



REPORT ON THE RESULTS OF THE CAMPUS DIVERSITY CLIMATE SURVEY

**Office of Institutional Research in conjunction with
the Office of Campus Diversity
Survey Series 2006**

INTRODUCTION

This report is the culmination of a year-long effort by the University's Diversity Council, Human Relations Advisory Council (HRAC) and the Office of Institutional Research (OIR). The goals of this survey are two-fold:

- (1) to fulfill the requirement stated in Priority 6 in the latest Diversity Initiative Plan - *"A campus climate survey will be conducted in 2004-05 and every two years thereafter to benchmark and assist in assessing progress of the campus relative to the diversity initiative. This will be the responsibility of the Office of Institutional Research in collaboration with the Human Relations Advisory Committee."* The 2004-05 implementations were placed in moratorium until the 2005-06 cycle to allow a new Director of Institutional Research to be hired.
- (2) to inform and provide data to help refine the current Diversity Initiative Plan.

SECTION I: LITERATURE REVIEW

A college student's pre-college experiences, including whether that student has exposure to or personal relationships with a diverse group of peers, influence how the student perceives an institution's climate for diversity. Other characteristics, such as gender and race, play an important role as well. An in-depth scholarly review of literature by Mayhew et al., (2005) regarding diversity research studies from the student perspective is most germane to the current study. Hurtado et al., (1998) stated "student perceptions of their institution and its climate are important for providing a framework for understanding and interpreting institutional events." Jessor (1981) argued that "perceptions act like filters that function by attaching meaning to experiences of institutional participants, while at the same time emphasize a concern for the perspectives of the constituents of same institution." Peterson and White (1992) added that "perceptions of the climate can be viewed as implicit models that describe the ways in which particular institutions operate." "In terms of understanding an institution's climate for diversity, perceptions reflect important elements of how students experience the institution;" as Hurtado and others (1998) noted "perception is both a product of the environment and a potential determinant of future interactions and outcomes" (p. 290).

Mayhew et al., (2005) further noted in their extensive student literature review that student perceptions related to issues of diversity on campus vary by gender as reported by Hurtado, Engberg, Ponjuan, and Landreman (2002); Whitt, Edison, Pascarrella, Terenzini, Nora (2001), race Ancis, Sedlacek, and Mohr (2000); Cabera and Nora (1994) Hurtado (1993), Loo and Rolison (1986) Oliver, Rodriguez, and Mickelson (1985), Patterson, Sedlacek, and Perry (1984) ; Villalpando (1994); Whitt et al., (2001) and students' pre-college experiences with diversity, Hurtado et al., (2002). For example, in their 1992-1995 study of 3331 students from 18 four-year colleges and universities, Whitt et al. (2001) found that women were more open to diversity than men before beginning college and were also significantly more likely than men to change in the direction of greater openness to diversity during their college years. Similarly, Ancis et al. (2000) found that when compared to White students, African American students reported significantly more racial ethnic conflict on campus, pressure to conform to stereotypes, and less equitable treatment by faculty, staff, and teaching assistants.

Finally, Mayhew et al., (2005) noted that, in terms of pre-college experiences with diversity, Hurtado et al. (2002) found that pre-college experiences with diversity (i.e., racial composition of friends, interaction with people of different racial or ethnic backgrounds, etc.) and gender significantly predicted three demographic outcomes, measured by factors comprised of student perception variables (i.e., ability to see multiple perspectives, the belief that conflict enhances diversity, and the perception of importance of social action engagement). The findings from these studies underscore the importance of understanding how minorities and females may perceive their institution's climate for diversity differently

than Whites and males. These findings are supported by the assertion that “racially and ethnically diverse administrators, students, and faculty tend to view campus differently” Hurtado et al. (1998).

SECTION II: WHY STUDY DIVERSITY IN RELATION TO CAMPUS CLIMATE?

Diversity is a core value of UNCW.

There is a body of research documenting the educational value of a diverse campus climate and its role in positively affecting student-learning outcomes (Gurin, Dey, Hurtado, and Gurin, 2002; Hurtado, 1996, 2001; Gurin, 1999). Indeed, the United States Supreme Court has held that student body diversity is a compelling State interest because of the educational benefits that result. One persuasive reason for the Supreme Court’s decision was that empirical evidence exists that demonstrates that these benefits are substantial (*Grutter v. Bollinger*, 539 U.S. 306, 328-333; 2003; see also *Gratz v. Bollinger*, 539, 539 U.S. 244; 2003). The literature on the benefits of a diverse campus to its students, faculty and staff has wide depth and breadth in various disciplines. It is not feasible to exhaustively review all of them here; however, some should be noted for their touchstone qualities, which served, by the way, as a basis for the legal holding. The importance, value, and contribution of diversity holds true for faculty and staff as well (Cox, 1993, 2001; Cox and Blake, 1991; Fortune 500 Companies, 2003, General Motors Corporation, 2003). As a result, many institutions have initiated widespread efforts to improve the extent to which both in- and out-of-class activities address issues of diversity on campus (Gurin, 1999).

What constitutes a diversity climate? Mayhew et al., (2005) summarized Hurtado et al.’s (1998) description of an institution’s climate for diversity using four dimensions of campus life that have a substantial impact on issues related to diversity. These include (1) a campus’ historical legacy of inclusion or exclusion of various racial or ethnic groups, (2) its structural diversity (i.e., the numerical and proportional representation of diverse groups on campus), (3) its psychological climate (i.e., perceptions, attitudes, and beliefs about diversity), and (4) its behavioral climate (i.e., how different racial and ethnic groups interact on campus). The extent to which these four dimensions cause minority students to feel comfortable and welcomed and to have a sense of belonging as members of the campus community is directly related to the degree to which a campus has achieved a positive climate for diversity (Hurtado and Carter, 1997; Loo and Rolison, 1986; Mackay and Kuh, 1994; McClelland and Auster, 1990; Pascarella, Edison, Nora, Hagedorn, and Terenzini, 1996). As Green (1989) notes,

Campus climate embraces the culture, habits, decision, practices and policies that make up campus life. It is the sum total of the daily environment, and central to the ‘comfort factor’ that minority students, faculty, and staff, and administrators feel on campus. Students and other members of the campus community who feel unwelcome or alienated from the mainstream of campus life are unlikely to remain. If they do remain, they are unlikely to be successful (p. 113).

Organizational climate, on the other hand, is a term that organizational theorists use to describe “the current common patterns of important dimensions of organizational life or its members’ perceptions of and attitudes towards those dimensions” (Peterson and Spencer, 1990, p. 173).

The current study is interested in understanding how faculty, staff and students feel about the climate for diversity at UNCW.

SECTION III: SURVEY DESIGN AND METHODOLOGY

Survey Methodology

Students: Based on ethnicity, gender and class standing, a stratified random sample was drawn. Participants were invited to participate via e-mail with embedded survey links included. As an incentive, participants could self-select to be entered into a drawing for one iPod Nano. Three reminder e-mails were sent over the course of survey to encourage and facilitate participation.

Faculty and Staff: Given the relatively small size of the respective populations, all faculty and staff, with the exception of adjunct faculty, were invited to participate in the survey. Participants were invited to participate via e-mail with embedded survey links included. As an incentive, participants could self-select to be entered into a drawing for one iPod Nano. Three reminder e-mails were sent over the course of survey to facilitate participation.

Survey Design

Technical: Each survey instrument was web-based and housed on a secure SQL Server environment. Connectivity to the survey was through embedded e-mail links, and response information was stored disconnected from any identifier information to ensure confidentiality. Only Office of Institutional Research personnel had access to unit record responses. Contact information for those self-selecting to be entered into the random drawing was housed separately from responses to further ensure confidentiality and was purged immediately following the drawing and prior to any analyses being conducted.

Content: The survey instrument was adopted from a diversity climate survey that was developed at the Higher Education Research Institute (HERI) at the University of California, Los Angeles. HERI's survey was adapted from an instrument previously developed by the University of California, Berkeley. In addition, the survey was augmented with questions specific to UNCW's diversity-related concerns. In order to measure different types of diversity, questions covered content such as ethnicity, gender, disability and sexual orientation (gay, lesbian, bisexual and transgender/GLBT). Finally, open-ended questions were included.

Content Review: The instruments went through a series of reviews by various committees and constituencies on campus. Initial survey design was developed through the work of the Campus Climate Subcommittee of the HRAC. This subgroup included faculty and staff representation. The HRAC, as a whole, reviewed and approved the draft surveys, which were then reviewed by Executive Cabinet. Comments and revisions, based on these levels of review, were completed. A copy of the instruments is available through the Office of Institutional Research.

SECTION IV: ANALYSIS TECHNIQUES

Quantitative Analysis

The following analysis is presented first by participant group and then categorized by varying intent such as experiences, perceptions, beliefs and preferences. Non-White students were over-sampled with the goal of obtaining enough cases to warrant meaningful comparison analyses by race. When applicable, inferential statistics were performed, and mean comparisons were completed and noted in the summaries. Data were weighted to ensure appropriate mean comparisons and to take into consideration the over-sampling of non-White students. Data were transformed via natural log to normally distribute results for testing.

