

# State University of New York College at Cortland

## 2011 Gender Climate Review

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### **Committee on Status and Education of Women**

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## INTRODUCTION

### General Information

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

As background for the final report on the 2006 SUNY Cortland Campus Climate Surveys, the Committee on the Status and Education of Women reviewed a number of final reports from other colleges and universities, including University at Buffalo, University of Wisconsin-Madison, Pennsylvania State University, Iowa State University, and UCLA. Updates to these original reports were reviewed for the current 2011 report. Interestingly, a number of common recurring themes can be found throughout all of these reports, including child care, salary disparities, consistent maternity leave policies, family leave policies, dual career issues and women's studies. SUNY Cortland is no exception. Ironically, many of these issues have remained unresolved nation-wide since they were first identified over twenty years ago

### About This Survey

During the Spring 2011 semester, the President's Committee on the Status and Education of Women (CSEW) at SUNY Cortland worked closely with the Institutional Research and Assessment Office to administer surveys of perceptions of campus climate with respect to gender and gender-related issues. The surveys were administered to male and female faculty, professional staff, classified staff, and students.

### History

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

In Spring 1995 the CSEW administered another survey to male and female employees and students to determine what changes may have occurred in the campus climate since the administration of the

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

first survey. A summary report of all these data sets was published in May 1997. In 1999-2000 and again in 2006 a survey was administered to male and female professional staff, faculty, classified staff, and students, and results were published.

### **Current Instrument and Methodology**

A number of changes have taken place over time in the instrument used by the CSEW to assess campus climate. Most significantly, for the 1999-00 administration items from the earlier surveys were converted to a 5-point Likert scale for the purpose of enabling the committee to make finer distinctions among responses. This change, it was felt, provided better information overall and established an excellent baseline for collecting information and making comparisons in the future. In addition, efforts were made to ask all employee groups the same questions (or modified to reflect their different job situations), so that comparisons across employee groups would be more straightforward. As another change, because the survey was administered to both males and females in all respondent groups (and also because questions had been added over time to assess the campus climate as related to sexual orientation), it did not seem appropriate to present the 1999-2000 survey as a "campus climate for women" survey. Instead, the committee indicated to respondents that the instrument was intended to evaluate the campus climate "with respect to gender and gender-related issues." The same format and title were used to administer the 2006 survey.

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

Similar to 2006, the 2011 professional staff and faculty survey as well as the student survey were administered on-line. The survey for the classified staff was administered both online as well as in hard copy. Of the 317 full- and part-time professional staff, 102 surveys were returned, for a response rate of 32%. All 558 full- and part-time faculty members, who include librarians, received the Gender Climate survey, however, only 110 faculty and librarian surveys were returned, for a response rate of approximately 20%. Of the 350 classified receiving the survey, 61 surveys were returned, for a response rate of 17%. Only 129 students responded to the online instrument out of the 6912 that were surveyed yielding a response rate of 1.87 percent.

## **PREVIOUS SURVEY FINDINGS**

In order to maximize the value of the present longitudinal approach, it is useful to briefly summarize some overall conclusions from the earlier administrations of the campus climate survey. In the 1995 report, the CSEW concluded that "the campus climate for women has not changed markedly" compared to the earlier survey. An especially positive change noted by the group, which undoubtedly resulted in improved perceptions by faculty and staff, was related to the opening of the

College's Child Care Center. Still, employees continued in 1995 to indicate that family burdens could be eased even more by the provision of more flexible work schedules. The 1999-2000 survey revealed a growing need, not just for childcare, but for elder care as well: "First of all if there were to be accommodations I think it should apply not only for children, but also for the care of elderly parents." These sentiments were echoed in the 2006 survey, where larger percentages of the campus believed that family obligations should be taken into account when scheduling work assignments. "First of all if there were to be accommodations I think it should apply not only for children, but also for the care of elderly parents. I have to say, as one who does not have children, I get real tired of being the one stuck with all the work and phone because so and so is always out with her kids. How fair is that to the people who don't have children, especially when it's abused."

The issue of inflexible work hours that appeared in the 1999-2000 survey did not show up in the 2006 administration. This is most likely due to the new flex-time policy approved for employees that allows greater flexibility of time for child care and classroom attendance.

An issue that did appear in the 2006 survey was concern over the "ole' boys club" network system for promotion. "At the level of Administration it is very much a 'good old boy' network. Too many higher level positions are held by men and the few women in higher level positions are not taken seriously and are often left out of the loop. I don't know how you stop or change the good old boy inside network." And "it saddens me to see that on a college campus the good ole boy system is alive and well."

The CSEW also noted in its 1995 report that sexual harassment was a problem for a minority of women in the three employee groups, with roughly one of three women (and an even smaller proportion of men) reporting personal experiences in this regard. Among students, fewer than 10% reported experiencing a range of faculty behavior deemed harassing, although three students reported especially invidious behavior. Six percent of women students reported having experienced unwanted sexual attention from a faculty member. Overall, both male and female students seemed to recognize that sexual harassment exists among their peers. The results of the 1999-2000 survey indicated that this perception had not changed significantly, nor had steps to confront sexual harassment. As one female employee indicated, "You learn to keep quiet all the while you tolerate a hostile environment. I constantly heard the phrase 'women belong in the home barefoot and pregnant.' When attempts were made to physically touch me I spoke up and became the joke of the office." At the same time, only 18% of women faculty noted personal experience of any kind with sexual harassment, down from the 1995 survey. This value decreased further in the 2006 survey where only 11% of the respondents reported personally experiencing sexual harassment by a supervisor. Forty-two percent of these women took no action as a response to the incident. A female employee wrote, "I did not take any action because I feared repercussions." And "What good is reporting it if the only result is ridicule? If you say anything to anybody and the perpetrator (supervisor) finds out your life is made miserable. You are told 'step out of line and you're gone.'

With respect to employment conditions, in 1995 faculty, professionals, and classified staff indicated that standards for promotion, pay, and job performance were not applied equally, but there was disagreement as to whether they should be in every case. Faculty and professionals in particular seemed to recognize the need for different standards and different salaries depending on the area of employment. For classified staff, women felt much more strongly than men that promotion standards

were not clearly established and that standards were differently and improperly applied. The 1999-2000 survey revealed that more faculty and staff believed that employment conditions and salaries had improved and that promotion standards were properly applied across-the-board. Professional staff did not think that DSI standards were differentially applied on the basis of gender. In 2006, the support for DSI salary set-asides for women and ethnic minorities decreased further. This support was appreciably less (71%) than has been reported on past surveys, perhaps suggesting that the College's DSI set-aside policies in the prior years may have narrowed the gender gap in salaries, or at least reduced the perceptions of such a gap. Forty percent of female respondents reported that standards for DSI were fairly and equitably applied within their department, compared to 28% who disagree. Fifty-six percent of female faculty respondents believe promotion standards are fairly and equitably applied within their department or unit. Seventy-two percent of female faculty agreed promotion standards differ widely across departments and units.

Another cluster of findings was in relation to the women's studies program. Compared to the 1995 survey, in 1999-2000 both male and female respondents were more likely to recognize the value of this program for students. Attitudes were less positive with respect to the issue of sexual orientation, with female respondents indicating more than males that the College should support gay and lesbian groups. Overall, most respondents perceived the climate for gays and lesbians as chillier than that for women. The 1999-2000 survey revealed that a slight improvement in the treatment of gay, lesbian, bisexual and transgendered individuals had occurred since the 1995 survey, and an even greater improvement was revealed in the treatment of the LGBTQ community in the 2006 survey.

Solid majorities of the employee groups recognized the need for more education about discrimination against women, especially for students. The 1995 student responses supported these findings, with 80% of male and female students believing that male students regularly made sexist remarks and only 50% of female students believing that SUNY Cortland's male students treated women students with respect. The 1999-2000 survey echoed the call for more diversity and gender issues training, particularly for students, but also for new faculty and staff. The same sentiment was expressed in the 2006 survey as results revealed general support for various training efforts to assist in creating a more conducive gender climate at the College, especially sexual harassment training.

## RESULTS OF THE 2011 SURVEY

The following sections summarize the findings of the different employee groups utilizing the Faculty and Professional Staff survey as well as the Classified Staff survey. Comparisons to earlier administrations of the survey are emphasized at the end of each section.

### *Faculty and Professional Staff*

The same survey was used for both faculty and professional staff and was administered online. The online survey was distributed to 558 full- and part-time teaching faculty, including librarians. Overall, 110 faculty and librarian surveys were returned, for a response rate of approximately 20%. The survey was also distributed online to 317 full- and part-time professional staff members. Only 102 surveys were returned, for a response rate of 32%.

#### **Regarding salary/promotion**

In general male and female faculty and professional staff feel that their salary is comparable to others in their department with the same skills, regardless of gender.

In 2011, 50% of faculty and professionals believed that the criteria for DSI were clearly established in their department or unit whereas 33% believe they are not clearly established. However, faculty and professionals overwhelmingly feel that DSI standards are equitably applied and do not favor either gender.

In 2006, a female faculty member noted, "I think women in general take on much more service on this campus than men. That does impact research productivity, DSI, etc. But women will step up when the need is there and no one else will do it. Men tend not to. Work with male faculty on raising awareness of their responsibility in nurturing the campus community—it's not just about their own work." This issue has not resolved as of the 2011 survey, faculty commented that departments need to think about equity in terms of workload noting that it is unfair to ask women to perform the brunt of the service work in the department and then criticize the lack of scholarly productivity. Along those lines, faculty members have indicated that the College needs to address academic bullying. Tenured faculty are exploiting the vulnerability of non-tenured faculty.

Fifty-three percent of faculty and professional staff agree that promotion/tenure are clearly established within their department or unit compared to the 23% of faculty and professional staff who disagree. There are differing perceptions on how these standards are applied to men and women. Whereas, 4 % of women believe that promotion standards **within the department or unit level** are more favorably applied to women, 18% believe that these standards are more favorably applied to men. At evaluation levels above the department or unit level, 4 % of women believe that promotion standards are more favorable applied to women whereas 22% believe that these standards are more favorably applied to men.

Faculty and professional staff indicated that **mentoring** is needed for female faculty that are preparing to go for promotion as well as women that are seeking to enter administration.

*In 1995, 49% of female respondents indicated market value should drive salaries compared to 67%*

*of men. 97% of women and 52% of men supported salary set-asides for women and ethnic minorities. While an overwhelming majority of both males and females (86% and 95%, respectively) indicated that standards for promotion varied widely across departments, few felt these standards were gender-based. In 1999-2000, 71% of female faculty and 38% of male faculty supported salary set-asides for women and minorities. In 2006, 59% of female faculty believed that market demand should drive starting salaries; however, 51% of female faculty believe that starting salaries should be the same for all disciplines. Forty percent of female respondents reported that standards for DSI were fairly and equitably applied within their department. The support for DSI salary set-asides for women and ethnic minorities decreased to 64% possibly indicating that the College's DSI set-aside policies may have narrowed the gender gap in salaries, or at least reduced the perceptions of such a gap. Less than 10% of faculty women believed that promotion standards were stricter for women or men, at either the department or all-college level. Fifty-six percent of female faculty respondents believed promotion standards were fairly and equitably applied within their department or unit.*

### **Regarding career and professional development**

Thirty-one percent of faculty and professional staff perceive that there are obstacles to professional development for women at SUNY Cortland. Eight percent of faculty and professional staff agree that opportunities for professional development are more available to women than men.

Forty percent, down from 55% in 2006, perceived it to be more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position. Faculty and professionals note that they perceive that a glass ceiling exists on campus for women. It was also noted both in the 2006 and the 2011 surveys that the President's Cabinet is not gender diverse. We need more women in senior leadership roles. Some women have advanced to management level positions, but very few advanced "above the Associate Dean, Director, Associate VP or Associate Provost level- and the positions have lions' shares of workload!!!" Moreover, faculty and professional staff have noted that campus leadership and managers have engaged in intimidating and bullying behavior and have been referred to as the "good ole' boys' network." The "good ole' boys' network is rampant and leads to inequities in workload pay, position, etc." To resolve this, faculty and professional staff have suggested that the College should "stop the practice of constantly promoting from within which encourages a good ole' boys environment that rewards those who are loyal versus those who are competent."

*In 1995, 81% of female faculty and 22% of male faculty respondents agreed that it was more difficult for women than men to meet their career goals at the College. In 1999-2000, 47% of women and 14% of men agreed that it is more difficult for women than men to meet their career goals at Cortland. Fifty-five percent of female faculty perceive it to be more difficult for women than men to meet career goals at Cortland. Thirty-five percent of females agree that there are obstacles to women's professional development at SUNY Cortland, and 22% of women agree that there are more professional development opportunities available to men than women at the College.*

*In 1995, 66% of female professionals and 14% of male professionals agreed that it was more difficult for women than men to meet their career goals at the College. In 1999-2000, 47% of female professionals and 7% of males agreed that it was more difficult for women than men to meet their career goals at SUNY Cortland. Female professionals (57.8%) have the perception that it is more difficult for women than men to meet career goals at the College. Over a third of female respondents*



*agree that there are obstacles to professional development for women at SUNY Cortland (35.9%) and that there are more professional development opportunities available to men than women (18.5%).*

### **Regarding campus climate**

Faculty and professional staff believe that there is need for more education about discrimination against women of colleagues for both colleagues (52% agreement) and students (69% agreement). They indicated that females speak up in meetings with an idea and it is disregarded and when a man brings up the same idea later it is embraced. The need for more structured interaction among men and women on campus concerning gender discrimination is believed necessary by 42% of faculty and professional staff.

