perceptions correspond to support staff comments below that describe continuous staff reductions and increased workloads. The representation data reflect the loss of clerical support as the number of clerical staff decreased over the past decade as technology changed how work is done.

**Support Staff**
The majority (50.8%) of staff respondents were positive about the "typical workload," while 25.2% were unfavorable. Staff (74.7%) were more favorable than faculty (49.1%) about their access to resources needed to do their jobs.

The high proportion of favorable staff perceptions about typical workload is offset by the substantial number of strongly negative comments they made about the work demands placed upon them. Specific concerns cited by support staff include the need to be able to adjust/eliminate work as positions are reduced; the desire to be part of discussions on how to change work; their inability to take paid leave due to workload; inequality of workload within units and across campus (sometimes due to supervisors not addressing problem employees); capable employees getting more work; cuts being taken at the staff level, leaving a "top heavy" administration; and excess workloads due to inequity of budget cuts across campus.

Staff concerns are expressed in these comments: "You leave those who work here with burdens that are almost unbearable. Human capital has been burning at an amazing pace, and people suffer in the long run. Sprints are meant for the short term, not for years on end." "Our workloads get heavier and heavier. People leave the department and are not replaced." "As budgets became more stressed, support staff reduced, etc., the expectations of my supervisor as far as the quantity and quality…do not match. I am expected to maintain quality and quantity of work, despite the lack of 80 hours per week of support – an unrealistic expectation…Because budget cuts have been made in our department primarily through support staff reductions, and these positions are held primarily by women – I feel that those of us who remain are unfairly held accountable for the results of budget reductions." "Too many expectations. Lack of respect for my workload. Too many last minute requests. All the responsibility and no power to say no or set limits on the job in order to meet demands."

Comments on workload/stress/time pressure described situations where faculty/academic staff and support staff feel *overwhelmed* by the ongoing work demands. The difference between perceptions on typical workload and open-ended comments suggests that there are areas/jobs where the workload is disproportionately heavy. Further information related to the impact of heavy workloads is included in the Job Security, Career Development, and Work/Life Balance sections.

**University or Administrative Bureaucracy**

Administrative processes have a major impact on the work of faculty/academic staff and support staff. Electronic survey respondents had very unfavorable perceptions about how the "University bureaucracy" (support staff) or "Administrative bureaucracy" (faculty/academic staff) affects them.

Impact of University or Administrative Bureaucracy

| Faculty/Academic Staff | | | Support Staff | | |
|---|---|---|---|---|---|
| % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable | % Neutral |
| 15.8 | 43.2 | 41.1 | 10.2 | 42.3 | 47.5 |

Climate Section, 4, 6

In an environment where jobs and support are being eliminated, addressing process barriers and "bureaucratic drag" is important to achieving a supportive climate. (Also see Career Development and Appreciation section).

## **Work/Life Balance**

Women throughout the University, no matter what their role, struggle to balance the different facets of their lives. In all parts of the electronic survey, most women reported difficulty in balancing work/studies and home/personal lives. In addition, faculty/academic staff, support staff, and students wrote extensive open-ended comments regarding the balance dilemma. General responses on the balance issue are shown in the table below.

Perceptions of Difficulty in Achieving Work/Life Balance

| | Often | Sometimes | Never |
|---|---|---|---|
| Faculty | 20% | 65% | 15% |
| Staff | 30% | 65% | 5% |
| Students | 25% | 65% | 10% |

Question: Do you have difficulty balancing work/school with home personal life?
Balance Section, 2 (percentages interpreted from bar graph.)

Both faculty/academic staff and support staff said the most positive factors affecting their ability to achieve balance are the support of family, coworkers, and chair/supervisor. Half of the faculty/academic staff also cited flexible spending accounts and spouse/partner flexibility as positive factors. Half or more of the support staff also gave positive ratings to: flexible spending accounts, separation of home and work life, support from upper management, scheduled hours, medical/disability leave policy, family/maternity leave policy, and spouse/partner flexibility. For students, support of friends, family and significant other were the most favorable factors; more than half of the students also gave favorable ratings to support of faculty/staff, social life/activities, and professor/instructor flexibility.

Some open-ended comments reinforced the favorable ratings. A support staff member said: "The flexibility of work and support of my immediate supervisor are very helpful." A faculty/academic staff member stressed the importance of "cooperation from spouse regarding child care and housework, shopping, cooking." A student listed "involvement in student organizations" as a balancing factor for her.

The quantitative data from the electronic survey showed that the most negative factors for both faculty/academic staff and support staff were workload and weekend/evening obligations; however, faculty/academic staff gave both factors a stronger negative rating than did support staff. Students gave highest negative ratings to personal financial situation, followed by workload for courses and absence policies. Open-ended comments from all three groups advocated greater flexibility across the university, along with increased appreciation of family needs and better childcare support.

**Faculty/Academic Staff**

The challenge of achieving a satisfactory work/life balance appears particularly acute for faculty/academic staff who also had some of the highest unfavorable perceptions regarding time pressure, stress, and workload (discussed in the Workload/Time Pressure/Stress section). While others perceive this group as having schedule flexibility, the range of faculty/academic staff job demands (research, teaching, outreach, publishing, committees, advising students, etc.) means work is never finished. Faculty/academic staff gave a higher unfavorable than favorable rating to each of the nine highlighted factors in the following table.

Factors Affecting Ability to Balance Work/Life -- Faculty

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Support of family | 75.3 | 10.5 | 14.2 |
| Support from coworkers | 64.7 | 13.3 | 22.0 |
| Support from chair/director | 55.3 | 22.4 | 22.4 |
| Flexible spending accounts | 51.1 | 3.0 | 45.9 |
| Spouse/partner flexibility | 50.7 | 20.1 | 29.2 |
| Medical/disability leave policies | 36.7 | 11.7 | 51.7 |
| Family/maternity leave policies | 35.6 | 15.3 | 49.2 |
| Support from college/U admin | 34.7 | 22.8 | 42.5 |
| Support staff or grad students | 28.4 | 50.0 | 21.6 |
| Separation of home and work life | 26.3 | 39.2 | 34.5 |
| Absence policies | 26.1 | 10.1 | 63.9 |
| Childcare resources | 23.1 | 28.6 | 48.4 |
| Funding for research | 20.0 | 38.6 | 41.4 |
| Opportunities for part-time and reduced load | 19.4 | 44.4 | 36.3 |
| Expected hours | 18.8 | 47.7 | 33.5 |
| workload | 13.5 | 69.7 | 16.9 |
| Weekend/evening obligations | 13.5` | 60.8 | 25.7 |
| Resources for eldercare | 9.9 | 15.5 | 74.6 |
| Access to job sharing | 5.2 | 41.7 | 53.1 |

Ns range from 71-178 for ratings. Percentages based only on those responding to a given question. Question: In your experience, how does each of the following factors impact your ability to achieve a satisfactory balance between school/work/home? (Balance Section, 3)

The unfavorable ratings on workload levels and amount of weekend/evening work obligations are four to five times greater than the favorable ratings on these factors. Other factors receiving more negative ratings are level of availability of support staff or graduate assistants, expected work hours, level of access to opportunities for part-time and reduced work load, access to job sharing, separation between work and home life, and level of availability of funding to support research.

Access to job sharing opportunities has a negative rating eight times its positive rating; however, 53.1% of the respondents were neutral on this factor. It may be that some women have not had need to seek job sharing, while others may not consider job sharing appropriate to their many-faceted roles. Adequacy of access to childcare resources was perceived unfavorably by 28.6% of the respondents and is discussed in the section on Child/Elder Care.

**Open-ended Comments.** Faculty/academic staff have more negative perceptions about more factors having to do with work/life balance than either support staff or students. Open-ended comments reveal demands of home and family as a major barrier to achieving balance: "The lack of attention to the needs of parents in terms of child care is bewildering since the salary levels are definitely not high enough to allow academic staff to have children and provide quality child care experiences." It is also apparent that much of the conflict is inherent in the work roles and the University climate: "I have felt that my department has always wanted me to teach a very high load for as little money as possible leaving me worn out and with little time left over."

Open-ended comments stressed the need for greater flexibility across units to facilitate a positive work/life balance: "Everyone's work life would be less stressful if it were easier to arrange part-time tenure-line appointments…increased and easier access to research supports would improve the climate for all, including women. "Comments also illustrate a need for change in the academic climate: "Create a humane environment in which it is recognized, accepted, valued that people have lives outside of the U— this will especially impact positively on women who still uphold the family (or do not have one for fear of failure professionally)." A few comments starkly revealed the conflict of choosing between children and career. "I would have liked to have had children with my spouse, however, when I was the right age to do this, I/we felt that I could never manage both the job and the family." Comments indicated the need for improvements:

- Maternity leave policy
- Part-time work options
- Reduced teaching-load opportunities
- Ability to stop the tenure clock
- Consistent availability of flexibility across units

A number of open-ended responses indicate that while MSU has several progressive policies and practices in place, respondents were either unaware of them or perceived that policies, programs and practices are being applied inconsistently from unit to unit. There appears to be a need for more consistent, proactive interventions and application of policies across all colleges and departments. Orientation and development programs should familiarize chairs and directors with tenure policies, family-related policies, and creative options for flexible work practices on a regular basis.

Relevant to these cited needs is the work of a recent Academic Human Resources Ad Hoc Study Group on More Flexible Tenure Policies (unpublished draft of preliminary recommendations, 2006). This group compared MSU's policies with those of peer institutions and found that MSU has several strong policies, but they are not well known (e.g., policy on spousal hires) or used (e.g., stopping the tenure clock). The draft results of this review fall into three areas:
1) Policies and support resources that are available, but need to be better communicated (e.g., websites, Family Resources Center, ability to extend the tenure clock).
2) Compiled list of benchmark policies and practices, related analysis and recommended changes.
3) New actions that can make units more supportive/ and faculty more productive.
This review is currently awaiting submission and decision through the appropriate approval process.

### Support Staff
Although support staff had the highest percentage of respondents (94.8%) reporting they often or sometimes have difficulty balancing their work and personal lives, they were more favorable on more factors and unfavorable on fewer factors affecting achievement of balance than either faculty/academic staff or students. The factors rated most negatively by support staff are highlighted in the following table:

Factors Affecting Ability to Balance Work/Life – Support Staff

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Support of family | 78.0 | 6.9 | 15.1 |
| Support from supervisor | 72.5 | 16.2 | 11.3 |
| Support from coworkers | 71.9 | 13.5 | 14.6 |
| Flexible spending accounts | 62.6 | 1.5 | 35.9 |
| Separation of home and work life | 55.2 | 14.7 | 30.1 |
| Support from upper management | 52.6 | 24.8 | 22.6 |
| Scheduled hours | 52.3 | 20.6 | 27.0 |
| Medical/disability leave policies | 50.8 | 9.1 | 40.2 |
| Spouse/partner flexibility | 50.5 | 21.4 | 28.2 |
| Family/maternity leave policies | 50.2 | 10.5 | 39.3 |
| Absence policies | 40.7 | 11.1 | 48.2 |

| Weekend/evening obligations | 32.3 | 32.3 | 35.4 |
|---|---|---|---|
| Childcare resources | 32.2 | 10.5 | 57.3 |
| Resources for eldercare | 30.9 | 14.1 | 55.0 |
| Workload | 23.6 | 40.7 | 35.7 |
| Opportunities for part-time and reduced load | 20.2 | 24.2 | 55.8 |
| Access to job sharing | 17.6 | 25.9 | 56.5 |

Ns range from 143-284 for ratings.  Question:  In your experience, how does each of the following factors impact your ability to achieve a satisfactory balance between school/work/home?  (Balance Section, 4)

Staff respondents had the most negative perceptions (40.7%) on how workload impacts their ability to achieve a satisfactory balance between work and home.  There were also notable unfavorable ratings on weekend/evening obligations, opportunities for part-time and reduced load, and access to job sharing. WACFPO's *Survey of Labor Women* revealed that 39% of the labor staff respondents do not know how to access MSU services to help with work/life balance (2005, 8).

**Open-ended Comments.**  Support staff provided extensive open-ended comments, which generally agreed with the electronic survey findings about work/life balance. A primary theme was the need for flexibility and workload adjustments to ease the burden of reduced staff and more work.  They cited the desire to work at home, to have flexible work schedules, and the opportunity to work outside the 8-5 hours or on weekends in exchange for time off during the regular workday.  "[Place] greater emphasis on getting the work done, rather than on what time of day one is sitting at their desk."

They asked for opportunity to reduce their hours without penalty:  "There are certain sacrifices when a professional works part-time when it comes to pay and promotion increases.  MSU needs to recognize the value of investing in HUMAN CAPITAL—raising our children while still contributing to the University through work."  Another wrote: "It would be nice if one could cut back one's hours for a while and then resume full-time….FMLA doesn't really apply when my mom just needs a bit of extra help dealing with paperwork."  Respondents asked for greater appreciation and better support when family needs arise: "Better maternity leave, change in attitude that taking sick time for your child is a bad thing." One said, "When you adopt you cannot use sick time.  Tons of research [has been] done on importance of attachment/bonding with adopted child."

Some spoke to the difficulties of combining work and family:  "[I feel] the need to do everything and then [feel] guilty when that is not possible; when I can't do something at my son's school, I feel like a bad mother; when I can't do a training session on a weekend for work, I feel like a bad employee.  Can't win!"  Another said, "Life at home is another full-time job and more so with no sharing of responsibilities or additional incomes for home support.  Throw in the care of children and elders on limited or non-growing incomes and we all become stressed."  Some wished to use earned vacation time without retribution:  "Although I receive more than adequate vacation allotment…it is made very clear that vacation time is to be taken if and only if all work is completed and up to date…staff reductions now make that impossible."   "Your time off, taken judiciously, should be your own, without looks, questions, or insinuations."

Others focused on the role of the supervisor/manager:  "What is the most helpful is when supervisors realize the importance of work/home life balance and allow for flexibility." Some reflected on the University climate in general:  "I do not see the same tolerance for balancing a fulfilling career with family as I had [in my last position].  Job sharing or part-time positions do not seem to be available in highly skilled, professional management type positions.  I feel the University is short changing themselves [sic] because there are a lot of quality women out here who are conscientious about their jobs and their family both."  Another  observed, "Our leadership models a 24/7 perspective on work, both implying that folks should work all the time and also implying that if you don't want to you don't care for the university as much as you should.  I would like to see some examples of real recognition that folks should take time off….One specific example would be to stop scheduling breakfast/lunch/dinner

meetings. This effectively lengthens my day from 8-5…to 7 a.m. to 8 p.m. and the exchange I get is too much food, too little exercise and too little time for myself."

**Students**
Of about 91.5% of students responding to the survey, slightly less than support staff and slightly more than faculty/academic staff said they often or sometimes have difficulty balancing academic work with life outside of school. Factors receiving a negative rating by students are highlighted in the table below.