Qualitative Analysis

Because this survey was not developed from a rigorous qualitative framework related to the nuances of this type of research and the lack of purposeful sampling used as defined by Patton (2003) and Mertens (1998), qualitative analysis was limited to global themes that surfaced. As a

follow-up to this work, focus groups will be conducted as a “member check” to examine credibility issues and refine the global themes which resulted from the open-ended questions.

Analysis Caveats

If a sufficient number of participants indicated a demographic such as identifying with an ethnic group or having a disability, for example, breakout analyses were performed. For those demographic classifications that did not have sufficient numbers, focus groups planned over the next year will be utilized to collect information about their campus climate experiences and perceptions.

SECTION V: STUDENT PARTICIPANTS AND THEIR RESPONSES

Undergraduate Respondent Demographics

Of the 2131 students invited to participate in the survey, a total of 636 (29.8%) completed the instrument. Of those students, 22% self-selected African American, 9% selected Asian, 9% selected Hispanic, 3% indicated Native American, and 49% selected White. When compared to the population, this sample had a higher proportion of minority students. 67% were female, 94% did not indicate a permanent disability, and 95% were heterosexual. A complete list of demographic questions follows in Appendix A. Furthermore, due to the small sample of graduate students who participated (79), a summary analysis was not performed for this group. However, descriptive statistics about their demographics can be found in Appendix B.

Questions were divided into five categories: (1) internal experiences or feelings, (2) external experiences, (3) perceptions, (4) beliefs and (5) preferences. Given the complex nature of these concepts, one can argue different definitions or categories. However, for the purposes of this report, these categories were used to segment responses as a method for facilitating further discussion. They are not meant to be exhaustive. It should be noted that questions could be further segmented by groupings such as Social Experiences at UNCW, Experiences with Faculty at UNCW, among others.

Social Experiences at UNCW

Students were asked about the frequency with which they experienced different types of social activities at UNCW. A table of results follows this summary. It is worth noting that more than 98% of the respondents indicated they socialized with different racial/ethnic groups. Furthermore, all respondent groups reported that at least 84% felt a part of the campus community. On a different note, however, were the minorities, specifically African American students, who indicated they were less likely to indicate they had studied abroad and White students who indicated they were less likely to attend cultural events. It is also interesting to note that freshmen, African American and Asian students were more likely to indicate feeling pressure to socialize with students of similar backgrounds than other students. Finally, while a smaller percentage of students in the “Overall” category felt isolated, more freshmen and minority students (particularly African American and Asian students) indicated feeling more isolated than did White students.

Table 1: Social Experiences at UNCW

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
At UNCW, have you been a member of a campus group/club	% Yes	62.60	67.20	66.00	61.40	62.32	56.36	64.29	63.55
At UNCW, have you been a member of a fraternity or sorority	% Yes	13.47	6.00	15.60	12.80	14.49	9.26	16.07	15.81
At UNCW, have you attended a cultural event	% Yes	69.83	77.60	69.40	73.00	78.99	69.09	62.50	65.92
Socialized with someone from a different racial/ethnic group	% Occasionally or Frequently	98.27	100.00	98.70	98.50	100.00	94.55	98.22	98.07
Studied with someone from a different racial/ethnic group	% Occasionally or Frequently	84.67	89.50	88.70	91.80	93.48	87.27	91.07	77.82
Felt isolated	% Occasionally or Frequently	44.20	51.10	44.10	59.80	66.91	50.00	57.14	31.84
Felt pressured to socialize only with students with similar backgrounds and ideas	% Occasionally or Frequently	22.35	29.30	18.10	32.10	32.85	20.00	41.81	15.11
Felt a part of the campus community	% Occasionally or Frequently	90.20	91.80	88.10	88.70	90.58	87.27	83.93	92.28
Felt excluded from school activities because of your ethnic background	% Occasionally or Frequently	18.76	22.70	26.90	33.60	42.64	23.63	28.57	4.84
Participated in ethnic or cross-cultural activities or organizations	% Occasionally or Frequently	47.70	53.70	48.10	60.10	67.89	52.73	48.21	36.57
Participated in religious activities or organizations	% Occasionally or Frequently	39.46	48.50	35.10	39.10	44.53	34.55	32.14	40.19

Incorporation of Diversity-Related Content into the Curriculum

Prior research on campus diversity has shown that one of the most effective places to develop a positive perception about diversity and its benefits is within the classroom through the incorporation of diversity-related content (Adams & Zhou-McGovern, 1990, 1994). As can be seen from the table below, UNCW students do not seem to take courses centered on issues of diversity. The reason behind this phenomenon is unknown. Focus groups conducted in the fall should query students along these lines to determine whether scheduling, interest, publicity, and/or some other reason are the cause. To gain an understanding of the degree to which diversity issues/materials are incorporated within the UNCW curriculum, students were asked to indicate the extent to which they agree diversity material or content was included within their course materials. When asked to evaluate how much they had learned about other racial/ethnic groups, their responses were consistently at least 40% or higher agreement that they had learned a great deal about other racial/ethnic groups and their contributions to American society. A table of results follows this summary.

Table 2: Incorporation of diversity-related content into the curriculum

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
At UNCW, have you enrolled in a course studying one or more ethnic minority groups	% Yes	27.69	18.70	35.60	36.00	42.03	30.91	25.00	21.29
At UNCW, have you taken a course related to women's studies	% Yes	13.79	4.50	22.50	12.80	14.71	10.91	10.71	13.18
At UNCW, have you taken a course addressing gay/lesbian issues	% Yes	9.89	4.50	13.80	8.70	8.15	7.27	10.71	9.39
Many courses include minority group perspectives	% Agree Strongly or Agree Somewhat	54.64	52.70	57.60	44.00	39.13	46.30	46.43	63.93
Many courses include feminist perspectives	% Agree Strongly or Agree Somewhat	40.42	45.80	38.10	39.10	36.57	39.21	37.50	41.64
Since coming to UNCW, I have learned a great deal about other racial/ethnic groups and their contributions to American society	% Agree Strongly or Agree Somewhat	45.70	47.00	43.70	48.60	50.00	42.59	44.64	44.19
Non-dominant cultures are emphasized in the curriculum	% Agree Strongly or Agree Somewhat	41.39	43.50	36.80	38.40	35.56	42.00	41.82	45.30
The emphasis on Western Civilization and non-dominant cultures is balanced in the curriculum	% Agree Strongly or Agree Somewhat	60.96	66.60	56.50	56.30	52.59	54.90	58.49	66.11

Experiences, Preferences and Perceptions about UNCW Faculty and Administration

Before beginning climate diversity planning, it is important to understand experiences and preferences of students. It is through gaining a baseline of concepts that an institution can best identify where educational initiatives need to focus their attention. Furthermore, insight into perceived commitment and effectiveness of the administration also provides context into how well messages are being received. A table of results follows this summary. Overall, student views and preferences were mixed across various categories. For example, minorities seem to indicate minority faculty are more helpful to them, provide more personal attention, and address issues of greater relevance to them when compared to White students. Interesting to note is the difference between how freshmen and seniors view faculty sensitivity to the issues of minorities; in that regard, there seems to be a positive shift. Regardless of category, nine out of 10 students indicated UNCW administrators should be committed to promoting understanding of group differences, and around eight out of 10 indicated they did so. However, for minority students, this commitment was less obvious.

Table 3: Experiences, preferences and perceptions

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
Most faculty are sensitive to the issues of minorities	% Agree Strongly or Agree Somewhat	85.53	79.80	90.50	80.40	75.18	83.63	85.72	89.93
There is little trust between minority student groups and campus administrators	% Agree Strongly or Agree Somewhat	21.72	22.10	22.00	27.70	35.56	34.61	10.71	16.11
Campus administrators care little about what happens to students	% Agree Strongly or Agree Somewhat	22.93	27.10	27.10	21.90	17.77	30.91	23.21	21.68
White students receive more support and encouragement from faculty than do minority students	% Agree Strongly or Agree Somewhat	22.47	29.10	20.50	38.80	48.51	35.85	21.43	9.42
I prefer to take classes from faculty of racial/ethnic backgrounds different from my own	% Agree Strongly or Agree Somewhat	38.04	39.10	39.00	40.60	41.48	35.85	46.43	36.36
I get more personal attention from faculty who are racially/ethnically similar to me	% Agree Strongly or Agree Somewhat	28.69	36.00	25.20	37.90	45.19	37.73	25.00	19.87

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
Faculty who are racially/ethnically similar to me address issues of greater relevance to me	% Agree Strongly or Agree Somewhat	34.94	42.70	27.90	46.70	60.30	41.51	25.00	25.33
On an individual basis, minority faculty tend to be more helpful to me than other faculty	% Agree Strongly or Agree Somewhat	26.81	34.60	26.90	42.00	56.06	30.77	23.22	13.71
On an individual basis, women faculty tend to be more helpful to me than men faculty	% Agree Strongly or Agree Somewhat	34.93	44.40	35.10	36.10	41.04	34.61	29.63	32.89
I have role models within the UNCW faculty	% Agree Strongly or Agree Somewhat	73.81	62.00	83.30	71.90	67.67	76.92	72.72	75.08
I have role models within the UNCW staff	% Agree Strongly or Agree Somewhat	63.71	60.70	63.70	66.30	68.89	67.30	52.73	62.62
Campus administrators SHOULD BE genuinely committed to promoting respect for and understanding of group differences at UNCW	% Agree Strongly or Agree Somewhat	91.02	89.70	91.80	92.70	95.59	90.00	89.29	89.36
Campus administrators ARE genuinely committed to promoting respect and understanding of group differences at UNCW	% Agree Strongly or Agree Somewhat	82.85	82.00	81.40	76.90	79.41	66.67	80.00	88.04
The percentage of minority faculty should reflect the percentage of minority students	% Agree Strongly or Agree Somewhat	42.18	46.90	41.40	45.40	50.74	34.62	42.86	39.20

Perceptions about UNCW Priorities

Participants were asked 12 questions related to their perceptions about the priorities at UNCW. A table with the results follows this summary. Overall, more than 87% of students felt that “creating a positive undergraduate experience” was the highest priority for the University, although there may be a decline in that perception as students migrate from their freshman to senior year. Comparisons across groupings indicate consistent responses regardless of group compared. However, more research is needed to understand the significant difference between how freshmen versus seniors rate the priority of “maintaining a campus climate where differences of opinion can be aired openly.” Also notable is the consistent pattern across minorities, and in some cases larger than the overall percentage, regarding their perception that UNCW is strongly prioritizing increasing the representation of minorities in the faculty and administration, creating a diverse multicultural environment and developing an appreciation for that type of environment. In short, the students understand what the University is committed to in terms of enhancing diversity.

