

Faculty Assessment of Campus Climate  
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## Executive Summary

In spring, 2007, all 643 full- and part-time faculty were sent an invitation via email to participate in the *Faculty Assessment of Campus Climate*. The faculty survey was one of four surveys administered as part of an effort to assess and improve diversity on the UNC campus. Surveys were also sent to university staff and to all undergraduate and graduate students. The purpose of this survey was to elicit faculty's perceptions regarding various aspects of campus climate including the overall climate for diversity, the university's commitment to diversity, interactions among colleagues, satisfaction with their employment at UNC, feelings of comfort and belonging at UNC, and treatment by various campus constituencies.

Data from the 2007 survey will provide UNC faculty, staff, and administrators with descriptive information about the faculty's overall perceptions of the university's climate for diversity as well as differences in climate perceptions based on selected demographic characteristics. In addition, the survey results will serve as a baseline against which future assessments can be compared.

Usable survey responses were received from 116 UNC faculty (response rate of 18%), the majority of whom were tenured (58.6%), full-time (73%), female (52.6%), white (75.9%), heterosexual (78.4%), and without disability (85.3%). The average faculty respondent was 49.9 years of age ( $SD = 8.9$ ) and had been employed at UNC an average of 12.0 years ( $SD = 9.5$ ). Only 3 respondents (2.6%) were not U.S. citizens. Respondents represented all five colleges, with the greatest numbers from the colleges of Humanities and Social Sciences (27.6%), Natural and Health Sciences (20.7%), and Education and Behavioral Sciences (19.0%). Interestingly, despite the high level of education among faculty, a substantial number of respondents (41.4%) had parents without college degrees. Respondents were representative of the population of UNC faculty in terms of gender and age, but differed from the UNC population on college and ethnicity.

Survey responses were analyzed by gender, race/ethnicity, sexual orientation, disability status, college, religion, appointment status, age, and years of employment at UNC. The following are among the major findings of the study.

◆ Aspects of UNC's campus climate rated most positively included *Unfair Treatment Based on Personal Characteristics*<sup>1</sup>, *Diversity Attitudes*, and *Fair Treatment by University and Community Groups*. Most respondents reported being treated fairly by various groups including other faculty, staff, students, and members of the Greeley community. Positive diversity attitudes indicate that most faculty respondents support diversity at UNC and feel that multicultural issues and perspectives should be incorporated into the curriculum.

◆ The least positively rated climate dimensions were *UNC's Commitment to Diversity*, *Climate for Diverse Groups*, and *Diversity-Related Respect and Interpersonal Relations*. Relatively few faculty agreed that top university administrators are genuinely committed to increasing diversity at UNC or that UNC has a climate which fosters diversity. A number of faculty rated UNC's climate for various groups as hostile or somewhat hostile and indicated that ethnic/racial relations among students both within and outside the classroom are generally poor.

- ◆ Comparisons between white/Caucasian and racial/ethnic minority faculty on the 15 climate dimensions yielded a difference in perceptions on *Program/Unit Level Promotion of Diversity*. Proportionally fewer minority faculty agreed that their units or program areas had made serious efforts to hire either more ethnic/racial minorities or women in recent searches or that their colleagues have a desire to enhance diversity within their unit or program area.
- ◆ Male and female respondents provided similar ratings on most dimensions of UNC's climate but did differ on *Diversity Attitudes*, *Faculty/Admin Diversity-related Commitment & Behavior*, and *Gender and Racial Group Opportunities*. Female faculty had more positive attitudes toward promotion of diversity at UNC and incorporation of multicultural perspectives into coursework. Conversely, male faculty provided higher ratings of the university's commitment to the success of faculty and students of all racial and ethnic groups as well as the university's commitment to the success of female faculty and students. Moreover, male faculty were more likely to agree that women and racial/ethnic minority faculty are given adequate opportunities to serve on university committees and to attain administrative positions.
- ◆ When faculty respondents were compared across the five colleges, differences were found between the Monfort College of Business and the colleges of Humanities and Social Sciences and Education and Behavioral Sciences on 8 and 5 dimensions of campus climate, respectively. On each climate dimension where differences were found, respondents from the Monfort College of Business, on average, viewed UNC's climate more positively than respondents from either the College of Humanities and Social Sciences or the College of Education and Behavioral Sciences. Likewise, respondents from the Monfort College of Business had experienced less unfair treatment on the basis of personal characteristics and had encountered fewer insensitive remarks or materials about various diverse groups.
- ◆ Differences in perceptions between heterosexual and sexual minority faculty occurred on 2 of the 15 climate dimensions indicating that sexual minority faculty were less satisfied with their employment at UNC than heterosexual faculty and also encountered more insensitive remarks and materials about various groups (i.e., racial/ethnic minorities, people with disabilities, people of different national origins, and sexual minorities) than their heterosexual colleagues.
- ◆ Responses to the open-ended survey question, regarding general feedback about both positive and negative diversity-related experiences at UNC, were overwhelmingly negative and supportive of numeric responses to the survey's rating scale items. The two dominant themes that emerged reflected respondents' general dissatisfaction with UNC's administration, not only in terms of its lack of commitment to diversity but also with respect to its disregard for faculty. It is apparent from responses to the open-ended question that there is marked discontent among many faculty regarding UNC's climate for diversity as well as other aspects of the university's climate.
- ◆
- ◆ In sum, the survey results suggest that while many faculty rated a number of aspects of UNC's climate as being positive, a substantial proportion of the faculty viewed the climate as generally inhospitable. On the positive side, relatively few faculty had personally experienced unfair treatment on the basis of demographic characteristics nor did feel they had been treated unfairly by various campus groups, with the notable

exception of senior administrators. However, most respondents doubted the university's commitment to diversity, rated UNC's climate for diverse groups as at least somewhat hostile, and regarded diversity-related interpersonal relations on campus as poor.

<sup>1</sup> Note: A positive rating on *Unfair Treatment* indicates that a faculty member never or rarely was treated unfairly.

## Introduction

In spring, 2007, all full- and part-time faculty were sent an invitation via email to participate in the *Faculty Assessment of Campus Climate*. The faculty survey was one of four surveys administered as part of an effort to assess and improve diversity on the UNC campus. Surveys were also sent to university staff and to all undergraduate and graduate students. The purpose of this survey was to elicit faculty's perceptions regarding various aspects of campus climate including the overall climate for diversity, the university's commitment to diversity, interactions among colleagues, satisfaction with their employment at UNC, feelings of comfort and belonging at UNC, and treatment by various campus constituencies.

Data from the 2007 survey will provide UNC faculty, staff, and administrators with descriptive information about the faculty's overall perceptions of the university's climate as well as differences in climate perceptions based on selected demographic characteristics. In addition, the survey results will serve as a baseline against which future assessments can be compared.

