

Staff Assessment of Campus Climate
Spring 2007

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Executive Summary

In spring 2007, all ($N = 885$) full and part-time staff were invited to participate in the *Staff Assessment of Campus Climate*. The survey was part of a larger diversity initiative at UNC begun in 2006 when the University launched a strategic initiative for inclusion and diversity. The survey was intended to solicit staff perceptions regarding the overall climate for diversity, attitudes for diversity, satisfaction with UNC employment, feelings of comfort and belonging at UNC and in Greeley, and treatment by various campus constituencies.

Administrators, faculty, staff, and students will use data from the 2007 survey to inform decisions about continuing efforts toward supporting an inclusive and welcoming campus environment. Also, these results will provide baseline data for measuring progress towards attaining the University's diversity goals.

Usable survey responses were received from 297 UNC full and part-time classified and exempt staff (response rate of 33.5%), the majority of whom were female (55.2%), white (69.4%), heterosexual (80.1%), Christian (64.3%), and U.S. citizens (96.0%). A small number of respondents reported having a disability (6.7%). The average respondent was just over 45 years of age ($M = 45.2$, $SD = 11.7$) and had been employed at UNC approximately 10 years ($M = 9.9$, $SD = 8.5$). Regarding employment status, 62.0% were from the classified staff, and 31.0% were exempt. Ninety-four percent reported full-time employment status, and 50.2% indicated that they are responsible for supervising other employees. Most of the respondents had completed at least some college (73.8%), with 19.2% having a four year degree, 15.5% having a master's degree, and 7.4% having a doctorate. Based on institutional data, respondents were representative in terms of gender, age and employment classification but differed regarding race/ethnicity and employment status. Survey responses were analyzed by gender, race/ethnicity, sexual orientation, disability status, religion, age, employee classification, education, and years of employment at UNC. The following are among the major findings of the study.

- ◆ Overall, staff appeared to be generally satisfied with the university's climate for diversity. Aspects of UNC's campus climate rated most positively included *Relations with Co-workers*, *Fair Treatment by Groups*, *UNC Satisfaction with Employment*, and *Unfair Treatment*¹.
- ◆ The least positively rated climate dimensions were *Student Racial/Ethnic Interactions* and the *Climate for Groups*.
- ◆ Staff reported relatively low levels of familiarity with diversity-related services and programs at UNC.
- ◆ No significant differences were found based on the sex or age of respondents on any of the climate dimensions included in the survey. Likewise, differences were not found based on sexual orientation; however, only five respondents identified as belonging to a sexual minority, so this finding should be interpreted with some caution. When analyzing responses based on these criteria to specific items relevant to the various subgroups, differences were found regarding perceptions of the campus climate, unfair treatment, and exposure to insensitive materials.

¹ Higher scores on this scale indicate respondents rarely or never experienced unfair or harassing treatment on the basis of personal characteristics such as sex, race/ethnicity, disability status, etc.

- ◆ Differences were found on three climate dimensions based on race/ethnicity – *Diversity Opportunities for Employment*, *UNC’s Commitment to Diversity*, and *Fair Treatment by Groups* – with staff from minority populations reporting less favorable perceptions and experiences.
- ◆ Staff members with a disability were less likely to report favorable perceptions on two dimensions: *Supervision and Opportunity* and *Unfair Treatment*.
- ◆ Three marginally significant differences were found on the basis of religion, with Christian respondents reporting more favorable impressions of *Diversity Opportunities for Employment*, *Student Racial/Ethnic Interactions*, and *Greeley Comfort and Belonging*.
- ◆ Staff members’ responses based on employment classification (classified or exempt) varied significantly on six dimensions. Exempt staff reported more favorable impressions of *Supervision and Opportunity*, *Diversity Attitudes*, *Fair Treatment by Groups*, and also greater familiarity with diversity-related services. Classified staff reported higher levels of unfair treatment based on personal characteristics. Classified staff also reported more positive impressions on *Greeley Comfort and Belonging*.
- ◆ The level of education reported appeared to influence perceptions on five dimensions: *Diversity Attitudes*, *Student Racial/Ethnic Interactions*, *Insensitive Remarks*, *Greeley Comfort and Belonging*, and *Familiarity with Services*. Respondents with higher levels of education (some graduate school, master’s, or doctorate) reported more positive diversity attitudes and greater familiarity with diversity-related services. Those with master’s degrees were less likely to report observing positive interactions among students from different racial/ethnic groups and were also more likely to report seeing or hearing insensitive remarks. Master’s degree holders were least likely to report a sense of comfort and belonging in Greeley.
- ◆ The length of time employed influenced perceptions on four dimensions. Respondents who had been employed for one year or less held more favorable perceptions of *Supervision and Opportunity* and *Climate for Groups*. Those employed for 15-19 years reported the least favorable impressions for both dimensions. Those employed for one year or less also perceived the lowest levels of unfair treatment, with those employed for 15-19 years reporting the highest levels. Those employed for 15 or more years reported the greatest familiarity with diversity-related services.
- ◆ Overall, staff appear to hold generally positive attitudes regarding the campus climate for diversity. Significant differences were found, however, based on race/ethnicity, disability, religion, employment classification, education level, and years of employment. Minority staff members, those with a disability, non-Christians, and classified employees were less likely to report positive perceptions of various aspects of campus climate.

Introduction

In spring 2007, all ($N = 885$) full and part-time staff were invited to participate in the *Staff Assessment of Campus Climate*. The survey was part of a larger diversity initiative at UNC begun in 2006 when the University launched a strategic initiative for inclusion and diversity. The survey was intended to solicit staff perceptions regarding the overall climate for diversity, attitudes for diversity, satisfaction with UNC employment, feelings of comfort and belonging at UNC and in Greeley, and treatment by various campus constituencies.

Administrators, faculty, staff, and students will use data from the 2007 survey to inform decisions about continuing efforts toward supporting an inclusive and welcoming campus environment. Also, these results will provide baseline data for measuring progress towards attaining the University's diversity goals.

This report provides descriptions of the survey procedures and the staff respondents. In addition, it discusses overall perceptions of 14 climate dimensions as well as differences found based on various demographic characteristics. These include gender, race/ethnicity, sexual orientation, disability status, religion, age, employee classification, education, and years of employment at UNC. Specific details about the data analysis and data management process can be found in Appendix A: The Technical Appendix.

Procedures

All 885 full and part time staff employees were sent an email solicitation letter during spring 2007 inviting them to participate in the *Staff Assessment of Campus Climate*. The email included instructions about how those interested could access the on-line survey via URSA, the University's secure, electronic portal for students, staff, and faculty. To ensure that all staff members had an opportunity to participate, pencil and paper versions of the survey were distributed to staff who did not have computer access. Also, based on feedback from a staff advisory board, a Spanish-language version of the survey was prepared and distributed with the pencil and paper versions. No incentives were provided to participate in the survey.