Table 4: Perceptions about UNCW priorities

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
Maintaining a campus climate where differences of opinion can be aired openly	% Strong Priority or Highest Priority	63.38	70.30	57.30	64.00	60.00	66.03	66.07	63.46
Creating a positive undergraduate experience	% Strong Priority or Highest Priority	87.50	89.70	83.30	87.70	87.50	80.77	91.07	88.08
Increasing the representation of minorities in the faculty and administration	% Strong Priority or Highest Priority	49.11	55.50	39.20	55.30	62.50	45.28	42.86	47.51
Developing among students and faculty an appreciation for a multicultural society	% Strong Priority or Highest Priority	58.74	64.10	55.10	60.70	61.03	56.60	57.14	57.80
Recruiting more minority students	% Strong Priority or Highest Priority	53.67	63.00	45.20	60.00	63.24	53.85	48.22	50.84
Creating a diverse multicultural environment on campus	% Strong Priority or Highest Priority	58.67	68.20	52.20	62.30	61.48	57.41	62.50	57.00
Increasing an understanding of a multicultural society	% Strong Priority or Highest Priority	58.31	70.30	53.50	59.10	61.48	62.75	48.22	57.81
Increasing the representation of women in the faculty and administration	% Strong Priority or Highest Priority	50.49	58.60	48.70	56.10	58.09	62.26	42.86	47.34
Encouraging interdisciplinary work	% Strong Priority or Highest Priority	56.33	67.00	57.60	57.40	55.88	53.84	57.14	55.15

% Reported		Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
Providing an intellectually challenging learning environment	% Strong Priority or Highest Priority	79.87	78.90	81.60	78.90	77.94	80.77	75.00	80.73
Enriching the learning environment through new technologies	% Strong Priority or Highest Priority	80.91	81.60	82.10	81.20	82.35	79.24	78.19	82.55
Developing high quality co-curricular and out-of-class programs	% Strong Priority or Highest Priority	65.64	77.40	62.00	63.40	60.29	66.04	62.50	67.45

Benefits to Diversity

Students were asked to rate how much they agreed with statements related to the benefits of a diverse campus. These questions were designed to gather a sense as to how students' perceptions about the utility of diversity compare to the administration's views. A table of results follows this summary. Overall, regardless of category, students responded in consistent proportions to each question. However, minority students were significantly more likely than White students to agree that a benefit to a more diverse university would be that classroom discussions would be more interesting. Gender differences also were seen. Females were more likely than males to agree or strongly agree to all the benefits listed.

Table 5: Benefits to diversity

% Reported		Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
Benefits of diversity in student body - promotes cross-racial understanding	% Agree Strongly or Agree Somewhat	91.74	93.00	93.60	90.80	93.43	90.38	85.19	92.11
Benefits of diversity in student body - helps break down stereotypes	% Agree Strongly or Agree Somewhat	87.80	90.50	87.30	88.00	92.65	82.69	87.03	88.11
Benefits of diversity in student body - enables students to better understand persons of different races	% Agree Strongly or Agree Somewhat	89.77	91.40	89.30	89.70	92.70	88.46	83.63	90.40
Benefits of diversity in student body - makes classroom discussion more interesting	% Agree Strongly or Agree Somewhat	85.90	88.30	82.90	90.80	93.43	82.69	90.91	81.58

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
Benefits of diversity in student body - better prepares students for a diverse workforce and society	% Agree Strongly or Agree Somewhat	90.28	89.90	92.40	92.70	94.85	90.56	89.09	88.44
Benefits of diversity in student body - better prepares students to effectively participate in civic life	% Agree Strongly or Agree Somewhat	89.63	90.70	89.10	92.30	94.89	84.61	94.55	86.79

Possible Factors Affecting the Climate for Diversity at UNCW

Students were asked, in their opinion, what difference would each activity make to the campus climate. Results for these questions follow this summary. The two highest-rated factors, in terms of improving campus climate related to diversity, included both educational (bringing more distinguished racial/ethnic minority educators to campus as visiting scholars) and cultural (having more art exhibits or music festivals featuring different racial/ethnic groups). In all cases, minority students were significantly more likely than White students to indicate these activities would improve campus climate. Seniors, on the other hand, were significantly less likely than freshmen to indicate “promoting programs would improve climate.”

Table 6: Possible factors affecting the climate for diversity at UNCW

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White	Male	Female
Promote more programs that recognize distinctive cultural heritages (e.g., African American History Month)	Improve	53.97	61.40	51.30	69.30	76.12	60.78	66.67	40.33	46.00	58.20
Provide more awareness/sensitivity workshops for needs of racial/ethnic minorities	Improve	60.45	64.60	61.30	74.00	81.62	62.26	70.91	48.69	58.10	61.90
Provide more awareness/sensitivity workshops for needs of women	Improve	57.61	60.90	59.50	70.70	77.78	62.26	66.67	46.08	54.00	59.70

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White	Male	Female
Provide more awareness/sensitivity workshops for needs of people with disabilities	Improve	63.97	67.70	66.50	71.20	79.41	59.62	65.45	56.86	58.50	66.90
Provide more awareness/sensitivity workshops for needs of gays and lesbians	Improve	56.34	62.30	56.10	66.80	71.53	58.49	65.45	45.93	54.90	57.20
Provide more awareness/sensitivity workshops for needs of student religious/spiritual values	Improve	56.20	57.80	54.50	62.50	72.26	56.60	46.30	49.84	51.50	58.80
Have more art exhibits or music festivals featuring different racial/ethnic groups	Improve	69.31	69.50	73.20	74.30	77.78	68.52	74.07	63.16	59.70	74.30
Bring more distinguished racial/ethnic minority educators to campus as visiting scholars	Improve	70.45	71.10	72.70	81.90	90.44	67.31	73.58	59.87	67.20	72.20
Encourage faculty to incorporate course work on racial/ethnic minorities	Improve	68.82	70.80	72.30	81.20	89.78	74.51	76.36	58.69	64.70	70.90
Encourage faculty to incorporate course work on women	Improve	63.86	66.70	67.50	74.10	83.94	62.75	69.81	54.90	59.30	66.10
Encourage faculty to incorporate course work on people with disabilities	Improve	65.48	66.20	69.50	73.60	81.62	64.00	70.37	57.52	60.00	68.20
Encourage faculty to incorporate course work on gays and lesbians	Improve	59.64	64.60	61.60	69.90	74.63	64.71	71.70	50.17	53.30	62.80

Experiences at UNCW

Interpersonal experiences (student to student, student to faculty and student to staff) all contribute to the overall climate of a campus. What the students report as experiences suggests/indicates where the University may want to focus educational resources or capital. A table of

results follows this summary. Overall, minorities perceived they had had experiences with discrimination or inappropriate conduct based on their ethnicity than did White students. Furthermore, the majority of the inappropriate behavior they experienced was indicated as being student to student. However, there are significant differences between how freshmen rated experiences versus seniors. With the exception of noting being treated rudely by staff and faculty, freshmen indicated being treated in an improper manner significantly more so than seniors indicated.