Factors Affecting Ability to Balance Work/School/Life -- Students

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Support from friends | 82.0 | 4.3 | 13.7 |
| Support from family | 81.9 | 7.0 | 11.1 |
| Support of significant other | 80.7 | 5.7 | 13.5 |
| Support from MSU faculty/staff | 53.9 | 16.1 | 30.0 |
| Social life/activities | 53.1 | 21.0 | 25.9 |
| Professor/instructor flexibility | 51.7 | 19.6 | 28.6 |
| Boundaries between home & work life | 42.7 | 21.5 | 35.8 |
| Work schedule | 42.2 | 33.8 | 24.0 |
| Class schedules | 40.8 | 31.8 | 27.3 |
| Family/household responsibilities | 39.7 | 19.4 | 40.9 |
| Personal financial situation | 25.3 | 51.6 | 23.1 |
| Absence policies | 25.0 | 42.0 | 33.0 |
| Workload for courses | 23.1 | 49.9 | 27.1 |
| Resources for eldercare | 14.5 | 4.3 | 81.2 |
| Childcare resources | 10.1 | 15.9 | 73.9 |

Ns range from 69-377 for ratings. Question: In your experience, how does each of the following factors impact your ability to achieve a satisfactory balance between school/work/home? (Balance Section, 5)

Personal financial situation was reported as a negative factor by 51.6% of students. According to the survey analysis, 60% of student respondents reported receiving more than half of their financial support from parents/guardian. While some students may have a smooth ride, 40% of the respondents have responsibility for the majority of their own support. Approximately 70% of the students report that they work, with about one-fifth working more than 20 hours per week. (Balance Section, 7-9) One student wrote: "I have earned several scholarships, grants and take out loans, but still must work at least 30 hours a week to pay my bills. My parents…cannot afford to take out loans in their names, so I am stuck going to school full-time and working full-time."

Half of the student respondents rated course workloads unfavorably: "Teachers forget that besides their class you have three or four other classes on top of other responsibilities." Absence policies were rated unfavorably by 42% of students.

About one-third of students gave negative ratings to work schedules (33.8%) and class schedules (31.8%). Comments indicate that students who work or have families need more options in times classes are offered and more employer flexibility in order to fit together the pieces of their lives. "The university needs to be more friendly to non-traditional students….basic required classes for all majors should have an evening or Saturday session." Absence policies were rated unfavorably by 42%, and many students asked for easing of class attendance policies: "Encourage professors to be more flexible and understanding towards students and their subjective circumstances." Another student wrote, "It was very hard for me this year to make graduate school visits because none of my professors are willing to do much to help students who are absent, regardless of the reasons for the absence."

Although only 15.9% of the student respondents gave unfavorable ratings to access to childcare resources, this figure is 1.5 times larger than the positive responses (10.1%). These responses reflect the limited number of students who have children. Open-ended comments made it clear that student parents have special challenges in balancing work/studies and family life. Several comments urged more faculty

understanding and accommodation for those who must care for a sick child and increased availability of affordable childcare. This topic is discussed further in the following section on Child/Elder Care.

The survey analysis found that graduate students were more likely than undergraduates to assign negative ratings to boundaries between work and home life, level of family and household responsibilities, employment/work schedules, and personal financial situation. Graduate students were also more likely than both staff and faculty to assign an unfavorable rating to boundaries between work and home life. (Balance Section, 34) This factor may indicate a special combination of stresses on graduate students. Further, when compared to faculty and staff, the students may have less developed skills or resources for dealing with the competing demands.

In comparing students who live on campus with those who live off campus, the off-campus students were less positive in their ratings of class schedules, boundaries between work and home life, level of family and household responsibilities, social life/activities, and personal financial situation. (Balance Section, 35) This is not surprising given that those living off campus have household responsibilities. Also, the group would include both student parents and a higher proportion of graduate students than the on-campus group.

## Child/Elder Care
Family care issues play a very critical role in work/life balance for women. For those who are parents or who have parental/spousal/partner care responsibilities the matter can become the paramount issue of daily life. Whether or not support is available for meeting such family obligations affects the success of individuals across the University—in all areas of responsibility and at all levels.

As shown in the following table, faculty/academic staff gave the most unfavorable ratings to adequacy of access to child care resources (28.6%), nearly twice the negative student ratings (15.9%), and nearly three times the negative ratings by staff (10.5%). Regarding adequacy of access to elder care, faculty/academic staff and support staff were nearly equal in their negative perceptions, 15.5% and 14.1% respectively, while only 4.3% of student responses were negative.

|  | Adequacy of Access to Childcare Resources | | | Adequacy of Access to Eldercare Resources | | |
|---|---|---|---|---|---|---|
|  | % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable | % Neutral |
| Faculty/Academic Staff | 23.1 | 28.6 | 48.4 | 9.9 | 15.5 | 74.6 |
| Support Staff | 32.2 | 10.5 | 57.3 | 30.9 | 14.1 | 55.0 |
| Students | 10.1 | 15.9 | 73.9 | 14.5 | 4.3 | 81.2 |

Climate Section, 3-6.

The overall high rate of neutral responses for all three groups is interesting because it is unusual in the survey results. One-half to over three-fourths of all responses were neutral regarding adequacy of access to childcare and eldercare resources. This may reflect the numbers of faculty/academic staff, support staff and students who have not recently had need for child or elder care resources and services. The favorable and unfavorable responses likely come from those who have had direct experience with existing policies, practices, and programs.

Although none of the negative ratings exceed 28%, and all but one are 16% or less, the intensity of respondents' concerns is reflected in their open-ended comments on the survey. These comments convey a wide range of both positive and negative perspectives:

Many comments stressed the importance of supportive supervisors, chairs, or managers. An academic staff member wrote, *"I work with and for wonderful people but most do not have children....One of my children is disabled which limits interesting childcare options and creates many more outside pressures. These are accepted but with a sigh."* A faculty member said, "My Director is extremely supportive, but

there is not much support beyond her (e.g., the Dean, other faculty members)....I have just recently had a child and I feel very supported through the Family Resource Center." Many stressed the need for flexibility, as did this staff member: "Supervisor allows me to work…off times and to bring kid to work so that I can get my work done."

Others described the difficulties when a manager, chair or professor does not give support. This staff member's comment summarized many others: "It is very hard to be a good mother and a good employee. …The mother gets the most flack by an employer for being needed by her child or wanting to see your child in a class program. This pressure has built even more over the years with the cut back of employees, but not the work…supervisors say what a spot you are putting them in if you need to be away." Students may face professors' unsupportive attitudes: "I had two children while a graduate student. Often that personal choice was viewed negatively by department faculty. 'How much time will this add to your program?...Do you plan on finishing?" A faculty member cited a conflict for many parents: "Dept. is not kid-friendly, meetings often set for 3 in the afternoon when kids getting out of school."

The calls for more on-campus or near-campus affordable, quality childcare were emphatic: "MSU has an excellent child development center, but [it] has a very long waiting list, generally takes a year to get the kid enrolled." "[Need] greater accessibility to day care on campus so that one could easily reach the child. Greater access to 'out of hours' child care and sick child health care." Students stressed the need for evening childcare which would allow work on research or special projects: "During the day I am fulfilling the duties of my assistantship and attending classes." Others cited the need to participate in student organizations, which typically meet at night and "which are essential for networking, career opportunities, etc."

Policy issues are a major concern for faculty and staff: "[Support staff] adopting are discriminated against because they are not allowed to use their earned/accrued sick time as maternity leave because they did not physically give birth." This suggestion summarizes many faculty comments: "Have a university policy for academic women that guarantees them reduced teaching loads when returning from maternity leave. Have a university-wide policy that guides chairpersons and deans for how to fairly evaluate a woman for a given year when she has been on leave and how to factor that into the tenure/promotion process."

Students also have policy concerns: "There are no policies protecting us from a teacher's whims to fail us in a course when our children are ill." Another student offered this general observation: "Society still has not come to terms with the special challenges student mothers have, particularly doctoral students."

Regarding eldercare, a staff member wrote, "In a crisis situation, especially with elder care issues, the [leave] time can be wiped out very quickly and this can create enormous stress for the person with primary caretaker responsibility, often a person with a long, positive record of service to MSU."

Many respondents offered suggestions for improvement:
- Establish an action team that specifically addresses the needs of mothers pursuing doctoral degrees.
- Provide more affordable day care.
- Provide maternity leave for women who adopt.
- Improve parental leave policies.
- Increase the discussion of handling family/child care issues in professional careers.
- Educate professors about the needs of student mothers.
- Provide rooms/spaces across campus for women to breast feed/pump.

A faculty member summed up her concerns this way: "The University needs to make a firm decision. Do they want to encourage childbearing-age women to work at MSU and help them become successful? In other words: are they serious about recruitment AND retention?"

It has been 15 years since the MSU Child Care Planning Project was jointly initiated by the Provost, the Vice President for Finance and Operations, and the Vice President for Student Affairs and Services. The project had wide University support and involvement, including that of the three women's advisory committees, WACP, WACFPO, and WACSAS. Since the 1993 comprehensive study, significant progress has been made in expanding campus resources for child and elder care, including establishment of the Family Resources Center, the new Spartan Child Development Center, sick-child care, emergency childcare, and eldercare classes. Policy changes have included the addition of Dependant Care Spending Accounts, expanded Family Sick Leave, Parental Leave for Faculty and Academic Staff, and compliance with the Family and Medical Leave Act. Yet, calls for more support persist.

It is not known how many of today's MSU students, staff and faculty have dependent children; however, the current survey found that faculty and staff averaged approximately one child for each respondent with .5 children under 12 years of age. During the years from 1996 to 2005, the percent of women faculty/academic staff rose 8.5% and the percent of women students rose 2%. In addition, the aging population brings increasing challenges as families care for elder relatives. *MSU IDEA II* (1992) contains the following statement regarding Family-Supportive Arrangements, which is still valid in 2006:

> *With women accounting for more than half of the University's work force and with a growing presence of single parents and two-career couples, University faculty and staff increasingly must balance work and family responsibilities. As an employer, MSU must respond to this need if it intends to recruit and retain high-quality faculty and staff and to ensure that MSU's environment supports its members as they strive to reach their full potential.* (83)

## Meaningfulness & Challenge of Work

A large number of faculty and academic staff who rated "meaningfulness of the work" and "challenge of the work" in the electronic survey found them to be favorable factors of climate. Of respondents to the question, 85.1% said that meaningfulness of work was a favorable factor, while only 3.6% saw it as unfavorable, and 11.3% said it was neutral. Similarly, 81.5% saw challenge of work as a favorable factor, and only 4.0% said it was negative; 14.5% were neutral. In comparison with other factors that were rated by faculty/academic staff respondents, these two factors along with "level [of] autonomy" (77.9% favorable; 4.7% unfavorable, and 17.4% neutral) were the factors most often regarded favorably by faculty/academic staff. (Climate section, 3)

A high percentage (73.6%) of support staff respondents who rated meaningfulness of work also found it to be a favorable factor in their experience at MSU: 9.2% said it was an unfavorable factor, while 17.2% were neutral. In comparison with other factors to which participants responded in the question, this factor was among those receiving the highest percentages of favorable reactions. A majority of support staff who rated challenge of work also found it to be a favorable factor (66.6%); 10.5% said it was unfavorable, and 22.9% were neutral. (Climate Section, 5) Students were not asked to assess these factors of climate.

References to meaningfulness and challenge of work were also scattered among open-comments throughout the electronic survey, but especially in segments dealing with support for professional development and job security. For the most part, open-ended comments from faculty supported the positive findings in the factors of climate question. Faculty spoke of "opportunities to work on a variety of challenging initiatives." One respondent wrote, "My work is personally meaningful, which is what keeps me hopeful about the future." A librarian said, "I want to be in a profession that offers something positive and constructive to society. Librarianship, among many other fields, does that….I need variety, and the library administration has accommodated me in that regard." Only a few faculty respondents

commented negatively about meaningfulness or lack of challenges in their work. They discussed the lack of intellectual stimulation in their departments or the intellectual climate in the university as a whole.

Support staff also commented positively about meaningfulness and challenges of work. A staff respondent said she was encouraged "…to take on new challenges…I never get stale or stagnant in my job." Another wrote that "MSU has a lot of options and appeal….Careers are diverse and challenging." Staff also spoke positively about, "interactions with students, opportunity to use skills, sense of personal accomplishment and bearing witness to student growth." One respondent commented on "Personal satisfaction in meeting the challenges of added responsibilities," but noted that, "the lack of monies for appropriate raises to accompany these new responsibilities often diminishes the satisfaction and 'glow' of new accomplishments after time." The overall view on the issue of meaningfulness and challenge of work, however, was summarized by the staff respondent who wrote, "I love this university, this campus, the intellectual climate, the vision and mission of my college, and my coworkers."

### Support for Career Development and Appreciation of Efforts

Faculty/academic staff as well as support staff respondents found "support for career development" and "appreciation of efforts" to be favorable aspects of climate in their experience at MSU. Students were not asked to respond to these items. Responses regarding other factors of climate that impact career development and appreciation were less conclusive. Open-ended comments were also mixed.

The following tables show respondents' perceptions about support for career development and appreciation efforts. While a majority of respondents in both groups were positive, a larger percentage of support staff than faculty/academic staff who responded to the items saw them as favorable.

Career Development Support

|  | % Favorable | %  Unfavorable | % Neutral |
|---|---|---|---|
| Support Staff | 61.0 | 16.3 | 22.7 |
| Faculty/Academic Staff | 51.5 | 21.6 | 26.9 |

Appreciation of Efforts

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Support Staff | 63.6 | 21.5 | 14.9 |
| Faculty/Academic Staff | 52.6 | 24.9 | 22.5 |

Support Staff Ns range from 253-316 for ratings. Faculty/academic staff Ns range from 170-191 for most ratings.  (Climate Section, 3, 5)

The Climate section of the electronic survey also assessed other factors of climate that affect support for career development.  Reactions to these factors were generally more varied as shown in the following two charts. Highlighted factors received more unfavorable than favorable ratings.

Faculty/Academic Staff: Other Factors Impacting Career Development Support

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Supportiveness of Coworkers | 66.5 | 16.2 | 17.3 |
| University Resources | 56.0 | 2.2 | 41.8 |
| Availability support staff | 39 | 39.5 | 21.5 |
| Financial Support for professional activities | 38.7 | 33.5 | 27.7 |
| Fairness Tenure/promotional processes | 37.8 | 28.5 | 33.7 |
| Typical Workload | 34.9 | 37.8 | 27.3 |
| Support & Resources | 31.8 | 30.4% | 37.8% |

| | | | |
|---|---|---|---|
| for research | | | |
| Administrative bureaucracy | 15.8 | 43.2 | 41.1 |
| Time pressure | 14.0 | 55.6 | 30.4 |

Faculty/academic staff Ns range from 170-191 for most ratings.  (Climate Section, 3-4)

Support Staff: Other Factors Impacting Career Development Support

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| University Resources | 76.4 | 2.0 | 21.6 |
| Supportiveness of Coworkers | 70.3 | 14.6 | 15.2 |
| Typical workload | 50.8 | 25.2 | 24.0 |
| Fairness of personnel policies | 43.1 | 26.3 | 30.6 |
| Union membership | 42.4 | 14.2 | 43.4 |
| Time pressure | 35.2 | 28.9 | 35.9 |
| Fairness of promotion processes | 30.5 | 39.1 | 30.5 |
| University bureaucracy | 10.2 | 42.3 | 47.5 |

Support Staff Ns range from 253-316 for ratings. (Climate Section, 5-6)

In the WACFPO, *Survey of Labor Women*, 19% of respondents said their work standards are different than men's because they are women (30% said they are different sometimes). 25% said they do not know what to do for job advancement.  35% felt that promotions are done fairly; 28% said they are not fair. (2005, 6)

## Open-ended Comments

While a number of respondents in the anecdotal comments were positive about support for career development and appreciation of efforts at MSU, other respondents expressed a series of concerns and made suggestions for improvement.