Furthermore, only 20% of faculty and professional staff feel that the campus is significantly better as it relates to gender (compared to 28% in 2006) and 11% feel the campus climate as it relates to gender is significantly worse than when they first arrived.

Thirty seven percent of faculty and professional staff agree that female employees receive less respect from students than men do in the workplace. Forty-two percent agree that students treat male and female faculty and professionals differently on the basis of gender within the classroom or in other work related interactions. This percentage is similar to that in 2006 where 44% agreed to differential treatment on the basis of gender. Faculty indicated that male faculty are treated with more respect than female faculty. Nearly 30% of all faculty and professional staff do not feel that women serving on department, unit or College-wide committees receive the same respect and attention as men. Moreover, faculty feel that sexism exists within certain academic departments and it is reflected in how students and female faculty are treated. A suggestion was made that training should be provided to faculty on what to do when they see students engaging in bias related behavior in the classroom.

Fifty percent of faculty and professional staff agree that in general, women faculty and professional staff meet more resistance to their authority than men do in classroom or workplace management. Female professional staff agreement with the statement that women professional staff meet more resistance to their authority than men do in workplace management was significantly higher on average than their male counterparts. Forty-two percent of faculty and professional staff perceive the need for more structured interaction among men and women on campus concerning gender discrimination is necessary. It was also suggested that upper level administration be provided training regarding gender bias and there should be mandatory training for supervisors. The video training on gender and unconscious bias offered through Harvard (<https://implicit.harvard.edu/implicit/demo/selectatest.html>) was suggested. A class divide has been perceived on campus between faculty, professional and classified staff. Faculty are described as being quite rude and demanding of staff.

Notwithstanding, 73% feel that their colleagues act civilly toward one another and 70% of faculty and staff feel valued by their department or unit with no significant difference on average agreement between male and female faculty and professional staff respectively.

*Regarding faculty in 1995, 68% of faculty respondents indicated they believed female faculty received more resistance to authority than men compared to 38% of male respondents. Further, in response to similar items not asked on the present survey, around four times as many female*

respondents (i.e., 42%-44%) as male respondents reported witnessing lack of respectful attention to women, women getting less credit for their ideas, and frequent interruption of female workers by male workers. 44% of these female faculty said they had witnessed women being stereotyped across campus, compared to only 22% of the male respondents. In 1999-2000, 58% of females and 36% of males agreed that women faculty meet more resistance to authority than men faculty. In 2006, 25% of female respondents rated the campus climate as it relates to gender better now than when they first arrived. A total of 67% of female respondents reported feeling valued by their department or unit. Also in 1995, 89% of female faculty and 58% of male faculty indicated that co-workers needed education about gender discrimination, while 97% and 76% of females and males respectively thought students needed such education. 64% of female respondents and 26% of male respondents said there was a need for more structured campus interactions between males and females to discuss gender discrimination. In 1999-2000, 25% of males and 40% of females favored more structured interaction among colleagues to discuss gender discrimination. In 2006, 66% of female respondents reported harassment of faculty by students on this campus. A total of 41% of female respondents reported harassment of employees by supervisors on this campus, compared to 9% who disagree. Seventy percent of female respondents believed there was a need for more education of colleagues about discrimination against women, while 87% of female respondents believed there was a need for more education of our students about discrimination against women. Fifty-one percent of female respondents believed there was a need for more structured interaction among men and women on campus to discuss gender discrimination.

Regarding professionals in 1995, 61% of female professionals responding indicated they believed females received more resistance to authority than men compared to 41% of male respondents. Further, in response to similar items not asked on the present survey, females consistently agreed more strongly than males that they had witnessed lack of respectful attention to women, that women received less credit for their ideas, and that males frequently interrupted female workers. 43% of these female professionals said they had witnessed women being stereotyped across campus, compared to only 33% of the male respondents. In 1999-2000, 46% of females and 34% of males indicated they believed females received more resistance to authority than males. In 2006, 48.4% of females indicated that women receive less favorable treatment from students. A total of 48.9% of females agreed that female professionals met more resistance to authority than their male counterparts. Slightly less than half, 48.9% of female professionals indicated they received the same respect and attention from colleagues on committees as do men.

Also in 1995, 84% of female professionals and 63% of male staff indicated that co-workers needed education about gender discrimination, while 88% and 87% of females and males respectively thought students needed such education. Sixty percent of female respondents and 38% of male respondents said there was a need for more structured campus interactions between males and females to discuss gender discrimination. In 1999-2000, 76% of women and 55% of men agreed students should receive greater education in gender discrimination, and 68% of women and 28% of men agreed colleagues also need this type of training. In 2006, 79.3% of professional women agree students should be educated in this regard while 47.8% of women agree that colleagues would benefit from this kind of education. Approximately 65% of females express a growing need for more structured interaction between men and women to discuss gender discrimination.

### **Regarding accommodations**

Similar to the 2006 results, faculty and professional staff continue to support and advocate for policies and procedures that support what one might term "family issues." Specifically, only 10% of faculty and

professional staff would *not* support a more liberal parental leave program offered by the College. Likewise, only 10 percent do *not* believe that family obligations should be taken into consideration in scheduling teaching or work. Nearly 80 percent *agree* that their department or unit provides a supportive climate for employees with family obligations.

To ease family burdens, 38% indicated that there should be shared tenured appointments for couples, 40% believe that there should be tenure for part-time positions and 77% agree that there should be more flexible hours for professional staff.

*In 1995, 83% of female faculty respondents and 65% of male faculty respondents supported more liberal parental leave, 49% of women and 50% of men supported shared tenure arrangements for couples, and 59% of females and males favored more flexible working hours in developing work schedules. In 1999-2000, 68% of women and 64% of men favored a more liberal maternity leave policy. Similarly, 72% of female respondents supported shared tenure for couples compared to 49% of males. Eighty-seven percent of females and 74% of males favored more flexible working hours. In 2006, 79% of females indicate family obligations should be taken into account in developing work schedules, up from 74%. In addition, 87% women favor a more liberal maternal leave policy at the College, and 71% of females favor a more liberal paternal leave policy. Seventy-two percent of female respondents believe their department or unit provides a supportive climate for employees with family obligations.*

### **Regarding sexual/affectional orientation**

Fifty-one percent of faculty and professional staff agree that there is positive acceptance at SUNY Cortland for gay, lesbian, bisexual, and transgender people. While there is general agreement that discrimination based on sexual orientation does **not** occur at the department/unit (80%) or College level (70%), 37% of faculty and professional staff agree that the College should provide more institutional support of organized gay, lesbian, bisexual and transgendered groups. Furthermore, comments support that LGBTQ seminars as well as a forum on what it takes to be a man, woman or transgendered in today's society would be beneficial for the entire College community.

*In 1995, 44% of female faculty respondents indicated the campus climate was intolerant of gays and lesbians compared to 30% of male faculty. 68% of females said the College should provide institutional support for gays and lesbians compared to 37% of male faculty, while 18% of females and 59% of males said the College should not provide such support. In 1999-2000, 46% of males and 44% of females agreed that there is positive acceptance of gays and lesbians on campus. Half of all male and female faculty believed that the College should provide institutional support for gays and lesbians. In 2006, fifty percent of female faculty agree that there is positive acceptance on campus for gays and lesbians, and 71% disagree that the College discriminates on the basis of sexual orientation. Twenty-nine percent of female respondents agree that the College provides adequate institutional support for organized gay, lesbian and bisexual groups, and 43% agree that the College should provide more institutional support for organized gay, lesbian and bisexual groups. Thirteen percent of female respondents believe the College should not provide support for organized gay, lesbian and bisexual groups.*

*In 1995, 62% of female professionals indicated the campus climate was moderately or very accepting of gays and lesbians compared to 65% of male professionals. A total of 69% of females said the College should provide institutional support for gays and lesbians compared to 59% of*

*male professionals, while 26% and 44% of females and males respectively said the College should not provide such support. In 1999-2000, 62% of males and 64% of females felt there is positive acceptance for gays and lesbians on the SUNY Cortland campus. In addition, 46% of females and 31% of male professionals believe the College should provide institutional support for gays and lesbians. In 2006, female professionals believed there was positive acceptance for gays and lesbians on the SUNY Cortland campus (56.5%). A total of 30.3% of female professionals believe the College provides sufficient support campus-wide for gays and lesbians, and 34.1% of female staff believe the College should provide more institutional support for gays and lesbians, while 69.7% disagreed with this statement. Narrative comments indicate general acceptance for gays and lesbians and that sexual orientation should not be a factor in the professional working environment.*

## **Regarding harassment and sexual harassment**

### ***Harassment***

The general feeling is that students, faculty, and staff need training and awareness on civility and harassment. To increase awareness, the College should report the number of incidences to the entire campus to make them aware of the problems. Furthermore, the College should appoint a campus ombudsperson for reporting of all issues.

Fifty-five percent of all faculty and professional staff believe that harassment is a much more serious problem for female students than male students on campus. Faculty and professional staff agree that harassment of female students occurs on this campus by faculty (35% agreement) and staff (24% agreement). Thirty-four percent of faculty and professional staff agree that harassment of female faculty by students occurs on this campus. While 33% of faculty and professional staff agree that harassment of female employees by supervisors occurs on this campus.

Twenty-five percent of faculty and staff are personally aware of female students who have experienced harassment by faculty/staff. Over half of these faculty and professional staff (54%) encouraged the victim to inform the Affirmative Action Officer or other administrator. Twenty-five percent informed the supervisor of the faculty/staff member who committed the harassment while 21% informed the Affirmative Action Officer. Only 10% spoke informally to the person who committed the harassment.

If faculty or professional staff observed a colleague harassing a student or colleague, most would encourage the victim to inform the Affirmative Action Officer or other administrator (70%) and/or inform the supervisor of the faculty/staff member who committed the harassment (60%). Only 40% would inform the Affirmative Action Officer themselves and 38% indicated they would speak informally to the person who committed the harassment.

Female faculty and professional staff indicated that they have experienced harassment from a colleague (30%) as well as a supervisor (21%). While 23% of these women took no action, 35% informed a supervisor, 28% informed the Affirmative Action Officer, 28% informed the supervisor of the faculty/staff member who committed the harassment and 14% spoke informally to the person who committed the harassment.

Furthermore, 20% of female faculty and professional staff have been harassed by a student. When asked what action they would take if harassed in the future, 67% would inform their supervisor, 52% would inform the Affirmative Action Officer, 40% would inform the supervisor of the faculty/staff member who committed the harassment, and 36% would speak informally to the person who committed the harassment.

According to the 2011 survey bullying is seen as a serious issue on campus. Faculty and professional staff perception is that male students are bullying their female peers and female faculty. Likewise, the faculty and professional staff perceive the campus leadership and managers to be engaging in intimidating and bullying behavior. They feel that the College needs to address problems in particular departments that have long-standing issues. Furthermore, faculty and professional staff contend that the College should establish strong consequences for inappropriate behavior and then **hold people accountable** for their behavior. As one employee noted, the College needs to “Stop waiting for the bullies to retire.”

### *Sexual Harassment*

Faculty and professional staff expressed concern regarding consensual relationships on campus between faculty and students, faculty and staff, and staff to staff. These relationships, although consensual, are particularly problematic when one of the individuals has supervisory authority, either directly or indirectly of the other.

Fifty-eight percent of all faculty and professional staff agree that sexual harassment is a much more serious problem for female students than male students on this campus. When asked if sexual harassment of female students occurs on this campus, 37% agree that it occurs by faculty and 25% agree that it occurs by staff. For the 29% of faculty and professional staff that are personally aware of female students who have experienced sexual harassment by faculty/staff, most encouraged the victim to inform the Affirmative Action Officer or other administrator. Less likely actions were for the faculty or professional staff member to inform the supervisor of the faculty/staff member who committed the harassment (20%), to inform the Affirmative Action Officer (14%) and/or to speak informally to the person who committed the harassment (8%).

Twenty six percent of faculty and professional staff agree that sexual harassment of female faculty by students occurs on this campus while 21% agree that sexual harassment of female employees by supervisors occurs on this campus. Similarly, the most likely action taken by the 21% of faculty and professional staff who are personally aware of a female faculty/staff member who experienced sexual harassment by other faculty or staff member was to encourage the victim to inform the Affirmative Action Officer or to inform an administrator (48%). Nineteen percent of these faculty and professional staff members took no action, 17% spoke informally to the person who committed the harassment, 14% informed the Affirmative Action Officer and 10% informed the supervisor of the faculty/staff member who committed the harassment.