Table 6: Experiences at UNCW

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
I have been treated rudely by faculty	% Frequently or Sometimes	23.20	21.50	24.40	18.80	21.00	22.60	8.90	26.20
I have been treated rudely by staff	% Frequently or Sometimes	27.30	29.80	28.10	22.00	19.70	26.50	23.60	30.20
I have been treated rudely by administrators	% Frequently or Sometimes	15.80	11.40	19.50	14.90	14.00	15.10	16.70	17.40
I have been treated rudely by students	% Frequently or Sometimes	35.90	41.60	33.10	35.60	36.00	34.60	34.00	34.80
I have been discriminated against because of my race/ethnicity	% Frequently or Sometimes	14.40	22.10	11.20	26.00	30.20	25.00	25.00	3.30
I have been discriminated against because of my gender	% Frequently or Sometimes	9.20	10.70	7.50	9.20	11.00	3.80	8.90	7.90
I have been discriminated against because of my sexual orientation	% Frequently or Sometimes	3.30	3.10	1.30	2.80	1.57	2.00	3.80	3.30
I have been discriminated against because of my physical disability	% Frequently or Sometimes	3.40	2.40	2.50	3.60	3.70	2.60	2.80	2.70
I have been discriminated against because of my religious/spiritual views	% Frequently or Sometimes	9.70	8.40	8.80	7.50	4.60	8.00	15.40	10.00
I have been discriminated against by faculty	% Frequently or Sometimes	5.90	6.80	4.40	7.50	10.10	7.50	3.60	4.70
I have been discriminated against by staff	% Frequently or Sometimes	6.30	9.90	3.80	8.70	10.90	9.40	3.60	3.70
I have been discriminated against by administrators	% Frequently or Sometimes	4.40	6.10	0.60	6.10	8.00	1.90	7.30	2.80
I have been discriminated against by students	% Frequently or Sometimes	14.20	20.60	11.40	21.20	23.20	22.60	17.90	7.70
I have been harassed or threatened because of my race/ethnicity	% Frequently or Sometimes	5.30	6.10	3.10	9.10	7.90	11.50	12.50	1.70

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
I have been harassed or threatened because of my gender	% Frequently or Sometimes	3.50	3.80	2.50	2.70	4.30	2.00	0.00	3.70
I have been harassed or threatened because of my physical disability	% Frequently or Sometimes	1.90	1.60	0.60	0.90	0.00	2.30	2.20	1.50
I have been harassed or threatened because of my religious/spiritual views	% Frequently or Sometimes	3.80	3.90	2.60	3.90	2.30	3.90	9.40	2.70
I have been harassed or threatened because of my sexual orientation	% Frequently or Sometimes	1.30	0.80	0.00	1.20	1.60	2.00	0.00	1.00
I have heard insensitive/disparaging comments about racial/ethnic minorities by faculty	% Frequently or Sometimes	8.90	10.70	8.80	13.70	16.00	13.70	8.90	5.00
I have heard insensitive/disparaging comments about racial/ethnic minorities by staff	% Frequently or Sometimes	6.50	10.00	4.40	8.90	11.00	7.70	5.50	4.60
I have heard insensitive/disparaging comments about racial/ethnic minorities by administrators	% Frequently or Sometimes	3.90	4.60	3.10	5.80	7.30	1.90	7.40	2.30
I have heard insensitive/disparaging comments about racial/ethnic minorities by students	% Frequently or Sometimes	35.60	38.40	31.90	38.50	34.30	50.00	42.80	30.90
I have heard insensitive/disparaging comments about women by faculty	% Frequently or Sometimes	6.20	6.90	6.30	7.20	6.60	9.40	7.10	4.60
I have heard insensitive/disparaging comments about women staff	% Frequently or Sometimes	5.00	7.00	4.40	5.70	6.50	7.50	3.60	3.70
I have heard insensitive/disparaging comments about women administrators	% Frequently or Sometimes	2.30	2.30	1.90	2.30	1.50	3.80	3.60	1.70
I have heard insensitive/disparaging comments about women students	% Frequently or Sometimes	29.00	28.50	28.50	27.30	26.30	30.70	26.80	28.80
I have heard insensitive/disparaging comments about religious values similar to my own by faculty	% Frequently or Sometimes	8.50	8.50	8.30	6.80	5.90	9.50	7.30	9.80
I have heard insensitive/disparaging comments about religious values similar to my own by staff	% Frequently or Sometimes	4.80	7.10	2.50	4.60	4.40	7.90	3.60	4.80

	% Reported	Overall	Freshmen	Seniors	Minority	African American	Hispanic	Asian	White
I have heard insensitive/disparaging comments about religious values similar to my own by administrators	% Frequently or Sometimes	3.30	4.70	1.90	2.70	1.50	5.70	3.70	3.10
I have heard insensitive/disparaging comments about religious values similar to my own by students	% Frequently or Sometimes	21.00	22.60	18.30	20.80	19.30	26.40	20.00	18.60
I have heard insensitive/disparaging comments about gays or lesbians by faculty	% Frequently or Sometimes	6.10	7.00	5.10	7.20	7.30	9.40	5.40	5.00
I have heard insensitive/disparaging comments about gays or lesbians by staff	% Frequently or Sometimes	5.10	6.10	3.10	5.30	5.70	7.80	1.80	4.40
I have heard insensitive/disparaging comments about gays or lesbians by administrators	% Frequently or Sometimes	3.30	2.40	2.50	3.40	3.70	5.70	1.90	3.10
I have heard insensitive/disparaging comments about gays or lesbians by students	% Frequently or Sometimes	44.30	48.50	39.60	46.60	47.10	49.10	46.40	40.90

A complete listing of student responses can be found in Appendix C: Undergraduate Responses by Category.

SECTION VI: FACULTY PARTICIPANTS AND THEIR RESPONSES

Faculty Respondent Demographics

Of the 705 faculty invited to participate, 332 (47.1%) completed the instrument. Demographically, 4.2% self-selected African American, 2% self-selected Asian, 2% self-selected Hispanic, and 81% selected White. 46% had tenure, and 47% were female. A complete list of demographic questions follows in Appendix D.

Questions were divided into five categories: (1) internal experiences or feelings, (2) external experiences, (3) perceptions, (4) beliefs and (5) preferences. Given the complex nature of these concepts, one could argue different definitions or categories for each of the above categories. However, for the purposes of this report, these categories were used to segment responses and as a means for facilitating further discussion. They are not meant to be exhaustive. Questions also could be further segmented by groupings such as Benefits of Diversity, Experiences at UNCW, and Obstacles to Recruitment etc.

Analysis Caveats

Due to the small number of participants self-selecting various demographic indicators, subgroups were excluded from breakout analysis in order to ensure confidentiality and to adhere to standards for parametric statistics. Although minority percentages are reported, they should be read with caution, because the total number of participants did not reach the threshold for parametric statistics. These percentages are reported to guide future discussion and are not an appropriate tool for drawing any meaningful conclusions.

Benefits of Diversity

Faculty were asked to rate how much they agreed with statements related to the benefits of a diverse campus. A table of results follows this summary. Overall, regardless of category, faculty responded in consistent proportions to each question. However, significant differences were noted in some questions between male and female faculty and between tenured and non-tenured faculty. Diversity in the student body as a benefit for “better preparing students for an increasingly diverse workforce and society” ranked the highest across all groups. Male faculty indicated “Benefits of diversity in student body - promotes mastery of course content” and “Benefits of diversity in student body - better prepares students as professionals at a significantly lesser rate than female faculty. Overall, 19% agreed that the “benefits of diversity in the student body–promotes conflict in the classroom.”

Table 1: Benefits of diversity

% Reported		Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Benefits of diversity in student body - makes classroom discussion more interesting	% Agree somewhat and Agree strongly	91.80	96.40	92.80	86.80	98.60	89.40	92.10	94.90
Benefits of diversity in student body - makes it easier to incorporate diversity-related materials into course curricula	% Agree somewhat and Agree strongly	83.90	85.70	84.90	80.20	89.80	78.80	85.50	89.90
Benefits of diversity in student body - promotes mastery of course content	% Agree somewhat and Agree strongly	53.10	60.70	53.90	44.40	65.10	46.90	55.40	60.20
Benefits of diversity in student body - promotes learning outcomes related to civic engagement	% Agree somewhat and Agree strongly	80.30	75.00	80.80	75.70	85.70	77.30	77.00	87.80
Benefits of diversity in student body - promotes learning outcomes related to tolerance for difference	% Agree somewhat and Agree strongly	90.80	88.90	91.20	88.60	95.20	89.30	89.40	94.00
Benefits of diversity in student body - promotes conflict in the classroom	% Agree somewhat and Agree strongly	19.00	39.30	16.90	21.80	16.40	18.70	22.70	17.30

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Benefits of diversity in student body - better prepares students for an increasingly diverse workforce and society	% Agree somewhat and Agree strongly	93.30	92.90	93.50	90.40	98.60	90.70	94.60	96.00
Benefits of diversity in student body - better prepares students as professionals	% Agree somewhat and Agree strongly	91.40	89.30	92.00	87.40	98.00	88.00	93.30	95.00
Benefits of diversity in student body - better prepares students to effectively participate in civic life	% Agree somewhat and Agree strongly	90.80	88.90	91.60	88.60	95.30	88.80	86.60	97.00

Obstacles for Recruiting Qualified Diverse Faculty

Faculty were asked to rate how much of an obstacle various issues were in recruiting diverse faculty. A table of results follows this summary. Overall, faculty reported that the biggest obstacle was the scarcity of qualified racial/ethnic minorities, although Whites were two times more likely to agree with this statement than minorities. About 21% of faculty agreed that salaries were not competitive for racial/ethnic minorities. White faculty agreed with this statement at a significantly higher rate (about three times more). On a related issue, minorities and females were more likely to perceive that “insufficient progress had been made in finding and recruiting racial/ethnic minorities.” On the other hand, more than 90% of faculty agreed that there was sufficient interest in and commitment to recruiting racial/ethnic minorities and women. Minority faculty was about two times more likely than White faculty to agree that insufficient progress has been made.