The report begins with an overview of the survey procedures, followed by a description of the faculty survey respondents and their overall perceptions of 15 climate dimensions. Survey results are then presented in terms of differences in perceptions on various aspects of UNC's climate for specific subgroups based on gender, race/ethnicity, sexual orientation, college, religion, disability status, appointment status, age, and years of employment at UNC. Readers interested in details about the data analysis and data management procedures should consult Appendix A: the Technical Appendix.

## Procedures

In spring, 2007, all full-time ( $N = 472$ ) and part-time ( $N = 171$ ) faculty were sent an invitation via email from President Kay Norton to participate in the *Faculty Assessment of Campus Climate*. A followup email was also sent in an unsuccessful attempt to improve response rate.

The survey included 88 items which asked faculty to rate various aspects of UNC's climate as well as their experiences at the university. Based on the rating scale items, 15 climate dimensions were empirically derived (see Appendix B) for use in subsequent analyses of the faculty's overall as well as subgroup perceptions of climate. The survey content was based on a faculty diversity climate survey used previously at Virginia Tech University (Hyer, Conley, & McLaughlin, 1999). It also included items adapted from a climate survey piloted at UNC in spring, 2003 (Raymond, Kronauge, & Kim, 2003) and demographic and background questions. The final survey was revised based on feedback received from faculty across several program areas as well as from a staff member involved with diverse student groups.

## Survey Participants

Usable survey responses were received from 116 UNC faculty for a response rate of 18%. This low response rate not only challenges representativeness of the sample, but also may be indicative of the dissatisfaction of many faculty with UNC's overall climate as suggested by some of the comments elicited on the open-ended survey question as well as from anecdotal comments from faculty.

The majority of respondents were female (52.6%), white (75.9%), heterosexual (78.4%), and without disability (85.3%). While most respondents were tenured (58.6%), the second largest group was not on tenure track (e.g., term) (19.8%). The average faculty respondent was 49.9 years of age ( $SD = 8.9$ ) and had been employed at UNC an average of 12.0 years ( $SD = 9.5$ ). Only 3 respondents (2.6%) were not U.S. citizens. Respondents represented all five colleges, with the greatest numbers from the colleges of Humanities and Social Sciences (27.6%), Natural and Health Sciences (20.7%), and Education and Behavioral Sciences (19.0%). Interestingly, despite the high level of formal education among faculty, a substantial number of respondents (41.4%) had parents without college degrees. Regarding religious faith, the single largest group was Christian (45.7%) followed by 22.4% who indicated “none.” See Table 1 for a complete demographic breakdown of respondents and a comparison with the UNC faculty population.

Respondents were representative of the population of UNC faculty in terms of gender and age but differed from the UNC population on ethnicity and college. Proportionally fewer white/Caucasian and Asian American/Pacific Islander faculty responded to the survey than were in the population of UNC faculty, whereas relatively more bi/multiracial faculty responded. Because UNC apparently does not keep records on biracial or multiracial faculty (or students), the participation by *any* multiracial faculty was greater than expected. Consequently, the 6% who indicated they were bi/multiracial differed from the expected racial/ethnic distribution of the UNC faculty population. In addition, although only three non-U.S. citizens responded to the survey, this was proportionally more than expected. With respect to representation based on college, there was some disparity between relative proportions of survey participants and relative proportions of faculty in the UNC population. While the colleges of Education and Behavioral Sciences, Natural and Health Sciences, and Performing and Visual Arts were under-represented among survey participants, the College of Humanities and Social Sciences was over-represented. One possible reason for the discrepancy between UNC faculty as a whole and survey participants in terms of their college was the large proportion of survey respondents not wishing to disclose their college.

Table 1

## Demographic Characteristics of Respondents

	% Respondents	% UNC Faculty
<i>Gender</i>		
Male	39.7 <sup>a</sup>	44.0
Female	52.6	56.0
<i>Race/Ethnicity</i>		
White/Caucasian <sup>b</sup>	75.9	86.6
Hispanic/Mexican American <sup>c</sup>	3.4	4.0
African American/Black <sup>b</sup>	.9	2.0
Asian American/Pacific Islander	3.4	18.7
Native American	0.0	0.8
Bi-racial/Multi-racial	6.0	na <sup>d</sup>
Prefer not to disclose	10.3	3.4
<i>Sexual Orientation</i>		
Heterosexual	78.4	na <sup>d</sup>
Gay/Lesbian	5.2	
Did not disclose	12.1	
<i>Person with Disability</i>		
Yes	10.3	na <sup>d</sup>
No	85.3	
<i>Primary Appointment Status</i>		
Tenured	58.6	na <sup>d</sup>
Tenure track	17.2	
Non-tenure track	19.8	
Adjunct	2.6	
<i>College in Which Employed</i>		
Education and Behavioral Sciences	19.0	27.0
Humanities and Social Sciences	27.6	24.0
Natural and Health Sciences	20.7	26.0
Performing and Visual Arts	7.8	11.0
Monfort College of Business	6.0	7.0
Interdisciplinary	.9	
Prefer not to disclose	14.7	
<i>Religious Faith</i>		
Christianity	43.1	na <sup>d</sup>

Judaism	3.4	
Buddhism	.9	
Other	8.6	
None	22.4	
Prefer not to disclose	15.5	
<i>First Generation College</i>		na <sup>d</sup>
Yes	41.4	
No	55.2	
<i>Citizen Status</i>		
U.S. Citizen	94.0	98.8
Non-U.S. Citizen/Permanent Resident	.9	
Non-U.S. Citizen	1.7	0.01

<sup>a</sup> % do not sum to 100% because of missing data

<sup>b</sup> Non-Hispanic

<sup>c</sup> also includes Chicano/a and Latino/a

<sup>d</sup> na – information not available for the UNC faculty population

## Results

### Overall Climate Perceptions

A substantial proportion of faculty respondents appeared to be dissatisfied with many aspects of UNC's climate as seen in Table 2. When scaled responses were dichotomized as either positive or negative, the most positive ratings were found on *Unfair Treatment Based on Personal Characteristics*<sup>1</sup>, *Diversity Attitudes*, and *Fair Treatment by University and Community Groups*. Overall, relatively few respondents had experienced unfair treatment or harassment at UNC based on personal characteristics such as their race/ethnicity, gender, sexual orientation, or religion, although frequency of unfair treatment/harassment did differ somewhat across specific characteristics. For example, more faculty had been treated unfairly due to their gender (25.9%) or age (20.7%) than based on their sexual orientation (3.4%), race/ethnicity (6.9%), or national origin (6.9%), though these numbers should be interpreted with caution given the small numbers of respondents who were ethnic or sexual minorities or non-US citizens. Similarly, most respondents reported being treated fairly by various groups including other faculty, staff, students, and members of the Greeley community; however, only half (50.9%) of the respondents rated their treatment by senior administrators as fair. Positive diversity attitudes indicate that most faculty respondents support diversity at UNC and feel that multicultural issues and perspectives should be incorporated into the curriculum. In addition, while not an indication of climate satisfaction, per se, most faculty (71.6%) were familiar with various programs and services offered by UNC. Respondents were most familiar with Disability Support Services (86.2%) and least familiar with the Gay, Lesbian, Bisexual, and Transgendered Resource Center (52.6%).

