

# University of Northern Iowa Campus Climate Assessment

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This report provides a descriptive summary of the results of a survey that yielded information from nearly 400 of the over 2,500 UNI employees invited to participate. Appreciation is due to the respondents who shared their views on the survey topic; however, since not every employee participated, there is no guarantee the experiences and attitudes of the respondents accurately represent the experiences and attitudes of *all* UNI employees. The relatively low response rate coupled with the small number of respondents in some demographic groups raises legitimate concern about the extent to which one is justified in (a) generalizing the findings to the entire population of UNI employees, and (b) making comparisons of responses between demographic groups. Before generalizing the results of any one survey and reaching definitive conclusions about a population's attitudes and experiences, a good practice is to obtain corroborative evidence from multiple data sources.

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# Overview

## ➤ Survey Purpose, Methodology, and Analysis

- ◆ **Purpose.** This report presents results of the University of Northern Iowa Campus Climate Survey that was offered to all non-student employees of the University between April 14, 2005, and May 2, 2005.
- ◆ **Survey.** The survey questionnaire was designed by the Campus Climate Survey Team and the Office of Compliance and Equity Management. The questionnaire content was organized into four areas: background information, campus experiences, climate issues, and improving campus climate. The Center for Social and Behavioral Research was commissioned to collect and tabulate the data. The data were collected using a self-administered, Web-based methodology; there was also the option of a traditional paper copy and mail-back mode.
- ◆ **Sample.** Of the 2,674 invitations sent by a mass notice via UNI Online to participate, 369 employees completed the on-line instrument and 5 completed the paper copy. If one assumes all employees were aware of the invitation, the response rate was 14%.
- ◆ **Analysis.** Data were weighted by gender, age group, and employment category using payroll data provided by Human Resources. This case weighting improves the representativeness of the survey results by providing a correction for non-response effects. All values reported are weighted values with the exception that the number of actual survey respondents who responded to a given question is shown in the tables (e.g., n = 137) to help the reader contextualize the finding.
- ◆ **Advisory about Sub-Group Comparisons.** In this report, data have been presented on the attitudes and experiences of various sub-groups based on social group memberships such as gender, race or ethnicity, age group, and position on campus. This information was presented for descriptive purposes and analyses were not conducted to determine the probability of statistically significant differences among subgroups. Because of the relatively low response rate to this survey, the actual number of respondents in some of these subgroups is small. For instance, the group denoted as multi-ethnic included only 7 respondents. Additionally, we recognize that there is often considerable diversity among people within these categories. Therefore, one must exercise caution and restraint if making inferences and reaching conclusions about differences between subgroups of people based on the descriptive statistics presented in this report.

This report provides a descriptive summary of the results of a survey that yielded information from nearly 400 of the over 2,500 UNI employees invited to participate. Appreciation is due to the respondents who shared their views on the survey topic; however, since not every employee participated there is no guarantee the experiences and attitudes of the respondents accurately represent the experiences and attitudes of *all* UNI employees. The relatively low response rate coupled with the small number of respondents in some demographic groups raises legitimate concern about the extent to which one is justified in (a) generalizing the findings to the entire population of UNI employees, and (b) making comparisons of responses between demographic groups. Before generalizing the results of any one survey and reaching definitive conclusions about a population's attitudes and experiences, a good practice is to obtain corroborative evidence from multiple data sources.

➤ **Climate at UNI**

- ◆ The vast majority (78%) of responding UNI employees consider the climate at UNI to be *comfortable* or *very comfortable*. More than 75% of these employees expressed this opinion regardless of their position on campus, age, or gender.
- ◆ More than one-half of non-White (71%) or multi-ethnic (58%) respondents were *comfortable* or *very comfortable* with the climate at UNI; the climate was rated as *uncomfortable* by 14% of non-White and 33% of multi-ethnic employees. (The reader is reminded that this 33% corresponds to only a few actual survey respondents. This does not minimize the perceptions of these respondents; however, one should be careful in how this, and similar findings, are generalized to other UNI employees with multi-ethnic backgrounds, especially in the absence of other sources of data such as focus group discussions comprised specifically of employees with non-White or multi-ethnic backgrounds.)
- ◆ More than two-thirds (70%) of respondents indicated that they were *comfortable* or *very comfortable* with the climate in their academic college or administrative division.
- ◆ More than two-thirds (69%) of all respondents indicated that they were *comfortable* or *very comfortable* with the climate in their department or work area. Among the merit staff respondents, 30% expressed that their work area was *uncomfortable* or *very uncomfortable*.
- ◆ Generally, the respondents' perceptions of the UNI campus climate were that the people on campus are friendly, respectful, cooperative, communicative, and concerned.

➤ **Experiences of Negative Conduct**

- ◆ About one-third (34%) of respondents at UNI reported that they had personally experienced some offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn at UNI.
- ◆ Among those who personally experienced such conduct, gender and position at UNI were the most frequently cited bases for the conduct.
- ◆ The nature of the negative conduct experienced was often in the forms of feeling bullied or intimidated, being the target of derogatory remarks, feeling deliberately ignored, and being excluded from activities.
- ◆ Common reactions to the conduct were to avoid the person who was the source of the conduct or to tell a friend about it. One-third (33%) reported the conduct to their supervisor, and 13% reported it to the Office of Compliance and Equity Management. Importantly, 28% said they did not report the conduct for fear of retribution, and 16% did not know whom to go to about the conduct.

➤ **Observed or Personally Aware of Negative Conduct**

- ◆ More than one-half (56%) of respondents have observed or been personally made aware of conduct that they feel created an offensive, hostile, or intimidating working or learning environment that was directed toward a person or group of people at UNI.
- ◆ Consistent with the information about personal experiences, gender and employment rank/status were the two most commonly cited bases for the conduct. Race and ethnicity were the third and fourth most commonly cited bases for the negative conduct respondents observed or were personally aware of occurring.
- ◆ In response to observing this conduct, about one-third (32%) encouraged the victim to report the incident, and about one-fourth (23%) made a complaint to a UNI employee or official.

➤ **Discrimination in Employment Practices**

- ◆ Observing discriminatory practices in hiring was reported by 29% of respondents. The majority (58%) reported that they had not observed any discrimination in hiring, and 13% did not know whether they had observed any discriminatory practices in the hiring of employees.
- ◆ With respect to discriminatory firing practices, only 8% reported observing such practices; whereas, 75% reporting that they had not observed discriminatory practices in firing of employees, and 18% did not know whether they had observed any discriminatory firing practices.
- ◆ In terms of promotion, 28% of respondents reported that they had observed discriminatory practices in the promotion of employees. The majority (55%) reported that they had not observed discriminatory promotion practices, and 17% did not know whether they had observed such practices.

➤ **Improving the Campus Climate**

- ◆ Many methods have been suggested to help the UNI campus community become more aware of issues and concerns related to campus climate. Respondents were asked to select from a list of possible methods any (and all) that they believed would best help the campus increase awareness of diversity issues. Although no single method was endorsed by a majority of respondents, the five most commonly selected methods were (a) orientation for new faculty and staff with information on diversity issues and programming, (b) training on sensitivity, (c) workshops, (d) training on communication skills, and (e) training on conflict resolution.
- ◆ When asked whether the university should require all faculty and staff to participate in training or programming on diversity issues, 52% *agreed* or *strongly agreed* that this should be required, but 31% *disagreed* or *strongly disagreed*.
- ◆ There was opposition to the idea that the university should include diversity-related activities as a criterion for employee performance evaluations. Specifically, 48% reported that they *disagreed* or *strongly disagreed* with this inclusion, in comparison to 30% who *agreed* or *strongly agreed* with including a diversity-related criterion.

➤ **Fostering Diversity at UNI**

- ◆ A slight majority (56%) *agreed* or *strongly agreed* that there was visible leadership to foster diversity at UNI from the President's Office.
- ◆ With respect to leadership among department heads and direct supervisors, 63% *agreed* or *strongly agreed* that there was demonstrated visible leadership to foster diversity.
- ◆ A slight majority (56%) of respondents *agreed* or *strongly agreed* that the workplace climate is welcoming for employees from historically underrepresented groups.
- ◆ The majority of respondents (61%) *agreed* or *strongly agreed* that UNI is open to expressions of concern about diversity.
- ◆ When asked whether the university should be cautious in embracing diversity too quickly, 15% *agreed* or *strongly agreed*, and 69% *disagreed* or *strongly disagreed*.
- ◆ When rating whether the campus climate was improving or regressing: 44% said it was improving; 40% said it was staying the same; and 16% said it was regressing.

➤ **The Future**

- ◆ The 2005 UNI Campus Climate Survey was the first attempt to conduct a comprehensive survey of employee attitudes and experiences related to this topic. The response rate to the survey was low (about 1 in 7 of all those invited completed the questionnaire), but these results provided a first glimpse of the UNI campus climate. Generally, the lower the response rate to a survey the less confident one can be that the responses accurately represent the population. In other words, the findings from this report reflect the attitudes and experiences of those employees who responded to the survey, but we can not say with certainty that these results reflect the attitudes and experiences of all UNI employees.
- ◆ It is the intention of the UNI Climate Survey Team and the Office of Compliance and Equity Management to (1) initiate and support discussions of the survey results, and (2) use the 2005 survey as a benchmark for future similar surveys.

## **Purpose and Methodology**

### ***Purpose***

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This report presents results of the University of Northern Iowa Campus Climate Survey that was offered to all non-student employees<sup>1</sup> of the University between April 14, 2005, and May 2, 2005. The survey questionnaire was designed by the Campus Climate Survey Team and the Office of Compliance and Equity Management. The questionnaire content was organized into four areas: background information, campus experiences, climate issues, and improving campus climate. The items measured attitudes and experiences regarding “campus climate,” defined as current attitudes, behaviors, and standards of faculty and staff concerning the level of respect for individual needs, abilities and potential. The Center for Social and Behavioral Research was commissioned to collect and tabulate the data. The data were collected using a self-administered, Web-based methodology; there was also the option of a traditional paper copy and mail-back mode. The survey results are intended to help guide the university in its quest to provide equitable and positive experiences to all employees. These findings also establish benchmark data for determining the ways and extents to which diversity is embraced at UNI.

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<sup>1</sup> Undergraduate-student employees were not invited, but graduate-student employees with assistantships were invited.

## *Description of the Sample*

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Of the 2,674 invitations sent by a mass appeal on UNI Online to participate, 369 employees completed the on-line instrument and 5 completed the paper instrument. It is unknown what percentage of potential respondents were aware of this invitation, so the response rate of 14% represents the lower bound. Data were weighted by gender, age group, and employment category using payroll data provided by Human Resources. This case weighting improves the representativeness of the survey results by providing a correction for non-response effects. All values reported are weighted values with the exception that the number of actual survey respondents who responded to a given question is show in the tables (e.g., n = 137) to help the reader contextualize the finding.

<b>Table 1</b>				
<b>Demographic Characteristics: Unweighted, And Population Distributions</b>				
Characteristic	Number of Respondents	Unweighted Sample %	Weighted Sample %	Population %
<b>Gender</b>				
Female	226	62	59	58
Male	139	38	41	42
Not Specified	9			
<b>Age Group</b>				
18-34	72	20	23	27
35-39	30	8	9	9
40-46	61	17	16	15
47-52	90	25	21	19
53-58	83	23	19	19
59 +	28	8	12	11
Not Specified	10			
<b>Employment Category</b>				
Faculty	69	20	34	36
Merit	88	25	30	32
P & S	155	44	32	29
Administration	38	11	4	3
Not Specified	24			

*Note.* When demographic data were not provided for a characteristics (i.e., *not specified*) the mean weight for that category was imputed to the respondent. The percentages shown represent the distribution for whom data were available.

## *Cautionary Note About Generalization of Findings*

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In this report, data have been presented on the attitudes and experiences of various groups based on social group memberships such as gender, race or ethnicity, age group, and position on campus. This information was presented for descriptive purposes and analyses were not conducted to determine the probability of statistically significant differences among subgroups. Because of the relatively low response rate to this survey, the actual number of respondents in some of these subgroups is small. For instance, the group denoted as multi-ethnic included only 7 respondents. Additionally, we recognize that there is often considerable diversity among people within these categories. Therefore, one must exercise caution and restraint if making inferences and reaching conclusions about differences between groups of people based on the descriptive statistics presented in this report.

## *Sources of Error in Survey Research*

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The results presented in this report represent *estimates* of the attitudes and experiences of all UNI employees. As with every research project, however, there are potential sources of error that can affect the extent to which the respondents' responses reflect the actual attitudes and behaviors of the population of interest. Four potential sources of error related to the present survey are sampling error, selection bias, socially desirable responding, and measurement error.

One common source of error is known as sampling error which is also referred to by some as "margin of error." The process of sampling, unlike in a census where data are collected on everyone in the population of interest, may result in the characteristics of the sample differing from the characteristics of the population. Two important factors in reducing sampling error are using an appropriate sampling procedure and having a sufficiently large sample size. In the present study, all potential respondents in the population were invited to participate in the study so the sampling procedure is not an issue per se, but the invitation procedure involving a mass invitation via UNI Online was less than desirable to ensure that all potential respondents were aware of the invitation to participate in the survey. The response rate was low with only 374 actual respondents. Assuming that the respondents were a random sample of the population, this ratio of sample size to population size yields a maximum estimated sampling error of +/- 5% for statistics using the total sample. Generally, the precision of estimates decreases as sample size decreases.

In addition to sampling error, selection bias is another potential source of error. This problem can arise when certain types of people within a sample are systematically under- or over-represented in the data set containing completed questionnaires and their responses differ from those who did not complete the questionnaire. Applying case weights, as was done in the present survey, can decrease the effect of non-response biases associated with certain demographic characteristics, but these weights do not adjust for personal-level experiences. For example, suppose that potential respondents who had experienced negative climate-related events had a greater likelihood of completing a climate survey than did those who had never experienced negative climate-related events; in that case, the survey results would over-estimate the prevalence of these experiences among UNI employees. The extent to which there were selection biases in the present survey is unknown; however, generally one's concern about the effects of selection bias increases as the response rate to a survey decreases.

A third potential source of error is social desirable responding. When respondents give socially desirable responses instead of the responses that represent actual true attitudes, behaviors, or experiences, this response bias generally leads to lower estimates of negative, deviant, or embarrassing behaviors or attitudes. The anonymous nature of the present survey helps to reduce this potential source of error, but some respondents may still have felt concerned about giving responses which they perceived might potentially suggest their identities.

The last common source of error to address is measurement error. Survey questions are imperfect proxies for the concepts they are intended to measure. To decrease respondent burden, many aspects of the survey relied on single items and multiple select response formats rather than having multiple items designed to assess a single construct. Single item measures generally have larger error components than do multiple item measures. Both of these sources of error may affect the extent to which the findings represent the actual experiences and attitudes of the respondents.

In summary, the margin of error for the present survey is estimated at +/- 5% at the 95% confidence level. However, this margin of error does not include other sources of error (e.g., selection bias, socially desirable responding, measurement error) that could make these results less representative of the population. The use of case weighting procedures helps to counter some potential non-response biases based on certain demographic characteristics. Given the relatively low response rate and the sensitive content areas of this survey, the most prudent approach would be to limit one's interpretation of these results as a description of the respondents' experiences. Before generalizing the results of any one survey and reaching definitive conclusions about a population's attitudes and experiences, a good practice is to obtain corroborative evidence from multiple data sources.

# Main Findings

## Part 1: Background Information

What is your gender?

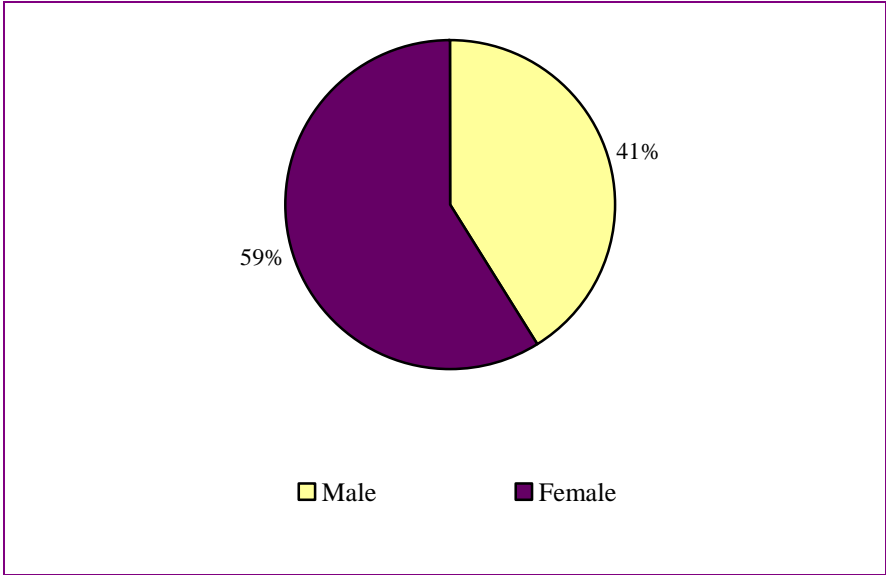


Figure 1. Gender.

What is your sexual orientation?

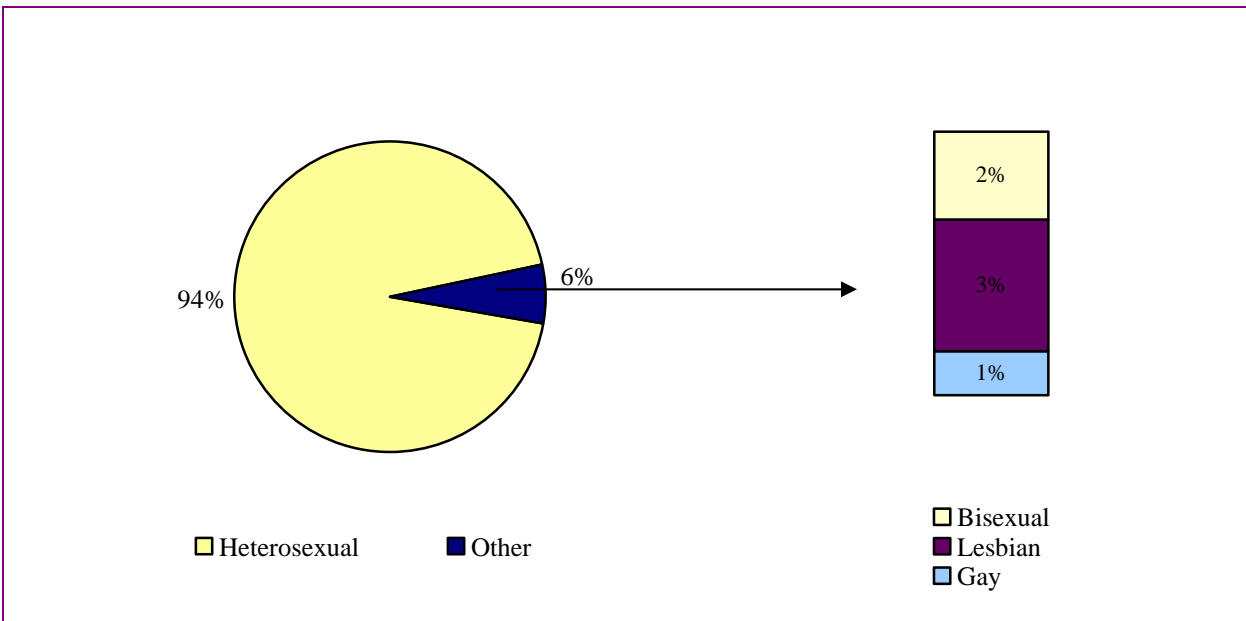


Figure 2. Sexual Orientation.

What is your age?

