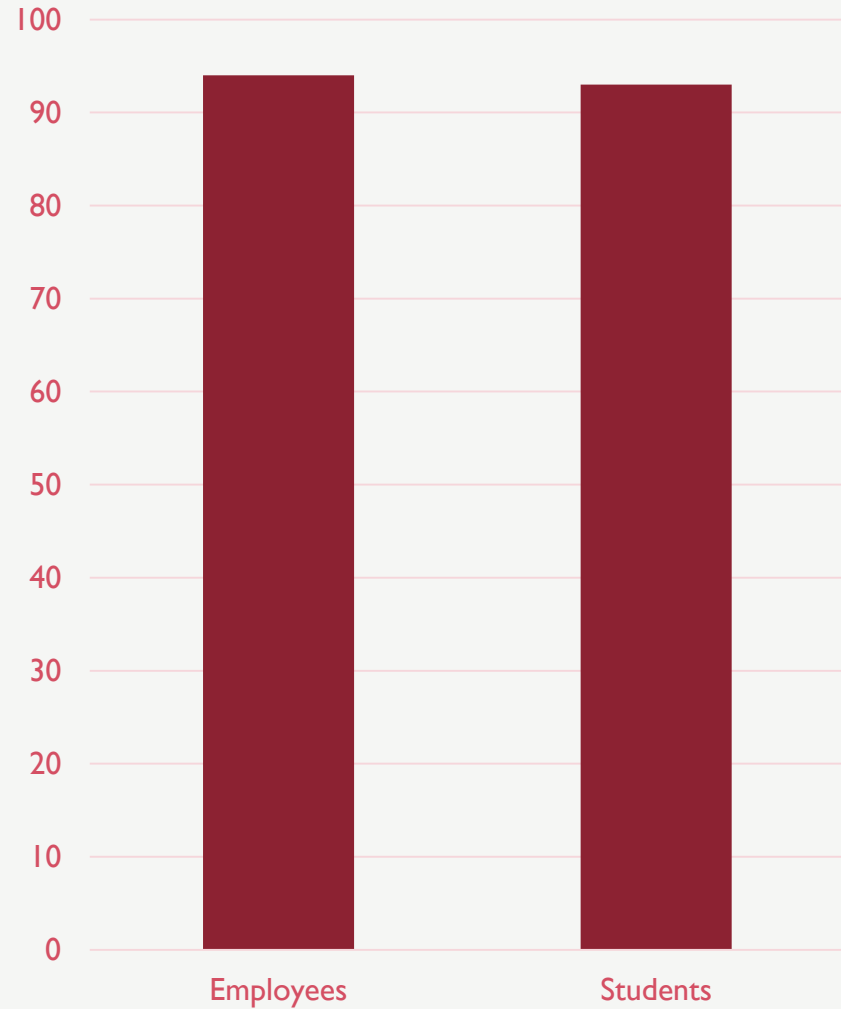


GENDER EQUITY CLIMATE SURVEY

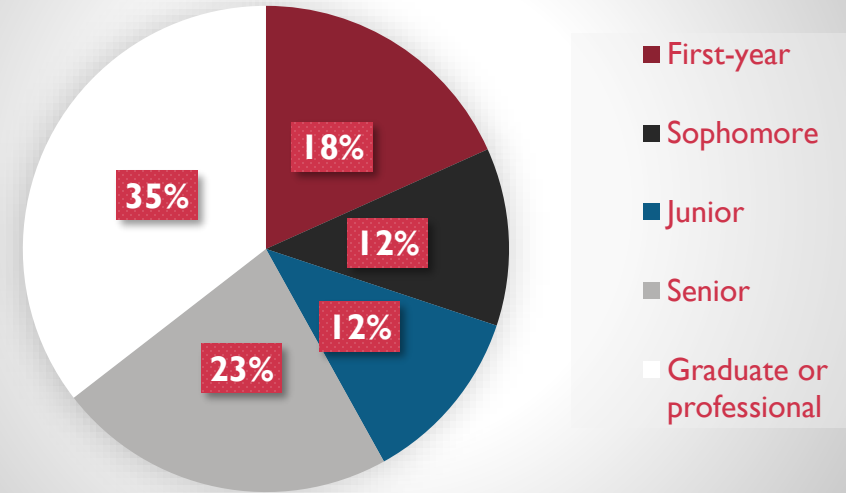
2021

DEMOGRAPHICS

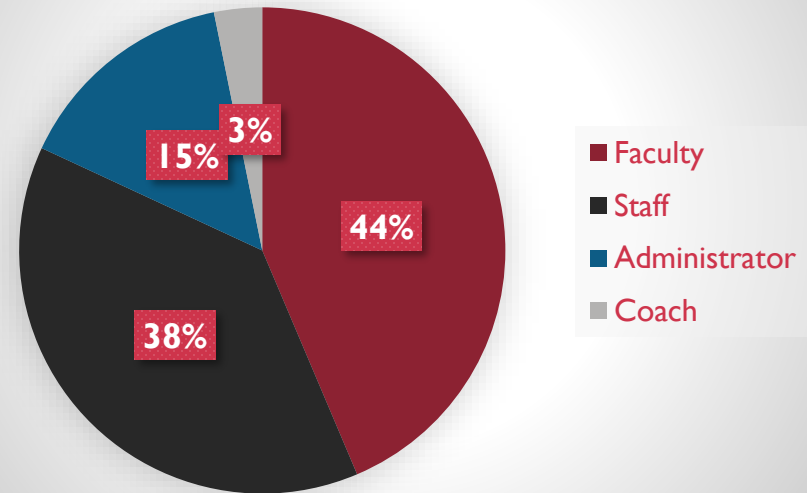
Participants



Academic Class

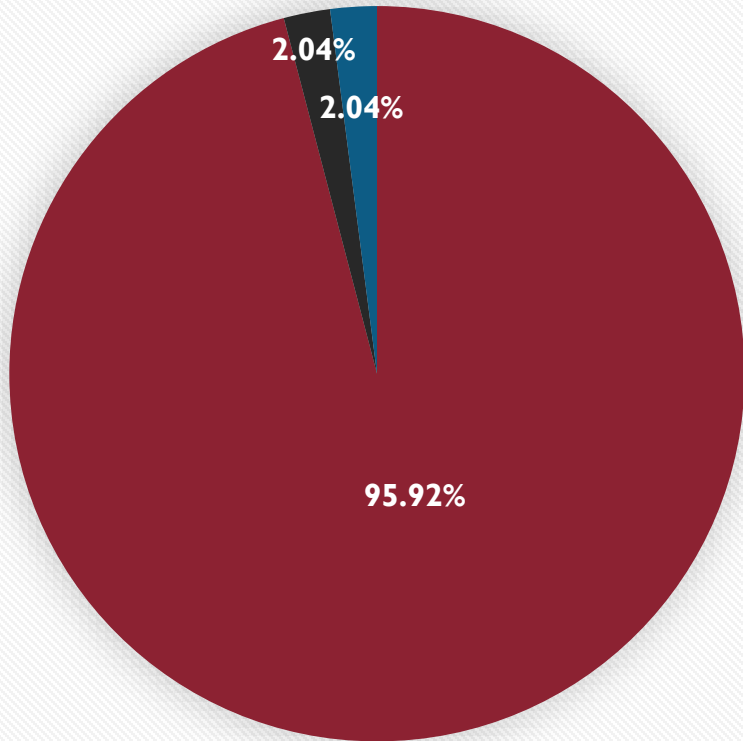