In the future, if a faculty or professional staff member observed a colleague sexually harassing a student or colleague, 74% would encourage the victim to inform the Affirmative Action Officer or other administrator, 58% would inform the supervisor of the faculty/staff member who committed the harassment, 43% would inform the Affirmative Action Officer and 41% would

speaking informally to the person who committed the harassment. Only 1% indicated that they would take no action.

Of the female faculty and professional staff, 21% have personally experienced sexual harassment from a colleague while 10% have personally experienced sexual harassment from a supervisor. Half of these women took no action after being sexually harassed. Twelve percent of female faculty and professional staff have been sexually harassed by a student.

In the future, if a female faculty or professional staff member were sexually harassed only 5% indicated that they would take no action. Most women would inform their supervisor (64%) and/or the Affirmative Action Officer (61%). Less likely actions would be to inform the supervisor of the faculty/staff member who committed the harassment (43%) or to speak informally to the person who committed the harassment.

*In 1995, 70% of women faculty and 48% of men faculty were aware of colleagues or students who had experienced sexual harassment, with 45% of females and 24% of males saying that students had reported sexual harassment to them. 37% of female and 7% of male faculty reported being the victims of sexual harassment themselves, most frequently from a colleague. In response to questions regarding likely actions if confronted by future incidents reported to them, 68% of females said they would report the incident to an appropriate college authority, compared to 51% of males. 43% of the male respondents said they would talk to an accused colleague informally in such a case, compared to 27% of female respondents. 5% of female faculty and 6% of male faculty said they would do nothing. In 1999-2000, 18% of females indicated that they had experienced harassment from a supervisor, and 14% indicated that they had experienced harassment from a colleague. Only 18% of females would report a future incident to Affirmative Action, and only 36% would encourage a victim/colleagues to do so. In 2006, significantly fewer women faculty note personal experience of any kind with sexual harassment than in previous surveys, with 6% indicating they had experienced harassment personally from a supervisor and 10% indicating they had had such an experience with a colleague. Seven percent report personally experiencing sexual harassment from a student. The responses to the survey did not reveal the percentage who reported instances of sexual harassment or if they would do so in the future. A total of 32% of female respondents report being personally aware of students who have experienced sexual harassment by faculty/staff, and 24% report being personally aware of faculty/staff who have experienced harassment by other faculty or staff.*

*In 1995, 73% of female professionals and 63% of male professionals were aware of colleagues or students who had experienced sexual harassment, with 52% of females and 29% of males saying that students had reported sexual harassment to them. Thirty-four percent of female and 29% of male professionals reported being the victims of sexual harassment themselves, most frequently from a colleague. In 1999-2000, 16% of females and 7% of males indicated they had experienced harassment personally from a supervisor. Twenty-nine percent of women and 62% of men reported taking no action. In 2006, 16% of the females indicate they have personally experienced harassment from a supervisor and 13.3% indicate they have had such an experience with a colleague, down significantly from the 1999-2000 campus climate survey administration. Twenty-nine percent of those women who have had such an experience report taking no action, and 29% of the women having such an experience say they dealt with it by speaking informally to the offender.*

### **Regarding women's studies**

On average, both faculty and professional staff agree that having a Women's Studies program is valuable for our students. Female average agreement is significantly higher than males. Seventy percent of all faculty and professional staff agree that the program is valuable. Only 42% faculty and professional staff, however, agree that having a Women's Studies program improves the climate for women on this campus.

*In 1995, 11% of female faculty and 23% of male faculty indicated they had been denied opportunities as a result of affirmative action policies. Eighty percent of female respondents and 50% of male respondents said the women's studies program improved the campus climate for women, with 97% and 66% of females and males respectively indicating the program was valuable for students. 54% of the female faculty said that women's studies lacks academic respect, compared to 69% of the males. In 1999-2000, 58% of male and female faculty indicated that the women's studies program improves the campus climate for women. Seventy-eight percent of women agreed that the women studies program is valuable for students, compared to 60% of men. Thirty-nine percent of women and 29% of men faculty believed women's studies is respected for its academic legitimacy. In 2006, 63% of female faculty indicate that this program improves the campus climate for women. Eighty-two percent of women faculty agree that the women's studies program is valuable for students. Forty-eight percent of female respondents agree women's studies is a field respected for its academic legitimacy.*

*In 1995, 13% of female and 33% of male professionals indicated they had been denied opportunities as a result of affirmative action policies. Sixty-two percent of female respondents and 64% of male respondents said the women's studies program improved the campus climate for women, with 94% and 80% of females and males respectively indicating the program was valuable for students. In 1999-2000, 18% of males and 12% of females reported having been denied opportunities due to affirmative action. Eighty-six percent of females and 54% of males feel that the women's studies program is valuable for students. In 2006, female professionals agree that the women's studies program is valuable for students (77.2%) and that this program improves the campus climate for women (55.4%). Narrative comments reflect a tendency toward gender studies rather than women's studies.*

### Classified Staff

The classified staff surveys were administered electronically to the 350 members of the College's classified staff, including members of CSEA, Council 82, NYSCOBA, and PEF. Overall, 61 surveys were returned, for a response rate of 17%.

#### **Regarding promotion**

Thirty-six percent of classified staff believes that the standards for promotion are clearly established in their unit. Only 6% of classified staff believes that promotion standards within their department or unit are more favorably applied to men while no one believes that they are more favorably applied to women. Similar to comments made in 2006, classified staff indicated that promotion should not be based on exams that are not geared toward the person's position.

*In 1995, 66% of women reported that the standards for promotion were not evenly applied and 56% indicated that standards were more rigorous for women. A total of 31% of men reported standards for promotion were not evenly applied, but none indicated they believed promotion standards were different for men and women. In 1999-2000, 11% of males and 15% of females indicated that standards were more stringent for women. In addition, 53% of males and 31% of female respondents thought standards for promotion were not evenly applied. In 2006, 22% believe that the standards for promotion are not clearly established in their units; 36% do not believe the standards for promotion are fairly applied, and 49% believe promotion standards are "more strictly" applied to both males and females. Respondents made comments regarding the standards for promotion only being through the civil service test and not by any other attributes.*

#### **Regarding career and professional development**

Forty-one percent of classified staff agrees that their department or unit makes a conscious effort to include women on committees. Forty-three percent agree that women serving on department, unit or College-wide committees receive the same respect and attention as men while 16% do not agree that women receive the same respect and attention (down from 30% in 2006).

Similar to responses in 2006, Classified staff continue to feel that the "good ole' boys" network exists and note the lack of female representation within the Administration. "It appears in recent years that we have fewer women in high level administrative positions, i.e. Deans, Associate Provosts, Vice Presidents, Provost and College President. We need less of a good ole boys club on the fourth floor."

*In 1995, 68% of the women and 47% of the men responded there were obstacles to career development for women at SUNY Cortland 43% of women and 17% of men indicated it was more difficult for women to meet their career goals at the College. This compares to 45% of women and 11% of men in 1999-2000 who felt that there were career obstacles for women. Thirty-nine percent of women and 7% of men believed that it is more difficult for women to meet their career goals at Cortland. In 2006, Sixteen percent of the respondents do not believe their unit makes a conscious effort to include women on committees, while 30% see women who serve on committees as not receiving the same respect as the men who serve. The issue of inflexible work hours that appeared in the 1999-2000 survey did not show up in the 2006 administration. This is most likely due to the new flex-time policy approved for employees that allows greater flexibility of time for child care and classroom attendance.*



### **Regarding campus climate**

Classified staff do see a difference in the way women are treated compared to men. Twenty-three percent agree that students treat male and female employees differently on the basis of gender in work-related interactions. Twenty percent agree that in general, women employees receive less respect from students than men do in the workplace and 37% agree that women supervisors meet more resistance to their authority than men in similar positions. Classified staff indicated that colleagues need to create an environment of mutual respect where men and women can work together.

Only 5% of classified staff believes that some social interactions in my department or unit are closed to women. Twenty percent of classified staff sees a need for more structured interaction among men and women on campus concerning gender discrimination. Staff indicated that they would like to see more gender related programming particularly more unity oriented programming.

Overall, 31% of classified staff believes that the campus climate as it relates to gender is better now compared to when they first arrived, while only 4 percent indicated that it is worse. Eighty-three percent agree that most of their colleagues act civilly towards one another and 82% percent feel valued by their department or unit.

*In 1995, 46% of classified female workers indicated that they received less respect from students than men compared to 35% of male workers. Further, in response to similar items not asked on the present survey, around twice as many female respondents (Le., 22%-25%) as male respondents reported witnessing lack of respectful attention to women, women getting less credit for their ideas, and frequent interruption of female workers by male workers. 37% of these female employees said they had witnessed women being stereotyped across campus, compared to only 22% of the male respondents. Forty-seven percent of female classified staff and 39% of male classified staff indicated that co-workers needed education about gender discrimination, while 57% and 44% of females and males respectively thought students needed such education. 31% of female respondents and 28% of male respondents said there was a need for more structured campus interactions between males and females to discuss gender discrimination. In 1999-2000, 11% of males and 26% of females perceived women workers as receiving less respect. Forty-six percent of the women and 31% of the men agreed that SUNY Cortland students need diversity training. A total of 34% of females and 29% of males indicated a need for more structured campus-wide discussion of gender discrimination. In 2006, 36 percent of the respondents see women as receiving less respect from students than men in the workplace, while 44% believe female supervisors meet more resistance to their authority than men in similar positions of authority. In response to questions about changes in SUNY Cortland's gender climate over the years, 31% of female employees reported this climate to be better, while 10% complained it had gotten worse. While, 40% of the respondents see a need for more structured interaction among men and women regarding gender discrimination.*

### **Regarding accommodations**

Forty-seven percent of classified staff agrees that the standards for alternative work schedules are fairly and equitably applied in their department or unit. Classified Staff do not believe that standards for alternative work schedules favor either gender with less than 2% agreeing that they favor men and only 9% agreeing that they favor women.

Being cognizant of family obligations is something the College should continue to maintain. Eighty-two percent of classified staff agrees that their department or unit provides a supportive climate for employees

with family obligations. The majority of classified staff would also support a more liberal parental leave program offered by the College and believe that family obligations should be taken into consideration in scheduling work assignments.

*In 2006, 48% of the classified staff who responded would support a more liberal parental leave program, while 45% are neutral on the subject. A larger percentage, 58%, believes that family obligations should be taken into account when scheduling work assignments.*

### **Regarding sexual/affectional orientation**

Overall, 61% of classified staff agrees that there is positive acceptance at SUNY Cortland for gay, lesbian, bisexual, and transgender people. Seventy-five percent state that their department or unit does not discriminate on the basis of sexual orientation and no staff believes that the College discriminates on the basis of sexual orientation. While 15% of classified staff agree that the College should provide more institutional support for organized gay, lesbian, bisexual and transgender groups, there is 29% disagreement with increased support.

*In 1995, 20% of women and 44% of men felt the campus was intolerant of gays and lesbians. In addition, a majority of women (79%) and men (65%) did not feel that the College should provide institutional support for gay, lesbian, and bisexual groups. In 1999-2000, 14% of men and 23% of women felt the campus was intolerant of gays and lesbians. Fifty-three percent of men and 40% of women felt that the College should not provide institutional support for organized gay, lesbian and bisexual groups. In 1999-2000, 34% of the respondents (both male and female) believed the College discriminated on the basis of sexual orientation. In 2006, 52% of the respondents believe there is positive acceptance on campus for gay men, lesbians and bisexuals.*

### **Regarding sexual harassment**

Forty percent of classified staff agrees that sexual harassment is a much more serious problem for female students than male students on this campus. Nine percent of classified staff responding to the survey indicates that they are personally aware of a female student who was sexually harassed by faculty/staff and all indicated that they encouraged the victim to inform the Affirmative Action Officer or another administrator. Twenty-one percent of classified staff believes that sexual harassment of female students by faculty occurs on this campus while 18% believe that female students are sexually harassed by staff.

Eight percent of classified staff are personally aware of a female faculty/staff member who experienced sexual harassment by another faculty/staff member. Again, all encouraged the victim to inform the Affirmative Action Officer or another administrator, while 20% informed the Affirmative Action Officer themselves and 20% informed the supervisor of the faculty/staff member who committed the harassment.

Classified staff members indicated that if they observed a colleague sexually harassing a student or colleague, 67% would encourage the victim to inform the Affirmative Action Officer or another administrator, 48% would inform the supervisor of the faculty/staff member who committed the harassment, 34% would inform the Affirmative Action Officer, while 33% would speak informally to the person who committed the harassment.

*In 1995, 31% of women and 17% of men reported having personal experience with sexual*

*harassment. 59% of women and 39% of men were aware of someone else who had had such an experience. 31% of the female classified staff said they would report future incidents to their supervisor, while none of the male respondents said they would take such action. 10% of female classified staff and 22% of male classified staff responded they had been denied opportunities due to affirmative action policies. In 1999-2000, 16% of females and 16% of males reported having personally experienced sexual harassment from a supervisor. 5% of females and 11% of males reported that they had been denied opportunities due to affirmative action policies. In 2006, 29% reported being aware of faculty or staff who experienced sexual harassment by coworkers; 11% of the respondents reported personally experiencing sexual harassment by a supervisor, and 42% took no action as a response to the incident; 5% informed the Affirmative Action Officer, and 55% would report the incident to a supervisor.*

### Students

The 2011 Gender Climate Survey was administered online for 6912 students, only 129 responded. With a response rate of less than 2%, the statistical interpretation will not be accurate but the qualitative comments are noteworthy.