Table 2: Obstacles in recruitment

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Scarcity of qualified racial/ethnic minorities	% A major obstacle	46.10	21.40	48.90	50.00	40.80	55.90	45.30	32.00
Scarcity of qualified women	% A major obstacle	5.50	3.70	5.70	8.40	2.10	7.30	6.80	2.00
Insufficient interest in finding/recruiting racial/ethnic minorities	% A major obstacle	9.80	30.80	7.20	8.30	11.90	9.90	9.30	10.40
Insufficient interest in finding/recruiting women	% A major obstacle	3.10	14.30	1.90	3.00	3.50	2.60	1.30	5.20

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Insufficient progress in finding/recruiting racial/ethnic minorities	% A major obstacle	39.80	53.60	37.60	35.30	44.70	46.70	35.10	32.60
Insufficient progress in finding/recruiting women	% A major obstacle	29.10	50.00	26.20	23.00	36.90	29.50	28.00	29.00
Salaries are not nationally competitive for racial/ethnic minorities	% A major obstacle	21.40	7.70	22.50	16.70	26.80	26.70	20.00	14.90
Salaries are not nationally competitive for women	% A major obstacle	4.40	7.40	4.30	4.90	4.30	4.10	4.10	5.30

Diversity-Related Activities

As noted in previous research within the undergraduate section, incorporation of diversity-related content into the curricula can positively impact campus climate. Faculty members were asked about their incorporation of materials and activities related to diversity into their curricula. A table of results is included at the end of this summary. More than half of the faculty surveyed indicated they have incorporated content, specifically designed to promote sensitivity towards diversity issues, into their courses. About 65% of faculty reported that they incorporated course content to promote sensitivity toward diversity issues. Women and minorities reported doing this at a higher rate than males or Whites. In addition, more than 80% of faculty agreed that their department emphasized the importance of diversity and was receptive to their integrating racial/ethnic/gender issues into courses.

Table 3: Diversity-related activities

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Past year, have you taught a course specifically designed to promote sensitivity toward diversity issues?	% Yes	15.00	11.10	15.40	11.00	18.80	17.80	15.90	10.50
Past year, have you incorporated content into your courses designed to promote sensitivity toward diversity issues?	% Yes	64.40	46.40	65.60	50.90	78.10	63.90	58.70	69.40
My department emphasizes the importance of diversity in our field	% Agree somewhat and Agree strongly	84.00	75.00	83.40	82.10	85.10	84.80	81.60	84.00

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
My department is receptive to integrating racial/ethnic/gender issues into courses	% Agree somewhat and Agree strongly	81.50	70.30	83.50	77.10	88.20	77.20	81.40	87.80
Non-dominant cultures are emphasized in the curriculum	% Agree somewhat and Agree strongly	51.70	40.70	54.20	50.90	52.20	53.40	42.50	57.60
The emphasis on Western Civilization and non-dominant cultures is balanced in the curriculum	% Agree somewhat and Agree strongly	58.80	32.00	62.30	64.10	53.70	64.30	50.00	55.80

Experiences and Perceptions about My Department

For faculty, the department is, in many cases, the springboard for implementing initiatives and activities that impact campus climate. From curricular changes to attitudes that may be present, the department, as a whole, can become an important ally towards achieving a positive climate for diversity. Faculty members were asked a series of questions about their experiences within and perceptions about their department. A table of results follows this summary. Nine of 10 faculty overall felt their department leaders were committed to promoting respect for and understanding of group differences. Female faculty, however, responded at a significantly lower rate than male faculty; on-track faculty responded at a significantly lower rate than tenured faculty. More than 3 out of 4 faculty members indicated there was a need for more diversity in their department, and nine out of 10 indicated their department planned to make an effort to find qualified minority candidates. Nevertheless, almost half of the male faculty surveyed indicated they believed affirmative action leads to the hiring of less qualified faculty and staff.

Table 4: Experiences and perceptions about my department

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
My department emphasizes the importance of diversity in our field	% Agree somewhat and Agree strongly	84.00	75.00	83.40	82.10	85.10	84.80	81.60	84.00
There is a need for more diversity in my department	% Agree somewhat and Agree strongly	76.10	89.30	75.10	68.50	85.90	71.70	88.10	73.00
My department actively recruits faculty from underrepresented groups	% Agree somewhat and Agree strongly	81.80	73.10	83.10	81.80	80.50	82.80	81.60	80.20

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Leaders in my department SHOULD BE genuinely committed to promoting respect for and understanding of group differences at UNCW.	% Agree somewhat and Agree strongly	93.90	96.30	93.50	90.40	98.00	92.70	94.60	95.00
Leaders in my department ARE genuinely committed to promoting respect for and understanding of group differences at UNCW	% Agree somewhat and Agree strongly	90.30	85.20	90.10	91.60	88.40	92.00	86.80	89.90
In search for new faculty the last 5 years, my department has made honest effort to find qualified racial/ethnic minorities	% Agree somewhat and Agree strongly	88.10	76.90	90.20	90.70	84.50	89.30	89.30	85.00
In search for new faculty the last 5 years, my department has made honest effort to find qualified women	% Agree somewhat and Agree strongly	92.20	85.20	92.90	93.80	89.30	95.30	86.50	91.40
For future faculty searches, my department plans to make effort to find qualified racial/ethnic minorities	% Agree somewhat and Agree strongly	91.60	78.20	93.60	92.30	90.00	91.20	88.00	95.40
For future faculty searches, my department plans to make effort to find qualified women	% Agree somewhat and Agree strongly	89.10	72.00	91.20	88.60	89.20	89.10	83.70	93.20
Affirmative action leads to the hiring of less qualified faculty and staff	% Agree somewhat and Agree strongly	39.80	33.30	39.50	48.20	29.60	41.50	39.20	37.90
The percentage of minority faculty should reflect the percentage of minority students at UNCW	% Agree somewhat and Agree strongly	43.20	55.50	43.40	37.70	50.40	36.20	51.30	45.10

Possible Factors Affecting the Climate for Diversity at UNCW

Faculty members were asked, in their opinion, what difference various activities would make to the campus climate. Results for these questions follow this summary. Having “campus events that bring together members of different racial/ethnic groups” ranked highest in terms of improving campus climate; bringing in diverse visiting scholars ranking second. A third-ranked effort faculty identified as promoting diversity was art exhibits and music festivals featuring racial/ethnic minority groups.

Table 5: Factors affecting diversity climate at UNCW

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Promote more programs that recognize distinctive cultural heritages (e.g., African American History Month)	% Improve	60.90	78.60	59.50	57.40	65.10	58.30	68.40	58.60
Provide more awareness/sensitivity workshops for needs of racial/ethnic minorities	% Improve	65.10	78.60	64.60	58.50	73.10	58.80	69.70	70.10
Provide more awareness/sensitivity workshops for needs of women	% Improve	58.80	67.90	57.80	51.20	67.10	55.80	58.70	62.10
Provide more awareness/sensitivity workshops for needs of people with disabilities	% Improve	69.00	81.50	67.30	62.60	76.60	66.20	68.40	73.20
Provide more awareness/sensitivity workshops for needs of gays and lesbians	% Improve	59.10	74.10	58.80	54.30	66.00	53.70	66.70	60.40
Have more campus events that bring together members of different racial/ethnic groups	% Improve	84.20	80.00	86.90	82.10	90.10	82.00	90.80	82.10
Hire more top administrative posts from racial/ethnic minorities	% Improve	59.00	82.10	57.80	53.40	67.40	54.70	68.90	57.70
Hire more top administrative posts from women	% Improve	49.50	75.00	49.00	40.20	63.90	45.30	58.70	48.50
Have more art exhibits or music festivals featuring different racial/ethnic groups	% Improve	70.80	81.50	69.90	64.20	80.40	68.00	79.50	69.10
Bring more distinguished racial/ethnic minority educators to campus as visiting scholars	% Improve	78.50	92.30	79.50	71.50	87.40	75.70	82.70	78.90
Encourage faculty to incorporate course work on racial/ethnic minorities	% Improve	67.20	85.70	66.80	57.40	79.70	58.60	73.30	75.30
Encourage faculty to incorporate course work on women	% Improve	62.80	82.10	62.50	53.40	76.10	57.50	66.70	67.70
Encourage faculty to incorporate course work on people with disabilities	% Improve	69.50	85.70	68.50	59.90	82.30	63.70	75.70	73.70
Encourage faculty to incorporate course work on gays and lesbians	% Improve	62.10	85.70	61.60	54.60	73.90	54.10	70.70	67.40

Experiences at UNCW

Interpersonal experiences including students with students, students with faculty, and students with staff all play a critical part in the overall milieu of a campus. What the faculty members report as having experienced suggests/indicates where the University may want to focus educational resources or capital. Faculty members were asked about their experiences over the last 4 years. It is important to note that these questions differ from the student questions in that students were asked specifically about the last academic year. A table of the faculty results follows this summary. Overall, faculty indicated the majority of inappropriate statements or comments are related to ethnicity or gender. In addition, students seem to be the source of these statements or comments, significantly more so (36.4%) than other faculty, staff or administrators. Discrimination was reported most against gender (17.4%). Discrimination was reported most often from faculty (18.9%) and students (14.2%). Tenured faculty were more likely than non-tenured and tenure track faculty to report discrimination from other faculty. Disparaging comments about racial/ethnic groups were most frequently heard from students (27%) and faculty (13%). Disparaging comments about women were also most frequently heard from students (21.6%) and faculty (17%). Disparaging comments about gays and lesbians were most frequently heard from students (30.5%).