The survey included 87 items regarding perceptions of various elements of UNC's climate as well as experiences at the university and in the Greeley community. Based on the 87 rating scale items, 14 climate dimensions were empirically derived (see Appendix B) for use in subsequent analyses of staff members' overall as well as subgroup perceptions of climate. The survey content was based on a climate survey used previously at Virginia Tech University (Hyer, Conley, & McLaughlin, 1999) as well as an earlier version of a climate survey piloted at UNC in spring 2003 (Raymond, Kronauge, & Kim, 2003). In addition, a staff advisory group comprised of classified and exempt staff from departments across the University assisted in revising the instrument for clarity and appropriateness to UNC. Demographic and background questions were also included on the survey.

Survey Participants

Usable survey responses were received from 297 UNC full and part-time classified and exempt staff (response rate of 33.5%), the majority of whom were female (55.2%), white (69.4%), heterosexual (80.1%), Christian (64.3%), and U.S. citizens (96.0%). A small number of respondents reported having a disability (6.7%). The average respondent was just over 45

years of age ($M = 45.2$, $SD = 11.7$) and had been employed at UNC approximately 10 years ($M = 9.9$, $SD = 8.5$). Regarding employment status, 62.0% were from the classified staff, and 31.0% were exempt. Ninety-four percent reported full-time employment status, and 50.2% indicated that they are responsible for supervising other employees. Most of the respondents had completed at least some college (73.8%), with 19.2% having a four year degree, 15.5% having a master's degree, and 7.4% having a doctorate. Seven Spanish-language completed surveys were returned, as were 57 completed pencil and paper versions. Based on institutional data, respondents were representative in terms of gender, age and employment classification but differed regarding race/ethnicity and employment status. Caucasian/white employees were overrepresented in the respondent pool as were full-time employees. See Table 1 for additional information about the respondents and how they compared to the UNC population.

Table 1

Demographic Characteristics of Respondents

	% Respondents	% UNC Staff
<i>Gender</i>		
Male	41.4 ^a	41.8
Female	55.2	58.2
<i>Race/Ethnicity</i>		
White/Caucasian	69.4 ^a	79.1
Hispanic/Mexican American ^b	18.5	14.6
African American/Black ^c	0	1.2
Asian American/Pacific Islander	1.0	1.4
American Indian/Native Alaskan	1.0	.6
Bi-racial/Multi-racial	2.7	na ^d
Prefer not to disclose	1.0	na ^d
Other	.7	3.2
<i>Sexual Orientation</i>		na ^d
Heterosexual	80.1 ^a	
Gay/Lesbian	1.3	
Bisexual	.3	
Prefer not to disclose	12.5	

	% Respondents	% UNC Staff
<i>Person with Disability</i>		na ^d
Yes	6.7 ^a	
No	89.9	
<i>Religious Faith</i>		na ^d
Christianity	64.3 ^a	
Jewish	.7	
Buddhist	.3	
None	11.4	
Other	5.1	
Prefer not to disclose	15.8	
<i>Age</i>		na ^e
≤ 29	8.8 ^a	
30-39	17.5	
40-49	28.6	
≥ 50	37.7	
<i>Mean Age</i>	45.2	44.8
<i>Citizen Status</i>		na ^d
U.S. Citizen	96.0 ^a	99.5
Non-U.S. Citizen/Permanent Resident	1.7	.5
Other	.3	
<i>Employee Classification</i>		
Classified	62.0 ^a	60.7
Exempt	31.0	31.4
Other	3.7	7.8
<i>Supervisory Responsibility</i>		na ^d
Yes	50.2	
No	48.8	
<i>Employee Status</i>		
Full time	94.9 ^a	84.9
Part time	4.4	15.1
<i>Education Level</i>		na ^d
Did not complete high school	4.0 ^a	
High school/GED	15.8	
Some college	22.2	
2 year degree	8.1	

	% Respondents	% UNC Staff
4 year degree	19.2	
Some graduate work	4.4	
Masters degree	15.5	
Doctorate or professional degree	7.4	
<i>Years of Employment</i>		na ^d
≤ 1	15.5	
1.1-4.9	19.5	
5-9.9	23.9	
10-14.9	12.5	
15-19.9	13.1	
≥ 20	15.5	

^a % do not sum to 100% because of missing data

^b also includes Chicano/a and Latino/a

^c Non-Hispanic

^d na – information not available for the UNC staff population

^e na – disaggregated data on employee age was not available.

Results

Overall Climate Perceptions

In general, the majority of staff respondents rated all 14 dimensions positively (see Table 2). The climate dimensions receiving the highest dichotomized ratings (positive/negative) included *Unfair Treatment*² (95.9%), *Relations with Co-Workers* (95.3%), *Fair Treatment by Groups* (93.2%), and *UNC Satisfaction with Employment* (90.1%). Respondents indicated that their work contributions are appreciated by co-workers (87.7%), with 94.6% indicating good working relationships with co-workers in their unit or program. Staff members reported receiving the highest levels of fair treatment from students (93.0%), members of the Greeley community (89.2%), and other staff (88.9%), with lower levels of fair treatment from faculty (76.7%) and senior administrators (69.3%). Regarding overall satisfaction at UNC, 86.9% indicated that they enjoy being at UNC, 87.8% planned to continue their employment at UNC, and 80.8% agreed that UNC is the right place for them. Only 4.1% reported being treated unfairly on the basis of personal characteristics. *UNC Satisfaction with Employment* was related most strongly to *Supervision and Opportunity* and *UNC Comfort and Belonging*.

Although a majority of respondents positively rated all 14 climate dimensions, the two dimensions receiving the lowest ratings were *Student Racial/Ethnic Interaction* (62.6%) and *Climate for Groups* (70.1%). Regarding the former, 44.7% rated student racial/ethnic integration on campus as fair or poor. When analyzing the items related to *Climate for Groups*, the climate was viewed as most welcoming for women, with 92.5% rating it as welcoming or somewhat welcoming. The climate was viewed as least welcoming for the following groups: (a) those for whom English is not their first language (28.3% viewed as hostile or somewhat hostile); (b)

² Higher scores on this scale indicate respondents rarely or never experienced unfair or harassing treatment on the basis of personal characteristics such as sex, race/ethnicity, disability status, etc.

sexual minorities (27% viewed as hostile or somewhat hostile); and (c) those over 40 (17.0% viewed as hostile or somewhat hostile). A majority of respondents (63.1%) were unfamiliar with the various diversity-related services and programs available at UNC.

Table 2

Percent Favorable Responses for UNC Campus Climate Dimensions

Climate Dimension	%
Unfair Treatment*	95.9
Relations with Co-Workers	95.3
Fair Treatment by Groups	93.2
UNC Satisfaction with Employment	90.1
Greeley Comfort and Belonging	87.1
UNC Comfort and Belonging	86.8
Insensitive Remarks*	81.3
UNC's Commitment to Diversity	79.2
Supervision and Opportunity	79.1
Diversity Opportunities for Employment	79.1
Diversity Attitudes	78.4
Climate for Groups	70.1
Student Racial/Ethnic Interactions	62.6
Familiarity with Services	36.9

*Higher percentages indicate less exposure to unfair treatment and insensitive remarks.