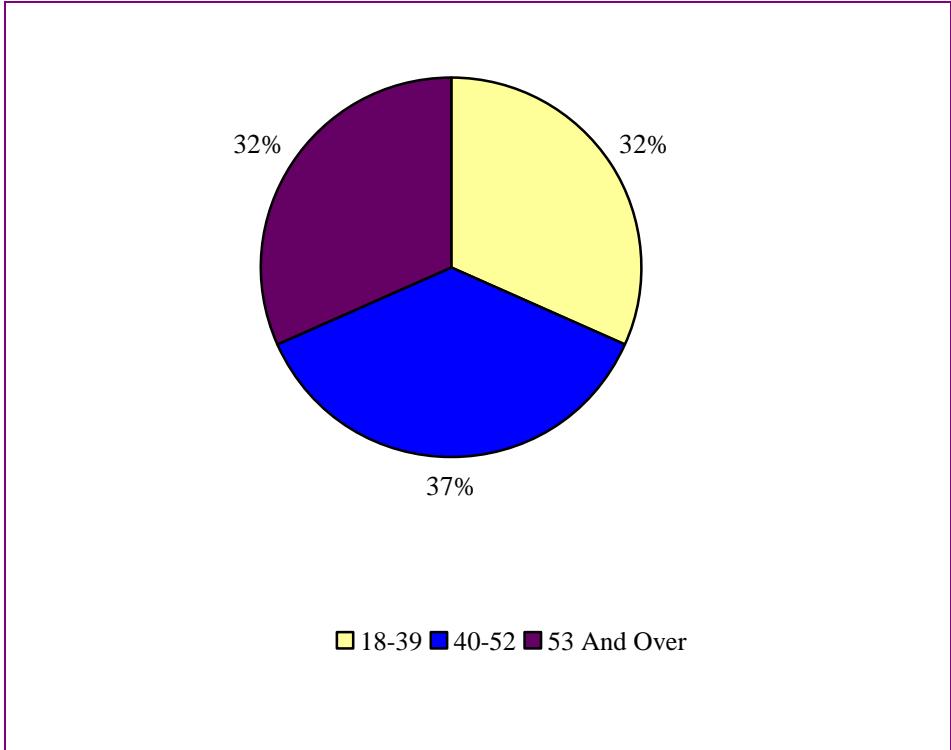


Figure 3. Age.

What is your relationship status?

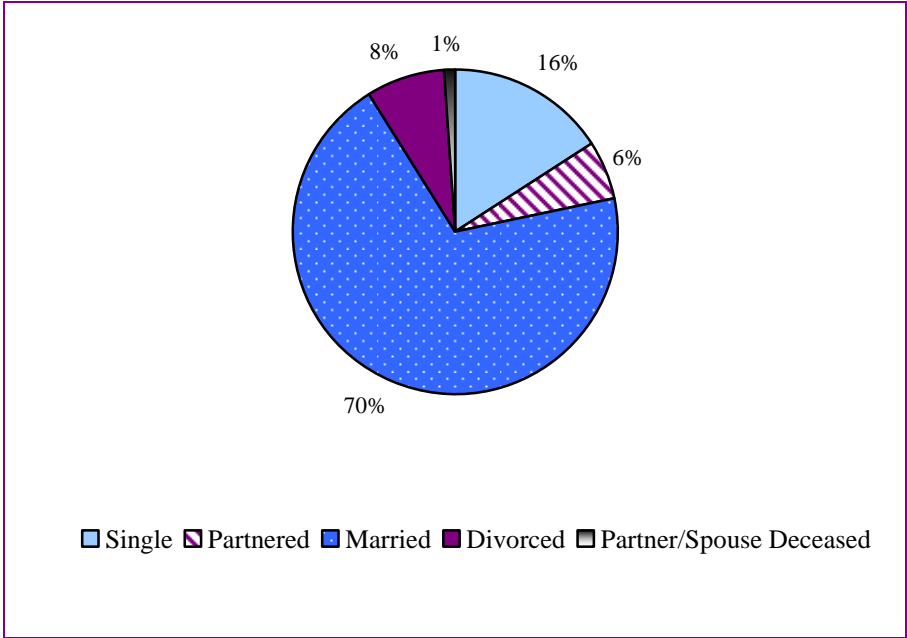


Figure 4. Relationship Status.

What is the highest level of education you have achieved?

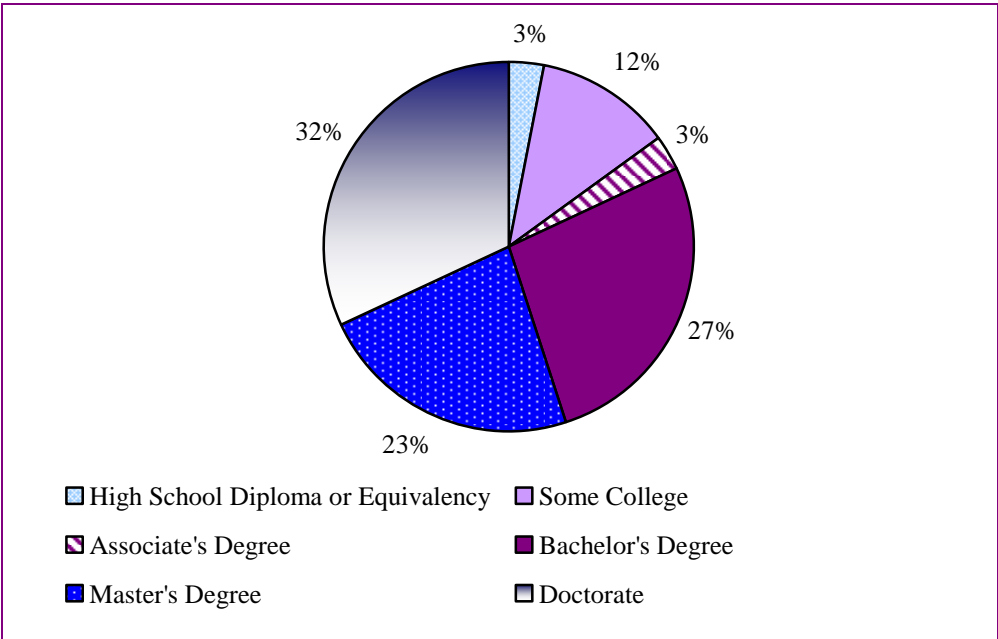


Figure 5. Highest Level Of Education Achieved.

In what kind of community did you grow up?

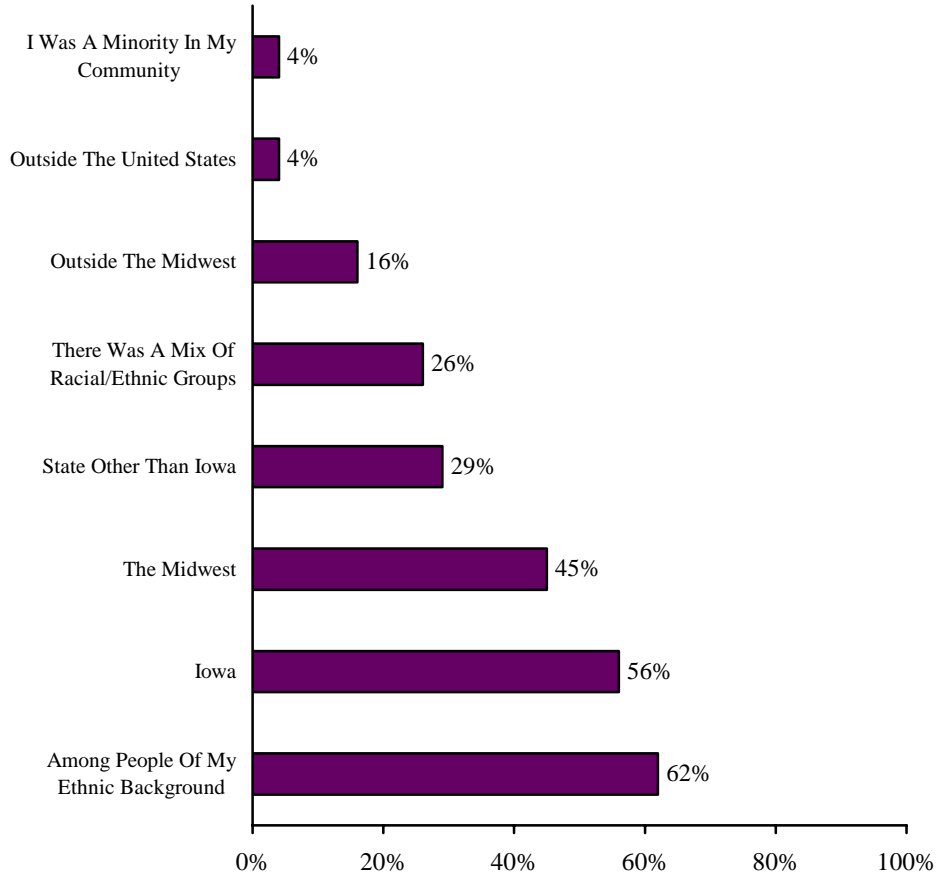


Figure 6. *Community While Growing Up.*

What is your primary position at UNI?

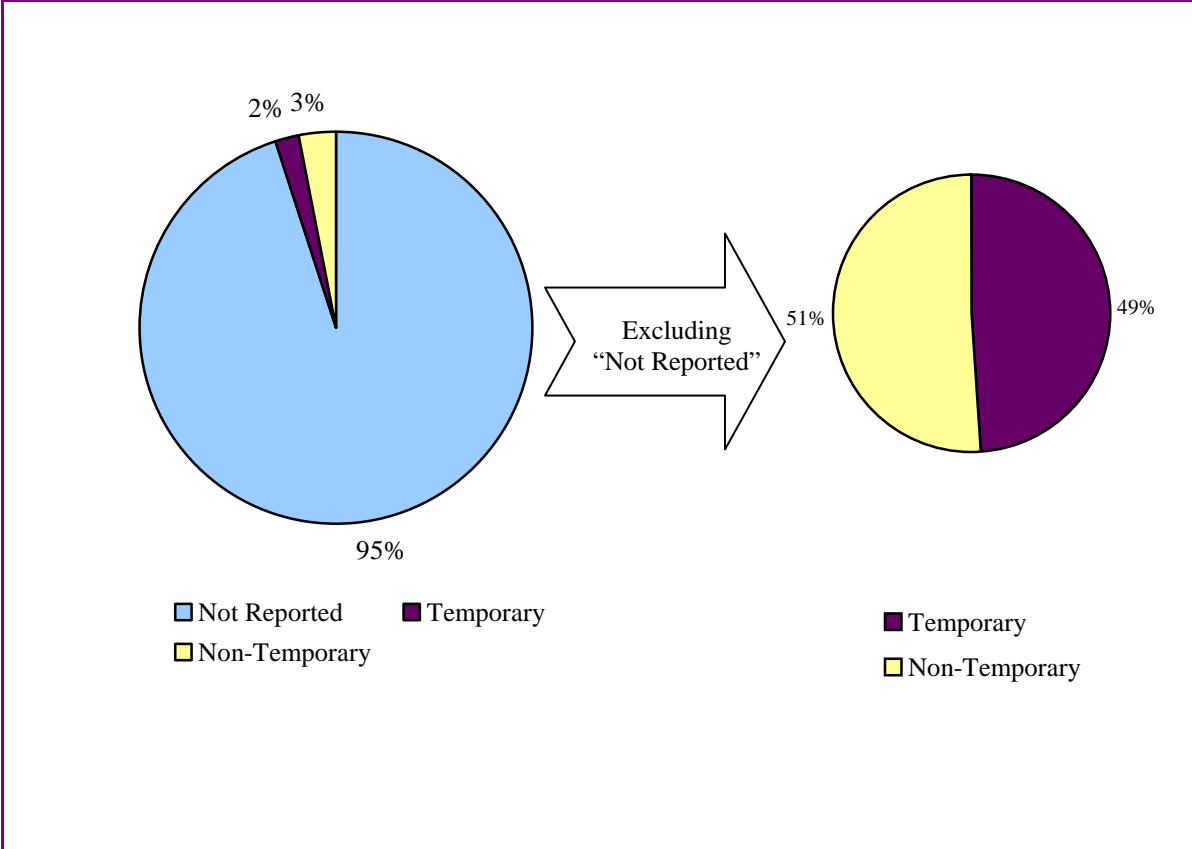


Figure 7. Primary Position At UNI.\*

\* High rate of non-response was likely a result of the "select all that apply" nature of the question listing various job characteristics.

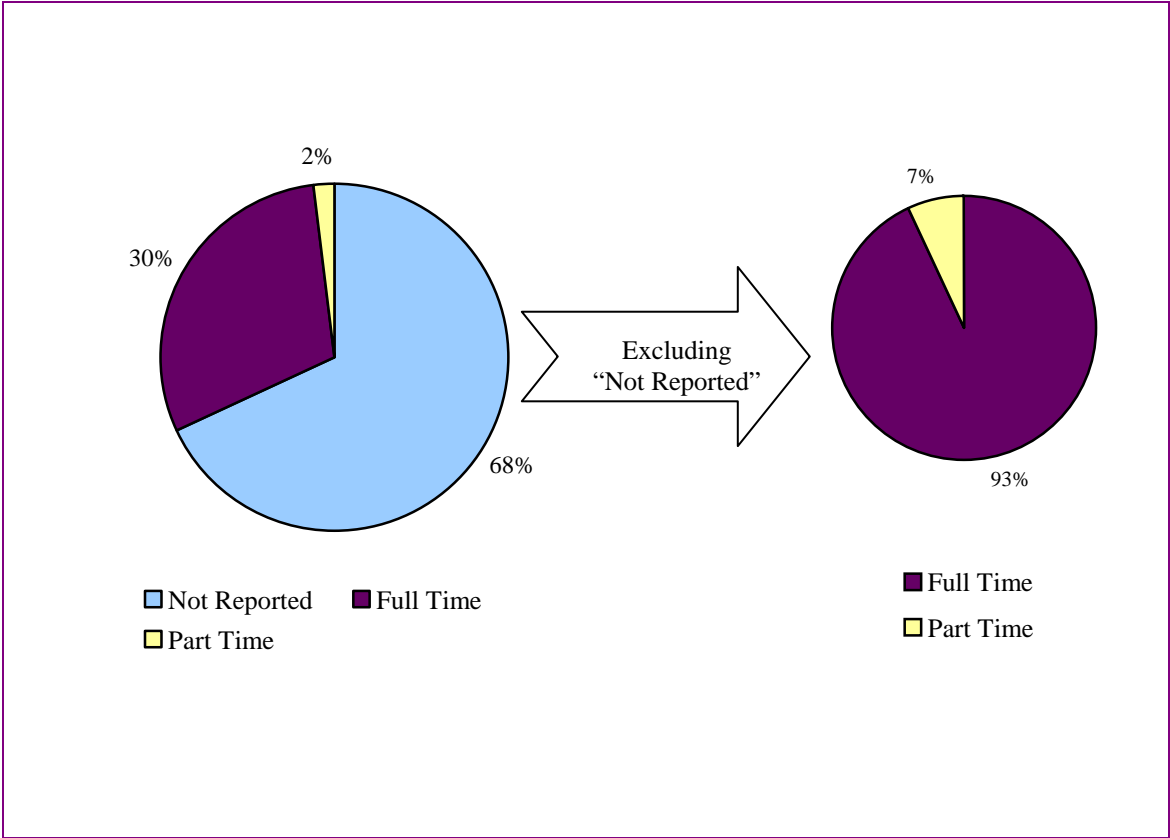


Figure 8. *Employment Status.\**

\* High rate of non-response was likely a result of the "select all that apply" nature of the question listing various job characteristics.

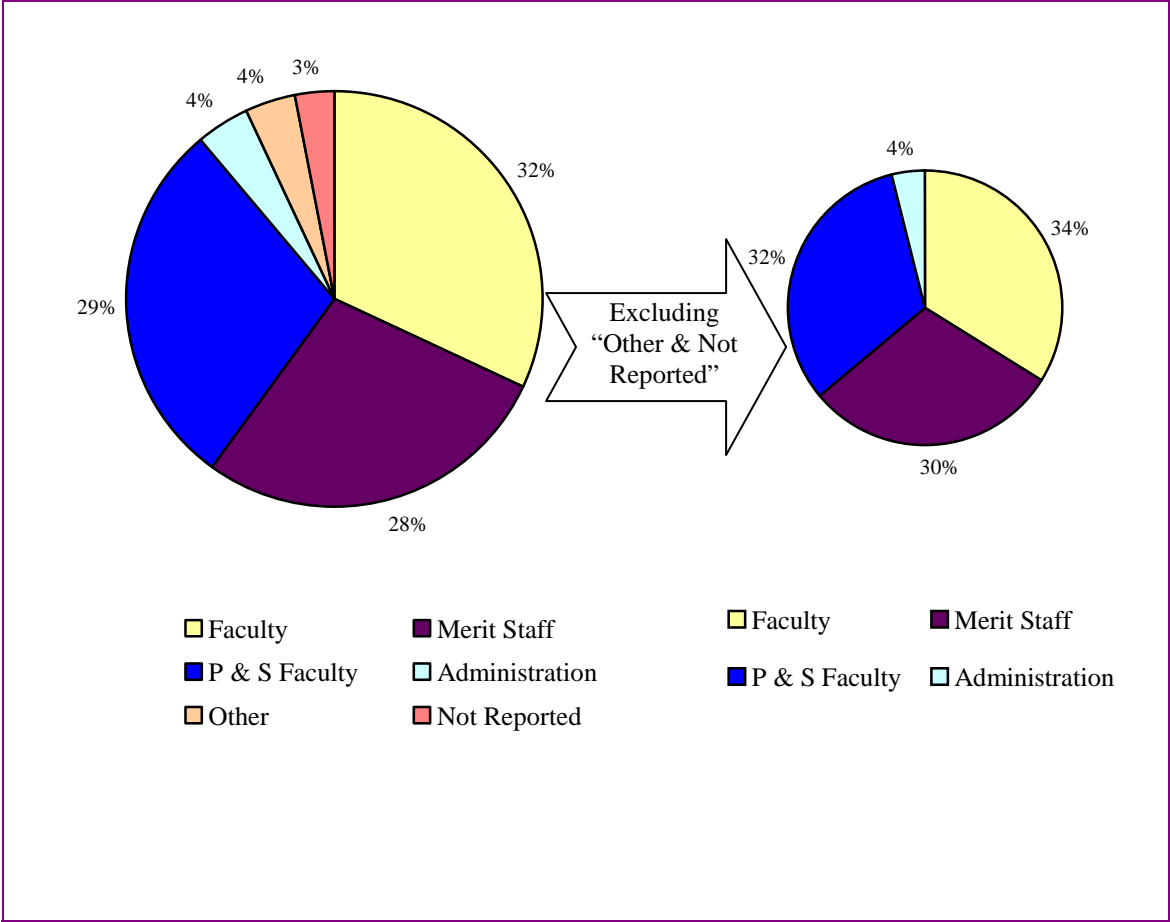


Figure 9. *Employment Classification.*

With what academic college or administrative division are you affiliated?

