UNC PEMBROKE

UNCP CAMPUS CLIMATE SURVEY

2023 REPORT

INTRODUCTION

Diversity and inclusion have long been part of the University of North Carolina at Pembroke's mission of service. Established in 1887 to provide educational opportunities to Lumbee Indians - a group previously denied that right, UNCP has a history of being an agent for social change, equity, and inclusion. Today, UNCP is proudly one of the most ethnically diverse universities in the Southeastern United States and strives daily to provide a work and learning environment where all students, faculty, and staff feel welcome and supported.

To work toward reaching inclusive excellence, in 2020, Chancellor Robin Gary Cummings established the Inclusion and Diversity Council at UNCP. The Council, with a broad campus representation, is charged with the development of an inclusion policy for our campus, benchmarking with peers, developing key priorities and metrics using the data and input we have received, supporting the work of other organizations on campus with inclusion and diversity responsibilities, and collaboratively implementing programs to strengthen our campus community.

The Campus Climate Workgroup of the Inclusion and Diversity Council administered the Campus Climate Survey in the spring of 2023 to gauge the perceptions of students, faculty, and staff on UNCP's climate and how the institution supports diversity, equity, and inclusion. The workgroup received permission from North Carolina State University's Office of Institutional Strategy and Analysis to use its fall 2019 Campus Climate Survey: Questionnaire. The instrument was amended to reflect the UNCP campus and the goals of the survey. Separate surveys were developed and administered for 1) students and 2) faculty and staff.

Results from both surveys are summarized in this report (see Key Findings and summary data tables in the Appendices). While we do not expect a consensus about the results of the surveys to emerge, please note that all points are important to facilitating dialogue about and actions necessary for creating inclusive excellence, student success, and an increased sense of belonging for students, faculty, and staff.

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<center>**EXECUTIVE SUMMARY**</center>

The Campus Climate Workgroup of the Inclusion and Diversity Council administered the Campus Climate Survey March 20 – April 28, 2023, to gauge the perceptions of students, faculty, and staff on UNCP's climate and how the institution supports diversity, equity, and inclusion. The workgroup received permission from North Carolina State University's Office of Institutional Strategy and Analysis to use their fall 2019 Campus Climate Survey. The instrument was amended to reflect the UNCP campus. Separate surveys were developed and administered for 1) students and 2) faculty and staff.

The Campus Climate Survey includes questions that assess and collect data related to the participants' experience and perception of the campus climate. Those areas include:
- UNCP experience,
- interactions with others,
- perception of diversity, equity, and inclusion in higher education,
- perception of the campus climate,
- experience with people and courses that influenced their thinking regarding diversity and inclusion,
- experience with discrimination and harassment,
- demographics, and
- opinions on how UNCP can support and improve diversity, equity, and inclusion efforts.

The response rate from students could have been higher, with only 3.7% responding to the survey. However, faculty and staff were more responsive, with 20.2% responding. Despite these low numbers, the findings still offer guidance regarding current perceptions of diversity, equity, and inclusion efforts on campus. However, we cannot say that this sample of students, faculty, and staff is representative of the larger student body in terms of their campus climate perceptions.

Results from both surveys are summarized in this report (see Key Findings and summary data tables in the Appendices).

STUDENTS

- **Respondent Demographics:** Most respondents identified as women (68%), heterosexual (73.49%), graduate students and upperclassmen (68.67%), commuter (64.24%), first-generation (59%), and from a rural area or small town (64.03%). The participants reflected UNCP's racial and ethnic diversity: White (40.84%), African American/Black (20.42%), Native American/American Indian (20.42%), and Hispanic (10.18%). Although the mean age of respondents was 28.20 years, 64.14% did not answer.
- **UNCP Experience:** Most students rated their overall, academic, and social experiences at UNCP as positive while also indicating they were proud to be members of the UNCP community.
- **Interacting with Others:** Most students reported being treated fairly by faculty and staff regardless of their identities.
- **The Role of Diversity, Equity, and Inclusion in Higher Education:** Most students thought UNCP valued and prioritized diversity, equity, and inclusion. They also reported that learning about people from different cultures is an important part of their undergraduate experience.
- **Campus Climate:** While most students thought UNCP was supportive of minority groups, some students perceived certain diverse communities as receiving less support than others.

- **Shaping Attitudes about Diversity, Equity, and Inclusion:** Most students reported that their courses integrated diversity, equity, and inclusion issues, with ethnic/cultural studies courses having the most significant impact on their thinking about/understanding of diversity.
- **Discrimination, Harassment, and Assault:** Most students reported never being the victim of discrimination or harassment at UNCP.
- **Conclusion:** While students think UNCP is doing well at facilitating programming that supports diversity, equity, and inclusion, they recommended more programming and professional development for faculty and staff.

FACULTY AND STAFF

- **Respondent Demographics:** Respondents were slightly more likely to be faculty (52.26%) than staff (42.21%), with 52.38% identifying as White, 20.48% identifying as Native American/American Indian, and 6.19% identifying as African American/Black. Participants were more likely to be women (57.29%) and heterosexual (80.71%). Although the mean age of respondents was 46.66 years, 54.51% did not answer.
- **UNCP Experience:** Most faculty and staff rated their overall experience at UNCP as positive while also indicating they were proud to be members of the UNCP community.
- **Interacting with Others:** Most faculty and staff reported participating in diversity-related or multicultural affirmation/awareness events, programs, or workshops on campus.
- **The Role of Diversity, Equity, and Inclusion in Higher Education:** Most faculty and staff thought UNCP valued and prioritized diversity, equity, and inclusion. They also reported that learning about people from different cultures is an important part of their work experience.
- **Campus Climate:** While most faculty and staff thought UNCP was supportive of minority groups, some perceived certain diverse communities as receiving less support than others.
- **Shaping Attitudes about Diversity, Equity, and Inclusion:** Most faculty and staff reported that interactions with students outside of class and their friendships or acquaintances outside of UNCP had the strongest influence on their thinking about diversity, equity, and inclusion.
- **Discrimination, Harassment, and Assault:** Most faculty and staff reported never being the victim of discrimination or harassment at UNCP.
- **Conclusion:** While faculty and staff think UNCP is doing well at facilitating programming that supports diversity, equity, and inclusion, they recommended more professional development opportunities for faculty and staff, more support for all diverse communities, and increased diversity in faculty and senior administration.

PROFILE OF SURVEY RESPONDENTS

STUDENTS

Academic Classification		
1: Freshman (0-29 completed credit hours)	16.87%	N=28
2: Sophomore (30-59 completed credit hours)	11.45%	N=19
3: Junior (60-89 completed credit hours)	22.89%	N=38
4: Senior (90 or more completed credit hours)	30.12%	N=50
5: Graduate student	15.66%	N=26
6: Prefer not to answer	3.01%	N=5

Race		
1: African	5.24%	N=10
2: African American/Black	20.42%	N=39
3: Asian	2.62%	N=5
4: Asian American	0.52%	N=1
5: Caribbean/West Indian	0.52%	N=1
6: Latin American	3.66%	N=7
7: Middle Eastern	1.57%	N=3
8: Native American/American Indian or Alaska Native	20.42%	N=39
9: Native Hawaiian or other Pacific Islander	0.00%	N=0
10: South Asian	0.52%	N=1
11: Southeast Asian	0.00%	N=0
12: White	40.84%	N=78
13: I identify using a different term (please specify)	2.62%	N=5
14: Prefer not to answer	1.05%	N=2

Gender		
1: Man	22.89%	N=38
2: Woman	68.67%	N=114
3: Trans man	1.20%	N=2
4: Trans woman	0.60%	N=1
5. Genderqueer or Non-binary	2.41%	N=4
6. Uncertain or questioning	1.20%	N=2
7. I identify using a different term (please specify)	1.20%	N=2
8. Prefer not to answer	1.81%	N=3

Sexual Orientation		
1: Asexual	2.41%	N=4
2: Bisexual	10.24%	N=17
3: Gay	0.00%	N=0
4: Lesbian	1.20%	N=2
5. Pansexual	1.20%	N=2
6. Queer	3.61%	N=6
7. Questioning	1.81%	N=3

8. Straight (heterosexual)	73.49%	N=122
9. I identify using a different term (please specify)	2.41%	N=4
10. Prefer not to answer	3.61%	N=6

Age (in years)			
1: 17-24	22.45%	N=77	
2: 25-29	3.50%	N=12	
3: 30-34	1.46%	N=5	
4: 35-39	0.87%	N=3	
5: 40-44	1.75%	N=6	Mean=
6: 45-49	2.62%	N=9	28.20
7: 50-54	1.17%	N=4	SD=12.47
8: 55-59	0.87%	N=3	
9: 60-64	1.17%	N=4	
10: 65 and older	0.00%	N=0	
11: No answer	64.14%	N=220	

Enrollment Status		
1: Full-time (Undergraduate student: 12+hours/Graduate student: 9+hours)	78.75%	N=126
2: Part-time (Undergraduate student: 11 hours or less/Graduate student 6 hours or less)	17.50%	N=28
3: Prefer not to answer	3.75%	N=6

Where Live While Attending UNCP		
1: On-campus (Belk, Cypress, North, Oak, and Pine Residence halls, University Village Apartments, or University Courtyard Apartments)	30.30%	N=50
2: Off-campus within walking distance to campus (includes at home with family, The Commons at Pembroke, The View at Pembroke, and Pembroke Pointe)	16.97%	N=28
3: Off-campus further than walking distance to campus (includes at home with family)	47.27%	N=78
4: Prefer not to answer	5.45%	N=9

Socio-economic Background		
1: Poor/low income	20.73%	N=34
2: Working class	31.10%	N=51
3: Middle class	34.76%	N=57
4: Upper middle or professional class	9.15%	N=15
5: Upper class/wealthy	0.00%	N=0
6: Do not know/prefer not to answer	4.27%	N=7

FACULTY AND STAFF

Primary Role at UNCP		
1: Faculty	52.26%	N=104
2: Staff	42.21%	N=84
3: Other role	0.50%	N=1
4. Prefer not to answer	5.03%	N=10

Race		
1: African	0.00%	N=0
2: African American/Black	6.19%	N=13
3: Asian	1.43%	N=3
4: Asian American	0.95%	N=2
5: Caribbean/West Indian	0.00%	N=0
6: Latin American	2.86%	N=6
7: Middle Eastern	0.48%	N=1
8: Native American/American Indian or Alaska Native	20.48%	N=43
9: Native Hawaiian or other Pacific Islander	0.48%	N=1
10: South Asian	0.48%	N=1
11: Southeast Asian	0.00%	N=0
12: White	52.38%	N=110
13: I identify using a different term (please specify)	1.90%	N=4
14: Prefer not to answer	12.38%	N=26

Gender		
1: Man	34.17%	N=68
2: Woman	57.29%	N=114
3: Trans man	0.00%	N=0
4: Trans woman	0.00%	N=0
5. Genderqueer or Non-binary	2.01%	N=4
6. Uncertain or questioning	0.00%	N=0
7. I identify using a different term (please specify)	1.01%	N=2
8. Prefer not to answer	5.53%	N=11

Sexual Orientation		
1: Asexual	3.05%	N=6
2: Bisexual	2.03%	N=4
3: Gay	2.54%	N=5
4: Lesbian	1.52%	N=3
5: Pansexual	0.51%	N=1
6: Queer	1.02%	N=2
7: Questioning	0.00%	N=0
8: Straight (heterosexual)	80.71%	N=159
9: I identify using a different term (please specify)	1.02%	N=2
10. Prefer not to answer	7.61%	N=15

Age (in years)			
1: 18-24	1.39%	N=4	
2: 25-29	1.73%	N=5	
3: 30-34	4.17%	N=12	
4: 35-39	7.99%	N=23	
5: 40-44	4.86%	N=14	Mean=
6: 45-49	4.86%	N=14	46.66
7: 50-54	7.64%	N=22	SD=12.35
8: 55-59	5.21%	N=15	
9: 60-64	4.17%	N=12	
10: 65 and older	3.47%	N=10	
11: No answer	54.51%	N=157	

Socio-economic Background		
1: Poor/low income	16.16%	N=32
2: Working class	27.27%	N=54
3: Middle class	36.87%	N=73
4: Upper middle or professional class	14.14%	N=28
5: Upper class/wealthy	1.52%	N=3
6: Do not know/prefer not to answer	4.04%	N=8

METHODOLOGIES

INSTRUMENT

The Campus Climate Survey gauges the perceptions of students, faculty, and staff on UNCP's climate and how the institution supports diversity, equity, and inclusion. Permission was granted by North Carolina State University's Office of Institutional Strategy and Analysis to use its fall 2019 Campus Climate Survey. The instrument was amended to reflect the UNCP campus. Separate surveys were developed and administered for 1) students and 2) faculty and staff.

The Campus Climate Survey includes questions which assess the participants':
- UNCP experience,
- interactions with others,
- perception of diversity, equity, and inclusion in higher education,
- perception of the campus climate,
- experience with people and courses that influenced their thinking regarding diversity and inclusion,
- experience with discrimination and harassment,
- demographics, and
- opinions on how UNCP can support and improve diversity, equity, and inclusion efforts.

METHOD

The survey was administered March 20 – April 28, 2023, via Qualtrics. An email from Chancellor Robin Gary Cummings with a link to the survey was sent to all students, faculty, and staff, inviting them to complete their respective surveys. Marketing efforts utilized to encourage students, faculty, and staff to participate in the survey included sending multiple emails with a link to the survey, social media posts, and the placement of table tents and sandwich boards on campus with information about the survey. Gift cards to Starbucks were made available to students who responded to the survey. At the end of the survey, students had the opportunity to enter a random drawing for 1 of 4 $200 gift cards to the UNCP Bookstore.

STUDENTS

- **Your UNC Pembroke Experience**
  - More than three out of four (78.46%) students rated their <u>overall</u> experience at UNCP as excellent (31.19%) or good (47.27%).
  - 73.29% of students rated their overall <u>academic</u> experience as very satisfied (28.99%) or satisfied (44.30%).
  - 54.98% rated their overall <u>social</u> experience as very satisfied (21.68%) or satisfied (34.30%).
  - Almost two out of three students (65.01%) were either always proud (35.97%) or often proud (29.04%) to be a member of the UNCP community.
  - Student levels of comfort (those who responded very comfortable or comfortable) ranked from highest to lowest were with:
    - Meeting with their academic advisor (72.06%)
    - Interacting with college/department office support staff (69.23%)
    - Shopping or eating in the local (off-campus) community (55.68%)
    - Participating in student organizations (51.47%)
    - Attending events/hanging out at Chavis Student Center (50.36%)
    - Using/participating in wellness and recreation facilities/activities (46.87%)
    - Participating in campus social life (43.54%)
    - Participating in diversity and identify/affirmation awareness activities on campus (42.75%)
    - Participating in a research project with faculty (42.06%)
    - Attending events in the local (off-campus) community (35.89%)
  - The majority of students who did not participate in campus functions (e.g., live on campus, attend campus events, participate in student organizations, interact with faculty and staff, and attend events in the local community) indicated they had not had a reason or opportunity to do so.
  - 81.34% of students reported feeling comfortable among the other students in their courses (50.67% strongly agree and 30.67% somewhat agree).
  - In addition, 77.78% of students reported that instructors communicate that they and people like them are welcome in their course (54.67% strongly agree and 23.11% somewhat agree).
- **Interacting with Others**
  - Student ratings of how fair faculty and staff at UNCP were to students with identities different from their own (based on very fair and somewhat fair responses) were similar for race/ethnicity (82.09%), primary language (78.06%), disability (77.55%), socio-economic background (77.55%), and religious beliefs (76.29%) but lower for sexual orientation (73.34%) and those who are transgender (69.47%).
  - Students reported the top four reasons why people might not interact with those from backgrounds different from their own (based on rating of a great deal or somewhat) were:
    - Fear of appearing insensitive or ignorant (42.65%)
    - Uncertainty about what to say (41.46%)
    - Lack of opportunity to interact (39.80%)
    - Prefer to interact with people who are more like them (38.42%)
    - For reasons why people might not interact with those from backgrounds different from their own, "Not At All" was selected by 60.20% when responding to "It is not important to me to have such interactions" and 66.00% when responding to "I do not feel that is part of what college is for/about."