Support staff and faculty/academic staff often indicated that they were supported in reaching career objectives.  One staff respondent noted, "I think that the general atmosphere on campus, plus the education benefits, creates a very supportive environment for accomplishing both professional and personal goals." Some faculty/academic staff respondents also found MSU to be a "wonderful place to work" with "opportunities for growth and development"; they saw the University as "a great place to be a professional and to work with other professionals."

**University Resources.**   Both groups of respondents were positive about University resources for career development. Support staff praised educational assistance, Human Resources, and the Women's Resource Center ("Resources are here to continue my education and it's been encouraged").  Another respondent added, "Coworkers and faculty support my efforts to reach my career goals." Faculty/academic staff also credited support of colleagues and some administrators, staff assistance, research support, support for professional travel, as well as women's networks, women mentors, and women administrators for creating a healthy climate for career development. Several respondents were grateful for departments or colleges that are sensitive to women balancing career and family.

These positive responses were offset by comments of support staff who said they were unable to take advantage of opportunities because of heavy workloads, inability to get release time, programs offered at inconvenient times, and work/family balance problems. One respondent said, "My job is requiring higher levels of training with no time to pursue it." A few respondents also reported that "In some cases, women are not aware of resources available." Faculty/academic staff similarly found "lots of professional advancement pressure without support." Like support staff, they cited difficulties with increased workloads, work/life issues and time constraints.

**Inconsistency Across Units, Supervisors.** Although respondents noted that "university level support exists overall," they also said, "individual unit support varies significantly and unpredictably." Support staff said, "I believe that it depends on who is in charge and what department you are in." One staff respondent noted, "Educational Assistance is granted in varying degrees depending on where you work and whether your supervisor reads guideline literally or in a broader sense." Unit level supervisors were lauded or criticized for their varying levels of support. Staff respondents praised supervisors who help them to develop professional goals and then support them in accomplishing them, and "encourage growth by offering time off for seminars and classes and possess a caring spirit overall" Several respondents praised women supervisors/administrators for being role models, for supporting women and being sensitive to their needs (family responsibilities etc.). Some support staff complained about female supervisors. Other respondents said that gender was not an issue, but ensuring administrators were well-trained was important.

A number of other support staff respondents testified that supervisors and departments created barriers to their career development. They complained about difficulties in getting release time and continuing education, supervisors who do not ask or know about staff career goals, and supervisors with personal insecurities who feel threatened by talented staff. Both support staff and faculty/academic staff respondents also cited department politics, favoritism, lack of collegial atmosphere, "the good ole boy network" and gender discrimination for lack of career development support at the unit level.

**Research.** Several career development problems were identified in open-ended comments more often by faculty/academic staff than support staff. Predictably, more faculty/academic staff were concerned about lack of research support. As one respondent observed, "The University is much more interested in getting grants than in supporting them once the grant is obtained." Respondents cited several specific obstacles to their research careers: bureaucracy, low return of overhead dollars, disproportionate amount of committee work for women, insufficient support for travel, conferences and paper presentations, as well as too few graduate assistants. Faculty were especially concerned about the lack of support staff. One respondent noted, **"**If I, as a faculty member, did not have to deal with all the minutiae of the operational aspects of my research and instruction programs, then I could have more quality time to deal with the bigger issues like writing the proposals to obtain funding for research and instruction, meeting with more industrial collaborators, giving presentations to local and state government organizations etc."

With regard to research, faculty/academic staff respondents also reported insufficient support for women in science, requested more training for faculty who take on overseas research assignments with little/no experience, asked for mandatory limits on number of teaching contact hours assigned to faculty with research assignments, and called for stronger support for research focused on women. Several faculty criticized the AURIG grant process for privileging mainstream research that generates "massive funding," while providing little support for less popular work in progress.

**Mis-matched Goals and Priorities.** Faculty/academic staff respondents also saw problems with "mis-matched goals"— disparities between individual career interests and objectives and the priorities set by University, college or unit. As one respondent said, "I think this university...has a misguided set of administrative priorities, which significantly degrades the quality of my ability to achieve appropriate professional goals." Another noted, "Lack of coherent vision for college (and at times even for university) makes it difficult to make progress…impact is mishandling and misallocation of resources, which directly negatively impacts my research and instructional efforts." In this vein, faculty/academic staff also referenced, insufficient support for teaching, less support for some disciplines, lack of respect for intellectual work and lack of stimulating intellectual climate, as well as lack of support for women's studies.

**Fairness in Advancement, Promotion/Tenure.** Support staff open-ended comments tended to corroborate the unfavorable rating (39.1%) that "fairness of promotion process" received in the climate factors question (see preceding table). Support staff described numerous concerns with promotional

practices, including departments preferring the lower salaries of off-campus new hires, low seniority, caps on/lack of career paths, favoritism, jobs not being posted/pre-selections and jobs posted as underutilized for minorities. They commented about being stuck in the same role for too long, passed over for promotion, age discrimination, not enough people retiring, boring jobs, seniority as a roadblock to getting interviews, and difficulty in rising above "the glass ceiling" for women ("As a woman staff member, the degree of difficulty to rise above the "glass ceiling" is most challenging!"). Some support staff were worried about lack of incentives for internal hiring ("If people could occasionally move around, it would create a much more dynamic and motivated work force. Right now, no matter how great a job you do, departments are more likely to hire someone from the outside because they will start at a lower salary.").

Other support staff respondents saw problems with educational level given more weight than job experience or performance, stereotyping women as secretaries, clerks, assistants etc., reduced grant funding, budget cuts, and staff reductions. A number of staff respondents complained about "a male dominated environment. " As one respondent said, "It is very hard to break into the system. I feel I have to be so much better to be considered for promotional opportunities or other assignments." Another respondent wrote, "You can only progress so far on pre-designated career paths. Hard to break through pre-established networks and be promoted based on skill/ability and not relationship to hiring manager." A support staff respondent also explained, "I am a woman of color. The message I get is that MSU has enough women of color "on the rise."

In open-ended comments, faculty/academic staff responses were mixed regarding the fairness of the tenure/promotion process. A number of respondents felt they had been treated fairly throughout their careers at MSU. Only one respondent wanted to "tighten the promotion process." Many respondents, however, wanted the process to be more flexible and "family-friendly." As in other sections of this report, some respondents felt that "fairness" still sometimes depends on what college or department one is in or whether one is a faculty member or academic staff. A number of faculty/academic staff commented on positive support from colleagues, department chairs/directors and deans, while others discussed the negative influences on tenure/promotion of department politics, "favoritism," and "good old boy" networks. Several faculty respondents were concerned about "mis-matched goals" and changing tenure requirements in their units, colleges and the University. An academic staff respondent said, "There should be some tenure system for someone like me who has worked for…years as an academic specialist."

Faculty/academic staff respondents also requested more monitoring of departments that consistently do not get women tenure and called for more "transparency" in promotion/tenure data. A faculty woman of color suggested a "review" of "how the tenure and promotion process disproportionately negatively impacts those who do marginalized research" ("The locations where my work would be best suited for publication are not valued by the department or the university, but the journals that are valued do not accept the type of work I do. Given that these will be key factors in tenure decisions, I feel that I will not be competitive").

**Non-Tenure Stream Faculty and Academic Staff.** Respondents were also concerned about lack of professional development support for non-tenure stream faculty, specialists, and other academic staff. Specialists, they observed, are caught "in a murky middle ground" between faculty who have support and concentrate on their own professional goals and clerical staff who have to be given professional time by contract. Similarly, a fixed-term faculty respondent commented that not knowing if she was going to be employed from year to year "has a very negative effect on my professional goals." Another observed, "One year contracts may provide flexibility to the institution, but don't extend loyalty to employees who are doing a great job."

**Appreciation and Recognition.** In open-ended comments, several support staff respondents felt that they were appreciated and recognized for their efforts: "I think MSU is a very positive and great place to work as a woman—you are respected and valued." Another said, "Informal recognition, in the form of a 'thanks' for a job well done, does happen often within the work group I am a part of." Others, however, said, "There are little or no kudos for a job well done," "no appreciation for the long-term employee and

the knowledge they bring," "no praise or positive feedback," and insufficient recognition of 1585 and CT employees ("It is demoralizing and frustrating to come to work everyday…and watch others take the credit for what you have achieved.") In addition, some staff respondents commented on the link between recognition and time pressure/increased workload: "You have to recognize and celebrate your own accomplishments…everyone else is so busy there is little time for them to formally recognize and [be] supportive of the work of colleagues."

Fewer faculty/academic staff said that they were appreciated and respected for their work. One respondent said, "My director is happy to bring less experienced staff along in his endeavors and to give credit where credit is due." A member of the Library staff reported, "We do have an internal awards program each year. With this, the people whose work or units do highly visible things get recognized." A larger number of faculty/academic staff expressed concern about the lack of appreciation and recognition. Respondents said that academic staff are not appreciated and complained that the "inherent bias" of the specialist system "imposes [a] glass ceiling—nowhere to go and no recognition of contributions." Respondents also complained about insufficient credit "for work done" or for teaching undergraduate courses, lack of respect and support for field staff, and lack of regular feedback and/or annual reviews. Some respondents worried about appropriate recognition for their research.

Several faculty/academic staff respondents also complained that men were recognized more than women ("When I do something and someone else does the same thing… [The man's] gets posted and highlighted, while mine gets ignored"). One respondent remarked, "Even with a woman Dean, the men in our college have greater access to opportunities for advancement in research with women still being relegated to being good in teaching. It's the little things like lab space and committee and teaching assignments. Men are showcased for their research while women are praised for teaching and being nice."

Faculty/academic staff respondents also discussed rewards and awards. One respondent said more rewards should go to those who concentrate on serving the public, educating students, and developing programs. They said that too many men win the Distinguished Faculty Award as compared with women. "Efforts must be made to uphold the value of the award on the one hand, and to recognize our stellar women and people of color scholars." Others urged improvement of the awards process: "Genuine (as opposed to meaningless) awards, recognition and compensation for good teaching would allow faculty to pursue this worthy goal without being treated as insufficiently productive." One respondent urged that individual units and administrators be trained to understand "the importance of symbolic moments for appreciating the contributions of women."

## Diversity & Inclusion

Diversity and inclusion, land-grant traditions at MSU, are crucial to the status of women. Electronic survey results indicate positive perceptions as well as problems. The University's continuing commitment to diversity and inclusion is apparent in its many resources and programs (2004-5, *Inclusion and Diversity at MSU*, 18-43). However, for a number of reasons, visible engagement with issues of diversity and especially inclusion is not evident to some women. Further efforts are needed to understand current conditions. Noticeable actions should assure women that their issues are being addressed.

Results described in the first part of this section are limited to women's perceptions regarding racial and ethnic diversity, as well as adequacy of support for minority faculty students and staff, persons with disabilities, and LGBT students, faculty and staff. The second part of this section considers electronic survey respondents' views about gender equity and inclusion, and discusses related matters of climate for women that are not treated elsewhere in this report.

### Diversity

Overall, in the assessment of climate factors, responses about diversity at MSU were more positive than negative. It is noteworthy, however, that the percentages of neutral responses to the particular diversity factors discussed in this section were also frequently close to equal or greater than the percentage of

favorable responses for all groups. * Moreover, open-ended comments were mixed and included patterns of concerns about diversity issues that are worthy of further review.

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* The *Executive Summary of Electronic Survey Results,* which also used information collected in advisory group discussions, concluded that several aspects of climate relating to the level of support for diversity were among the "least favorable outcomes" for each of the three constituent groups. (2006, 14)

**Racial/Ethnic Diversity**

Faculty and academic staff were asked to react to the impact of "racial/ethnic diversity at MSU" as a positive or negative factor in their experience. Support staff and student participants in the electronic survey were asked to assess the impact of "adequacy of racial and ethnic diversity at MSU" on their experience. Survey participants in all three groups who responded to the question saw racial and ethnic diversity or the adequacy of racial and ethnic diversity as having a more favorable than unfavorable impact on their experience at MSU.

Racial/Ethnic Diversity – Faculty/Academic Staff

|  | % Favorable | % Unfavorable | %Neutral |
|---|---|---|---|
| Faculty/Academic Staff | 38.4 | 22.6 | 38.9 |

Ns for faculty/academic staff range from 170-191 for most ratings. Ns pertain to all faculty tables in the diversity and inclusion sections. (Climate Section, *3)*

Adequacy of Racial/Ethnic Diversity – Support Staff & Students

|  | % Favorable | % Unfavorable | %Neutral |
|---|---|---|---|
| Support Staff | 47.3 | 14.2 | 38.5 |
| Students | 46.7 | 21.8 | 31.6 |

Ns for Support Staff range from 253-316 for ratings. Ns for students range from 245-428 for ratings. Ns note pertain to all support staff and student tables in the diversity and inclusion sections. (Climate Section, *5, 7)*

**Support for Minorities**

Perceptions of the adequacy of "support for minorities" differed from group to group. Faculty and academic staff were asked to respond to "Support for minority faculty." Students responded to "Support for minority students." Support staff responded to "Support for Minorities." Faculty and academic staff respondents were less likely than staff or students to see support as adequate.

Support for Minorities

|  | % Favorable | % Unfavorable | %Neutral |
|---|---|---|---|
| Faculty/Academic Staff | 29.9 | 27.4 | 42.7 |
| Students | 44.2 | 17.9 | 37.9 |
| Support Staff | 41.8 | 13.8 | 44.4 |

Climate Section, 3, 5, 7

**Support for Persons with Disabilities**

Support staff were more likely than students and faculty/academic staff to see the accommodations and support for those with disabilities as adequate.

Support for Persons with Disabilities

|  | % Favorable | % Unfavorable | %Neutral |
|---|---|---|---|
| Support Staff | 49.3 | 7.1 | 43.5 |
| Students | 38.0 | 21.6 | 40.4 |
| Faculty/Academic Staff | 28.4 | 18.7 | 52.9 |

Climate Section, 4, 5, 7

**Support for LBGT Students**

Faculty and academic staff were less likely than support staff to see support for LGBT individuals as adequate.

Support for LBGT Students or Faculty/Academic Staff or Staff

|  | % Favorable | % Unfavorable | %Neutral |
|---|---|---|---|
| Students | 34.8 | 21.3 | 43.9 |
| Support Staff | 30.0 | 8.4 | 61.7 |
| Faculty/Academic Staff | 19.4 | 20.1 | 60.4 |

Climate Section, 4, 6, 7

In addition to differences noted above, the 2005 "Survey Section Analyses" reported these other significant differences across and within the three groups: "Across all 3 survey versions there were 2 differences between majority women and women of color. Women of color had less favorable perceptions of the adequacy of racial/ethnic diversity at MSU and the adequacy of support for racial/ethnic minorities than did majority women. In the student survey undergraduates reported more positive perceptions of experiences with adequacy of racial/ethnic diversity at MSU and adequacy of support for LGBT students, than did graduate students. On campus students had more positive perceptions of adequacy of racial/ethnic diversity at MSU, adequacy of support for minority students, and adequacy of support for LGBT students than did off-campus students." (10-11)

**Open-Ended Comments**
Participants' open-ended remarks included favorable reactions, but also pointed to some negative issues regarding the environment for diversity at MSU. In open-ended responses, the extent of concern and the specific issues of concern regarding diversity/inclusion varied somewhat among students, faculty and support staff.