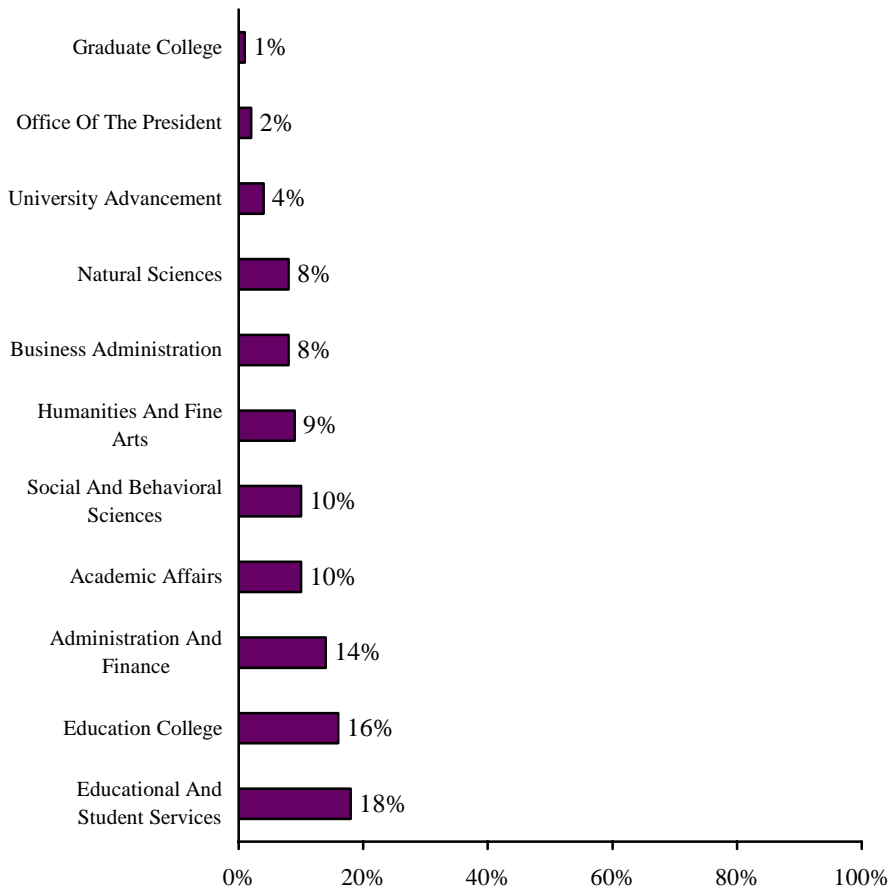


Figure 10. Academic College/Administrative Division. (Respondents Could Select 1 Category Only)

Do you have a disability?

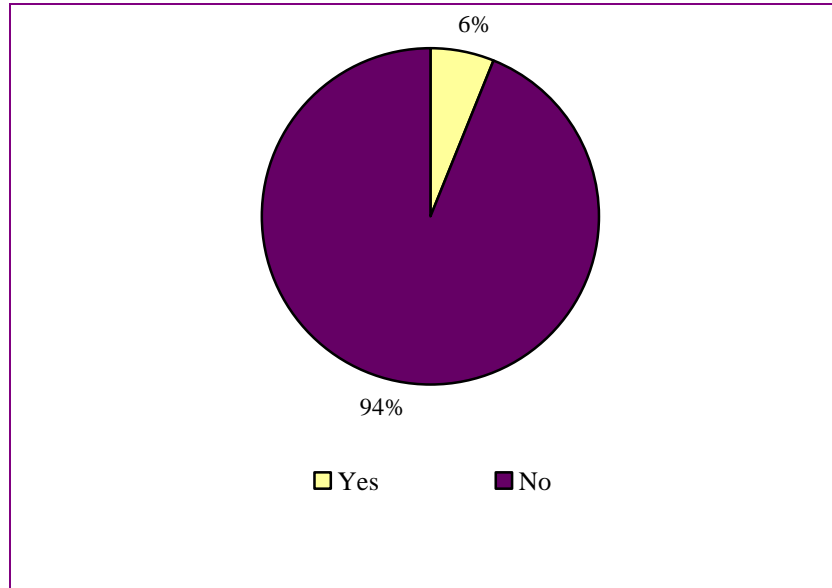


Figure 11. *Disability Status.*

Does your disability substantially affect a major life activity  
(such as seeing, hearing, learning, walking)?

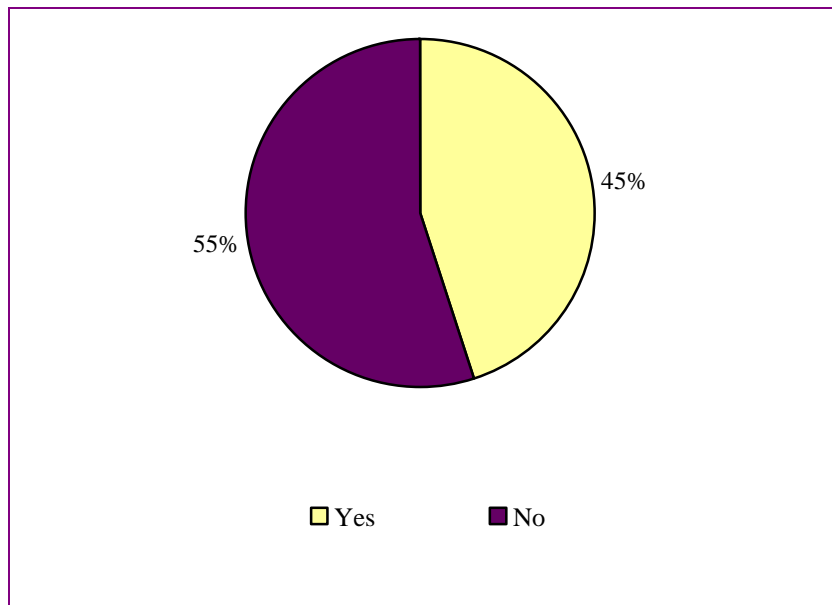


Figure 12. *Disability Affects Major Life Activity.  
(Of Those With Disabilities)*

What is your race/ethnicity?

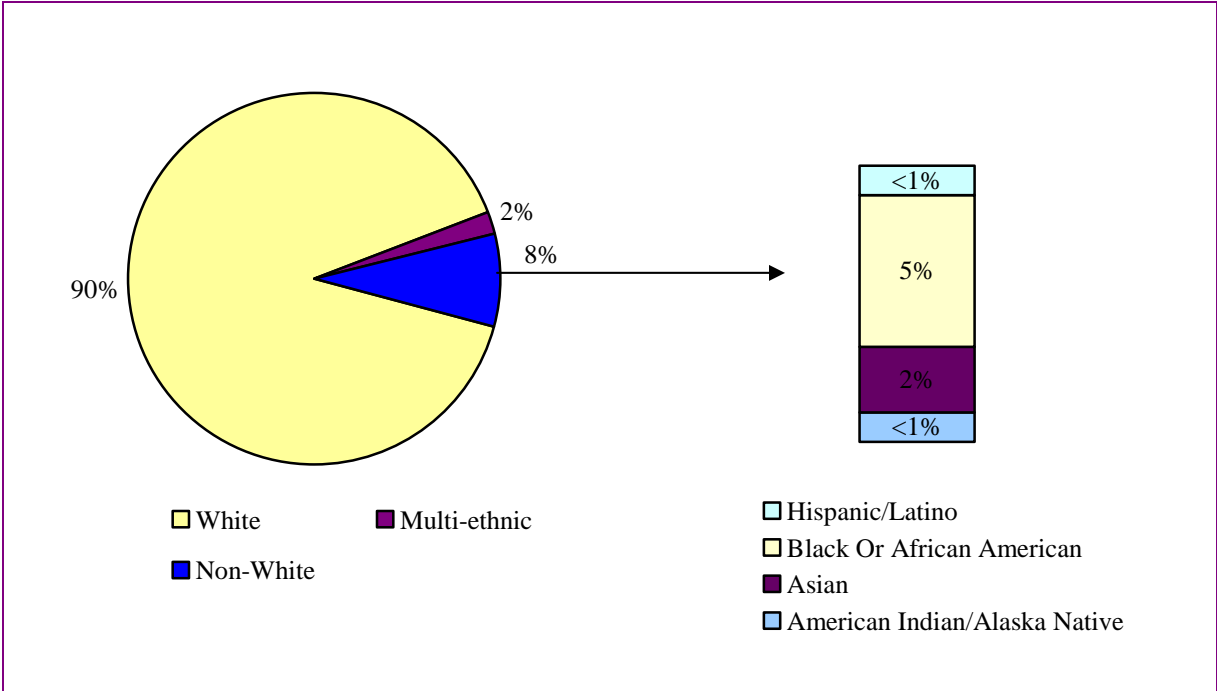


Figure 13. Race/Ethnicity.

What is your citizenship status?

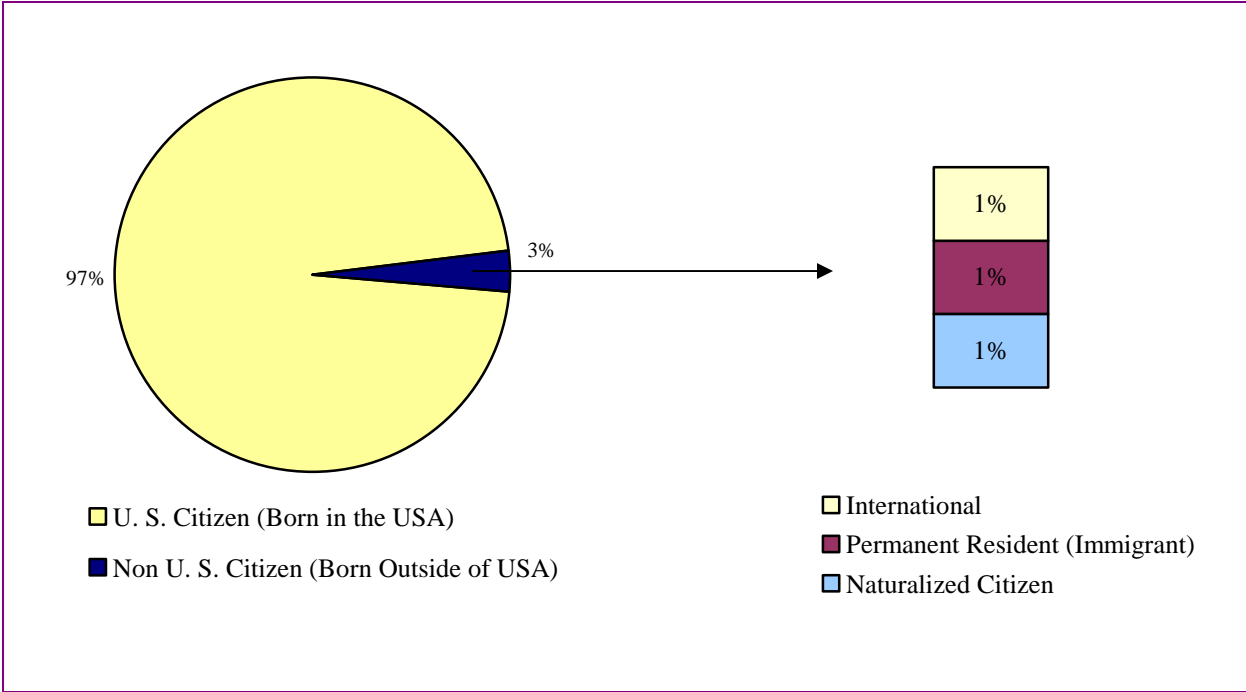


Figure 14. *Citizenship Status.*

What is your religious affiliation?

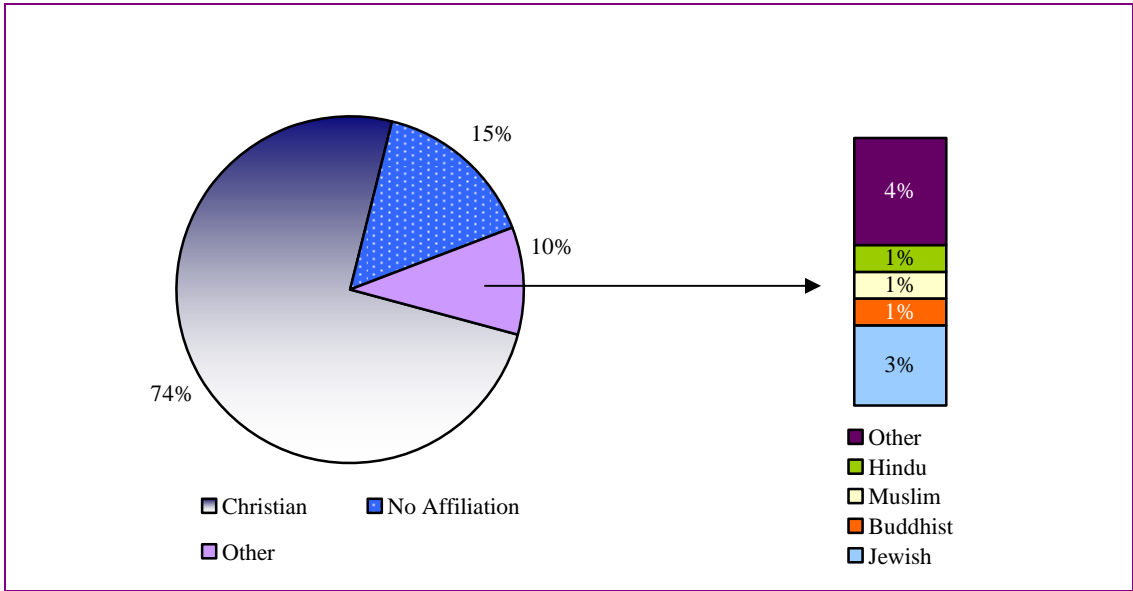


Figure 15. Religious Affiliation.

How long have you been at UNI?

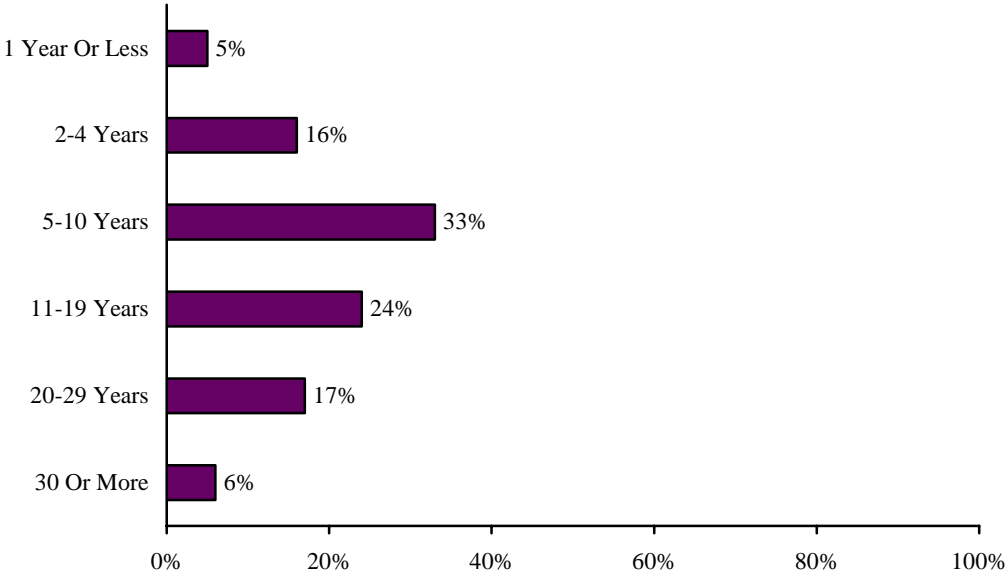


Figure 16. Time Spent At UNI.

## Part 2: Campus Experiences

How comfortable are you with the climate at UNI?

Table 2 The Climate At UNI						
	Mean	Very Comfortable %	Comfortable %	Unsure %	Uncomfortable %	Very Uncomfortable %
Total (n = 371)	2.12	22	56	12	9	1
<b>Gender:</b>						
Male (n = 138)	2.08	28	47	16	9	1
Female (n = 225)	2.12	18	62	10	9	1
<b>Race/Ethnicity:</b>						
White (n = 311)	2.04	23	58	12	7	<1
Non-White (n = 30)	2.26	17	54	15	14	0
Multi-Ethnic (n = 7)	2.70	6	52	9	33	<1
<b>Age:</b>						
18-39 (n = 102)	2.05	20	61	14	3	2
40-52 (n = 149)	2.21	21	51	15	13	<1
53 And Over (n = 111)	2.06	24	57	9	11	0
<b>Position On-Campus:</b>						
Administrator (n = 38)	1.82	40	45	9	7	0
Faculty (n = 68)	2.10	20	57	16	7	0
Merit Staff (n = 87)	2.21	15	60	13	12	0
P&S Staff (n = 155)	1.96	29	54	10	6	1

Note. Means were calculated using a 5-point scale with endpoints of 1 (*Very Comfortable*) and 5 (*Very Uncomfortable*). The mean for the total sample included those respondents who did not provide information about their gender ( $M = 2.75$ ). "<1" denotes less than 1%.

How comfortable are you with the climate in your  
Academic College/Administrative Division?

**Table 3**  
**The Climate In Academic College/Administrative Division**

	Mean	Very Comfortable %	Comfortable %	Unsure %	Uncomfortable %	Very Uncomfortable %
<b>Total</b> (n = 367)	2.31	20	50	12	14	3
<b>Gender:</b>						
Male (n = 138)	2.23	23	47	16	12	2
Female (n = 221)	2.32	19	52	10	15	4
<b>Race/Ethnicity:</b>						
White (n = 307)	2.25	21	52	12	13	3
Non-White (n = 30)	2.27	26	41	17	11	4
Multi-Ethnic (n = 7)	2.23	6	76	9	9	0
<b>Age:</b>						
18-39 (n = 100)	2.24	16	59	12	10	3
40-52 (n = 148)	2.46	19	44	12	22	3
53 And Over (n = 110)	2.15	26	51	11	9	4
<b>Position On-Campus:</b>						
Administrator (n = 37)	1.82	45	41	3	9	3
Faculty (n = 69)	2.38	16	48	21	15	1
Merit Staff (n = 86)	2.31	22	52	5	17	5
P&S Staff (n = 152)	2.27	24	47	12	13	4

*Note.* Means were calculated using a 5-point scale with endpoints of 1 (*Very Comfortable*) and 5 (*Very Uncomfortable*). The mean for the total sample included those respondents who did not provide information about their gender ( $M = 3.32$ ).

How comfortable are you with the climate in  
your department/work area?

<b>Table 4</b> <b>The Climate In Department/Work Area</b>						
	Mean	Very Comfortable %	Comfortable %	Unsure %	Uncomfortable %	Very Uncomfortable %
<b>Total</b> (n = 372)	2.28	32	37	11	14	7
<b>Gender:</b>						
Male (n = 138)	2.15	33	42	8	10	7
Female (n = 226)	2.36	31	34	12	16	8
<b>Race/Ethnicity:</b>						
White (n = 311)	2.19	32	40	10	13	5
Non-White (n = 31)	2.42	33	24	17	18	7
Multi-Ethnic (n = 7)	3.03	6	39	0	54	0
<b>Age:</b>						
18-39 (n = 102)	2.27	23	46	13	15	3
40-52 (n = 150)	2.41	31	36	7	14	12
53 And Over (n = 111)	2.17	38	31	11	13	6
<b>Position On-Campus:</b>						
Administrator (n = 38)	1.65	55	32	7	4	3
Faculty (n = 68)	2.16	27	50	8	8	6
Merit Staff (n = 88)	2.52	31	26	14	21	9
P&S Staff (n = 155)	2.12	36	36	11	10	6

*Note.* Means were calculated using a 5-point scale with endpoints of 1 (*Very Comfortable*) and 5 (*Very Uncomfortable*). The mean for the total sample included those respondents who did not provide information about their gender ( $M = 2.27$ ).

I have attended the following events at UNI:

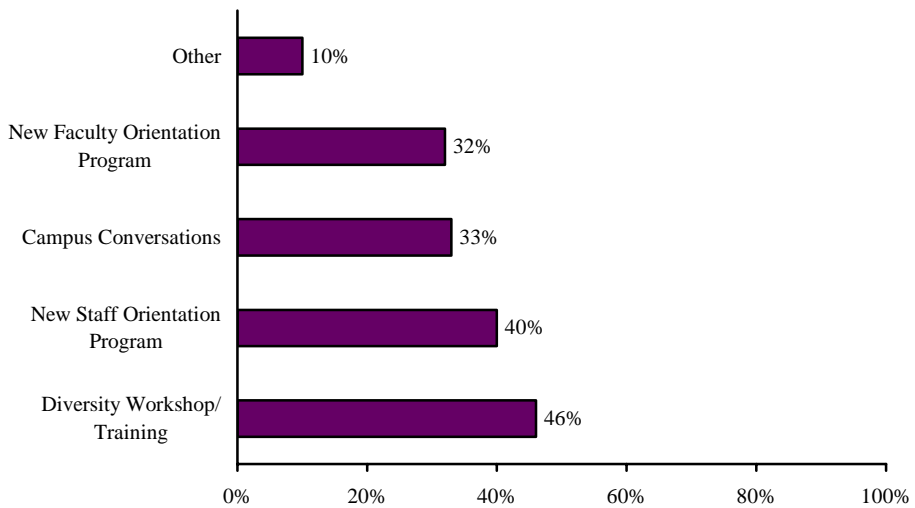


Figure 17. Attendance At UNI Events.