- Since coming to UNCP, 42.24% of respondents have participated in diversity-related or multicultural affirmation/awareness events, programs, or workshops on campus two or more times [two or three times (28.16%), four or more times (14.08%)].
- Students reported the top five reasons for participating in multicultural affirmation/awareness activities on campus were:
  - To broaden their understanding/awareness (16.24%)
  - To interact with others (16.05%)
  - To support the organization and/or their friends who are in it (14.68%)
  - To learn about aspect(s) of an identity other than their own (11.94%)
  - Professional/skill development (9.78%)
- The top five reasons reported by students for not participating in diversity-related or multicultural affirmation/awareness activities on campus were:
  - Not convenient to their schedule (20.81%)
  - Not enough time (18.10%)
  - Not aware of activities (17.19%)
  - Location of event(s) (6.79%)
  - Topic of event has nothing to do with me (6.33%)
- **The Role of Diversity, Equity, and Inclusion in Higher Education**
  - Overall, students felt that UNCP values and prioritizes diversity, equity, and inclusion. 91.59% said it was very important (69.31%) or somewhat important (22.28%) that UNCP holds diversity, equity, and inclusion as values of the institution.
  - Overall, students agreed that UNCP does a good job at implementing policies and practices that reinforce its commitment to diversity, equity, and inclusion (75.66%) and shows a commitment to helping historically underrepresented students succeed (74.06%).
  - When asked if UNCP places too much emphasis on the topics of diversity, equity, and inclusion, 41.48% of student respondents strongly disagreed (31.55%) or somewhat disagreed (9.63%), whereas 32.52% strongly agreed (17.11%) or somewhat agreed (15.51%). Of the respondents, 26.20% neither agreed nor disagreed with the statement.
  - Overall, 81.92% of students strongly agreed (57.63%) or somewhat agreed (24.29%) that learning about people from different cultures is a very important part of undergraduate education and 82.29% strongly agreed (60%) or somewhat agreed (22.29%) that developing respect for and skills around diversity, equity, and inclusion would enable them to be a better leader in their chosen field after graduation.
  - 84.24% of respondents strongly agreed (59.24%) or somewhat agreed (25%) that fostering intellectual diversity should continue to be a key goal of UNCP. However, when asked if including diversity topics and issues in the curriculum detracts from learning more important information, 36.57% strongly disagreed (26.86%) or somewhat disagreed (9.71%), whereas 44% strongly agreed (25.14%) or somewhat agreed (18.86%).
- **Campus Climate**
  - Students thought the university was supportive of minority groups. In particular, 92.39% of students thought UNCP was very supportive (77.19%) or somewhat supportive (15.20%) of Native American/American Indian/Alaska Native students. The second highest level of support was seen for first-generation students (87.5%), with 69.64% of students saying very supportive and 17.86% saying somewhat supportive.
  - The lowest levels of perceived support were seen for atheist, agnostic, or non-religious students with 67.47% indicating that UNCP was very supportive (44.58%) or somewhat supportive (22.89%). Support

for students from other non-Christian religions was also perceived lower, with 69.05% saying UNCP was very supportive (46.43%) or somewhat supportive (22.62%).
- Students indicated that they never or rarely hear negative, inappropriate, or stereotypical statements from other students related to immigration background (84.44%), socio-economic status (81.81%), disability status (77.52%), religion (76.19%), gender identity (70.24%), sex (69.88%), sexual orientation (69.88%), and race/ethnicity (67.26%).
- 67.83% of students felt very comfortable (35.67%) or somewhat comfortable (32.16%) sharing their opinions on diversity, equity, and inclusion.
- **Shaping Attitudes about Diversity, Equity, and Inclusion**
  - 91.89% of students reported that ethnic/cultural studies courses had the most significant impact on their thinking about/understanding of diversity [very positive impact (62.16%) or somewhat positive (29.73%)].
  - 85.88% reported that their courses integrated diversity, equity, and inclusion issues into their content (32.25% said all or most of their courses and 53.53% said some or a few of their courses). Of those courses, 77.09% indicated the integration of diversity, equity, and inclusion issues had a very positive (47.92%) or somewhat positive (29.17%) impact on their thinking about/understanding of diversity.
  - The following factors had the strongest influence on students' thinking about diversity, equity, and inclusion (based on a rating of very positive or somewhat positive):
    - Friendships/acquaintances outside of UNCP (73.17%)
    - Friendships/acquaintances at UNCP (70.73%)
    - Course materials (69.7%)
    - Interactions with staff (69.7%)
    - Interactions with faculty/instructors in class (69.62%)
  - Students reported that their experiences at UNCP had the strongest impact on the following (based on a rating of very positive or somewhat positive):
    - Comfort level interacting with someone whose race/ethnicity is different (75.95%)
    - Understanding of diversity (75.16%)
    - Comfort level interacting with someone with a disability (74.84%)
    - Comfort level interacting with someone from a different country (72.34%)
    - Comfort level interacting with someone from a different religion or faith (72.33%)
- **Discrimination, Harassment, and Assault**
  - More than four out of five students (83.03%) reported never being the victim of discrimination or harassment at UNCP.
  - Students' top five reasons for being discriminated against or harassed at UNCP (based on ratings of often and very often) were:
    - Race/ethnicity (37.04%)
    - Gender or gender identity (22.28%)
    - Sexual orientation (15.38%)
    - Religion or creed (14.81%)
    - Political views (14.29%)
  - Most discrimination experienced by students occurred on-campus (71.83%), with 18.31% occurring in campus housing, 15.49% in the classroom, and 12.68% at an event sponsored by UNCP. Students reported that discrimination was committed by students (41.3%), the local community (26.09%), faculty (17.39%), and staff (13.04%).
- **Demographics**
  - 68% of student respondents identified as women.

- 73.49% reported their sexual orientation as straight or heterosexual.
- The mean age of student respondents was 28.20 years. 64.14% preferred not to answer.
- Two out of three respondents (68.67%) were either graduate students (15.66%), seniors (30.12%), or juniors (22.89%).
- 43.90% of respondents indicated that they did their coursework primarily or entirely remotely (25.61%) or split between on campus and remotely (18.29%).
- Most respondents (64.24%) were commuters, either outside walking distance of the university (47.27%) or within walking distance of the university (16.97%).
- Respondents identified their political views as far left or liberal (24.39%), moderate (27.44%), and conservative or far right (10.98%). 33.54% preferred not to report their political views.
- When asked to identify diagnosed disabilities, the top five reported diagnoses were:
    - Mental health (27.91%)
        - Specified mental health challenges included anxiety (45%) and depression (42%).
    - ADHD (attention deficit hyperactivity disorder) (17.44%)
    - Chronic health (i.e., cancer, Crohn's, migraines, multiple sclerosis) (11.05%)
    - Autism Spectrum Disorder (4.07%)
    - Cognitive/learning disability (4.07%)
- 59% of respondents were first-generation college students. Students identified their socio-economic status when growing up as poor/low income (20.73%), working class (31.10%), or middle class (34.76%).
- Almost two out of three respondents (64.03%) were from a rural area (outside of town) (26.83%) or small town (20,000 or fewer people) (37.20%).
- 47.24% of the respondents reported the racial/ethnic composition of their neighbors where they grew up were either all or nearly the same as (22.70%) or most were the same as their own (24.54%).
- **Conclusion**
  - Students' top five responses on what they think is working well at UNCP to support diversity, equity, and inclusion were:
      - Programs, events, and activities that raise awareness of and celebrate diverse backgrounds (e.g., race, ethnicity, low income) (N=29)
      - Institution's value of diversity, equity, and inclusion (N=14)
      - Incorporation of diversity, equity, and inclusion-related topics in courses (N=11)
      - Everything/most of it (N=5)
      - Respectful and openminded students, faculty, and staff (N=5)
  - Students' top five ideas or suggestions for improving the campus climate at UNCP were:
      - More diversity, equity, and inclusion programming (e.g., meet students from diverse backgrounds, fun events, pop-up programming) (N=6)
      - Professional development for faculty and staff (e.g., anti-racism, Safe Zone Education, neurodiversity) (N=6)
      - Keep up the good work/keep doing what doing (N=6)
      - More support for diverse communities (e.g., LGBTQ+, international students, commuters) (N=5)
      - Celebrate all diverse communities (e.g., races, political views) (N=4)

FACULTY AND STAFF

- **Your UNC Pembroke Experience**
    - Four out of five (80.80%) faculty and staff rated their <u>overall</u> experience at UNCP as excellent (30.40%) or good (50.40%).
    - Almost three out of four faculty and staff (70.65%) were either always proud (39.38%) or often proud (31.27%) to be a member of the UNCP community.
    - More than half of faculty and staff felt they always (21.24%) or often (34.36%) have a good support network (55.60%) and are always (17.69%) or often (36.54%) valued as an individual (54.23%).
    - Among faculty and staff, 90.23% never felt physically threatened, 64.98% never felt emotionally or psychologically threatened or unsafe, and 53.67% never felt unwelcome or significantly uncomfortable.
- **Interacting with Others**
    - The four highest types of interactions reported by faculty and staff with faculty and staff who were different from them were:
        - From a race/ethnicity different from their own (17.87%)
        - Has a sexual orientation different from your own (16.25%)
        - Religious beliefs are different from their own (15.81%)
        - From a socio-economic background different from their own (15.74%)
    - The highest rated reasons faculty and staff might not interact with those from backgrounds different from their own (based on responses of somewhat and a great deal) were:
        - Lack of opportunity to interact (33.61%)
        - Political differences or points of view (28.63%)
        - Fear of appearing insensitive or ignorant (22.40%)
        - Prefer to interact with people who are more like me (21.16%)
        - Uncertainty about what to say (19.92%)
    - Since coming to UNCP, 73.00% of respondents have participated in diversity-related or multicultural affirmation/awareness events, programs, or workshops on campus two or more times [two or three times (30.38%), four or more times (42.62%)].
    - Faculty and staff reported the top five reasons for participating in multicultural affirmation/awareness activities on campus were:
        - To broaden their understanding/awareness (17.09%)
        - Professional/skill development (15.01%)
        - To support the organization and/or their friends who are in it (14.35%)
        - To interact with others (13.36%)
        - To learn about aspect(s) of an identity other than their own (13.25%)
    - The top five reasons faculty and staff reported for not participating in diversity-related or multicultural affirmation/awareness activities on campus were:
        - Not enough time (26.04%)
        - Not convenient to my schedule (19.79%)
        - Not aware of activities (15.63%)
        - Topic of event has nothing to do with me (8.33%)
        - Topic of event does not interest me (7.29%)

- **The Role of Diversity, Equity, and Inclusion in Higher Education**
  - Overall, faculty and staff felt that UNCP values and prioritizes diversity, equity, and inclusion. 90.68% said it was very important (71.61%) or somewhat important (19.07%) that UNCP holds diversity, equity, and inclusion as values of the institution.
  - Overall, faculty and staff either strongly agreed or somewhat agreed that UNCP does a good job at implementing policies and practices that reinforce its commitment to diversity, equity, and inclusion (61.46%) and shows a commitment to helping historically underrepresented students succeed (79.17%).
  - When asked if UNCP places too much emphasis on the topics of diversity, equity, and inclusion, 52.78% strongly disagreed (37.50%) or somewhat disagreed (15.28%), whereas 22.22% strongly agreed (11.11%) or somewhat agreed (11.11%). Of the respondents, 25.00% neither agree nor disagree with the statement.
  - Overall, 85.44% of faculty and staff strongly agreed (59.62%) or somewhat agreed (25.82%) that learning about people from different cultures is a very important part of a work experience and 83.57% strongly agreed (61.97%) or somewhat agreed (21.60%) that developing respect for and skills around diversity, equity, and inclusion would better enable them to fulfill the duties of their job.
- **Campus Climate**
  - Faculty and staff thought the university was supportive of minority groups. In particular, 93.75% of faculty and staff thought UNCP was very supportive (72.12%) or somewhat supportive (21.63%) of Native American/American Indian/Alaska Native faculty and staff. Even higher perceptions of support (95.08%) were seen for military/veteran faculty and staff with 67.00% of faculty and staff saying very supportive and 28.08% saying somewhat supportive.
  - The lowest levels of perceived support were seen for atheist, agnostic, or non-religious faculty and staff with 37.26% indicating that UNCP was very supportive (21.57%) or somewhat supportive (15.69%). Support for faculty and staff from other non-Christian religions was also perceived lower, with 42.22% saying UNCP was very supportive (19.10%) or somewhat supportive (23.12%).
  - Faculty and staff indicated that they never or rarely hear negative, inappropriate, or stereotypical statements from faculty/staff about faculty/staff related to disability status (83.41%), socio-economic status (82.78%), immigration background (81.25%), religion (75.12%), sex (72.47%), race/ethnicity (70.81%), sexual orientation (70.48%), and gender identity (70%).
  - 56.50% of faculty and staff felt very comfortable (25.50%) or somewhat comfortable (31.00%) sharing their opinions on diversity, equity, and inclusion.
- **Shaping Attitudes about Diversity, Equity, and Inclusion**
  - Almost three out of four faculty and staff reported that interactions with UNCP students outside of class [very positive influence (46.76%) and somewhat positive influence (28.86%)] and friendships or acquaintances outside of UNCP [very positive influence (43.28%) and somewhat positive influence (30.85%)] had the strongest influence on their thinking about diversity, equity, and inclusion.
  - The experiences of faculty and staff at UNCP had the strongest influence on the following (based on a rating of very positive influence or somewhat positive influence):
    - Ability to work in a job setting with people from diverse backgrounds (73.44%)
    - Understanding of diversity (73.30%)
    - Understanding of inclusion and diversity (72.11%)
    - Comfort level interacting with someone whose race/ethnicity is different from theirs (71.88%)
    - Comfort level interacting with someone who came from a country different than their own (69.47%)

- **Discrimination, Harassment and Assault**
  - Two out of three faculty and staff (66.50%) reported never being the victim of discrimination or harassment at UNCP.
  - Faculty and staff's top five reasons for being discriminated against or harassed at UNCP (based on responses of often and very often) were:
    - Race/ethnicity (10.77%)
    - Gender or gender identity (9.10%)
    - Political views (9.10%)
    - Age (6.07%)
    - Physical or mental disability (6.07%)
  - The majority (53.28%) of discrimination experienced by faculty and staff occurred in the departmental office (30.33%) or in the faculty or staff member's office (22.95%). Faculty and staff reported that discrimination was committed by faculty (43.16%), staff (24.21%), the local community (12.63%), and students (9.47%).
- **Demographics**
  - The primary role of respondents at UNCP is faculty (52.26%) and staff (42.21%).
  - 57.29% of respondents identified as women.
  - 80.71% reported their sexual orientation as straight or heterosexual.
  - The mean age of faculty and staff respondents was 46.66 years. 54.51% preferred not to answer.
  - Respondents identified their political views as far left or liberal (35.17%), moderate (33.67%), and conservative or far right (11.56%). 18.09% preferred not to report their political views.
  - When asked to identify diagnosed disabilities, the top five reported diagnoses were:
    - Mental health (17.99%)
      - Specified mental health challenges included anxiety (51.35%) and depression (48.65%).
    - Chronic health (i.e., cancer, Crohn's, migraines, multiple sclerosis) (15.11%)
    - ADHD (attention deficit hyperactivity disorder) (11.51%)
    - Deaf/hard of hearing (5.76%)
    - Orthopedic/mobility disability (5.04%)
  - 25.14% of respondents were first-generation college students. Faculty and staff identified their socio-economic status when growing up as poor/low income (16.16%), working class (27.27%), or middle class (36.87%).
  - Half (51.78%) of faculty and staff were from a rural area (outside of town) (27.41%) or small town (20,000 or fewer people) (24.37%).
  - More than two out of three (68.55%) faculty and staff respondents reported the racial/ethnic composition of their neighbors where they grew up were either all or nearly the same as (37.11%) or most were the same as their own (31.44%).
- **Conclusion**
  - The top five responses of faculty and staff on what they think is working well at UNCP to support diversity, equity, and inclusion were:
    - Programs, events, and activities that raise awareness of and celebrate diverse backgrounds (e.g., race, ethnicity, religion, open forums, Social Justice Symposium, JusticeCon, focus groups, professional development) (N=26)

- Institution's value for diversity, equity, and inclusion (e.g., buy-in from campus community, people are more comfortable on campus being who they are, promoting DEI, majority of faculty accept anyone as they are) (N=24)
- Educational programming (e.g., Safe Zone Education, Green Zone) (N=14)
- Office of Student Inclusion and Diversity is doing great work. (N=14)
- Job well done/everything/most everything/no complaints (N=6)
- Nothing/don't think it matters/not sure (N=6)
- Student organizations (e.g., for diverse communities, promote diversity, equity, and inclusion) (N=6)
- The top five ideas or suggestions of faculty and staff for improving the campus climate at UNCP were:
    - More professional development opportunities for faculty and staff (e.g., diversity, equity, and inclusion (DEI) educational programming, DEI session during Braves Kickoff and onboarding for new employees, topics such as acceptance, microaggressions, Title VII and Title IX, inclusive and culturally responsive pedagogy, intercultural competencies, empathy toward students, unconscious bias, destigmatize mental health issues, student identity development theory, and gender bias) (N=15)
    - More support for all diverse communities (e.g., LGBTQ+, African American, disabled, non-religious) (N=7)
    - Need for increased diversity in faculty and senior administration (e.g., efforts to recruit and retain faculty of color) (N=7)
    - Be accepting and inclusive of all identities and peoples (e.g., heterosexual, gay, political views, those not from local region and North Carolina) (N=6)
    - Create community among faculty and staff (e.g., improve communication and teamwork, enhance interactions across departments, forums to share ideas) (N=6)
    - Hires based on the individual's skillset and not their race/ethnicity or who they know (e.g., transparency in hirings and firings) (N=6)
    - Keep up the great work/doing well (N=6)

NEXT STEPS

This report contains important findings and data points from the Campus Climate Survey about how students, faculty, and staff perceive UNCP's campus climate. Data collected from the survey will be used to develop student-centered programming for UNCP's diverse communities, improve policies and practices that increase students' awareness of campus diversity, sense of belonging, identity development, and intercultural competencies and contribute to building a more inclusive campus community. Data will also be used to establish a baseline for measuring the attitudes of students, faculty, and staff on the inclusivity of the campus climate.