Table 6: Experiences at UNCW

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Have been treated rudely by UNCW faculty	% Sometimes and Frequently	25.90	17.90	27.20	23.70	29.60	27.20	29.20	22.50
Have been treated rudely by UNCW staff	% Sometimes and Frequently	16.70	14.30	16.40	13.50	20.00	14.60	22.20	16.30
Have been treated rudely by UNCW administrators	% Sometimes and Frequently	17.20	10.70	17.20	17.20	15.50	18.70	15.30	16.90
Have been treated rudely by UNCW students	% Sometimes and Frequently	36.40	39.30	33.00	33.60	37.90	37.10	45.80	29.60
Have been discriminated against because of my race/ethnicity	% Sometimes and Frequently	9.40	32.20	3.30	9.00	9.60	10.80	17.40	2.10
Have been discriminated against because of my gender	% Sometimes and Frequently	17.40	14.30	17.40	7.10	28.80	21.60	16.70	12.20
Have been discriminated against because of my religious/spiritual views	% Sometimes and Frequently	10.00	12.50	7.40	8.60	10.30	14.10	6.00	7.30
Have been discriminated against because of my physical disability	% Sometimes and Frequently	1.60	0.00	2.00	1.00	2.80	2.40	0.00	1.70
Have been discriminated against because of my sexual orientation	% Sometimes and Frequently	2.80	0.00	2.90	3.10	2.90	4.50	1.80	1.20
Have been discriminated against by faculty	% Sometimes and Frequently	18.90	21.40	16.60	15.50	22.40	24.00	15.00	14.40

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Have been discriminated against by staff	% Sometimes and Frequently	5.90	11.10	5.10	3.70	8.30	6.80	8.40	3.10
Have been discriminated against by administrators	% Sometimes and Frequently	11.00	7.10	10.60	11.80	9.80	17.40	6.90	4.30
Have been discriminated against by students	% Sometimes and Frequently	14.20	32.20	9.50	9.40	18.70	17.00	16.60	8.40
Have been harassed or threatened because of my race/ethnicity	% Sometimes and Frequently	1.90	3.70	0.40	0.00	4.30	2.20	4.20	0.00
Have been harassed or threatened because of my gender	% Sometimes and Frequently	5.40	0.00	6.00	1.20	9.70	7.70	2.80	4.10
Have been harassed or threatened because of my religious/spiritual views	% Sometimes and Frequently	2.30	0.00	1.60	1.30	2.90	3.70	1.40	1.00
Have been harassed or threatened because of my physical disability	% Sometimes and Frequently	.50	0.00	0.60	0.00	1.20	0.00	0.00	1.40
Have been harassed or threatened because of my sexual orientation	% Sometimes and Frequently	1.90	0.00	1.90	1.60	2.60	2.70	1.70	1.20
Have heard disparaging comments about racial/ethnic minorities by faculty	% Sometimes and Frequently	13.20	17.90	12.40	12.60	12.50	17.90	11.10	8.10
Have heard disparaging comments about racial/ethnic minorities by staff	% Sometimes and Frequently	8.60	7.10	8.50	6.60	11.10	11.90	7.00	5.10
Have heard disparaging comments about racial/ethnic minorities by administrators	% Sometimes and Frequently	4.30	3.60	4.30	5.50	2.80	7.30	2.80	1.00
Have heard disparaging comments about racial/ethnic minorities by students	% Sometimes and Frequently	27.00	35.70	25.00	26.60	27.40	29.40	30.50	20.60
Have heard disparaging comments about women by faculty	% Sometimes and Frequently	17.50	10.70	19.20	15.00	20.70	22.50	16.40	11.00
Have heard disparaging comments about women by staff	% Sometimes and Frequently	4.90	0.00	5.80	3.60	6.20	8.00	2.80	2.00
Have heard disparaging comments about women by administrators	% Sometimes and Frequently	3.70	0.00	4.60	4.20	2.80	5.30	1.40	3.10
Have heard disparaging comments about women by students	% Sometimes and Frequently	21.60	22.20	22.00	20.00	24.30	20.10	30.20	17.20

	% Reported	Overall	Minority	White	Male	Female	Tenured	On Track	Not On Track
Have heard disparaging comments about religious values similar to my own by faculty	% Sometimes and Frequently	15.70	8.00	13.70	17.40	11.80	19.00	17.20	10.40
Have heard disparaging comments about religious values similar to my own by staff	% Sometimes and Frequently	5.80	0.00	6.10	7.00	4.40	5.00	7.10	6.30
Have heard disparaging comments about religious values similar to my own by administrators	% Sometimes and Frequently	4.90	0.00	4.50	7.00	1.50	5.80	5.80	3.20
Have heard disparaging comments about religious values similar to my own by students	% Sometimes and Frequently	14.60	8.00	13.40	15.70	13.40	14.90	15.80	12.70
Have heard disparaging comments about gays or lesbians by faculty	% Sometimes and Frequently	12.00	7.10	12.80	14.50	9.70	16.70	9.60	7.10
Have heard disparaging comments about gays or lesbians by staff	% Sometimes and Frequently	7.40	3.80	8.20	9.70	4.90	10.10	6.90	4.10
Have heard disparaging comments about gays or lesbians by administrators	% Sometimes and Frequently	5.60	0.00	6.30	7.30	3.50	7.40	5.60	3.20
Have heard disparaging comments about gays or lesbians by students	% Sometimes and Frequently	30.50	19.20	31.10	29.80	31.20	34.50	31.10	23.70

A complete listing of faculty responses can be found in Appendix E: Faculty Responses by Category.

SECTION VII: STAFF PARTICIPANTS AND THEIR RESPONSES

Staff Respondent Demographics

Of the 1107 staff invited to participate in the survey, a total of 628 (56.7%) completed the instrument. Of those staff, 12% self-selected African American, 2% Hispanic and 80% White. Of the respondents, 65% were female, 94% indicated a permanent disability, and 91% were heterosexual. A complete list of demographic questions follows in Appendix F.

Questions were divided into one of five categories: (1) internal experiences or feelings, (2) external experiences, (3) perceptions, (4) beliefs, and (5) preferences. Given the complex nature of these concepts, one can argue different definitions for each of these categories. However, for the purposes of this report, these categories were used to segment responses to facilitate further discussion; they are not meant to be exhaustive. In addition, questions could be further segmented by other groupings, such as Obstacles in recruiting, Perceptions about the work environment, Interest and/or participation in organized diversity activities among others.

Interest and/or Participation in Organized Diversity Activities

The staff was asked questions related to either their actual participation in or their interest in participating in organized activities related to diversity issues. The following provides information on their answers to those questions. A table of results follows this summary. Generally speaking, their responses were very positive regarding both their interest and their actual participation in diversity-related organized activities. Thirty-eight percent of the respondents replied that they had participated in an organized activity designed to promote sensitivity to diversity, indicating that UNC Wilmington staff has been and continues to take an active role in improving diversity on campus. Furthermore, more than 51.3% indicated that they are still interested in participating in a workshop on racial/ethnic minorities; 51.7% on women; 49% on disabilities; and, 35.8% on disabilities.

Table 1: Interest and/or Participation in Organized Diversity Activities

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
In the past year, have you participated in organized activities (conference, workshop, etc) designed to promote sensitivity toward diversity issues?	% Yes and it/they were very beneficial and Yes and it/they were somewhat beneficial	38.00	37.90	39.20	38.00	37.80	39.10	35.80	40.60
Interested in workshop on racial/ethnic minorities	% Yes	51.30	69.90	77.80	47.30	46.70	55.00	51.00	51.60
Interested in workshop on women	% Yes	51.70	62.20	67.90	49.70	37.60	60.20	53.80	49.20
Interested in workshop on people with disabilities	% Yes	49.00	52.10	58.50	48.50	44.90	52.40	45.30	53.30
Interested in workshop on gays and lesbians	% Yes	35.80	38.80	40.40	35.60	33.90	37.80	36.80	34.50
Did your DEPARTMENT or DIVISION orientation/ training address issues of diversity?	% Somewhat and Definitely yes	42.20	37.40	34.30	43.80	50.00	38.40	48.00	35.60

Experiences at UNCW

Interpersonal experiences such as staff to faculty, staff to staff, staff to student, staff to administrator all play a part in the overall atmosphere of a campus. How the staff responded on the survey provides critical information regarding the daily community relationships that exist within and between offices of the university. Staff members were asked about their experiences over the last 4 years. These questions differ from the student question in that students were asked only about the last academic year. The staff questions, however, are comparable to the

faculty questions in that they were asked to answer a set of questions based on their experiences over the last 4 years. A table of results follows this summary.

A review of the staff results in comparison with the faculty results is quite interesting. Female staff and staff employed more than 5 years reported the highest of all categories regarding being treated rudely by UNCW faculty. Female staff as well as minority, and specifically African American staff members, reported the highest of all categories when it came to being treated rudely by other UNCW staff. Noteworthy was the question regarding rude treatment by UNCW administrators. All respondents, with the exception of males and staff employed 5 years or less, responded quite consistently - in the 30% range. Finally, all staff categories reported rude treatment by students, with males reporting similar treatment at a somewhat lower level. Additionally noteworthy are the figures that represent other items such as disparaging comments, etc., made by administrators, faculty, and staff. This may warrant future discussion regarding additional diversity training programs, focus groups, etc.

