

Campus Climate Surveys: Executive Summary

November 6, 2023



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Introduction

In Fall 2022, The University of North Carolina at Chapel Hill (UNC-Chapel Hill or University) worked with Campus Climate Surveys LLC's [Viewfinder Survey](#), a third-party vendor, to administer campus climate surveys to all students, staff, administrators, and faculty. The surveys asked our campus community members at the time about areas that both enhanced and detracted from their experiences at Carolina with a specific focus on feeling respected, access to resources, and perceptions of safety. University climate surveys are not static but dynamic, evolving throughout the years; with the intent to keep a pulse on the needs of the community. This initiative aligned with the University's [mission](#) which seeks to advance the strategic plan objectives, [Carolina Next: Innovations for Public Good](#). The [University Office for Diversity and Inclusion](#) spearheaded the surveys to promote a collegiate environment in which all community members feel valued, visible and experience a sense of belonging. Within this report, findings from the surveys are organized around several key themes.

- **Theme 1: Welcoming Environments**
- **Theme 2: Interactions across Differences**
- **Theme 3: Feelings of Safety**
- **Theme 4: Perceptions of Diversity & Inclusion**

Process

All UNC-Chapel Hill students and employees at the time were invited to participate, regardless of whether they were part- or full-time, permanent or temporary. Administrators were determined by working titles, including dean, provost, and vice-chancellor; faculty included tenured, tenure track, and fixed term; staff encompassed SHRA and EHRA non-faculty roles; and students consisted of undergraduate, graduate, and professional levels. Individuals were invited to participate in the survey through emails from SurveyMonkey. Recruitment for the surveys began on October 17, 2022, and concluded on December 23, 2022. Over 9,000 members of the campus community responded in total.

Total: 9,177 participated (employees: 5,009, students: 4,168), 18.5% response rate

- **Administrators:** 66 participated, 49.3% response rate
- **Faculty:** 1,234 participated, 21.8% response rate
- **Staff:** 3,709 participated, 31.7% response rate
- **Students:** 4,168 participated, 13.0% response rate

Overall Findings

Broadly, the findings portray varied experiences across populations. The overall findings are summarized by major theme. (Note: "majority" or "most" indicates that over 50% of respondents agreed or provided a positive rating.)

- **Welcoming Environments** – The majority of respondents agreed or strongly agreed that UNC-Chapel Hill provides programming that fosters a welcoming and inclusive community; administrators expressed the most agreement.
- **Interactions across Differences** – The majority of respondents believe UNC-Chapel Hill promotes racial or cultural interactions between different groups somewhat well or very well; students expressed the most agreement.
- **Feelings of Safety** – The majority of respondents agreed or strongly agreed that they feel safe on campus; however, less than half of all student respondents reported feeling safe off campus.
- **Perceptions of Diversity & Inclusion** – The majority of respondents agreed or strongly agreed that they feel UNC-Chapel Hill is inclusive; students agreed most frequently.

Context

Surveys

The survey instruments and associated findings are intended to facilitate conversations focused on the experiences and perspectives of members of the UNC-Chapel Hill community. The responses were based on self-reports of individuals' unique experiences at Carolina of those present in Fall 2022. While the lived nature of these experiences cannot be confirmed, the survey results reflect the feelings and perspectives of those who chose to participate. As such, the findings are descriptive in nature and do not purport to determine cause-and-effect relationships.

Not all individuals invited to participate in the survey responded, thus the data do have limitations. To maintain privacy, table cells with fewer than six responses were replaced with a corresponding dash (-), and those with null or no responses were left blank. Individuals did not have to respond to every, or any, question; therefore, using the overall response total to calculate counts based on percentages may lead to inaccuracies. In some instances, definitions were provided to individuals taking the survey to help comprehension of topics (e.g., University policy). The information gleaned from the results should be interpreted with a broad lens, providing useful, but not complete context for Carolina initiatives, policies, or efforts.

Demographics

Demographic statistics on individuals who completed the surveys provides information for situating the findings (Table 1). The surveys offered respondents the opportunity to describe themselves using a more detailed list of gender, race/ethnicity, and sexual orientation identities than the standard categories collected by the University for federal and state reporting purposes; this is important as demographically diverse community can give rise to a welcoming environment and sense of belonging. These more detailed data help us learn more about who is part of our Carolina community, where gaps exist, and how we might drive future efforts to hear all voices. Results are listed in the order they appeared on the survey.

Table 1. Select Demographic Information on Survey Participants

Demographic	Response Choice	Administrator	Faculty	Staff	Student
Gender (What is your gender identity or expression?)	Man	35.2%	37.9%	28.5%	28.9%
	Woman	64.8%	54.3%	64.9%	64.9%
	Non-binary/nonconforming		0.8%	1.1%	3.2%
	Transgender man			-	0.4%
	Transgender woman			-	-
	Prefer not to respond	-	5.9%	4.8%	1.7%
	Prefer to self-identify (write in)		1.0%	0.6%	0.9%
Race/ethnicity (What is your race or ethnicity? Check all that apply.)	Asian/Asian American		6.4%	5.9%	16.9%
	Black/African American	31.3%	5.3%	10.6%	6.2%
	Hispanic/Latinx		4.3%	3.5%	4.8%
	Middle Eastern or North African		0.8%	0.5%	1.2%
	Native American/Alaska Native	-	-	0.5%	0.2%
	Native Hawaiian/Pacific Islander		-	-	-
	White	68.8%	67.6%	65.9%	56.8%
Sexual Orientation/ Identity (What is your sexual identity or orientation?)	More than 1	-	6.7%	4.2%	10.3%
	Prefer not to respond	-	7.7%	8.4%	2.9%
	Prefer to self-identify (write in)		1.1%	0.5%	0.6%
	Asexual		0.7%	2.7%	2.6%
	Bisexual		3.1%	5.4%	11.3%
	Gay	-	2.3%	2.5%	2.5%
	Heterosexual (straight)	100.0%	79.3%	75.3%	66.8%
Sexual Orientation/ Identity (What is your sexual identity or orientation?)	Lesbian	-	1.9%	1.6%	2.2%
	Queer		1.8%	2.4%	4.5%
	Questioning or unsure		-	0.6%	4.1%
	Prefer not to respond	-	9.7%	8.6%	4.6%
	Prefer to self-identify (write in)		1.2%	0.8%	1.4%