OTHER STEPS

- This report will be shared with students, faculty, and staff through the Inclusion and Diversity Council website.
- The Inclusion and Diversity Council will collaborate with campus partners to explore the report's findings and to develop strategies to create a more inclusive campus community that supports student, faculty, and staff success and belonging.
- The Inclusion and Diversity Council will readminister the Campus Climate Survey every three years.

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APPENDICES

The following appendices include summary data tables for the student survey and the faculty and staff survey. The appendices are organized in the following order:

- Summary Data Tables for Student Responses
- Summary Data Tables for Faculty and Staff Responses

APPENDIX A
SUMMARY DATA TABLES FOR STUDENT RESPONSES

Note: Asterisk (*) indicates Mean and Standard Deviation have been adjusted for some summary tables to not include Not Applicable and Never Done answer options.

Section A: Your UNC Pembroke Experience

A1. In general, how would you evaluate your <u>overall</u> experience at UNC Pembroke?		
1: Poor	1.61%	N=311 Mean=3.08 SD=0.75
2: Fair	19.94%	
3: Good	47.27%	
4: Excellent	31.19%	

A2. How satisfied are you with your overall <u>academic</u> experience at UNC Pembroke?		
1: Very dissatisfied	0.33%	N=307 Mean=3.96 SD=0.87
2: Dissatisfied	5.86%	
3: Neutral	20.52%	
4: Satisfied	44.30%	
5: Very satisfied	28.99%	

A3. How satisfied are you with your overall <u>social</u> experience at UNC Pembroke?		
1: Very dissatisfied	1.62%	N=309 Mean=3.65 SD=0.98
2: Dissatisfied	9.71%	
3: Neutral	32.69%	
4: Satisfied	34.30%	
5: Very satisfied	21.68%	

A4. At UNC Pembroke how often do you feel:								
#	Item	1: Never	2: Sometimes	3: Occasionally	4: Often	5: Always	N	Mean	SD
1	Like you don't fit in	41.18%	27.12%	16.67%	10.46%	4.58%	306	2.10	1.18
2	Like you have a good support network	5.25%	22.30%	20.98%	30.49%	20.98%	305	3.40	1.19
3	Proud to be a member of the UNC Pembroke community	6.27%	11.22%	17.49%	29.04%	35.97%	303	3.77	1.22
4	Valued as an individual	4.97%	14.90%	20.20%	29.47%	30.46%	302	3.66	1.20
5	Like there are role models for you on campus	7.21%	20.66%	17.70%	25.25%	29.18%	305	3.49	1.30

A5. At UNC Pembroke how often do you feel:								
#	Item	1: Never	2: Sometimes	3: Occasionally	4: Often	5: Always	N	Mean	SD
1	Physically threatened	80.53%	10.69%	5.34%	3.05%	0.38%	262	1.32	0.74

#	Item	1	2	3	4	5	N	Mean	SD
2	Emotionally or psychologically threatened or unsafe	73.58%	14.34%	6.79%	4.91%	0.38%	265	1.44	0.85
3	Unwelcome or significantly uncomfortable	60.15%	22.56%	9.02%	7.14%	1.13%	266	1.67	0.98

A6. How comfortable are you with each of the following (e.g., feel welcome, like you fit in, etc)? If you have never done the activity, select the "have never done" response option.									
#	Item	1: Very Comfortable	2: Comfortable	3: Neutral	4: Uncomfortable	5: Very Uncomfortable	6: Have Never Done	N	Mean*	SD*
1	Living in a campus residence hall (Undergraduate ONLY)	15.93%	19.63%	13.70%	3.33%	4.44%	42.96%	270	2.32	1.17
2	Attending events/hanging out at Chavis Student Center	16.54%	33.82%	15.44%	6.25%	2.21%	25.74%	272	2.25	0.99
3	Participating in campus social life	17.34%	26.20%	25.09%	6.27%	2.21%	22.88%	271	2.36	1.01
4	Participating in diversity and identity/affirmation awareness activities on campus	19.33%	23.42%	18.59%	4.09%	2.60%	31.97%	269	2.23	1.05
5	Participating in student organizations	21.69%	29.78%	16.18%	5.15%	1.10%	26.10%	272	2.12	0.96
6	Meeting with your academic advisor	46.32%	29.04%	14.71%	3.31%	4.04%	2.57%	272	1.87	1.06
7	Interacting with faculty during office hours or in other academic settings outside the classroom	34.19%	37.87%	15.44%	3.31%	2.21%	6.99%	272	1.94	0.95
8	Participating in a research project with faculty	17.71%	24.35%	18.08%	2.21%	2.58%	35.06%	271	2.19	1.01
9	Interacting with college/department office support staff (e.g., administrative assistants)	31.50%	37.73%	17.95%	4.40%	1.47%	6.96%	273	1.99	0.93
10	Using/participating in wellness and	19.19%	27.68%	18.45%	6.27%	1.48%	26.94%	271	2.22	1.00

#	Item						N		
	recreation facilities/activities								
11	Attending events in the local (off campus) community	15.38%	20.51%	18.32%	9.16%	5.86%	30.77%	273	2.56	1.22
12	Shopping or eating in the local (off campus) community	21.61%	34.07%	25.64%	4.76%	3.66%	10.26%	273	2.27	1.02

A7. In the previous question, you indicated you felt uncomfortable in one or more of the situations asked about. Please briefly explain why you feel/felt uncomfortable in that/those situation(s).

Not made to feel welcome by town and local community	N=16
Not supported by or feel uncomfortable around some faculty and staff	N=12
Concerns about safety (on and off campus)	N=8
Social anxiety	N=5
Program times not convenient to schedule	N=2
Unkind students	N=1
Not a lot of support for commuter students	N=1
Followed on campus	N=1
Need spaces for neurodiverse students	N=1

A8. In the previous question, you indicated that you have never done the activities listed below. For each, please select the response that best reflects the reason why you have not done the activity.

#	Item	1: Would Not Be Comfortable	2: Have No Interest	3: Have Not Had A Reason To	4: Have Not Had An Opportunity To Do So	5: Other	N
1	Living in a campus residence hall (Undergraduate ONLY)	4.72%	9.43%	45.28%	20.75%	19.81%	106
2	Attending events/hanging out at Chavis Student Center	1.54%	13.85%	20.00%	44.62%	20.00%	65
3	Participating in campus social life	3.45%	17.24%	17.24%	41.38%	20.69%	58
4	Participating in diversity and identity/affirmation awareness activities on campus	5.13%	23.08%	19.23%	38.46%	14.10%	78
5	Participating in student organizations	9.09%	16.67%	18.18%	39.39%	16.67%	66
6	Meeting with your academic advisor	0.00%	0.00%	50.00%	33.33%	16.67%	6
7	Interacting with faculty during office hours or in other academic settings outside the classroom	20.00%	0.00%	33.33%	33.33%	13.33%	15
8	Participating in a research project with faculty	2.27%	15.91%	30.68%	42.05%	9.09%	88

9	Interacting with college/department office support staff (e.g., administrative assistants)	7.14%	7.14%	57.14%	21.43%	7.14%	14
10	Using/participating in wellness and recreation facilities/activities	3.08%	12.31%	21.54%	47.69%	15.38%	65
11	Attending events in the local (off campus) community	7.89%	15.79%	23.68%	36.84%	15.79%	76
12	Shopping or eating in the local (off campus) community	3.85%	7.69%	11.54%	57.69%	19.23%	26

A9.1. In the previous question, you indicated that you had not had the opportunity to participate in one or more of the activities. Please briefly elaborate.

Events and programs conflict with schedule (e.g., time of events, work obligations, family obligations, not enough free time)	N=21
Online student	N=17
Commuter student	N=11
Not aware of events and programs	N=3
Not invited to participate in events	N=3

A9.2. In the previous question, you selected the "other" response option for reasons why you had not done one or more of the activities. Please briefly elaborate.

Events and programs conflict with schedule (e.g., time of events, work obligations, family obligations, not enough free time)	N=14
Online student	N=13
Commuter student	N=4
Not aware of events and programs	N=1
Never had the opportunity	N=1
Social anxiety	N=1

A10. The following is a list of various student support offices on campus. How would you rate the satisfaction of your experience(s) with the following offices and the services they provide? If you think you would NEVER need to contact or go to the office or utilize their services, select the "Not applicable/Never used" response option.

#	Item	0: Not Applicable/ Never used	1: Not At All Satisfied	2: Not Very Satisfied	3: Somewhat Satisfied	4: Very Satisfied	N	Mean*	SD*
1	Academic and Military Outreach	63.82%	0.00%	1.63%	15.85%	18.70%	246	3.47	0.59
2	Accessibility Resource Center	48.97%	1.23%	2.06%	22.22%	25.51%	243	3.41	0.69
3	Brave Central	27.94%	0.00%	4.05%	31.98%	36.03%	247	3.45	0.60
4	Campus Engagement and Leadership (e.g., student activities)	31.43%	1.22%	3.67%	28.98%	34.69%	245	3.42	0.68
5	Campus Police	34.94%	5.62%	5.22%	26.91%	27.31%	249	3.17	0.91

#	Office						N	Mean	SD
6	Campus Recreation	36.73%	1.22%	2.86%	26.12%	33.06%	245	3.44	0.68
7	CARE Resource Center	43.32%	0.81%	2.43%	17.41%	36.03%	247	3.56	0.65
8	CARE Team (a resource to contact if you have concerns about a student's well-being)	49.60%	3.23%	1.61%	16.53%	29.03%	248	3.42	0.84
9	Center for Student Success (e.g., tutoring, advising)	24.80%	1.63%	4.07%	22.36%	47.15%	246	3.54	0.69
10	Community and Civic Engagement	42.51%	0.81%	0.81%	24.70%	31.17%	247	3.50	0.60
11	Counseling and Psychological Services (e.g., providing personal, interpersonal, or psychological counseling)	47.77%	2.43%	2.83%	17.00%	29.96%	247	3.43	0.80
12	Division of Information Technology (e.g., Help Desk)	31.05%	2.82%	2.82%	26.21%	37.10%	248	3.42	0.76
13	Global Engagement	65.73%	0.81%	3.23%	12.10%	18.15%	248	3.39	0.76
14	Housing and Residence Life	43.44%	5.74%	6.15%	22.95%	21.72%	244	3.07	0.95
15	Library	12.50%	1.21%	1.61%	22.58%	62.10%	248	3.66	0.59
16	Office of Financial Aid	12.15%	2.43%	9.72%	32.39%	43.32%	247	3.33	0.78
17	Registrar	8.50%	2.02%	7.29%	34.41%	47.77%	247	3.40	0.73
18	Student Affairs	33.33%	0.81%	4.88%	24.80%	36.18%	246	3.45	0.69
19	Student Conduct	46.12%	1.63%	3.27%	22.04%	26.94%	245	3.37	0.74
20	Student Health Services	31.85%	2.02%	4.84%	18.95%	42.34%	248	3.49	0.76
21	Student Inclusion and Diversity	40.98%	3.28%	2.87%	18.85%	34.02%	244	3.42	0.82
22	Study Abroad	77.14%	1.22%	2.45%	7.76%	11.43%	245	3.29	0.87
23	The Graduate School	66.39%	0.00%	0.82%	14.34%	18.44%	244	3.52	0.55
24	Transfer and Commuter Center	51.63%	1.22%	0.81%	21.14%	25.20%	246	3.45	0.66
25	UNCP Bookstore	4.44%	2.42%	4.03%	36.69%	52.42%	248	3.45	0.70
26	Writing Center	44.35%	1.21%	1.61%	18.95%	33.87%	248	3.54	0.66

A11. In the previous question you indicated that you feel that you were not very or not at all satisfied with your experiences with one or more of the offices. Please briefly explain why.	
Unprofessional faculty and staff (e.g., unorganized, inconsistent with support, unkind or insensitive remarks, attitude toward work, perceived as inconvenience, not helpful)	N=23
Lack of or poor communication from faculty and staff (e.g., not return or respond to emails, timely response, lack of follow up, about services provided)	N=14
Confusing information provided by offices	N=3

Services are expensive	N=2
Staff turnover	N=1
Understaffed	N=1

A12. Based on your experiences in the courses you have taken while a student at UNC Pembroke, to what extent do you agree or disagree with each of the following statements?

#	Item	1: Strongly Disagree	2: Somewhat Disagree	3: Neither Agree Nor Disagree	4: Somewhat Agree	5: Strongly Agree	N	Mean	SD
1	If I work hard, I am usually assured of getting the grade I want to achieve.	0.45%	5.36%	4.02%	33.93%	56.25%	224	4.40	0.83
2	I am often ignored or overlooked in class even when I attempt to participate.	48.43%	17.49%	19.73%	9.42%	4.93%	223	2.05	1.22
3	When I make a comment in my courses, I am usually taken seriously by the instructor.	1.79%	2.69%	17.94%	21.97%	55.61%	223	4.27	0.97
4	When we work in small groups in class/lab, I am often ignored by my classmates or given trivial jobs.	47.32%	16.07%	19.64%	10.27%	6.70%	224	2.13	1.29
5	My instructors recognize that I have important ideas to contribute and allow space/time for me to do so.	1.78%	1.33%	20.89%	27.11%	48.89%	225	4.20	0.93
6	I have been exposed to an intolerant atmosphere created by students in a course I was taking.	43.36%	9.73%	23.89%	14.60%	8.41%	226	2.35	1.38
7	I have been exposed to an intolerant atmosphere created by the instructor in a course I was taking.	45.33%	11.56%	16.44%	15.56%	11.11%	225	2.36	1.45
8	My instructors communicate that I and persons like me are welcome in their course.	2.22%	5.33%	14.67%	23.11%	54.67%	225	4.23	1.03
9	I feel comfortable among the other students in my courses.	1.78%	4.44%	12.44%	30.67%	50.67%	225	4.24	0.95
10	I have been negatively stereotyped by the instructor in a course I was taking.	57.21%	9.46%	13.96%	9.91%	9.46%	222	2.05	1.40
11	I have been negatively stereotyped by students in a course I was taking.	55.36%	8.48%	18.30%	10.71%	7.14%	224	2.06	1.34
12	I have heard instructors at UNC Pembroke make inappropriate,	61.16%	6.25%	12.95%	9.82%	9.82%	224	2.01	1.42

	harmful, discriminatory or harassing comments (e.g., related to gender, race/ethnicity, religion, socio-economic status)						
13	I have heard students at UNC Pembroke make inappropriate, harmful, discriminatory, or harassing comments in class (e.g., related to gender, race/ethnicity, religion, socio-economic status)	50.22%	6.28%	12.56%	14.35%	16.59%	223	2.41	1.59

Section B: Interacting with Others

B1. The following question asks about different types of interactions you might have had with various students at UNC Pembroke. Please check the box for each interaction you know you have had in the past year (or since you have been enrolled at UNC Pembroke if less than that), with a student...(Mark all that apply)

#	Item	Had A Meaningful Conversation	Hung Out Together With A Small Group Of Friends	Were Room/ Suite/ Housemates	Worked Together Outside Of Class On A Class Project/ Assignment Or On A Research Project	N
1	From a race/ethnicity different from your own	32.48%	26.28%	16.24%	25.00%	468
2	Who has a disability	45.69%	25.43%	7.76%	21.12%	232
3	Whose religious beliefs are different from your own	35.06%	27.30%	13.22%	24.43%	348
4	Whose primary language is different from your own	36.67%	27.04%	12.22%	24.07%	270
5	From a socio-economic background different from your own	35.34%	26.44%	13.61%	24.61%	382
6	Who has a sexual orientation different from your own	37.40%	27.59%	10.61%	24.40%	377
7	Who is transgender	43.56%	28.22%	6.93%	21.29%	202

B2. The following questions ask about how fair faculty and staff at UNC Pembroke are to students who have the following identities. Please check the box that best describes your response to how fair faculty and staff are to students...

#	Item	1: Very Unfair	2: Somewhat Unfair	3: Neither Fair nor Unfair	4: Somewhat Fair	5: Very Fair	N	Mean	SD
1	From a race/ethnicity different from your own	2.49%	2.99%	12.44%	20.40%	61.69%	201	4.36	0.98
2	Who has a disability	2.04%	6.63%	13.78%	20.41%	57.14%	196	4.24	1.05

#	Item					N	Mean	SD
3	Whose religious beliefs are different from your own	1.55%	3.61%	18.56%	21.65%	54.64%	194	4.24	0.98
4	Whose primary language is different from your own	1.02%	3.57%	17.35%	23.47%	54.59%	196	4.27	0.94
5	From a socio-economic background different from your own	2.04%	1.53%	18.88%	19.39%	58.16%	196	4.30	0.96
6	Who has a sexual orientation different from your own	1.54%	4.10%	21.03%	17.44%	55.90%	195	4.22	1.01
7	Who are transgender	2.63%	3.68%	24.21%	15.26%	54.21%	190	4.15	1.07

B2. The following is a list of reasons why people might not interact with those from backgrounds different from their own. For each, please indicate to what extent it might limit your interactions with students who are different from you.