Climate dimensions rated least positively overall included *UNC's Commitment to Diversity*, *Climate for Diverse Groups*, and *Diversity-Related Respect and Interpersonal*

*Relations.* In terms of UNC's commitment to diversity, relatively few faculty agreed that top university administrators are genuinely committed to increasing diversity at UNC (25.9%) or that UNC has a climate which fosters diversity (27.6%), although more respondents (53.4%) agreed that UNC is committed to the success of faculty of all racial and ethnic groups. Despite the small proportion of respondents personally experiencing unfair treatment or harassment on the basis of personal characteristics as noted above, a number of faculty rated UNC's climate for various groups as hostile or somewhat hostile. In particular, a large proportion of respondents rated UNC as hostile to sexual minorities (52.6%), people whose first language is not English (49.2%), people with different religious beliefs and backgrounds (39.7%), and racial/ethnic minorities (37.1%). The climate was seen as somewhat more accepting of people with disabilities, women, and people over 40 with less than 20% rating the climate as hostile for these groups. Similarly, less than half of respondents viewed diversity-related respect and interpersonal relations overall as positive. This climate dimension involved faculty's treatment of students, students' treatment of faculty, and ethnic/racial relations among students both within and outside the classroom. For example, only 38.8% felt that students treated faculty from all racial/ethnic groups with respect, although more respondents (68.2%) believed that faculty were respectful toward all students regardless of race/ethnicity. Respondents were most disparaging about the interaction among students across racial/ethnic groups outside the classroom and about the quality of racial and ethnic integration on campus with only 17.2% and 18.1%, respectively, rating these two items positively.

Table 2

*Percent Favorable Responses for UNC Campus Climate Dimensions*

Climate Dimension	%
Unfair Treatment Based on Personal Characteristics	96.5
Diversity Attitudes	91.4
Fair Treatment by University and Community Groups	82.1
Program/Unit Level Promotion of Diversity	75.9
Familiarity with UNC Programs and Services	71.6
Opportunities for Female and Ethnic/Racial Minority Faculty	68.8
Social Support and Comfort with Greeley	67.3
Working Relationships with Colleagues	67.2
UNC Employment Satisfaction	65.8
Insensitive Remarks/Materials about Diverse Groups	60.9
Comfort and Belonging at UNC	59.6
Faculty/Admin Diversity-related Commitment & Behavior	59.1
Diversity-Related Respect and Interpersonal Relations	48.3
Climate for Diverse Groups	48.1
UNC's Commitment to Diversity	30.0

*Note:* % represents percent of positive responses after ratings were dichotomized to positive versus negative

## **Ethnic/Racial Differences**

Given the small sample sizes of some racial/ethnic groups, race/ethnicity was dichotomized into white/Caucasian versus racial/ethnic minority for purposes of comparing climate perceptions. The only climate dimension on which perceptions differed based on race/ethnicity was *Program/Unit Level Promotion of Diversity*. Proportionally fewer racial/ethnic minority than white/Caucasian faculty agreed that their units or program areas had made serious efforts to hire either more ethnic/racial minorities or women in recent searches, i.e., 59.1% versus 76.8% and 57.9% versus 74.4%, respectively, for hiring ethnic/racial minorities and women. Similarly, relatively fewer racial/ethnic minority faculty felt that their colleagues have a desire to enhance diversity within their unit or program area, i.e., 60.9% versus 84.1%.

## **Gender Differences**

Male and female faculty provided similar ratings on most dimensions of UNC's climate but did differ on 3 of the 15 climate dimensions: *Diversity Attitudes*, *Faculty/Admin Diversity-related Commitment & Behavior*, and *Gender and Racial Group Opportunities*. Female faculty overall had more positive attitudes toward promotion of diversity at UNC and incorporation of multicultural perspectives into coursework. For example, 98.4% of female respondents compared with 75% of male respondents indicated it was important to incorporate ethnic and/or gender perspectives into their courses or programs. Conversely, male faculty provided higher ratings of the university's commitment to the success of faculty and students of all racial and ethnic groups as well as the university's commitment to the success of female faculty and students. Moreover, more male (97.8%) than female (65.5%) faculty believe that women are adequately represented on important university committees or that women and racial/ethnic minorities are given the same opportunities to attain administrative positions.

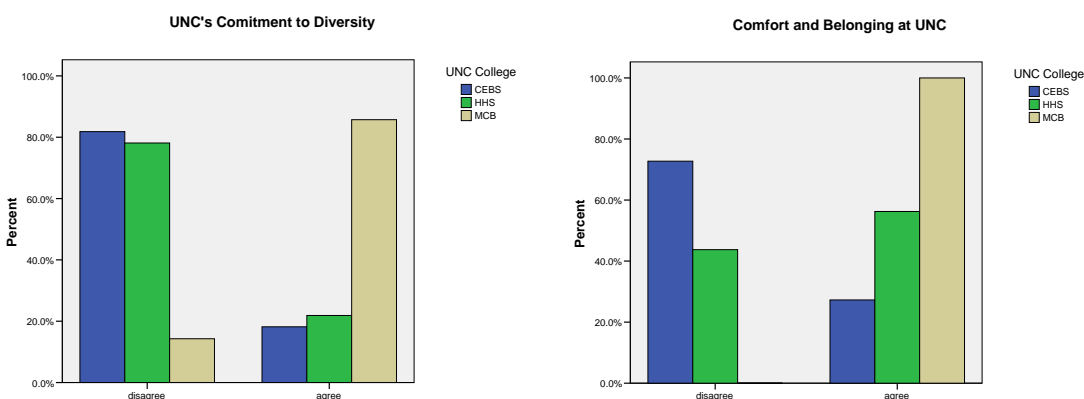
## **Differences by Sexual Orientation**

Differences in perceptions between heterosexual and sexual minority faculty occurred on 2 of the 15 climate dimensions indicating that more sexual minority than heterosexual faculty have encountered insensitive remarks and materials about various groups including racial/ethnic minorities, people with disabilities, people of different national origins, and sexual minorities. Not surprisingly, considerably more sexual minority faculty than heterosexual faculty had either heard insensitive comments or seen derogatory materials about non-heterosexuals, i.e., 80.0% versus 39.1%. However, sexual minority faculty also reported greater frequency of experiencing these types of negative comments or materials about other groups. For example, relatively fewer heterosexual than sexual minority respondents had seen or heard negative remarks/materials about people with disabilities (16.7% versus 40.0%) or about people of different national origins (35.5% versus 70.0%). Sexual minority faculty were also less satisfied with their employment at UNC than heterosexual faculty with 72.5% of heterosexual compared with only 35.0% sexual minority faculty rating their overall employment at UNC positively. In particular, whereas the majority (71.5%) of heterosexual respondents felt that UNC was the right choice for them, only 40.0% of sexual minority faculty agreed.