Employee Role



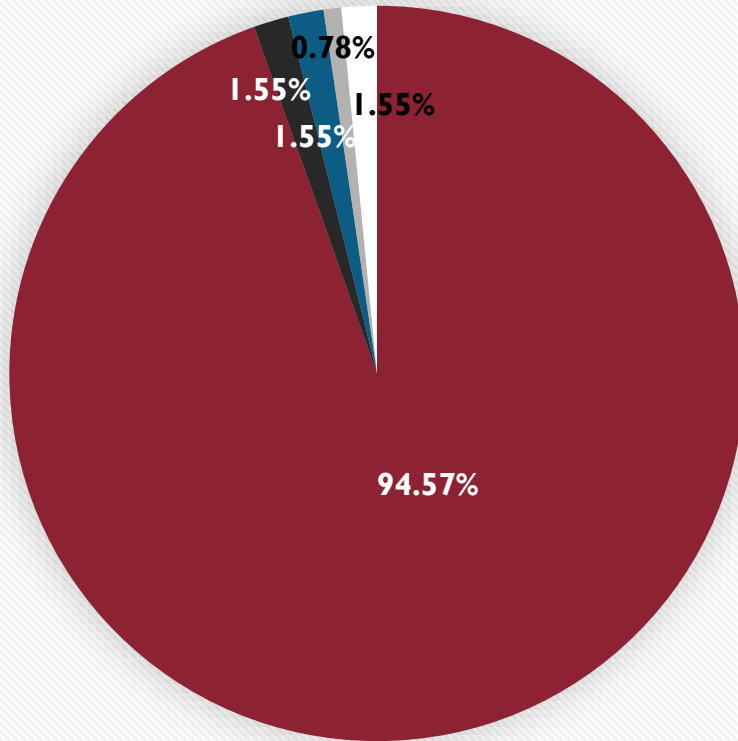
DEMOGRAPHICS

Gender Identity by Birth Sex - Male



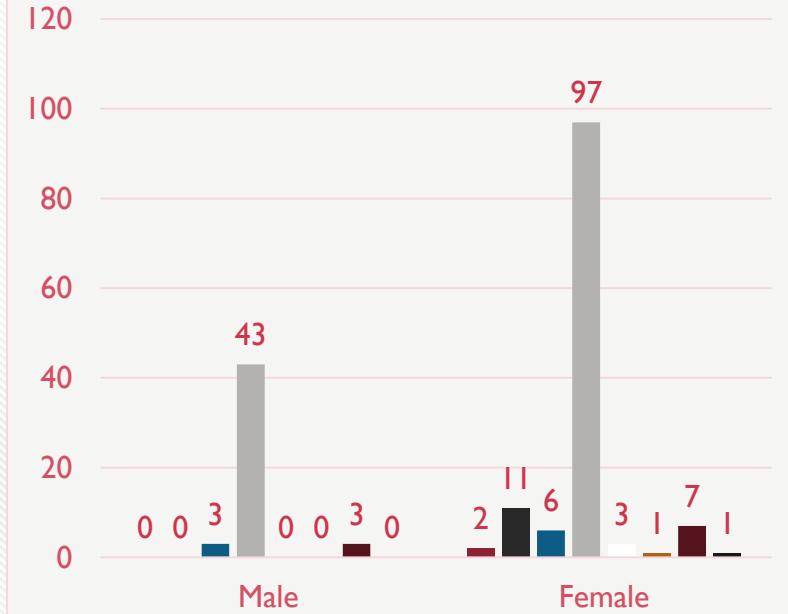
■ Male ■ Trans Woman ■ Non-Binary

Gender Identity by Birth Sex - Female