#	Item	1: Not At All	2: A Little	3: Somewhat	4: A Great Deal	N	Mean	SD
1	Conflicting feelings about cultures that feel very different than my own	58.82%	16.67%	15.69%	8.82%	204	1.75	1.02
2	Worry that people won't understand what I am saying	41.00%	22.00%	22.00%	15.00%	200	2.11	1.10
3	Uncertainty about what to say	37.56%	20.98%	24.39%	17.07%	205	2.21	1.12
4	Fear of appearing insensitive or ignorant	40.20%	17.16%	22.06%	20.59%	204	2.23	1.18
5	Prefer to interact with people who are more like me	44.83%	16.75%	23.15%	15.27%	203	2.09	1.13
6	Lack of opportunity to interact	39.80%	20.40%	25.37%	14.43%	201	2.14	1.10
7	Political differences or points of view	39.30%	25.37%	25.37%	9.95%	201	2.06	1.02
8	It is not important to me to have such interactions	60.20%	18.91%	14.43%	6.47%	201	1.67	0.95
9	I do not feel that is part of what college is for/about	66.00%	12.50%	15.50%	6.00%	200	1.61	0.95

B4. Since coming to UNC Pembroke, about how many times have you participated in diversity-related or multicultural affirmation/awareness events, programs or workshops on campus?

1: Never	44.17%	N=206
2: Once	13.59%	Mean=2.12
3: Two or three times	28.16%	SD=1.13
4: Four or more times	14.08%	

B5. What would you say were the most important reasons why you participated in multicultural affirmation/awareness activities on campus? (Mark all that apply.)

1: To broaden my understanding/awareness	16.24%	N=83
2: To interact with others	16.05%	N=82
3: To support the organization and/or my friends who are in it	14.68%	N=75
4: Was required or encouraged to go for class or work	6.46%	N=33
5: Professional/skill development	9.78%	N=50
6: For entertainment/enjoyment	9.39%	N=48

7: To affirm some aspect(s) of my identity	5.48%	N=28
8: To learn about aspect(s) of an identity other than my own	11.94%	N=61
9: To help bring about social change	9.20%	N=47
10: Other (please briefly explain)	0.78%	N=4

B5.1. Please briefly explain.	
Understanding and appreciation of other cultures	N=2
Engage with peers	N=1
Learn more about own identity	N=1

B6. Which, if any, of the diversity-related or multicultural affirmation/awareness activities you participated in had the most influence on your thinking about or understanding of diversity, equity, and inclusion? Please briefly explain what the activity was and the influence it had on you.	
ACTIVITY	
Safe Zone Education	N=7
BraveNation Powwow and Gathering	N=5
Coursework	N=4
Office of Student Inclusion and Diversity	N=3
Discussion groups	N=3
Guest speakers	N=2
Hispanic events	N=2
Powwow etiquette	N=2
Office of Student Inclusion and Diversity's educational programming	N=2
Missing and Murdered Indigenous Women (MMIW) march	N=2
Harmony Walk	N=2
Gender identity panel	N=2
Hawk Camp	N=2
Educational workshops (e.g., imposter syndrome)	N=2
TEDx Talk	N=1
RISE Program	N=1
"Crown Your Curls" (African American hair)	N=1
Yoga	N=1
Inclusion of American Indian culture	N=1
F45	N=1
Alternative Spring Break trip to Baltimore, MD	N=1
Projects completed during campus employment related to diversity, equity, and inclusion	N=1
Gender and Sexuality Learning Community	N=1
Lunar New Year Festival	N=1
Homecoming	N=1
Office of Global Engagement events	N=1
Sexual orientation and gender identity	N=1
Trans Awareness Week	N=1
HOW ATTENDANCE INFLUENCED PARTICIPANT	
Raised awareness and understanding of other cultures (e.g., American Indian, LGBTQ+, be more respectful and inclusive, support friends)	N=25
Explored personal identity	N=5
Was entertaining and fun	N=4

Participated in dialogues about diversity, equity, and inclusion topics	N=3
Built community/ Connected with students who share same identity	N=2
Met students from diverse communities	N=2
Acquired cultural competencies for the workplace	N=1

B7. For which of the following reasons have you not participated in diversity-related or multicultural affirmation/awareness activities on campus? (Mark all that apply)		
1: Not aware of activities	17.19%	N=38
2: Topic of event has nothing to do with me	6.33%	N=14
3: Not enough time	18.10%	N=40
4: Not convenient to my schedule	20.81%	N=46
5: I would feel/be uncomfortable	5.88%	N=13
6: None of my friends participate	4.52%	N=10
7: Topic of events does not interest me	4.07%	N=9
8: Location of event(s)	6.79%	N=15
9: Cost of event(s)	2.71%	N=6
10: Challenging to attend due to accessibility issues	0.90%	N=2
11: I would like to have more knowledge/skills about diversity awareness before attending	4.52%	N=10
12: Other (please briefly explain)	8.14%	N=18

B7.1. Other (please briefly explain)	
Online student	N=11
No interest	N=2
Commuter student	N=1
Work full-time	N=1
Am shy	N=1
Do not agree with diversity, equity, and inclusion efforts	N=1

Section C: The Role of Diversity, Equity, and Inclusion in Higher Education

C1. How important is it to you that UNC Pembroke holds diversity, equity and inclusion as values of the institution?		
1: Not at all important	2.97%	N=202
2: Not very important	5.45%	Mean=3.58
3: Somewhat important	22.28%	SD=0.73
4: Very important	69.31%	

C2. To what extent do you agree or disagree with the following statements as they relate to diversity, equity and inclusion at UNC Pembroke?								
#	Item	1: Strongly Disagree	2: Somewhat Disagree	3: Neither Agree Nor Disagree	4: Somewhat Agree	5: Strongly Agree	N	Mean	SD
1	UNC Pembroke has made creating a diverse and	2.11%	3.16%	14.21%	32.63%	47.89%	190	4.21	0.94

#	Statement								
	inclusive community a priority.								
2	UNC Pembroke has done a good job of implementing policies and practices that reinforce its commitment to diversity, equity and inclusion.	1.59%	6.35%	16.40%	30.16%	45.50%	189	4.12	1.00
3	Expectations for respect and civility are clearly articulated at UNC Pembroke.	2.69%	4.30%	15.59%	29.57%	47.85%	186	4.16	1.01
4	The messages/information I receive about diversity, equity and inclusion from campus leaders are generally consistent with the communicated values of the institution, regardless of the source (e.g., from university administrators, administrators in my college and in my department).	1.62%	5.41%	20.54%	29.19%	43.24%	185	4.07	1.00
5	UNC Pembroke provides an environment for the free and open expression of ideas, opinions and beliefs.	4.30%	6.99%	17.74%	24.19%	46.77%	186	4.02	1.15
6	UNC Pembroke leaders appropriately distinguish between free speech and hate speech when it occurs on campus.	3.80%	4.89%	27.17%	27.17%	36.96%	184	3.89	1.08
7	UNC Pembroke is a good place to gain an understanding about multicultural issues and perspectives.	0.54%	4.84%	16.67%	25.27%	52.69%	186	4.25	0.94
8	UNC Pembroke is placing too much emphasis on the topics of diversity, equity and inclusion.	31.55%	9.63%	26.20%	15.51%	17.11%	187	2.77	1.46
9	UNC Pembroke is committed to helping historically underrepresented students succeed.	1.62%	4.32%	20.00%	25.41%	48.65%	185	4.15	0.99
10	Efforts to make campus more inclusive for students result in opportunities to learn from those with different viewpoints, experiences and perspectives.	2.17%	2.17%	18.48%	25.54%	51.63%	184	4.22	0.97

11	Enhancing students' ability to participate effectively in a multicultural society should continue to be a part of the university's mission.	2.17%	2.72%	13.59%	25.00%	56.52%	184	4.31	0.95
12	Fostering intellectual diversity should continue to be a key goal of UNC Pembroke.	0.00%	3.26%	12.50%	25.00%	59.24%	184	4.40	0.83
13	Building a diverse and inclusive campus community should continue to be a key goal of UNC Pembroke.	2.17%	3.80%	15.22%	18.48%	60.33%	184	4.31	1.00
14	It is easy to find information about diversity, equity and inclusion efforts on the University website.	0.00%	3.83%	26.23%	25.14%	44.81%	183	4.11	0.92

C3. To what extent do you agree or disagree with the following statements about the importance of diversity, equity and inclusion at UNC Pembroke as they relate to your educational experience here?									
#	Item	1: Strongly Disagree	2: Somewhat Disagree	3: Neither Agree Nor Disagree	4: Somewhat Agree	5: Strongly Agree	N	Mean	SD
1	Learning about people from different cultures is a very important part of an undergraduate education.	1.13%	2.26%	14.69%	24.29%	57.63%	177	4.35	0.89
2	Including diversity topics and issues in my curriculum detracts from learning more important information.	26.86%	9.71%	19.43%	18.86%	25.14%	175	3.06	1.54
3	Developing respect for and skills around diversity, equity and inclusion will better enable me to work in my chosen field after graduation.	1.15%	3.45%	12.07%	25.86%	57.47%	174	4.35	0.90
4	Developing respect for and skills around diversity, equity and inclusion will better enable me to be a leader in my chosen field after graduation.	2.29%	0.57%	14.86%	22.29%	60.00%	175	4.37	0.92
5	Developing respect for and skills around diversity, equity and inclusion will better enable me to live and	1.71%	2.29%	11.43%	24.00%	60.57%	175	4.39	0.90

#	Item	1	2	3	4	5	N	Mean	SD
	participate in my community after graduation.								
6	Interaction with individuals who are different from me (e.g., such as in race, national origin, sexual orientation, etc.) is an essential part of my college education.	2.27%	3.98%	18.75%	20.45%	54.55%	176	4.21	1.03
7	I am aware of the differences between free speech and hate speech.	1.15%	2.30%	10.34%	17.82%	68.39%	174	4.50	0.86
8	UNC Pembroke provides a range of opportunities for me to learn about and build my skills as related to diversity and identity/affirmation awareness.	1.14%	3.43%	20.00%	26.86%	48.57%	175	4.18	0.94
9	I understand why diversity, equity and inclusion are important principles for me to learn while at UNC Pembroke.	2.30%	2.30%	12.07%	23.56%	59.77%	174	4.36	0.94

Section D: Campus Climate

#	Item	1: Very Non-supportive	2: Somewhat Non-supportive	3: Neither Supportive Nor Non-supportive	4: Somewhat Supportive	5: Very Supportive	N	Mean	SD
**D1. In general, how supportive do you think the overall UNC Pembroke campus environment is of the following groups of students?**								
1	African American / Black students	2.31%	3.47%	6.94%	30.06%	57.23%	173	4.36	0.93
2	Asian / Pacific Islander students	1.17%	5.85%	14.04%	27.49%	51.46%	171	4.22	0.97
3	Hispanic / Latino / Latina students	0.59%	3.53%	11.76%	34.71%	49.41%	170	4.29	0.85
4	Native American / American Indian / Alaska Native students	0.00%	1.75%	5.85%	15.20%	77.19%	171	4.68	0.66
5	White / Caucasian students	0.59%	4.71%	15.29%	20.59%	58.82%	170	4.32	0.94
6	Middle Eastern students	1.18%	3.53%	16.47%	29.41%	49.41%	170	4.22	0.93
7	International students	0.00%	7.74%	11.31%	25.60%	55.36%	168	4.29	0.95
8	Female students	1.17%	4.68%	10.53%	32.16%	51.46%	171	4.28	0.91

#	Item	1	2	3	4	5	N	Mean	SD
9	Male students	1.18%	2.96%	12.43%	26.63%	56.80%	169	4.35	0.89
10	Non-binary students	1.20%	7.78%	19.16%	24.55%	47.31%	167	4.09	1.04
11	Transgender students	2.99%	8.38%	16.77%	22.75%	49.10%	167	4.07	1.12
12	Lesbian, gay, bisexual, queer, intersex students and those with other sexual and gender identities	2.40%	6.59%	17.96%	20.96%	52.10%	167	4.14	1.08
13	Christian students	2.38%	2.38%	10.71%	25.60%	58.93%	168	4.36	0.93
14	Jewish students	0.00%	2.99%	29.34%	22.75%	44.91%	167	4.10	0.92
15	Muslim students	0.60%	4.76%	26.19%	22.62%	45.83%	168	4.08	0.98
16	Other Non-Christian students	1.19%	5.36%	24.40%	22.62%	46.43%	168	4.08	1.01
17	Atheist, agnostic or non-religious students	2.41%	4.82%	25.30%	22.89%	44.58%	166	4.02	1.05
18	Students with disabilities	0.60%	5.99%	10.18%	28.14%	55.09%	167	4.31	0.92
19	Students from poor or working-class backgrounds	1.78%	5.33%	13.61%	25.44%	53.85%	169	4.24	0.99
20	Students from middle class backgrounds	0.60%	2.98%	16.67%	25.00%	54.76%	168	4.30	0.89
21	Students from upper class or wealthy backgrounds	1.19%	1.19%	19.05%	23.81%	54.76%	168	4.30	0.90
22	Non-traditional students (25 years of age and older)	0.59%	5.33%	14.79%	26.63%	52.66%	169	4.25	0.94
23	First generation students	0.60%	0.60%	11.31%	17.86%	69.64%	168	4.55	0.76
24	Commuter students	0.60%	4.76%	16.07%	25.00%	53.57%	168	4.26	0.93
25	Online students	1.79%	6.55%	18.45%	26.19%	47.02%	168	4.10	1.03
26	Students who are pregnant or parenting	3.61%	4.82%	22.29%	20.48%	48.80%	166	4.06	1.11
27	Students who are in the military/veterans	1.18%	2.37%	13.61%	20.12%	62.72%	169	4.41	0.89

D2. While a student at UNC Pembroke, about how often have you heard other students make negative, inappropriate, or stereotypical statements related to each of the following?									
#	Item	1: Never	2: Rarely	3: Occasionally	4: Often	5: Very Often	N	Mean	SD
1	Disability status	60.95%	16.57%	15.38%	4.14%	2.96%	169	1.72	1.06
2	Gender identity	53.57%	16.67%	18.45%	5.95%	5.36%	168	1.93	1.20
3	Immigration background	62.28%	22.16%	11.38%	3.59%	0.60%	167	1.58	0.87
4	Race/ethnicity	52.38%	14.88%	17.86%	8.33%	6.55%	168	2.02	1.27
5	Religion	58.93%	17.26%	13.10%	6.55%	4.17%	168	1.80	1.15

6	Sex	56.02%	13.86%	17.47%	7.23%	5.42%	166	1.92	1.23
7	Sexual orientation	57.23%	12.65%	16.87%	7.23%	6.02%	166	1.92	1.25
8	Socio-economic status	59.39%	22.42%	9.70%	4.24%	4.24%	165	1.72	1.08

D3. How comfortable do you feel sharing your views or opinions on diversity, equity and inclusion at UNC Pembroke?

1: Very uncomfortable	4.68%	
2: Somewhat uncomfortable	9.36%	N=171
3: Neither comfortable nor uncomfortable	18.13%	Mean=3.85
4: Somewhat comfortable	32.16%	SD=1.14
5: Very comfortable	35.67%	

Section E: Shaping Attitudes about Diversity, Equity, and Inclusion

E1. Which of the following courses have you taken at UNC Pembroke? For those courses you have taken, to what extent did it have an impact on your thinking about/understanding of diversity? (Mark all that apply) [Undergraduate ONLY]

1: Ethnic/Cultural Studies course (i.e., African American Studies, American Indian Studies, Asian Studies, International Studies, Hispanic Studies, Jewish Studies, Middle Eastern Studies)	53.38%	N=79
2: Women's/Gender Studies course	14.86%	N=22
3: Religious Studies course	31.76%	N=47

E2. To what extent did the course have an impact on your thinking about/ understanding of diversity? [UG ONLY]

#	Item	1: Very Positive	2: Somewhat Positive	3: Neither Positive Nor Negative	4: Somewhat Negative	5: Very Negative	N	Mean	SD
1	Ethnic/Cultural Studies course (i.e., African American Studies, American Indian Studies, Asian Studies, International Studies, Hispanic Studies, Jewish Studies, Middle Eastern Studies)	62.16%	29.73%	6.76%	0.00%	1.35%	74	1.49	0.74
2	Women's/Gender Studies course	60.00%	35.00%	5.00%	0.00%	0.00%	20	1.45	0.59
3	Religious Studies course	37.21%	25.58%	27.91%	9.30%	0.00%	43	2.09	1.01

E3. Of all the courses you have taken while a student at UNC Pembroke, how many have had diversity, equity and inclusion issues clearly integrated into their content (e.g., diversity topics, scholarship by authors from diverse populations, examples from a global perspective, etc.)?