**MSU Supports Diversity.** Respondents made a number of positive comments about diversity and climate at MSU. One respondent wrote, "MSU is filled with a diverse body of employees yet the common goals of education and the land grant mission prevail in the workplace which make it an enjoyable place to work." Another praised her chair, but observed that other units were not so well administered. "I am in an unusual department. It is very supportive. The chair actually believes (and acts on his belief) diversity in all dimensions is valuable and important. But, colleagues in many/most other departments experience marginalization and lack of support. The old white guys' network still prevails and enforces in many areas of the university."

**Diversity Shouldn't Be the Issue.** Some faculty, support staff and students felt diversity shouldn't be an issue. ("I just see myself as a student that shouldn't get anything special because of my race or gender.") Another complained about "Too much emphasis on special treatment of women and non-white races."

**Deteriorating Support for Diversity: Just Lip-Service.** A number of respondents believed that support for diversity/inclusion was deteriorating; they felt that the University was only paying "lip service," but not "Walking the talk around diversity." A faculty/academic staff respondent observed, "As I watch the campus make changes (for the worse) regarding race-based programs for students,…I am fearful that the climate is changing for the worse and the university is not what I hoped…It contributes to a feeling of being unwelcome." Another participant in the electronic survey observed a "lack of genuine interest in/concern for women, people of color or issues affecting them at MSU. And lately there hasn't really even been lip service to diversity issues." A student respondent noted, "All over campus, there are pockets of people who just don't 'get it" that people other than white men deserve equality."

One woman faculty respondent wrote, "The level of diversity reflected in the faculty, particularly, is disappointing…I would like to see talk turn into concrete steps for action." Another said, "They need to walk the talk rather than pay lip service to the importance of diverse student body and work force." One respondent complained about, "upper leadership/administration lack of interest for on-going discussion about how to improve diversity across the institution at all levels."

**Increase Diverse Representation.** Respondents urged the administration to "Increase racial and ethnic diversity of faculty" and make, "more aggressive recruiting monies available for faculty of color." One faculty woman of color said, "There are too few faculty of color, particularly women. There is no one to collaborate with or to mentor me, who actually knows the literature in my area, can direct me to useful opportunities, and guide me when I need assistance." Another respondent wrote, "It's still discouraging to

see MSU fail to live up to its "People Matter" slogans when it comes to hiring and supporting people who aren't majority." A student said, "I think MSU needs more diversity."

**Diversity & Leadership.**  Some respondents felt that minorities and women "appear to be well-represented in leadership at MSU," while others asked for improvements in the "Selection of leadership who have the credibility to lead diverse group of faculty." One respondent wrote, "Since it is not just a question of numbers of women in senior leadership but of the values being enacted, being mindful in hiring decisions of the underlying importance of broad definitions of diversity and inclusion, and the means to achieve these are central."

**Women of Color.**  Several respondents across groups commented specifically about women of color. One student respondent wrote, "As a Mexican-American female here at MSU I feel very limited support. It feels like there are few mentors for the small but growing group of us who would like to feel connected to the university." Another Latina was concerned about, "Lack of diverse speakers, workshops, programs and services offered specifically to Latinos." More positively, a faculty/academic staff member said, "I really enjoy and benefit from the Academic Women of Color gatherings and wish they were more than once a year." A student discussed her difficulties as a woman of color: "I live in abbot hall and it's sad how it is segregated. It makes me really not want to go here sometimes. I hated walking in to classrooms and have everyone stare at me because I was the only woman and/or black."

A staff participant called for "Better climate for women of color staff members by treating them fairly in processes such as personnel." Another noted, "It seems that if there are a few…women of color in visible positions, the belief is that there are plenty of opportunities and the University had done its diversity work." Still another woman of color staff respondent said, "Being a minority and female, at times, I feel my viewpoints are not taken seriously." And a Muslin woman provided a reminder that diversity issues for women are not limited to federally-defined underrepresented groups. She said, "Other than the Women's Lounge in the Student Union Building, I do not know of any other place where a woman could go to feel safe to rest and/or study without any man around. This is of extra importance to me as a Muslim woman during times when I need to do my prayers on campus."

**LGBT Issues.**  Several respondents were worried about "the uncertainty of LGBT benefits." One respondent wrote, "Partner benefits are very important and must be retained. It is important for the University to take a clear stand to defend them and set a positive tone of inclusiveness." Another said, "I feel the University could be more publicly supportive of my community within the MSU community." Harassment continues to be a special concern for LGBT students. One respondent wrote, "As an LGBT student, I feel…threatened walking around campus at any time of day due to the harassment that I have incurred." More positively, participants praised "the incredible support and work of the Office of LBGT Concerns."

**Persons with Disabilities.**  About persons with disabilities, a survey participant wrote, "I believe the university is saying the right things, but I don't know that the actions follow the words. I'd like to see . . . more support for persons with disabilities." A respondent also noted that, "Overall stress and pressure [are] frequently made worse by inadequate facilities/support for people with environmental disabilities." Another called for, "More comprehensive 'persons with disabilities' policies."

## Gender Equity and Inclusion

Gender equity and fair, respectful treatment are key to creating an environment where women feel they "belong."  Matters of gender equity and inclusion are treated throughout this Status of Women Report; however, certain factors of climate that impact gender equity and inclusion do not receive much attention in other sections. Open comments throughout the survey were particularly rich for mining respondents' perceptions about issues that can make the climate at MSU either welcoming or inhospitable for women.

### Students

For students, factors of climate related to gender inclusion in academic life (ability to participate in class, classroom climate, gender ratios in classrooms, relationship with Instructors/professors, and relationship with TAs); inclusion in residence hall life (relationship with resident hall mentors, residence hall social climate), student organizations, equity in sports and civil treatment are all relevant factors for understanding gender inclusion.

### Students - Inclusion in Academic Life

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Ability to participate in class | 61.0 | 7.0 | 31.9 |
| Classroom climate | 60.1 | 5.4 | 34.5 |
| Gender ratios in classrooms | 49.8 | 15.7 | 34.5 |
| Relationships with Instructors | 59.8 | 8.5 | 31.7 |
| Relationships with TA's | 53.0 | 7.9 | 39.1 |

(Climate Section, 7)

### Students –Inclusion in Residence Halls, Student Activities, Sports

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Student Organizations | 69.8 | 2.4 | 27.9 |
| Programs & Activities for students | 69.1 | 3.5 | 27.4 |
| Relationship w/ resident hall mentors | 57.1 | 8.8 | 34.2 |
| Resident hall social climate | 52.6 | 17.5 | 29.8 |
| Equity in Sports | 41.2 | 26.5 | 32.4 |

Climate Section, 7

### Students –Inclusion (Civil Treatment)

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Civil Treatment | 51.4 | 18.9 | 29.7 |

Climate Section, 7

Student respondents to the initial climate factors question saw factors of inclusion (shown in the preceding tables) as more favorable than unfavorable in their MSU experience. In the climate questions where students were asked to select factors having the greatest positive and greatest negative impacts on their experience, student participants were most positive about classroom climate, relationships with & quality of professors and student organizations. They were most negative about respectful treatment and personal safety (See Safety section). (Climate section, 9) Students' open-ended comments were often less positive than their responses to the initial climate factors questions.

**Support Staff**

For support staff, factors of climate related to gender inclusion that have not been a focus of discussions elsewhere in this report include supportiveness of coworkers, level of civil treatment, and level of collegiality. The majority of support staff who responded to each of these factors regarded them as favorable aspects of climate for women at MSU.

### Support Staff – Inclusion

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Supportiveness of co-workers | 70.3 | 14.6 | 15.2 |
| Level of civil treatment | 66.6 | 14.0 | 19.5 |
| Level of collegiality | 61.0 | 12.3 | 26.6 |

Climate Section, 5

**Faculty/Academic Staff**

Factors of climate related to gender inclusion for faculty/academic staff that have not been a focus of discussions elsewhere in this report include supportiveness of coworkers, level of civil treatment, level of collegiality, and support for women faculty. The majority of faculty responding to each of these factors except support for women faculty regarded them as favorable aspects of climate for women at MSU.

<div align="center">Faculty/Academic Staff –Inclusion</div>

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Supportiveness of co-workers | 66.5 | 16.2 | 17.3 |
| Level of civil treatment | 65.9 | 14.5 | 19.7 |
| Level of collegiality | 63.4 | 15.1 | 21.5 |
| Support for women faculty | 32.6 | 24.7 | 42.6 |

Climate Section, 3


## Open-ended Comments

Open-ended comments about gender equity and inclusion were more mixed than the results of the initial climate factors questions would lead one to expect.

**Gender Equity – Positive, Negative & "Not an Issue."** Respondents in all groups were divided with regard to their overall view of gender equity at MSU. A number of faculty/academic staff, support staff, and students were positive about equity and inclusion for women. As one faculty respondent noted, "I enjoy the collegiality with co-workers, male and female, in my department and everyone is treated equally." Another faculty respondent wrote, "I have never felt that my gender has held me back in any endeavor." A staff respondent was positive as well: "I feel that MSU is fair in how they treat women." A student wrote, "I think overall that most of the factors are positive for a woman."

More faculty respondents in open-ended comments were negative about gender equity generally. As one respondent wrote, "There is an assumption among many male colleagues that the issue of discrimination against women has been resolved. What I see, however, are subtle and not-so-subtle messages that women must do more and more and yet are still not equals." Another said, "Women have to fight for equal pay, work twice as hard as men do, have to scrape for resources and research money, and have to do twice as much to be tenured and promoted." A student respondent said, "The environment is not conducive to women. This campus is sports dominated, which is fine, but it celebrates the jockish mentality of men. This university has great women sports teams as well, but their successes are not as celebrated or as treasured as the men." A staff respondent reported, "My department systematically discriminates towards women." Several staff members said gender discrimination was alive, but they were hopeful: "Men are still basically in charge. Perhaps our new female President will affect some of that and bring more gender equity to MSU."

A number of faculty/academic staff, support staff and students felt that gender was not an issue or "the" issue for them. Some faculty/academic staff said the problem was not gender, but budgets, lack of respect for all faculty by the administration, lack of support for teaching, etc., and the good ole boys' network "which is really about longevity, not as much about gender." Several support staff respondents also reported that gender was not an issue ("I work in an IT department that is staffed by a majority of men, yet the atmosphere is still very supportive…I have not had any experience on campus where gender was an issue." One staff member wrote, "I don't agree that certain things shape climate for women. I think it is the same for both men and women on the campus." Students said, "I don't see myself as a woman student, I just see myself as a student." and "The focus is on learning, no matter who you are. Gender rarely seems to be an issue, anywhere here."

**Networking & Resources for Women.** Respondents generally saw opportunities for networking, women's organizations, and university resources, programs and activities for women as positive factors in their view of inclusion for women at MSU. One student said, "The opportunities for women students on campus are endless...I have encountered numerous opportunities to become a student leader, or involved with student organizations, and it is because of that involvement that I have a place here at MSU." Other students recognized the importance of women's organizations and programs such as the Women's Resource Center, but felt they were not always visible enough or go "unused." Several students were concerned that women's groups are dismissed: "People believe that all women's organizations are radical

and not realistic. This is a disappointment. The concerns of women in these organizations need to be taken seriously." Some students were especially thankful for women's organizations in male dominated disciplines: "The people and friends I have become involved with especially women groups such as Society of Women Engineers have definitely positively impacted me." Respondents pointed out that East Lansing is not a hospitable community for graduate students and "upper level graduate education is a lonely place."

Faculty and academic staff found their greatest networking support among "like-minded professionals." One faculty member noted, "The opportunity to interact with other professional women at the university at my level and above is extremely beneficial in terms of professional and personal support." Faculty also cited "connections with women faculty outside my unit" as a positive climate factor. They saw the Women's Resource Center and Women's Advisory groups as good resources. On the other hand, some faculty and academic staff asked for more meaningful networking opportunities across units; more community building support for new and early career women faculty; more community building in East Lansing, and more social opportunities for single women to make friends.

Staff members found "a lot of opportunities for women on campus." Several support staff respondents credited the Faculty Professional Women's Association: "FPWA allows for a positive environment in which to meet and network with other women, and learn about projects, events and resources on campus." Other staff members cited WACFPO, the Women's Resource Center, Healthy U, and the Human Resources Training and Development programs as positive networking and/or resource opportunities. Staff respondents also commented positively about their unions: "Belonging to a labor union that is primarily composed of women; it helps to shape the climate I work in at MSU."

**Representation and Inclusion.** Respondents across all groups also cited increased numbers of women on campus, more women administrators and faculty, and supportiveness of women coworkers or fellow women students as helping to make them feel included and supported. Faculty/academic staff respondents noted that ,"Increasing number of women becoming chairs, deans and President indicates an openness to women in top positions and gives a cadre of women to learn from…creating our women's network." Another observed, "Women faculty have worked hard for respect. Now that there are more of us in leadership positions, our professional lives have improved." Students also commented positively on the representation of women students, faculty and administrators: "A positive factor here at MSU is gender ratio not only in the classroom but across the university." Another student spoke about the positive influences of "other women in class, my professors—it makes me see what I can do or be." Students praised women faculty for being mentors and good role models: "There are some great women at MSU who truly care about the education of students. I have been fortunate to be in contact with many great women during my college career. However, this is not always the case for many women at MSU. I feel like I'm one of the lucky ones."

Conversely, a number of respondents argued that more women faculty should be hired, especially in areas where traditionally women have not been well-represented. They urged still more effort to place women in leadership/administrative roles. Students complained that there are not enough women in faculty/administrative positions in traditionally male dominated areas. One student said, "I am majoring in an "old boys' field." Another echoed the theme: "Most of the faculty are older white males that hold "traditional" values. In addition, there are few female faculty that can serve as mentors for female graduate students within the department." A student also reported, "There are very few female professors in the sciences…This makes me…feel like I don't belong in this field." And still another exclaimed, "We, as students, need more faculty…that are women, more specifically though, female professors. We need that connection, that intimacy, that understanding. It's not fair to have a majority of male professors."

Some support staff respondents also commented on the lack of women in administrative/supervisory roles ("Not enough women are in "upper management" positions in my department. When these upper managers meet to decide direction, strategy, etc. they have don't have a women's perspective."). On the

other hand, a staff member wrote, "My worst interactions on campus with administrators and/or supervisors have been woman-woman. I think that sometimes women in positions of authority have different expectations from other women, or are afraid to be 'nice' to them because men will see that as favoritism, "sisterhood" or female hormones in action. I think that there should be some way to assist women in positions of power to maintain good relationships with the women working beneath them."

**Feeling Unwelcome.** **A**ll groups commented extensively on climate issues that made them feel unwelcome or excluded. In addition to inclusion concerns already noted, a number of respondents had strong feelings about stereotyping of women, sexist attitudes, lack of collegiality and insensitivity of male peers, as well as a variety of other disrespectful (or abusive) behaviors toward women. Respondents also cited class/rank/position and age as issues of exclusion. A few referenced political/religious views. Particular concerns varied among students, faculty/academic staff and support staff.