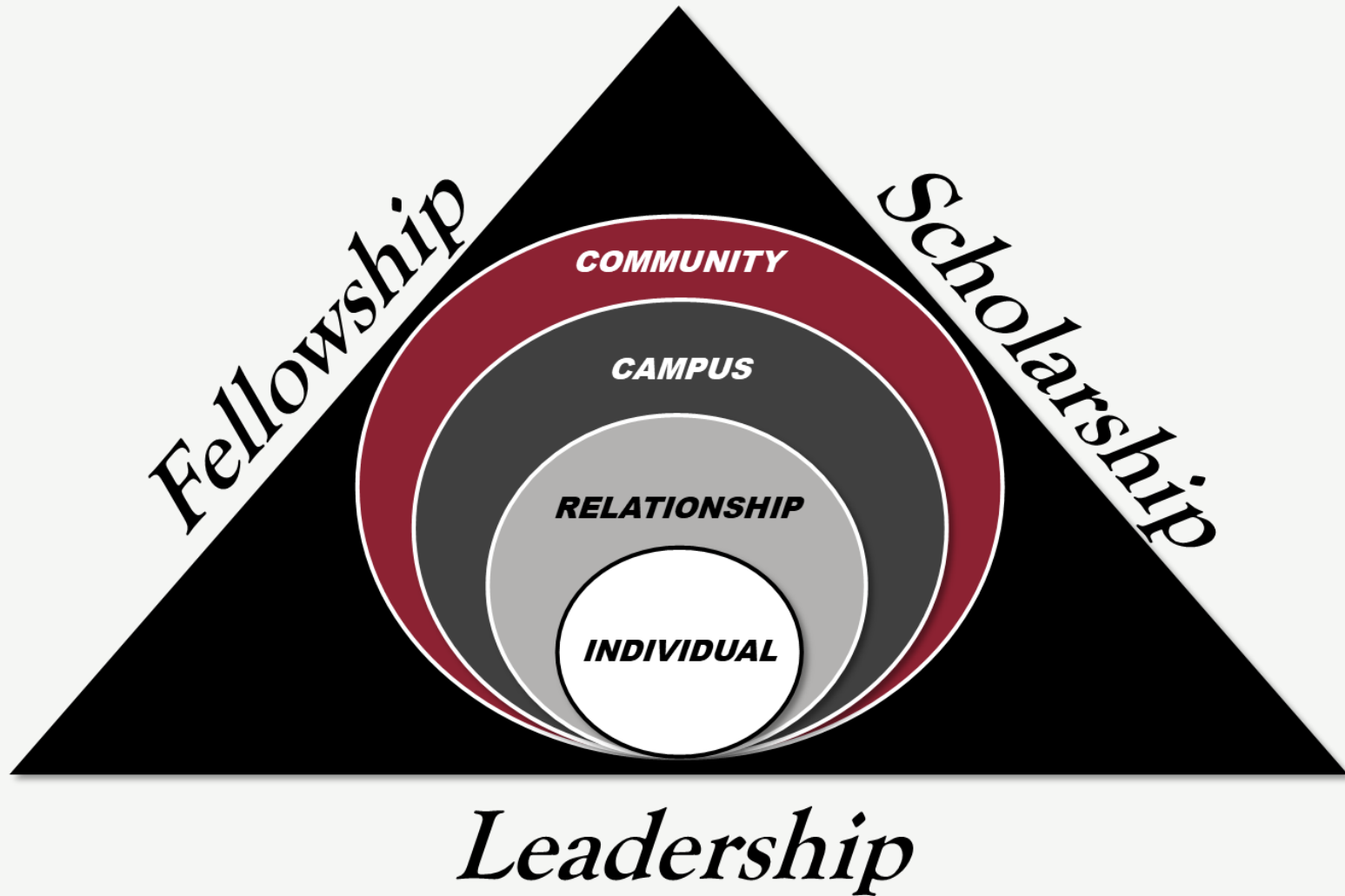
■ Woman ■ Trans Man ■ Non-Binary
 ■ Two-Spirited ■ PNI

Sexuality by Birth Sex



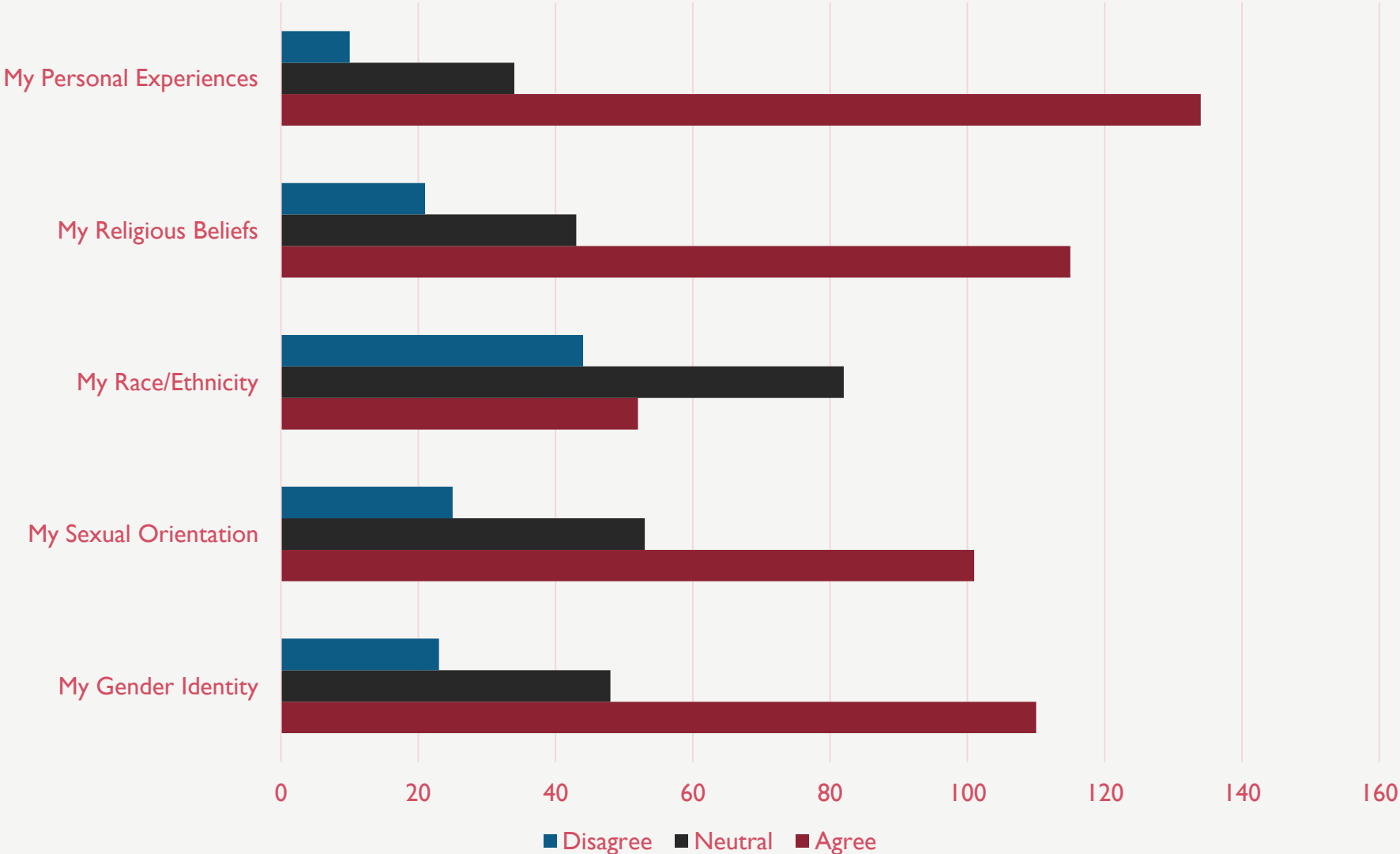
■ Asexual ■ Bisexual
 ■ Gay, Lesbian, Queer ■ Straight
 ■ Pansexual ■ Questioning
 ■ PNI ■ Other