## Differences by College

Faculty across the five colleges (i.e., College of Education and Behavioral Sciences, College of Humanities and Social Sciences, College of Natural and Health Sciences, College of Performing and Visual Arts, and the Monfort College of Business) differed on 8 of the 15 aspects of climate including *Diversity-Related Respect and Interpersonal Relations*, *Opportunities for Female and Ethnic/Racial Minority Faculty*, *UNC's Commitment to Diversity*, *Faculty/Admin Diversity-related Commitment & Behavior*, *Climate for Diverse Groups*, *Insensitive Remarks/Materials about Diverse Groups*, *Unfair Treatment Based on Personal Characteristics*, and *Comfort and Belonging at UNC*. No other differences were found among the colleges. Respondents from the Monfort College of Business disagreed with respondents from the College of Humanities and Social Sciences and College of Education and Behavioral Sciences on eight and five climate dimensions, respectively. Patterns of differences were consistent across the climate dimensions with respondents from the Monfort College of Business, on average, viewing UNC's climate more positively than respondents from either the College of Humanities and Social Sciences or the College of Education and Behavioral Sciences. Likewise, faculty from the Monfort College of Business had experienced less unfair treatment on the basis of personal characteristics and had encountered fewer insensitive remarks or materials about various diverse groups. Despite the consistency of findings across various climate domains, results associated with the Monfort College of Business should be regarded somewhat cautiously given the small number of respondents ( $N = 7$ ) from that college. Figure 1 illustrates the nature of disparities among the three colleges on two aspects of climate. Note in the graph of responses regarding *UNC's Commitment to Diversity* that while the majority of faculty from the Monfort College of Business agreed UNC is committed to diversity, the majority of faculty from the other two colleges disagreed. Similar findings are seen in the graph reflecting degree of comfort and belonging at UNC as well as in the other climate dimensions where differences were found.

Figure 1



## Differences Based on Religion

In order to conduct comparisons on climate perceptions based on religion, religious faiths were dichotomized into Christian and non-Christian due to the small numbers of faculty indicating specific, non-Christian faiths. No overall differences were found on the 15 climate dimensions. The statistical finding was mirrored by the open-ended comments that reflected perceived bias on the part of *both* Christians and non-Christians. For example, some respondents indicated that Christians are favored both at UNC and in Greeley, i.e., “I feel terribly uncomfortable in Greeley even after 14 years because I do not belong to a church“ and “This campus holds tight the ideal of a heterosexual, white, traditional and Christian fundamentalists university.” In contrast, other respondents felt that the university climate is intolerant of Christians, i.e., “I have felt threatened many times on campus because I am a conservative Christian.” Respondents also noted prejudice against specific Christian denominations (i.e., “repeated anti-Catholic comments from faculty”) as well as against specific religious groups (i.e., “One administrator told me that Muslim student applicants were ‘not to be trusted’ regarding their motives in coming to UNC”).

## Other Comparisons

Comparisons on the 15 climate dimensions were also made with respect to disability status, appointment status, age, and years of employment at UNC. No differences were found between those faculty with and without disability or among tenured, tenure-track, and non-tenure track faculty. Although perceptions of UNC’s climate were unrelated to age, a relationship was found between years at UNC and respondents’ feelings of comfort and support in Greeley with those employed longer at UNC reporting greater comfort.

## Open-Ended Responses

Responses to the open-ended question at the end of the survey, regarding general feedback about both positive and negative diversity-related experiences at UNC, were overwhelmingly negative and supportive of numeric responses to the survey’s rating scale items. The two dominant themes that emerged reflected respondents’ general dissatisfaction with UNC’s administration, not only in terms of its lack of commitment to diversity but also with respect to its disregard for faculty. Several other themes were also evident from the comments including the general climate for diversity at UNC, climate for specific subgroups, UNC’s general climate, employment dissatisfaction, and diversity attitudes. Although some of the comments were not directly related to the survey’s focus on the climate for diversity, they are included here because of their relevance to the larger issue of the climate for faculty. Table 3 presents representative comments to illustrate these themes.

Table 3

*Representative Comments from Respondents' Open-Ended Responses*

<i>Theme</i>
<p><i>Administration and General Climate</i></p> <ul style="list-style-type: none"> <li>◆ It seems that UNC is committed to fairly treating all of its faculty with an equal amount of disdain, mistrust, and heavy-handed top-down management.</li> <li>◆ The lack of commitment to listening to faculty points-of-view and in taking faculty seriously is appalling. I truly feel as if faculty are seen as a big nuisance by administrators. Not good when we are working at an institution where faculty should be the engine.</li> <li>◆ I have noticed a strong lack of respect for faculty members in general (not just based on the “usual” categories). This comes from both the administration and the board of trustees, who seem to have no respect for professionalism and view us more as adversaries than partners. This is one of the most common complaints I hear from UNC faculty.</li> <li>◆ I can hardly bear anymore the tendency of upper administration and all administrative levels at UNC to just keep inventing systems to make THEIR jobs easier and then just dump the implementation of that on all the professors. I also feel disrespected from my administrators because I am not enchanted with all their “improved ways” of doing things.</li> </ul>
<p><i>UNC Administration and Climate for Diversity</i></p> <ul style="list-style-type: none"> <li>◆ Administration is cynical with regard to diversity. Their reports to national accrediting agencies are deceptive about minority representation.</li> <li>◆ The current administration has created a chilly climate in so many ways; diversity is just ONE of these.</li> <li>◆ We cannot recruit faculty of color because we cannot offer tenure track. Why would they come here when they can go somewhere else, make more money, and be assured of tenure possibilities? This is a discriminatory practice on multiple fronts.</li> <li>◆ Until UNC shows some flexibility with offering tenure track positions to minority faculty candidates (even in searches that are for non-tenure track positions), there will be very little success in recruitment of such individuals. Unless this is done, it is difficult to believe the administration is committed to increasing diversity.</li> <li>◆ One administrator told me that Muslim student applicants were “not to be trusted” regarding their motives in coming to UNC. This same administrator told me that Muslim women were not capable of graduate work.</li> </ul>
<p><i>General Climate at UNC</i></p> <ul style="list-style-type: none"> <li>◆ My department and college provided NO guidelines on what I needed to do to succeed, and the department atmosphere was not only hostile, but covertly so – which is worse. No one except the chair offered advice, professional or otherwise.</li> <li>◆ One significant concern that I have is the relations between faculty and classified staff. There is a lot of unfortunate antagonism there.</li> <li>◆ The support network is among colleagues within my school. External to that group the general environment of UNC appears to be very closed.</li> </ul>