Have you personally experienced any offensive, hostile or, intimidating conduct that has interfered unreasonably with your ability to work or learn at UNI?

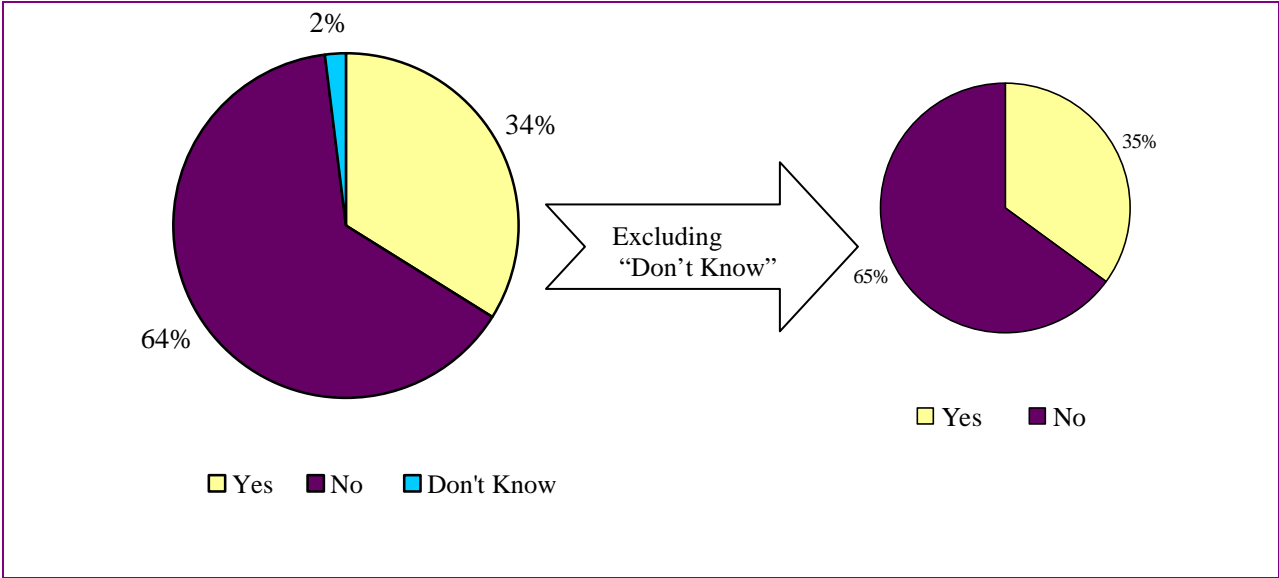


Figure 18. Personal Experience Of Negative Conduct.

Table 5 Personal Experience Of Negative Conduct		
	Yes %	No %
<b>Gender:</b>		
Male (n = 139)	30	70
Female (n = 218)	38	62
<b>Race/Ethnicity:</b>		
White (n = 306)	34	66
Non-White (n = 30)	30	70
Multi-ethnic (n = 6)	50	50
<b>Age:</b>		
18-39 (n = 100)	34	66
40-52 (n = 147)	36	64
53 and Over (n = 109)	35	65
<b>Position On-Campus:</b>		
Administrator (n = 37)	34	66
Faculty (n = 68)	35	65
Merit Staff (n = 87)	41	59
P&S Staff (n = 150)	25	75

What do you feel this conduct was based upon?

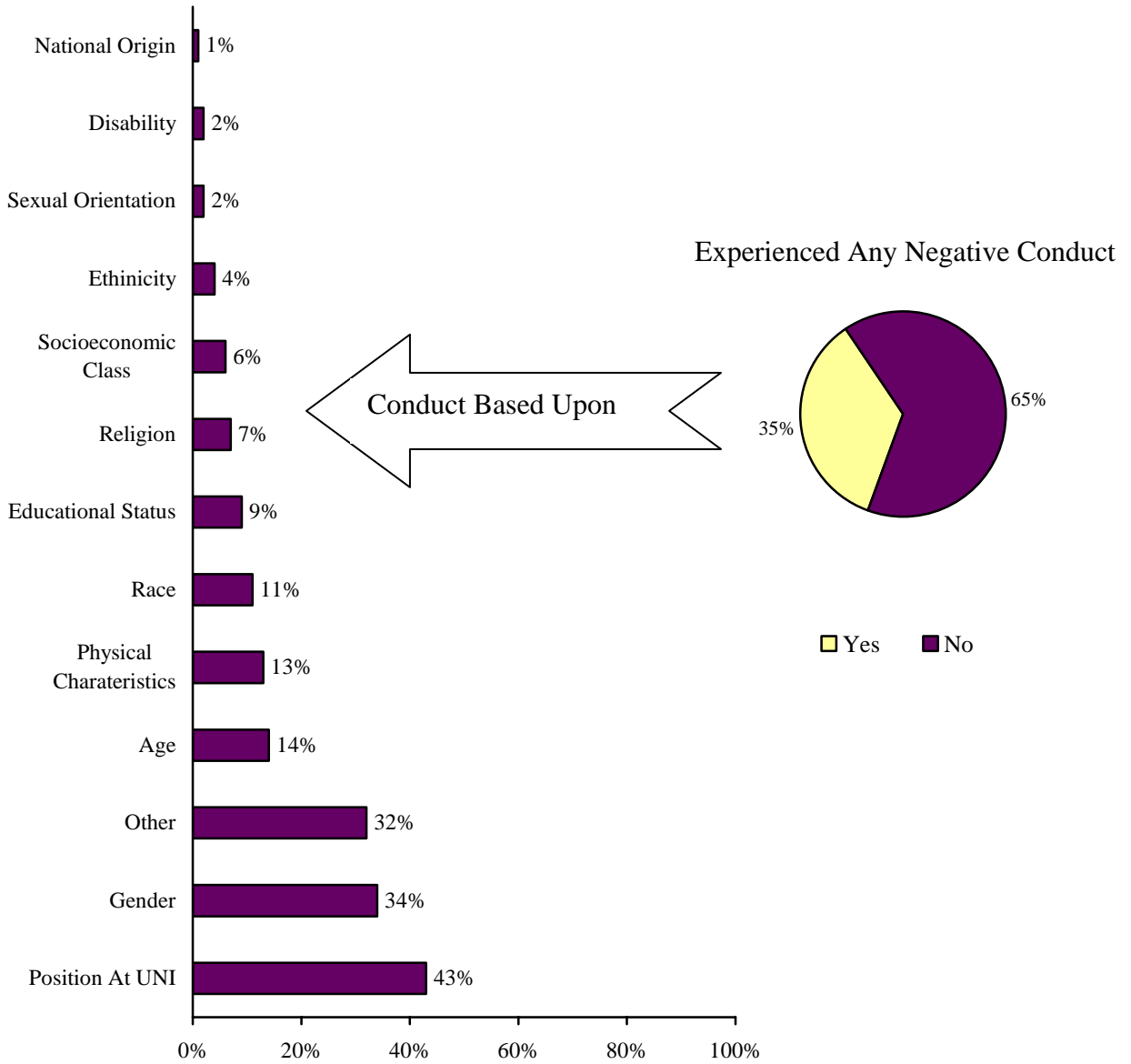


Figure 19. Probable Reasons Of Experiencing Negative Conduct.

How did you experience this conduct?

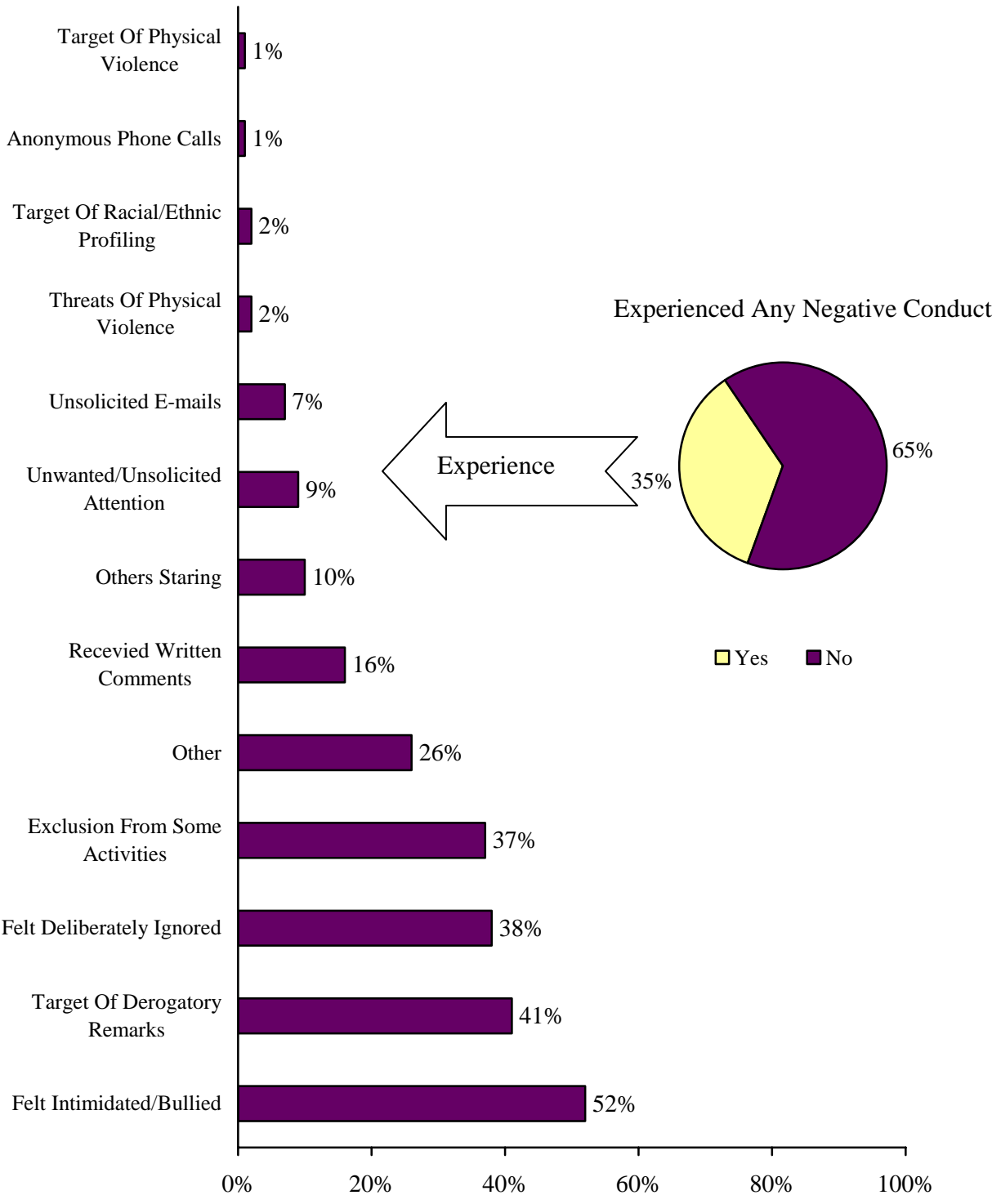


Figure 20. Mode Of Experienced Negative Conduct.

Where did this conduct occur?

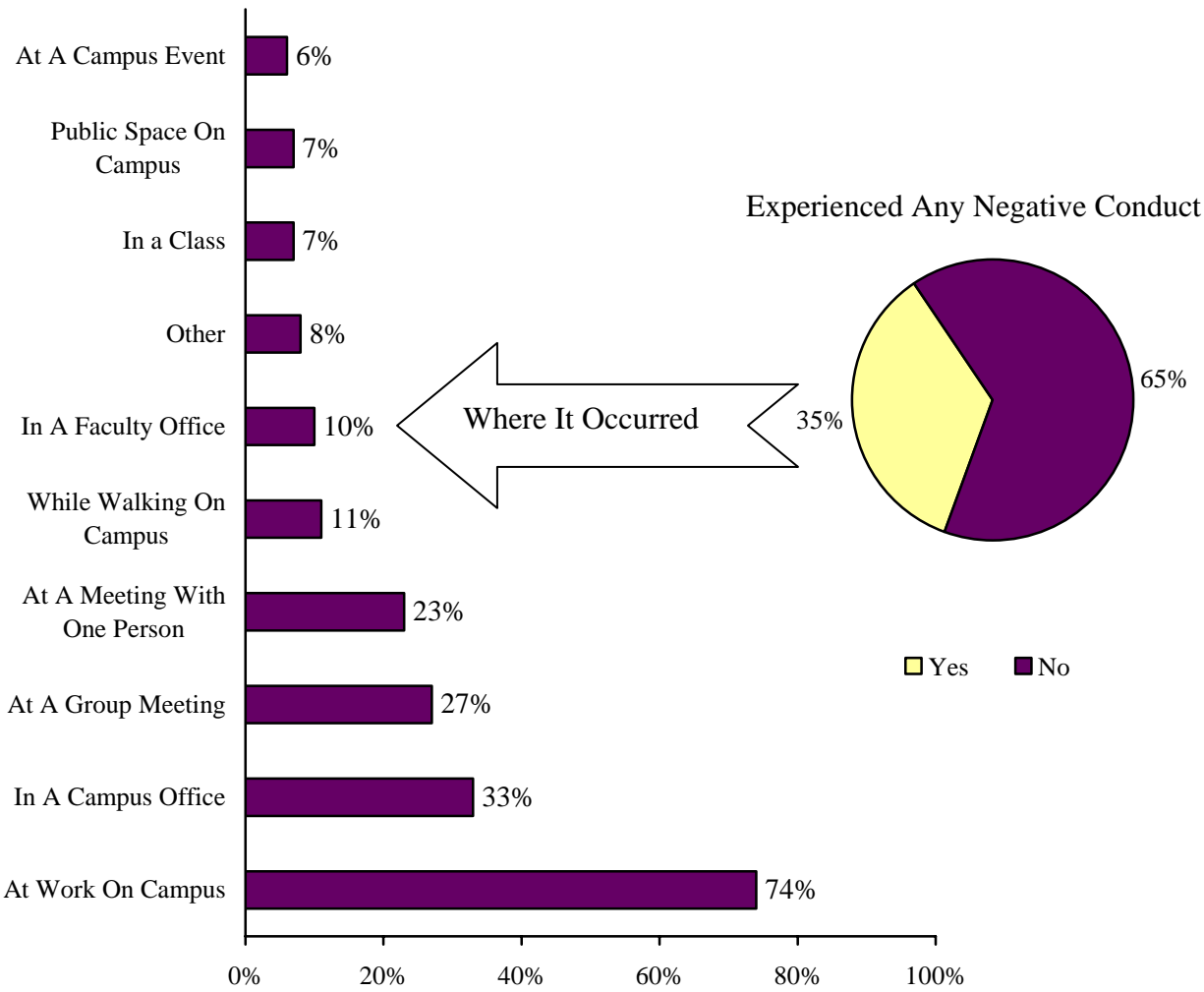


Figure 21. *Location Of Experienced Misconduct.*

Who was the source of this conduct?

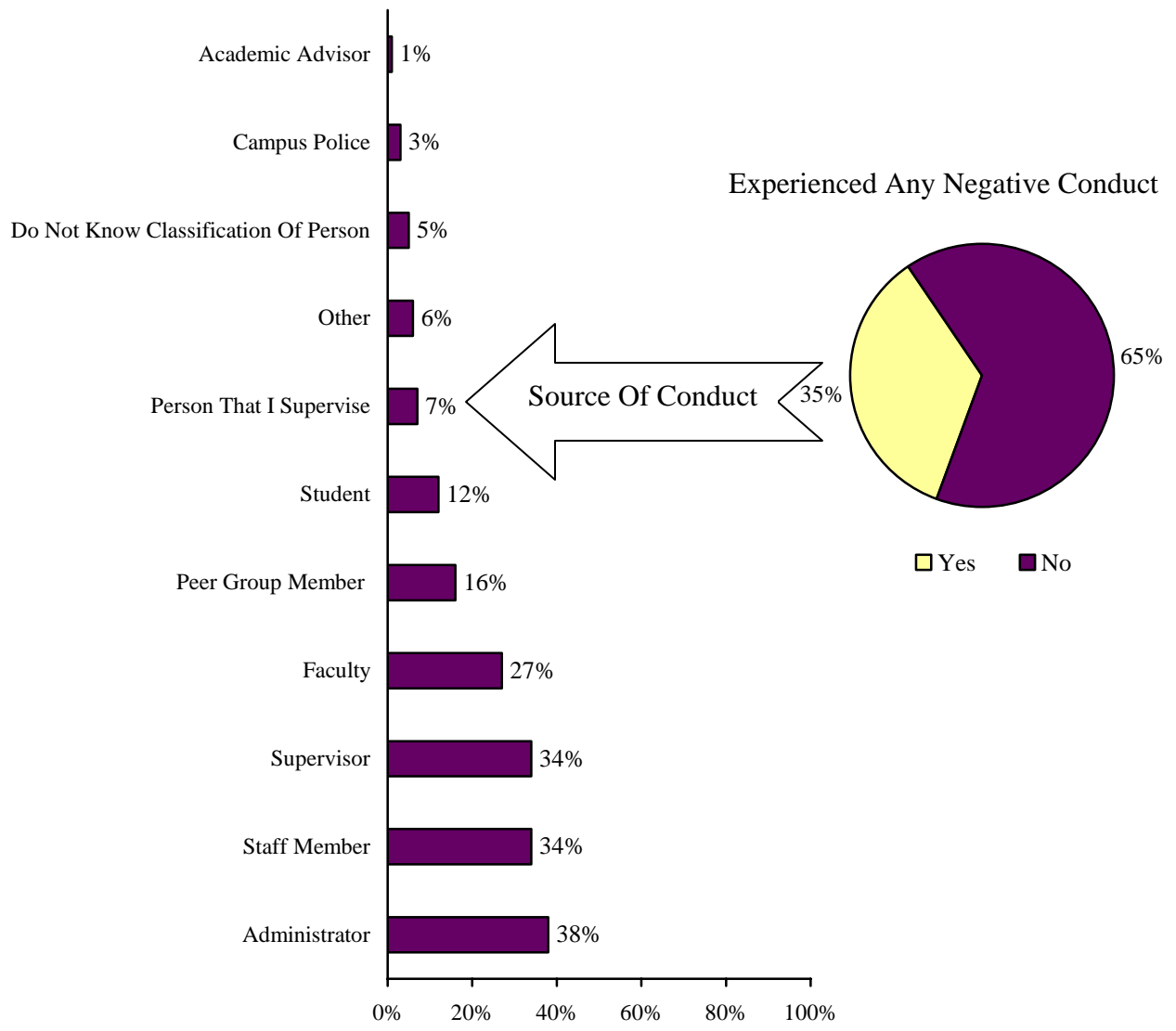


Figure 22. Source Of The Experienced Negative Conduct.

Please describe your reactions to experiencing this conduct?