Note. Cell sizes 5 or less masked for privacy (n<6) and corresponding data removed '-'; blanks are 0, percents calculated with unmasked data and rounded thus may not add up to 100; individuals who checked multiple choices are grouped as "More than 1"

Highlights of Survey Results

In this executive summary, findings focus on several common questions posed to all administrators, faculty, staff, and students that align to our strategic plan; surveys sent to individuals were mostly identical with exception of role-specific language. Responses to the items are organized by four major themes to paint broad strokes of important topics related to the experiences of administrators, faculty, staff, and students. Findings are also broken down by gender identity, race/ethnicity, and sexual orientation/identity for employees (aggregated across administrators, faculty, and staff) and students to provide more nuance; the demographic breakdowns are reported by showing two groups with the highest and lowest (or strongest and weakest) perceptions within students and employees. The complete results are found in the Appendix.

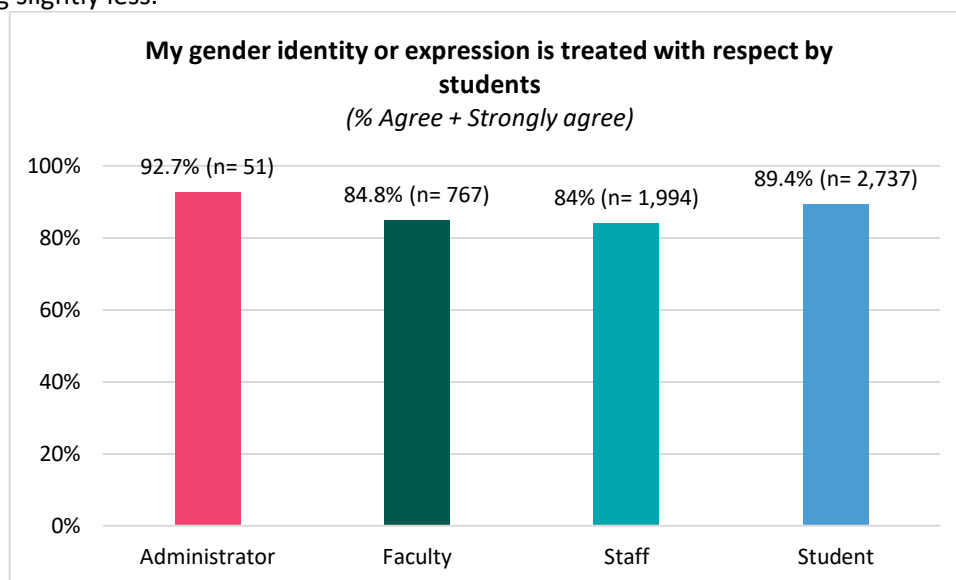
Theme 1: Welcoming Environments

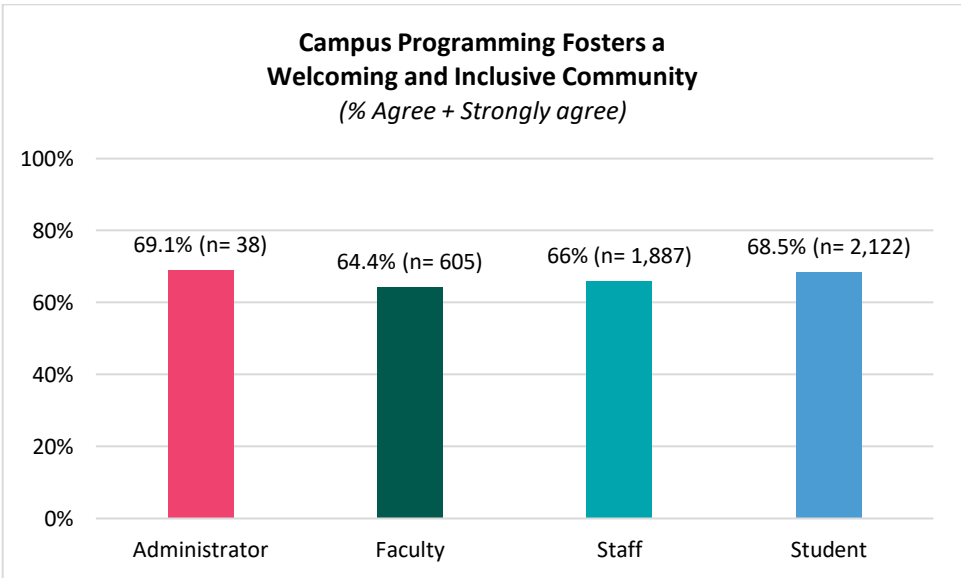
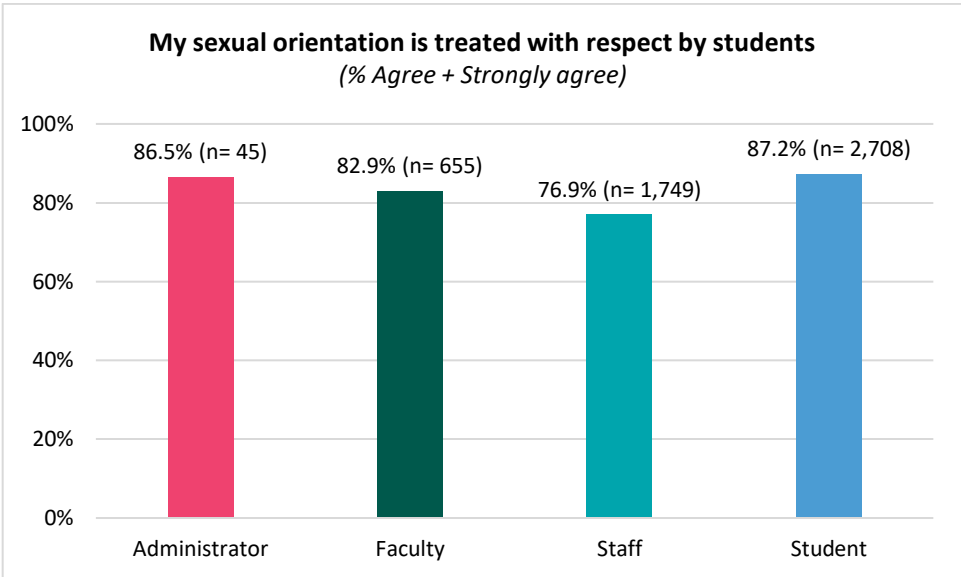
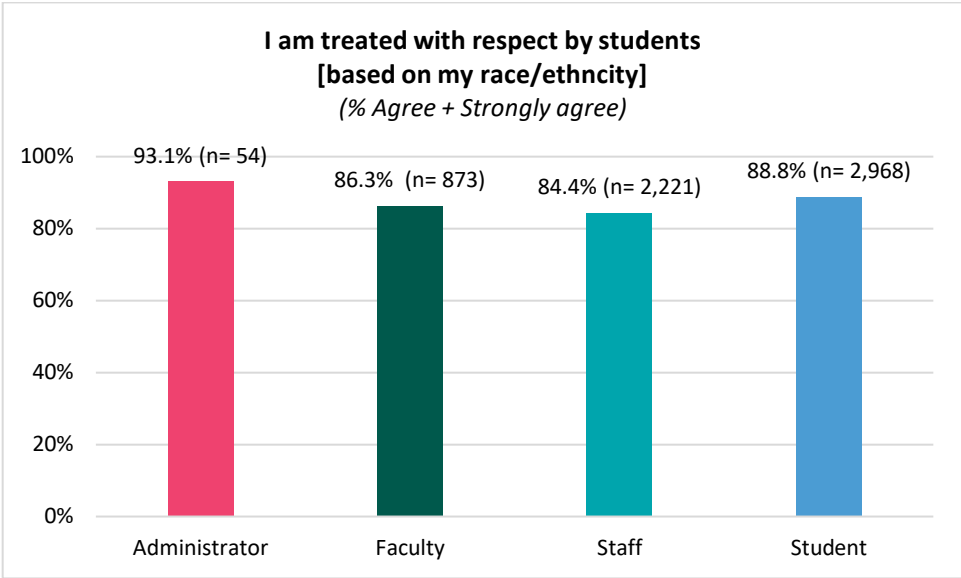
Participating Carolina community members shared their perceptions of the environment at the University by responding to the following two questions.

- **To what extent do you agree or disagree with the following statements? (1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree)**
 - My gender identity or expression is treated with respect by students.
 - I am treated with respect by students [based on my race or ethnicity].
 - My sexual orientation is treated with respect by students.
- **To what extent do you agree or disagree with the following statements about the overall experience at UNC-Chapel Hill? (1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree)**
 - UNC-Chapel Hill provides programming that fosters a welcoming and inclusive community.

Over four-fifths of administrators (92.7%), faculty (84.8%), staff (84.0%), and students (89.4%) agreed or strongly agreed that their gender identity or expression is treated with respect by students. Similarly, over four-fifths of administrators (93.1%), faculty (86.3%), staff (84.4%), and students (88.8%) agreed or strongly agreed that they are treated with respect by students based on their race or ethnicity. Lastly, over four-fifths of administrators (86.5%), faculty (82.9%), and students (87.2%) agreed or strongly agreed that their sexual orientation is treated with respect by students, with staff (76.9%) agreeing slightly less than their peers.