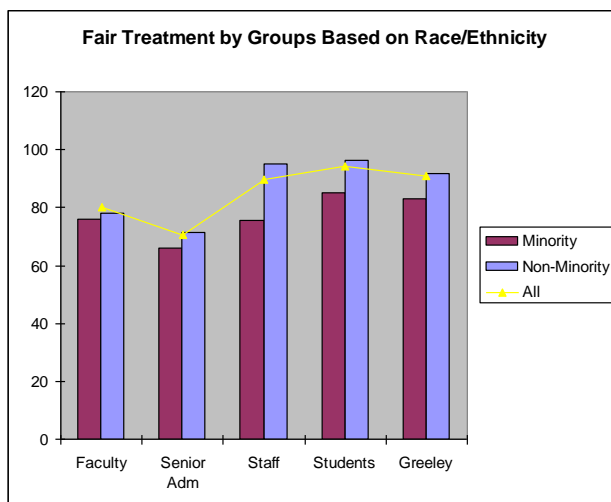
Ethnic/Racial Differences

Respondents differed by race/ethnicity on three demographic and three climate dimensions. Regarding demographic characteristics, Hispanic/Latino employees were overrepresented among classified staff and underrepresented among exempt staff. In terms of educational level, Hispanic/Latino employees were overrepresented among those staff members with the lowest levels of education (no high school diploma or a high school diploma/GED) and underrepresented among those with a four year degree or higher. In terms of religion, white/Caucasian staff members were overrepresented among respondents who reported no religion and those who chose not to disclose their religious preference. There were no African American respondents.

Because of small numbers of respondents among some racial/ethnic groups, race/ethnicity was dichotomized into two groups (white/Caucasian and racial/ethnic minority) prior to comparing responses on the climate dimensions. Significant differences were found on three dimensions: *Diversity Opportunities for Employment*, *UNC's Commitment to Diversity*, and *Fair Treatment by Groups*, with staff from minority populations reporting less favorable perceptions and experiences across all three dimensions. The *Diversity Opportunities for Employment* scale assesses perceptions regarding opportunities for career advancement and representation on important committees based on gender and race/ethnicity. Of the seven items included on this scale, significant differences in perceptions were found on three items. Only

41.8% of racial/ethnic minorities agreed that there is adequate representation of racial/ethnic minorities on important university committees as compared to 70.1% of white/Caucasian staff members. A similar gap in perception regarding racial/ethnic minorities' opportunities for supervisory positions was found, with 63.1% of minority employees agreeing that minority and non-minority staff members have the same opportunity as compared to 87.3% of white/Caucasian employees. While 73.2% of white/Caucasian respondents agreed that administrators are genuinely committed to increasing diversity at UNC, only 51.5% of minority respondents agreed with this item. In addition, 71.2% of racial/ethnic minority respondents rated the University's commitment to the success of racial/ethnic minorities as good or excellent as compared to 85.9% of white/Caucasian respondents. Regarding fair treatment by groups, minority staff members were less likely to perceive fair treatment from faculty, senior administrators, other staff members, students, and members of the Greeley community (see Figure 1).

Figure 1



Differences Based on Disability

Although only a small proportion of respondents reported having a disability, significant differences were found between those with and without a disability on two climate dimensions: *Supervision and Opportunity* and *Unfair Treatment*. The *Supervision and Opportunity* scale includes items such as employee evaluation, guidance and mentoring, and feeling that one's work is valued. Among respondents reporting having a disability, 45% indicated negative perceptions regarding opportunity and supervision. Of the seven items included in this scale, significant differences were observed on three, with people with a disability reporting less positive perceptions on all three (see Table 3). Regarding unfair treatment based on personal characteristics, those with disabilities reported higher levels of exposure to unfair treatment based on their disability status, age, and socio-economic status. In particular, 40% of those with a disability reported sometimes or frequently being treated unfairly based on their disability, 35% reported sometimes being treated unfairly based upon their age, and 30% perceived unfair treatment based on socioeconomic status.

Table 3

Supervision and Opportunity Items by Disability Status

Item	Disability	No Disability
I have received sufficient guidance/mentoring from other members of my unit/program.	50	78.6
Performance evaluation and career advancement decisions are made fairly in my program/unit.	40	71.6
My unit/program actively seeks to hire qualified staff from diverse backgrounds.	60	80.5

Note: reflects the percentage of respondents who somewhat or strongly agreed with the statement.

Religion

Because of small sample sizes, religion was regrouped into the following categories prior to conducting the analyses: Christian (includes all protestant and Catholic responses), Other (includes all religions other than Christian), None (includes atheist, agnostic, and none), and Prefer Not to Disclose. Differences were found on three climate dimensions: *Diversity Opportunities for Employment*, *Student Racial/Ethnic Interactions*, and *Greeley Comfort and Belonging*. Christian respondents reported more favorable impressions on all three scales. For example, Christians were more likely to agree that racial/ethnic minorities are adequately represented on important university committees (69.6% for Christians, 29.4% for those from other faith traditions, and 46.9% for those with no religion), that UNC has a climate that fosters diversity (74.1% for Christians, 50% for those from other faith traditions, and 47.1% for those with no religion), and that top administrators are genuinely committed to increasing diversity (74.1% for Christians, 58.8% for those from other faith traditions, and 69.7% for those with no religion). Christians were most likely to report positive perceptions regarding their sense of comfort and belonging in Greeley (91.7%), with 33.3% of non-Christians reporting negative perceptions on this scale and 26.7% of those with no religious beliefs indicating negative perceptions.

Employee Classification

The University of Northern Colorado has two primary staff classifications: classified and exempt. Classified employees belong to the Colorado State Personnel System and exempt staff are considered “at-will” employees. Staff members’ responses based on employment classification (classified or exempt) varied significantly on several demographic and climate dimensions. Exempt staff were more likely to supervise other employees (75.8% vs. 38.6%) and were more likely to hold a four year degree or higher (72.2% vs. 34.6%). In addition, staff differed on the basis of gender and race/ethnicity, with men and white/Caucasians represented at higher than expected rates among the exempt staff (see figures 2 and 3).