**Stereotyping Women.** Student respondents noted that stereotypes helped to create a chilly climate for women. One student said, "Sometimes people judge you to be less intelligent, hard-working and capable because you are a woman...looks matter." Another wrote, "Attitudes, stereotypes, and generalizations still impact women today. The problems are not as dominant as they have been in the past, but changes still need to be made in terms of equality and respect." A student also thoughtfully observed, "I think overall in social organizations there is a general lack of respect for women, particularly those who do not fit a specific stereotype, may seem eccentric, or have opinions and choose to share them."

Faculty/academic staff respondents complained of stereotyping as well. One respondent wrote, "Mirroring the rest of the culture, MSU is struggling with what feminism means in this era. It is heartening to see women breaking the glass ceiling, including the one leading to the president's office. On the other hand, how many times recently have I been at meetings where someone needs to take notes and the task always ends up given to a woman and not a man? And, yes, sometimes we are our own worst enemies. We give up and raise our hand and therefore become the person who takes the notes, serves on yet another committee, writes the flyer or brochure."

**Class/Rank/Position.** Support staff respondents were most sensitive to issues of class/rank/position and education. One staff member said, "If you don't have a degree you are treated like you don't belong." Another objected to "negative attitudes toward staff with lower educational levels, no credit for age/knowledge skills attained through life experience." Other staff respondents complained about the exclusionary treatment by faculty and high level administrators: "Some of these people are arrogant, rude, and incredibly impressed with themselves as result of being a 'Doctor.' This is true of faculty in my Office and at MSU in general, with very few exceptions." Still other staff respondents noted that classifications cause exclusions: "Classifications of professional employees (faculty, academic specialist, AP/APSA) do not take in to account the many joint roles that women play in the university, and in my experience create an "underclass" of women as professionals."

Faculty/academic staff respondents cited inequitable treatment for fixed-term faculty women ("As fixed-term I have been taken for granted within my department for many, many years."). Respondents also said, "Academic staff are viewed negatively on campus by faculty and are certainly not treated as equals. The University makes no attempt to defeat this attitude but instead feeds into it by denying academic staff the ability to easily gain any type of job security." Another academic staff member wrote, "Eliminate the separate track for professional women (i.e., 'specialists')." One respondent also said, "It's frustrating that female staff are sometimes unhelpful to women faculty. Good 'ole "internalized oppression"

**Politics/Religion**
One staff respondent complained that her politics had excluded her from the mainstream of University women: "I am very concerned about the prevailing atmosphere of intolerance on this campus and others towards people with conservative values, especially Christians. While institutions of higher education talk about diversity, they are most intolerant of people who disagree with the liberal (i.e. secular and socialist) notion of what our culture should be." A student respondent reported that several women's

groups refused to welcome her because she is pro-life and believes that "abortion is terrible for women." "All women," she said, "deserve to be represented and welcomed."

**Age Discrimination.**  Several staff respondents complained that people were not retiring quickly enough and were blocking younger employees' advancement.  Others, however, noted that age discrimination was a growing problem. One staff respondent wrote that the University should "move beyond the ageism currently blocking full utilization of the talents and capabilities of senior staff."

**Lack of Collegiality and Communication with Women.**  Several support staff respondents complained about male networks: "This is still (and will be for a time) a 'good-old boys' network.  It is very hard to break into the system—I feel as I have to be so much better to be considered for promotional opportunities or other assignment." One respondent carefully summarized her views of the current situation: "I believe the greater University community and leadership supports women in reaching their goals.  However, there are pockets of resistance and hold-outs with antiquated ideals that need to be coached to help them understand that a diverse community brings many and varied experiences and that together we create a stronger, better MSU."  Another respondent contended, "The "male club" that exists informally…is very negative. They protect their own and make sure they all remain in positions of power and influence even if they screw up." Women staff members also complained about traditionally male work areas: "I do think there are lots of problems for women in the areas that have had a traditionally male, and still mostly male, work force. "A staff respondent also said, "I don't know how you change the habits and attitudes of (especially older) men."

Faculty/ academic staff, support staff and students all reported that they were ignored and left out of important conversations and decision-making.  A number of respondents felt that their input is not sought or valued.  A staff respondent said, "Men all go to coffee together in morning where they make decisions regarding my area of job responsibilities." Several students thought that "student opinions should held in much higher regard." Faculty/academic staff also said they were disregarded or left out of conversations and decision-making. One respondent was concerned about "the extent to which female voices are listened to - In my College, men routinely dominate meetings and the life of the College as a whole." Another wrote, "Many committees, especially in the natural and agricultural sciences, remain male dominated." And a faculty respondent thoughtfully suggested, "Explicit work with individual units and administrators to understand the dynamics of collegiality, the importance of symbolic moments for appreciating the contributions of women, the dangers of homo-sociality (male faculty are often unaware of how their friendship and collegial styles exclude women)."

**Some Men Still Don't Get It.**  Several faculty/academic staff respondents commented on the "limited understanding by most men of the institutional and cultural levels of sexism and the impacts of these on the everyday lives of women -- and an unwillingness to take responsibility to learn more and do their own work around these issues."  One faculty member said, "What is tough…to do is to tackle the often unconscious anti-woman bias among male faculty. The prevailing wisdom is that the biased older generations will die off and more enlightened males will take their place. But I am less sanguine about the prospects for succeeding generations. If anything, I worry that we may see more backsliding, though perhaps more subtle." Another respondent wrote, "There are not enough opportunities to engage male colleagues… [about] the unconscious bias that many still express and how they could help change the tone and tenor of campus life for women."

Faculty/academic staff respondents were particularly concerned about men in leadership positions who were unaware of women's needs and/or insensitive to women's issues." One respondent noted, "Many of the "old school" chairs have difficulty dealing with an ambitious female." Another said, "Provide more opportunities (and perhaps mandate some) for men on this campus (particularly those in positions of power) to deepen their understanding of issues of sexism—particularly on the institutional and cultural levels." A support staff respondent wrote, "We need campus-wide efforts to engage males in the dialogue about the role and status of women in academia and the many ways that bias expresses itself." A student respondent said, "The attitudes of professors, and their sexist comments affect me, although I think it goes

mostly unnoticed by my classmates and isn't intentionally done. Even so, the lack of sensitivity sends a message." Another student observed, "Women are still a minority in my field, and many of my male colleagues are ignorant to the fact that it is an issue, and that we are discriminated against."

**Classroom Behaviors.**  One student respondent wrote, "I honestly feel as though I am treated fairly no matter what class/situation I am in." Another said, "I never faced any opposition or obstacles in the classroom simply because I am a woman. MSU faculty are outstanding in teaching every student the same."

Other student respondents, however, described classes and meetings where men dominate and women's voices go unheard or unnoticed. ("I noticed at my Mortar Board meeting last night that women defer to men almost constantly….I've also experienced this in Honors classes where we break into groups and then report out—in any group with a man in it, the man is the "spokesperson" for the group—even in classes taught by women.") Several student respondents reported not speaking in class because they were intimidated: "I always have questions in math (I'm in higher math classes), and I'm intimidated so much that I don't ask questions....I think that a lot of women feel this way when taking classes that have a larger number of male students." Another student wrote, "My professors are good about treating women equally, but my professional colleagues are not so good at it, and the faculty don't make a point of expressing it as an issue. This is not unique to MSU; it is common in many places."

Student respondents also complained about "science and math bias of male professors towards male students." An engineering major, said, "Sometimes with certain male professors I feel that I'm not expected to do as well as my male classmates." Others reported that they had "situations where men treat me differently than they would …other men (example: talking in class/group projects). I typically feel that I have to show that I am intelligent towards the start of each semester." A few students also discussed negative experiences with male TA's: ("Many negative experiences related to TAs at MSU who are male. Intimidation factor...power trips etc." "There are also subtle, but very sexist remarks.")

While the greatest number of comments about classroom behavior came from students, several women faculty remarked on the disrespectful attitudes and behaviors of male students.  One faculty respondent wrote about her male students:

> As a young, female faculty member, I have had a number of bad experiences with individual male students. They have called me by my first name, challenged me openly in class and tried to intimidate me into changing their grades. While the majority of male students do not engage in this behavior, it has certainly occurred. I have never been treated with this kind of disrespect by a female student. Female colleagues at this, and other universities, have told me they have encountered similar experiences.

**Curriculum.**  Some student respondents complained about curricula that are not inclusive of women: "I think that the curriculums of certain classes are still biased…While some professors are very good at building an inclusive curriculum, others seem very male centered, which leads me to feel excluded from my own learning." One respondent said that mandated classes such as IAH and ISS "should have more of a gendered component." Other students praised areas of study that are "predominantly female."  ("The Women's Studies program has had a massive impact in my education and way of thinking, definitely for the better!")

**Disrespectful or Abusive Behaviors.**  Many student respondents commented on the disrespectful attitudes and behaviors of their male student peers. Students complained about being "objectified" by male peers ("Men that treat me more as an object and do not regard me as intelligent as I in fact am"). Students also said, "I have experienced many crude, disrespectful comments from males, as most women have."  Several students observed that drinking increased problems with male peers. They cited, "the negative influence of the bar scene and the emphasis and importance placed on drinking and tailgating. This common practice," they said, "encourages 'meat market' behavior and ideas." Another supported

this theme: "There's too much alcohol abuse and people use their use of alcohol to degrade woman but have the cover of being drunk to let it slide for the moment."

Students particularly complained about problems in the residence halls, including athletes' disrespectful behavior toward women ("[they]…make sexual comments and there is nothing we can do because they are football players. It's absurd.") They also described "The Midnight Scream," as a particularly frustrating experience in residence halls, where, during finals week, mobs of male students yell obscenities at women and shine flashlights into women's windows as they are trying to sleep in preparation for exams. Although women complain, the practice continues. (Also see Safety Section)

Staff respondents also reported disrespectful and abusive conduct toward women. Several staff respondents complained about "bullying behaviors." One respondent wrote, "The University…would seem to be the perfect fit for future study towards improving the workplace to deal with abuse issues…." Other support staff complained about, being "belittled," "blatant sexism that is allowed to take place in my work environment," and "lots of problems for women in the areas that have…a traditionally male work force." In addition, a respondent observed, "When leadership is disrespectful and non-supportive of women, it sends a clear message that not only is this acceptable behavior, but a model to follow." A few support staff respondents complained about women administrators' behaviors: "Women administrators must take action to eliminate hostile work environments in their own administrations as well as their own offices."

Faculty and academic staff also reported disrespectful and "bullying" behavior in their experience. One faculty/academic staff respondent was concerned about an administrator's "abusive and neglectful style…extremely critical and insulting, and untrustworthy." Another faculty member said, "I've heard male faculty proclaim that women faculty should remain at the untenured, assistant level. I've heard white faculty tell minority faculty that they were hired only for affirmative action reasons. This creates a toxic environment against women and minorities."

**Sexual Harassment.** A number of student respondents and some staff and faculty respondents commented negatively about incidents of sexual harassment. A student respondent said, "I know many girls who have been sexually harassed. I have been sexually harassed in my residence hall." Another student wrote that a friend was afraid to report an acquaintance rape to the police ("Who would believe her?"); she reported that her friend was also afraid of retribution, and she added, "It's frankly very scary. I know MSU is working on this, but it's not enough if this sort of thing is still happening." Support staff were concerned that "sexual harassment is condoned without actions taken by supervisors when it is reported." Faculty/academic staff respondents wrote, "The response to sexual harassment directed at me and other women in my workplace has been lukewarm at best."

Faculty, support staff and students suggested several means to improve the situation. Students noted that there is education about relationship abuse, but called for "more campus/community education on things like sexual assault." A faculty/academic staff respondent suggested "appointing a sexual harassment advocate for women (much as we do in the sexual assault program) would help women at MSU navigate the process and feel more supported." Staff respondents also said, "Sexual harassment training is a must for all new employees. It seems this no longer happens." (For additional discussion of sexual harassment see Safety section).

## Safety

Questions on safety elicited divergent views from the survey respondents, including many strongly expressed written comments. Although respondents were largely positive about their sense of overall safety on and near the campus, student perceptions and concerns were markedly different from those of support staff and faculty/academic staff. For students, the issue touches not just where they work or take classes, but where they live.

## Perceptions of Overall Safety on Campus

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Students | 63.9 | 15.6 | 20.5 |
| Faculty/academic staff | 74.3 | 5.6 | 20.0 |
| Support staff | 86.1 | 9.4 | 8.1 |

N for students 352; N for support staff 259; N for faculty/acad. staff 160. Question: Overall, how safe do you feel on campus and in your University-related activities? (Safety Section, 2-4)

Student responses showed the greatest concern for general safety with only 63.9% favorable and 15.6% unfavorable.   Favorable responses were given by 74.2% of faculty/academic staff and by 86.1% of support staff.  Twenty percent of both students and faculty/academic staff indicated they feel neither unsafe nor safe.

When respondents were asked to indicate how safe they feel in certain locations, a range of perceptions emerged.   Although survey questions varied somewhat by group, six items were worded the same for all three groups; these common items are highlighted in each of the following tables.  Parking structures were the source of most concern, receiving unsafe or very unsafe ratings by 50.4% of students, 33.8% of faculty/academic staff, and 29.2% of support staff.  Students were also more likely to report feeling unsafe on campus paths and walkways, in elevators, and in the East Lansing area than either faculty/academic staff or support staff.

## Student Safety Perceptions by Location

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Academic/classroom Bldgs | 92.8 | 1.7 | 5.6 |
| Office Bldgs | 91.7 | 1.7 | 6.6 |
| Off-campus academic activities (e.g., field trips, research, study abroad) | 74.5 | 4.2 | 21.3 |
| Off campus housing | 63.3 | 13.3 | 23.4 |
| Residence halls | 62.8 | 17.3 | 19.9 |
| East Lansing area | 61.5 | 13.3 | 25.1 |
| Elevators | 60.2 | 14.0 | 25.9 |
| On campus apts/family housing | 59.7 | 13.8 | 26.4 |
| Campus Paths and walkways | 33.2 | 45.0 | 21.8 |
| Parking structures | 24.5 | 50.4 | 25.1 |

Ns from 159-360. How safe do you feel in each of the following campus locations or environments?  (Safety Section, 4)

## Faculty/Academic Staff Safety Perceptions by Location

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Academic/classroom Bldgs | 77.0 | 5.5 | 17.6 |
| Office Bldgs | 76.8 | 7.1 | 16.1 |
| East Lansing area | 73.2 | 3.7 | 23.2 |
| Elevators | 64.1 | 10.2 | 25.7 |
| Paths and walkways | 62.2 | 14.6 | 23.2 |
| Off-campus academic activities (e.g., fieldwork, research, MSU Extension activities) | 61.0 | 9.3 | 29.7 |
| Parking structures | 40.6 | 33.8 | 25.6 |

Ns from 118-168.  How safe do you feel in each of the following campus locations or environments?  (Safety Section, 2)

## Support Staff Safety Perceptions by Location

| | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Your workplace | 89.8 | 3.0 | 7.2 |
| Office Bldgs | 89.4 | 1.9 | 8.7 |
| East Lansing area | 82.1 | 2.7 | 15.2 |
| Off-campus work-related  activities | 77.6 | 4.4 | 18.0 |
| Academic/class buildings | 77.5 | 3.8 | 18.8 |

| Elevators | 73.7 | 10.7 | 15.6 |
|---|---|---|---|
| Paths and walkways | 68.6 | 11.4 | 20.0 |
| Parking structures | 49.8 | 29.2 | 20.9 |

Ns from 228-265. How safe do you feel in each of the following campus locations or environments? (Safety Section, 3)

Student housing areas present special concerns and are likely to generate strong feelings since people generally want to feel safe where they live. Favorable ratings on safety were given to off-campus housing (63.8%), residence halls (62.8%), and on-campus apartments/family housing (59.7%). In contrast, in a survey of first-time freshmen living in residence halls in January 2005 (after one full semester), 81.5% of 395 women respondents said they "feel personally safe while living on campus." In a separate Floor Community Survey conducted in November 2004, about 90% of 3853 women residents said: "The floor feels like a safe place to me (physically)" and "The floor feels like a safe place to me (emotionally). (Department of Residence Life (DRL), 2005, Safety Information 2004-2005).