Specific needs were brought to light through the students qualitative responses. The students indicated a need for more education and training regarding the identification and reporting of harassment and sexual harassment. They suggested that the issues should be discussed in RA training and the RAs should be asked to include topics of harassment/sexual harassment in hall programming. Moreover they should distribute the people to contact to report harassment. Including a training program in the Wellness Wednesday series was also suggested as well as suggesting the topic be discussed within the COR101 curriculum.

Similar to the response of the employee groups, the students indicated a need for greater respect among different groups and greater accountability for behavior. They would also like to see gender awareness infused into the curriculum.

## CONCLUSIONS

The overall results generally reinforce the major conclusions reached in the 1997, 2000 and 2006 studies. In spite of various efforts and initiatives to improve the status and education of women at SUNY Cortland, the campus climate has not changed markedly in this regard. This conclusion corresponds to respondents' general feeling that climate on campus as it relates to gender is basically the same as in the past. This does not mean that women's position at Cortland can necessarily be labeled "bad" or "good" - only that perceptions of it have not shifted in significant ways.

Notwithstanding, some initiatives have seen some success. For example, the College should continue to consider family obligations when scheduling teaching or work assignments. Support for this practice has grown among all employee groups, particularly for classified workers. Likewise, the perception that an employee's department or unit provides a supportive climate for individuals with family obligations has increased, particularly among the classified staff as well.

Campus initiatives to promote sexual harassment awareness also appear to be working. Across all employee groups, there is a decrease in the perception that sexual harassment of female students by faculty occurs on this campus. Similarly, the perception that sexual harassment of female employees by supervisors occurs on this campus has also decreased. Furthermore, there is a significant decrease among the classified staff personally experiencing sexual harassment from a colleague or supervisor. There has been a slight increase, however, in the percentage of faculty and staff experiencing sexual harassment from students.

Unfortunately, the same is not true for harassment on campus, particularly among the faculty and professional staff. There is a significant increase in the percentages of faculty and staff that agree that female employees are harassed by their supervisor on campus. Likewise, while the percentages have decreased among the classified staff, there has been no change in the percentage of faculty and professional staff that have personally experienced harassment from a colleague, supervisor or a student. There is a general feeling that the entire campus—students, faculty, staff and administrators—would benefit from training and awareness on civility and harassment.

Finally, across all employee groups, the lack of female representation in the administration has been noted. It was suggested that mentoring should be provided to women who are looking to take on leadership responsibilities and move into administrative roles. Likewise, mentoring should be provided to women who are seeking promotion. This mentoring relationship may help to reduce the perception across employee groups that promotion standards are more favorably applied to men.

## 2011 SUNY CORTLAND RECOMMENDATIONS

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

- The CSEW should continue to be required to conduct a similar survey of faculty, professional staff, classified staff, and students within the next five years.
- The College should continue initiatives intended to educate the campus—including all employees and students— about sexual harassment.
- The College should continue initiatives intended to educate the campus—including all employees and students—about harassment in general.
- Human Resources should continue to collect information on a systematic basis regarding promotions and salary increases for male and female faculty, professional staff, and classified staff (not including negotiated raises resulting from collective bargaining) and publish annually an aggregate report for each group.
- Promotion standards should be applied consistently among males and females
- The College should be supportive and provide mentoring opportunities for female faculty seeking promotion and entry into administrative leadership roles.
- The College should charge the Gender Implementation Team with determining those areas in which leadership development is lacking, and seeking ways to provide leadership development where appropriate.
- The College should continue to provide employees with opportunities for flexible scheduling to accommodate family needs.
- Student Affairs and the Advisement and Transition Office should continue to infuse diversity and gender issues training for incoming students.
- Diversity and gender issues training should continue to be a regular component of new faculty and staff orientation.
- Human Resources should publicize more widely steps to take to report harassment or sexual harassment.
- The College should clearly define “bullying” and establish strong consequences for inappropriate behavior, holding people accountable for negative behavior.
- The College should consider appointing an ombudsperson to serve as a primary contact for reporting issues of harassment.

## **APPENDIX**

- Longitudinal Comparisons
  - Employee Groups
  - Mean Comparisons
    - Faculty
    - Professional Staff
    - Classified Staff
  
- 2011 Faculty and Professional Staff Survey
  
- 2011 Classified Staff Survey
  
- Selected Bibliography

## Longitudinal Comparison of Employee Groups

Survey Item	Faculty & Professional Staff		Classified Staff	
	2011	2006	2011	2006
<b>The standards for promotion/tenure are clearly established in my department or unit.</b>				
Strongly Disagree	8%	12%	2%	13%
Disagree	15%	16%	16%	18%
Neither Agree nor Disagree	25%	20%	25%	9%
Agree	37%	39%	51%	11%
Strongly Agree	16%	14%	6%	49%
<b>Promotion standards within my department or unit are more favorably applied to men.</b>				
Strongly Disagree	19%	28%	11%	15%
Disagree	27%	36%	32%	36%
Neither Agree nor Disagree	36%	34%	45%	40%
Agree	14%	2%	8%	5%
Strongly Agree	4%	0%	3%	4%
<b>Promotion standards within my department or unit are more favorably applied to women.</b>				
Strongly Disagree	27%	22%	11%	17%
Disagree	37%	34%	40%	33%
Neither Agree nor Disagree	32%	29%	48%	43%
Agree	3%	8%	0%	7%
Strongly Agree	1%	7%	0%	0%
<b>My department or unit makes a conscious effort to include women on committees.</b>				
Strongly Disagree	2%	3%	3%	3%
Disagree	7%	7%	5%	8%
Neither Agree nor Disagree	28%	24%	25%	29%
Agree	42%	33%	51%	38%
Strongly Agree	21%	33%	16%	22%
<b>Women serving on department, unit or College-wide committees receive the same respect and attention as men.</b>				
Strongly Disagree	6%	3%	3%	5%
Disagree	23%	23%	13%	14%
Neither Agree nor Disagree	18%	19%	40%	33%
Agree	36%	34%	37%	39%
Strongly Agree	17%	22%	6%	8%
<b>There is positive acceptance at SUNY Cortland for gay, lesbian, bisexual, and transgender people.</b>				
Strongly Disagree	2%	6%	2%	3%
Disagree	18%	15%	5%	7%
Neither Agree nor Disagree	28%	23%	32%	39%
Agree	46%	49%	56%	39%
Strongly Agree	5%	7%	5%	12%
<b>My department or unit discriminates on the basis of sexual orientation.</b>				
Strongly Disagree	45%	52%	39%	37%
Disagree	35%	33%	36%	38%
Neither Agree nor Disagree	15%	10%	20%	22%
Agree	3%	2%	5%	1%
Strongly Agree	2%	3%	0%	1%
<b>The College discriminates on the basis of sexual orientation.</b>				
Strongly Disagree	26%	36%	34%	28%
Disagree	43%	32%	48%	39%
Neither Agree nor Disagree	24%	29%	18%	28%
Agree	4%	4%	0%	3%
Strongly Agree	2%	0%	0%	3%

Survey Item	Faculty & Professional Staff		Classified Staff	
	2011	2006	2011	2006
<b>The College should provide more institutional support for organized gay, lesbian, bisexual and transgender groups.</b>				
Strongly Disagree	8%	5%	10%	16%
Disagree	14%	14%	19%	20%
Neither Agree nor Disagree	42%	50%	56%	39%
Agree	25%	24%	13%	18%
Strongly Agree	12%	7%	2%	7%
<b>Students treat male and female faculty and professionals differently on the basis of gender within the classroom or in other work-related interactions.</b>				
Strongly Disagree	6%	5%	10%	3%
Disagree	17%	20%	26%	20%
Neither Agree nor Disagree	36%	31%	40%	43%
Agree	29%	28%	21%	26%
Strongly Agree	13%	16%	3%	8%
<b>In general, women employees receive less respect from students than men do in the workplace.</b>				
Strongly Disagree	8%	NA	8%	7%
Disagree	24%	NA	42%	25%
Neither Agree nor Disagree	31%	NA	31%	36%
Agree	25%	NA	15%	29%
Strongly Agree	12%	NA	5%	4%
<b>In general, women faculty and professional staff meet more resistance to their authority than men do in classroom or workplace management.</b>				
Strongly Disagree	5%	5%	3%	7%
Disagree	21%	13%	25%	17%
Neither Agree nor Disagree	23%	22%	34%	36%
Agree	31%	45%	34%	30%
Strongly Agree	19%	15%	3%	11%
<b>There is a need for more structured interaction among men and women on campus concerning gender discrimination.</b>				
Strongly Disagree	2%	3%	3%	5%
Disagree	24%	16%	21%	8%
Neither Agree nor Disagree	32%	38%	56%	50%
Agree	32%	38%	18%	34%
Strongly Agree	10%	6%	2%	3%
<b>Some social interactions in my department or unit are closed to women.</b>				
Strongly Disagree	39%	32%	20%	9%
Disagree	36%	39%	54%	56%
Neither Agree nor Disagree	14%	17%	21%	23%
Agree	7%	10%	3%	5%
Strongly Agree	4%	3%	2%	7%
<b>I would support a more liberal parental leave program offered by the College.</b>				
Strongly Disagree	2%	1%	2%	4%
Disagree	8%	6%	5%	4%
Neither Agree nor Disagree	22%	18%	36%	43%
Agree	39%	40%	52%	33%
Strongly Agree	29%	35%	5%	16%
<b>Family obligations should be taken into consideration in scheduling teaching or work assignments.</b>				
Strongly Disagree	3%	3%	7%	5%
Disagree	7%	9%	13%	9%
Neither Agree nor Disagree	21%	11%	18%	26%
Agree	45%	50%	52%	39%
Strongly Agree	23%	27%	10%	20%



Survey Item	Faculty & Professional Staff		Classified Staff	
	2011	2006	2011	2006
<b>My department or unit provides a supportive climate for employees with family obligations.</b>				
Strongly Disagree	4%	2%	3%	5%
Disagree	7%	10%	5%	13%
Neither Agree nor Disagree	10%	10%	10%	12%
Agree	50%	51%	57%	47%
Strongly Agree	29%	27%	25%	22%
<b>I feel valued by my department or unit.</b>				
Strongly Disagree	6%	4%	6%	11%
Disagree	13%	13%	5%	16%
Neither Agree nor Disagree	12%	10%	6%	13%
Agree	39%	46%	48%	38%
Strongly Agree	31%	28%	34%	22%
<b>I believe I have been denied opportunities because of affirmative action.</b>				
Strongly Disagree	28%	24%	26%	16%
Disagree	43%	46%	48%	45%
Neither Agree nor Disagree	17%	19%	26%	33%
Agree	7%	5%	0%	4%
Strongly Agree	4%	6%	0%	3%
<b>There are obstacles to professional development for women at SUNY Cortland.</b>				
Strongly Disagree	8%	8%	8%	5%
Disagree	31%	25%	42%	21%
Neither Agree nor Disagree	30%	35%	30%	50%
Agree	22%	22%	18%	13%
Strongly Agree	9%	10%	2%	11%
<b>Opportunities for professional development are more available to women than men.</b>				
Strongly Disagree	17%	19%	13%	8%
Disagree	39%	46%	45%	28%
Neither Agree nor Disagree	36%	32%	40%	57%
Agree	8%	4%	2%	4%
Strongly Agree	0%	0%	0%	3%
<b>It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.</b>				
Strongly Disagree	9%	9%	7%	11%
Disagree	25%	23%	37%	23%
Neither Agree nor Disagree	26%	19%	40%	48%
Agree	27%	37%	13%	11%
Strongly Agree	13%	12%	3%	8%
<b>There is a need for more education of colleagues about discrimination against women.</b>				
Strongly Disagree	4%	2%	3%	3%
Disagree	15%	11%	21%	26%
Neither Agree nor Disagree	28%	29%	43%	39%
Agree	40%	39%	31%	28%
Strongly Agree	12%	19%	2%	4%
<b>There is a need for more education of our students about discrimination against women.</b>				
Strongly Disagree	2%	1%	3%	4%
Disagree	9%	5%	11%	20%
Neither Agree nor Disagree	20%	19%	41%	35%
Agree	45%	47%	41%	35%
Strongly Agree	24%	29%	3%	7%
<b>Sexual harassment of (female) students by faculty occurs on this campus.</b>				
Strongly Disagree	1%	1%	3%	3%
Disagree	9%	5%	7%	9%