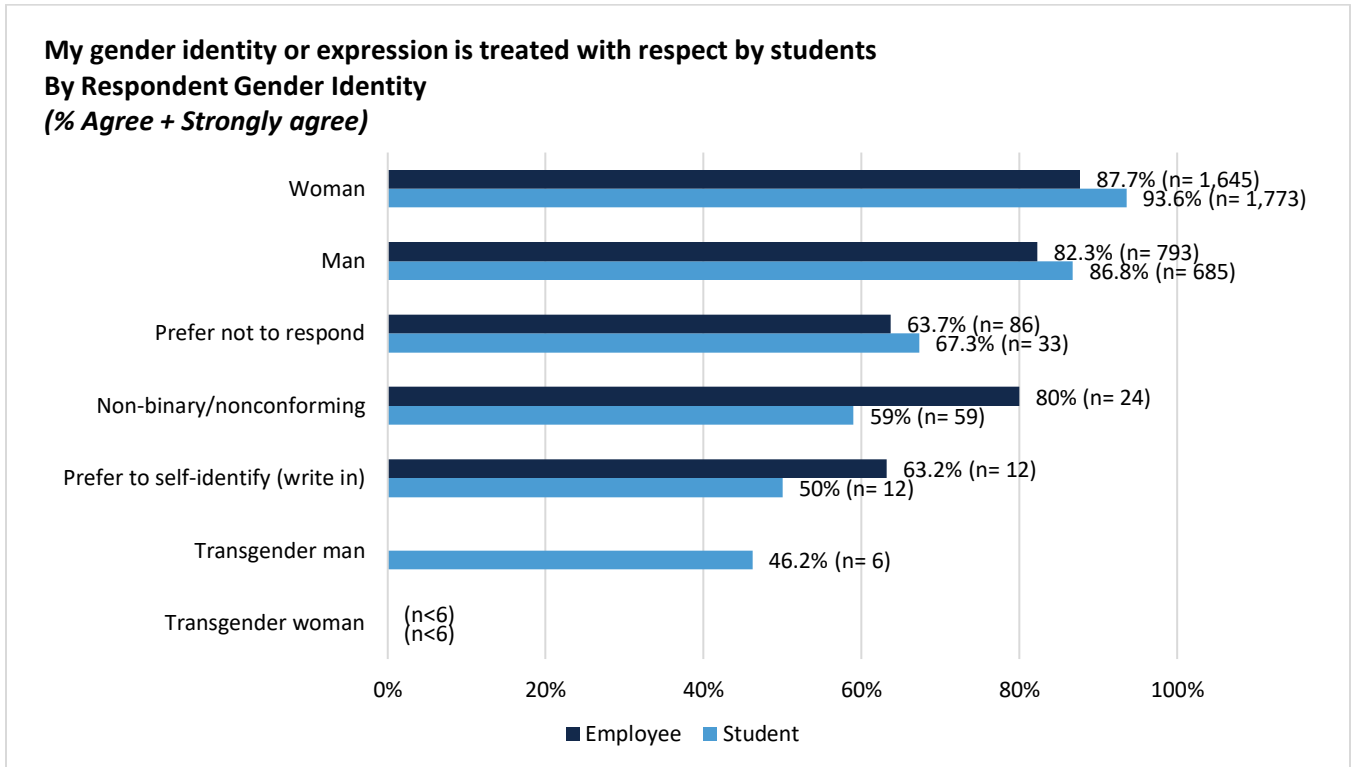
About two-thirds of administrators (69.1%), staff (66.0%), and students (68.5%) agreed or strongly agreed that UNC-Chapel Hill provided programming that fosters a welcoming and inclusive community with faculty (64.4%) agreeing slightly less.



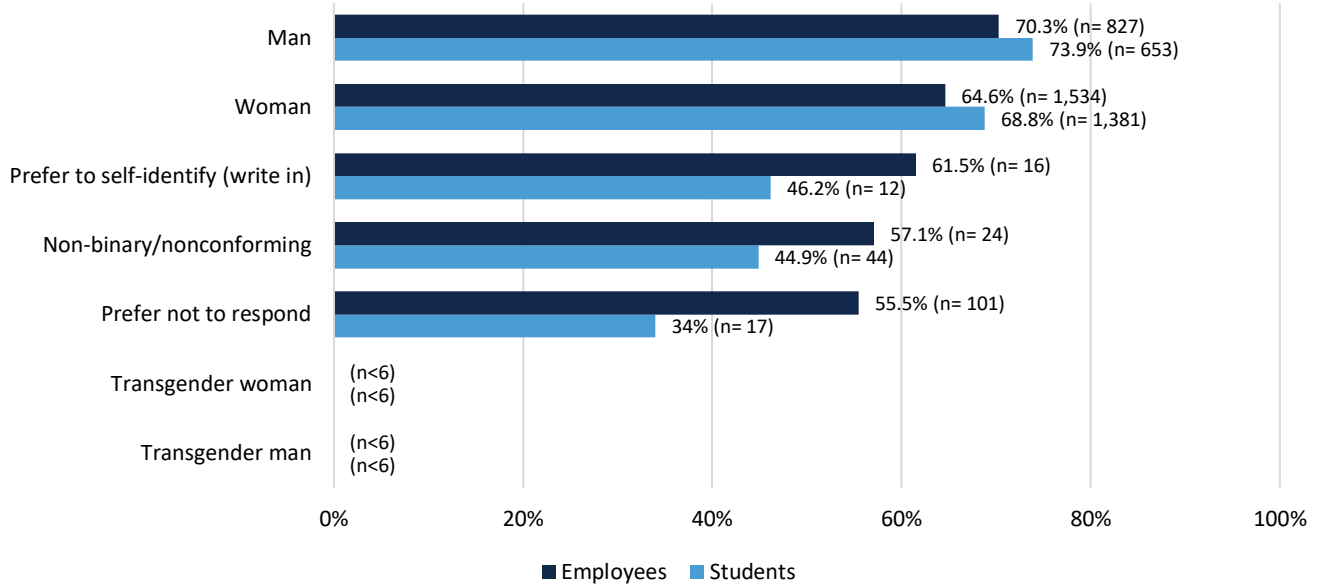


By Gender Identity

- **Respect:** Employees who preferred to self-identify (write in a gender identity) agreed (63.2%) less than peers identifying as women (87.7%) that their gender identity or expression is treated with respect by students. Students who identified as transgender men agreed (46.2%) less than those identifying as women (93.6%) that their gender identity or expression is treated with respect by students (see Appendix Table 1.1).
- **Programming:** Employees who preferred not to respond their gender identity were less likely to agree (55.5%) that the University provides programming that fosters a welcoming and inclusive community than those who identified as men (70.3%). Similarly, students who preferred not to share their gender identity agreed (34.0%) less than students identifying as men (73.9%) about programming (see Appendix Table 1.2).