*Climate for Diverse Subgroups*

- ◆ I am not sure about faculty, but students of color do not believe their concerns are heard.
- ◆ Staff often display hostility to minority students that administration ignores. Minorities are not welcomed at UNC and they know it. This is a campus that holds tight the ideal of a heterosexual, white, traditional and Christian fundamentalist university.
- ◆ On a different occasion, an Associate Dean ... watched another female faculty who happens to be African-American verbally abused by her male colleagues for merely suggesting a different path for their program.
- ◆ I honestly don't know how African-American and Hispanic students survive at UNC. As a university, UNC needs to demonstrate that it values the community that we are in and, particularly, to engage the local Hispanic population in our work so that the next generation of local Hispanic students might consider attending UNC as a student.
- ◆ There is a lot of subtle racism on campus and in the community (like international or minority student paperwork being "lost" or "delayed" in some offices).
- ◆ I feel terribly uncomfortable in Greeley even after 14 years because I do not belong to a church.
- ◆ I have felt threatened many times on campus because I am a conservative Christian. I have been directly and indirectly threatened for my opinions, beliefs, and faith.
- ◆ Repeated anti-Catholic comments from faculty.
- ◆ Sometimes I am concerned for my students who are primarily from Saudi Arabia. When 9/11 rolls around, they often hear inappropriate comments.
- ◆ English is my third language and often I have been corrected for my accent by colleagues-other professors.
- ◆ When I revealed a psychological disability, I was (covertly) mocked.
- ◆ In my particular unit, I have seen and experienced subtle discrimination based on gender, from both male and female colleagues. In addition, the Dean of my College has left several women full professors in the CUPA basement, while attempting to give a large parity increase to a man with whom he shared a personal relationship.
- ◆ In the early to mid 1990s, my department was extremely racist/sexist regarding my teaching. It was equally repressive about my research and service. The men's "style" of interacting was a steady stream of put-downs and sarcasm. One white male once said to me "I have a full head of Aryan hair." This same man constantly bothered me about my dress, my body, and other put-downs.
- ◆ A past department chair openly discouraged a female Hispanic not to apply for a position by telling her that there was no position, during a time when there was a position. The division director created an unfair and damaging atmosphere against a female faculty member because he did not agree with her style – creative – as it was very different from his own – sequential.
- ◆ The Director talking about hiring young fresh faculty and making prejudiced comments about a particular nationality.
- ◆ It's distressing to me that new faculty are hired within a year of my hiring who do not have a Ph.D. but supposedly have been provided the same salary. I suspect ageism.
- ◆ UNC needs to allow domestic partners to be added to benefits. This is only fair, seeing as UNC promotes itself with a statement that says the university does not discriminate because of sexual orientation. This is blatant discrimination.

### *General Climate for Diversity*

- ◆ Diversity is valued in some areas of the UNC campus, but does not appear to be valued in general.
- ◆ There seems to be no systematic effort to recruit minorities of all kinds, or even more important, create a comfortable climate for them – especially the disabled or non-hetero.
- ◆ Diversity is a tricky issue here, the students, staff, and town are all somewhat hostile to social and demographic change. The failure of both the self appointed advocates for diversity and the administration is a shame.
- ◆ I think UNC's environment is somewhat unwelcoming to outsiders, but I don't think this is tied to race/gender/sexual preference. The campus/community is just slightly unwelcoming/unfriendly to people who are not from this "corner of the world."
- ◆ The only way to improve diversity on campus is to recognize that the campus and Greeley are both predominantly populated and run by people who have little tolerance or understanding of non-majority populations.
- ◆ The only intolerance I've found on campus has been due to conservative vs. liberal political views.
- ◆ The problem, as I see it, is that UNC is relatively isolated from the community and world that we live in. There is such little diversity amongst our students that it is difficult for students from other backgrounds to feel comfortable in speaking about their different experiences and feeling that their comments are recognized and valued.
- ◆ There are serious problems on campus with diversity in both passive and active forms. I am a white male, but I hear inappropriate comments often.
- ◆ A portion of Colorado students come in with very racist, gender-biased, and otherwise intolerant viewpoints and unfortunately are supported in them by a minority of faculty. The term "diversity" is thrown around, but there are no consequences for inappropriate behavior.
- ◆ UNC and College climate have been positive based on my experience. Faculty in my academic program, however, generally demonstrate very little interest and knowledge in diversity and inclusiveness.

### *Employment Dissatisfaction*

- ◆ I hope to leave the university even though I have been a devout supporter for years: I wish to leave because I do not want to become another frustrated, burned out, distrustful member of the faculty. I acknowledge that this is about work climate rather than about diversity.
- ◆ Questions about plans to stay at UNC or regretting taking a job here – my responses have everything to do with poor administrative leadership, and lack of respect of faculty by the administration – and nothing to do with the diversity climate at UNC.
- ◆ I would NEVER recommend UNC to a prospective student or faculty member. Almost every faculty member wants to leave or is waiting to rack enough benefits to retire. Students pick up on the bad atmosphere and I don't know if they would recommend the school to their friends.

### *Diversity Attitudes*

- ◆ I have always felt that diversity is important. In a lit or writing class when I use sources, I always try to include minority films, books, poems, writings, documentaries. Many of us do. Discussing fairness and respect is a big part of my class.
- ◆ The idea of diversity for the sake of diversity is patently absurd.

◆ In some dissertation studies dealing with race and gender issues, some faculty members do not understand why those issues are important. To me, that indicates a lack of awareness and cultural sensitivity. This results from ignorance rather than any conscious racial or gender prejudice.

◆ My opinion is that “differentness,” especially race, is often becoming an excuse for poor performance.

◆ The issue of bringing diversity to UNC is disrespectful in and of itself. That UNC must make an issue of the lack of diversity on campus demonstrates the general misunderstanding of what a diverse community is.