Figure 2

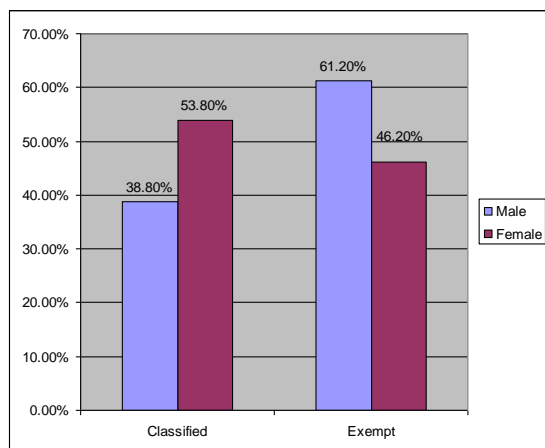
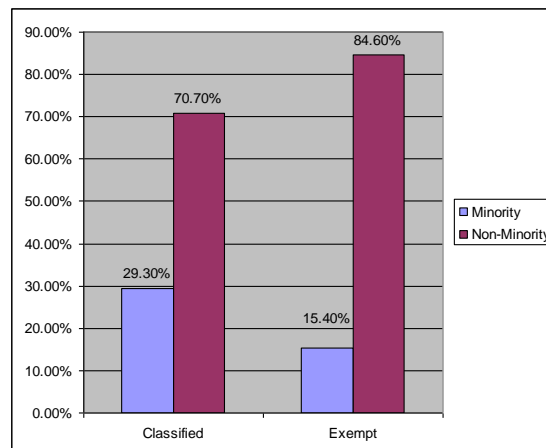
Staff Classification by Gender

Figure 3

Staff Classification by Race/Ethnicity

Differences among exempt staff were also observed on 6 of the 14 climate dimensions. Exempt staff had more favorable impressions of *Supervision and Opportunity* (88.0% to 75.5%), *Diversity Attitudes* (81.5% to 75%), *Fair Treatment by Groups* (97.8% to 90.7%), and also greater familiarity with diversity-related services (53.3% to 29.9%). A closer examination of item-level responses on the *Supervision and Opportunity* dimension showed that classified staff had the least favorable impressions of opportunities for advancement, fair evaluation processes, and guidance and mentoring within their units. It should be noted that these three items were also ranked the lowest for exempt staff; however, exempt staff held less negative perceptions of these items. Table 4 provides additional information. Regarding perceptions of fair treatment by different groups, exempt staff reported more positive experiences with treatment from every group except members of the Greeley community, although perceptions differed significantly for only three groups: top administrators (79.3% to 64.0%), other staff (95.7% to 84.9%), and students (97.6% to 90.7%). Both groups perceived about the same levels of fair treatment by faculty (75.9% to 75.8%).

Table 4

Perceptions of Lowest Ranked Supervision and Opportunity Items by Staff Classification

Item	Classified	Exempt
I have sufficient opportunities for career advancement at UNC.	51.1	68.5
Performance evaluation and career advancement decisions are made fairly in my unit/program.	66.9	78.2
I have received sufficient guidance/mentoring from other members of my unit/program.	72.3	82.6

Note: reflects the percentage who strongly or somewhat agreed

Classified staff reported higher levels of *Unfair Treatment* based on personal characteristics for all categories except gender. The personal characteristics for which there were

the largest gaps between classified and exempt employees in perceptions of unfair treatment were employment classification, socio-economic status, and race (see Table 5). Classified staff reported more positive impressions on *Greeley Comfort and Belonging*, with 88.6% agreeing or strongly agreeing that they feel comfortable in Greeley as compared to 78% of exempt staff.

Table 5

Perceptions of Unfair Treatment Based on Personal Characteristics by Employment Classification

Characteristic	Classified	Exempt
Employment Classification	31.0	14.1
Gender	17.4	19.6
Educational Level	16.8	12.0
Age	16.3	14.1
Socio-economic Status	15.8	2.2
Race	14.2	5.4
Religion	9.3	5.4
National Origin	7.0	4.3
Disability	4.8	4.3
Accent/Dialect	4.3	2.2
Sexual Orientation	3.8	1.1

*Reflects percentage of respondents who reported sometimes or often experiencing unfair treatment on the basis of each identified personal characteristic

Education Level

The level of education reported appeared to influence perceptions on five climate dimensions: *Diversity Attitudes*, *Student Racial/Ethnic Interactions*, *Insensitive Remarks*, *Greeley Comfort and Belonging*, and *Familiarity with Services*. Respondents with higher levels of education (some graduate school, master's, or doctorate) generally reported more positive diversity attitudes; although those with less than a high school diploma reported the most positive attitudes. In addition, those with higher levels of education reported greater familiarity with diversity-related services. Only 31.8% of those with master's degrees reported observing positive interactions among students from different racial/ethnic groups. Master's degree holders were also more likely to report sometimes or often hearing or seeing insensitive materials (39.2%). Master's degree holders reported the most frequent exposure to insensitive remarks and materials based on race/ethnicity (54.3%), sexual orientation (53.3%), non-U.S. citizens (47.8%), and different religions (36.9%). Those with less than a high school diploma and those with a doctorate reported the lowest levels of exposure to insensitive remarks and materials (0 and 4.6% respectively). Those with some graduate work (30.8%) and master's degree holders (21.7%) were least likely to report a sense of comfort and belonging in Greeley.

Years of Employment

Prior to conducting the analysis based on years of employment, this variable was recoded

into six categories indicating the following ranges of years of employment: (1) one or fewer years; (2) 1.1 to 4.9 years; (3) 5-9.9 years; (4) 10-14.9 years; (5) 15-19.9 years; and (6) 20 or more years. Based on years of employment, significant differences were found on four climate dimensions: *Supervision and Opportunity*, *Climate for Groups*, *Unfair Treatment*, and *Familiarity with Diversity-Related Services*. Those who had been employed for one year or less reported the most positive perceptions of the first three scales, while those who had been employed for five or more years reported the highest levels of familiarity with diversity-related services. Regarding *Supervision and Opportunity*, item-level analysis revealed significant differences in perceptions of treatment such as having sufficient opportunities for career advancement and the fairness of evaluation processes, with those employed for one year or less holding more positive impressions (84.8% and 91.1% respectively). In contrast, those employed for more than one year held fairly negative perceptions of these items (see Table 6).

Table 6

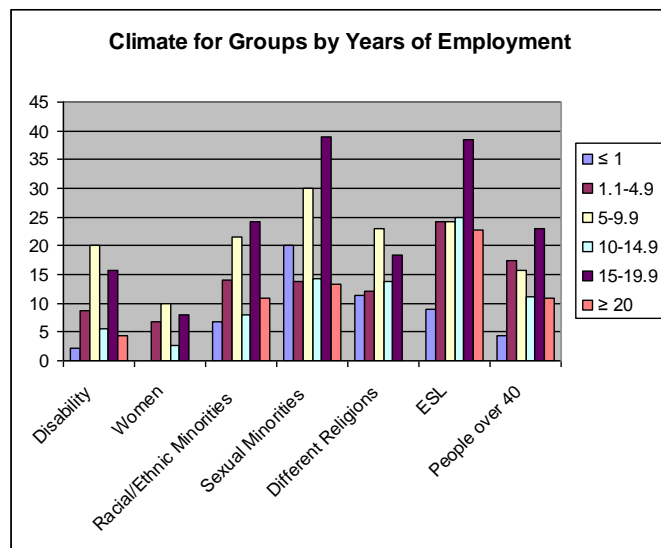
Perceptions of Opportunity and Evaluation Based on Years of Employment

	≤ 1	1.1-4.9	5-9.9	10-14.9	15-19.9	≥ 20
I have sufficient opportunities for career advancement at UNC.	84.8	63.8	47.8	41.6	36.9	55.6
Performance evaluation and career advancement decisions are made fairly in my unit/program.	91.1	70.2	68.2	62.2	51.3	69.6

Note: reflects the percentage who agreed or strongly agreed with each statement.