**Programming Fosters Welcoming/Inclusive Community
By Respondent Gender Identity
(% Agree + Strongly agree)**

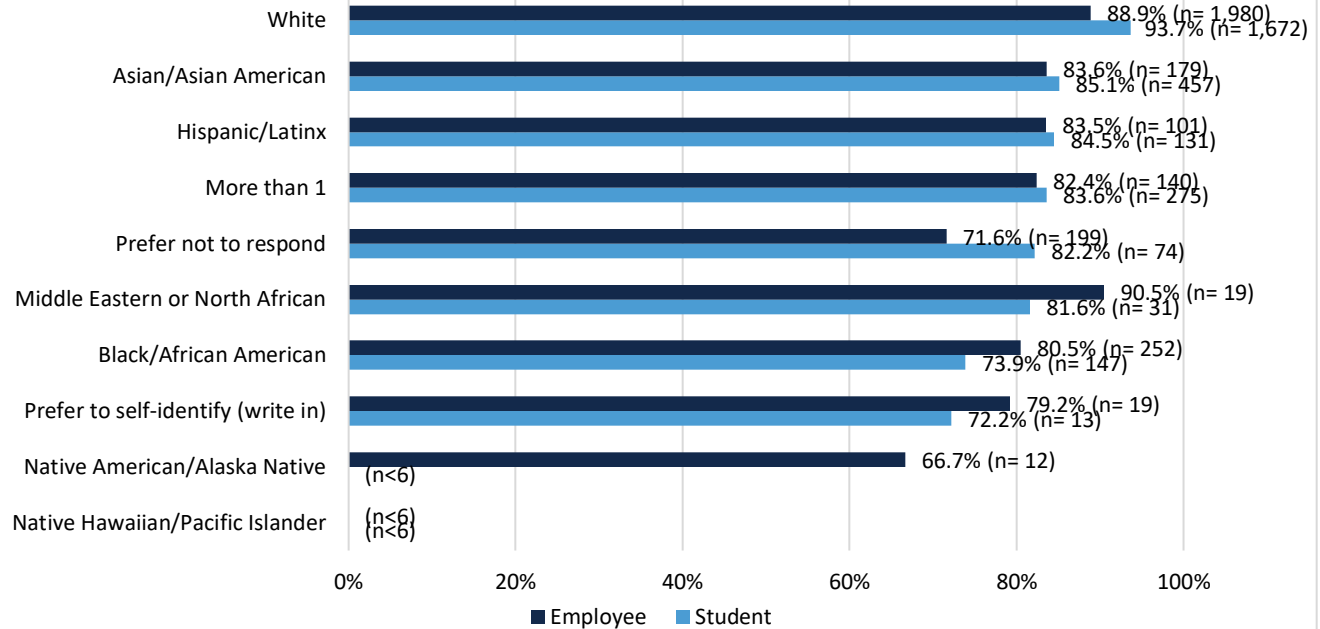


By Race/Ethnicity

- Respect:** Employees who identified as Native American/Alaska Native were less likely to agree (66.7%) that they are treated with respect by students (based on their race or ethnicity) than their Middle Eastern or North African (90.5%) peers. Students who preferred to self-identify (write in a race or ethnicity) agreed less (72.2%) than their White (93.7%) peers that they are treated with respect by students (based on their race or ethnicity) (see Appendix Table 1.1).
- Programming:** Employees identifying as Black/African American were less likely to agree (50.7%) than peers identifying as Asian/Asian American (70.1%) that UNC-Chapel Hill provides programming that fosters a welcoming and inclusive community. Students identifying as Black/African American were less likely to agree (51.3%) about programming than peers identifying as White (71.9%) (see Appendix Table 1.2).

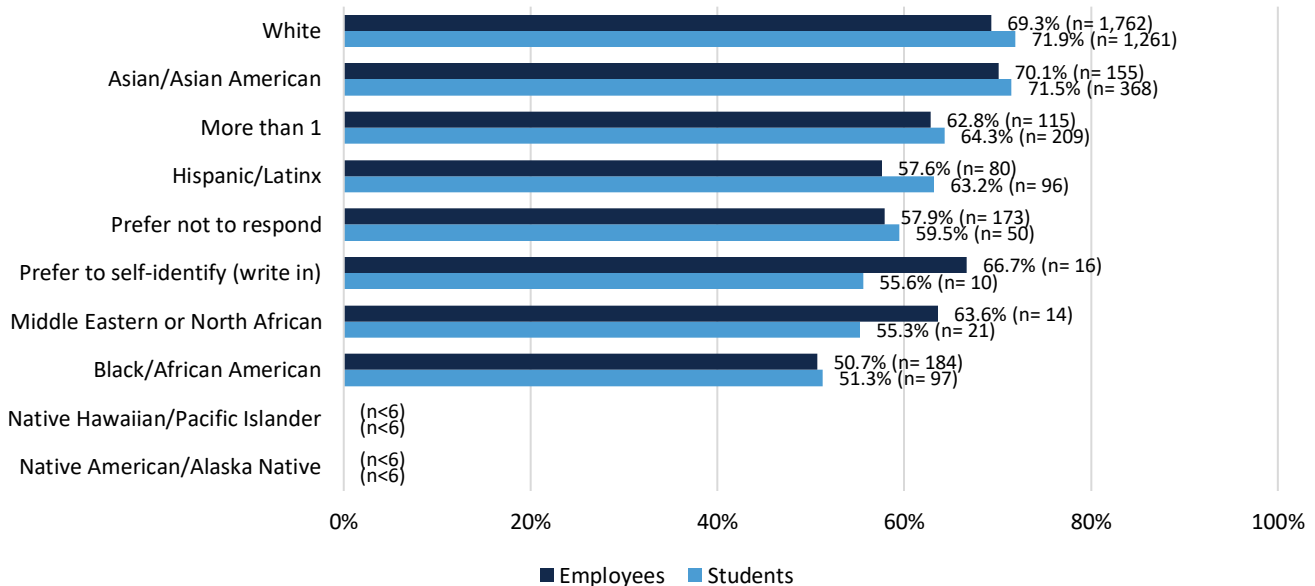
I am treated with respect by students [based on my race or ethnicity]