Sexual assault was not mentioned in the survey questions; however, it was a dominant theme in student comments. Many women students face particular vulnerability to sexual assault (acquaintance rape) because of their age group and social milieu. Campus crime statistics regarding reported (not proven) sexual assaults for 2003-2005 are shown in the following table. The number of assaults reported was twice as great for 2004 (29) as for either 2003 (14) or 2005 (14). This may have affected the survey responses, which were gathered in Spring 2005. The force of the student comments summarized under "open ended comments" supported general claims that many sexual assaults (especially acquaintance rape) go unreported.

Number of Forcible Sex Offenses on Campus, 2003-2005

|  | Total on Campus (Includes CRF) | Campus Residential Facilities* (CRF) |
|---|---|---|
| Forcible Sex Offenses | 14   (2005)<br>29   (2004)<br>14   (2003) | 10   (2005)<br>26   (2004)<br>12   (2003) |

*Campus Residential Facilities refers to all on-campus University housing.
Department of Police and Public Safety, 2006, Annual Crime Statistics Information and Security.

An additional question invited respondents to indicate "Other campus areas or situations that are safety concerns." Predictably, the greatest concern for students was "walking after dark in poorly lit areas." The greatest concern for both faculty/academic staff and support staff was being alone in their on-campus worksites during off-hours (weekends, breaks, evenings). (Safety Section, 5) A classroom building filled with faculty and students is perceived as a safe place, but an empty building gives rise to apprehension. A run along the river in daylight when the campus teems with walkers can be exhilarating; walking the same trail, alone and in darkness, can be frightening and dangerous.

Many suggestions were offered for improving safety on the campus:
- Increase police presence, especially on foot and bicycles.
- Increase parking lot surveillance.
- Maintain the lighting along walkways.
- Provide more frequent bus service at night.
- Run commuter lot buses later into the night.
- Broaden the State Walk program.
- Provide escort service between parking lots and residence halls at night.
- Enforce rules against underage drinking.
- Institute a wide-scale effort to teach men not to rape.
- Offer more programs to teach women how to protect themselves.
- Enforce campus speed limits, especially near IM Circle, Library, and Union.

**Open-ended Comments**

Respondents wrote extensive comments regarding safety issues, both in the Climate and Safety sections of the survey. Although some were positive, many comments, especially those of students, expressed intense concern for their personal welfare and described some daily activities as frightening.

**General feelings of safety**. Some respondents saw the elements of a safe environment in broad terms—appropriate lighting, sidewalks cleared of snow and ice, hand rails on both sides of stairways, controlled speeds on campus streets, and bicyclists' courtesy toward pedestrians. A faculty member said, "Mostly friendly atmosphere and attitude of helping. . . . If I'm around others, I feel safe." A support staff member wrote, "I have been impressed at the generosity and helpfulness of students in times of need." Many cited a "good relationship between MSU community and MSU Police." Some view safety in relative terms: "I come from New York. It feels very safe here."

On the negative side, a student wrote, "I feel safe during daylight, but at night I feel less safe anywhere on campus—buildings, walkways, anywhere--or in the East Lansing areas, not only because of the dark, but also because there are fewer people around. Another student took this position: "I choose not to go outside alone ever past dark!"

**Parking ramps and lots.** Students were emphatic: "I live in south complex and walking from F lot (lot 83) is one of scariest things that I have to deal with. It has poor lighting…I am scared to park my car after it gets dark." "Commuter lot 89…I never feel safe over there [be] cause it's so far away from everything." One student suggested "more frequent patrols of lot 89 at night" and "put [Green Light] phones on all sides of the parking areas in Lot 89 and some down the center." An off-campus student wrote that when you have to drive to the library, "You usually have to walk a good distance from parking and when you leave at 2am you don't feel very safe." A staff member said, "[When] I must work into the early morning hours alone in my building, and I leave the building to go to my car in an unlighted parking lot, I do not feel safe." Many respondents said they avoid using the parking ramps at night.

**Paths, Walkways and Night-time Travel.** The comments indicate that students walk the campus during hours of darkness far more than faculty/academic staff or support staff. Some students were positive about campus lighting, the Green Light emergency phones, police presence, State Walk (night walking service), evening bus service, and Night Owl bus service (2 a.m. to 7 am). Others were critical or did not appear to know about available services: "It is very difficult to find transportation after seven o'clock. The CATA buses arrive at the bus stops less frequently, and it is frightening to wait at the stop for a half an hour....I find it difficult and frightening to travel at night." Another student said, "It is difficult to take advantage of the many opportunities and activities offered on campus when you have to worry about getting around in the dark." One student noted, "It is unclear if Night Owl is to be used as a safety precaution or for emergencies." Many seemed to think that increased lighting would alleviate problems, or at least make them feel more secure

**Sexual Assault.** Many students were critical of how sexual assault situations are handled by the University: One said, "The university needs to institute and enforce a no-tolerance policy around sexual assault. This is a huge problem on campus....Victims ought to be believed and supported and offenders need to be held accountable." Others wrote, "Don't 'blame the victim." "Crack down on the way fraternities treat women!!…women get sexually assaulted at the houses and the women are often [too] scared to speak about it." Another said, "Stop thinking personal safety is just a matter of well-lit paths and using the buddy system! There needs to be a program that tells students that coercive sexual assault does count as rape." Still another said, "The lack of communication between the University and students over safety issues, especially rapes and assaults, has been a very big negative….it seem[s] as though the University is hiding things, and it makes it harder for us to trust you to tell us about important issues."

A faculty/academic staff member seemed to concur with the student views: "It appears women are pretty much responsible for protecting themselves with a lack of perpetrator accountability." Support staff also voiced concern: "Move tailgating back to campus so that it isn't going on in houses north of Grand River where no one can see what's happening. I think…this move of restricted tailgating will serve to increase

the number of sexual assaults…by making the parties less visible." They also said, "[Enforce] accountability for persons who perpetuate sexual assault, domestic violence and/or stalking on campus. [Provide] more support for departments addressing these issues."

Many students saw existing educational efforts, directed primarily at women, as too narrow. "In order for women to thrive in this environment they need to feel safe. I think we need more education around sexual exploitation and violence…There needs to be more sexual assault prevention efforts aimed at male students. Teaching women to defend themselves or avoid getting in precarious situations will not prevent sexual assault. Men are responsible for their actions and must be the target of prevention efforts." Some focused on a link between alcohol and rape: "I have heard men [say] 'Passed out equals consent'….It does not." "Intoxication is not an excuse." Some urged "mandatory acquaintance rape education ….TEACH MEN NOT TO RAPE." One student said, "Promote positive images of women and discourage negative images that devalue and objectify women." Another student summed up her views about rape in the following way:

> During my orientation freshman year, this is what was said about rape: 'Girls are most likely to be raped their first few months of college, so when you go to parties, go with friends and keep each other safe'….I thought it was a man's responsibility not to rape, not the woman's responsibility not to 'get herself raped'…[teach] men that RAPE IS WRONG, that it is their responsibility NOT to rape, and that there will be dire consequences should they rape....Also there needs to be a more comfortable environment for women to come forward on accusations of…acquaintance rape.…If we could change these attitudes, not only would on-campus safety be better, but perhaps attitudes toward women as more than sex objects would start to change too.

**Midnight Scream.** Several students described the "midnight scream" as a disturbing event that threatens their safety:

> Each semester, during finals week, a mob of male students gathered outside at midnight…yelling obscene demands at the girls' windows and shining flashlights into the rooms. I remember trying to sleep the night before finals and hearing boys outside yelling 'Show your tits!'….Police cars were nearby, but no one made an effort to talk to the mob….[Administrators contacted] said that these boys weren't violating any campus regulations….it was appalling to learn that something of this nature could be permitted on campus, my home, where I was supposed to feel safe.

A student also reported, "The mobs of harassing men almost broke my windows…when a group of men passed out fliers to provoke midnight screams…nothing was done to reprimand them." One student urged, "Don't let the boys go around to the dorms in huge groups screaming at women to flash them from their dorm windows."

**Buildings and worksites.** Academic buildings and office areas were of more concern to faculty/academic staff and support staff than students. A faculty/academic staff member said: "The only time I have ever felt unsafe on campus was…when I taught a night course that got out at 10:00 pm. The students often left before I was ready and the building was completely deserted by the time I left." Another wrote, "There should be emergency buttons in classrooms to notify campus police if students become violently disruptive." A support staff member said that her "main safety concern is with personal work space. Nature of the job…angry clients, work space with only one exit makes for potential hazard." Another said, "My office is open, with no lockable doors."

Some were pleased with safety procedures in effect: "My lab has key card access." "I know if I'm concerned I can be escorted to my car...either by calling DPS or by someone on the night custodial staff in our building." One offered this suggestion: "Enlist custodial staff (especially 4 PM to midnight shift) as 'eyes and ears' within buildings. Recognize their help when it occurs." Another said, "There should be some kind of penalty for any staff person who is caught propping outside doors open when buildings

should be locked." Several suggested using electronic surveillance in problem areas: "Put some cameras in the library to cut down on thefts!  Nowhere else on campus reports these kinds of crime rates."

**Residence Halls.**  As with other topics, there were divergent views.  Some were very positive about what makes them feel safe in the residence halls:  "Night receptionists...and the fact that the halls are locked down at night.  Also knowing that someone is on call at all times in the dorms to respond if anything happens….Assured safety in the residence halls…makes me enjoy living on campus."  On the other hand, many called for more or better security in and around the halls, stricter control of visitors, controlled access to living areas, or 24-hour lock down.  Control of outsiders would not solve all problems. One student said several athletes in her hall "are very disrespectful to women and I avoid going on elevators with them for fear of harassment."

All in all**,** it is not easy to secure our large, openly accessible campus, but it is essential that the voices of women be heard on matters of basic personal safety.  History tells us that the problem is not likely to be totally solved, but solutions must be earnestly and continually pursued.

## Mentoring

The majority of faculty, staff and student respondents to the electronic survey reported that they did not have mentoring relationships. As the following graph shows, considerably fewer support staff reported having mentoring relationships than faculty/academic staff or students.

Respondents with Mentoring Relationship
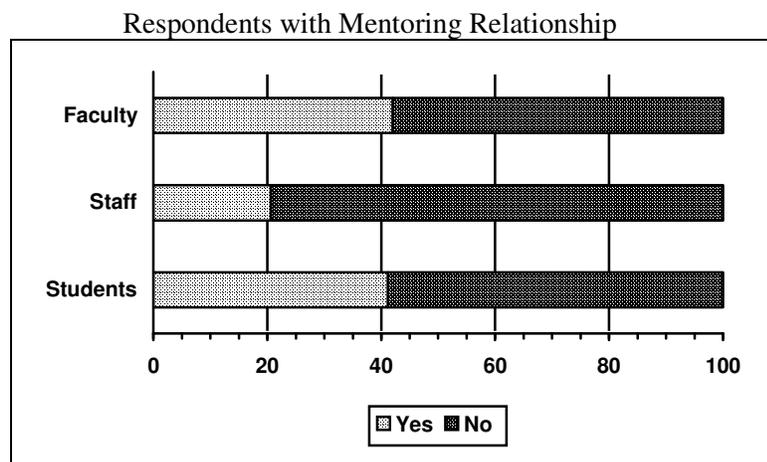


Mentoring Section, 2

Although the majority of respondents to the electronic survey did not have mentoring relationships, the percentages of faculty/academic staff and student respondents with mentoring relationships was relatively high at just over 40% for both groups. Results of the electronic survey provide a number of instances where respondents who had mentoring had more positive views of climate etc. than those who did not. (Mentoring Section, 1; Climate Section, 11)

Comparisons between majority women and women of color across groups indicated that women of color were more likely to report having a mentoring relationship (38.2% compared to 33.9% for majority women).  However, no differences were found in their views of factors affecting their ability to develop mentoring relationships. Predictably, undergraduate students were less likely to report having a mentoring relationship than graduate students. However, again, there was not a significant difference in how they saw factors that affected their ability to develop mentoring relationships. (Mentoring Section, 6)

Student respondents believed that academic advising, career development, residence hall life, personal development, and class scheduling would most benefit from mentoring.  Faculty/academic staff reported

research, teaching, University/department politics and career development. Support staff said career development, University/office politics, learning new tasks/skills, work/life balance, and professional development were the areas where mentorship would be most valuable. (Mentoring Section, 7-9)

Participants in the electronic survey were also asked to check all factors in a list of five or six that affected their ability to develop mentoring relationships. Faculty, students and staff respondents all reported that time was the most important factor. Faculty rated the amount of time, opportunity, knowledge of how to develop and initiate relationships, and having access to mentors that fit their goals higher than did staff and students. The following charts indicate each group's responses:
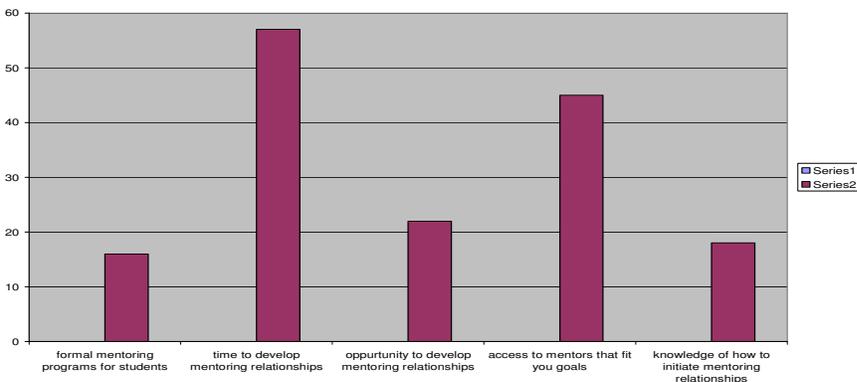
**Students: Most Important Factor for Developing Mentoring Relationships**
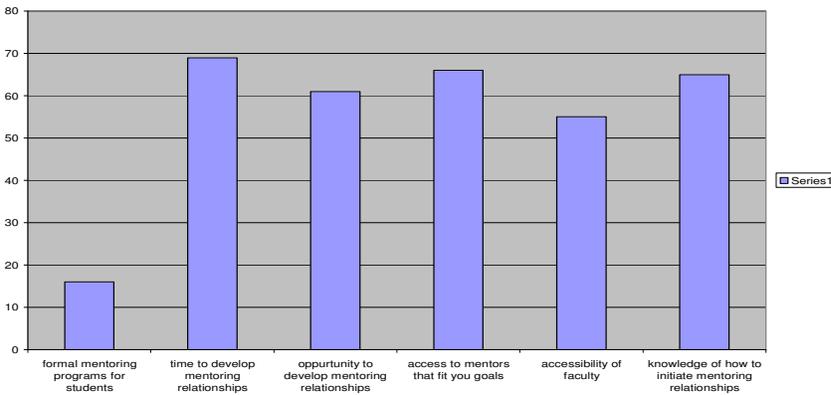