TITLE IX FRAMEWORK



FINDINGS - INDIVIDUAL

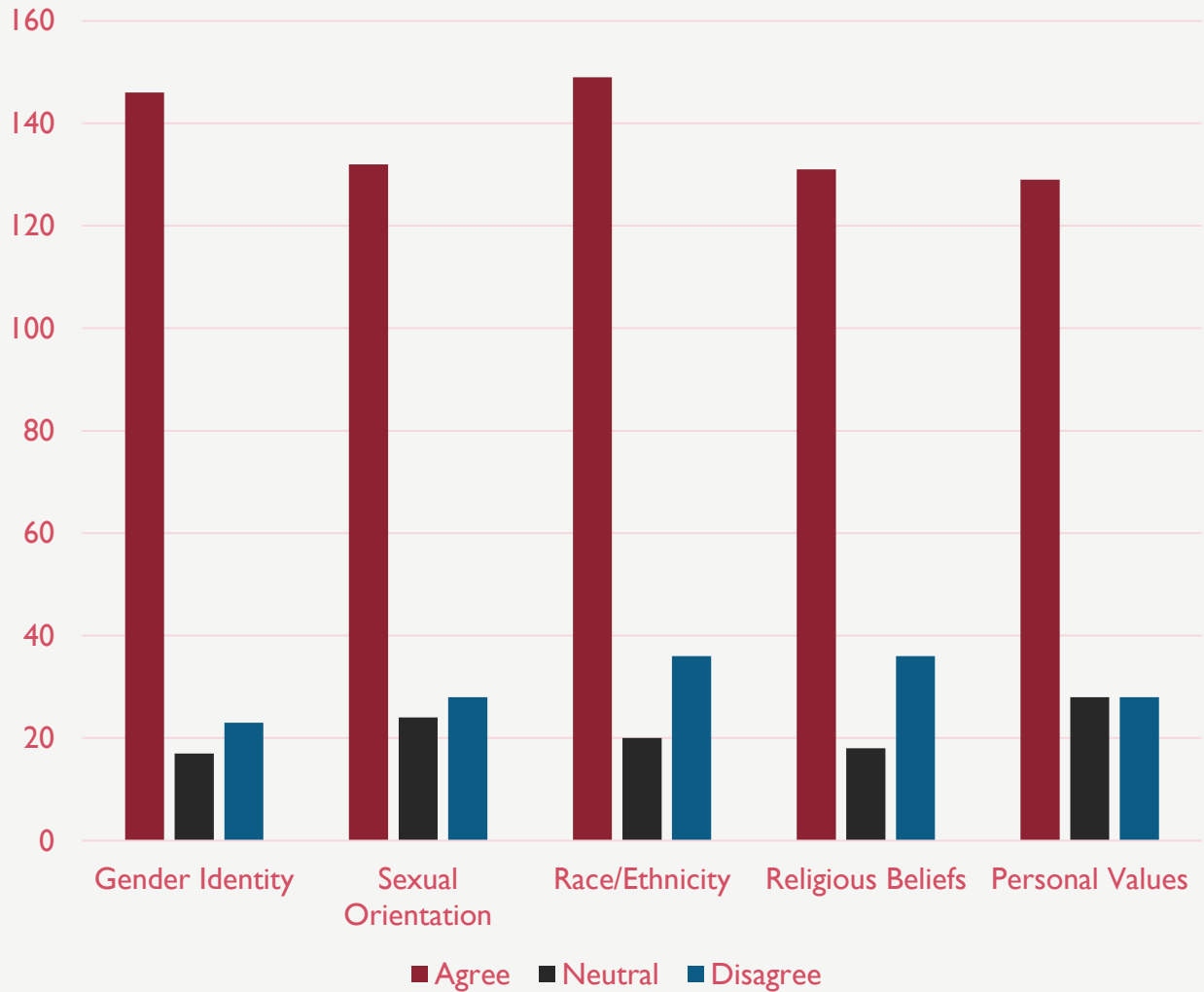
Factors Influencing **INDIVIDUAL** Views of Gender and Sexuality



More survey respondents agreed that *personal experience* more than any other factor influences individual views of gender and sexuality.

FINDINGS - INDIVIDUAL

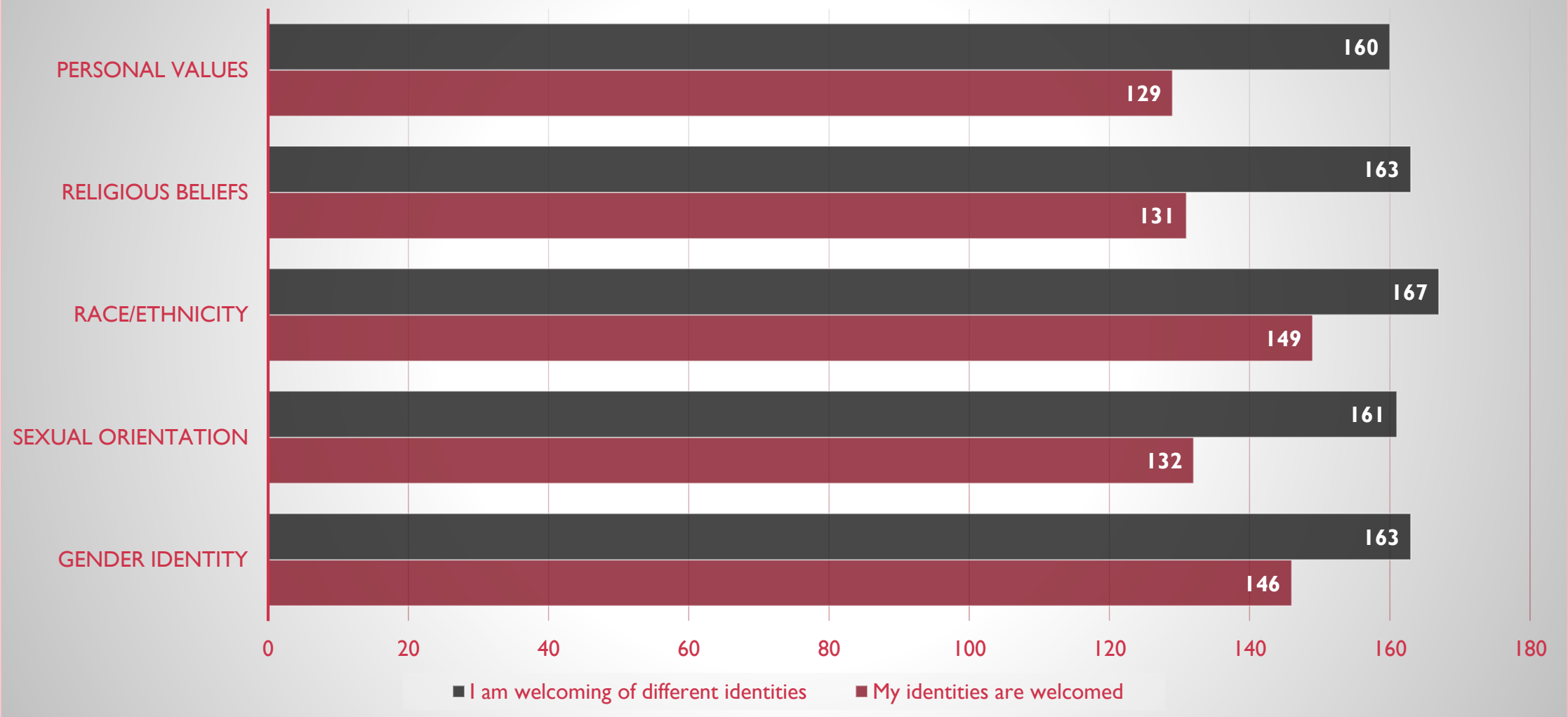
INDIVIDUAL Identities are Welcomed at CU