By Respondent Race/Ethnicity
(% Agree + Strongly agree)



Programming Fosters Welcoming/Inclusive Community

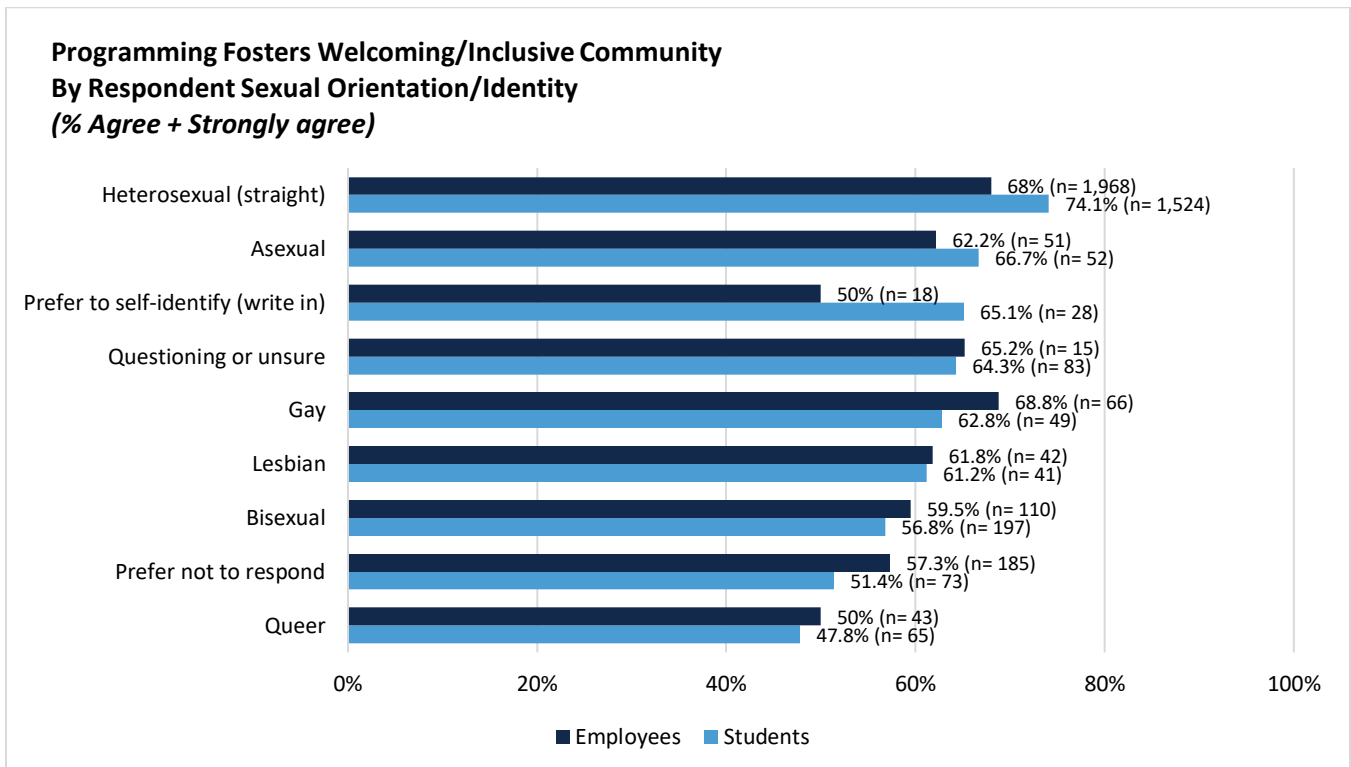
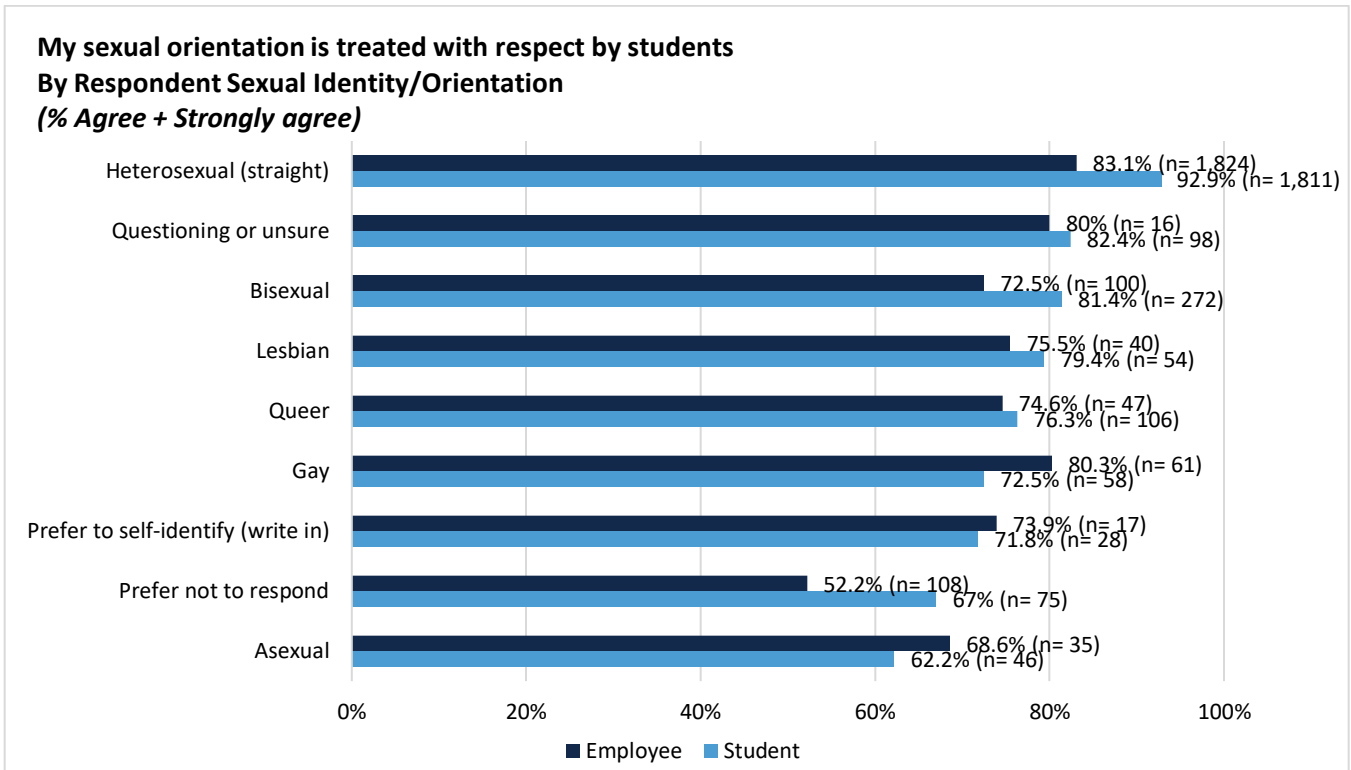
By Respondent Race/Ethnicity
(% Agree + Strongly agree)