It is apparent from responses to the open-ended question that there is marked discontent among many faculty regarding UNC’s climate not only in terms of the climate for diversity but also with respect to other aspects of the university’s climate. In particular, a number of comments were directed toward UNC administrators, at all levels including senior administrators, deans, school directors, and department chairs. While some of the most scathing, personal criticisms were omitted from this report, the comments included in Table 3 reflect the general tenor of feelings among respondents. Faculty noted concerns (and in some cases, anger) about the administration’s disrespectful treatment of faculty, administrative policies that hamper efforts to increase diversity (e.g., preference for hiring non-tenure track faculty, exclusion of domestic partners from receiving benefits, etc.), and a general inattention to diversity issues on campus. Some respondents cited specific incidents to portray the unwelcoming climate for diverse subgroups, which included women, racial/ethnic minorities, students and faculty of different nationalities, older faculty, faculty with psychological disability, and faculty of varying religious beliefs. Others offered more general remarks about the university’s environment as not being particularly welcoming to anyone who is “different” and about the subtle and not so subtle forms of discrimination present on campus. Some noted that the unwelcoming climate was due to the isolated nature of UNC and Greeley as well as to intolerant viewpoints of some faculty and incoming students. Of the responses related to UNC employment satisfaction, all were quite negative, indicating faculty who intended to leave UNC and who would never recommend UNC to either prospective students or faculty. Finally, there was some disagreement among respondents regarding the issue of diversity itself. While some respondents supported the importance of promoting diversity through cultural sensitivity and respect, others questioned the notion of endorsing diversity for diversity’s sake. One respondent argued that by focusing on its lack of diversity, UNC was revealing its misunderstanding about the true nature of diversity.

A few respondents also remarked that in their particular units (e.g., the library and in music) female faculty outnumber males, thus making questions about gender inequity for women irrelevant. Similarly, one respondent stated that he was unable to complete the survey because the questions only pertained “to females and individuals of black and Hispanic races.”

## **Conclusions**

The survey results suggest that while many faculty rated a number of aspects of UNC’s climate as being positive, a substantial proportion of the faculty viewed the climate as generally inhospitable. On the positive side, relatively few faculty had personally experienced unfair treatment on the basis of demographic characteristics nor did feel they had been treated unfairly by various campus groups, with the notable exception of senior administrators. However, most

respondents doubted the university's commitment to diversity, rated UNC's climate for diverse groups as at least somewhat hostile, and regarded diversity-related interpersonal relations on campus as poor. In addition, 25% or more of the respondents provided negative ratings for other climate domains including their sense of comfort and belonging at UNC and in Greeley, level of employment satisfaction, working relationships with colleagues, opportunities at UNC for women and racial/ethnic minorities, and their encountering of insensitive remarks or materials about diverse groups on campus.

Many of these same findings were echoed in the open-ended responses. For instance, consistent with the low numeric ratings related to the UNC's commitment to diversity, a number of open-ended remarks focused on the university's insincerity in attempting to recruit minority faculty or to create a welcoming climate for minority students and faculty. Perceptions of other climate dimensions were also corroborated by respondents' open-ended comments. Comments that were grouped under the theme of *Climate for Diverse Subgroups* were essentially an aggregate of the numeric dimensions of *Climate for Groups* and *Unfair Treatment Based on Personal Characteristics*. Several respondents described the climate as fairly intolerant of various non-majority groups including those with disabilities, sexual minorities, Muslims, Christians, non-Christians, racial/ethnic minorities, and international students. Others simply described the climate as being generally unfriendly toward outsiders or anyone who differs from the majority. Although only a small percent of respondents reported experiencing unfair treatment or harassment based on personal characteristics in the numeric part of the survey, in the open-ended comments several described specific incidents in which they had been treated inappropriately based on some personal characteristic such as gender, national origin, religion, disability status, race, or ethnicity.

One of the findings that could be construed as positive was the relative absence of between-group differences in climate perceptions. Although there were several differences found when comparing various subpopulations of the faculty (see Appendix C), i.e., based on gender, race/ethnicity, religion, and college, UNC faculty were comparatively similar in their perceptions in contrast to UNC students who differed in many aspects of climate across various subgroups. The relative absence of group differences could reflect greater perceived equity among demographic subgroups of faculty, or could simply be a statistical artifact due to the relatively small sample size. Because of the lack of differences between subgroups on most of the climate dimensions, there is no clearly delineated profile of satisfied versus unsatisfied faculty, with respect to the areas measured on this survey. However, the results do suggest that sexual minority faculty were among the most dissatisfied faculty at UNC based on their considerably lower employment satisfaction and more frequent encounters with insensitive remarks or materials than their heterosexual colleagues. Moreover, female faculty perceived that women at UNC have fewer opportunities to serve on important university committees or to attain administrative positions at the university whereas racial/ethnic minority faculty were less inclined to believe that their program areas or units were sincere in their efforts to hire more racial/ethnic minorities or to enhance diversity. The greatest number of differences was found when comparing climate dimensions across the five colleges with respondents from the colleges of Education and Behavior Sciences and Humanities and Social Sciences consistently providing the least positive ratings of UNC's climate. However, as mentioned previously, these results should be regarded with caution given the very small number of respondents from the Monfort College of Business, which was the college found to differ most from these two colleges. No other colleges differed from each other.

In examining faculty's perceptions of climate, it is also important to consider the extent to which these views and experiences are related to their overall employment satisfaction. Given that dissatisfied faculty are also those most likely to leave the university, promotion of a positive campus climate is one of the foundations of faculty retention. As mentioned earlier, the only demographic characteristic related to faculty employment satisfaction was sexual orientation. However, perceptions of various dimensions of campus climate were also associated with employment satisfaction, including perceptions of the university's commitment to diversity and feelings of comfort and belonging at UNC which were the most strongly correlated with satisfaction. Perceptions of comfort and belonging included feeling comfortable, belonging, and enjoying being at UNC as well as not having to change personal characteristics (e.g., language, dress, or behavior) to "fit in" at UNC. The relationship between perceptions of UNC's commitment to diversity and employment satisfaction was also reflected in open-ended comments citing that intentions to leave UNC or to discourage prospective faculty from taking positions at UNC were based on discontent with the university administration.

As with any study, this survey had several limitations including the unusually low response rate and the possibility that some respondents used the survey to express their general dissatisfaction with UNC, not necessarily in terms of the climate for diversity. The low response rate likely attenuated the statistical power to some extent, which resulted in finding relatively few differences among various subgroups. Low response rates also call into question representativeness of survey respondents. Consequently, ratings of the 15 climate dimensions could either be more or less positive for the UNC faculty population than they were for the survey respondents. Unfortunately, there is no way to determine the accuracy of the overall survey responses with any certainty. In addition, the response rate obtained for UNC's faculty climate survey was considerably lower than response rates typically found on faculty surveys at other institutions based on an examination of the higher education literature which reveals faculty survey response rates frequently greater than 40%. There was some anecdotal evidence intimating that there may have been an effort by faculty to "boycott" the survey because it did not address the non-diversity campus climate issues of greatest concern. This may have accounted for at least a portion of the nonresponse. As mentioned above, some of the negative survey responses might also signal general climate dissatisfaction among faculty that is unrelated to UNC's climate for diversity. This was suggested by several of the comments provided by respondents who specifically indicated that their survey responses reflected feelings about work climate and "poor administrative leadership" and not diversity. Consequently, validity of some scores might be questionable if the scores represent general anger rather than perceptions of the campus climate dimensions measured on the survey.