Those who had been employed for one year or less tended to rank the climate as more welcoming for diverse groups. Among these, the group for which the climate was perceived as most hostile was sexual minorities (20%). Relatively large proportions of employees who had been at UNC between 15 and 19.9 years ranked the climate for sexual minorities and people whose first language is not English as hostile or somewhat hostile (38.9% and 38.4% respectively). Figure 4 displays the proportion of employees within each temporal range who perceived the climate to be hostile or somewhat hostile towards different traditionally marginalized groups. Although significant differences based on years of employment were found on the climate dimension of *Unfair Treatment*, in general, based on years of employment, very few staff members reported experiencing unfair treatment. For those who had been employed for one year or less and those who had worked at UNC for 20 years or more, neither group reported experiencing unfair treatment. The other groups ranged from 5.1% (those employed from 15-19.9 years) to 10.1% (those employed from 10-14.9 years) reporting sometimes or often experiencing unfair treatment.

Figure 4



Other Comparisons

While no significant differences were found based on sexual orientation, it should be noted that the low response rate for sexual minorities (less than 2%) may have affected our ability to detect differences. Only one of five respondents who identified as a sexual minority rated the climate at UNC as welcoming for sexual minorities. Three of the five respondents reported sometimes or often being exposed to insensitive materials or remarks about sexual minorities, and two reported having experienced harassment or unfair treatment based on sexual orientation. Overall results suggest that 21.8% of staff at UNC perceive a hostile or somewhat hostile climate for sexual minorities and 27.9% reported sometimes or often hearing insensitive materials about sexual minorities.

Likewise, while no differences on the climate dimensions were found based on gender, an analysis of three items directly related to experiences based on gender indicated significant differences between male and female experiences regarding unfair treatment and exposure to insensitive materials. While only 6.8% of female respondents reported a hostile or somewhat hostile climate for women at UNC, 20.3% of women reported experiencing unfair treatment based on gender and 26.4% indicated that they sometimes or often have been exposed to insensitive comments or materials directed toward women.

When conducting the same analyses based on race/ethnicity, 23.5% of racial/ethnic minorities perceived UNC's climate for racial and ethnic minorities as hostile or somewhat hostile compared to only 10.3% of white/Caucasian respondents. Similarly, 21.7% of racial and ethnic minorities reported experiencing unfair treatment based on their ethnicity (compared to only 5.4% of white/Caucasian staff members), and 41.2% reported exposure to racially/ethnically insensitive materials. In addition to these findings, 17.6% of minority respondents indicated that they regretted their decision to take a position at UNC, compared to 8.8% of white/Caucasian employees. The gap was smaller when asked about their intent to remain at UNC, but racial/ethnic minorities were less likely to agree that they would remain employed (85.5% to 89.8%).

Differences based on religion were detected on items related to religious beliefs. For example, while 9.6% of Christian respondents described the climate for people from different religions as hostile or somewhat hostile, 16.7% of those from non-Christian faiths and 17.6% of those with no religion described the climate as hostile. Although a small proportion (6.9%) of Christian respondents reported experiencing unfair treatment based on religion, 14.7% of those with no religion reported experiencing unfair treatment. Those from non-Christian faith traditions did not report experiencing unfair treatment. Finally, non-Christians (35.3%) and those with no religion (29.4%) reported higher levels of exposure to insensitive remarks based on religion than did Christian respondents (17.6%).

Open-Ended Comments

Respondents were provided an opportunity at the end of the survey to offer comments about positive and negative experiences regarding the climate at UNC. The majority of those who chose to comment provided negative responses that tended to support the statistical findings from the survey. Several themes emerged, including perceptions of mistreatment based on employee classification, issues related to supervision and advancement, and experiences with racial discrimination. A number of respondents commented on a perceived lack of civility by faculty toward staff and administration. Many of the comments, especially those discussing perceived mistreatment based on employment classification suggest that some staff feel undervalued by other members of the University community, especially by faculty and administrators. Staff also expressed concerns regarding a perceived lack of appreciation and recognition for taking on additional work, frequently to the detriment of their personal well-being. Concerns from the numerical data regarding supervision, opportunity, and evaluation were echoed in the open-ended responses, with many comments reflecting perceptions of favoritism in hiring and advancement decisions and feelings that supervisors lack appropriate training or oversight regarding their implementation of employment decisions. Several comments expressed opinions regarding a perceived lack of civility on the part of faculty, with many attributing the poor climate at UNC to this general lack of respect for others. While most of the comments pertained to the issues addressed in the survey, some of the comments reflected broader concerns about the institution. These are included because of their implications for the campus climate. Finally, a handful of respondents offered suggestions for improving the climate at UNC. Table 7 provides a representative sample of the themes reflected in the comments. To ensure anonymity, names of individuals and/or units have been deleted.

Table 7

Representative Comments from Respondents' Open-Ended Responses

Age Bias

- I do believe that being younger has been a disadvantage with certain groups on campus – namely faculty and other “seasoned” exempt staff. I believe I am questioned more often on my decisions due to being younger.
- When a new director came into my former job she illegally lowered my high evaluations (for many years) trying to fire me because I was approaching 50 years old.
- On a number of occasions, a member of the Administration treated me poorly and unfairly

because of my youth and gender.

Employee Classification

- It seems very unfair and bias to me that faculty receives better health insurance benefits than classified. During one of the open enrollment fairs, I was very excited to see BC/BS only to be told that they could not talk to me because I was not faculty.
- I think there is a general feeling amongst the staff that the faculty and administrators don't appreciate or respect them. There is an air of "I'm better than you."
- I feel disrespected by faculty and administration as a classified employee. I have heard for 19 years how we are unimportant and over paid. The concern is always for parity for faculty with other higher ed areas in the state but no thought is given for the classified employees and parity with the other higher ed areas in the state.
- I believe faculty tend to look down on classified staff.
- The class system is alive and well on campus and even promoted. Classified employees on campus are disrespected on campus by administrators and especially by faculty. Examples are beliefs that classified employees are not educated, dedicated, skilled, and knowledgeable. The attitude is we need someone to do the "little jobs" so why not have the "lower class" for them and if they don't like it they can leave.
- The University promotes "elitism" and even worse they teach it to students who attend UNC.
- The fact that faculty look down their noses at classified employees and do not consider them worthy of the same respect when a mistake is made or a rule has to be enforced that prevents them from doing what they want.
- I personally have felt more intolerance on campus based on employee classification and education level than on ethnicity or gender.
- I feel strongly that we, classified employees, are the most discriminated against group of persons in the entire college.
- Why do people put down people who work at night like they're nobodies?