By Sexual Orientation/Identity

- **Respect:** Employees who preferred not to respond about their sexual orientation/identity agreed (52.2%) less than peers identifying as heterosexual (straight) (83.1%) that their sexual orientation is treated with respect by students. Students identifying as asexual were also less likely to agree (62.2%) than peers identifying as heterosexual (straight) (92.9%) (see Appendix Table 1.1).

- Programming:** Employees identifying as queer and those who preferred not to share their sexual orientation/identity were less likely to agree (50.0%) than peers identifying as gay (68.8%) that UNC-Chapel Hill provides programming fostering a welcoming and inclusive community. Similarly, students identifying as queer agreed (47.8%) less than their peers identifying as heterosexual (straight) (74.1%) (see Appendix Table 1.2).

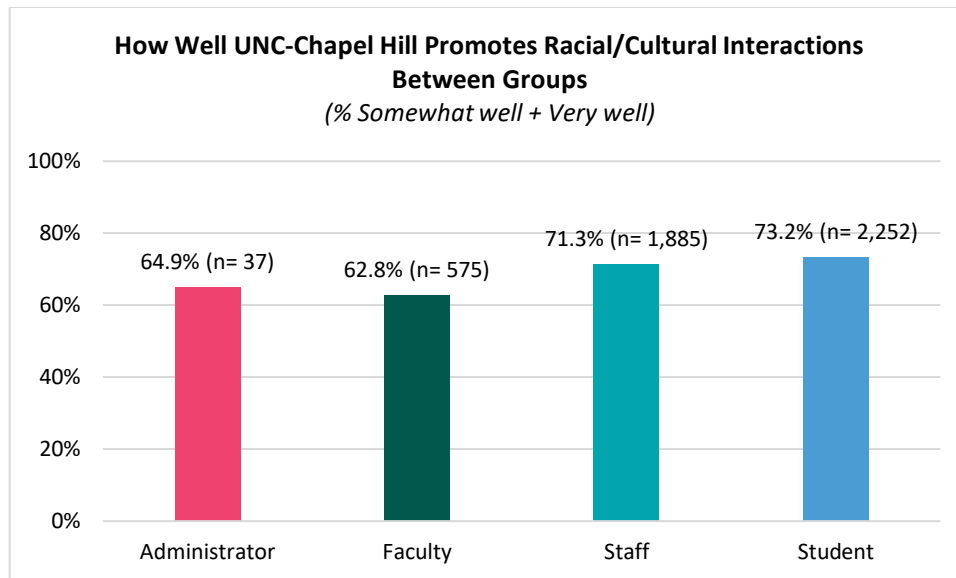


Theme 2: Interactions across Differences

Interacting with others is an integral part of the University experience as it offers the opportunity to gain new insights around a variety of topics. To gauge such experiences, individuals were asked the following question:

- **How well does UNC-Chapel Hill promote racial or cultural interaction between different groups? (1. Not at all, 2. Not very well, 3. Somewhat well, 4. Very well)**