Survey Item	Faculty & Professional Staff		Classified Staff	
	2011	2006	2011	2006
Neither Agree nor Disagree	52%	51%	69%	49%
Agree	30%	36%	19%	33%
Strongly Agree	7%	8%	2%	5%
<b>Sexual harassment of female students by staff occurs on this campus.</b>				
Strongly Disagree	2%	NA	5%	4%
Disagree	11%	NA	16%	19%
Neither Agree nor Disagree	62%	NA	62%	55%
Agree	21%	NA	16%	21%
Strongly Agree	4%	NA	2%	1%
<b>Sexual harassment of (female) faculty by students occurs on this campus.</b>				
Strongly Disagree	2%	1%	3%	1%
Disagree	9%	13%	12%	9%
Neither Agree nor Disagree	64%	58%	81%	66%
Agree	20%	27%	3%	22%
Strongly Agree	6%	2%	0%	1%
<b>Sexual harassment of (female) employees by supervisors occurs on this campus.</b>				
Strongly Disagree	2%	1%	5%	5%
Disagree	9%	7%	22%	12%
Neither Agree nor Disagree	68%	64%	62%	47%
Agree	17%	24%	9%	29%
Strongly Agree	4%	5%	2%	7%
<b>Sexual harassment is a much more serious problem for female students than male students on this campus.</b>				
Strongly Disagree	0%	1%	0%	3%
Disagree	4%	2%	14%	4%
Neither Agree nor Disagree	38%	34%	47%	53%
Agree	46%	43%	38%	32%
Strongly Agree	12%	21%	2%	8%
<b>Are you personally aware of female students who have experienced sexual harassment by faculty/staff?</b>				
Yes	29%	32%	9%	32%
No	71%	68%	91%	68%
<b>If you answered yes to the prior question, which of the following actions did you take?</b>				
Informed the Affirmative Action Officer	14%	19%	0%	0%
Informed the supervisor of the faculty/staff member who committed the harassment	20%	14%	0%	3%
Spoke informally to the person who committed the harassment	8%	6%	0%	5%
Encouraged the victim to inform the Affirmative Action Officer or other administrator	58%	42%	40%	74%
Took no action	10%	19%	0%	0%
<b>Are you personally aware of female faculty/staff who have experienced sexual harassment by other faculty or staff?</b>				
Yes	21%	25%	8%	32%
No	79%	75%	92%	68%
<b>If you answered yes to the prior question, which of the following actions did you take?</b>				
Informed the Affirmative Action Officer	14%	15%	20%	1%
Informed the supervisor of the faculty/staff member who committed the harassment	10%	7%	20%	1%
Spoke informally to the person who committed the harassment	17%	15%	0%	8%
Encouraged the victim to inform the Affirmative Action Officer or other administrator	48%	52%	100%	9%
Took no action	19%	11%	0%	13%

Survey Item	Faculty & Professional Staff		Classified Staff	
	2011	2006	2011	2006
<b>In the future, if you observed a colleague sexually harassing a student or colleague, which of the following actions would you take (mark all that apply)?</b>				
Inform the Affirmative Action Officer	43%	32%	34%	25%
Inform the supervisor of the faculty/staff member who committed the harassment	58%	22%	48%	18%
Speak informally to the person who committed the harassment	41%	20%	33%	22%
Encouraged the victim to inform the Affirmative Action Officer or other administrator	74%	27%	67%	25%
Would take no action	1%	0%	3%	10%
<b>Have you personally experienced sexual harassment from a colleague?</b>				
Yes	21%	14%	8%	16%
No	79%	86%	92%	84%
<b>Have you personally experienced sexual harassment from a supervisor?</b>				
Yes	10%	7%	2%	9%
No	90%	93%	98%	91%
<b>If you answered yes to either of the prior two questions, which of the following actions did you take?</b>				
Informed the Affirmative Action Officer	10%	16%	0%	4%
Informed the supervisor of the faculty/staff member who committed the harassment	17%	11%	0%	4%
Spoke informally to the person who committed the harassment	27%	32%	0%	24%
Informed my supervisor	13%	5%	0%	28%
Took no action	50%	37%	50%	40%
<b>Have you personally experienced sexual harassment from a student?</b>				
Yes	12%	5%	0%	4%
No	88%	95%	100%	96%
<b>In the future, if you were sexually harassed, which of the following actions would you take?</b>				
Inform the Affirmative Action Officer	61%	NA	35%	NA
Inform the supervisor of the faculty/staff member who committed the harassment	43%	NA	35%	NA
Speak informally to the person who committed the harassment	34%	NA	35%	NA
Inform my supervisor	64%	NA	63%	NA
Would take no action	5%	NA	6%	NA
<b>Harassment of (female) students by faculty occurs on this campus.</b>				
Strongly Disagree	2%	1%	4%	3%
Disagree	7%	7%	8%	10%
Neither Agree nor Disagree	56%	40%	68%	59%
Agree	28%	43%	17%	25%
Strongly Agree	7%	9%	4%	4%
<b>Harassment of female students by staff occurs on this campus.</b>				
Strongly Disagree	3%	NA	4%	5%
Disagree	7%	NA	13%	18%
Neither Agree nor Disagree	66%	NA	72%	55%
Agree	21%	NA	9%	18%
Strongly Agree	3%	NA	2%	4%
<b>Harassment of (female) faculty by students occurs on this campus.</b>				
Strongly Disagree	2%	1%	4%	1%
Disagree	3%	5%	8%	8%
Neither Agree nor Disagree	62%	43%	81%	60%
Agree	28%	40%	8%	26%
Strongly Agree	6%	11%	0%	4%
<b>Harassment of (female) employees by supervisors occurs on this campus.</b>				
Strongly Disagree	2%	8%	4%	1%

Survey Item	Faculty & Professional Staff		Classified Staff	
	2011	2006	2011	2006
Disagree	6%	31%	13%	8%
Neither Agree nor Disagree	59%	53%	62%	45%
Agree	25%	7%	17%	27%
Strongly Agree	8%	1%	4%	19%
<b>Harassment is a much more serious problem for female students than male students on this campus.</b>				
Strongly Disagree	2%	1%	0%	3%
Disagree	7%	5%	15%	8%
Neither Agree nor Disagree	37%	48%	60%	49%
Agree	45%	34%	19%	32%
Strongly Agree	10%	13%	6%	8%
<b>Are you personally aware of female students who have experienced harassment by faculty/staff?</b>				
Yes	25%	29%	11%	27%
No	75%	71%	89%	73%
<b>If you answered yes to the prior question, which of the following actions did you take?</b>				
Informed the Affirmative Action Officer	21%	12%	0%	0%
Informed the supervisor of the faculty/staff member who committed the harassment	25%	24%	17%	5%
Spoke informally to the person who committed the harassment	10%	12%	0%	10%
Encouraged the victim to inform the Affirmative Action Officer or other administrator	54%	36%	67%	60%
Took no action	15%	15%	17%	25%
<b>Are you personally aware of female faculty/staff who have experienced harassment by other faculty or staff?</b>				
Yes	26%	38%	15%	43%
No	74%	62%	85%	57%
<b>If you answered yes to the prior question, which of the following actions did you take?</b>				
Informed the Affirmative Action Officer	14%	16%	0%	3%
Informed the supervisor of the faculty/staff member who committed the harassment	28%	16%	0%	7%
Spoke informally to the person who committed the harassment	8%	5%	12%	17%
Encouraged the victim to inform the Affirmative Action Officer or other administrator	50%	40%	25%	28%
Took no action	18%	23%	25%	45%
<b>In the future, if you observed a colleague harassing a student or colleague, which of the following actions would you take (mark all that apply)?</b>				
Inform the Affirmative Action Officer	40%	0%	29%	16%
Inform the supervisor of the faculty/staff member who committed the harassment	60%	40%	43%	26%
Speak informally to the person who committed the harassment	38%	23%	32%	16%
Encourage the victim to inform the Affirmative Action Officer or other administrator	70%	34%	61%	33%
Would take no action	2%	4%	4%	9%
<b>Have you personally experienced harassment from a colleague?</b>				
Yes	30%	30%	12%	24%
No	70%	70%	88%	76%
<b>Have you personally experienced harassment from a supervisor?</b>				
Yes	21%	23%	15%	32%
No	79%	77%	85%	68%
<b>If you answered yes to either of the prior two questions, which of the following actions did you take?</b>				
Informed the Affirmative Action Officer	28%	19%	10%	10%
Informed the supervisor of the faculty/staff member who committed the harassment	28%	22%	20%	27%

Survey Item	Faculty & Professional Staff		Classified Staff	
	2011	2006	2011	2006
Spoke informally to the person who committed the harassment	14%	5%	20%	7%
Informed my supervisor	35%	11%	40%	3%
Took no action	23%	43%	30%	53%
<b>Have you personally experienced harassment from a student?</b>				
Yes	20%	22%	6%	26%
No	80%	78%	94%	77%
<b>In the future, if you were harassed, which of the following actions would you take?</b>				
Inform the Affirmative Action Officer	52%	NA	37%	NA
Inform the supervisor of the faculty/staff member who committed the harassment	40%	NA	35%	NA
Speak informally to the person who committed the harassment	36%	NA	29%	NA
Inform my supervisor	67%	NA	67%	NA
Would take no action	4%	NA	6%	NA
<b>I think most of my colleagues act civilly toward one another.</b>				
Strongly Disagree	7%	NA	4%	NA
Disagree	12%	NA	8%	NA
Neither Agree nor Disagree	7%	NA	6%	NA
Agree	51%	NA	64%	NA
Strongly Agree	22%	NA	19%	NA
<b>How would you rate the campus climate as it relates to gender now compared to when you first arrived?</b>				
The climate now is significantly worse	11%	6%	4%	13%
The climate now is about the same	70%	66%	65%	31%
The climate now is significantly better	20%	28%	31%	56%
<b>Total Respondents</b>	100%	100%	100%	100%

## Mean Comparisons

The following notes apply to the tables below.

(a)The Likert scale items in the 1999/2000 and 2006 surveys were reversed from those of the 2011 survey. In prior years, 1 represented "strongly agree", 5 represented "strongly disagree." The mean scores from prior years were reversed to create values comparable to the 2011 survey.

(b)This item in the 2011 survey was identical to prior years, except that the word "strictly" was replaced with "favorably", causing the meaning of the 2011 response to be opposite that of prior years.

To account for this change, mean scores from prior year versions of the survey were reversed, so that the prior year means are more directly comparable to the 2011 results.

(c)The 1999/2000 survey had two items regarding parental leave, one specifically referring to "maternal" leave, the other referring to "paternal".

Those two items were averaged together to produce a response comparable to the current item.

(d)These items in the 2011 survey added the term "female" to what were otherwise identical questions in the 2006 and 1999/2000 surveys.

This addition could change the meaning of the items, so they might not be directly comparable to prior year results.

\*T-tests were conducted comparing female-male results. Statistically significant differences at the .05 level are noted with an asterisk(\*).

## Faculty Mean Scores

Faculty Mean Scores	2011		2006 (a)				1999/2000 (a)					
	Female		Male		Female		Male		Female		Male	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
<u>Likert scale items (1 = Strongly disagree to 5 = Strongly agree) (a)</u>												
Criteria for discretionary salary increases (DSI) are clearly established in my department or unit.	67	3.3	43	3.6	54	2.85	12	3.5	#N/A	2.91	#N/A	2.98
Standards for DSI within my department are more favorably applied to women.	(b) 67	2.12	43	2.21	53	3.79 *	12	4.33	#N/A	3.52	#N/A	3.71
Standards for DSI within my department are more favorably applied to men.	(b) 67	<b>2.64</b> *	42	<b>2.12</b>	54	3.48 *	12	4.42	#N/A	<b>3.3</b> *	#N/A	<b>3.83</b>
Promotion standards at evaluation levels above my department or unit are more favorably applied to women.	(b) 64	2.2	42	2.52	52	3.65	12	3.75	#N/A	3.46	#N/A	3.36
Promotion standards at evaluation levels above my department or unit are more favorably applied to men.	(b) 66	<b>3.08</b> *	43	<b>2.42</b>	53	3.42 *	12	4	#N/A	<b>3.16</b> *	#N/A	<b>3.51</b>
Having a Women's Studies program improves the climate for women on this campus.	67	3.58	41	3.29	54	3.65 *	11	2.64	#N/A	3.64	#N/A	3.43
Having a Women's Studies program is valuable for our students.	67	<b>4.13</b> *	43	<b>3.77</b>	54	4.06 *	11	3.09	#N/A	<b>4.03</b> *	#N/A	<b>3.53</b>
Women's Studies is a field respected for its academic legitimacy.	65	3.4	43	3.21	54	3.52	11	3	#N/A	3.1	#N/A	3
The standards for promotion/tenure are clearly established in my department.	65	3.57	41	3.98	54	3.48	12	4.08	#N/A	3.11	#N/A	3.38
Promotion standards within my department are more favorably applied to men.	(b) 65	<b>2.54</b> *	41	<b>2.12</b>	53	3.51 *	12	4.33	#N/A	<b>3.41</b> *	#N/A	<b>3.9</b>
Promotion standards within my department are more favorably applied to women.	(b) 65	1.92	41	2.22	54	4.07	12	4.33	#N/A	3.46	#N/A	3.72
My department makes a conscious effort to include women on committees.	65	3.62	41	3.88	53	3.75	12	4.25	#N/A	3.82	#N/A	4.15
Women serving on department, unit or College-wide committees receive the same respect and attention as men.	63	<b>2.71</b> *	41	<b>4.05</b>	53	3.32 *	12	4.33	#N/A	<b>3.17</b> *	#N/A	<b>4.09</b>
Overall, there is positive acceptance at SUNY Cortland for gay, lesbian, bisexual, and transgender people.	64	<b>3.13</b> *	40	<b>3.53</b>	54	3.2	11	3.27	#N/A	3.13	#N/A	3.07
My department or unit discriminates on the basis of sexual orientation.	65	<b>2</b> *	40	<b>1.43</b>	53	1.74	12	1.58	#N/A	1.98	#N/A	1.72
The College discriminates on the basis of sexual orientation.	64	2.38	41	2	52	1.98	12	2	#N/A	<b>2.42</b> *	#N/A	<b>2.07</b>
The College should provide more institutional support for	63	3.43	41	3.07	54	3.35 *	12	2.33	#N/A	3.35	#N/A	3.04