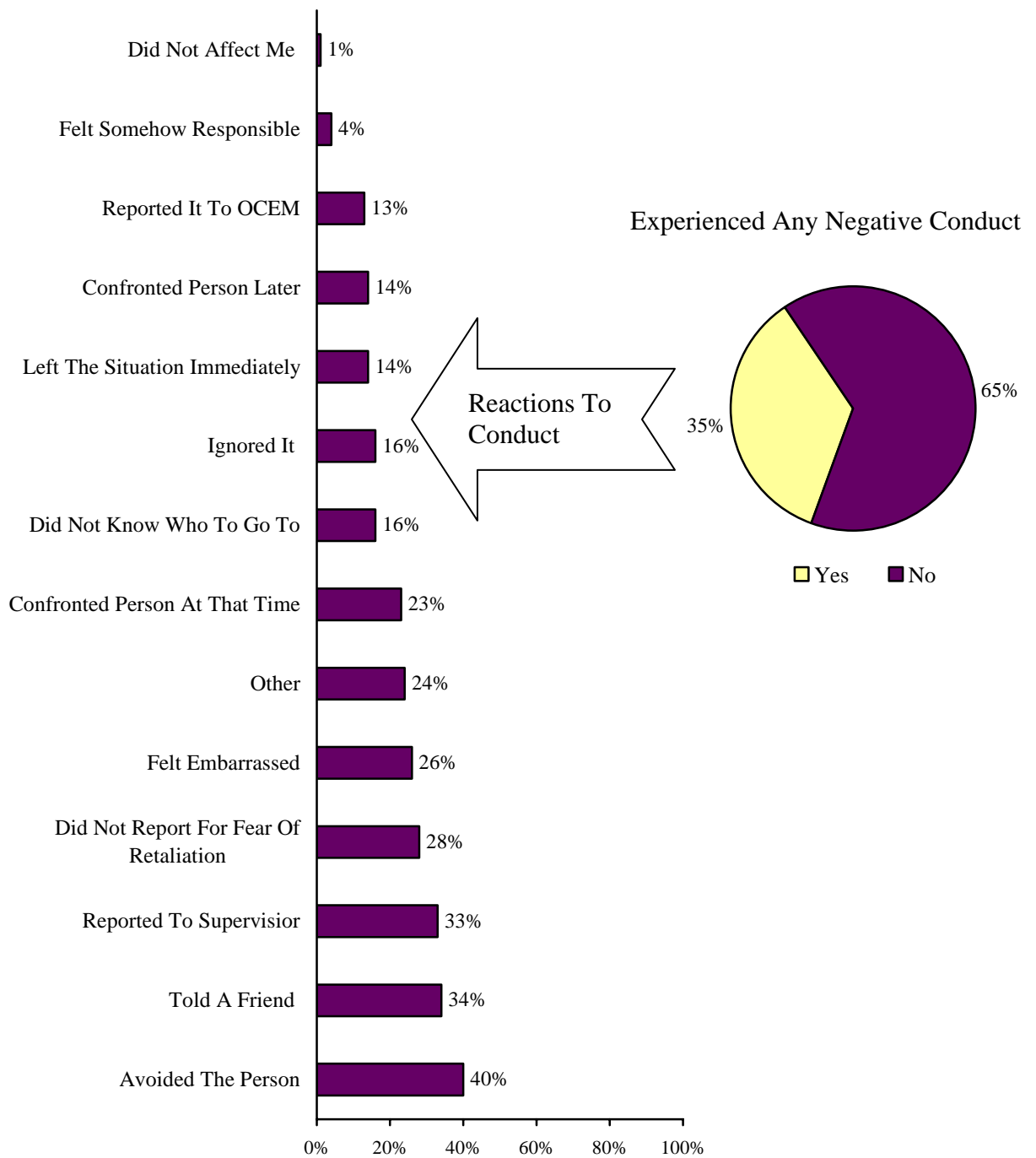


Figure 23. Reaction To The Experienced Negative Conduct.

Have you observed or personally been made aware of any conduct that has created an offensive, hostile, or intimidating working or learning environment directed toward a person or a group of people at UNI?

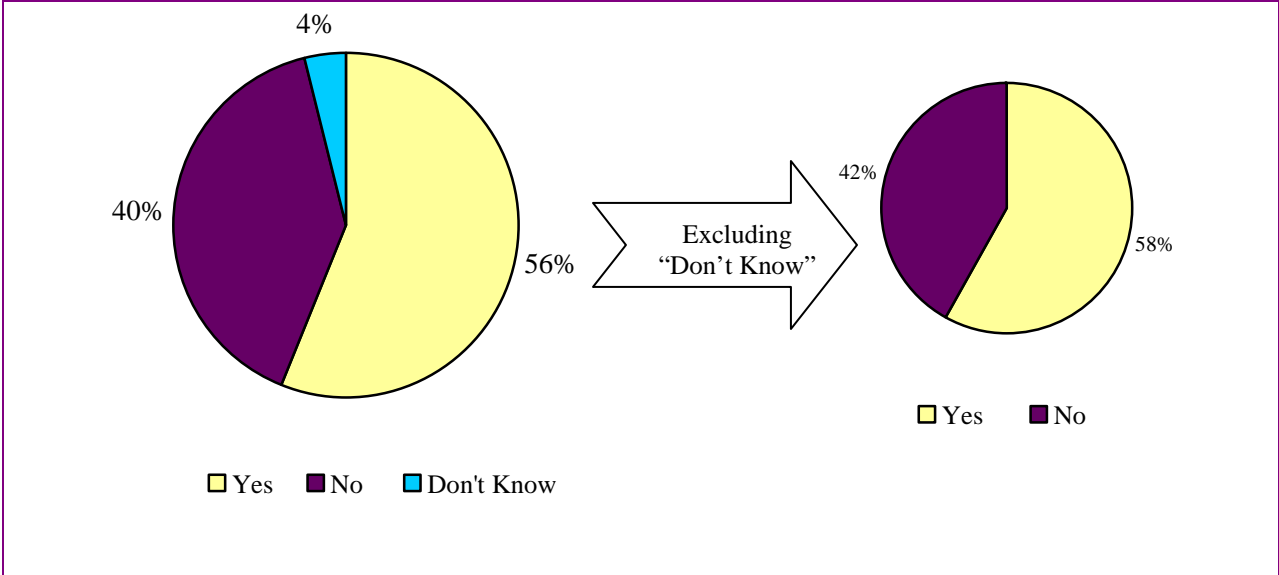


Figure 24. Observation Of Negative Conduct.

Table 6 Observance Of Negative Conduct		
	Yes %	No %
<b>Gender:</b>		
Male (n = 137)	55	45
Female (n = 214)	60	40
<b>Race/Ethnicity:</b>		
White (n = 303)	55	45
Non-White (n = 27)	59	41
Multi-ethnic (n = 7)	94	6
<b>Age:</b>		
18-39 (n = 99)	52	48
40-52 (n = 144)	65	35
53 And Over (n = 107)	55	45
<b>Position On-Campus:</b>		
Administrator (n = 67)	54	46
Faculty (n = 81)	67	33
Merit Staff (n = 151)	53	47
P&S Staff (n = 38)	55	45

What do you feel this conduct was based upon?

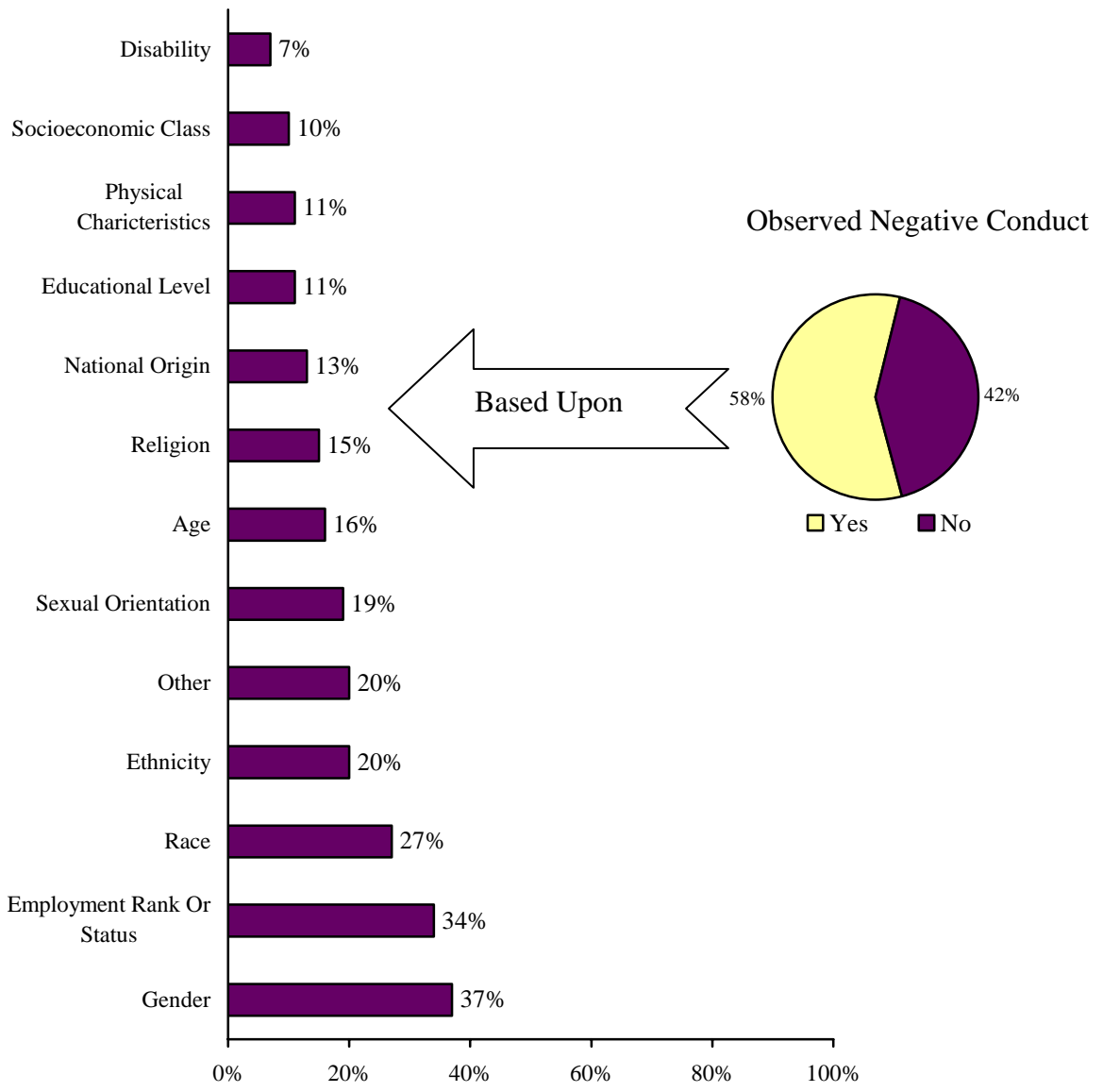


Figure 25. Probable Reasons Of Observed Negative Conduct.

What forms of conduct have you observed or personally been made aware of?

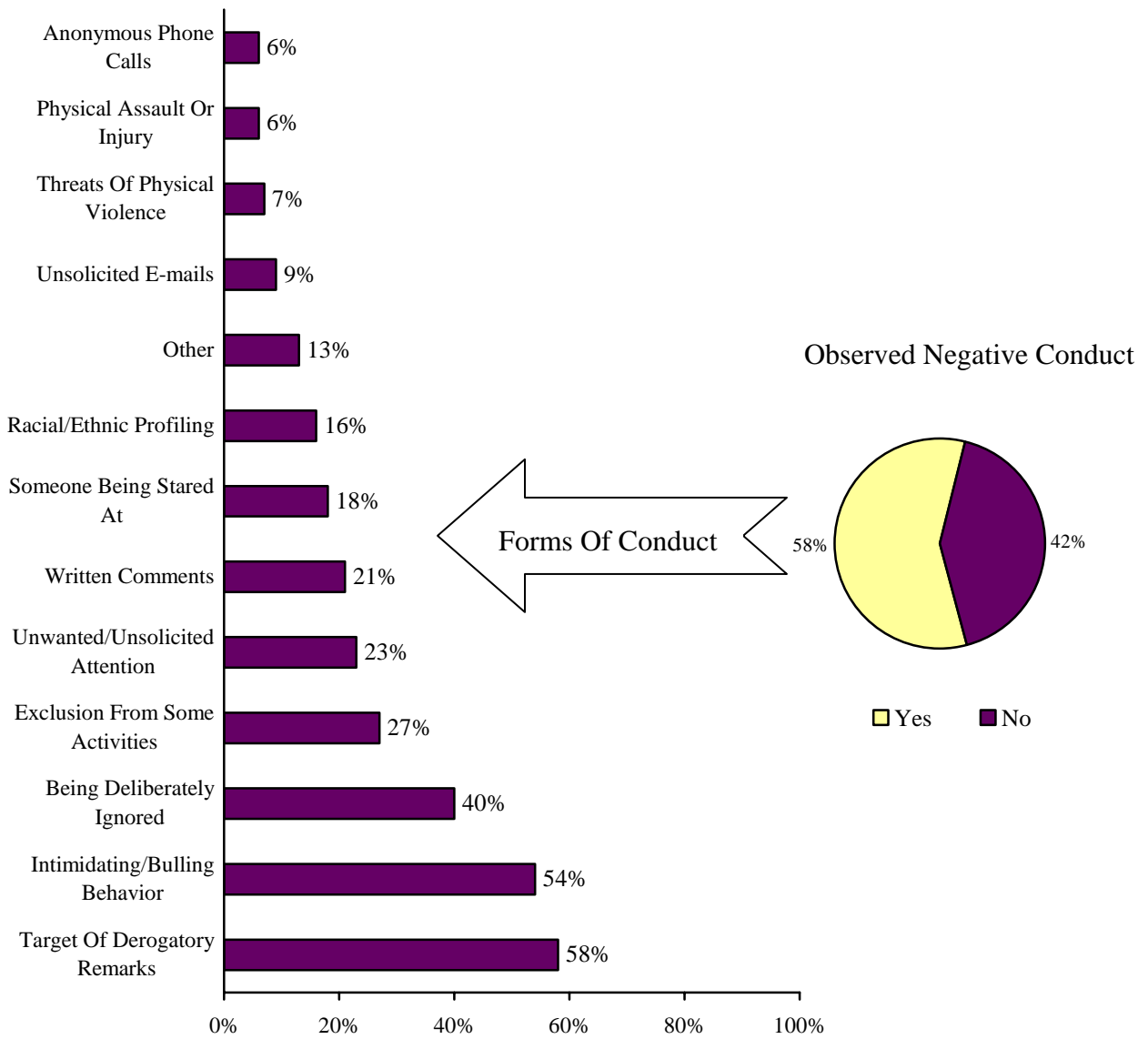


Figure 26. Mode Of Observed Negative Conduct.

Where did this conduct occur?

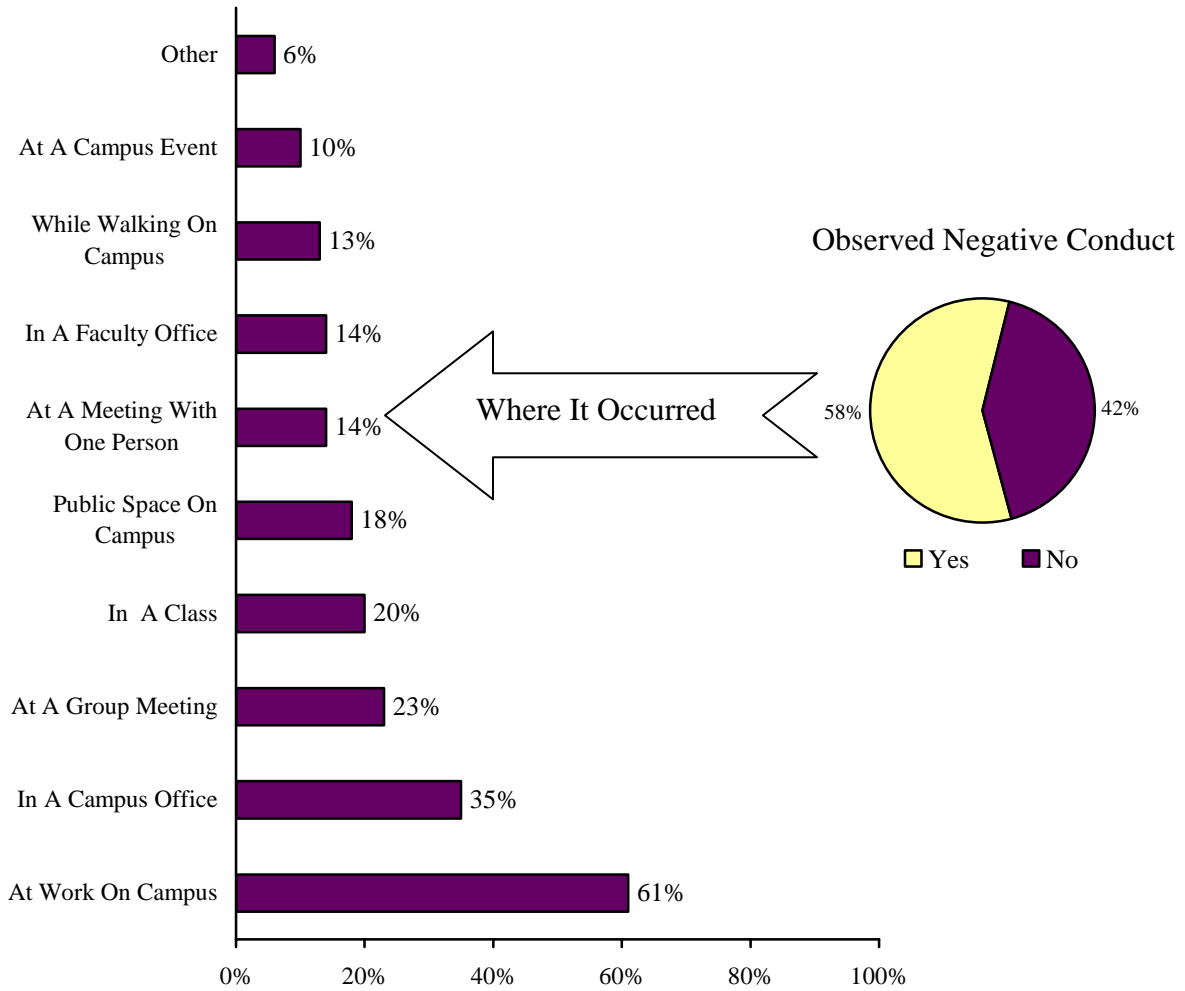


Figure 27. Location Of Observed Negative Conduct.

Who was the source of this conduct?

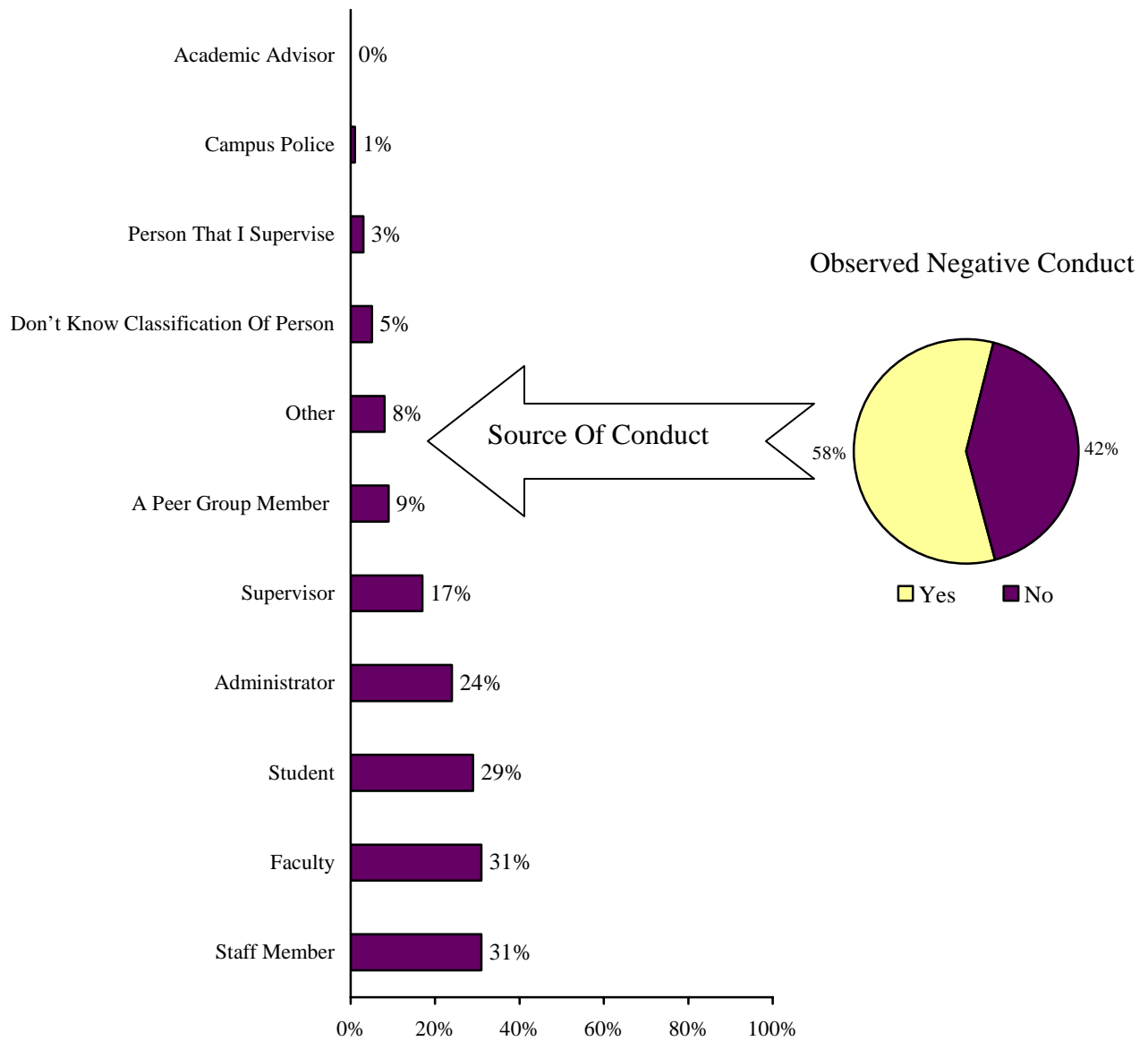


Figure 28. *Source Of Observed Negative Conduct.*

Please describe your reaction to observing this conduct?