Employment Practices

- Unfair hiring practices. Often do not follow rules and just hire somebody's friend instead of best candidate for jobs.
- If you have someone performing a specific job, they should carry that title and receive the appropriate salary for that position. Just changing their duties and adding more responsibility isn't enough.
- I feel that hiring/promotional opportunities at UNC are dismal. Our office has filled several openings with very little input from the staff, promotions have been made on unethical bases, and it is very demeaning to see the unfair standards within the office and across campus.
- Some people are allowed to advance and some are not.
- Supervisors that are exempt and faculty so not have supervisory/management experience and skills. Many times this results in personnel conflicts that put the University at risk for accusations of discrimination when it is really poor management.
- What is most disturbing is the fact that the evaluation system is used to document and commit LIES to paper. Supervisors and department directors are allowed to apply policy with personnel preference and/or prejudice to create a hostile and abusive work environment in which UNC administration is aware of and allows to continue with willful consent.

Incivility by faculty

- I think that there are a handful of faculty who are very disrespectful of pretty much everyone.

There is one faculty member in the ____ department who is very hostile towards both students and administrators, and I have witnessed this person engaging in what I considered to be sexual harassment. Everyone is intimidated by this person, and no one ever calls him on his ugly behavior. I feel badly that I haven't confronted his behavior when I have encountered it, but I am fearful of becoming a target.

- More than anywhere else I have worked, employees and faculty are willing to create larger issues of minor things in order to make themselves heard or to hurt someone else. This creates an uncomfortable work culture and environment.
- I am regularly appalled by how faculty senate treats administrators as a category. In this respect they are the single most prejudiced group on campus. Once I moved from a faculty to administrative position, I had stepped over to the dark side and am regularly recipient of ad hominem remarks.
- Faculty Senate is the most disrespectful group on campus. There is a group of long-time faculty members on this campus who seem to believe that tenure gives them the right to treat people any way they want. They give the impression that they truly believe their advanced degrees make them better than anyone else on campus. I believe that the faculty, more than any other group on campus, have contributed to the current poor climate at UNC.
- I believe that many faculty are downright rude to staff and administrators. Some faculty believe the university is here for them and that they can lord it over everyone. Negative comments about affirmative action and about administrators are not very helpful and they do not build a welcoming culture. And faculty are very unwilling to take any responsibility for their actions.

Lack of recognition

- Staff who devoted their energy, time, and personal leave time [to implementing Banner] has yet to receive accommodations and recognition for meeting this overwhelming challenge. I don't mean an ice cream social. No, I did not work on the implementation of Banner, but I have seen the downhill slide of the lives, physical and mental, of those who have. They seem drained of physical and emotional energy, zapping them and those around them.
- I also feel that the employees who literally gave up their lives to implement Banner in the short time allotted have been overlooked for all their hard work. The stress these employees were under was incredible as no work was ever taken away during the implementation. I couldn't even begin to count the Sundays I worked for months on end with no more than an ice cream social and a lunch that not only was for the employees doing the work but was for everyone at UNC. I think a little more concern for employees would go a long way in morale!

Racial discrimination

- My co-worker, who is Caucasian, fails to recognize me as her supervisor because of my age and race. Also, when students of color come into the office, she ignores them and walks away, leaving me to help them.
- I recall being embarrassed during a search when a faculty member asked a minority candidate if his name was Spanish or Mexican. The faculty member who asked the question wanted to know if the applicant lived in the "culture."
- I had a bad experience at _____. The woman at the front desk was aware of myself and my friend were standing in front of her desk for a long time before she decided to look up and offer us help with such a bad attitude that I wanted to leave and phone instead because then

<p>she would not see that I have dark skin and maybe be more helpful.</p> <ul style="list-style-type: none"> • I took a group of students (minority high school students) to ___ College for a tour and we got such stares and frowns that the students asked me if we could leave that building because they felt unwanted and very uncomfortable there.
<p><i>“Reverse” discrimination</i></p> <ul style="list-style-type: none"> • Some students look for discrimination against their race and read into something said or an action as discriminatory while practicing reverse discrimination themselves. • Unfortunately, I sometimes think the “focus” on diversity leaves those in the “majority” feeling disenfranchised – ironic and unfortunate, as none of it results in an open, accepting environment – just one in which someone different is “advantaged.”
<p><i>Strategies for change</i></p> <ul style="list-style-type: none"> • In my [area] we are working on diversity issues by having a standing diversity committee. • I would like to see a diversity department or administrator on campus that oversees diversity initiatives for students, faculty, and staff instead of it broken out or having it as part of someone’s job. If we are really serious about diversity, we need to allow the department the funds and time to make improvements. • Rather than more diversity training (because we are divers), how about training RESPECT FOR OTHERS, regardless of diversity. • In order to make our campus a successfully diverse and welcoming community, we need to make this a priority. Please publicize the results so we can use them to help us move forward. • I would like to see the campus offer more opportunities for staff to learn how to make their services more inclusive to all students.

Conclusions

Although staff in general assigned positive ratings to most aspects of UNC’s climate for diversity, when the results were analyzed on the basis of different personal characteristics, significant differences emerged. In particular, differences were found based on the race/ethnicity of respondents, disability status, religion, employment classification, education level, and years of employment. Employees from racial and ethnic minority groups, those with a disability, and those reporting non-Christian religious beliefs tended to hold more negative views of the climate than members of majority groups in each category. In addition, classified staff reported more negative perceptions on several dimensions related to campus climate (*Supervision and Opportunity, Diversity Attitudes, Fair Treatment by Groups, and Unfair Treatment*). Education also appeared to affect perceptions, with those possessing higher levels of education (some graduate school, master’s, or doctorate) generally reporting more positive diversity attitudes while also reporting more exposure to insensitive remarks. Years of employment also exerted an effect on the results, with those employed for a year or less generally reporting more favorable impressions on most of the climate dimensions. Appendix C provides a summary of differences found on all 14 climate dimensions based on demographic groupings.

In addition to finding differences among certain groups regarding the climate at UNC, the present study also suggests that different groups experience varying levels of comfort and belonging in the larger Greeley community. For example, racial and ethnic minorities reported experiencing less fair treatment from members of the Greeley community compared to white/Caucasian respondents. Classified staff reported more positive perceptions of comfort and

belonging in Greeley than did exempt staff, and those with less education were also more likely to report more positive perceptions. This finding may have important implications for UNC in terms of its ability to recruit and retain employees who will be able to integrate into the larger community.