Faculty Mean Scores			<u>2011</u>				<u>2006 (a)</u>				<u>1999/2000 (a)</u>				
			<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>		
	<u>Survey Item</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>		
organized gay, lesbian, bisexual and transgender groups.															
Students treat male & female faculty/ professionals differently on basis of gender within the classroom or other work-related interactions.	64	<b>3.73</b>	*	41	<b>3.27</b>	54	3.69	12	3.17	#N/A	<b>3.44</b>	*	#N/A	<b>2.83</b>	
Women employees receive less respect from students than men do in the workplace.	63	<b>3.63</b>	*	41	<b>3.02</b>										
Women faculty/ professional staff meet more resistance to their authority than men do in classroom/ workplace management.	65	<b>3.88</b>	*	40	<b>3.28</b>	54	3.91	*	12	3.08	#N/A	<b>3.52</b>	*	#N/A	<b>2.88</b>
There is a need for more structured interaction among men and women on campus concerning gender discrimination.	65	<b>3.66</b>	*	41	<b>2.98</b>	53	3.43	*	12	2.5	#N/A	<b>3.23</b>	*	#N/A	<b>2.7</b>
Some social interactions in my department or unit are closed to women.	65	<b>2.11</b>	*	41	<b>1.51</b>	53	2.36	*	11	1.45	#N/A	<b>2.23</b>	*	#N/A	<b>1.72</b>
I would support a more liberal parental leave program offered by the College.	(c)	65	4.11	41	3.83	54	4.3	*	12	3.33	#N/A	4.02	#N/A	3.71	
I believe that family obligations should be taken into consideration in scheduling work assignments.	65	3.95		41	3.56	53	4.11		11	3.45	#N/A	3.77	#N/A	3.57	
I believe that my department or unit provides a supportive climate for employees with family obligations.	64	3.8		41	4.05	53	3.74		11	3.82					
I feel valued by my department or unit.	65	3.78		41	4	54	3.7		11	3.73					
I believe I have been denied opportunities because of affirmative action.	65	1.97		41	2.2	54	2.2		11	1.82	#N/A	2.19	#N/A	2.5	
There are obstacles to professional development for women at SUNY Cortland.	64	<b>3.3</b>	*	41	<b>2.73</b>	54	3.15	*	11	2.27	#N/A	<b>3.06</b>	*	#N/A	<b>2.27</b>
Opportunities for professional development are more available to women than men.	64	<b>2.17</b>	*	40	<b>2.78</b>	54	2.26		11	2	#N/A	2.38	#N/A	2.64	
It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.	63	<b>3.75</b>	*	41	<b>2.49</b>	53	3.36	*	11	2.09	#N/A	<b>3.32</b>	*	#N/A	<b>2.14</b>
There is a need for more education of colleagues about discrimination against women.	62	<b>3.79</b>	*	41	<b>3.15</b>	53	3.89	*	11	2.82	#N/A	<b>3.44</b>	*	#N/A	<b>3</b>
There is a need for more education of our students about discrimination against women.	64	<b>4.17</b>	*	41	<b>3.76</b>	54	4.24	*	11	3.45	#N/A	3.95	#N/A	3.78	
<u>Sexual Harassment</u>															
Sexual harassment of (female) students by faculty occurs on this campus.	(d)	65	<b>3.57</b>	*	41	<b>3.24</b>	54	3.43		11	3.45	#N/A	3.58	#N/A	3.4
Sexual harassment of female students by staff occurs on this campus.		65	<b>3.37</b>	*	41	<b>3.1</b>									
Sexual harassment of (female) faculty by students occurs	(d)	63	3.4		39	3.15	54	3.26		11	3	#N/A	3.32	#N/A	3.14



Faculty Mean Scores			<u>2011</u>				<u>2006 (a)</u>				<u>1999/2000 (a)</u>			
			<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>	
	<u>Survey Item</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
on this campus.														
Sexual harassment of (female) employees by supervisors occurs on this campus.	(d)	64	3.3	40	3.13	53	3.25	11	3.18	#N/A	3.29	#N/A	3.19	
Sexual harassment is a much more serious problem for female students than male students on this campus.		64	3.88	39	3.77	54	3.91	11	3.55	#N/A	4.18	#N/A	3.95	
<u>Harassment</u>														
Harassment of (female) students by faculty occurs on this campus.	(d)	64	3.58	37	3.27	54	3.48	11	3.45					
Harassment of female students by staff occurs on this campus.		64	3.31	38	3.13									
Harassment of (female) faculty by students occurs on this campus.	(d)	64	3.61	38	3.42	53	3.81	11	3.64					
Harassment of (female) employees by supervisors occurs on this campus.	(d)	63	3.52	38	3.26	54	3.41	11	3.45					
Harassment is a much more serious problem for female students than male students on this campus.		64	3.84	39	3.69	54	3.59	11	3.45					
<u>Scale, 3 = My salary is greater; 2 = My salary is equal; 1 = My salary is lower</u>														
In your department, how does your salary compare to the salaries of individuals of the opposite sex, with comparable credentials?		53	1.7	32	1.78	28	1.75	7	2					
In your department, how does your salary compare to the salaries of individuals of the same sex, with comparable credentials?		50	1.84	31	1.81	31	2.16	8	1.87					
<u>Likert scale items (1 = Strongly disagree to 5 = Strongly agree) (a)</u>														
I think most of my colleagues act civilly toward one another.		61	3.64	39	3.72									
<u>Scale, 1 = significantly worse; 2 = about the same; 3 = significantly better</u>														
How would you rate the campus climate as it relates to gender now compared to when you first arrived?		60	<b>1.98</b> *	39	<b>2.23</b>	53	2.17 *	11	2.64					

## Professional Staff Mean Scores

Professional Staff Mean Scores														
Survey Item	2011				2006 (a)				1999/2000 (a)					
	Female		Male		Female		Male		Female		Male			
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
<b>Likert scale items (1 = Strongly disagree to 5 = Strongly agree) (a)</b>														
Criteria for discretionary salary increases (DSI) are clearly established in my department or unit.	62	2.84	38	3.13	37	2.84	7	2.86	#N/A	2.38	#N/A	2.42		
Standards for DSI within my department are more favorably applied to women.	61	2.41	38	2.53	36	3.44 *	7	4.43	#N/A	3.44	#N/A	3.55		
Standards for DSI within my department are more favorably applied to men.	(b)	61	<b>2.66</b> *	39	<b>2.21</b>	36	3.33 *	7	4.29	#N/A	<b>3.26</b> *	#N/A	<b>3.86</b>	
Promotion standards at evaluation levels above my department or unit are more favorably applied to women.	(b)	61	2.23	38	2.42	36	3.19 *	8	4.25	#N/A	3.30	#N/A	3.20	
Promotion standards at evaluation levels above my department or unit are more favorably applied to men.	(b)	62	<b>3.37</b> *	39	<b>2.46</b>	36	3.08 *	8	4.00	#N/A	<b>3.12</b> *	#N/A	<b>3.55</b>	
Having a Women's Studies program improves the climate for women on this campus.	(b)	63	3.29	39	3.00	38	3.47	7	3.14	#N/A	<b>3.78</b> *	#N/A	<b>3.04</b>	
Having a Women's Studies program is valuable for our students.	62	<b>3.94</b> *	39	<b>3.44</b>	38	3.95	7	3.71	#N/A	<b>4.14</b> *	#N/A	<b>3.47</b>		
Women's Studies is a field respected for its academic legitimacy.	63	<b>3.54</b> *	39	<b>2.97</b>	38	3.26	6	3.33	#N/A	3.14	#N/A	2.72		
The standards for promotion/tenure are clearly established in my department.	60	<b>2.85</b> *	37	<b>3.32</b>	38	2.76	8	3.50	#N/A	2.34	#N/A	2.63		
Promotion standards within my department are more favorably applied to men.	60	<b>3.03</b> *	37	<b>2.32</b>	36	3.25	8	4.00	#N/A	3.24	#N/A	3.62		
Promotion standards within my department are more favorably applied to women.	(b)	60	2.25	37	2.30	35	3.43 *	8	4.38	#N/A	3.54	#N/A	3.44	
My department makes a conscious effort to include women on committees.	(b)	61	3.62	37	3.89	36	3.78 *	7	4.57	#N/A	4.02	#N/A	4.18	
Women serving on department, unit or College-wide committees receive the same respect and attention as men.	61	<b>3.13</b> *	37	<b>3.97</b>	37	3.22 *	7	4.71	#N/A	<b>3.12</b> *	#N/A	<b>4.32</b>		
Overall, there is positive acceptance at SUNY Cortland for gay, lesbian, bisexual, and transgender people.	60	3.28	37	3.57	38	3.55	7	3.86	#N/A	3.58	#N/A	3.52		
My department or unit discriminates on the basis of sexual orientation.	60	1.93	37	1.76	38	1.63	7	1.43	#N/A	1.76	#N/A	1.49		
The College discriminates on the basis of sexual orientation.	61	2.05	36	1.97	38	2.05	7	1.71	#N/A	2.06	#N/A	1.83		
The College should provide more institutional support for organized gay, lesbian, bisexual and transgender groups.	60	<b>3.30</b> *	37	<b>2.78</b>	37	3.08	7	3.14	#N/A	<b>3.34</b> *	#N/A	<b>2.49</b>		
Students treat male & female faculty/ professionals differently on basis of gender within the classroom or other work-related interactions.	61	<b>3.18</b> *	36	<b>2.64</b>	37	3.03 *	7	2.00	#N/A	2.94	#N/A	2.66		
Women employees receive less respect from students than men do in the workplace.	60	<b>3.02</b> *	37	<b>2.43</b>										
Women faculty/ professional staff meet more resistance to their authority than men do in classroom/ workplace management.	61	<b>3.46</b> *	37	<b>2.46</b>	38	3.42 *	7	2.00	#N/A	<b>3.42</b> *	#N/A	<b>2.73</b>		
There is a need for more structured interaction among men and women on campus concerning gender discrimination.	61	<b>3.34</b> *	37	<b>2.57</b>	37	3.38	7	2.86	#N/A	<b>3.36</b> *	#N/A	<b>2.63</b>		

Professional Staff Mean Scores			2011				2006 (a)				1999/2000 (a)			
			Female		Male		Female		Male		Female		Male	
Survey Item	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean		
Some social interactions in my department or unit are closed to women.	61	<b>2.43</b> *	35	<b>1.71</b>	37	2.05	7	1.71	#N/A	<b>1.90</b> *	#N/A	<b>1.42</b>		
I would support a more liberal parental leave program offered by the College.	60	<b>3.90</b> *	37	<b>3.30</b>	38	3.97	7	3.57	#N/A	<b>3.92</b> *	#N/A	<b>3.51</b>		
I believe that family obligations should be taken into consideration in scheduling work assignments.	(c) 60	3.67	37	3.78	38	3.82	7	3.57	#N/A	3.84	#N/A	3.50		
I believe that my department or unit provides a supportive climate for employees with family obligations.	61	3.85	37	4.16	38	4.18	7	4.29						
I feel valued by my department or unit.	61	3.48	37	3.92	38	4.00	7	4.14						
I believe I have been denied opportunities because of affirmative action.	60	2.33	37	2.24	38	2.11 *	7	3.86	#N/A	2.36	#N/A	2.54		
There are obstacles to professional development for women at SUNY Cortland.	61	<b>3.08</b> *	37	<b>2.30</b>	38	3.16 *	7	2.00	#N/A	<b>3.09</b> *	#N/A	<b>2.32</b>		
Opportunities for professional development are more available to women than men.	61	2.21	37	2.43	38	2.26	7	1.71	#N/A	2.56	#N/A	2.40		
It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.	61	<b>3.39</b> *	37	<b>2.19</b>	37	3.59 *	7	1.57	#N/A	<b>3.41</b> *	#N/A	<b>2.15</b>		
There is a need for more education of colleagues about discrimination against women.	60	<b>3.62</b> *	36	<b>2.67</b>	38	3.71 *	7	2.71	#N/A	<b>3.68</b> *	#N/A	<b>2.69</b>		
There is a need for more education of our students about discrimination against women.	60	<b>3.82</b> *	37	<b>3.19</b>	38	3.92 *	7	3.14	#N/A	<b>3.98</b> *	#N/A	<b>3.28</b>		
<b>Sexual Harassment</b>														
Sexual harassment of (female) students by faculty occurs on this campus.	59	<b>3.36</b> *	35	<b>2.89</b>	37	3.57	8	3.25	#N/A	3.60	#N/A	3.32		
Sexual harassment of female students by staff occurs on this campus.	(d) 59	<b>3.17</b> *	35	<b>2.69</b>										
Sexual harassment of (female) faculty by students occurs on this campus.	59	<b>3.24</b> *	35	<b>2.80</b>	37	3.24 *	8	2.38	#N/A	3.25	#N/A	3.07		
Sexual harassment of (female) employees by supervisors occurs on this campus.	(d) 59	<b>3.14</b> *	35	<b>2.74</b>	37	3.35 *	8	2.75	#N/A	3.40	#N/A	3.25		
Sexual harassment is a much more serious problem for female students than male students on this campus.	(d) 59	3.49	35	3.34	38	3.76	8	3.63	#N/A	4.05	#N/A	3.87		
<b>Harassment</b>														
Harassment of (female) students by faculty occurs on this campus.	55	<b>3.31</b> *	35	<b>2.91</b>	36	3.56	8	3.50						
Harassment of female students by staff occurs on this campus.	(d) 54	<b>3.19</b> *	35	<b>2.80</b>										
Harassment of (female) faculty by students occurs on this campus.	55	3.22	35	2.97	35	3.40 *	8	2.63						
Harassment of (female) employees by supervisors occurs on this campus.	(d) 55	<b>3.35</b> *	35	<b>2.91</b>	36	3.42 *	8	2.75						
Harassment is a much more serious problem for female students than male students on this campus.	(d) 55	3.40	34	3.12	36	3.39	8	3.75						