1: None	14.12%	N=170

2: A few	22.35%	Mean=2.91	
3: Some	31.18%	SD=1.18	
4: Most	22.94%		
5: All	9.41%		

E4. Overall, what impact did these courses have on your thinking about/understanding of diversity?

1: Very negative impact	1.39%	
2: Somewhat negative impact	2.08%	N=144
3: Neither positive nor negative impact	19.44%	Mean=4.20
4: Somewhat positive impact	29.17%	SD=0.92
5: Very positive impact	47.92%	

E5. What type of influence have each of the following experiences had on your thinking about diversity, equity and inclusion?

#	Item	1: Very Negative Influence	2: Somewhat Negative Influence	3: Neither Positive Nor Negative Influence	4: Somewhat Positive Influence	5: Very Positive Influence	6: Not Applicable- Have Not Had This Experience	N	Mean*	SD*
1	Interactions with students at UNC Pembroke in class	0.60%	3.01%	17.47%	27.11%	40.96%	10.84%	166	4.17	0.91
2	Interactions with students at UNC Pembroke outside of class	1.20%	2.41%	15.06%	25.90%	40.96%	14.46%	166	4.21	0.93
3	Interactions with UNC Pembroke faculty/instructors in class	1.82%	2.42%	20.00%	27.27%	42.42%	6.06%	165	4.12	0.97
4	Interactions with UNC Pembroke faculty/instructors outside of class	1.20%	1.20%	22.29%	22.89%	37.95%	14.46%	166	4.11	0.94
5	Interactions with staff at UNC Pembroke	1.21%	0.61%	20.00%	23.64%	46.06%	8.48%	165	4.23	0.91
6	UNC Pembroke course materials	1.82%	4.85%	21.21%	31.52%	38.18%	2.42%	165	4.02	0.99
7	Friendships or acquaintances at UNC Pembroke	1.22%	0.61%	16.46%	23.17%	47.56%	10.98%	164	4.29	0.89
8	Living in the residence halls	2.44%	4.88%	12.80%	17.07%	21.34%	41.46%	164	3.84	1.13

#	Item							N	Mean*	SD*
9	Campus organizations/clubs	1.22%	2.44%	9.76%	20.73%	34.15%	31.71%	164	4.23	0.95
10	Campus-wide activities/events	1.23%	0.00%	15.34%	23.31%	33.13%	26.99%	163	4.19	0.89
11	College/department activities/events	0.61%	0.61%	17.18%	22.70%	36.20%	22.70%	163	4.20	0.87
12	Interactions with or messages from UNC Pembroke administration	1.22%	4.27%	24.39%	25.00%	37.80%	7.32%	164	4.01	0.99
13	Your family/hometown experiences	3.01%	6.63%	19.28%	23.49%	40.36%	7.23%	166	3.99	1.11
14	Friendships or acquaintances outside of UNC Pembroke	0.61%	2.44%	16.46%	23.78%	49.39%	7.32%	164	4.28	0.90

E6. How have your experiences at UNC Pembroke influenced each of the following?										
#	Item	1: Very Negative Influence	2: Somewhat Negative Influence	3: Neither Positive Nor Negative Influence	4: Somewhat Positive Influence	5: Very Positive Influence	6: Not Applicable -Have Not Had This Experience	N	Mean*	SD*
1	Your likelihood of discussing topics related to diversity, equity and inclusion with friends	1.23%	3.09%	21.60%	22.84%	44.44%	6.79%	162	4.14	0.97
2	Your likelihood of stopping yourself from using language that may be offensive to others	0.63%	1.88%	18.13%	19.38%	50.00%	10.00%	160	4.29	0.91
3	Your likelihood of pointing out to someone that they have used language that may be offensive to others	0.62%	1.24%	21.74%	31.06%	37.89%	7.45%	161	4.13	0.86
4	Your likelihood of initiating a	0.63%	1.25%	23.13%	25.00%	43.13%	6.88%	160	4.16	0.90

	conversation with a someone you don't know well whose race/ethnicity is different from yours								
5	Your comfort level when working on course projects with students from diverse backgrounds	0.63%	1.89%	18.24%	24.53%	49.06%	5.66%	159	4.26	0.89
6	Your understanding of diversity	2.48%	2.48%	16.15%	22.36%	52.80%	3.73%	161	4.26	0.96
7	Your understanding of inclusion and equity	3.13%	4.38%	16.25%	20.63%	51.88%	3.75%	160	4.19	1.08
8	Your ability to work in a job setting with people from diverse backgrounds	0.00%	0.63%	20.75%	19.50%	54.72%	4.40%	159	4.35	0.83
9	Your comfort level interacting with someone whose race/ethnicity is different from yours	0.00%	1.27%	19.62%	20.89%	55.06%	3.16%	158	4.34	0.85
10	Your comfort level interacting with someone with a sexual orientation different from yours	0.63%	1.88%	21.25%	20.00%	50.00%	6.25%	160	4.26	0.92
11	Your comfort level interacting with someone with a disability	0.00%	0.63%	19.50%	22.01%	52.83%	5.03%	159	4.35	0.82
12	Your comfort level interacting with someone from a religion or faith tradition different from yours	0.63%	1.89%	22.01%	23.90%	48.43%	3.14%	159	4.22	0.91
13	Your comfort level interacting with someone who came from a	0.63%	0.63%	22.01%	17.61%	54.73%	4.40%	159	4.30	0.89

	country different than your own								

Section F: Discrimination, Harassment, and Assault

F1. Have you ever been the victim of discrimination or harassment at UNC Pembroke?		
1: Yes	16.97%	N=28
2: No	83.03%	N=137

F2. How often have you been discriminated against or harassed at UNC Pembroke because of the following reasons?

#	Item	1: Never	2: Rarely	3: Occasionally	4: Often	5: Very Often	N	Mean	SD
1	Age	62.96%	11.11%	18.52%	7.41%	0.00%	27	1.70	1.01
2	Citizenship	96.30%	3.70%	0.00%	0.00%	0.00%	27	1.04	0.19
3	Gender or gender identity (e.g., transgender, genderqueer)	48.15%	3.70%	25.93%	18.52%	3.70%	27	2.26	1.32
4	Genetic information	78.57%	10.71%	7.14%	3.57%	0.00%	28	1.36	0.77
5	Immigration background	92.59%	7.41%	0.00%	0.00%	0.00%	27	1.07	0.26
6	National origin or ancestry	66.67%	7.41%	14.81%	11.11%	0.00%	27	1.70	1.08
7	Physical or mental disability	69.23%	15.38%	11.54%	3.85%	0.00%	26	1.50	0.84
8	Political views	57.14%	10.71%	17.86%	14.29%	0.00%	28	1.89	1.14
9	Race/ethnicity	37.04%	7.41%	18.52%	29.63%	7.41%	27	2.63	1.42
10	Religion or creed	51.85%	18.52%	14.81%	14.81%	0.00%	27	1.93	1.12
11	Sexual orientation	65.38%	7.69%	11.54%	15.38%	0.00%	26	1.77	1.15
12	Socio-economic status	57.69%	15.38%	19.23%	3.85%	3.85%	26	1.81	1.11
13	Veteran status	92.59%	0.00%	0.00%	7.41%	0.00%	27	1.22	0.79
14	Another reason (please specify)	71.43%	0.00%	19.05%	0.00%	9.52%	21	1.76	1.31

F2.1. Another reason (please specify)	
Sexual harassment	N=3
Gender	N=1
American Indian tribal affiliation	N=1

F3. Where did the incident(s) of discrimination or harassment occur? (Mark all that apply)		
1: Athletic or recreational event	5.63%	N=4
2: Campus housing	18.31%	N=13
3: Classroom	15.49%	N=11
4: Departmental office	2.82%	N=2
5: Dining hall	7.04%	N=5
6: Event sponsored by UNC Pembroke	12.68%	N=9
7: Faculty or staff member's office	9.86%	N=7
8: Local community	16.90%	N=12
9: Other location (please specify)	11.27%	N=8

F3.1. Other location (please specify)	
Walking to class	N=4
Campus at night	N=1
Workplace	N=1
Online (social media)	N=1

F4. Who was the source of the discrimination or harassment? (Check all that apply)		
1: Faculty	17.39%	N=8
2: Local community	26.09%	N=12
3: Staff	13.04%	N=6
4: Students	41.30%	N=19
5: Other (please specify)	2.17%	N=1

F4.1. Other (Please specify)	
Staff	N=1

F5. Did you tell someone about the incident?		
1: Yes	71.43%	N=20
2: No	28.57%	N=8

F6. To whom did you report the incident? (Mark all that apply)		
1: A friend	20.51%	N=16
2: An academic advisor or faculty member	10.26%	N=8
3: A staff member	12.82%	N=10
4: A residence hall advisor	3.85%	N=3
5: A residence hall coordinator	3.85%	N=3
6: Office of Title IX	12.82%	N=10
7: Counseling and Psychological Services	11.54%	N=9
8: Student Health Services	2.56%	N=2
9: Office of Student Conduct	3.85%	N=3
10: Campus Police	5.13%	N=4
11: Town police department	0.00%	N=0
12: Parent(s)/guardian(s)	10.26%	N=8
13: Other (please specify)	2.56%	N=2

F6.1. Other (please specify)	
Office of the Chancellor	N=1
Office of Student Affairs	N=1
Office of Student Inclusion and Diversity	N=1

Section G: Demographics

G1: What is your primary role at UNC Pembroke?		
1: Undergraduate student	79.39%	N=131
2: Graduate student	18.18%	N=30
3: Prefer not to answer	2.42%	N=4

G2: How do you identify in terms of your gender?		
1: Man	22.89%	N=38
2: Woman	68.67%	N=114
3: Trans man	1.20%	N=2
4: Trans woman	0.60%	N=1
5. Genderqueer or Non-binary	2.41%	N=4
6. Uncertain or questioning	1.20%	N=2
7. I identify using a different term (please specify)	1.20%	N=2
8. Prefer not to answer	1.81%	N=3

G2.1. I identify using a different term (please specify)	
Gender fluid	N=1
Two Spirit	N=1

G3: How do you identify in terms of your sexual orientation?		
1: Asexual	2.41%	N=4
2: Bisexual	10.24%	N=17
3: Gay	0.00%	N=0
4: Lesbian	1.20%	N=2
5. Pansexual	1.20%	N=2
6. Queer	3.61%	N=6
7. Questioning	1.81%	N=3
8. Straight (heterosexual)	73.49%	N=122
9. I identify using a different term (please specify)	2.41%	N=4
10. Prefer not to answer	3.61%	N=6

G3.1. I identify using a different term (please specify)	
Demisexual	N=1
Graysexual	N=1
Heterosexual	N=1

G4: What is your current age (in years)?			
1: 17-24	22.45%	N=77	
2: 25-29	3.50%	N=12	Mean=
3: 30-34	1.46%	N=5	28.20
4: 35-39	0.87%	N=3	SD=12.47
5: 40-44	1.75%	N=6	

6: 45-49	2.62%	N=9
7: 50-54	1.17%	N=4
8: 55-59	0.87%	N=3
9: 60-64	1.17%	N=4
10: 65 and older	0.00%	N=0
11: No answer	64.14%	N=220

G5: What is your race? (Mark all that apply)		
1: African	5.24%	N=10
2: African American/Black	20.42%	N=39
3: Asian	2.62%	N=5
4: Asian American	0.52%	N=1
5: Caribbean/West Indian	0.52%	N=1
6: Latin American	3.66%	N=7
7: Middle Eastern	1.57%	N=3
8: Native American/American Indian or Alaska Native	20.42%	N=39
9: Native Hawaiian or other Pacific Islander	0.00%	N=0
10: South Asian	0.52%	N=1
11: Southeast Asian	0.00%	N=0
12: White	40.84%	N=78
13: I identify using a different term (please specify)	2.62%	N=5
14: Prefer not to answer	1.05%	N=2

G5.1. I identify using a different term (please specify)	
European American	N=1
Indian (from India)	N=1
Irish	N=1
Mexican American	N=1
Native American	N=1
Polish	N=1
Russian	N=1

G5a: Are you of Hispanic, Latine, or Spanish origin?		
1: Yes	10.18%	N=17
2: No	88.02%	N=147
3: Prefer not to answer	1.80%	N=3

G6: What is your current citizenship status?		
1: U.S. citizen	93.94%	N=155
2: U.S. permanent resident but not a U.S. citizen	1.21%	N=2
3: Not a U.S. citizen or permanent resident	4.24%	N=7
4: Prefer not to answer	0.61%	N=1

G7: What is your current academic classification?	

1: Freshman (0-29 completed credit hours)	16.87%	N=28
2: Sophomore (30-59 completed credit hours)	11.45%	N=19
3: Junior (60-89 completed credit hours)	22.89%	N=38
4: Senior (90 or more completed credit hours)	30.12%	N=50
5: Graduate student	15.66%	N=26
6: Prefer not to answer	3.01%	N=5

G8: (Undergrad) What is(are) your major(s)? (Mark all that apply)		
1: Accounting, B.S.	0.00%	N=0
2: American Indian Studies, B.A.	1.97%	N=3
3: Applied Education Studies, B.I.S.	1.32%	N=2
4: Applied Information Technology, B.I.S.	0.00%	N=0
5: Applied Management Information Systems, B.I.S.	0.66%	N=1
6: Applied Physics, B.S.	3.95%	N=6
7: Applied Professional Studies, B.I.S.	0.66%	N=1
8: Art, B.A.	3.29%	N=5
9: Athletic Training, B.S.	0.00%	N=0
10: Biology, B.S.	11.18%	N=17
11: Biotechnology, B.S.	0.00%	N=0
12: Birth-Kindergarten Education, B.S	1.97%	N=3
13: Chemistry, B.S.	2.63%	N=4
14: Computer Science, B.S.	7.24%	N=11
15: Criminal Justice, B.A.	0.00%	N=0
16: Elem Education: K-6, B.S.	1.97%	N=3
17: English, B.A.	0.66%	N=1
18: English Education, B.A.	1.32%	N=2
19: Environmental Science, B.S.	0.66%	N=1
20: Exercise and Sport Science, B.S.	4.61%	N=7
21: General Studies, B.I.S.	3.29%	N=5
22: Geo-Environmental Studies, B.S.	0.66%	N=1
23: Health and Physical Education: K-12, B.S.	0.00%	N=0
24: History, B.A.	2.63%	N=4
25: Hospitality, Resort, Hotel and Restaurant Administration, B.I.S.	0.00%	N=0
26: Information Technology, B.S.	0.66%	N=1
27: Mass Communication, B.S.	1.32%	N=2
28: Mathematics, B.S.	1.32%	N=2
29: Music, B.A.	0.66%	N=1
30: Music Education, B.M.	1.32%	N=2
31: Musical Theatre, B.M.	0.00%	N=0
32: Nursing (RN-BSN)	5.26%	N=8
33: Philosophy & Religion, B.A.	0.00%	N=0
34: Political Science, B.A.	2.63%	N=4
35: Pre-Licensure Nursing, BSN	1.32%	N=2
36: Psychology, B.S.	7.24%	N=11
37: Public & Non-Profit Administration, B.I.S.	1.32%	N=2
38: Social Studies Education, B.A.	0.66%	N=1
39: Social Work, B.S.W.	3.95%	N=6
40: Sociology, B.A.	8.55%	N=13

41: Spanish, B.A.	0.00%	N=0
42: Special Education: K-12, B.S.	0.00%	N=0
43: Undecided	0.66%	N=1
44: Cybersecurity, B.S.	0.66%	N=1
45: Criminal Justice Studies, B.I.S.	1.32%	N=2
46: Business Administration, B.S.	9.87%	N=15
47: Science Education, B.S.	0.00%	N=0
48: Theatre Arts, B.A.	0.66%	N=1

G8: (Grad) What is(are) your major(s)? (Mark all that apply)		
1: Business Administration, M.B.A.	11.11%	N=3
2: Clinical Mental Health Counseling, M.A. Ed.	7.41%	N=2
3: Elementary Education, M.A.Ed.	7.41%	N=2
4: English Education, M.A.	0.00%	N=0
5: Mathematics Education, M.A.	0.00%	N=0
6: Middle Grades Education, M.A.Ed. (6-9)	0.00%	N=0
7: Public Administration, M.P.A.	11.11%	N=3
8: Reading Education, M.A.Ed.	3.70%	N=1
9: School Administration, M.S.A.	3.70%	N=1
10: School Counseling, M.A.Ed.	11.11%	N=3
11: Science Education, M.A.	3.70%	N=1
12: Social Studies Education, M.A.	0.00%	N=0
13: Other	3.70%	N=1
14: Nursing, M.S.N.	0.00%	N=0
15: Sport Administration, M.A.	3.70%	N=1
16. Master of Arts in Teaching (M.A.T.)	18.52%	N=5
17. Social Work, M.S.W.	14.81%	N=4
18. Health and Physical Education, M.A.	0.00%	N=0