**Staff: Most Important Factor for Developing Relationships**
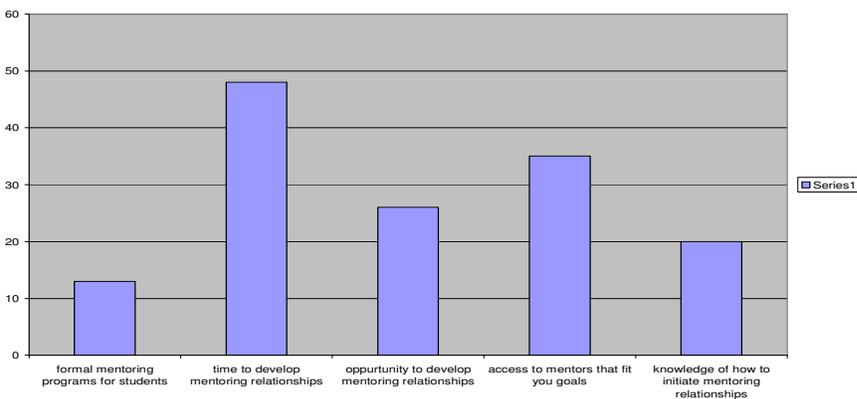


**Faculty: Most Important Factor for Developing Mentoring Relationships**



Mentoring Section, 3-5

## Open-ended Comments

Faculty/academic staff, students and support staff participants were asked to suggest institutional changes that could improve their ability to develop valuable mentoring relationships. In their open-ended

79

comments a number of respondents in all groups suggested mentoring programs, especially formal mentoring, but also informal mentoring. They expressed concern about mentor availability, and they asked for more information, communication and training about mentoring.  Faculty/academic staff and support staff commented on time and workload constraints, recognition/rewards for mentoring and discussed distinctions between formal and informal mentoring more often than did students. Students wanted more information, more faculty mentors, better academic advising and mentoring in residence halls.

**Support Staff**

A number of staff responses favored formal mentoring.  Some respondents were strongly positive about Human Resources' (HR) mentor program. ("I think the current mentoring program through HRD is excellent."). One respondent made a plea for more Latina mentors, since the HR mentor program had been unable to find a match for her.  Other respondents preferred informal programs. One respondent said, "I have not gone through HR for the mentoring program.  I found a person on my own who is honest with me and is concerned about my future." Another said, "I don't have a formal mentoring relationship with anyone. I'm not comfortable with the idea of being 'assigned' to someone as either a mentee or a mentor." Time and workload pressures were a major issue for staff respondents; many felt that mentoring relationships were difficult to develop, given current demands on their time. Several support staff also said they had never heard of formal or informal mentoring opportunities at MSU.

Support staff called for more support for mentoring at the unit level and centrally— additional communication, information, training and recognition.  As one respondent put it, "Create a significant, visible focus on mentoring.  Build this responsibility into the position description of those in positions to be excellent personal and professional mentors. Formally recognize excellent mentor role models." Another respondent called for "Support from the top, that is, having buy-in at the highest levels across campus." Others requested additional training for supervisors, advertising mentoring programs and opportunities, supervisors who were more aware of mentoring programs and promoted them, a directory of potential mentors, mentor-matching across units, publicizing mentoring policies if there are any, encouraging more upper management to mentor, and promoting opportunities from the onset of employment. One support staff respondent urged creating a "welcome package/email from Women's Resource Center etc. to all new female workers so they are made aware of resources soon. I was not aware of the women's resource center for some time after I started."

**Faculty and Academic Staff**

For faculty and academic staff, formal mentoring, especially for early career faculty, was the preferred model; however, some respondents favored informal mentoring and "reciprocal collegial relationships." Faculty and academic staff respondents emphasized the need for more training, communication and information about the mentoring through well-publicized workshops, faculty development for new mentors, and assistance for chairs about how to initiate mentoring relationships.  Respondents also suggested publicizing mentoring opportunities and practices using web-based communication and ANGEL.  A few respondents suggested setting aside a "mentoring day" to educate people about the process and opportunities.

Faculty and academic staff also wanted mentoring to be recognized and rewarded. Respondents suggested more public affirmation for the concept of mentoring across the university. One said, "Encourage and support continuously." Another suggested creating internal grants or teaching buy-outs that allow senior faculty to engage in mentoring more actively. One respondent favored formal programs because they would be more likely to include recognition and rewards.  Respondents among faculty/academic staff also requested the University "work on time and workload to make room for mentoring," create more mentoring programs targeted to their specific needs (research, grants), and hire women of color and women at senior ranks to increase the faculty mentor pool.   A few respondents commented on student mentoring. One respondent was concerned about the overload of student advisees per faculty member ("national average is 253, I have over 1,000").

**Students**
A number of student respondents knew little about mentoring. They wanted more information about mentoring programs generally as well as more specific information about how to initiate and develop valuable mentoring relationships. ("I don't know anything about mentoring programs, I have no idea how to gather information, and I have not seen mentoring programs mentioned or publicized anywhere on campus.")

A number of student respondents said there were not enough women faculty role models and mentors, especially in traditional male-dominated fields: "Most of the professors and students in my specific area within the department (including my advisor) are male. Therefore I have very few female role models." Student respondents also wanted more faculty mentors generally who care. ("My various professors have all seemed less that willing to help mentor a willing student. Somehow they are all too busy to take on yet another student to guide.") Students called for "more opportunities on campus to interact with faculty outside the classroom." One respondent noted, "I think students are sometimes afraid to establish a relationship with a professor because we assume they are too busy."

Students also requested better advising. One respondent said, "It would be nice to have a mentor, but having a competent academic advisor would be much more beneficial." Another noted that "general advisors" were not familiar enough with particular fields of study to help with career choices. Several student respondents also reported that often resident assistants were not effective mentors. And one respondent observed that age was a factor in mentoring: "Older students need mentoring in different ways than the twenty year old students. We need folks to help us negotiate the process." Another student commended the Broad College "Coach" program: "I don't know if other MSU colleges have that, but if they don't, they should definitely think about implementing it."

**Conclusions**
Electronic survey data supports the need for better communication, information, and training about mentoring as well as university-wide recognition and rewards to support an improved environment for mentoring at MSU. Recent research regarding tenure and promotion processes at Penn State University suggests that mentors can make a substantial difference in the experience for provisional faculty. That research also noted that the mentoring process differed considerably among Penn State's schools and colleges. "These findings have been incorporated into university level faculty development workshops and into operating approaches of units at Penn State." (Dooris and Guidos, 2006, 7)

The relatively high proportion of students and faculty with mentors at MSU could be the result of informal collegial work relationships and existing programs that are not primarily identified as mentoring (e.g., Lilly Teaching Fellows, CIC/ALP, internships, externships, student relationships with faculty mentors, residence hall/student life programs) Since mentoring was not defined in the question that assessed the number of respondents participating in mentoring relationships, it is difficult to draw strong conclusions from this data. Although formal mentoring appeared to be the preferred program in open-ended comments, the number of faculty/academic staff and students who reported having mentors, the factors affecting the ability to develop mentoring relationships (i.e. time), as well as some participants' reservations about formal programs suggests taking a broad view of climate that is supportive of informal mentoring in addition to formal programs. The optimal mentoring relationship is truly one defined by the "eye of the beholder," and a mentoring climate should "fit all sizes."

<div align="center">

**Job Security**

</div>

Both faculty/academic staff and support staff perceptions regarding job security varied from one section to another in the electronic survey. Students were not asked to respond to this issue. When faculty/academic staff and support staff women were asked to assess level of job security as a favorable or unfavorable factor of climate at MSU, both faculty and staff respondents saw job security as a more favorable than unfavorable factor:

<div align="center">

Level of Job Security

</div>

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Support Staff | 61.1 | 16.2 | 22.6 |
| Faculty/Academic Staff | 53.4 | 24.7 | 21.8 |

Climate Section, 3, 6

In a different section of the electronic survey participants were asked to respond to the impact that 12 factors had on their job security.  Faculty/academic staff saw each of the factors as more unfavorable than favorable with the exception of union membership. Regarding union membership, most respondents to the question were neutral. Staff were more neutral or negative than positive about most of the factors in their array, but they were most "favorable" about support for career training, career development and union membership.  Both faculty/academic staff and support staff were most negative regarding the impact of university and unit budgets on job security. The following chart compares responses to all 12 factors presented to Faculty/academic staff. Highlighted items received the highest percentages of "unfavorable" ratings from respondents to the question.

Impact of Factors on Faculty/Academic Staff Perceptions of Job Security

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Expectations regarding teaching load | 22.6 | 28.7 | 48.7 |
| Expectations regarding productivity | 20.7 | 38.0 | 41.3 |
| Workload demands | 20.4 | 40.7 | 38.9 |
| Promotional process | 20.1 | 38.9 | 40.9 |
| Availability of release time | 19.6 | 42.2 | 38.2 |
| Tenure system process | 18.8 | 32.5 | 48.7 |
| Dept politics | 16.1 | 44.5 | 39.4 |
| Unit budget | 16.0 | 51.9 | 32.1 |
| Union Membership | 13.2 | 1.9 | 84.9 |
| Expectations regarding securing grants/funding | 12.6 | 44.9 | 42.5 |
| University budget | 8.7 | 58.4 | 32.9 |
| Univ. politics | 8.4 | 35.5 | 56.1 |

Ns range from 53-162. Question:  In your experience, what kind of impact does each of the following have on your job security as a woman faculty or academic staff member? (Climate Section, 2)

Comparisons across ranks within the faculty survey indicated 4 differences in the 12 items: academic specialists were more negative about the University budget where full professors were more positive; assistant professors were most negative and professors most positive on expectations regarding research productivity; Assistant professors and specialists were more negative about the tenure system and the promotion process than associate and full professors. Comparisons of women of color and majority group members on the job security items indicated no differences. (Climate Section, 5)

The following chart compares responses to the 12 factors presented to support staff. The Highlighted items received the highest percentages of "unfavorable" ratings from respondents to the question.

Impact of Factors on Support Staff Perceptions of Job Security

|  | % Favorable | % Unfavorable | % Neutral |
|---|---|---|---|
| Support career training | 50.4 | 18.2 | 31.4 |
| Career development opportunities | 46.5 | 20.8 | 32.7 |
| Union Membership | 39.8 | 11.1 | 49.2 |
| Workload demands | 26.7 | 32.1 | 41.2 |
| Personnel policies | 23.9 | 16.1 | 60.0 |
| Demands of home | 20.4 | 22.4 | 57.2 |
| Dept politics | 14.5 | 42.0 | 43.5 |

| | | | |
|---|---|---|---|
| Univ. politics | 13.4 | 37.5 | 49.0 |
| Promotional decisions | 13.3 | 37.5 | 49.2 |
| Unit budget | 12.9 | 58.2 | 28.9 |
| University budget | 8.9 | 64.9 | 26.3 |
| Number of layoffs | 7.9 | 45.8 | 46.3 |

Ns range from 248-263. Question: In your experience, how does each of the following factors impact your job security as a woman staff member at MSU? (Climate Section, 3)

## Open-ended Comments

Both support staff and faculty/academic staff open-ended comments included some positive statements about job security at MSU; however, both groups' comments were generally more neutral or negative than positive. Respondents in both groups expressed concern about the impact of budgets, the economy, as well as reduced grant funding on job security at MSU.

### Faculty/Academic Staff

A few faculty/academic staff commented positively on the role of effective unit leaders in creating job security ("My College is in good shape, thanks to an excellent dean and department chair"  "I know the Libraries' Director manages the budget well and has a moral view that other budgetary items should be cut before staff.").  A number of tenured faculty, however, were puzzled by the question and said they were more concerned about "job quality" and/or "raises/promotions" than job security.  Faculty respondents also mentioned their concern for increasing pressures on junior colleagues in the tenure stream and found the number of adjuncts "distressing."

Budgets were a major concern, especially for non-tenured faculty and academic staff: One respondent wrote, "As fixed-term faculty, any budgetary problems make me nervous." Another respondent criticized "administrators [who] wait until the last minute to let people know whether their appointment will be renewed or not. It is highly stressful and scary for me and my family." Faculty/academic staff also commented on the relationship between job security and department politics, decreasing grant funds and overhead costs, as well as the effects of greater workloads and reduced staffing on job performance. One respondent worried about, "Increasing demands for research/external funding/scholarship outside of teaching and other service/outreach responsibilities without adequate time or support to meet expectations."

An academic staff member wrote, "Look at the administrative abuses in the Academic Specialist system (fixed-term vis-à-vis continuing).  How many specialists have been fixed-term for over 5, 10, 15 year and how many of these individuals are women or come from under-represented groups?" A faculty/academic staff respondent also warned against the insecurity that goes with great reorganization:  "I recommend that MSU administrators avoid the kind of wholesale reorganization process that the university has endured over the past couple of years. Massive reorganization results in chaos, insecurity, and an enormous waste of time."

### Support Staff

In the open-ended comments, job security appeared to be a notable concern for support staff.  One respondent said, "Security is more important than pay rate. It…gives you the mental space to be creative, positive, a problem solver, etc." Several staff respondents were positive about job security: "I really don't worry about job security.  I work hard and do a good job.  My position is needed. With almost 25 years with the same department, I have valuable experience."

Others feared layoffs because of funding problems. They blamed these on "global, national and state economies," reductions in state support for universities, and reductions in grant funding.  One respondent was concerned that resource inadequacy was being interpreted as performance inadequacy. Staff respondents said "There needs to be a unit fund available to assist researchers during a temporary lack of grant monies."  Another respondent said that more overhead money should go to those who obtain grants and be used for lab equipment maintenance etc., freeing more of the grant to secure jobs.

A number of respondents felt that layoffs should be handled more fairly and consistently. One said, "The way layoffs are handled clearly demonstrates how much people do not matter at MSU. If layoffs have to occur, the employees affected should be told immediately (not at the last possible moment)….the University should help individuals find new jobs internally or externally and rewards should go to departments that hire lay offs." Other respondents thought that longevity was no longer valued and that age discrimination was an increasing factor in job security. Administrative-Professional staff said their lack of "bumping" rights is a problem. Several respondents were concerned about "personality conflicts" and their relationships with supervisors: "I have never received an evaluation of less than "outstanding" in over twenty years, but with my current supervisor, the issue is quite different. His management style and my own style just don't match well." One respondent complained about the "cutthroat atmosphere" because her supervisor said, "if you can't or won't do it, plenty of people are waiting in line for your job."