One of the most important issues to emerge from these findings was the differences in perception regarding employment-related experiences at UNC. Issues related to opportunity and supervision emerged in five of the six groupings in which significant differences were found. Racial and ethnic minorities and religious minorities reported significantly less positive perceptions regarding opportunities for women and racial/ethnic minorities when compared to white/Caucasian and Christian respondents. Respondents from different subgroups, including those with disabilities, members of the classified staff, and staff members who had been employed for five or more years, also ranked opportunities for advancement and fair evaluation processes low. A closer look at the findings suggests that many employees are unsure of the qualifications they would need for advancement and that they do not perceive sufficient opportunities for advancement at UNC. In addition, a substantial number of staff members do not believe current evaluation and advancement decisions are made fairly, suggesting that current processes may need to be reviewed.

While a large proportion of respondents reported overall satisfaction with their UNC employment decision, the percentage of racial and ethnic minority respondents indicating regret for their decision to accept a position at UNC provides cause for concern, especially given UNC's efforts to diversify the faculty, staff, and student body. While fewer racial and ethnic minority respondents indicated an intent to leave UNC, the percentage was still high enough to warrant further attention to the factors that may contribute to their dissatisfaction such as perceptions regarding opportunities at UNC, the University's commitment to diversity, and higher levels of unfair treatment from various campus constituents.

Although there were negative findings on some climate dimensions, there were also positive results as well. For example, staff in general reported positive relationships with co-workers, suggesting they feel valued and supported by other staff at UNC. Although some groups reported dissatisfaction with their employment at UNC, most staff members seemed to agree that UNC is the right place for them. Finally, despite some differences in perceptions of fair treatment by different campus constituents, overall, staff appear to believe they are treated fairly by faculty, senior administrators, other staff, and students.

Limitations

The results from this study highlighted several important areas for informing UNC's continuing efforts toward creating a more positive campus climate; however, there are some limitations to these findings. First, although the overall response rate of 33.5% was only slightly below the average found for web-based surveys (Cook, Heath, & Thompson, 2000), low response rates among some demographic groups may have affected the findings. Perceptions on some or all of the 14 climate dimensions may have changed significantly with a more representative sample. While there is no way to ascertain the generalizability of this study's findings, results are consistent with limited research that has been conducted on university staff perceptions of campus climate reported elsewhere (Mayhew, Grunwald, & Dey, 2006). Readers should avoid inferring causal relations between various demographic characteristics and the different climate dimensions. Although these findings suggest that there are relationships

between personal characteristics and different perceptions and experiences, we should not assume that belonging to a minority or majority sub-population implies an individual will be treated more or less favorably at UNC. Nonetheless, the results presented here do suggest several avenues for further consideration by UNC administrators, faculty staff, and students.

Recommendations

While no one set of strategies may address all of the issues identified in this study, the findings do suggest several steps the University may want to pursue. Some of these are immediate actions the University could initiate this year. In some cases, the survey, rather than pointing to a solution, instead illuminated problems requiring additional study. These recommendations are primarily aimed toward addressing issues relevant to the staff; however, some of them may prove useful in responding to needs revealed through the student and faculty surveys as well.

- ◆ Several steps should be taken to address staff perceptions of limited opportunities and unfair evaluation practices. Staff appear to be unsure of processes or options for career advancement and somewhat skeptical of how fairly decisions are made in this arena. Supervisor training on employee evaluation, hiring and promotion, and communication may help address these concerns. In addition, it may be helpful for the University to review current practices and policies to ensure that they do not result in unintended roadblocks to advancement for members of any employee group. Finally the University should consider evaluating the extent to which advancement and evaluation practices are conducted consistently and fairly across the University.
- ◆ Staff from some underrepresented groups perceive fewer opportunities for service on important committees and decision-making bodies. The University should consider conducting an audit of committee membership to ensure that all members of the campus community have the opportunity to participate in decision-making bodies where appropriate.
- ◆ People with disabilities, women, racial/ethnic minorities, non-Christians, and sexual minorities reported higher levels of unfair treatment and exposure to insensitive materials. Professional development regarding issues of civility, non-discrimination, and cultural awareness could begin to address some of these issues. In addition, the University should consider expanding its efforts to provide staff members with accurate and accessible information regarding options for addressing concerns and complaints regarding discriminatory treatment.
- ◆ Very few staff members were familiar with any of the diversity-related services at UNC. This information should be shared with the various centers and programs so that they can explore better ways of communicating their roles within the University. Even though most of the services listed on the survey are aimed primarily at students, it is important that staff are aware of them so that they can make referrals to students when necessary.
- ◆ While a direct linear correlation was not found between years of employment and perceptions on the various climate dimensions, the pattern that emerged suggests that staff generally develop more negative attitudes the longer they are employed. Although the current

study lacks the precision for understanding why this may be so, the implications for employee morale are significant. A follow-up study should be considered to provide additional information about why experienced employees report more negative perceptions so that we can begin to address their concerns where possible.

◆ The University should consider additional avenues for improving the town/gown relationship. While the current study suggests that certain demographic groups within the UNC community are not comfortable in Greeley, these findings do not provide any information regarding why this might be the case. Perhaps a joint study conducted by UNC and the Chamber of Commerce or the City of Greeley could be conducted to better understand the factors within the city that may contribute to these negative perceptions.

References

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Appendix A Technical Appendix

Usable survey responses were received from 297 UNC full and part-time classified and exempt staff for a response rate of 33.5%. 240 of the surveys were completed online, and 57 pencil and paper versions were returned, including seven Spanish-language surveys. Data from the online surveys were imported into SPSS version 15 and hand-entered for the paper-version surveys. Initial data cleaning was conducted by a member of the study team. Data were examined to develop a description of the sample and to identify any problems with the data. A principal components analysis (PCA) was conducted on the 87 climate rating scale items to create subscale scores for the identified climate dimensions. Several criteria were used to determine the number of subscales, including percent common variance, identification of an “elbow” in the scree plot, eigenvalues less than 1, the approximation of a simple structure following promax rotation, and the interpretability of the resulting patterns. Pattern coefficients of .3 or higher were considered salient. Based on the PCA, 14 interpretable climate dimensions were identified (see Appendix B for the items associated with each dimension). Two items were dropped to improve interpretability: “I often feel that I don’t ‘fit in’ very well socially with my co-workers” and “Respect by students for staff of all racial and ethnic groups.” Reliability estimates for each climate dimension were obtained using Cronbach’s alpha to determine internal consistency among the items within each subscale. Reliability estimates ranged from very high (i.e., .95 for *Familiarity with Services* and .92 for *UNC’s Commitment to Diversity, Student Racial/Ethnic Interactions, the Climate for Groups, and Insensitive Remarks*) to moderately acceptable (i.e., .71 for *Relations with Co-Workers* and .73 for *Diversity Attitudes*). Appendix B provides reliability estimates for all subscales.