G9: Which of the following describes your current enrollment status at UNC Pembroke?		
1: Full-time (Undergraduate student: 12+hours/Graduate student: 9+hours)	78.75%	N=126
2: Part-time (Undergraduate student: 11 hours or less/Graduate student 6 hours or less)	17.50%	N=28
3: Prefer not to answer	3.75%	N=6

G10: How do you attend classes at UNC Pembroke?		
1: Primarily or entirely on campus	53.66%	N=88
2: Primarily or entirely remotely	25.61%	N=42
3: Split between on campus and remotely	18.29%	N=30
4: Prefer not to answer	2.44%	N=4

G11: Which of the following describes where you are living while attending UNC Pembroke?		
1: On-campus (Belk, Cypress, North, Oak, and Pine Residence halls, University Village Apartments, or University Courtyard Apartments)	30.30%	N=50
2: Off-campus within walking distance to campus (includes at home with family, The Commons at Pembroke, The View at Pembroke, and Pembroke Pointe)	16.97%	N=28

3: Off-campus further than walking distance to campus (includes at home with family)	47.27%	N=78
4: Prefer not to answer	5.45%	N=9

G12: Which of the following best describes your political views?		
1: Far left	7.32%	N=12
2: Liberal	17.07%	N=28
3: Moderate (middle-of-the-road)	27.44%	N=45
4: Conservative	9.15%	N=15
5: Far right	1.83%	N=3
6: Other (please specify)	3.66%	N=6
7: Prefer not to answer	33.54%	N=55

G12.1. Other (please specify)	
Libertarian	N=2
Independent	N=1
Undecided	N=1

G13: What is your religious preference? (Mark all that apply)		
1: Agnostic	9.19%	N=17
2: Atheist	5.95%	N=11
3: Baptist	23.24%	N=43
4: Buddhist	0.00%	N=0
5: Catholic	5.95%	N=11
6: The Church of Jesus Christ of Latter-day Saints	1.62%	N=3
7: Episcopalian	0.54%	N=1
8: Hindu	0.00%	N=0
9: Jehovah's Witness	0.00%	N=0
10: Jewish	0.00%	N=0
11: Lutheran	1.08%	N=2
12: Methodist	2.16%	N=4
13: Muslim	2.70%	N=5
14: Nondenominational Christian	14.05%	N=26
15: Orthodox Christian	0.00%	N=0
16: Other Christian	9.73%	N=18
17: Presbyterian	0.54%	N=1
18: Spiritual, but not religious	10.27%	N=19
19: Other religion (please specify)	2.70%	N=5
20: Prefer not to answer	10.27%	N=19

G13.1. Other religion (please specify)	
African traditional religion	N=1
American Indian traditional ceremonies and practices	N=1
Believe in God	N=1
Holiness/Apostolic	N=1
Pagan	N=1

G14: Do you have any of the following diagnosed disabilities or conditions? (Mark all that apply.)		
1: ADHD (attention deficit hyperactivity disorder)	17.44%	N=30
2: Autism Spectrum Disorder	4.07%	N=7
3: Blind/low vision	1.16%	N=2
4: Brain injury	1.16%	N=2
5: Chronic health (i.e., cancer, Crohn's, migraines, multiple sclerosis) Please specify	11.05%	N=19
6: Cognitive/learning disability	4.07%	N=7
7: Deaf/hard of hearing	2.91%	N=5
8: Mental health	27.91%	N=48
9: Neurological (e.g., epilepsy)	1.16%	N=2
10: Orthopedic/mobility disability	2.33%	N=4
11: Other – please specify	6.98%	N=12
12: Prefer not to answer	19.77%	N=34

G14.1: Please check all that apply		
1: Anxiety	45.00%	N=45
2: Depression	42.00%	N=42
3: Other-please specify	13.00%	N=13

G14.2 Other - Please specify	
Bipolar disorder	N=6
Post-traumatic stress disorder	N=5
Obsessive-compulsive disorder	N=2
Personality disorder	N=1
Substance use disorder	N=1

G14.3 Other - Please specify	
Diabetes	N=2
Kyphosis	N=2
Attention deficit disorder	N=1
Autoimmune illness	N=1
Chronic bronchitis	N=1
Color blind	N=1
Conversion disorder	N=1
Legally blind/low vision	N=1
Marfan syndrome	N=1
Migraines	N=1
Post-traumatic stress syndrome	N=1
Rheumatoid arthritis	N=1
Scoliosis	N=1

G15: What is the highest level of education completed by either of your parent(s) or guardian(s)?		
1: Less than high school	3.05%	N=5

2: High school graduate	26.83%	N=44
3: Some college (no degree)	10.37%	N=17
4: Associate degree or certificate	19.51%	N=32
5: Bachelor's degree	16.46%	N=27
6: Some graduate or professional coursework (no degree)	4.88%	N=8
7: Master's degree	11.59%	N=19
8: Doctorate or professional degree (e.g., law, medicine)	3.05%	N=5
9: Do not know/Prefer not to answer	4.27%	N=7

G16: How would you describe your socio-economic background when you were growing up?		
1: Poor/low income	20.73%	N=34
2: Working class	31.10%	N=51
3: Middle class	34.76%	N=57
4: Upper middle or professional class	9.15%	N=15
5: Upper class/wealthy	0.00%	N=0
6: Do not know/prefer not to answer	4.27%	N=7

G17: In what setting did you spend most of your life before first coming to UNC Pembroke? (If several apply, use the most recent one.)		
1: Rural area (outside of town)	26.83%	N=44
2: Small town (20,000 or fewer people)	37.20%	N=61
3: Moderate size city (20,001 – 100,000 people)	26.83%	N=44
4: Large city (over 100,000 people)	9.15%	N=15

G18: Which of the following best describes the racial/ethnic composition of the neighborhood where you grew up?		
1: All or nearly all your neighbors were the same race/ethnicity as you	22.70%	N=37
2: Most of your neighbors were the same race/ethnicity as you	24.54%	N=40
3: About half your neighbors were the same race/ethnicity as you	28.22%	N=46
4: Most of your neighbors were a different race/ethnicity than you	17.18%	N=28
5: All or nearly all your neighbors were a different race/ethnicity than you	7.36%	N=12

G19: Which of the following best describes the racial/ethnic composition of the high school from which you graduated?		
1: All or nearly all the students were the same race/ethnicity as you	17.90%	N=29
2: Most of the students were the same race/ethnicity as you	20.37%	N=33
3: About half the students were the same race/ethnicity as you	30.86%	N=50
4: Most of the students were a different race/ethnicity than you	18.52%	N=30
5: All or nearly all the students were a different race/ethnicity than you	12.35%	N=20

Section H: Conclusion

H1. What do you think is working well at UNC Pembroke to support diversity, equity and inclusion efforts on campus?	
Programs, events, and activities that raise awareness of and celebrate diverse backgrounds (e.g., race, ethnicity, low income)	N=29

Institution's value of diversity, equity, and inclusion	N=14
Incorporation of diversity, equity, and inclusion-related topics in courses	N=11
Everything/most of it	N=5
Respectful and openminded students, faculty, and staff	N=5
Educational programming/training (e.g., Safe Zone Education)	N=3
Office of Student Inclusion and Diversity	N=3
Diverse student organizations	N=2
Everyone gets along	N=2
Support for diverse backgrounds	N=2
Creating safe and respectful spaces	N=1
Dialogues	N=1
Hosting events students and the community can attend together	N=1
Office of Global Engagement	N=1

H2. What ideas and/or suggestions might you have for improving the campus climate at UNC Pembroke?	
More diversity, equity, and inclusion programming (e.g., meet students from diverse backgrounds, fun events, pop up programming)	N=6
Professional development for faculty and staff (e.g., anti-racism, Safe Zone Education, neurodiversity)	N=6
Keep up the good work/keep doing what doing	N=6
More support for diverse communities (e.g., LGBTQ+, international students, commuters)	N=5
Celebrate all diverse communities (e.g., races, political views)	N=4
Increased student engagement, collaboration, and interactive events and programs	N=4
Create places and spaces for dialogues about diversity, equity, and inclusion topics	N=3
Improve and make facilities more accessible	N=2
Incorporate diversity, equity, and inclusion-related topics in courses (e.g., cultural competency)	N=2
Less emphasis on diversity, equity, and inclusion	N=2
More empathetic faculty and staff	N=2
More faculty diversity	N=2
More school spirit	N=2
Not mandate participation in diversity, equity, and inclusion events	N=2
Prevent bullying and hold students accountable	N=2
Better marketing of events	N=1
Create better classroom environment	N=1
Hold focus groups with diverse communities to collect thoughts about the campus climate	N=1
More faculty engagement with students	N=1
More gender neutral bathrooms	N=1
More places to eat	N=1
More service-learning courses that promote diversity, equity, and inclusion	N=1
More student engagement in organizations	N=1
Partner with local organizations to support diverse student communities	N=1
Send invitation to join student organizations	N=1
Take more of an intersectional approach to diversity, equity, and inclusion efforts	N=1
Treat diversity, equity, and inclusion as a choice and not a trend	N=1

SUMMARY DATA TABLES FOR FACULTY AND STAFF

Note: Asterisk (*) indicates Mean and Standard Deviation have been adjusted for some summary tables to not include Not Applicable and Never Done answer options.

Section A: Your UNC Pembroke Experience

A1. In general, how would you evaluate your overall experience at UNC Pembroke?		
1: Poor	4.00%	N=250 Mean=3.07 SD=0.78
2: Fair	15.20%	
3: Good	50.40%	
4: Excellent	30.40%	

#	Item	1: Never	2: Sometimes	3: Occasionally	4: Often	5: Always	N	Mean	SD
**A2. At UNC Pembroke how often do you feel:**									
1	Like you don't fit in	27.03%	34.36%	19.69%	13.90%	5.02%	259	2.36	1.16
2	Like you have a good support network	8.49%	21.24%	14.67%	34.36%	21.24%	259	3.39	1.26
3	Proud to be a member of the UNC Pembroke community	3.86%	15.83%	9.65%	31.27%	39.38%	259	3.86	1.21
4	Valued as an individual	6.54%	21.92%	17.31%	36.54%	17.69%	260	3.37	1.19
5	Like there are role models for you on campus	11.92%	23.85%	20.00%	26.92%	17.31%	260	3.14	1.29

#	Item	1: Never	2: Sometimes	3: Occasionally	4: Often	5: Always	N	Mean	SD
**A3. At UNC Pembroke how often do you feel:**									
1	Physically threatened	90.23%	6.64%	3.13%	0.00%	0.00%	256	1.13	0.42
2	Emotionally or psychologically threatened or unsafe	64.98%	19.07%	8.17%	5.84%	1.95%	257	1.61	0.99
3	Unwelcome or significantly uncomfortable	53.67%	25.48%	12.74%	6.18%	1.93%	259	1.77	1.02

Section B: Interacting with Others

B1. The following questions ask about different types of interactions you might have had with various faculty and staff at UNC Pembroke. Please check the box for each interaction you know you have had in the past year with a member of the faculty or staff (Mark all that apply).		
1: From a race/ethnicity different from your own	17.87%	N=243
2: Who has a disability	13.16%	N=179
3: Whose religious beliefs are different from your own	15.81%	N=21
4: Whose primary language is different from your own	13.90%	N=189
5: From a socio-economic background different from your own	15.74%	N=214

6: Who has a sexual orientation different from your own	16.25%	N=221
7: Who is transgender	7.28%	N=99

B2. The following is a list of reasons why people might not interact with those from backgrounds different from their own. For each, please indicate to what extent it might limit your interactions with faculty and staff who are different from you.

#	Item	1: Not At All	2: A Little	3: Somewhat	4: A Great Deal	N	Mean	SD
1	Conflicting feelings about cultures that feel very different than my own	68.07%	19.75%	9.66%	2.52%	238	1.47	0.77
2	Worry that people won't understand what I am saying	50.62%	31.12%	13.69%	4.56%	241	1.72	0.87
3	Uncertainty about what to say	43.15%	36.93%	15.77%	4.15%	241	1.81	0.85
4	Fear of appearing insensitive or ignorant	45.23%	32.37%	16.18%	6.22%	241	1.83	0.91
5	Prefer to interact with people who are more like me	61.41%	17.43%	13.69%	7.47%	241	1.67	0.97
6	Lack of opportunity to interact	43.15%	23.24%	25.31%	8.30%	241	1.99	1.01
7	Political differences or points of view	42.32%	29.05%	16.18%	12.45%	241	1.99	1.04
8	It is not important to me to have such interactions	73.31%	13.14%	8.90%	4.66%	236	1.45	0.84
9	I do not feel that is part of what work is for/about	67.80%	16.53%	10.59%	5.08%	236	1.53	0.88

B3. Since coming to UNC Pembroke, about how many times have you participated in diversity-related or multicultural affirmation/awareness events, programs or workshops on campus?

1: Never	15.61%	N=237 Mean=3.00 SD=1.08
2: Once	11.39%	
3: Two or three times	30.38%	
4: Four or more times	42.62%	

B4. What would you say were the most important reasons why you participated in multicultural affirmation/awareness activities on campus? (Mark all that apply.)

1: To broaden my understanding/awareness	17.09%	N=156
2: To interact with others	13.36%	N=122
3: To support the organization and/or my friends who are in it	14.35%	N=131
4: Was required or encouraged to go for work	6.02%	N=55
5: Professional/skill development	15.01%	N=137
6: For entertainment/enjoyment	7.01%	N=64
7: To affirm some aspect(s) of my identity	4.93%	N=45
8: To learn about aspect(s) of an identity other than my own	13.25%	N=121
9: To help bring about social change	8.65%	N=79
10: Other (please briefly explain)	0.33%	N=3

B4.1. Please briefly explain.

Facilitated the activity	N=1

B5. Which, if any, of the diversity-related or multicultural affirmation/awareness activities you participated in had the most influence on your thinking about or understanding of diversity, equity, and inclusion? Please briefly explain what the activity was and the influence it had on you.	
ACTIVITY	
Educational programming (e.g., Safe Zone Education, Green Zone education, culturally responsive teaching, service-learning, Title IX)	N=32
Asian Pacific Islander Desi American celebration (e.g., Lunar New Year Festival, Moon Festival)	N=5
Social Justice Symposium	N=5
BraveNation Powwow and Gathering	N=4
Lumbee Homecoming	N=4
Honoring Native Foodways	N=3
Open forums (e.g., race relations)	N=3
Diversity awareness planning committees hosted by Office of Student Inclusion and Diversity (e.g., LGBTQ+)	N=2
Hispanic celebration (e.g., Hispanic Fall Festival)	N=2
Southeast Native Studies Conference	N=2
Trans Awareness Week	N=2
Black Culture Festival	N=1
Black Lives Matter march	N=1
Book Club sponsored by the Teaching and Learning Center	N=1
Braves Kickoff	N=1
College of Arts and Sciences Dean's Innovation Council	N=1
Diversity and Leadership Summit	N=1
Drag shows	N=1
Indigenous Peoples' Day	N=1
Language Day of International Education Week	N=1
LGBTQ+	N=1
Lumbee Film Festival	N=1
MMIW (Missing and Murdered Indigenous Women) Walk	N=1
Neurodiversity awareness event	N=1
Office of Student Inclusion and Diversity programming	N=1
Serve as advisor for cultural student organization	N=1
Talent show	N=1
UNCP athletics	N=1
University Theatre's production of Red and Brown Water	N=1
Women's Leadership Summit	N=1
Work with First Americans' Educational Leadership Program	N=1
HOW ATTENDANCE INFLUENCED PARTICIPANT	
Increased awareness, appreciation, and understanding of diverse communities and their experiences (e.g., challenges faced by members of the community)	N=17
Provided ways and resources to help and support diverse communities	N=5
Was enjoyable and fun	N=4
Increased self-awareness of worldviews and biases toward other communities	N=3
Not influenced	N=3
Better understanding of own identity	N=2
Centered and welcomed the voices and experiences of diverse communities (e.g., open forums)	N=2
Increased understanding, addressing, and defeating stereotypes about marginalized communities	N=2
Anything can be offensive; should not be easily offended	N=1
Appreciate UNCP's ties to the Lumbee community	N=1

Did not feel welcome at the event	N=1
Feel more welcome on campus	N=1
Helped to promote a more inclusive and respectful society	N=1
How to be more empathetic	N=1
Learned more about the culture and history of the Lumbee Tribe	N=1
Learned to respect others	N=1
Pride in culture	N=1
Refreshing and inviting	N=1
Saw students who were passionate about their work	N=1