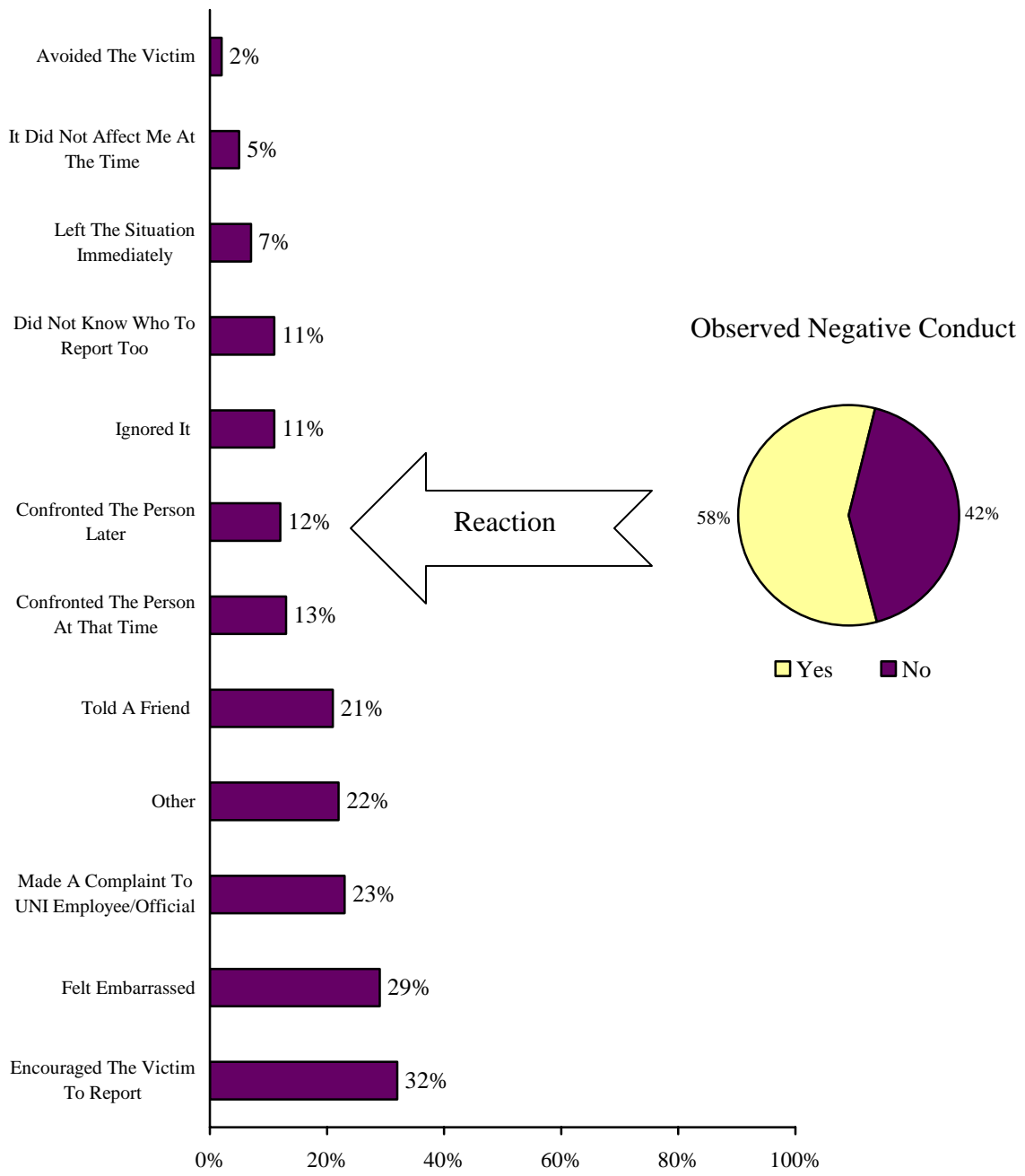


Figure 29. Reaction To The Observed Negative Conduct.

Have you observed any discriminatory hiring practices at UNI?

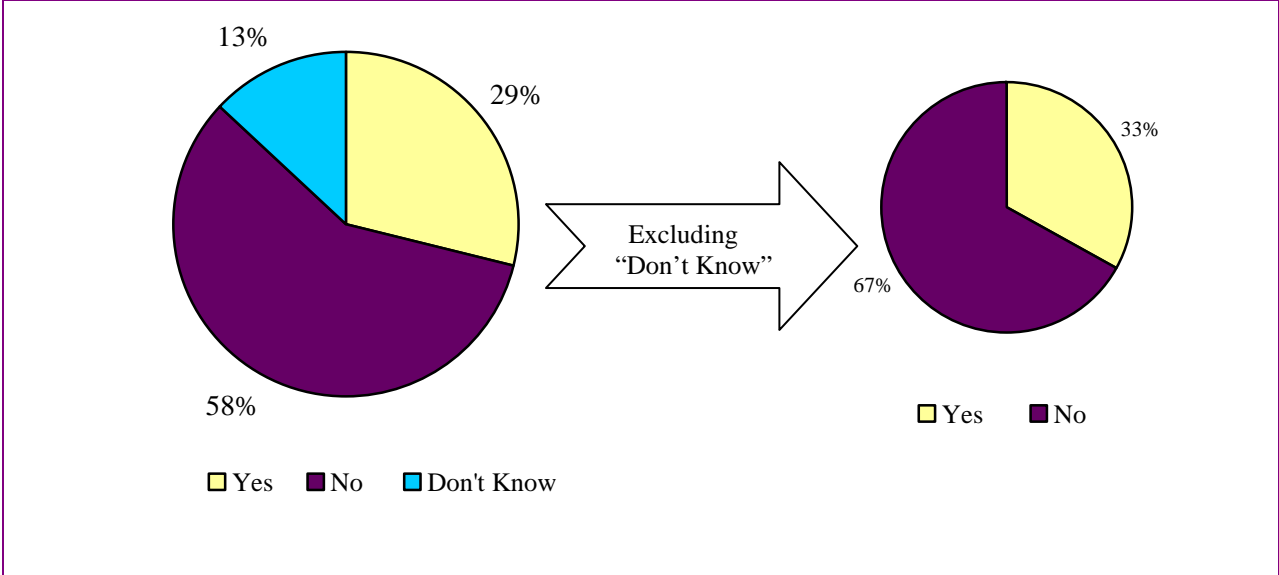


Figure 30. Observed Discrimination During Hiring Practices At UNI.

What was the discrimination in hiring practices based upon?

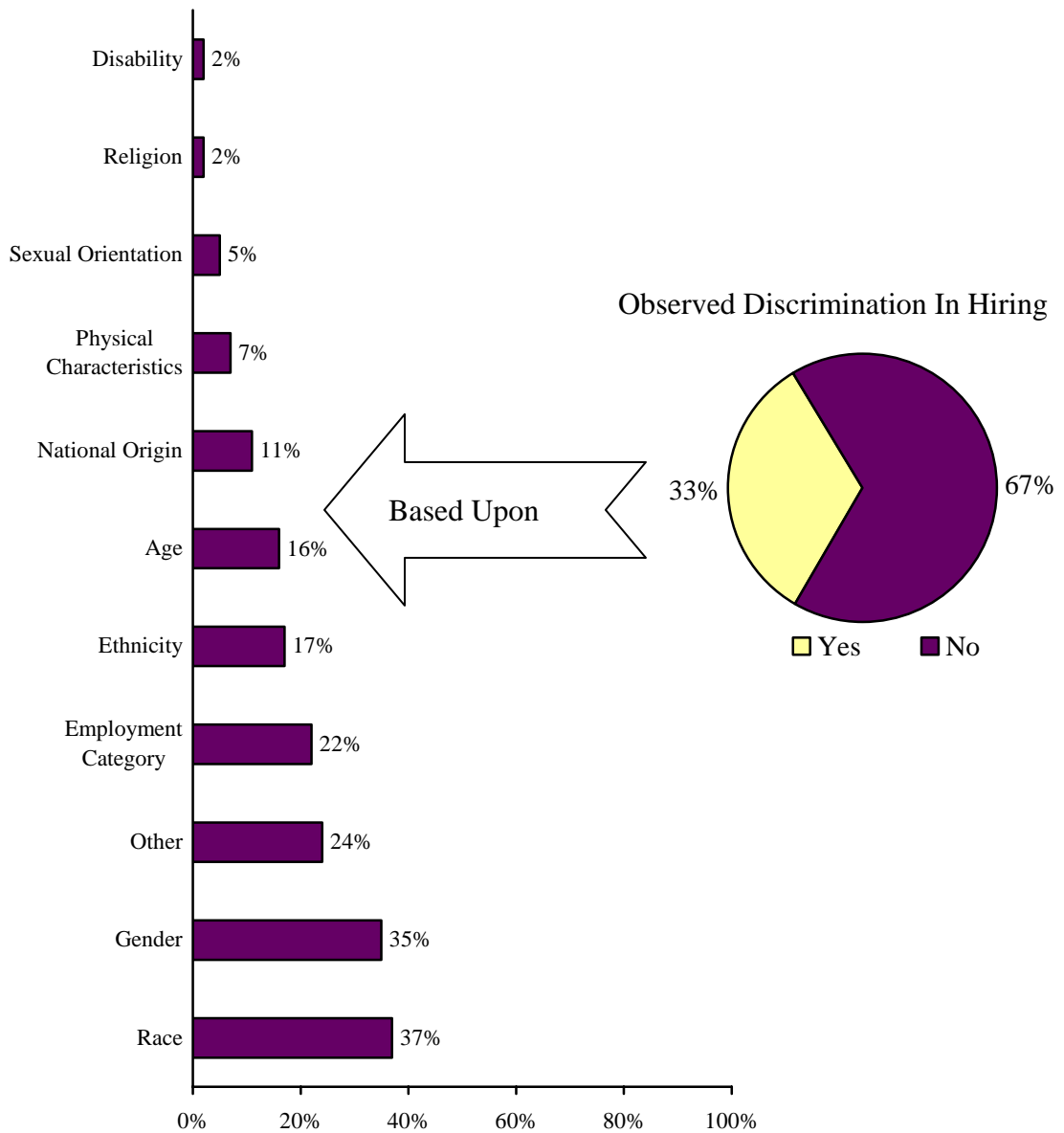


Figure 31. Cause Of Discriminatory Hiring Practice.

Have you observed any discriminatory firing practice at UNI?

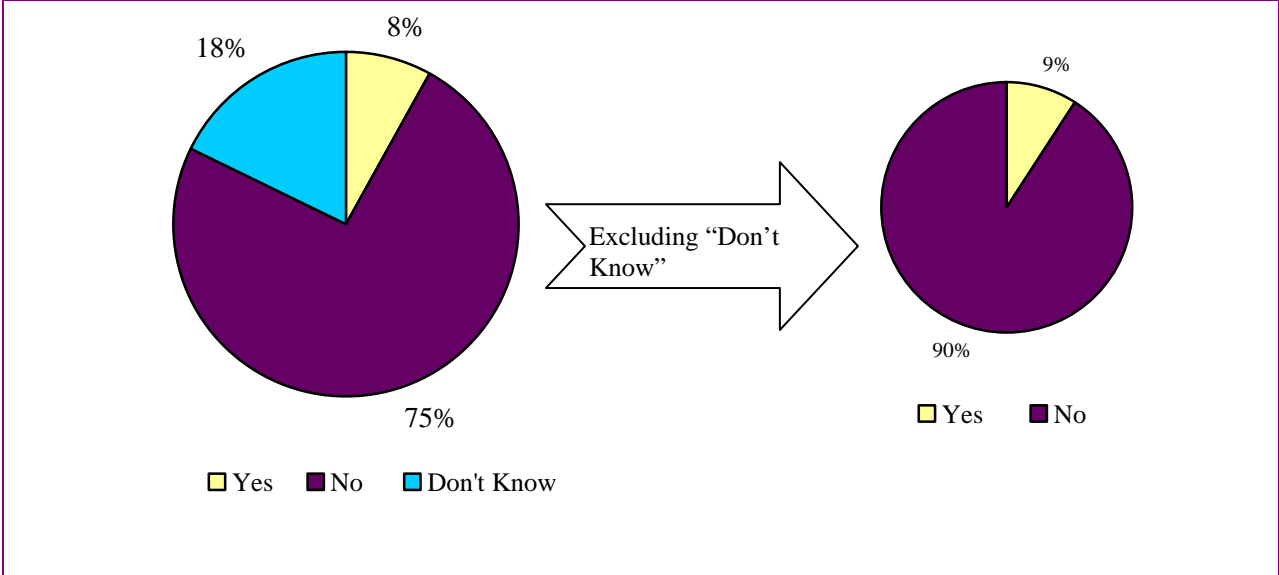


Figure 32. Observed Discrimination During Firing Practices At UNI .

What was the discrimination in firing practices based upon?

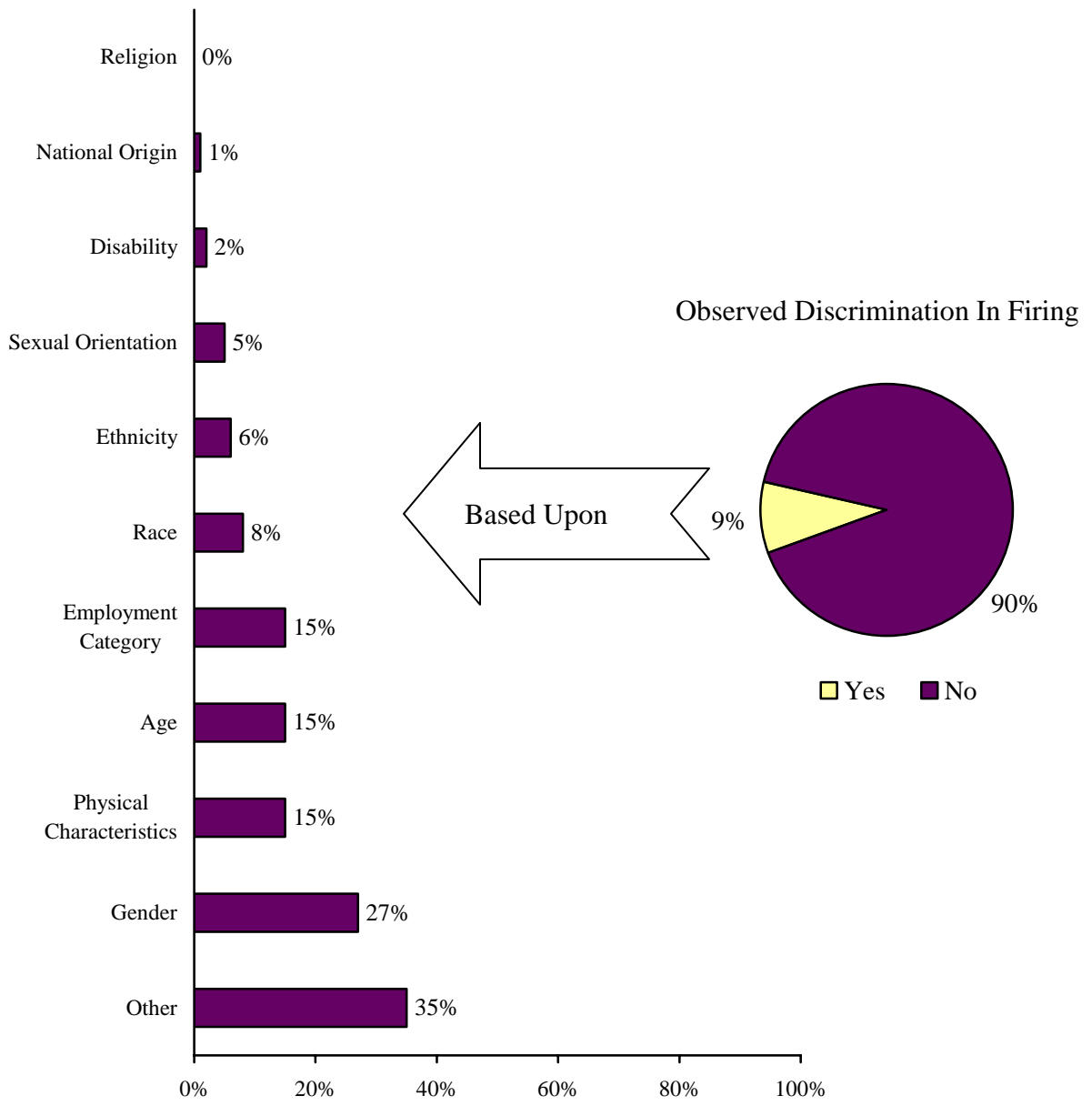


Figure 33. Cause Of Discriminatory Firing Practice.

Have you observed any discriminatory promotion practice at UNI?

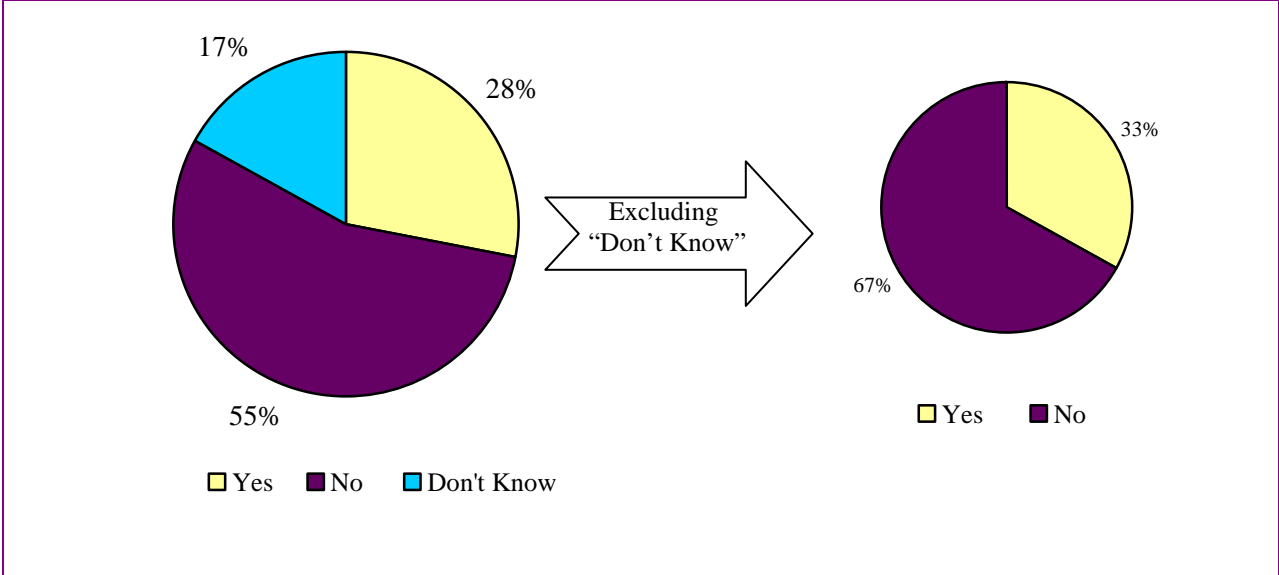


Figure 34. Observed Discrimination During Promotion Practices At UNI.