Table 2: Experiences at UNCW

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Been treated rudely by UNCW faculty		38.40	37.60	38.10	38.30	34.40	39.60	34.80	42.30
Been treated rudely by UNCW staff	% Sometimes and Frequently	34.30	37.10	37.30	34.30	23.20	39.70	34.60	34.10
Been treated rudely by UNCW administrators	% Sometimes and Frequently	29.10	31.80	30.20	28.00	26.40	29.90	25.60	33.20
Been treated rudely by UNCW students	% Sometimes and Frequently	32.10	34.10	36.50	32.60	26.30	35.40	32.10	32.20
Been discriminated against because of my race/ethnicity	% Sometimes and Frequently	7.80	26.20	31.80	3.60	5.60	8.50	7.00	8.80
Been discriminated against because of my gender	% Sometimes and Frequently	14.20	15.50	15.90	13.60	6.60	17.10	13.90	14.50
Been discriminated against because of my religious/spiritual views	% Sometimes and Frequently	5.60	3.80	3.20	5.70	4.50	5.40	3.40	8.10
Been discriminated against because of my physical disability	% Sometimes and Frequently	2.10	1.80	2.50	1.60	2.10	1.60	2.30	1.70

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Been discriminated against because of my sexual orientation	% Sometimes and Frequently	1.80	0.00	0.00	2.00	1.20	1.90	0.80	3.10
Been discriminated against by faculty	% Sometimes and Frequently	9.70	8.60	9.80	9.70	5.70	11.20	7.50	12.20
Been discriminated against by staff	% Sometimes and Frequently	9.60	10.60	14.00	7.70	6.70	10.40	10.00	9.20
Been discriminated against by administrators	% Sometimes and Frequently	12.70	13.10	15.90	11.30	8.90	14.00	10.30	15.40
Been discriminated against by students	% Sometimes and Frequently	4.70	12.30	12.90	3.20	3.50	5.30	4.80	4.70
Been harassed or threatened because of my race/ethnicity	% Sometimes and Frequently	6.90	14.30	17.50	5.00	1.70	2.20	2.30	2.30
Been harassed or threatened because of my gender	% Sometimes and Frequently	3.90	3.60	3.20	3.70	0.60	4.80	4.00	3.70
Been harassed or threatened because of my religious/spiritual views	% Sometimes and Frequently	2.20	1.20	1.60	2.20	1.20	2.20	1.00	3.40
Been harassed or threatened because of my physical disability	% Sometimes and Frequently	0.60	0.00	0.00	0.30	0.70	0.30	0.40	1.00
Been harassed or threatened because of my sexual orientation	% Sometimes and Frequently	0.80	0.00	0.00	1.00	0.60	0.60	0.40	1.20
Heard disparaging comments about racial/ethnic minorities by faculty	% Sometimes and Frequently	9.60	18.30	17.70	8.20	7.50	10.60	9.00	10.30
Heard disparaging comments about racial/ethnic minorities by staff	% Sometimes and Frequently	15.30	21.50	22.30	13.40	13.30	15.90	16.00	14.40

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Heard disparaging comments about racial/ethnic minorities by administrators	% Sometimes and Frequently	8.20	9.70	11.50	7.70	6.90	9.10	9.00	7.30
Heard disparaging comments about racial/ethnic minorities by students	% Sometimes and Frequently	14.90	21.70	17.70	13.60	11.90	16.50	16.40	13.20
Heard disparaging comments about women by faculty	% Sometimes and Frequently	9.10	8.40	6.50	9.60	6.40	10.40	6.50	12.10
Heard disparaging comments about women by staff	% Sometimes and Frequently	9.40	7.20	6.50	9.70	6.40	11.00	8.40	10.40
Heard disparaging comments about women by administrators	% Sometimes and Frequently	8.30	4.80	4.80	8.90	5.80	9.90	7.90	8.60
Heard disparaging comments about women by students	% Sometimes and Frequently	9.60	3.60	1.60	10.10	10.90	8.10	9.60	9.50
Heard disparaging comments about religious values similar to my own by faculty	% Sometimes and Frequently	6.30	4.90	3.30	6.40	7.60	5.20	4.00	8.90
Heard disparaging comments about religious values similar to my own by staff	% Sometimes and Frequently	6.40	7.20	6.30	5.90	4.30	6.70	5.00	8.30
Heard disparaging comments about religious values similar to my own by administrators	% Sometimes and Frequently	4.30	4.80	3.20	3.30	3.30	4.30	2.90	5.60
Heard disparaging comments about religious values similar to my own by students	% Sometimes and Frequently	6.20	6.10	4.80	5.50	7.80	4.70	5.40	7.20

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Seen/read material in campus publications which increased my understanding of racial/ethnic minorities	% Sometimes and Frequently	43.80	30.10	25.80	46.70	43.20	44.30	39.20	48.60
Seen/read material in campus publications which increased my understanding of women	% Sometimes and Frequently	37.80	29.50	31.10	39.10	38.20	38.40	33.80	42.00
Seen/read material in campus publications which increased my understanding of people with disabilities	% Sometimes and Frequently	33.40	24.10	28.30	35.10	33.20	33.90	25.40	42.00
Seen/read material in campus publications which increased my understanding of religious groups other than my own	% Sometimes and Frequently	30.50	20.10	19.60	32.70	30.50	31.00	29.70	31.50
Seen/read material in campus publications which increased my understanding of white/Whites	% Sometimes and Frequently	17.40	19.50	18.30	16.70	16.00	18.50	14.00	21.20
Seen /read material in campus publications which increased my understanding of gays and lesbians	% Sometimes and Frequently	38.40	35.00	37.10	39.30	38.00	38.30	26.70	51.20
Had discussion about racism with someone from another racial group which affected me in a negative manner	% Sometimes and Frequently	13.40	30.40	37.10	9.40	7.40	15.90	10.10	17.10
Had discussion about racism with someone from another racial group which affected me in a positive manner	% Sometimes and Frequently	46.60	37.70	40.40	48.60	39.80	49.60	40.70	53.10
Had discussion about sexism with someone from the opposite gender which affected me in a negative manner	% Sometimes and Frequently	10.90	15.60	19.30	10.00	7.50	12.00	8.60	13.50

% Reported		Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Had discussion about sexism with someone from the opposite gender which affected me in a positive manner	% Sometimes and Frequently	28.90	26.70	26.80	29.60	29.50	29.30	26.80	31.30
Had discussion about religion with someone with different religious views which affected me in a negative manner	% Sometimes and Frequently	13.10	6.10	6.60	13.60	10.70	12.60	9.50	17.00
Had discussion about religion with someone with different religious views which affected me in a positive manner	% Sometimes and Frequently	32.90	20.50	22.10	35.40	25.50	36.40	31.20	34.80

Staff Treatment by Others

Staff members were asked several questions regarding how they were treated by others in the UNCW workplace. A table of results follows this summary. The greatest difference appeared in the question asking about “fairness of treatment regarding racial or socio-economic background.” Minority respondents scored approximately 25 percentage points lower than in the Overall category, and the difference between African Americans and the Overall was even greater. This difference suggests that further research is needed to identify the cause or contributing factors behind this difference in perception, particularly with respect to the perception of treatment or actual treatment by others. Focus groups planned for the fall may provide some insight into these questions. Seventy-five percent of respondents in the Overall category indicated that they believe administrators act in good faith when it comes to diversity-related issues. However, the rates for minorities and African Americans were lower than the overall rate. Finally, for the majority of questions, staff employed five years or less indicated agreement at higher levels versus those employed more than five years.

Table 3: Staff Treatment by Others

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Faculty treat staff with respect	% Agree somewhat and Agree strongly	77.90	73.20	74.70	79.30	80.50	77.70	79.80	75.80
Staff members are treated fairly here regardless of their racial/ethnic or socioeconomic background	% Agree somewhat and Agree strongly	80.40	55.30	47.20	86.40	84.40	79.30	84.20	75.90
Women staff are treated fairly here	% Agree somewhat and Agree strongly	84.20	71.50	66.70	86.60	94.40	79.40	88.50	79.20
Administrators act in good faith	% Agree somewhat and Agree strongly	75.50	65.60	60.30	78.20	78.00	75.30	80.30	70.00
Most students here know very little about my culture	% Agree somewhat and Agree strongly	39.20	72.70	73.20	31.70	40.00	39.10	37.20	41.50
Many minority staff members feel like they do not 'fit in' on this campus	% Agree somewhat and Agree strongly	43.80	66.30	71.40	39.40	41.10	45.60	41.20	46.60
In my unit, there is no fear of punishment when staff members speak their mind	% Agree somewhat and Agree strongly	70.40	73.60	72.90	70.40	76.60	68.50	71.20	69.40
Staff members are asked for their input and ideas when important decisions are made	% Agree somewhat and Agree strongly	63.00	62.30	60.30	63.90	70.80	60.10	68.30	57.00
All staff members in my unit are treated with dignity and respect	% Agree somewhat and Agree strongly	79.70	69.60	65.80	82.60	83.20	78.50	81.00	78.40

Staff Work Environment

Staff were asked to rate their agreement on various issues regarding their own work environment in general. A table of results follows this summary. All respondent categories consistently indicated they feel appreciated by management as well as by their co-workers, and that they are provided with enough resources to perform their expected duties. Noteworthy are the responses of minorities, and especially African Americans, in comparison with Whites as they relate to their perceptions about their department's interest in hiring more minorities and women. Both minorities and African Americans perceived that their respective departments were less interested in hiring employees with diverse backgrounds. Further, minorities, and especially African Americans, when compared with Whites, noted that they felt they did not fit in as well nor did they have interests

in common with their co-workers. Both groups also indicated at higher rates regarding the need for additional awareness/sensitivity workshops related to diversity.