Mean scores were computed for each dimension based on responses to all items within that dimension. These scores were then compared across all 14 dimensions based on gender, race/ethnicity, sexual orientation, disability status, religion, age, employee classification, education, and years of employment at UNC. Independent samples t-tests, analysis of variance (ANOVA), and Pearson product moment correlations were the statistical procedures used for the analysis. To guard against the possibility of obtaining significant results merely by chance (type 1 error), a familywise error rate of .10 was used to compute a Bonferonni adjusted alpha within each type of comparison (e.g., $\alpha = .007$ based on $.10/14$). Levene’s test was used to examine the tenability of the assumption of homogeneity, and where this assumption was violated, t-tests were conducted with separate variance estimates and the Welch’s *F* was used for the ANOVA. ANOVA was used for testing differences based on religion, age, education, and years of employment at UNC.³ For the three statistically significant ($p < .007$) ANOVAs on religion, the assumption of homogeneity of variance was met. No statistically significant differences were detected regarding age. The assumption of homogeneity was also met for the five statistically significant ANOVAs on education level and was violated for one of the five significant ANOVAs on years of employment. Where the assumption of homogeneity was supported, the Tukey post hoc procedure was used to determine which groups differed and in what direction. For the one significant ANOVA where this assumption was violated, post hoc comparisons were based on the Games-Howell procedure. Both the t-test and ANOVA are fairly robust regarding minor violations of the normality assumption; therefore, these tests were viewed as appropriate

³ The continuous variable of age and years of employment were converted to categorical variables based on ranges of responses (e.g., ≤ 1 , 1.1-4.9, 5-9.9, etc.).

for these data. The Pearson product moment correlation was used to examine relationships between *UNC Employment Satisfaction* and the other 13 climate dimensions. Although 12 of the 13 correlations were significant at the $p < .007$ level, only two were related at a level greater than or equal to .50, with *UNC Employment Satisfaction* positively correlated to *Supervision and Opportunity* at .531 (or about 28%) and also positively correlated to *UNC Comfort and Belonging* at .751 (or about 56%).

Appendix B
Staff Climate Survey Dimensions

Dimension	Survey Items	α
Supervision and Opportunity	<ul style="list-style-type: none"> • My work contributions are appreciated by my supervisor • I have sufficient opportunities to meet with my supervisor to discuss my performance and goals • Performance and career advancement decisions are made fairly in my unit/program • I have received sufficient guidance/mentoring from other members of my unit/program • I have sufficient opportunities for career advancement at UNC • My classification/job description is appropriate for my duties • My unit/program actively seeks to hire qualified staff from diverse backgrounds 	.86
Diversity Opportunities for Employment	<ul style="list-style-type: none"> • Women are adequately represented on important university committees • Racial and ethnic minority staff are given the same opportunities for supervisory positions as non-minority staff • Racial and ethnic minority staff are adequately represented on important university committees • Women are given the same opportunities for supervisory positions as men • Top university administrators are genuinely committed to increasing diversity at UNC • UNC is committed to the success of staff of all racial and ethnic backgrounds • UNC has a climate which fosters diversity 	.85
Diversity Attitudes	<ul style="list-style-type: none"> • One problem with pursuing the goal of diversity is the admission of too many underqualified students • Affirmative action leads to hiring less qualified faculty and staff • UNC is placing too much emphasis on diversity • Diversity is good for UNC and should be actively promoted by students, staff, faculty, and administrators 	.73
Co-Worker Relations	<ul style="list-style-type: none"> • In general, my relationship with my co-workers in my unit/program is good. • My work contributions are appreciated by my co-workers 	.71
UNC's Commitment to Diversity	<ul style="list-style-type: none"> • University commitment to the success of female staff • University commitment to the success of female students • Sensitivity of faculty and staff to gender issues • Interactions between employees across racial and ethnic groups • University commitment to the success of staff of all racial and ethnic groups • University commitment to the success of students of difference racial and ethnic groups 	.92

	<ul style="list-style-type: none"> • Respect by staff members for students of all racial and ethnic groups 	
Student Racial/Ethnic Interactions	<ul style="list-style-type: none"> • Racial and ethnic integration on campus • Friendship between students across racial and ethnic groups • Interaction among students across racial and ethnic groups outside the classroom 	.92
Climate for Groups	<ul style="list-style-type: none"> • People with disabilities • Women • Racial/ethnic minorities • Sexual minorities (e.g., Gay, Lesbian, Bi-sexual, etc.) • People with different religious beliefs and backgrounds • People whose first language is not English • People over 40 	.92
Unfair Treatment	<ul style="list-style-type: none"> • Race/Ethnicity • Gender • Sexual orientation • Religion • Age • Accent/Dialog • National origin • Disability • Socioeconomic/Income level • Employment classification • Level of education 	.87
Insensitive Materials	<ul style="list-style-type: none"> • Racial/ethnic minorities • Women • People with disabilities • Sexual minorities • People from different national origins • Religious groups • People whose first language is not English 	.92
Fair Treatment by Groups	<ul style="list-style-type: none"> • Faculty • Senior administrators • Other staff • Students • Members of the Greeley Community 	.79
UNC Satisfaction with Employment	<ul style="list-style-type: none"> • I plan to continue my employment at UNC • I am certain that UNC is the right choice for me • I would recommend UNC to someone who was considering applying for a position here • I regret that I took a position at UNC 	.87
UNC Comfort and Belonging	<ul style="list-style-type: none"> • I feel comfortable at UNC • I enjoy being at UNC • I feel I belong at UNC 	.87

	<ul style="list-style-type: none"> • I have a social network of friends and/or supportive persons on campus • Overall, I am satisfied with the climate at UNC • I often feel that I have to change some of my personal characteristics (for ex., language, dress, or behaviors) in order to “fit in” at UNC. 	
Greeley Comfort and Belonging	<ul style="list-style-type: none"> • I feel comfortable in Greeley • I have a support network of friends and/or supportive persons in Greeley 	.78
Familiarity with Services	<ul style="list-style-type: none"> • Women’s Resource Center • Cesar Chavez Cultural Center • Marcus Garvey Cultural Center • Asian American/Pacific American Student Services • Native American Student Services • Center for Human Enrichment • McNair Scholars Program • Center for International Education • Disability Access Center • Gay, Lesbian, Bi-sexual, & Transgender Resource Office • Employee Relations Office (Equal Opportunity/Affirmative Action) • Counseling Center 	.95

Note: α = Cronbach’s alpha reliability

Appendix C
Statistically Significant Mean Differences by Group

	Race/ Ethnicity	Disability Status	Religion	Education Level	Years Employed	Employment Class
Supervision and Opportunity		X			X	X
Diversity Opportunities for Employment	X		X			
Diversity Attitudes				X		X
Relations with Co-Workers						
UNC's Commitment to Diversity	X					
Student Racial/Ethnic Interactions			X	X		
Climate for Groups					X	
Unfair Treatment		X				X
Insensitive Remarks				X		
Fair Treatment by Groups	X					X
UNC Satisfaction with Employment						
UNC Comfort and Belonging						
Greeley Comfort and Belonging			X	X		X
Familiarity with Services				X		X

Note: X = significant at $p < .007$