On what was the discrimination in promotion practices based upon?

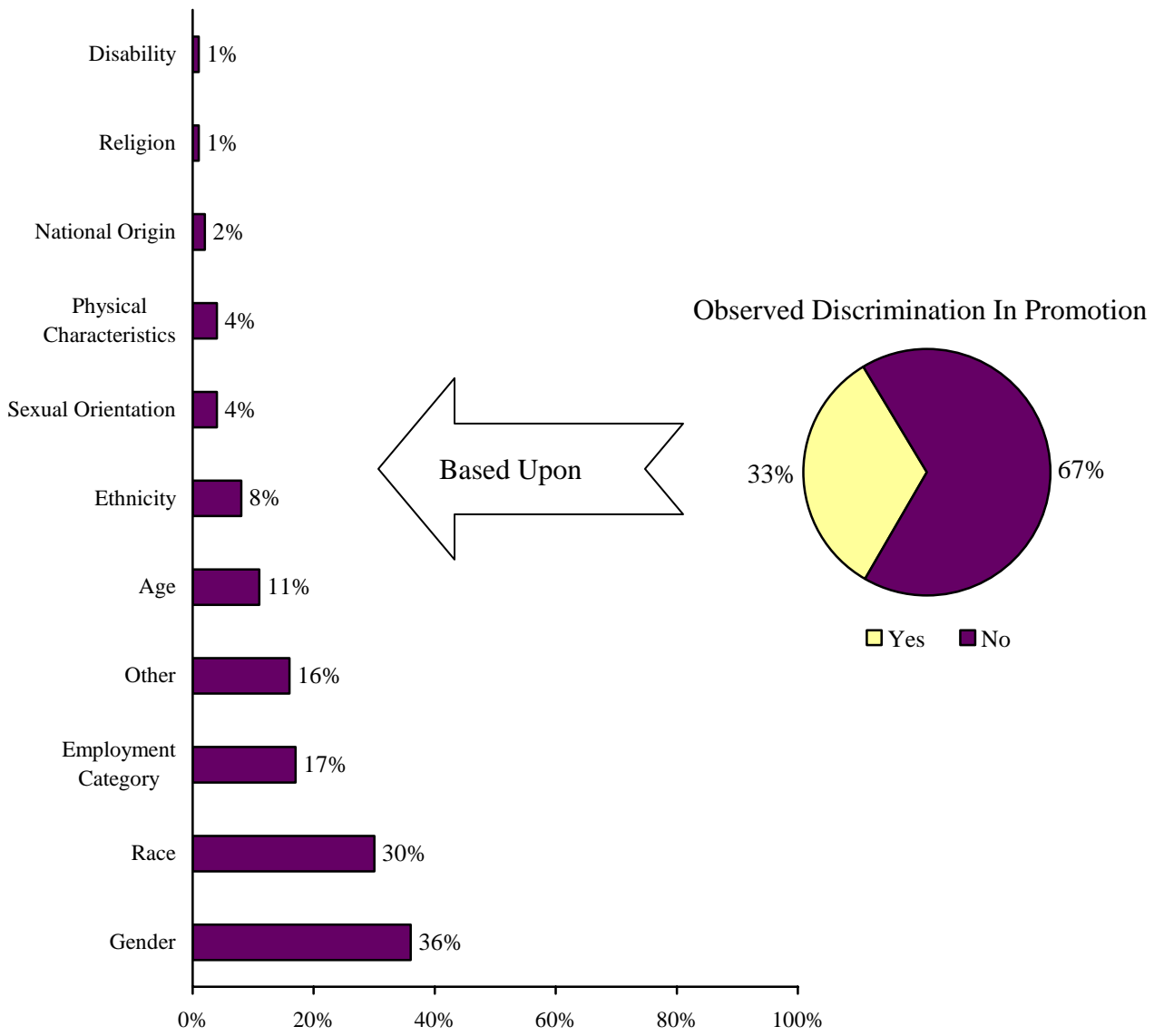


Figure 35. Cause Of Discriminatory Promotion Practice.

How often have you had the following experiences in the past year?

<b>Table 7 Experiences At UNI</b>						
	Mean	Never %	Rarely %	Sometimes %	Often %	Very Often %
<b>Feared Physical Safety Because Of My:</b>						
Race/Ethnicity (n = 368)	1.12	90	7	2	<1	0
Sexual Orientation (n = 362)	1.11	94	3	2	0	<1
Gender (n = 367)	1.34	77	14	6	1	1
<b>Someone Assumed I Was Hired Because Of My:</b>						
Race/Ethnicity (n = 360)	1.18	91	3	3	1	1
Sexual Orientation (n = 349)	1.02	99	1	0	0	<1
Gender (n = 355)	1.23	87	7	4	2	1
<b>Other Experiences</b>						
Have Experienced Racial Profiling (n = 364)	1.22	88	6	4	2	1
Feared Loss Of Job/Position Due To A Hostile Work Environment (n = 366)	1.57	72	11	11	2	4
Been A Victim Of Bias-Related Incident (n = 354)	1.50	76	8	10	4	2

Note. Means were calculated using a 5-point scale with endpoints of 1 (*Never*) and 5 (*Very Often*). "<1" denotes less than 1%.

Which of the following groups have you been inappropriately assumed to be a spokesperson of?

Table 8 Groups Inappropriately Represented	
Group	%
This Has Not Happened To Me (n = 218)	56
Certain Age Group (n = 34)	9
People Of My Race (n = 27)	7
People Of My Religion (n = 27)	7
People Of My Gender (n = 33)	7
People From My Marital Status (n = 25)	6
People From My Ethnicity (n = 18)	4
People From My Socioeconomic Class (n = 19)	4
People With My Physical Characteristics (n = 12)	3
People From My Country (n = 9)	2
People Of My Sexual Orientation (n = 7)	2
The Disabled (n = 1)	<1

*Note.* The number of respondents indicated in this table represents the number who indicated they had been inappropriately assumed to be a spokesperson for this group. The percentages do not correspond to the proportion of actual respondents, but the population of the weighted frequency distribution. For example, the percent for an item could both be 7% even though this response was selected by a different number of survey respondents. “<1” denotes less than 1%.

As a lesbian, gay, bisexual, transgendered employee do you feel comfortable having your sexual orientation known on campus?

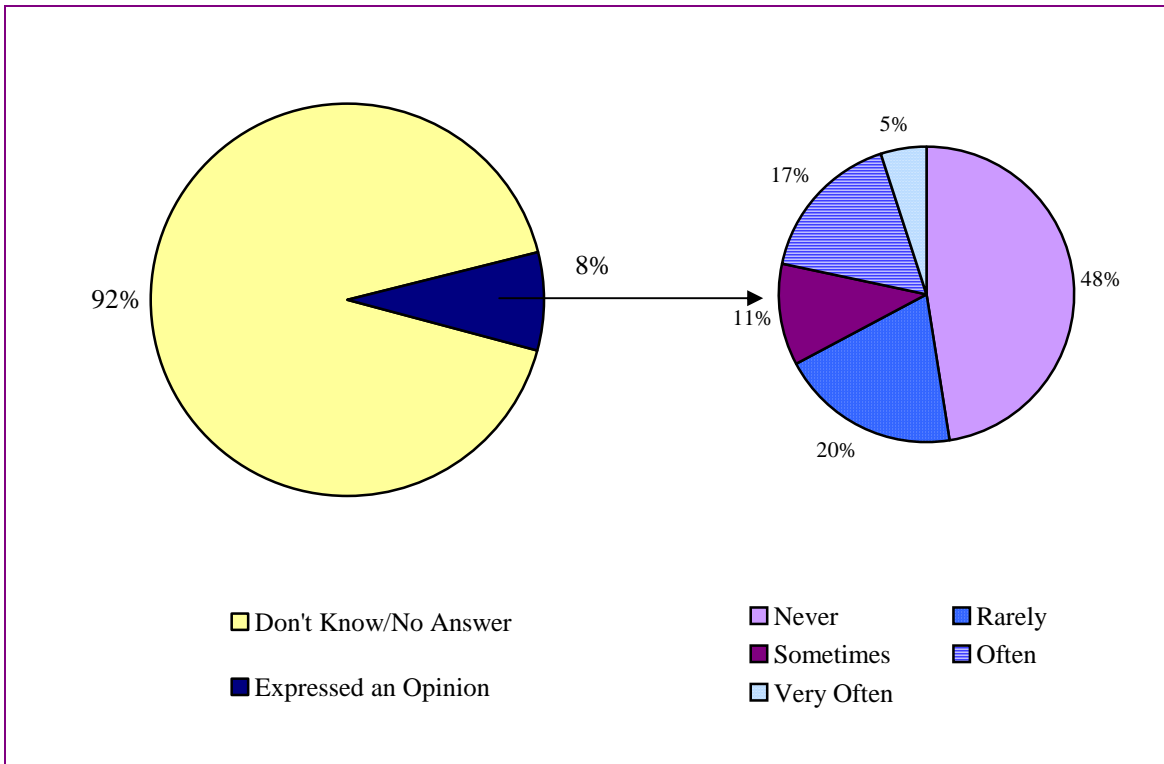


Figure 36. *Comfort While Expressing Sexual Orientation On Campus.*

Do you feel your cultural heritage is valued at UNI?

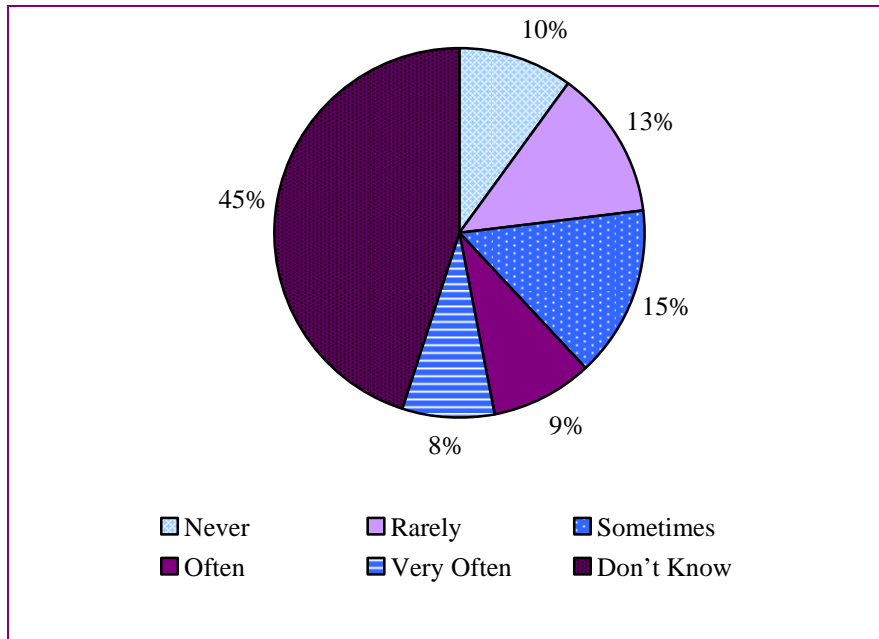


Figure 37. Value Of Cultural Heritage At UNI.

### Part 3: Climate Issues

Is there visible leadership to foster diversity at UNI from the:

Table 9 Visible Leadership To Foster Diversity At UNI						
	Mean	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
President's Office (n = 312)	2.53	23	33	20	15	8
Vice President's Office (n = 299)	2.47	23	34	24	14	6
Academic Dean (n = 200)	2.50	14	44	23	15	4
Dept. Head/ Supervisor (n = 328)	2.28	29	34	20	13	4
Staff Faculty (n = 330)	2.33	25	37	24	10	4
Other Offices (n = 271)	2.53	13	38	34	11	3

*Note.* Means were calculated using a 5-point scale with scale endpoints of 1 (*Strongly Agree*) and 5 (*Strongly Disagree*).

I feel that UNI values my involvement in diversity initiatives on campus.

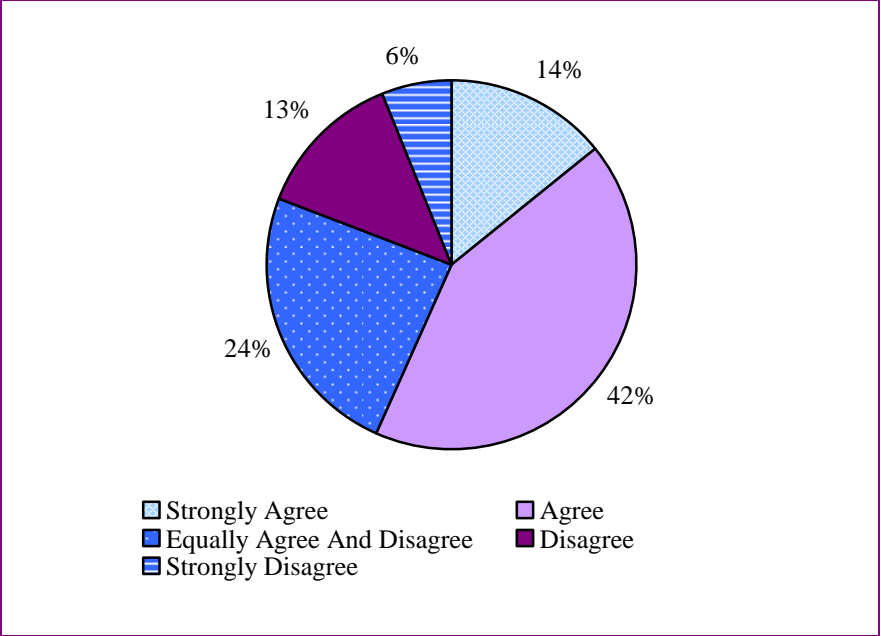


Figure 38. Valued Involvement In Diversity Initiatives.

The workplace climate is welcoming for employees from historically underrepresented groups.

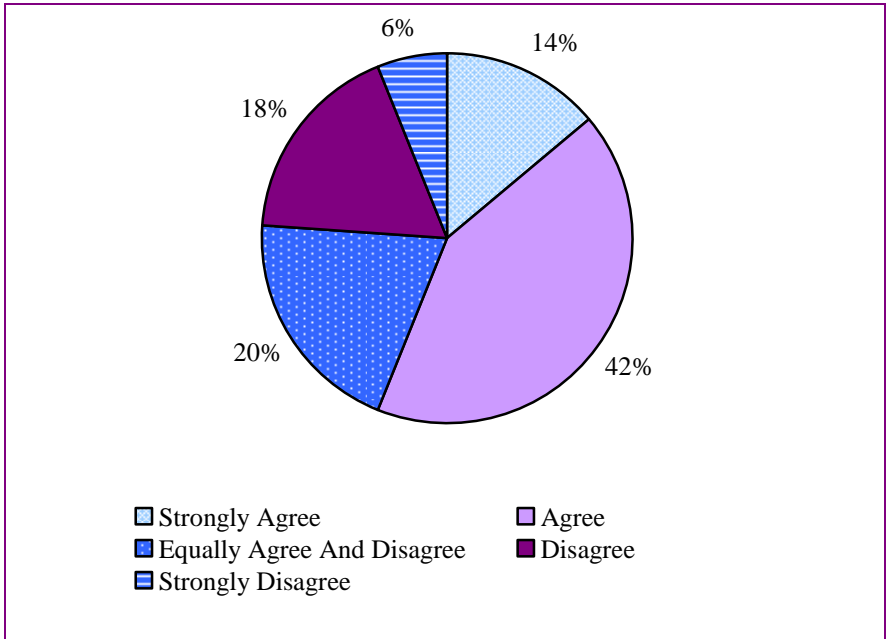


Figure 39. Welcoming Climate For Historically Underrepresented Groups.

Please rate the accessibility of the campus for people with disabilities.

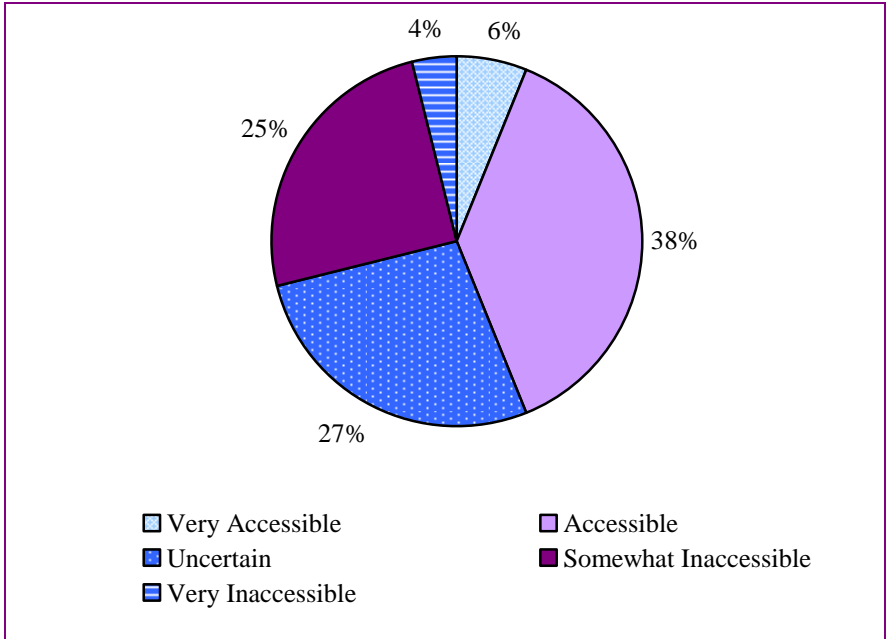


Figure 40. Accessibility For People With Disabilities.

Please rate the overall campus climate for persons from the following racial/ethnic backgrounds:

Table 10 The Campus Climate For These Racial/Ethnic Backgrounds Is:						
	Mean	Very Respectful %	Moderately Respectful %	Not Sure %	Somewhat Respectful %	Not At All Respectful %
American Indian (n = 303)	2.36	24	27	40	8	2
Asian (n = 319)	2.14	31	37	22	9	2
Black (n = 330)	2.30	27	39	16	16	3
Hispanic (n = 326)	2.32	27	36	19	17	2
Native Hawaiian (n = 293)	2.36	24	25	43	6	2
White (n = 344)	1.57	60	28	6	6	<1
Multiracial, Multiethnic, Multicultural Backgrounds (n = 323)	2.34	24	34	30	10	3

Note. Means were calculated using a 5-point scale with endpoints of 1 (*Very Respectful*) and 5 (*Not At All Respectful*).

Please rate the overall campus climate for people who are:

Table 11 The Campus Climate For These People Is:						
	Mean	Very Respectful %	Moderately Respectful %	Not Sure %	Somewhat Respectful %	Not At All Respectful %
Men (n = 348)	1.56	64	24	6	5	1
Non-Native English Speakers (n = 336)	2.72	15	34	23	21	7
Openly Gay, Lesbian, Bisexual or Transgender (n = 332)	2.94	13	18	38	22	9
Disabled Person (n = 335)	2.42	23	35	21	20	1
Various Religious Backgrounds (n = 332)	2.49	25	29	25	15	6
Women (n = 348)	2.06	31	48	6	15	0

Note. Means were calculated using a 5-point scale with endpoints of 1 (*Very Respectful*) and 5 (*Not At All Respectful*).

The university is open to expression of concern about diversity.