Staff respondents also cited fears about phasing out of services, down-sizing leading to staff being "sold" or "traded…piecemeal" to other units, privatization of services, technology replacing people, and substitution of student labor for regular staff. Staff respondents were divided about their union's role in ensuring job security. A staff member said she was not worried about her own job security, but, "dealing with others who are in a position of layoffs has been difficult. And taking on their workloads is trying."

## Communication/Information

Survey respondents were very positive about the accessibility and usefulness of information available from a number of sources (e.g., MSU websites, publications, individuals), as shown below.

Faculty Perceptions on Accessibility and Usefulness of Information

|  | Accessibility of Information | | | Usefulness of Information | |
|---|---|---|---|---|---|
|  | % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable |
| Colleague | 90.8 | 2.5 | 6.7 | 96.7 | 3.3 |
| Non-MSU web sites | 86.8 | 1.3 | 11.9 | 99.2 | .8 |
| MSU web sites | 85.3 | 4.3 | 10.4 | 100.0 | .0 |
| Email list serves | 80.8 | 4.8 | 14.4 | 91.7 | 8.3 |
| Support staff | 79.1 | 11.0 | 9.8 | 93.9 | 6.1 |
| Chair/director/supervisor | 78.7 | 11.6 | 9.8 | 92.0 | 8.0 |
| Univ resources | 75.5 | 4.2 | 20.3 | 93.8 | 6.2 |
| Newsletters & newspapers | 74.4 | 2.6 | 23.1 | 90.7 | 9.3 |
| Flyers and brochures | 68.6 | 4.5 | 26.9 | 84.0 | 16.0 |
| Teaching assistant | 59.3 | 13.6 | 27.1 | 88.9 | 11.1 |
| College/U administration | 53.5 | 17.6 | 28.9 | 90.8 | 9.2 |

Accessibility Ns from 59-164. Question:  When you have a need for information, how accessible do you find each of the following sources?
Usefulness Ns from 36-152. Question:  In your experience, how useful is the information that you get from each of the following sources?
(Information Section, 2-3)

Support Staff Perceptions on Accessibility and Usefulness of Information

|  | Accessibility of Information | | | Usefulness of Information | | |
|---|---|---|---|---|---|---|
|  | % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable | % Neutral |
| MSU web sites | 88.5 | 3.8 | 7.7 | 93.5 | 1.5 | 5.0 |
| Non-MSU web sites | 84.8 | 1.2 | 14.0 | 91.6 | 0.8 | 7.6 |
| Coworker | 83.1 | 6.8 | 10.1 | 90.3 | 2.3 | 7.3 |
| Univ resources | 79.8 | 3.4 | 16.9 | 80.7 | 2.0 | 17.3 |
| Newsletters & newspapers | 75.5 | 0.5 | 24.0 | 78.7 | 1.6 | 19.8 |
| Flyers and brochures | 71.4 | 3.9 | 24.8 | 74.3 | 2.8 | 22.9 |
| Chair/director/supervisor | 69.6 | 17.7 | 12.7 | 87.0 | 8.4 | 4.6 |
| Email listservs | 67.2 | 3.6 | 29.2 | 70.2 | 3.0 | 26.8 |
| Upper management | 47.3 | 31.3 | 21.4 | 66.7 | 11.4 | 22.0 |

### Student Perceptions on Accessibility and Usefulness of Information

| | Accessibility of Information | | | Usefulness of Information | | |
|---|---|---|---|---|---|---|
| | % Favorable | % Unfavorable | % Neutral | % Favorable | % Unfavorable | % Neutral |
| MSU web sites | 92.3 | 2.4 | 5.3 | 87.0 | 3.0 | 10.0 |
| Other students | 91.6 | 1.8 | 6.6 | 81.8 | 1.2 | 17.0 |
| Non-MSU web sites | 87.8 | 1.8 | 10.4 | 85.8 | .3 | 13.8 |
| Instructor/professor | 81.3 | 6.5 | 12.2 | 92.2 | 2.7 | 5.1 |
| Supervisor | 80.8 | 6.9 | 12.2 | 77.4 | 7.2 | 15.3 |
| Newsletters & newspapers | 80.0 | 3.1 | 16.9 | 70.9 | 6.3 | 22.8 |
| Academic advisor | 77.7 | 12.0 | 10.2 | 83.8 | 6.1 | 10.1 |
| Teaching assistant | 74.3 | 7.0 | 18.7 | 79.1 | 6.5 | 14.4 |
| Email listservs | 72.7 | 6.8 | 20.5 | 68.7 | 8.4 | 22.9 |
| Flyers and brochures | 66.7 | 7.8 | 25.5 | 58.0 | 11.4 | 30.6 |
| Univ resources | 63.6 | 11.7 | 24.7 | 63.3 | 11.0 | 25.8 |
| Residence hall mentor | 60.4 | 22.1 | 17.5 | 51.1 | 24.7 | 24.3 |
| U administration | 31.2 | 44.3 | 24.5 | 48.0 | 25.1 | 26.9 |

Survey respondents were asked which of a list of sources they were most likely to refer to for information; responses are shown in the following table:

### Sources Most Likely to Refer to for Information

| | Source | Percent |
|---|---|---|
| Faculty | Chair/director/supervisor | 22.9 |
| | Colleague | 22.9 |
| | MSU web sites | 17.2 |
| | Non-MSU web sites | 14.5 |
| | Support staff | 8.0 |
| Staff | Coworker | 24.8 |
| | Direct supervisor | 23.1 |
| | MSU websites | 21.3 |
| | Non-MSU websites | 12.9 |
| Student | Other students/friends | 20.1 |
| | Advisor (academic, career, athletic) | 16.3 |
| | Instructor/professor | 15.2 |
| | MSU web sites | 14.9 |
| | Internet/non-MSU web sites | 9.0 |

There were differences in responses on accessibility, usefulness and sources of information across faculty, staff and student groups.  Students and support staff were less favorable about the accessibility of information from MSU administration; faculty/academic staff had more positive perceptions about the accessibility of information from chairs/directors/supervisors, and from colleges/University administration.  Faculty/academic staff and support staff were most likely to refer to chairs/supervisors, colleagues and websites for information; students were most likely to refer to other students, advisors and instructors in addition to websites.  Minority women found university resources, flyers, brochures, newspapers and newsletters to be more accessible/useful than did majority women.  Conversely, minority women found colleagues/coworkers/other students less accessible/useful than did majority women.  (Information Section, 7, 8, 9)

### Students

Of the three groups, students had the strongest negative perceptions regarding both accessibility of information from the University administration (44.3%) and usefulness of information from University administration (25.1%). This may seem to contradict student ratings of MSU websites (92.3% favorable on accessibility and 87.0% favorable on usefulness). A reason for the discrepancy may lie in this open-ended comment: "I get the run around. I am transferred repeatedly to multiple departments. Basically, the administration jerks me around as long as they can without providing me with any useful information." Students are less likely than faculty and staff to be familiar with the administrative structure and unlikely to contact an administrator directly. In general, students call an office and talk with the first person answering the phone. How that front-line person responds to the caller determines whether or not the student is satisfactorily served. This suggests the need for well-trained staff who are sensitive to students' difficulties in navigating the University.

Student respondents also indicated the need for good information on campus safety issues to ensure their own safe practices. They also stressed the need for accurate and timely information from academic advisors and urged that the MSU web site be kept up to date.


### Faculty/Academic Staff

Overall, faculty and academic staff were very positive about the accessibility and usefulness of information sources. Nonetheless, in open-ended responses, there were criticisms of certain MSU websites due to out-of-date content, difficulty navigating, and limited capabilities of MSU's web search engines. Some complained about "political spin" in university communications. There were varying perceptions about paper communications, i.e., some felt there was too much paper, whereas others preferred paper. Some respondents wanted email or verbal resources, while others felt overloaded with unwanted emails/junk mail. Some respondents had trouble accessing sources they wanted. These contrasting comments emphasize the importance of using multiple modes of communication.

Faculty and academic staff commented on the need for better information for new faculty; the positive impact of the "Faculty Voice" movement which "will ensure that opportunities to obtain resources are openly communicated/monies distributed openly and transparently" (*Report of the Ad Hoc Committee on Faculty Voice*, 2005); concerns about information flow and getting key information they want from central units (e.g., key job postings, WACP openings, policy changes, tenure track allowances for maternity leave, or reduced work load in light of special assignments); and direct email as the preferred means for Provost Office communications with faculty. They described many ways to improve communications:

- involving more groups in decision-making
- clearer and more transparent decision making
- clarifying university and college missions
- leaders who listen
- respect for faculty opinions
- meaningful networking across units
- more social opportunities for cross-unit communication
- more open dialogue with men (and other women) about issues for women (family/balance, etc.)
- making meetings shorter and more effective
- earlier communication about reappointments, etc. for fixed-term faculty and staff
- better communication about safety issues for women


### Support Staff

Staff indicated concerns about the amount and quality of information from supervisors/administrators: "I find information from my supervisor or upper management useful, but the problem is that it is a rare isolated occurrence. We are told to ask questions, but if we don't know what to ask about we never get the information." While some made positive comments about MSU websites, others described difficulty

in using the MSU home page and certain web sites. The *WACFPO Survey of Labor Women* indicated that 40% of labor staff respondents have no computer access during work hours. Of those with access, 62% have it for less than 15 minutes (2005, 5). The lack of accessibility was evident when labor staff were largely excluded from the electronic survey due to ongoing lack of access to computers and training necessary to use them proficiently.

**General**
The most far-reaching communication/information issues were raised by respondents in open-ended comments throughout the electronic survey. Faculty/academic staff and support staff groups expressed concern about communication of the rationale and nature of policy changes and communication of available programs and policies. Communicating this information is important to enable women to benefit from available policies and programs, e.g., mentoring support, family-friendly practices such as stopping the tenure clock, part-time benefits, spousal hire options. Lack of this information sharing was evident in the comments of one respondent: "I did not know about the Mentoring program until the WACFPO forum…Access to information is a big secret."

Respondents also commented negatively regarding "top down" sharing of "need to know" information. Too often information does not reach them because the option of not sharing it rests with unit and University leaders. This, they noted, can contribute to people feeling undervalued, dissatisfied and potentially disengaged in efforts to move the institution forward. It appears that the standard information distribution methods (e.g., meetings, sending administrative announcements to Deans, Department Chairpersons and Heads of Major Administrative units) do not necessarily result in information filtering down to those who need it. Administrative restrictions on sending comprehensive emails can reinforce this limitation. To address this situation, respondents suggested flattening out the dissemination of information; expanding the use of email and access to computers; and providing better structured web information sources.

A final yet important communication issue involves whether women are free to voice concerns, raise issues, or express contrary opinions. Survey respondents indicated that they do not feel free to do this for a variety of reasons, e.g., administration had already made a decision, they would be perceived as a trouble-maker, or the person/unit involved is a "sacred cow." Related to this were comments that women often do express their views, but the receivers do not listen. These are subtle/sensitive issues to address, but can be fundamental to a conducive climate for women.

The Woman's Commission's *Executive Summary of Electronic Survey Results* summarized the primary challenge for improving communications:

> Broadly, *information* is accessible and useful; however, meaningful *communication* between individuals and groups was noted as an area of significant opportunity for improvement. Least favorable responses are attributed to the university administration/upper management and/or direct supervisor or chair." (2006, 18)

This meaningful communication is viewed as a challenge regardless of position or unit type.

## Respondents' Comments about the Electronic Survey

Most of the faculty/academic staff, students, and support staff participants who responded to a request for "additional comments" at the end of the electronic survey, took the opportunity to reflect upon their experience with the survey instrument itself. These responses may be valuable in interpreting current survey results and in developing future assessments of the climate for women.

More students, faculty/academic staff and support staff were positive than were negative about the electronic survey.  Many respondents thanked the University for the opportunity to discuss their views about the status of women: ("Thank you for asking these questions. I do believe that the university has listened and responded positively over the years to the voices of MSU women.") Fewer said they were grateful because they had been asked about their views only infrequently before or this was the first time someone cared enough to ask.  Several said the survey was "important" and "timely."

Respondents also said they looked forward to seeing survey results, and hoped that these would lead to prompt action on issues that need to be addressed ("I'm hopeful this work will help improve the situation for women here and elsewhere.") One respondent said, "Please don't let my time spent completing this survey be a waste. Hear, listen and act." Respondents asked that results be widely distributed: "I hope you will make the results of this available to a broader audience. It would be helpful to learn the degree to which my own experience is shared by others and also to be informed by others whose experiences are different than my own." One respondent requested that results be reported by employee type –"specialists, tenure stream faculty, clerical, etc." Respondents also commented positively regarding items that assessed diversity issues, but asked for still more attention to "racial/ethnic, LGBT, age-related and ability-related concerns" in future surveys.

On the other hand, the opportunity to make additional comments prompted a number of respondents to express their frustrations and/or difficulties with the survey.  A few faculty/academic staff as well as support staff worried that their responses would make no difference and that no one would listen to their concerns anyway. A number of respondents across all three groups complained about the length of the survey ("This survey is way too long!"), and about the ambiguities," or "vagueness" in the questions. One respondent wrote, "As an evaluator, I think that a lot of the questions on this survey are going to be open to misinterpretation, potentially even in the wrong direction from what you intended."

Several respondents complained that the initial questions regarding factors that had positive or negative impact were "a very confusing area on the survey." They were not sure if the impact statements referred to how actual conditions affected them or how they react to "concepts." A participant also said, "I could not differentiate which issues affect me somehow differently from male counterparts (referring specifically to first questions with tags about "as a woman") For example, I would love to have better dental and vision coverage, but I don't see how this is influenced by being a woman - I'm not aware of men receiving some special plan."  Other faculty/academic staff and support staff said that some questions just did not pertain to them, a concern that was also voiced in other portions of the survey, especially from tenured faculty regarding job security questions.

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# Voices of Women

**A  Report on the Status of Women at Michigan State University**
2006

# <u>Appendixes\*\*</u>

A. Electronic Survey Texts

B. Who Took the Survey

C. Women at MSU-- Historical Highlights

D. Tenure System Faculty by College, Fall 2005

E. Support Staff Women by Level within Group

F. Preliminary Integrated Postsecondary Education Data System (IPEDS), Staff Women Faculty, Fall
    2005, 2006 with additional data provided by Academic Human Resources

G. 1) Fall Faculty/Academic Staff/Support Staff Employment Profile (%)
    2) Fall Faculty/Academic Staff/Support Staff Employment Profile (#)

H. Status of Women Project working papers/drafts on ANGEL at the following address:
https://angel.msu.edu/section/default.asp?id=GROUP%2D050901%2D161341%2DXUS

Executive Summary with Appendices, 8.16.06 * [H-1]

Survey Section Analyses* [H-2]

Full Qualitative Data Sets * [H-3 includes comments only]
**focus groups reports and all open-ended comments**

Electronic Survey Methodology

WACP Climate Subcommittee Report Completed in 1994.pdf

Historical Overview - Survey Summary

Report Summaries from other Institutions

WACP Section Reports/summaries
**based on qualitative data available at the time**

Other Committee Reports  **WACFPO and WACSAS**

*Items included in separate II. Appendixes Notebook
**Appendices on file