Nevertheless, based on the survey results, several areas of concern warrant tangible responses from the administration, including the perceptions by female faculty that they are afforded fewer opportunities to serve on important committees and in administrative positions; by minority faculty that their units have not made serious attempts to recruit minorities in recent hiring efforts; and by respondents as a whole that they are being treated with disdain by UNC administrators and that diversity-related interpersonal relations on campus are poor. Addressing the first two areas should be relatively easy while the last two areas will require more systemic changes. For example, several faculty stated that until programs are permitted to search for tenure-track positions, UNC will continue to fall behind in its ability to compete for the most qualified minority and non-minority candidates. Therefore, a possible remedy to address the faculty's concerns about hiring more minority faculty is to increase the number of tenure-track

searches and to engage in more than token efforts to attract minority applicants. In contrast, contending with the broader issues of distrust between faculty and administrators or of poor interpersonal relations between students of various subgroups is naturally going to be considerably more difficult.

In conclusion, some of the survey's findings should not be terribly astonishing. However, it is hoped that the results will assist university decision-makers in focusing on the climate issues that are most salient to faculty. It is imperative that specific, visible actions be implemented based on the survey results if faculty are to regard this survey as having any merit or credibility.

## References

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## Appendix A: Technical Appendix

Data were obtained from 116 respondents for a response rate of 18%. Data were imported into SPSS version 15 for initial data cleaning/screening as well as for subsequent analyses, which included both descriptive and inferential statistics. Data were first examined descriptively both for purposes of describing the sample as well as to identify any notable or aberrant trends/patterns in the data, e.g., outliers, excessive skew, etc. The 88 climate rating scale items were then subjected to principal component analysis (PCA) for purposes of creating composite, subscale scores representing various aspects of climate. To determine the number of components to retain required consensus among several criteria including percent common variance, presence of a discernable “elbow” in the scree plot, the Kaiser-Guttman (eigenvalue > 1) criterion, approximation to simple structure following promax rotation, and interpretability of the components. Pattern coefficients of .3 or higher were considered “salient.” Based on the PCA 15 interpretable components were identified (see Appendix B for specific items associated with each component). Three items, “My school director or unit head meets with me as appropriate to discuss my performance, career, and/or promotions,” “Racial and ethnic minority faculty members are adequately represented on important university committees, and “Faculty who are openly critical of my program/unit administration have no cause to fear retribution” were dropped from their respective components as these items either did not fit conceptually with the other items, did not “load” on any component at a salient level, or loaded on multiple components. However, analyses based on these individual items are reported in the overall perception results as well as in the subgroup comparisons, where relevant. Reliability estimates based on Cronbach’s alpha were then obtained for each component to determine the extent to which responses to items within each subscale were internally consistent. As shown in Appendix B, reliability estimates generally ranged from somewhat less than acceptable (i.e., .66 for Unfair Treatment Based on Personal Characteristics) to quite high (i.e., .92 for Diversity-Related Respect and Interpersonal Relations, .91 for Faculty/Admin Diversity-related Commitment & Behavior, and .91 for Insensitive Remarks/Materials about Diverse Groups).

Scores on each dimension were obtained by computing means for responses to all items within the dimension. Mean comparisons were made across the 15 climate dimensions on the basis of race/ethnicity, gender, sexual orientation, religion, tenure status, college, age, and years of employment at UNC using independent samples t-tests, analysis of variance (ANOVA), and Pearson product moment correlations. To balance the risk of type 1 error (obtaining significant results merely by chance) with the potential loss of power due to small sample size when conducting tests of statistical significance, a familywise error rate of .10 was used in computing a Bonferroni adjusted alpha within each type of group comparison, i.e.,  $\alpha = .006$  (i.e.,  $.10/15$ ). Prior to conducting t-tests and ANOVA, Levene’s test was examined to determine if the assumption of homogeneity of variance was tenable. Where Levene’s test was found statistically significant, t-tests were conducted with separate variance estimates and the ANOVA was conducted with the Welch’s *F*, which does not require equal variances. Note that ANOVA was only used for testing differences among colleges and appointment status groups. For the seven statistically significant ( $p < .006$ ) ANOVAs on college differences that met the homogeneity of variance assumption, the Tukey post hoc procedure was conducted to determine which groups differed (and in what direction). For the one significant ANOVA not supporting homogeneity of variance, post hoc comparisons were based on the Games-Howell procedure, which does not require equal variances. Post hoc tests on differences among the five colleges were also

conducted at a Bonferroni-adjusted alpha of .006. Normality of scores (based on degree of skew and kurtosis) was also examined prior to conducting inferential statistical tests and was found tenable for most tests. Given the robustness of both the t-test and ANOVA with respect to minor violation of the normality assumption, the parametric tests were deemed appropriate for these data. The other analytical procedure used was the Pearson product moment correlation between scores on *UNC Employment Satisfaction* and the other 14 climate dimensions. Although 11 of the 13 correlations were statistically significant at the  $p < .006$  level, correlations were only reported and interpreted if they were greater than or equal to .50, which represented 25% or more in shared variance.

**Appendix B**  
**Climate Survey Dimensions**

Dimension	Survey Items	$\alpha$
<b>Diversity Attitudes</b>	<ul style="list-style-type: none"> <li>◆ Diversity is good for UNC and should be actively promoted by students, staff, and faculty</li> <li>◆ When relevant, faculty should provide opportunities to discuss multicultural perspectives in class</li> <li>◆ It is important to me to incorporate ethnic and/or gender perspectives in my courses or programs</li> <li>◆ One problem with pursuing the goal of diversity is the admission of too many underqualified students</li> <li>◆ UNC is placing too much emphasis on diversity</li> <li>◆ All UNC undergraduates should be required to take at least one course that focuses on racial/ethnic minorities and/or women's history, culture, or perspective</li> <li>◆ Affirmative action leads to hiring less qualified faculty and staff</li> </ul>	.83
<b>Working Relationships with Colleagues</b>	<ul style="list-style-type: none"> <li>◆ In my program area or unit, expectations concerning promotions and career advancement are made clear</li> <li>◆ In general, my work relationships with other faculty members in my program area or unit are good</li> <li>◆ I have received adequate guidance/mentoring from other members of my program area or unit</li> <li>◆ Career advancement and salary decisions are made fairly in my program area or unit</li> <li>◆ I often feel that I don't "fit in" very well with other faculty members in my program area or unit</li> </ul>	.76
<b>Opportunities for Female and Ethnic/Racial Minority Faculty</b>	<ul style="list-style-type: none"> <li>◆ Women are adequately represented on important university committees</li> <li>◆ Racial and ethnic minority faculty are given the same opportunities for administrative positions as non-minority</li> </ul>	.84