Scale, 3 = My salary is greater; 2 = My salary is equal; 1 = My salary is lower

Professional Staff Mean Scores	<u>2011</u>				<u>2006 (a)</u>				<u>1999/2000 (a)</u>				
	<u>Female</u>		*	<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>	
	<u>N</u>	<u>Mean</u>		<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
In your department, how does your salary compare to the salaries of individuals of the opposite sex, with comparable credentials?	38	<b>1.58</b>		20	<b>1.90</b>	10	1.40	6	1.83				
In your department, how does your salary compare to the salaries of individuals of the same sex, with comparable credentials?	39	1.79		23	1.74	10	1.70	4	2.00				
<u>Likert scale items (1 = Strongly disagree to 5 = Strongly agree) (a)</u>													
I think most of my colleagues act civilly toward one another.	55	<b>3.49</b>	*	35	<b>4.03</b>								
<u>Scale, 1 = significantly worse; 2 = about the same; 3 = significantly better</u>													
How would you rate the campus climate as it relates to gender now compared to when you first arrived?	54	2.07		34	2.12	35	2.17	8	2.25				

## Classified Staff Mean Scores

Survey Item		2011				2006 (a)				1999/2000 (a)						
		Female		Male		Female		Male		Female		Male				
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean			
<b>Likert scale items (1 = Strongly disagree to 5 = Strongly agree) (a)</b>																
Standards for alternative work schedules are more favorably applied to women.	(b)	61	2.59	7	2.86	63	3.43	11	3.27							
Standards for alternative work schedules are more favorably applied to men.	(b)	61	2.52	7	2.86	63	3.29	11	3.64							
Standards for alternative work schedules are fairly and equitably applied in my department or unit.		61	3.33	7	3.86	63	3.30	10	3.50							
The standards for promotion are clearly established in my unit.		56	3.38	7	4.00	64	3.53	11	3.18	#N/A	3.18	#N/A	2.96			
Promotion standards within my unit are more favorably applied to men.	(b)	55	2.62	7	2.43	63	3.57	11	3.91	#N/A	3.28	#N/A	3.42			
Promotion standards within my unit are more favorably applied to women.	(b)	55	2.36	7	2.43	63	3.49	11	3.73	#N/A	3.31	#N/A	3.35			
My unit makes a conscious effort to include women on committees.		54	3.72	7	3.71	64	3.66	11	4.00	#N/A	3.81	#N/A	3.76			
Women serving on department, unit or College-wide committees receive the same respect and attention as men.		55	3.22	*	7	4.00	64	3.14	*	11	4.18	#N/A	<b>3.22</b>	*	#N/A	<b>3.78</b>
Overall, there is positive acceptance at SUNY Cortland for gay, lesbian, bisexual, and transgender people.		55	3.58	7	3.57	64	3.52	11	3.64	#N/A	<b>3.57</b>	*	#N/A	<b>3.21</b>		
My department or unit discriminates on the basis of sexual orientation.		54	1.89	7	2.00	64	1.95	11	1.64	#N/A	2.17	#N/A	2.29			
The College discriminates on the basis of sexual orientation.		54	1.87	7	1.57	64	2.16	10	2.00	#N/A	2.31	#N/A	2.34			
The College should provide more institutional support for organized gay, lesbian, bisexual and transgender groups.		55	2.84	7	2.29	64	2.89	11	2.18	#N/A	<b>2.75</b>	*	#N/A	<b>2.36</b>		
Students treat male & female faculty/ professionals differently on basis of gender within the classroom or other work-related interactions.		55	2.87	7	2.43	64	3.20	11	2.91	#N/A	2.98	#N/A	3.00			
Women employees receive less respect from students than men do in the workplace.		55	2.76	*	7	1.86	64	3.05	11	2.64	#N/A	<b>2.88</b>	*	#N/A	<b>2.45</b>	
In general, women supervisors meet more resistance to their authority than men in similar positions.		54	3.20	*	7	2.29	64	3.34	*	11	2.36					
There is a need for more structured interaction among men and women on campus concerning gender discrimination.		55	3.00	7	2.43	64	3.27	11	2.82	#N/A	3.23	#N/A	2.98			
Some social interactions in my department or unit are closed to women.		54	2.17	7	1.86	63	2.49	11	2.18	#N/A	2.40	#N/A	2.38			
I would support a more liberal parental leave program offered by the College.	(c)	51	3.53	7	3.57	64	3.56	11	3.36	#N/A	<b>3.64</b>	*	#N/A	<b>3.35</b>		
I believe that family obligations should be taken into consideration in scheduling work assignments.		53	3.42	7	3.71	64	3.61	11	3.55	#N/A	3.95	#N/A	3.67			
I believe that my department or unit provides a supportive climate for employees with family obligations.		54	3.91	7	4.29	64	3.63	11	4.00							
I feel valued by my department or unit.		55	3.96	7	4.14	64	3.45	11	3.64							

Survey Item	<u>2011</u>				<u>2006 (a)</u>				<u>1999/2000 (a)</u>			
	<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>	
	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>	<u>N</u>	<u>Mean</u>
I believe I have been denied opportunities because of affirmative action.	55	2.00	7	2.00	64	2.28	11	2.55	#N/A	2.46	#N/A	2.54
There are obstacles to professional development for women at SUNY Cortland.	53	2.72	7	2.00	64	3.14 *	11	2.27	#N/A	<b>3.30</b> *	#N/A	<b>2.36</b>
Opportunities for professional development are more available to women than men.	53	2.28	7	2.43	63	2.56 *	11	3.18	#N/A	<b>2.42</b> *	#N/A	<b>2.74</b>
It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.	53	2.79 *	7	2.00	63	2.94 *	11	2.09	#N/A	<b>3.26</b> *	#N/A	<b>2.32</b>
There is a need for more education of colleagues about discrimination against women.	54	3.13	7	2.57	64	3.08	11	2.73	#N/A	<b>3.15</b> *	#N/A	<b>2.60</b>
There is a need for more education of our students about discrimination against women.	54	3.39 *	7	2.57	63	3.25	11	2.82	#N/A	<b>3.40</b> *	#N/A	<b>2.98</b>
<u>Sexual Harassment</u>												
Sexual harassment of (female) students by faculty occurs on this campus. (d)	51	3.10	7	3.00	63	3.30	11	3.18	#N/A	3.22	#N/A	2.98
Sexual harassment of (female) students by staff occurs on this campus. (d)	51	2.96	7	2.71	63	2.92	11	3.18				
Sexual harassment of (female) faculty by students occurs on this campus. (d)	51	2.86	7	2.71	62	3.08	11	3.27	#N/A	3.10	#N/A	2.84
Sexual harassment of (female) employees by supervisors occurs on this campus. (d)	51	2.88 *	7	2.14	63	3.22	11	3.00	#N/A	3.19	#N/A	3.07
Sexual harassment is a much more serious problem for female students than male students on this campus.	51	3.27	7	3.29	63	3.43	11	3.00	#N/A	3.58	#N/A	3.54
<u>Harassment</u>												
Harassment of (female) students by faculty occurs on this campus. (d)	48	3.10	5	3.00	62	3.23	10	2.80				
Harassment of (female) students by staff occurs on this campus. (d)	48	2.94	5	2.80	62	3.05 *	10	2.40				
Harassment of (female) faculty by students occurs on this campus. (d)	48	2.92	5	3.00	62	3.23	10	3.20				
Harassment of (female) employees by supervisors occurs on this campus. (d)	48	3.08	5	2.60	63	3.52	10	3.60				
Harassment is a much more serious problem for female students than male students on this campus.	48	3.10	5	3.60	63	3.41	10	2.90				
<u>Likert scale items (1 = Strongly disagree to 5 = Strongly agree) (a)</u>												
I think most of my colleagues act civilly toward one another. Scale, 1 = significantly worse; 2 = about the same; 3 = significantly better	47	3.85	6	4.00								
How would you rate the campus climate as it relates to gender now compared to when you first arrived?	46	2.22 *	6	2.67	47	2.17	7	2.29				

## 2011 Faculty and Professional Staff Survey

State University of New York College at Cortland  
Campus Climate Survey - Faculty and Professional Staff  
Spring 2011

*This survey is being conducted by the President's Committee on the Status and Education of Women in an effort to assess the campus climate with respect to gender and gender-related issues. Please take the time to fill out this survey no later than March 1, 2011. The survey is both confidential and anonymous, so please do not include your name on the survey.*

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

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

### DEMOGRAPHIC INFORMATION

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

1. Sex: A. Female B. Male
2. Employment group: A. Arts and Sciences Faculty B. Professional Studies Faculty C. Education Faculty D. Professional Staff Member E. Library Faculty F. Management/Confidential
3. Employment status: A. Full-time B. Part-time
4. Total number of years employed at SUNY Cortland: A. Less than 5 years B. 6 to 10 years C. 11 to 15 years D. 16 to 20 years E. More than 20 years
5. If you have children, in what age groups do they fall? (Mark as many as apply.)  
A. 0 to 5 years B. 6 to 10 years C. 11 to 15 years D. 16 to 20 years E. Older than 20 years

### SURVEY QUESTIONS

6. To the best of your knowledge, how did your starting salary compare to the starting salary of individuals of **the opposite sex** hired at the same time in your department?  
A. My salary was greater than those salaries  
B. My salary was equal to those salaries  
C. My salary was lower than those salaries  
D. Not applicable - no faculty of the opposite sex was hired at the same time
7. To the best of your knowledge, how did your starting salary compare to the starting salary of individuals of **the same sex** hired at the same time in your department?  
A. My salary was greater than those salaries  
B. My salary was equal to those salaries  
C. My salary was lower than those salaries  
D. Not applicable - no faculty of the same sex was hired at the same time
8. If you identified salary differences in #6 or #7, can they be explained in terms of educational attainment, experience or rank?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

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

9. The standards for promotion/tenure are clearly established in my department or unit.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
10. Promotion standards within my department or unit are more strictly applied to men.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
11. Promotion standards within my department or unit are more strictly applied to women.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
12. Promotion standards at evaluation levels above my department or unit are more favorably applied to women.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
13. Promotion standards at evaluation levels above my department or unit are more favorably applied to men.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
14. Promotion standards at evaluation levels above my department or unit are more favorably applied to men.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
15. Promotion standards at evaluation levels above my department or unit are more favorably applied to women.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
16. My department or unit makes a conscious effort to include women on committees.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
17. In my experience, women serving on department or College-wide committees receive the same respect and attention as men.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
18. Criteria for discretionary salary increases (DSI) are clearly established in my department or unit.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
19. Standards for DSI within my department or unit are more strictly applied to women.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
20. Standards for DSI within my department or unit are more strictly applied to men.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree  
\*\*\*\*\*  
\*\*\*\*\*
21. Overall, there is positive acceptance at SUNY Cortland for gay, lesbian, bisexual and transgender people.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
22. My department or unit discriminates on the basis of sexual orientation.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
23. The College discriminates on the basis of sexual orientation.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
24. The College should provide more institutional support for organized gay, lesbian, bisexual and transgender groups.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
25. Students treat male and female faculty and professionals differently on the basis of gender within the classroom or in other work-related interactions.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree



26. In general, women faculty and professional staff meet more resistance to their authority than men do in classroom or workplace management.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
27. There is a need for more structured interaction among men and women on campus concerning gender discrimination.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
28. I would support a more liberal parental leave program offered by the College.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
29. Which of the following employment accommodations to ease family burdens would you support? (Mark as many as apply.)  
A. Shared tenured appointments for couples B. Tenure for part-time positions  
C. More flexible hours for professional staff
30. I believe that family obligations should be taken into consideration in scheduling teaching or work assignments.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
31. I believe that my department or unit provides a supportive climate for employees with family obligations.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
32. I feel valued by my department or unit.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
33. I believe I have been denied opportunities because of affirmative action.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
34. There are obstacles to professional development for women at SUNY Cortland.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
35. Some social interactions in my department or unit are closed to women.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
36. Opportunities for professional development are more available to women than men.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
37. It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
38. Having a Women's Studies program improves the climate for women on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
39. Having a Women's Studies program is valuable for our students.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
40. Women's Studies is a field respected for its academic legitimacy.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
41. There is a need for more education of colleagues about discrimination against women.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
42. There is a need for more education of our students about discrimination against women.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree

For purposes of this survey, **sexual harassment** is defined broadly as “verbal or physical conduct of a sexual nature, imposed on the basis of sex.”