- Disagree/GI – 70% were either women or other gender minorities.
- Disagree/SO – 53% identified as something other than heterosexual/straight.
- Race/Ethnicity is the identity respondents identified as most welcomed
 - 81% of respondents are White
 - 50% of respondents who identified their race as something other than White disagreed with this statement.

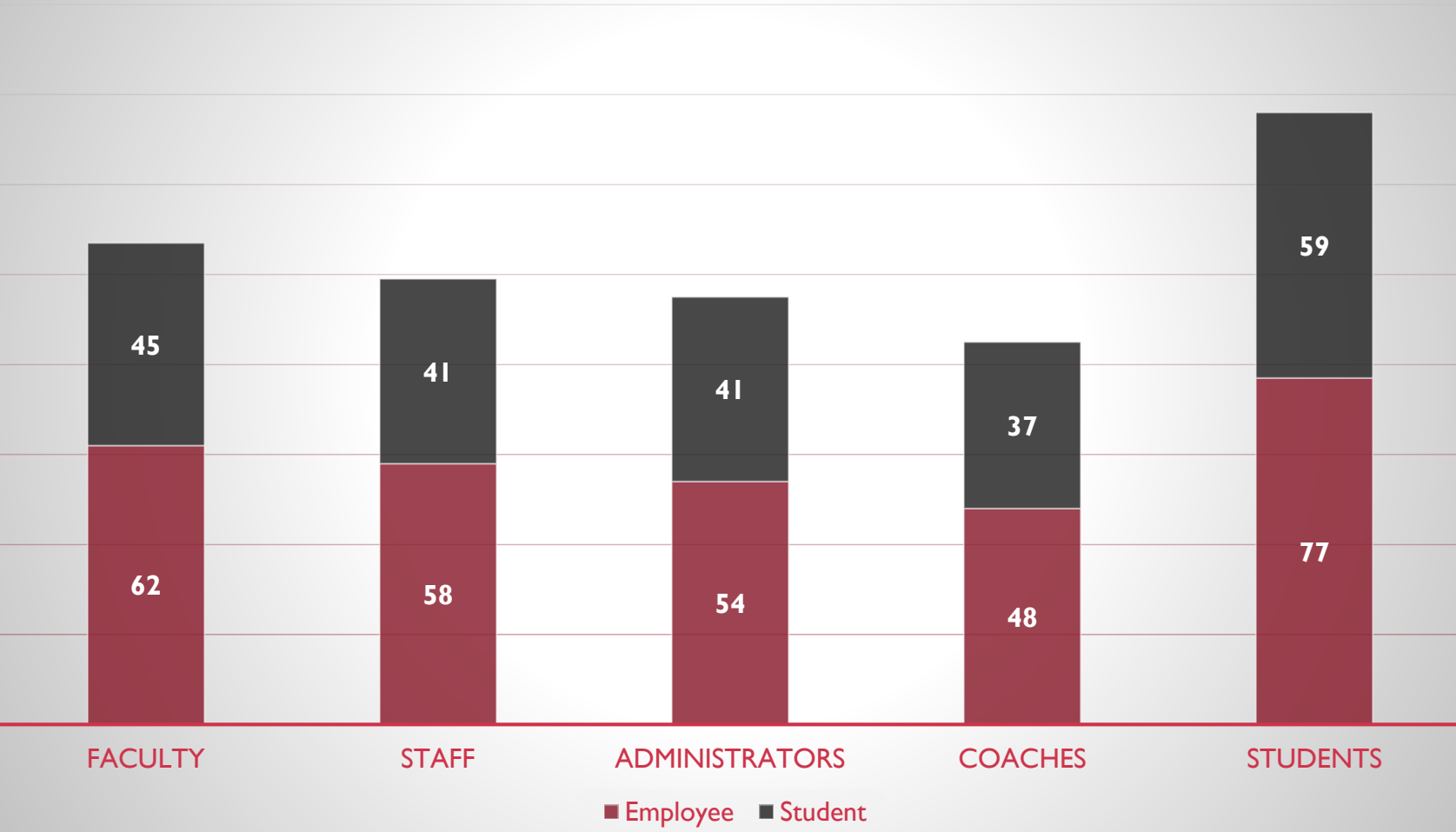
FINDINGS - RELATIONSHIPS

Welcoming of Different Identities



FINDINGS - RELATIONSHIPS

Agree – Gender Equity is a Priority