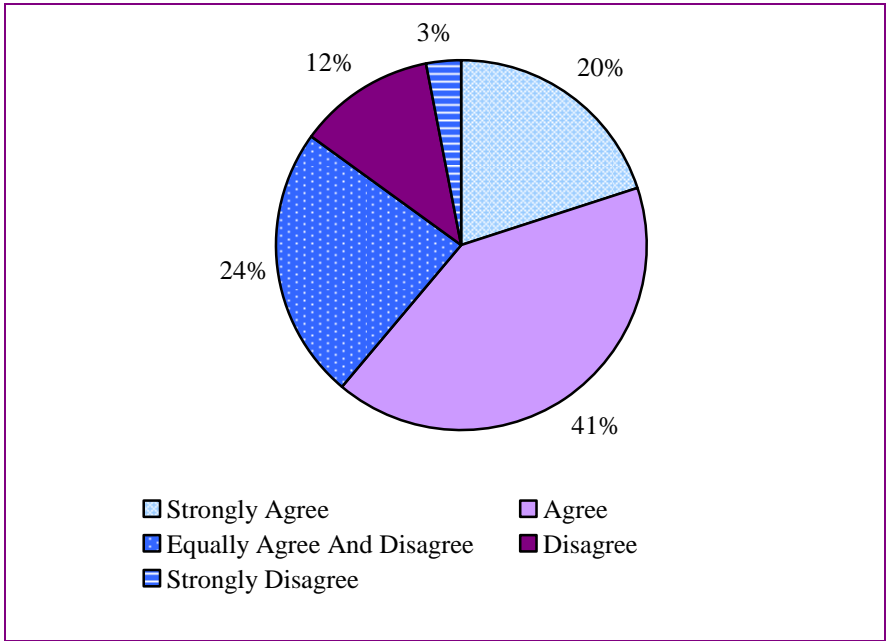


Figure 41. Expression Of Concern About Diversity In The University.

Those who report about discrimination are protected, by the university, from retaliation.

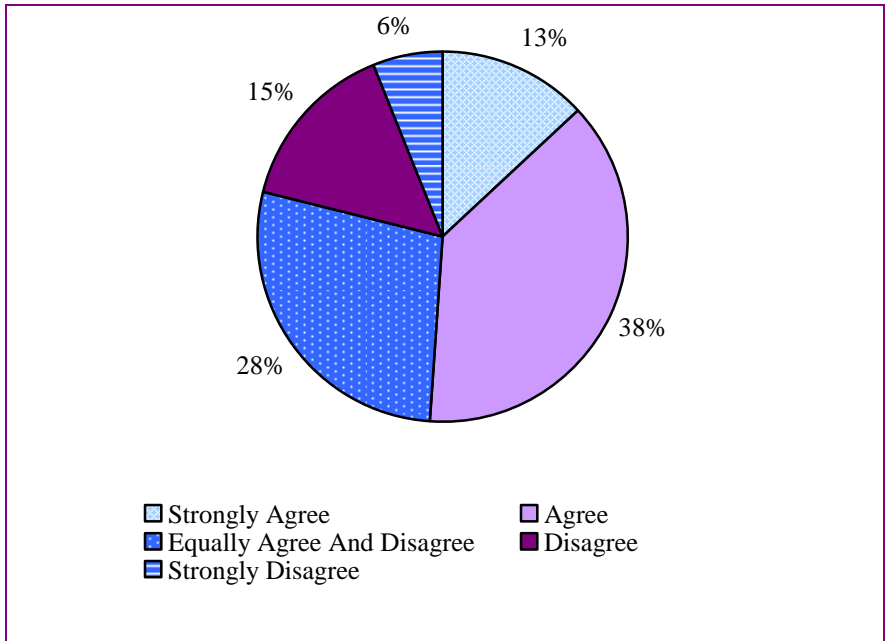


Figure 42. Protection For People Who Report Discrimination.

There is favoritism toward members of the following classes.

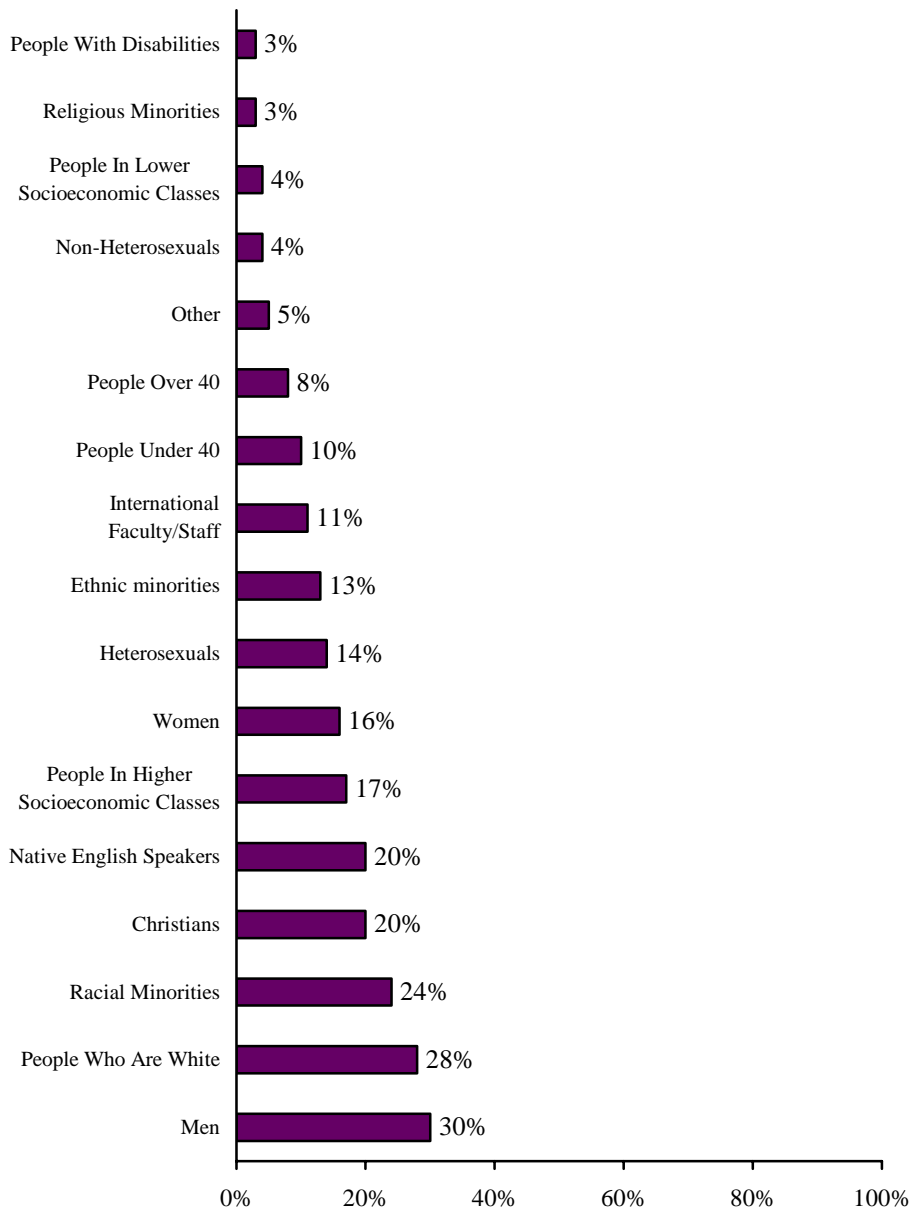


Figure 43. *Favoritism Based On Group Membership.*

The university should be cautious of embracing diversity too quickly.

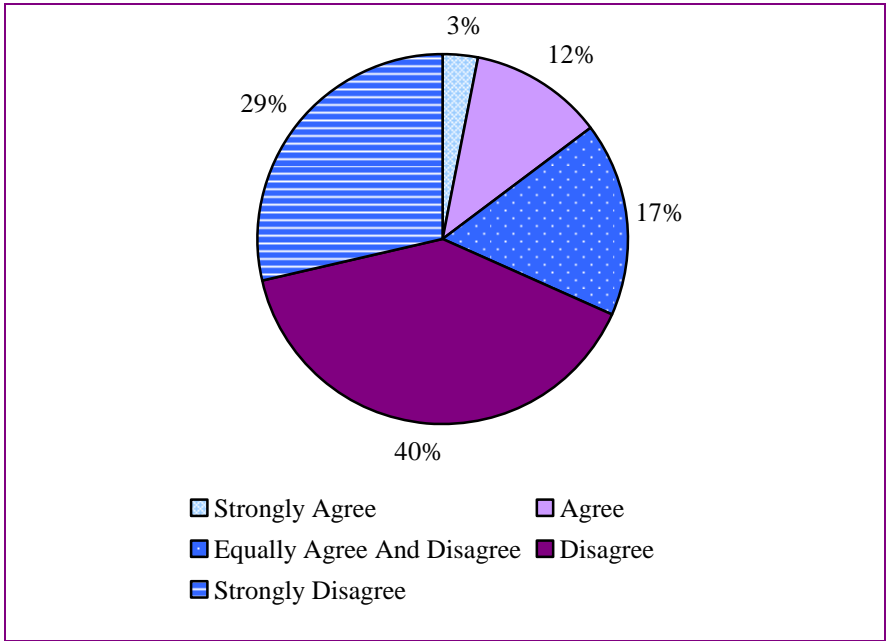


Figure 44. Caution Of Embracing Diversity Too Quickly.

I believe that racial and ethnic minorities use the “race card” to meet their needs, to the disadvantage of others.

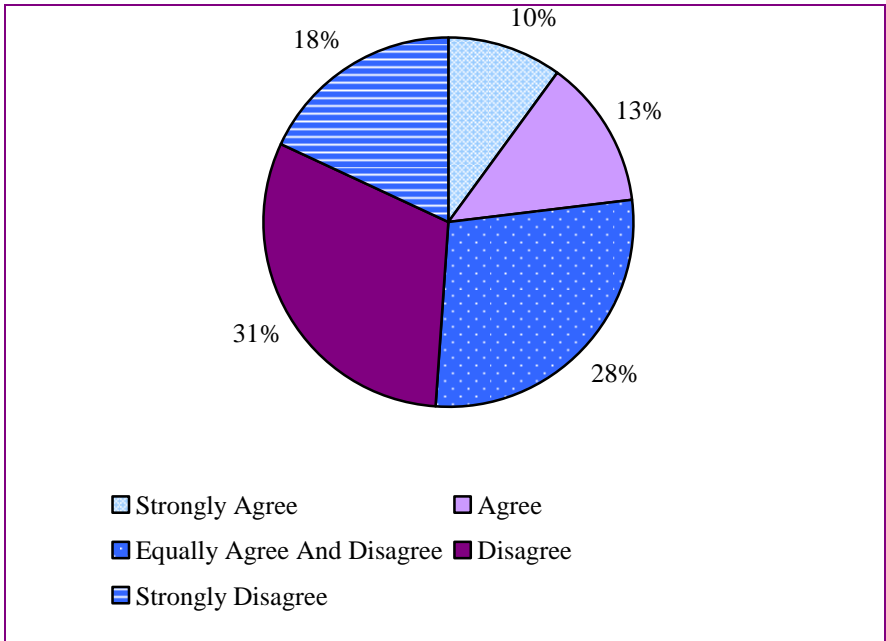


Figure 45. Racial And Ethical Minorities Use The “Race Card”.

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## Part 4: Improving the Campus Climate

Which of the following methods do you believe would best help the campus community become more aware of issues and concerns of people different from themselves?

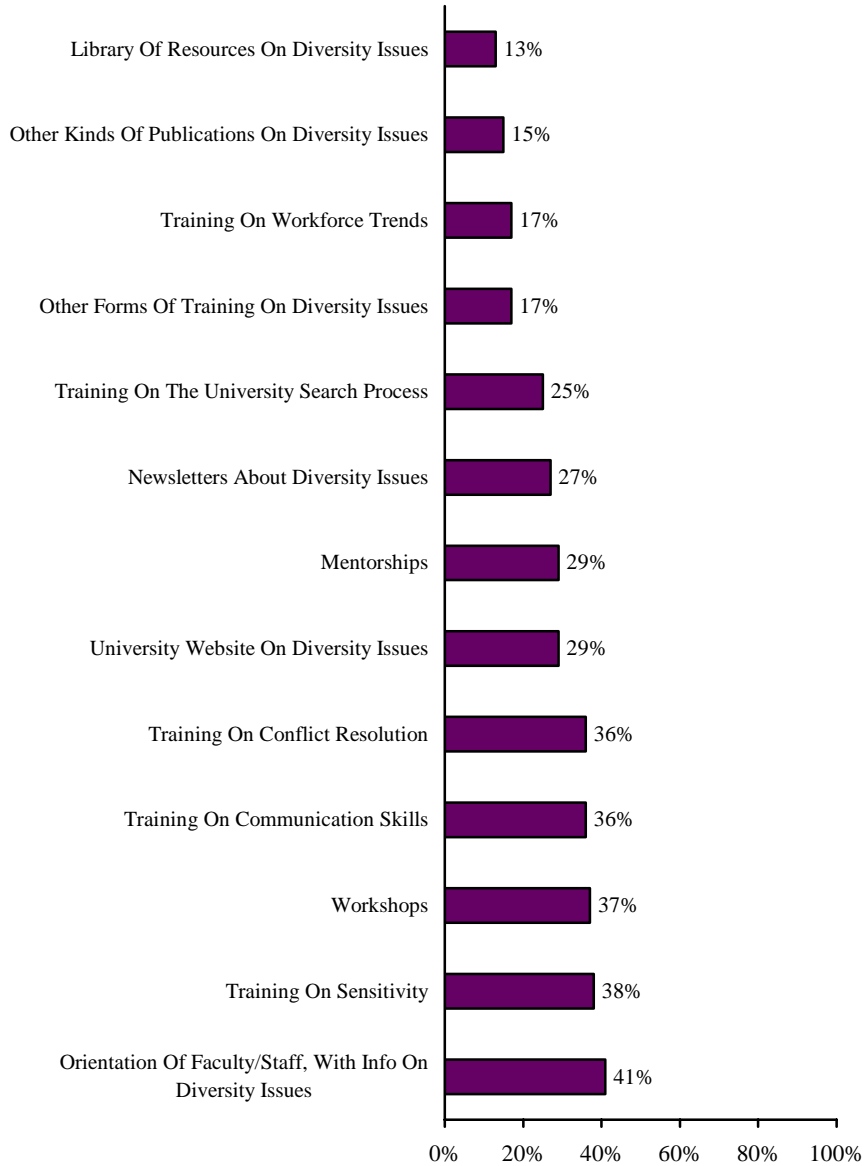


Figure 46. *Methods To Make Campus More Aware Of Diversity.*

The University should require all faculty and staff to participate in training/programming on diversity issues

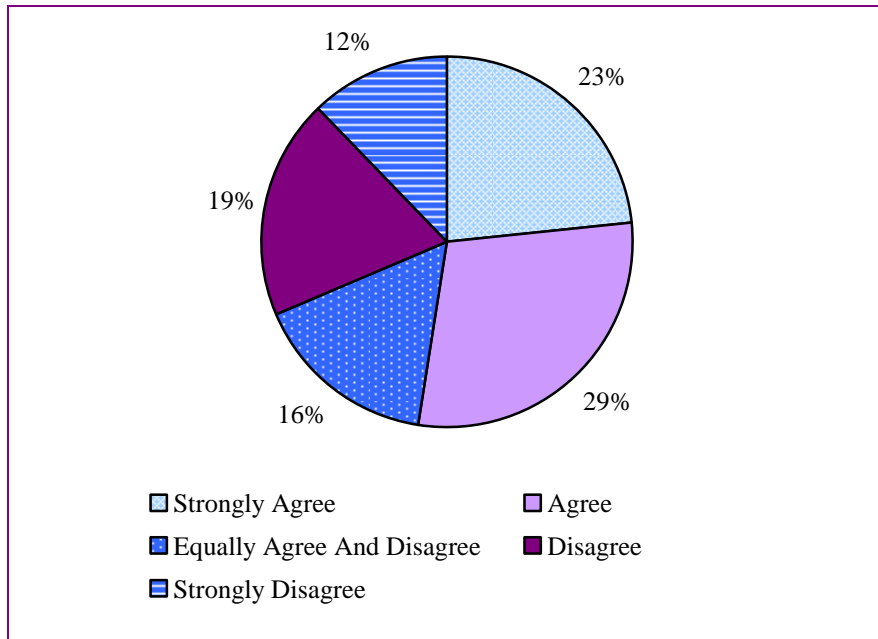


Figure 47. Faculty And Staff Should Participate In Training/Programming On Diversity Issues.

UNI should include diversity-related activities as one of the criteria for performance evaluations of employees

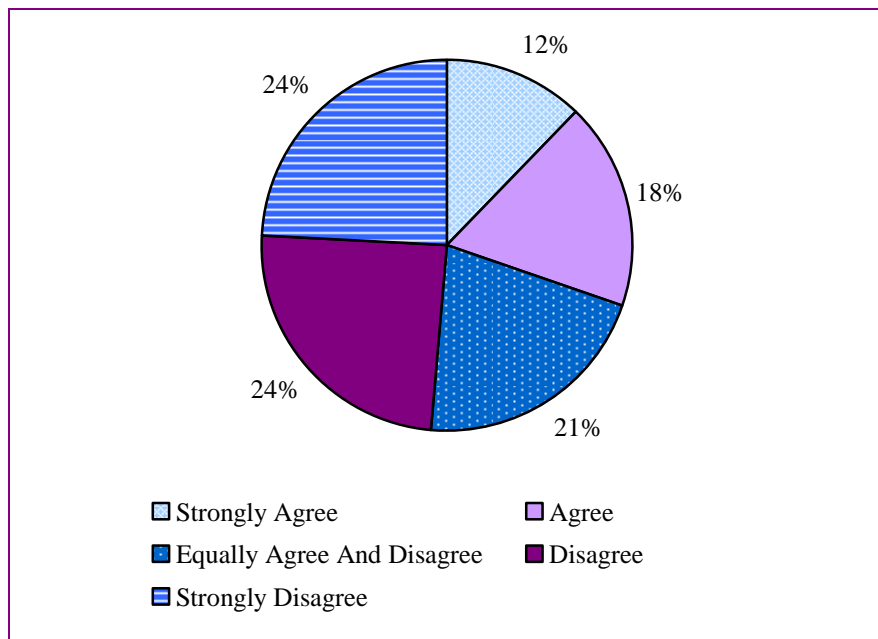


Figure 48. Diversity-Related Activities Should Be One of the Criteria For Performance Evaluation.

Please rate the campus climate at UNI using the following scales (from 1 to 5):

Table 12 Climate Ratings For Groups Of People						
	Mean	(1) %	(2) %	(3) %	(4) %	(5) %
		Positive			Not Positive	
Positive For Faculty (n = 312)	1.89	38	40	18	3	1
Positive For P&S Staff (n = 328)	2.14	24	47	21	6	1
Positive For Merit Staff (n = 315)	2.53	14	35	37	10	4
Positive For The Disabled (n = 317)	2.55	13	37	34	14	2

Note. Means were calculated using a 5-point scale with endpoints of 1 (Positive) and 5 (Not Positive).

Table 13 Ratings Of Climate Characteristic						
	Mean	(1) %	(2) %	(3) %	(4) %	(5) %
		Friendly			Hostile	
People On Campus Are Friendly (n = 367)	1.92	32	47	18	2	1
		Communicative			Reserved	
People On Campus Are Communicative (n = 366)	2.48	13	43	30	12	2
		Concerned			Indifferent	
People On Campus Are Concerned (n = 363)	2.51	14	41	29	13	3
		Respectful			Disrespectful	
People On Campus Are Respectful (n = 366)	2.26	17	47	30	6	1
		Cooperative			Uncooperative	
People On Campus Are Cooperative (n = 367)	2.39	14	46	29	10	1
		Improving			Regressing	
The Campus Climate Is Improving (n = 341)	2.97	12	32	40	10	6
		Welcoming			Non-Welcoming	
The Campus Has A Welcoming Climate (n = 366)	2.33	19	42	29	8	2

Note. Means were calculated using a 5-point scale with endpoints of 1 and 5.