B6. For which of the following reasons have you not participated in diversity-related or multicultural affirmation/awareness activities on campus? (Mark all that apply)		
1: Not aware of activities	15.63%	N=15
2: Topic of event has nothing to do with me	8.33%	N=8
3: Not enough time	26.04%	N=25
4: Not convenient to my schedule	19.79%	N=19
5: I would feel/be uncomfortable	3.13%	N=3
6: None of my friends participate	3.13%	N=3
7: Topic of events does not interest me	7.29%	N=7
8: Location of event(s)	4.17%	N=4
9: Cost of event(s)	1.04%	N=1
10: Challenging to attend due to accessibility issues	1.04%	N=1
11: I would like to have more knowledge/skills about diversity awareness before attending	3.13%	N=3
12: Other (please briefly explain)	7.29%	N=7

B6.1. Other (please briefly explain)	
First year at UNCP	N=2
Accommodations not available during events	N=1
Online faculty	N=1
Am an introvert	N=1
No interest	N=1

Section C: The Role of Diversity, Equity, and Inclusion in Higher Education

C1. How important is it to you that UNC Pembroke holds diversity, equity and inclusion as values of the institution?		
1: Not at all important	2.97%	N=236 Mean=3.59 SD=0.74
2: Not very important	6.36%	
3: Somewhat important	19.07%	
4: Very important	71.61%	

#	Item	1: Strongly Disagree	2: Somewhat Disagree	3: Neither Agree Nor Disagree	4: Somewhat Agree	5: Strongly Agree	N	Mean	SD
	C2. To what extent do you agree or disagree with the following statements as they relate to diversity, equity and inclusion at UNC Pembroke?								
1	UNC Pembroke has made creating a diverse and inclusive community a priority.	6.88%	11.01%	10.55%	33.94%	37.61%	218	3.84	1.23
2	UNC Pembroke has done a good job of implementing policies and practices that reinforce its commitment to diversity, equity and inclusion.	8.72%	15.14%	14.68%	33.94%	27.52%	218	3.56	1.27
3	Expectations for respect and civility are clearly articulated at UNC Pembroke.	8.26%	11.93%	15.14%	34.86%	29.82%	218	3.66	1.25
4	The messages/information I receive about diversity, equity and inclusion from campus leaders are generally consistent with the communicated values of the institution, regardless of the source (e.g., from university administrators, administrators in my college and in my department).	9.17%	11.47%	17.43%	29.82%	32.11%	218	3.64	1.29
5	UNC Pembroke provides an environment for the free and open expression of ideas, opinions and beliefs.	12.44%	19.35%	11.98%	30.88%	25.35%	217	3.37	1.37
6	UNC Pembroke leaders appropriately distinguish between free speech and hate speech when it occurs on campus.	9.26%	7.41%	32.41%	25.00%	25.93%	216	3.51	1.21
7	UNC Pembroke is a good place to gain an understanding about multicultural issues and perspectives.	6.48%	7.87%	9.26%	37.04%	39.35%	216	3.95	1.18
8	UNC Pembroke is placing too much emphasis on the topics of diversity, equity and inclusion.	37.50%	15.28%	25.00%	11.11%	11.11%	216	2.43	1.37
9	UNC Pembroke is committed to helping historically	2.78%	6.94%	11.11%	33.80%	45.37%	216	4.12	1.04

#	Item	1: Strongly Disagree	2: Somewhat Disagree	3: Neither Agree Nor Disagree	4: Somewhat Agree	5: Strongly Agree	N	Mean	SD
	underrepresented students succeed.								
10	Efforts to make campus more inclusive for students result in opportunities to learn from those with different viewpoints, experiences and perspectives.	4.19%	4.19%	13.49%	30.23%	47.91%	215	4.13	1.07
11	Enhancing students' ability to participate effectively in a multicultural society should continue to be a part of the university's mission.	1.84%	2.76%	7.83%	20.28%	67.28%	217	4.48	0.89
12	Fostering intellectual diversity should continue to be a key goal of UNC Pembroke.	1.38%	0.92%	6.88%	21.10%	69.72%	218	4.57	0.78
13	Building a diverse and inclusive campus community should continue to be a key goal of UNC Pembroke.	1.39%	4.17%	7.87%	18.98%	67.59%	216	4.47	0.91
14	It is easy to find information about diversity, equity and inclusion efforts on the University website.	3.23%	7.37%	22.12%	36.41%	30.88%	217	3.84	1.04

C3. To what extent do you agree or disagree with the following statements about the importance of diversity, equity and inclusion at UNC Pembroke as they relate to your professional experience here?									
#	Item	1: Strongly Disagree	2: Somewhat Disagree	3: Neither Agree Nor Disagree	4: Somewhat Agree	5: Strongly Agree	N	Mean	SD
1	Learning about people from different cultures is a very important part of a work experience.	1.41%	4.23%	8.92%	25.82%	59.62%	213	4.38	0.91
2	Developing respect for and skills around diversity, equity and inclusion will better enable me to fulfill the duties of my job.	3.76%	3.76%	8.92%	21.60%	61.97%	213	4.34	1.04
3	Interaction with individuals who are different from me (e.g., such as in race, national origin, sexual orientation, etc.) is an essential part of my work experience.	2.82%	2.35%	12.68%	20.19%	61.97%	213	4.36	0.98

#	Item	1	2	3	4	5	N	Mean	SD
4	I am aware of the differences between free speech and hate speech.	0.00%	1.89%	4.72%	20.28%	73.11%	212	4.65	0.66
5	UNC Pembroke provides a range of opportunities for me to learn about and build my skills as related to diversity and identity/affirmation awareness.	3.30%	9.91%	24.06%	31.60%	31.13%	212	3.77	1.09
6	I understand why diversity, equity and inclusion are important principles for me to learn while at UNC Pembroke.	0.94%	2.83%	12.26%	22.17%	61.79%	212	4.41	0.88

Section D: Campus Climate

#	Item	1: Very Non-Supportive	2: Somewhat Non-Supportive	3: Neither Supportive Nor Non-Supportive	4: Somewhat Supportive	5: Very Supportive	N	Mean	SD
	D1. In general, how supportive do you think the overall UNC Pembroke campus environment is of the following groups of faculty and staff?								
1	African American / Black	5.31%	11.59%	9.18%	36.23%	37.68%	207	3.89	1.18
2	Asian / Pacific Islander	1.44%	10.10%	24.52%	35.10%	28.85%	208	3.80	1.01
3	Hispanic / Latino / Latina	2.90%	6.28%	21.26%	40.58%	28.99%	207	3.86	1.00
4	Native American / American Indian / Alaska Native	0.48%	1.44%	4.33%	21.63%	72.12%	208	4.63	0.68
5	White / Caucasian	3.40%	4.37%	14.08%	29.13%	49.03%	206	4.16	1.04
6	Middle Eastern	5.31%	8.21%	31.40%	28.50%	26.57%	207	3.63	1.12
7	International	2.91%	7.77%	24.27%	33.01%	32.04%	206	3.83	1.05
8	Female	3.41%	6.83%	17.07%	31.71%	40.98%	205	4.00	1.08
9	Male	0.98%	4.39%	17.07%	22.93%	54.63%	205	4.26	0.96
10	Non-binary	10.55%	11.56%	28.14%	22.61%	27.14%	199	3.44	1.29
11	Transgender	11.76%	13.73%	22.55%	22.06%	29.90%	204	3.45	1.35
12	Lesbian, gay, bisexual, queer, intersex and those with other sexual and gender identities	6.80%	14.56%	19.42%	24.76%	34.47%	206	3.66	1.27
13	Christian	1.47%	5.39%	13.24%	23.53%	56.37%	204	4.28	0.98
14	Jewish	5.42%	13.79%	34.98%	26.60%	19.21%	203	3.40	1.11
15	Muslim	8.82%	14.22%	35.78%	21.57%	19.61%	204	3.29	1.19
16	Other Non-Christian	7.54%	13.07%	37.19%	23.12%	19.10%	199	3.33	1.15

17	Atheist, agnostic or non-religious	13.24%	15.20%	34.31%	15.69%	21.57%	204	3.17	1.29
18	Those with disabilities	2.93%	8.29%	7.80%	30.73%	50.24%	205	4.17	1.07
19	Those who are pregnant or parenting	1.96%	7.84%	15.20%	34.80%	40.20%	204	4.03	1.02
20	Those who are in the military/veterans	0.49%	1.48%	2.96%	28.08%	67.00%	203	4.60	0.67

D2. While being on the faculty or staff at UNC Pembroke, about how often have you heard other faculty and staff make negative, inappropriate, or stereotypical statements related to each of the following?

#	Item	1: Never	2: Rarely	3: Occasionally	4: Often	5: Very Often	N	Mean	SD
1	Disability status	57.82%	25.59%	11.37%	4.27%	0.95%	211	1.65	0.91
2	Gender identity	41.90%	28.10%	18.57%	7.14%	4.29%	210	2.04	1.13
3	Immigration background	56.25%	25.00%	14.42%	2.40%	1.92%	208	1.69	0.94
4	Race/ethnicity	44.02%	26.79%	17.22%	7.66%	4.31%	209	2.01	1.14
5	Religion	49.28%	25.84%	14.35%	5.74%	4.78%	209	1.91	1.14
6	Sex	49.76%	22.71%	17.87%	6.76%	2.90%	207	1.90	1.09
7	Sexual orientation	48.10%	22.38%	21.43%	4.76%	3.33%	210	1.93	1.09
8	Socio-economic status	60.77%	22.01%	10.53%	4.78%	1.91%	209	1.65	0.98

D3. How comfortable do you feel sharing your views or opinions on diversity, equity and inclusion at UNC Pembroke?

1: Very uncomfortable	11.50%	
2: Somewhat uncomfortable	16.50%	N=200
3: Neither comfortable nor uncomfortable	15.50%	Mean=3.42
4: Somewhat comfortable	31.00%	SD=1.33
5: Very comfortable	25.50%	

Section E: Shaping Attitudes about Diversity, Equity, and Inclusion

E1. What type of influence have each of the following experiences had on your thinking about diversity, equity and inclusion?

#	Item	1: Very Negative Influence	2: Somewhat Negative Influence	3: Neither Positive Nor Negative Influence	4: Somewhat Positive Influence	5: Very Positive Influence	6: Not Applicable-Have Not Had This Experience	N	Mean*	SD*
1	Interactions with students at UNC Pembroke in class	0.99%	2.48%	12.87%	24.75%	43.56%	15.35%	202	4.27	0.91
2	Interactions with students at UNC	1.00%	1.49%	15.42%	28.86%	46.77%	6.47%	201	4.27	0.87

#	Item							N	Mean*	SD*
	Pembroke outside of class									
3	Interactions with UNC Pembroke faculty/instructors outside of class	1.97%	9.36%	21.67%	34.98%	28.08%	3.94%	203	3.81	1.03
4	Interactions with staff at UNC Pembroke	3.45%	6.40%	25.62%	30.54%	32.02%	1.97%	203	3.83	1.07
5	Friendships or acquaintances at UNC Pembroke	0.99%	1.98%	24.75%	26.24%	43.07%	2.97%	202	4.12	0.93
6	Campus organizations/clubs	1.00%	0.00%	31.84%	21.39%	22.89%	22.89%	201	3.85	0.90
7	Campus-wide activities/events	1.00%	2.99%	28.86%	28.36%	29.35%	9.45%	201	3.91	0.93
8	College/department activities/events	2.48%	2.97%	28.71%	26.73%	30.20%	8.91%	202	3.87	1.01
9	Interactions with or messages from UNC Pembroke administration	8.42%	9.90%	32.18%	24.75%	20.30%	4.46%	202	3.40	1.19
10	Your family/hometown experiences	2.97%	7.43%	26.73%	23.27%	34.65%	4.95%	202	3.83	1.10
11	Friendships or acquaintances outside of UNC Pembroke	0.50%	3.48%	18.41%	30.85%	43.28%	3.48%	201	4.17	0.90

E2. How have your experiences at UNC Pembroke influenced each of the following?										
#	Item	1: Very Negative Influence	2: Somewhat Negative Influence	3: Neither Positive Nor Negative Influence	4: Somewhat Positive Influence	5: Very Positive Influence	6: Not Applicable -Have Not Had This Experience	N	Mean*	SD*
1	Your likelihood of discussing topics related to diversity, equity and inclusion with friends	2.60%	2.60%	27.60%	36.98%	28.65%	1.56%	192	3.88	0.95
2	Your likelihood of stopping yourself from using	1.04%	0.52%	23.96%	24.48%	42.71%	7.29%	192	4.16	0.91

	language that may be offensive to others								
3	Your likelihood of pointing out to someone that they have used language that may be offensive to others	1.04%	3.65%	28.65%	31.77%	28.65%	6.25%	192	3.89	0.93
4	Your likelihood of initiating a conversation with a someone you don't know well whose race/ethnicity is different from yours	1.57%	1.05%	30.89%	26.70%	36.65%	3.14%	191	3.99	0.94
5	Your comfort level when working on projects with faculty and staff from diverse backgrounds	1.56%	1.04%	27.08%	23.96%	44.27%	2.08%	192	4.11	0.95
6	Your understanding of diversity	1.57%	1.05%	22.51%	28.80%	44.50%	1.57%	191	4.15	0.92
7	Your understanding of inclusion and equity	3.16%	1.58%	21.58%	30.53%	41.58%	1.58%	190	4.07	1.00
8	Your ability to work in a job setting with people from diverse backgrounds	1.04%	1.04%	23.44%	23.44%	50.00%	1.04%	192	4.22	0.92
9	Your comfort level interacting with someone whose race/ethnicity is different from yours	1.04%	0.52%	26.04%	24.48%	47.40%	0.52%	192	4.17	0.91
10	Your comfort level interacting with someone with a sexual orientation different from yours	1.56%	0.00%	33.33%	21.35%	41.67%	2.08%	192	4.04	0.96
11	Your comfort level interacting with	1.05%	0.52%	28.27%	22.51%	46.60%	1.05%	191	4.14	0.93

	someone with a disability								
12	Your comfort level interacting with someone from a religion or faith tradition different from yours	1.57%	1.57%	30.37%	24.61%	40.31%	1.57%	191	4.02	0.96
13	Your comfort level interacting with someone who came from a country different than your own	0.53%	0.00%	28.95%	21.05%	48.42%	1.05%	190	4.18	0.90

Section F: Discrimination, Harassment, and Assault

F1. Have you ever been the victim of discrimination or harassment at UNC Pembroke?		
1: Yes	33.50%	N=66
2: No	66.50%	N=131

F2. How often have you been discriminated against or harassed at UNC Pembroke because of the following reasons?

#	Item	1: Never	2: Rarely	3: Occasionally	4: Often	5: Very Often	N	Mean	SD
1	Age	42.42%	22.73%	28.79%	1.52%	4.55%	66	2.03	1.09
2	Citizenship	88.71%	6.45%	3.23%	0.00%	1.61%	62	1.19	0.64
3	Gender or gender identity (e.g., transgender, genderqueer)	56.06%	12.12%	22.73%	4.55%	4.55%	66	1.89	1.17
4	Genetic information	92.31%	1.54%	4.62%	0.00%	1.54%	65	1.17	0.65
5	Immigration background	90.77%	3.08%	6.15%	0.00%	0.00%	65	1.15	0.50
6	National origin or ancestry	73.85%	10.77%	10.77%	1.54%	3.08%	65	1.49	0.96
7	Physical or mental disability	71.21%	10.61%	12.12%	1.52%	4.55%	66	1.58	1.06
8	Political views	54.55%	18.18%	18.18%	4.55%	4.55%	66	1.86	1.14
9	Race/ethnicity	53.85%	7.69%	27.69%	4.62%	6.15%	65	2.02	1.25
10	Religion or creed	66.15%	13.85%	15.38%	0.00%	4.62%	65	1.63	1.05
11	Sexual orientation	81.82%	6.06%	9.09%	0.00%	3.03%	66	1.36	0.88
12	Socio-economic status	77.27%	12.12%	7.58%	3.03%	0.00%	66	1.36	0.75
13	Veteran status	95.45%	1.52%	3.03%	0.00%	0.00%	66	1.08	0.36
14	Another reason (please specify)	73.33%	4.44%	13.33%	6.67%	2.22%	45	1.60	1.08

F2.1. Another reason (please specify)	
Position/title held at UNCP	N=5
Height	N=2
Not from North Carolina	N=2
Dialect	N=1

Gender	N=1
Learning disability	N=1
Misogyny	N=1
Socio-economic status	N=1
Weight	N=1

F3. Where did the incident(s) of discrimination or harassment occur? (Mark all that apply)		
1: Athletic or recreational event	1.64%	N=2
3: Classroom	13.11%	N=16
4: Departmental office	30.33%	N=37
5: Dining hall	2.46%	N=3
6: Event sponsored by UNC Pembroke	6.56%	N=8
7: Faculty or staff member's office	22.95%	N=28
8: Local community	9.02%	N=11
9: Other location (please specify)	13.93%	N=17

F3.1. Other location (please specify)	
Meetings (e.g., committee, departmental)	N=5
Email (e.g., anonymous)	N=3
Carpooling	N=1
Delay in requested accommodations	N=1
Employee sanctions	N=1
Event or program	N=1
Faculty lounge	N=1
False Human Resources claim	N=1
Gossip by other faculty	N=1
Lumbee Hall	N=1
Office	N=1
Online	N=1
Student evaluations	N=1