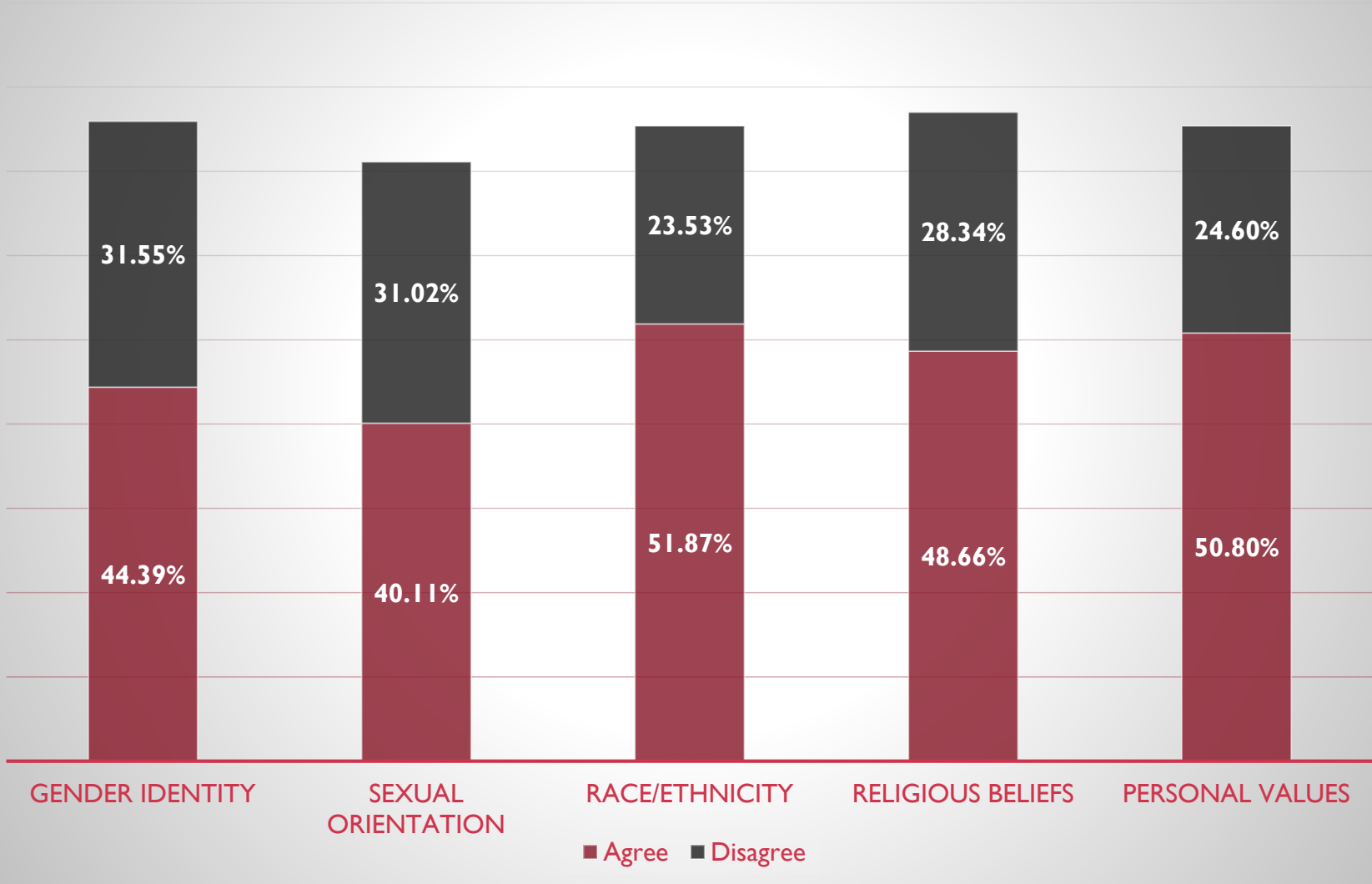


More employees *and* students agree that gender equity is a priority to students than employees.

- Out of 187 participants:
- 73% Agree/Students
 - 57% Agree/Faculty
 - 53% Agree/Staff
 - 51% Agree/Administrators
 - 45% Agree/Coaches

FINDINGS - RELATIONSHIPS

CU is Preparing Me



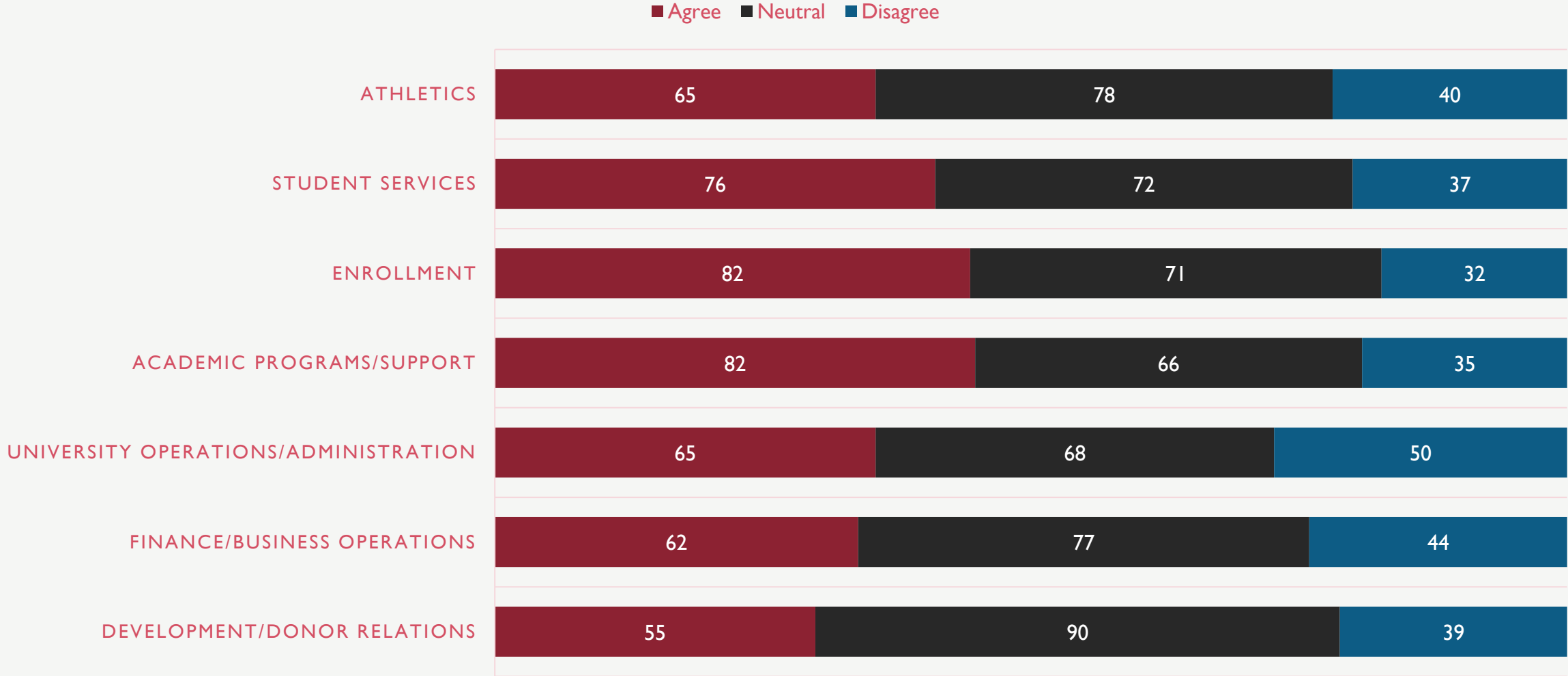
On average, less than 50% of participants agreed that Campbellsville University is preparing them to meaningfully engage with others who have different identities from their own.