Table 4: Staff Work Environment

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
For the most part, my actual job duties fit my job description	% Agree somewhat and Agree strongly	70.70	73.40	69.40	71.20	74.60	69.10	72.00	69.20
I am provided with enough resources to perform my expected duties	% Agree somewhat and Agree strongly	72.20	70.70	70.80	72.60	71.50	72.60	74.40	69.70
There are sufficient opportunities for advancement within my department	% Agree somewhat and Agree strongly	25.10	31.80	30.30	24.80	30.80	22.70	25.10	25.20
There are sufficient opportunities for advancement within UNCW	% Agree somewhat and Agree strongly	42.20	35.50	33.90	44.00	41.00	44.10	46.20	37.90
My work contributions to my department are appreciated by my supervisor/manager	% Agree somewhat and Agree strongly	81.60	78.70	83.60	83.50	80.30	82.90	82.60	80.40
My work contributions to my department are appreciated by my co-workers	% Agree somewhat and Agree strongly	86.60	81.50	80.00	88.50	88.70	85.80	87.80	85.10
I have sufficient opportunities to meet with my supervisor to discuss my performance, career, etc.	% Agree somewhat and Agree strongly	80.10	78.30	80.00	80.90	82.00	79.70	82.10	77.70
Generally speaking, the criteria by which my supervisor judges my work are appropriate	% Agree somewhat and Agree strongly	79.90	76.70	79.40	81.00	79.90	80.90	82.10	77.50
I feel that I have received sufficient guidance/mentoring from other members of my department	% Agree somewhat and Agree strongly	71.00	63.80	62.30	72.90	73.90	70.40	74.50	66.60

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
I understand the basic qualifications that I would need in order to transfer to a higher position	% Agree somewhat and Agree strongly	74.20	72.40	74.60	75.20	77.70	73.50	70.10	79.20
I feel that I don't fit in very well socially with my co-workers	% Agree somewhat and Agree strongly	18.20	23.20	27.00	16.70	19.00	17.80	17.70	18.70
I feel that I have interests in common with my co-workers	% Agree somewhat and Agree strongly	81.20	67.80	69.10	84.70	84.50	80.30	79.00	83.80
My department is sincerely interested in hiring more women	% Agree somewhat and Agree strongly	64.30	58.40	56.70	65.60	72.70	58.90	62.40	66.20
My department is sincerely interested in hiring more minorities	% Agree somewhat and Agree strongly	75.80	53.40	46.80	81.40	76.10	76.10	73.80	77.70

Perceptions about the Work Environment and Diversity

Staff members were asked about their perceptions regarding their work environment regarding climate issues such as respect, friendliness, racism and homophobia. A table of results follows. In summary, minorities and African Americans rated the categories of Friendliness, Respect, Racism, and Homophobia lower than Whites. Females rated Friendliness and Respect lower than males. There were small male-to-female differences on all other categories. In looking at years of employment, it may be noteworthy for future investigation, the difference noted on Racism and Homophobia which seems to decrease over the course of employment. This difference may be due to continued efforts in education in relation to these areas.

Table 5: Perceptions about your work environment and diversity

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
My Work Environment: Friendliness	% Friendly and Very friendly	86.40	78.10	78.30	88.60	91.40	84.70	87.10	85.50
My Work Environment: Respect	% Respectful and Very Respectful	77.70	68.40	67.10	80.30	82.90	76.30	77.60	77.60
My Work Environment: Racism	% Non-racist and Very non-racist	83.60	68.10	63.80	87.70	82.80	84.60	86.60	80.10
My Work Environment: Sexism	% Non-sexist and Very non-sexist	83.50	82.40	81.20	84.30	85.20	82.50	83.80	83.10
My Work Environment: Homophobia	% Non-homophobic and Very non-homophobic	84.20	78.50	77.30	85.30	82.20	84.70	86.40	81.70

Obstacles for Increasing Diversity in Your Area

Staff members were asked to rate the degree to which various issues were an obstacle towards recruiting diverse staff to their respective areas/departments. A table of results follows this summary. Overall, salary competitiveness was indicated as the major obstacle for recruiting a diverse staff. Further, African Americans indicated insufficient progress in finding/recruiting racial/ethnic minorities at the highest rate when comparing categories.

Table 6: Obstacles in recruitment

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Insufficient progress in finding/recruiting racial/ethnic minorities	% A major obstacle	16.80	27.00	29.40	14.50	19.60	15.50	16.10	17.60
Insufficient progress in finding/recruiting women	% A major obstacle	6.10	9.90	11.60	4.90	5.20	6.30	5.10	7.10
Salaries not nationally competitive for racial/ethnic minorities	% A major obstacle	34.20	50.60	53.00	31.70	29.30	36.80	33.80	34.60
Salaries not nationally competitive for women	% A major obstacle	35.80	42.20	45.60	34.90	24.10	41.90	37.40	34.10

Possible Factors Affecting the Climate for Diversity at UNCW

Staff members were asked to share their opinions about the difference each of the following activities would make to the overall campus climate. Results for these questions follow this summary. For all categories, there was a difference between minorities and African Americans when compared with Whites regarding their perceptions about various factors that might impact the climate. Minorities indicated the highest percentage of improvement in climate diversity across all activities listed. Overall, campus events were rated highest in percent reported to improve campus diversity climate, workshops promoting needs for people with disabilities rated second and art exhibits and festivals rated third.

Table 7: Factors affecting diversity climate at UNCW

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
Promote more programs that recognize distinctive cultural heritages (e.g., African American History Month)	% Improve	50.80	74.70	80.30	47.30	48.70	52.90	54.10	47.10
Provide more awareness/sensitivity workshops for needs of racial/ethnic minorities	% Improve	57.90	77.00	83.10	55.00	51.30	62.90	57.50	58.50
Provide more awareness/sensitivity workshops for needs of women	% Improve	53.90	72.90	79.40	51.20	48.70	58.20	53.70	54.20
Provide more awareness/sensitivity workshops for needs of people with disabilities	% Improve	68.30	77.90	82.80	67.10	64.40	71.50	64.70	72.20
Provide more awareness/sensitivity workshops for needs of gays and lesbians	% Improve	51.60	55.30	61.90	51.40	43.70	56.60	50.30	53.10
Have more campus events that bring together members of different racial/ethnic groups	% Improve	76.60	83.00	81.80	76.60	73.30	79.40	79.10	73.80
Hire more top administrative posts from racial/ethnic minorities	% Improve	55.00	83.90	90.80	49.40	52.10	57.40	55.90	53.90
Hire more top administrative posts from women	% Improve	43.90	61.40	67.70	40.70	38.00	47.50	44.60	43.10
Have more art exhibits or music festivals featuring different racial/ethnic groups	% Improve	63.70	70.10	72.30	63.40	57.10	68.40	65.40	61.90

Staff Representation in Administration and Governance

Staff members were asked a series of questions regarding their perception of staff representation in campus governance as well as executive/supervisory/management positions on campus. There were both racial and gender differences on all questions. Minorities and African Americans responded that both SPA and EPA staff are under-represented on important campus governance committees as compared the responses of both White and Overall respondents. Furthermore, both minority and African American respondents indicated that racial/ethnic minorities, as well as women, are not adequately represented, with racial/ethnic minorities being more inadequately under-represented than women. Finally, minorities and African Americans responded that both minorities and women were given fewer opportunities for executive/supervisory/management positions than other staff.

Table 8: Staff Representation in Administration and Governance

	% Reported	Overall	Minority	African American	White	Male	Female	Employed 5 Years Or Less	Employed More Than 5 Years
SPA staff is adequately represented on important campus governance committees.	% Agree somewhat and Agree strongly	71.40	63.60	63.20	73.70	72.90	71.30	72.50	70.30
EPA staff is adequately represented on important campus governance committees	% Agree somewhat and Agree strongly	85.20	75.90	80.70	87.00	87.00	84.90	86.00	81.70
Racial/ethnic minorities are adequately represented on important campus governance committees	% Agree somewhat and Agree strongly	73.80	43.60	37.50	80.90	73.90	74.40	73.20	74.50
Women are adequately represented on important campus governance Committees	% Agree somewhat and Agree strongly	85.20	71.00	67.70	87.50	90.80	83.00	84.50	85.80
Minority staff are given fewer opportunities for executive/supervisory/management positions than are other staff members	% Agree somewhat and Agree strongly	33.50	63.20	69.70	26.70	27.80	36.00	33.30	33.70
Women staff are given fewer opportunities for executive/supervisor/management positions than are other staff members	% Agree somewhat and Agree strongly	31.40	46.60	50.80	27.20	20.10	37.10	30.50	32.50

A complete listing of Staff responses can be found in Appendix G: Staff Responses by Category.

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