	<p>faculty members</p> <ul style="list-style-type: none"> <li>◆ Women are given the same opportunities for administrative positions as men</li> </ul>	
<b>UNC's Commitment to Diversity</b>	<ul style="list-style-type: none"> <li>◆ UNC has a climate which fosters diversity</li> <li>◆ Top university administrators are genuinely committed to increasing diversity at UNC</li> <li>◆ UNC is committed to the success of faculty of all racial and ethnic backgrounds</li> </ul>	.85
<b>Program/Unit Level Promotion of Diversity</b>	<ul style="list-style-type: none"> <li>◆ In recent searches for new faculty, my program area or unit has made a serious effort to hire racial and ethnic minorities</li> <li>◆ There is a desire among my colleagues to enhance diversity in my program area or unit</li> <li>◆ In recent searches for new faculty, my program or unit has made a serious effort to hire more women</li> </ul>	.73
<b>Diversity-Related Respect and Interpersonal Relations</b>	<ul style="list-style-type: none"> <li>◆ Respect by faculty members for students of all racial and ethnic groups</li> <li>◆ Respect by students for faculty of all racial and ethnic groups</li> <li>◆ Racial and ethnic integration on campus</li> <li>◆ Friendships between students across racial and ethnic groups</li> <li>◆ Interaction among students across racial and ethnic groups outside the classroom</li> <li>◆ Racial and ethnic relations in the classroom</li> </ul>	.92
<b>Faculty/Admin Diversity-related Commitment &amp; Behavior</b>	<ul style="list-style-type: none"> <li>◆ University commitment to the success of students of all racial and ethnic groups</li> <li>◆ University commitment to the success of faculty of all racial and ethnic groups</li> <li>◆ University commitment to the success of female faculty</li> <li>◆ University commitment to the success of female students</li> <li>◆ Sensitivity of faculty and staff to gender issues</li> </ul>	.91
<b>Climate for Diverse Groups</b>	<ul style="list-style-type: none"> <li>◆ People with disabilities</li> <li>◆ Women</li> <li>◆ Racial/Ethnic minorities</li> </ul>	.90

	<ul style="list-style-type: none"> <li>◆ Sexual minorities</li> <li>◆ People with different religious beliefs</li> <li>◆ People whose first language is not English</li> <li>◆ People over 40</li> </ul>	
<b>Unfair Treatment Based on Personal Characteristics</b>	<ul style="list-style-type: none"> <li>◆ Race/ethnicity</li> <li>◆ Gender</li> <li>◆ Sexual orientation</li> <li>◆ Religion</li> <li>◆ Age</li> <li>◆ Accent/dialect</li> <li>◆ National origin</li> <li>◆ Disability</li> <li>◆ Socioeconomic/income level</li> </ul>	.66
<b>Insensitive Remarks/Materials about Diverse Groups</b>	<ul style="list-style-type: none"> <li>◆ Racial/ethnic minorities</li> <li>◆ Women</li> <li>◆ People with disabilities</li> <li>◆ Sexual minorities</li> <li>◆ People from different national origins</li> <li>◆ Religious groups</li> <li>◆ People whose first language is not English</li> </ul>	.91
<b>Fair Treatment by University and Community Groups</b>	<ul style="list-style-type: none"> <li>◆ Other faculty</li> <li>◆ Senior administrators</li> <li>◆ Staff</li> <li>◆ Students</li> <li>◆ Members of the Greeley community</li> </ul>	.75
<b>UNC Employment Satisfaction</b>	<ul style="list-style-type: none"> <li>◆ I plan to remain at UNC the next academic year</li> <li>◆ I am certain that UNC was the right choice for me</li> <li>◆ I would recommend UNC to a colleague who was considering applying for a position here</li> <li>◆ I regret that I took a position at UNC</li> <li>◆ I will remain at UNC for the remainder of my career</li> </ul>	.80
<b>Comfort and Belonging at UNC</b>	<ul style="list-style-type: none"> <li>◆ I enjoy being at UNC</li> <li>◆ I feel comfortable at UNC</li> <li>◆ I feel I belong at UNC</li> <li>◆ Overall, I am satisfied with the climate at UNC</li> <li>◆ I often feel that I have to change some of my personal characteristics in order to</li> </ul>	.90

	fit in at UNC	
	<ul style="list-style-type: none"> <li>◆ I have a social network of friends and/or supportive persons on campus</li> <li>◆ I feel comfortable in Greeley</li> <li>◆ I have a support network of friends and/or supportive persons in Greeley</li> </ul>	.72
<b>Familiarity with UNC Programs and Services</b>	<ul style="list-style-type: none"> <li>◆ Women's Resource Center</li> <li>◆ Cesar Chavez Cultural Center</li> <li>◆ Marcus Garvey Cultural Center</li> <li>◆ Asian American/Pacific American Student Services</li> <li>◆ Native American Student Services</li> <li>◆ Center for Human Enrichment</li> <li>◆ McNair Scholars Program</li> <li>◆ Center for International Education</li> <li>◆ Disability Support Services</li> <li>◆ Gay, Lesbian, Bi-sexual, &amp; Transgendered Resource Center</li> <li>◆ Employee Relations Office (EOAA)</li> <li>◆ Counseling Center</li> </ul>	.90

**Note:**  $\alpha$  = Cronbach's alpha reliability

**Appendix C**  
**Statistically Significant Mean Differences by Group**

Climate Dimension	Race Ethnicity	Gender	Sexual Orientation	College
Diversity Attitudes		X		
Working Relationships with Colleagues				
Opportunities for Female and Ethnic/Racial Minority Faculty		X		X
UNC's Commitment to Diversity				X
Program/Unit Level Promotion of Diversity	X			
Diversity-Related Respect and Interpersonal Relations				X
Faculty/Admin Diversity-related Commitment & Behavior		X		X
Climate for Diverse Groups				X
Insensitive Remarks/Materials about Diverse Groups			X	X
Unfair Treatment Based on Personal Characteristics				X
Fair Tx by Univ. and Community Groups				
UNC Employment Satisfaction			X	
Comfort and Belonging at UNC				X
Social Support and Comfort with Greeley				
Familiarity with UNC Programs & Services				

<sup>a</sup> X = significant at  $p < .006$