43. Sexual harassment of female students by faculty occurs on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
44. Sexual harassment of female faculty by students occurs on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
45. Sexual harassment of female employees by supervisors occurs on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
46. Sexual harassment is a much more serious problem for female students than male students on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
47. Are you personally aware of female students who have experienced sexual harassment by faculty/staff?  
A. Yes B. No
48. If your answer to #47 was yes, which of the following actions did you take?  
A. Informed the Affirmative Action Officer  
B. Informed the faculty/staff member’s supervisor  
C. Spoke informally to the faculty/staff member  
D. Encouraged the student to inform the Affirmative Action Officer or other administrator  
E. I took no action
49. Are you personally aware of female faculty/staff who have experienced sexual harassment by other faculty or staff?  
A. Yes B. No
50. If your answer to #49 was yes, which of the following actions did you take?  
A. Informed the Affirmative Action Officer  
B. Informed the supervisor of the faculty/staff member who committed the harassment  
C. Spoke informally to the faculty/staff member who committed the harassment  
D. Encouraged the victim to inform the Affirmative Action Officer or other administrator  
E. I took no action

#### SECTION FOR FEMALES ONLY (QUESTIONS 51-54)

51. Have you personally experienced sexual harassment from a colleague?  
A. Yes B. No
52. Have you personally experienced sexual harassment from a supervisor?  
A. Yes B. No
53. If you answered yes to #51 or #52, which of the following best describes your response to the incident(s)?  
A. I informed the Affirmative Action Officer  
B. I informed the supervisor of the person who committed the harassment  
C. I spoke informally to the person who committed the harassment  
D. I informed my supervisor  
E. I took no action
54. Have you personally experienced sexual harassment from a student?  
A. Yes B. No

## QUESTIONS FOR ALL RESPONDENTS

For the purposes of this survey, **harassment** is defined broadly as “verbal or physical conduct not of a sexual nature, intended to alarm, bully, intimidate and/or threaten.”

55. Harassment of female students by faculty occurs on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
56. Harassment of female faculty by students occurs on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
57. Harassment of female employees by supervisors occurs on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
58. Harassment is a much more serious problem for female students than male students on this campus.  
A. Strongly Agree B. Agree C. Neither Agree or Disagree D. Disagree E. Strongly Disagree
59. Are you personally aware of students who have experienced harassment by faculty/staff?  
A. Yes B. No
60. If your answer to #59 was yes, which of the following actions did you take?  
A. Informed the Affirmative Action Officer  
B. Informed the faculty/staff member’s supervisor  
C. Spoke informally to the faculty/staff member  
D. Encouraged the student to inform the Affirmative Action Officer or other administrator  
E. I took no action
61. Are you personally aware of faculty/staff who have experienced harassment by other faculty or staff?  
A. Yes B. No
62. If your answer to #61 was yes, which of the following actions did you take?  
A. Informed the Affirmative Action Officer  
B. Informed the supervisor of the faculty/staff member who committed the harassment  
C. Spoke informally to the faculty/staff member who committed the harassment  
D. Encouraged the victim to inform the Affirmative Action Officer or other administrator  
E. I took no action

## SECTION FOR FEMALES ONLY (QUESTIONS 63-67)

63. Have you personally experienced harassment from a colleague?  
A. Yes B. No
64. Have you personally experienced harassment from a supervisor?  
A. Yes B. No
65. If you answered yes to #63 or #64, which of the following best describes your response to the incident(s)?  
A. I informed the Affirmative Action Officer  
B. I informed the supervisor of the person who committed the harassment  
C. I spoke informally to the person who committed the harassment  
D. I informed my supervisor  
E. I took no action
66. Have you personally experienced harassment from a student?  
A. Yes B. No

67. If you answered no to #63, #64 or #66, which of the following actions would you take if you were harassed?

- A. Inform the Affirmative Action Officer
- B. Inform the supervisor of the person who committed the harassment
- C. Speak informally to the person who committed the harassment
- D. Inform my supervisor
- E. Take no action

#### QUESTIONS FOR ALL RESPONDENTS

68. I think most of my colleagues act civilly toward one another.

- A. Strongly Agree
- B. Agree
- C. Neither Agree or Disagree
- D. Disagree
- E. Strongly Disagree

69. How would you rate the campus climate as it relates to gender now compared to when you first arrived?

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

#### Comments

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

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



**Section C.**

9. The standards for promotion are clearly established in my unit.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
10. Promotion standards within my department or unit are more favorably applied to men.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
11. Promotion standards within my department or unit are more favorably applied to women.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
12. My department or unit makes a conscious effort to include women on committees.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
13. Women serving on department, unit or College-wide committees receive the same respect and attention as men.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
14. Overall, there is positive acceptance at SUNY Cortland for gay, lesbian, bisexual, and transgender people.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
15. My department or unit discriminates on the basis of sexual orientation.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
16. The College discriminates on the basis of sexual orientation.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
17. The College should provide more institutional support for organized gay, lesbian, bisexual and transgender groups.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
18. Students treat male and female employees differently on the basis of gender in work-related interactions.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
19. In general, women employees receive less respect from students than men do in the workplace.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree
20. In general, women supervisors meet more resistance to their authority than men in similar positions.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5)  
Strongly Agree

21. There is a need for more structured interaction among men and women on campus concerning gender discrimination.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
22. Some social interactions in my department or unit are closed to women.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
23. I would support a more liberal parental leave program offered by the College.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
24. I believe that family obligations should be taken into consideration in scheduling work assignments.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
25. I believe that my department or unit provides a supportive climate for employees with family obligations.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
26. I feel valued by my department or unit.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
27. I believe I have been denied opportunities because of affirmative action.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
28. There are obstacles to career development for women at SUNY Cortland.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
29. Opportunities for career development are more available to women than men.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
30. It is more difficult for a woman to reach her career goals at Cortland than it is for a male in a comparable position.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
31. There is a need for more education of colleagues about discrimination against women.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
32. There is a need for more education of our students about discrimination against women.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree

**Section D: Sexual Harassment – Questions for All Respondents**

For purposes of this survey, **sexual harassment** is defined broadly as “verbal or physical conduct of a sexual nature, imposed on the basis of sex.”

33. Sexual harassment of female students by faculty occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
34. Sexual harassment of female students by staff occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
35. Sexual harassment of female faculty by students occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
36. Sexual harassment of female employees by supervisors occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
37. Sexual harassment is a much more serious problem for female students than male students on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
38. Are you personally aware of female students who have experienced sexual harassment by faculty/staff?  
A) Yes                      B) No
39. If you answered yes to the prior question, which of the following actions did you take (mark all that apply)?  
A) Informed the Affirmative Action Officer  
B) Informed the supervisor of the faculty/staff member who committed the harassment  
C) Spoke informally to the faculty/staff member who committed the harassment  
D) Encouraged the victim to inform the Affirmative Action Officer or other administrator  
E) Took no action  
F) Other \_\_\_\_\_
40. Are you personally aware of female faculty/staff who have experienced sexual harassment by other faculty or staff?  
A) Yes                      B) No
41. If you answered yes to the prior question, which of the following actions did you take (mark all that apply)?  
A) Informed the Affirmative Action Officer  
B) Informed the supervisor of the faculty/staff member who committed the harassment  
C) Spoke informally to the faculty/staff member who committed the harassment  
D) Encouraged the victim to inform the Affirmative Action Officer or other administrator  
E) Took no action  
F) Other \_\_\_\_\_
42. In the future, if you observed a colleague sexually harassing a student or colleague, which of the following actions would you take (mark all that apply)?  
A) Inform the Affirmative Action Officer  
B) Inform the supervisor of the faculty/staff member who committed the harassment  
C) Speak informally to the faculty/staff member who committed the harassment  
D) Encourage the victim to inform the Affirmative Action Officer or other administrator  
E) Would take no action  
F) Other \_\_\_\_\_



**Section E: Sexual Harassment – Questions for Females Only**

43. Have you personally experienced sexual harassment from a colleague?  
A) Yes                      B) No
44. Have you personally experienced sexual harassment from a supervisor?  
A) Yes                      B) No
45. If you answered yes to either of the prior two questions, which of the following actions did you take (mark all that apply)?  
A) Informed the Affirmative Action Officer  
B) Informed the supervisor of the faculty/staff member who committed the harassment  
C) Spoke informally to the faculty/staff member who committed the harassment  
D) Informed my supervisor  
E) Took no action  
F) Other \_\_\_\_\_
46. Have you personally experienced sexual harassment from a student?  
A) Yes                      B) No
47. In the future, if you were sexually harassed, which of the following actions would you take (mark all that apply)?  
A) Inform the Affirmative Action Officer  
B) Inform the supervisor of the faculty/staff member who committed the harassment  
C) Speak informally to the faculty/staff member who committed the harassment  
D) Inform my supervisor  
E) Would take no action  
F) Other \_\_\_\_\_

**Section F: Harassment – Questions for All Respondents**

For purposes of this survey, **harassment** is defined broadly as “verbal or physical conduct not of a sexual nature, intended to alarm, bully, intimidate and/or threaten.”

48. Harassment of female students by faculty occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
49. Harassment of female students by staff occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
50. Harassment of female faculty by students occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
51. Harassment of female employees by supervisors occurs on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
52. Harassment is a much more serious problem for female students than male students on this campus.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree
53. Are you personally aware of female students who have experienced harassment by faculty/staff?  
A) Yes                      B) No

54. If you answered yes to the prior question, which of the following actions did you take (mark all that apply)?  
 A) Informed the Affirmative Action Officer  
 B) Informed the supervisor of the faculty/staff member who committed the harassment  
 C) Speak informally to the faculty/staff member who committed the harassment  
 D) Encouraged the victim to inform the Affirmative Action Officer or other administrator  
 E) Took no action  
 F) Other \_\_\_\_\_
55. Are you personally aware of female faculty/staff who have experienced harassment by other faculty or staff?  
 A) Yes                    B) No
56. If you answered yes to the prior question, which of the following actions did you take (mark all that apply)?  
 A) Informed the Affirmative Action Officer  
 B) Informed the supervisor of the faculty/staff member who committed the harassment  
 C) Spoke informally to the faculty/staff member who committed the harassment  
 D) Encouraged the victim to inform the Affirmative Action Officer or other administrator  
 E) Took no action  
 F) Other \_\_\_\_\_
57. In the future, if you observed a colleague harassing a student or colleague, which of the following actions would you take (mark all that apply)?  
 A) Inform the Affirmative Action Officer  
 B) Inform the supervisor of the faculty/staff member who committed the harassment  
 C) Speak informally to the faculty/staff member who committed the harassment  
 D) Encourage the victim to inform the Affirmative Action Officer or other administrator  
 E) Would take no action  
 F) Other \_\_\_\_\_

**Section G: Harassment – Questions for Females Only**

58. Have you personally experienced harassment from a colleague?  
 A) Yes                    B) No
59. Have you personally experienced harassment from a supervisor?  
 A) Yes                    B) No
60. If you answered yes to either of the prior two questions, which of the following actions did you take (mark all that apply)?  
 A) Informed the Affirmative Action Officer  
 B) Informed the supervisor of the faculty/staff member who committed the harassment  
 C) Spoke informally to the faculty/staff member who committed the harassment  
 D) Informed my supervisor  
 E) Took no action  
 F) Other \_\_\_\_\_
61. Have you personally experienced harassment from a student?  
 A) Yes                    B) No
62. In the future, if you were harassed, which of the following actions would you take (mark all that apply)?  
 A) Inform the Affirmative Action Officer  
 B) Inform the supervisor of the faculty/staff member who committed the harassment  
 C) Speak informally to the faculty/staff member who committed the harassment  
 D) Inform my supervisor  
 E) Would take no action  
 F) Other \_\_\_\_\_

**Section H: Questions for All Respondents**

63. I think most of my colleagues act civilly toward one another.  
1) Strongly Disagree    2) Disagree    3) Neither Agree nor Disagree    4) Agree    5) Strongly Agree

64. How would you rate the campus climate as it relates to gender now compared to when you first arrived?  
1) The climate now is significantly worse  
2) The climate now is about the same  
3) The climate now is significantly better

**COMMENTS**

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

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

COMMITTEE ON THE STATUS AND EDUCATION OF WOMEN  
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