F4. Who was the source of the discrimination or harassment? (Check all that apply)		
1: Faculty	43.16%	N=41
2: Local community	12.63%	N=12
3: Staff	24.21%	N=23
4: Students	9.47%	N=9
5: Other (please specify)	10.53%	N=10

F4.1. Other (Please specify)	
Administrator (e.g., senior administrator, dean, department chair)	N=9
Colleague	N=1
Did not specify	N=1

F5. Did you tell someone about the incident?		
1: Yes	64.62%	N=42
2: No	35.38%	N=23

F6. To whom did you report the incident? (Mark all that apply)		
1: A friend	15.38%	N=6
2: A faculty member	20.51%	N=8
3: A staff member	15.38%	N=6
6: Office of Title IX	7.69%	N=3
7: Counseling and Psychological Services	0.00%	N=0
9: Office of Student Conduct	0.00%	N=0
10: Campus Police	5.13%	N=2
11: Town police department	0.00%	N=0
13: Other (please specify)	35.90%	N=14

F6.1. Other (please specify)	
Administrator (e.g., supervisor, dean's office, department chair)	N=7
Human Resources	N=6
Friends and family	N=2
Office of Title IX	N=2
Campus Police	N=1
Division of Information Technology	N=1
Faculty grievance	N=1
General Counsel	N=1
Student Conduct	N=1

Section G: Demographics

G1: What is your primary role at UNC Pembroke?		
1: Faculty	52.26%	N=104
2: Staff	42.21%	N=84
3: Other role	0.50%	N=1
4. Prefer not to answer	5.03%	N=10

G2: How do you identify in terms of your gender?		
1: Man	34.17%	N=68
2: Woman	57.29%	N=114
3: Trans man	0.00%	N=0
4: Trans woman	0.00%	N=0
5. Genderqueer or Non-binary	2.01%	N=4
6. Uncertain or questioning	0.00%	N=0
7. I identify using a different term (please specify)	1.01%	N=2
8. Prefer not to answer	5.53%	N=11

G2.1. I identify using a different term (please specify)	
Cisgender	N=1
Gender-nonconforming	N=1

G3: How do you identify in terms of your sexual orientation?		
1: Asexual	3.05%	N=6
2: Bisexual	2.03%	N=4
3: Gay	2.54%	N=5
4: Lesbian	1.52%	N=3
5. Pansexual	0.51%	N=1
6. Queer	1.02%	N=2
7. Questioning	0.00%	N=0
8. Straight (heterosexual)	80.71%	N=159
9. I identify using a different term (please specify)	1.02%	N=2
10. Prefer not to answer	7.61%	N=15

G3.1. I identify using a different term (please specify)	
Maverique	N=1

G4: What is your current age (in years)?			
1: 18-24	1.39%	N=4	
2: 25-29	1.73%	N=5	
3: 30-34	4.17%	N=12	
4: 35-39	7.99%	N=23	
5: 40-44	4.86%	N=14	Mean=
6: 45-49	4.86%	N=14	46.66
7: 50-54	7.64%	N=22	SD=12.35
8: 55-59	5.21%	N=15	
9: 60-64	4.17%	N=12	
10: 65 and older	3.47%	N=10	
11: No answer	54.51%	N=157	

G5: What is your race? (Mark all that apply)		
1: African	0.00%	N=0
2: African American/Black	6.19%	N=13
3: Asian	1.43%	N=3
4: Asian American	0.95%	N=2
5: Caribbean/West Indian	0.00%	N=0
6: Latin American	2.86%	N=6
7: Middle Eastern	0.48%	N=1
8: Native American/American Indian or Alaska Native	20.48%	N=43
9: Native Hawaiian or other Pacific Islander	0.48%	N=1
10: South Asian	0.48%	N=1
11: Southeast Asian	0.00%	N=0
12: White	52.38%	N=110

13: I identify using a different term (please specify)	1.90%	N=4
14: Prefer not to answer	12.38%	N=26

G5.1. I identify using a different term (please specify)	
American	N=1
Caucasian	N=1
European and American	N=1
Two ethnicities	N=1

G66: Are you of Hispanic, Latine, or Spanish origin?		
1: Yes	6.57%	N=13
2: No	86.87%	N=172
3: Prefer not to answer	6.57%	N=13

G6: What is your current citizenship status?		
1: U.S. citizen	94.97%	N=189
2: U.S. permanent resident but not a U.S. citizen	1.51%	N=3
3: Not a U.S. citizen or permanent resident	0.50%	N=1
4: Prefer not to answer	3.02%	N=6

G7: Which of the following best describes your political views?		
1: Far left	10.55%	N=21
2: Liberal	24.62%	N=49
3: Moderate (middle-of-the-road)	33.67%	N=67
4: Conservative	11.56%	N=23
5: Far right	0.00%	N=0
6: Other (please specify)	1.51%	N=3
7: Prefer not to answer	18.09%	N=36

G7.1. Other (please specify)	
Unaffiliated	N=2

G8: What is your religious preference? (Mark all that apply)		
1: Agnostic	11.48%	N=28
2: Atheist	7.38%	N=18
3: Baptist	16.39%	N=40
4: Buddhist	1.23%	N=3
5: Catholic	6.56%	N=16
6: The Church of Jesus Christ of Latter-day Saints	1.23%	N=3
7: Episcopalian	2.05%	N=5
8: Hindu	0.82%	N=2
9: Jehovah's Witness	0.00%	N=0
10: Jewish	0.82%	N=2

11: Lutheran	2.05%	N=5
12: Methodist	4.92%	N=12
13: Muslim	0.00%	N=0
14: Nondenominational Christian	10.66%	N=26
15: Orthodox Christian	1.23%	N=3
16: Other Christian	4.10%	N=10
17: Presbyterian	4.51%	N=11
18: Spiritual, but not religious	12.70%	N=31
19: Other religion (please specify)	3.28%	N=8
20: Prefer not to answer	8.61%	N=21

G8.1. Other religion (please specify)	
Nondenominational (without the emphasis on Christianity)	N=1
Pagan	N=1
Pentecostal	N=1
Taoist	N=1
Unitarian Universalist	N=1

G9: Do you have any of the following diagnosed disabilities or conditions? (Mark all that apply.)		
1: ADHD (attention deficit hyperactivity disorder)	11.51%	N=16
2: Autism Spectrum Disorder	1.44%	N=2
3: Blind/low vision	3.60%	N=5
4: Brain injury	1.44%	N=2
5: Chronic health (i.e., cancer, Crohn's, migraines, multiple sclerosis) Please specify	15.11%	N=21
6: Cognitive/learning disability	2.16%	N=3
7: Deaf/hard of hearing	5.76%	N=8
8: Mental health	17.99%	N=25
9: Neurological (e.g., epilepsy)	0.72%	N=1
10: Orthopedic/mobility disability	5.04%	N=7
11: Other – please specify	7.19%	N=10
12: Prefer not to answer	28.06%	N=39

G9.1: Please check all that apply		
1: Anxiety	51.35%	N=19
2: Depression	48.65%	N=18
3: Other-please specify	0.00%	N=0

G9.2 Other - Please specify
No response

G9.3 Other - Please specify	
Dyslexia	N=2
Autoimmune diseases	N=1
Back problems	N=1

Chronic kidney diseases	N=1
Connective tissue disorder	N=1
Diabetes	N=1
Lupus	N=1
None	N=1

G10: What is the highest level of education completed by either of your parent(s) or guardian(s)?		
1: Less than high school	3.02%	N=6
2: High school graduate	11.06%	N=22
3: Some college (no degree)	11.06%	N=22
4: Associate degree or certificate	8.54%	N=17
5: Bachelor's degree	16.58%	N=33
6: Some graduate or professional coursework (no degree)	0.50%	N=1
7: Master's degree	22.11%	N=44
8: Doctorate or professional degree (e.g., law, medicine)	24.62%	N=49
9: Do not know/Prefer not to answer	2.51%	N=5

G11: How would you describe your socio-economic background when you were growing up?		
1: Poor/low income	16.16%	N=32
2: Working class	27.27%	N=54
3: Middle class	36.87%	N=73
4: Upper middle or professional class	14.14%	N=28
5: Upper class/wealthy	1.52%	N=3
6: Do not know/prefer not to answer	4.04%	N=8

G12: In what setting did you spend most of your life before first coming to UNC Pembroke? (If several apply, use the most recent one.)		
1: Rural area (outside of town)	27.41%	N=54
2: Small town (20,000 or fewer people)	24.37%	N=48
3: Moderate size city (20,001 – 100,000 people)	23.86%	N=47
4: Large city (over 100,000 people)	24.37%	N=48

G13: Which of the following best describes the racial/ethnic composition of the neighborhood where you grew up?		
1: All or nearly all your neighbors were the same race/ethnicity as you	37.11%	N=72
2: Most of your neighbors were the same race/ethnicity as you	31.44%	N=61
3: About half your neighbors were the same race/ethnicity as you	15.98%	N=31
4: Most of your neighbors were a different race/ethnicity than you	10.31%	N=20
5: All or nearly all your neighbors were a different race/ethnicity than you	5.15%	N=10

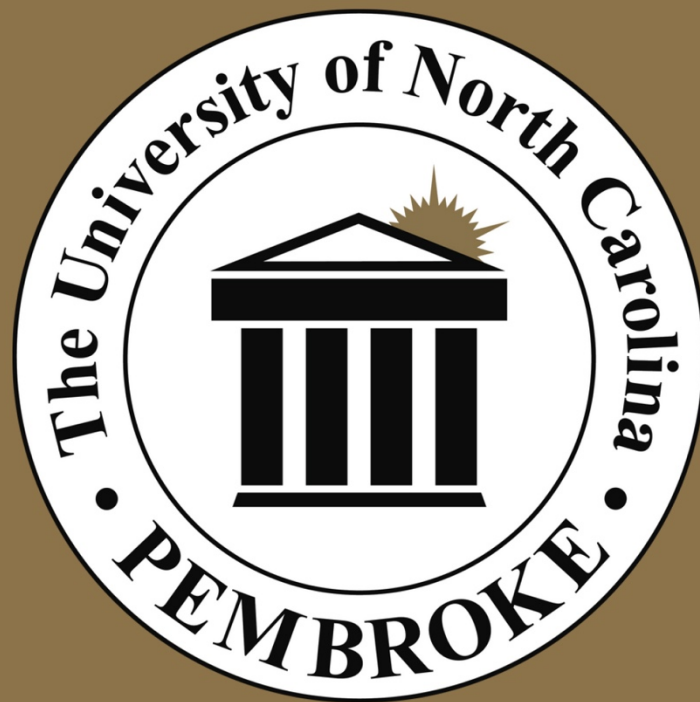| G14: Which of the following best describes the racial/ethnic composition of the high school from which you graduated?		
1: All or nearly all the students were the same race/ethnicity as you	19.39%	N=38
2: Most of the students were the same race/ethnicity as you	27.55%	N=54
3: About half the students were the same race/ethnicity as you	31.63%	N=62

4: Most of the students were a different race/ethnicity than you	14.29%	N=28
5: All or nearly all the students were a different race/ethnicity than you	7.14%	N=14

Section H: Conclusion

H1. What do you think is working well at UNC Pembroke to support diversity, equity, and inclusion efforts on campus?	
Programs, events, and activities that raise awareness of and celebrate diverse backgrounds (e.g., race, ethnicity, religion, open forums, Social Justice Symposium, JusticeCon, focus groups, professional development)	N=26
Institution's value for diversity, equity, and inclusion (e.g., buy-in from campus community, people are more comfortable on campus being who they are, promoting DEI, majority of faculty accept anyone as they are)	N=24
Educational programming/training (e.g., Safe Zone Education, Green Zone)	N=14
Office of Student Inclusion and Diversity is doing great work.	N=14
Job well done/everything/most everything/no complaints	N=6
Nothing/don't think it matters/not sure	N=6
Student organizations (e.g., for diverse communities, promote diversity, equity, and inclusion)	N=6
Diversity of campus community (e.g., students, staff)	N=5
Employees who value diversity, equity, and inclusion	N=5
Marketing for diversity, equity, and inclusion programming and efforts	N=5
Dialogues/critical conversations	N=4
Establishment of the Inclusion and Diversity Council	N=4
Policies and procedures support diversity, equity, and inclusion efforts (e.g., including DEI strategies in the Strategic Plan)	N=4
Institutional support for diverse communities (e.g., American Indian, disabled, military)	N=3
Programs hosted by other campus units (e.g., Accessibility Resource Center, American Indian Studies, Care Resource Center, Counseling and Psychological Services, Museum of the Southeast American Indian, Social Work, Sociology, Teaching and Learning Center)	N=3
Creation of the Employee Resource Communities	N=2
Everyone gets along/works together	N=2
Indigenous Cultures and Community graduation requirement	N=2
Addition of Ginger (offers confidential, on-demand emotional and mental health support for your life challenges through coaching via text-based chats, self-care activities and video-based therapy and psychiatry—all from the privacy of a smartphone)	N=1
Diversity awareness planning committees coordinated by Office of Student Inclusion and Diversity	N=1
Incorporation of diversity, equity, and inclusion-related topics in courses	N=1
NC Promise Program increases access to higher education for low income students	N=1

H2. What ideas and/or suggestions might you have for improving the campus climate at UNC Pembroke?	
More professional development opportunities for faculty and staff (e.g., diversity, equity, and inclusion (DEI) educational programming, DEI session during Braves Kickoff and onboarding for new employees, topics such as acceptance, microaggressions, Title VII and Title IX, inclusive and culturally responsive pedagogy, intercultural competencies, empathy toward students, unconscious bias, destigmatize mental health issues, student identity development theory, and gender bias)	N=15
More support for all diverse communities (e.g., LGBTQ+, African American, disabled, non-religious)	N=7
Need for increased diversity in faculty and senior administration (e.g., efforts to recruit and retain faculty of color)	N=7

Be accepting and inclusive of all identities and peoples (e.g., heterosexual, gay, political views, those not from local region and North Carolina)	N=6
Create community among faculty and staff (e.g., improve communication and teamwork, enhance interactions across departments, forums to share ideas)	N=6
Hires based on the individual's skillset and not their race/ethnicity or who they know (e.g., transparency in hirings and firings)	N=6
Keep up the great work/doing well	N=6
Continue to support diversity, equity, and inclusion initiatives	N=5
End use of prayers at campus events or use a nonsectarian prayer (e.g, commencement)	N=5
Do not feel safe on campus and/or in the local community (e.g., African American and LGBTQ+ students)	N=4
Hold dialogues/civil discourse to discuss difficult topics and forums to share ideas without fear of retaliation	N=4
Increased commitment from administration for diversity, equity, and inclusion efforts	N=4
More support for faculty (e.g., stresses of teaching, disrespectful students, microaggressions, forums/listening sessions, discrimination of female faculty by male students)	N=4
Need for flexible and forward-thinking mindset on campus/do not be afraid to consider other ways of doing things/institutional culture that is afraid of change	N=4
Need to improve relations between campus and town/local community	N=4
Put conversations into action (e.g., implement findings from focus groups and the campus climate survey, some diversity, equity, and inclusion initiatives are just for show)	N=4
Some marginalized communities feel overlooked and under supported (e.g., African American, Hispanic, LGBTQ+)	N=4
Focus on shared goals and efforts instead of individual differences and labels (e.g., eliminate focus on diversity, equity, and inclusion)	N=4
Feelings of censorship have instilled fear into the UNCP culture that prevents conversations around and the implementation of diversity, equity, and inclusion initiatives (e.g., fear of being censored, reprimanded, or fired for speech)	N=3
Hire a Chief Diversity Officer/Associate Provost of Diversity, Equity, and Inclusion	N=3
Increase marketing of diversity, equity, and inclusion events (e.g., make easier to find on website)	N=3
Increase resources for diversity, equity, and inclusion initiatives (e.g., financial support, increased funding for Office of Student Inclusion and Diversity, training for teaching Indigenous Cultures and Community courses)	N=3
More support for women in faculty and leadership roles	N=3
Employee Resource Communities are a great addition	N=2
Engage more with alumni	N=2
Expand the curriculum to include diversity, equity, and inclusion topics (e.g., global perspectives)	N=2
Improved and open communication from administration	N=2
Initiate efforts to address racist faculty	N=2
More diversity in diversity programming (e.g., hate speech vs. free speech, Givens Performing Arts Center shows)	N=2
Need for pay equity	N=2
Utilize faculty knowledge and expertise to support diversity, equity, and inclusion initiatives	N=2
Hold events at times that are more conducive to commuter student schedules	N=1
Implement incentives for participation in diversity, equity, and inclusion initiatives	N=1
Increase diversity, equity, and inclusion initiatives at the department level	N=1
Provide information to students about their rights as students	N=1
Resist efforts to undermine diversity, equity, and inclusion efforts on college campuses	N=1
Share statistics of reports of discrimination and harassment based on protected class statuses	N=1
Too much diversity, equity, and inclusion programming is entrusted to students	N=1