FINDINGS - CAMPUS

- As we move further from the individual level toward an environmental level (campus), we now start to see a decline in the overall percentage of participants in agreement with statements about gender equity.
- The fact that fewer participants can agree with the statements when evaluating the campus level indicates that at the very least less may be known about institutional priorities or positions on issues of gender equity. There are also consistently larger responses of neutrality when evaluating gender equity at the campus level than at the individual or relationship levels, though not as high as in the community level

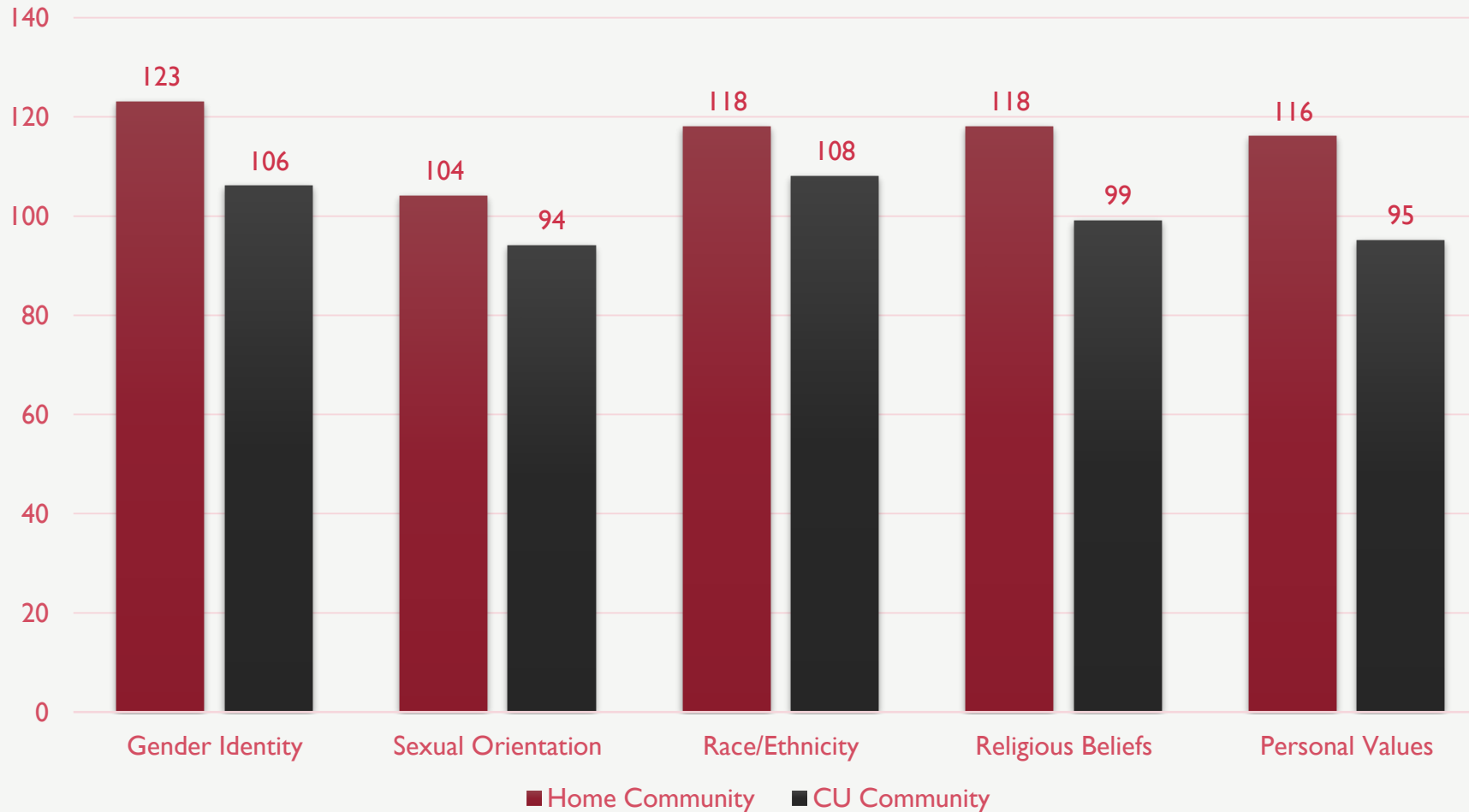
FINDINGS - CAMPUS

GENDER EQUITY AS PRIORITY IN FUNCTIONAL AREAS



FINDINGS - COMMUNITY

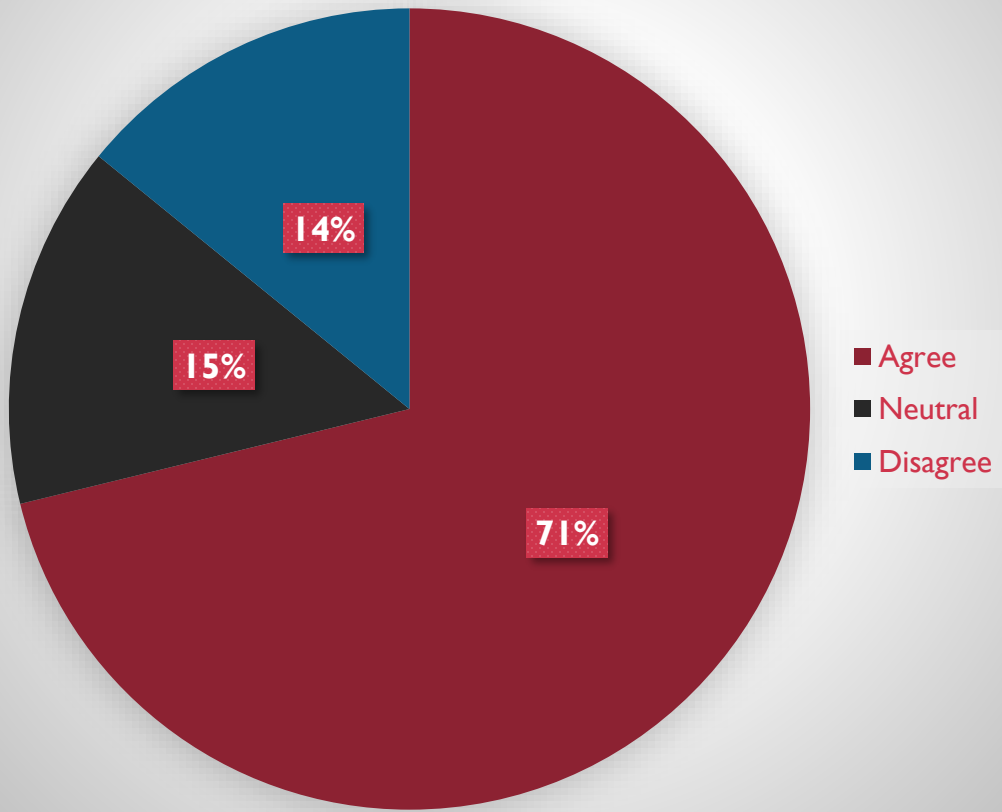
Supports for Identity Expression



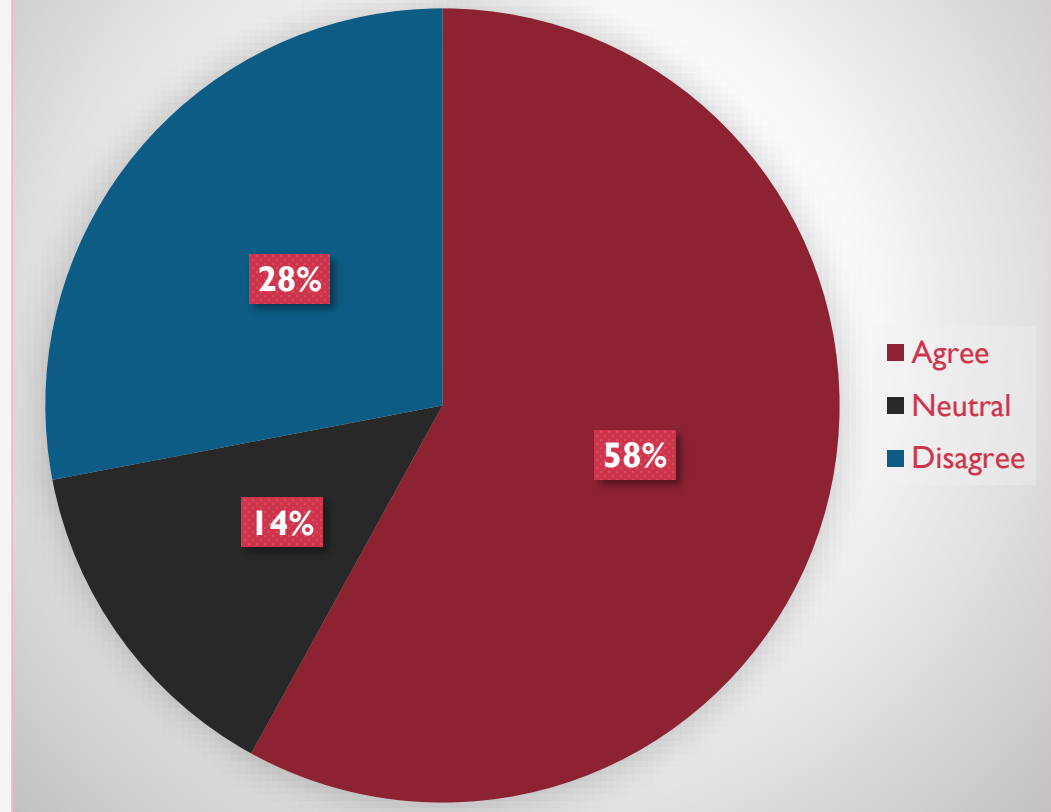
Individuals may have access to greater resources of support in expressing any of their identities from their home communities than they do in one of Campbellsville University's local communities.

FINDINGS - COMMUNITY

Advance Gender Equity in Local Communities



Advance Gender Equity Among Church Connections



DEFINE GENDER

- **Traditional view of gender**
 - *Gender occurs only in the male/female binary*
 - *Gender is tied to biological sex*
 - *Several references to God or the Bible*
- **Non-traditional view of gender**
 - *Gender is fluid or falls on a spectrum*
 - *Expressions of masculinity and femininity*
 - *Subject to each individual's interpretation*
 - *Distinct and/or unrelated to sex*

These divergent positions were evenly represented within the narrative responses.

CHALLENGES TO DEVELOPING INTERPERSONAL RELATIONSHIPS

“People are afraid to be themselves.”

“There is a general apprehension to expressing a thought for fear of offending someone. The culture is one of silos.”

- **University Barriers**
 - *Siloed departments*
 - *Culture and environment*
- **Differences**
 - *Personal differences*
 - *Anything different from a dominant belief*
 - *Contrary to University beliefs/ideals*
 - *Fear*

BETTER PROMOTE GENDER EQUITY FOR STUDENTS & EMPLOYEES

Education

- *Training for employees*
- *Awareness of gender issues*
- *What is gender equity and why is it important?*

Specific Action

Athletics facilities and scheduling

Housing options

Hiring diverse candidates and increasing representation at all levels

Promoting women into leadership

Nothing

- *CU is already doing enough*
- *Accommodating gender/sexual minorities is contrary to CU's Christian mission*
- *There is no hope for CU to change*

FINAL THOUGHTS

- Campbellsville University must acknowledge that there is an LGBTQ+ community comprised of students and employees.
- Personal experiences with others who have different identities than our own (gender, sexuality, race/ethnicity, religion, personal values) can lead to growth and promote inclusivity.
- The institution's role within local communities and relationships with local churches can provide a powerful platform to address issues of gender equity.
- Campbellsville University not only has the opportunity, but the responsibility to take greater action in promoting gender equity – reconciled to its faith convictions and for the good of those we serve.