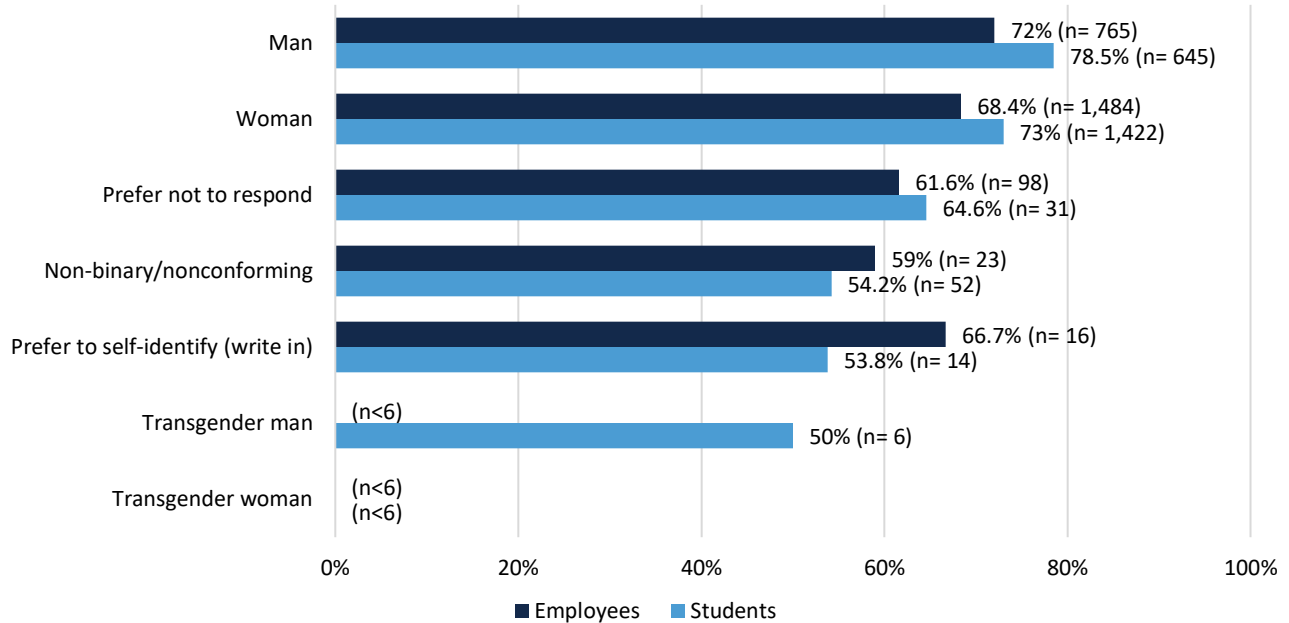
Over half of administrators (64.9%), faculty (62.8%), staff (71.3%), and students (73.2%) who participated in the survey believed the institution promoted racial or cultural interactions between different groups well.



By Gender Identity

- Employees identifying as non-binary/nonconforming were less likely to indicate (59.0%) than peers identifying as men (78.5%) that UNC-Chapel Hill is doing well promoting racial or cultural interactions between different groups. Similarly, students identifying as transgender men were less likely to indicate (50.0%) than students identifying as men (78.5%) that the University is doing well promoting interactions (see Appendix Table 2.1).

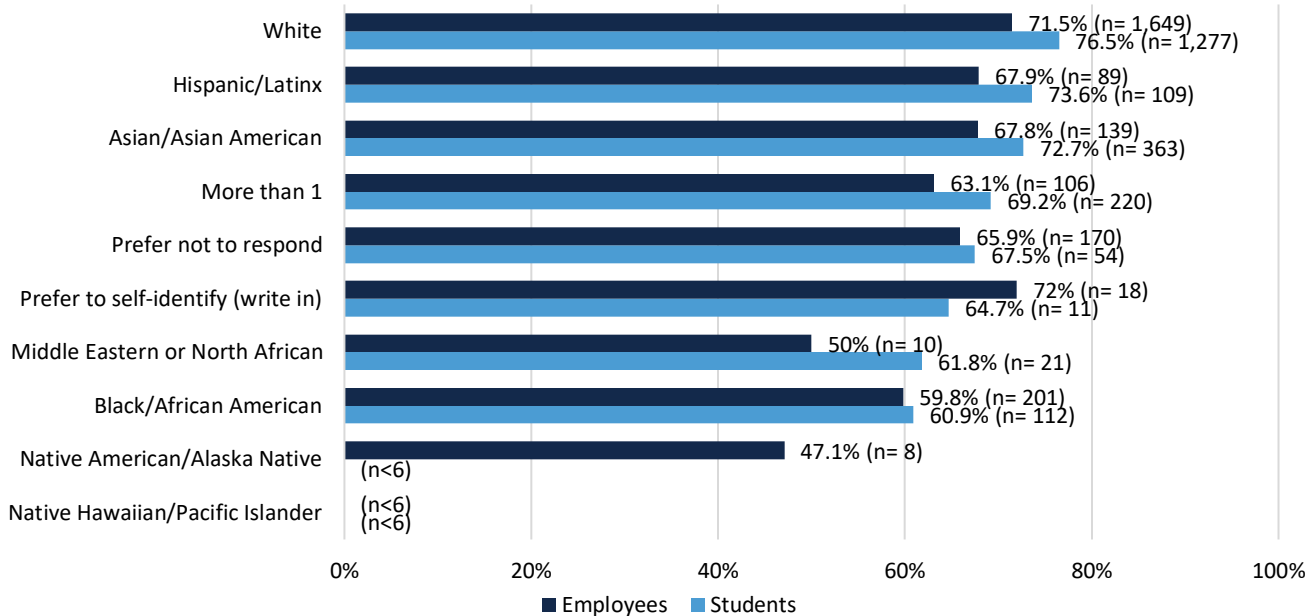
Campus Promotes Racial/Cultural Interaction Between Groups Well
By Respondent Gender Identity
(% Somewhat well + Very well)



By Race/Ethnicity

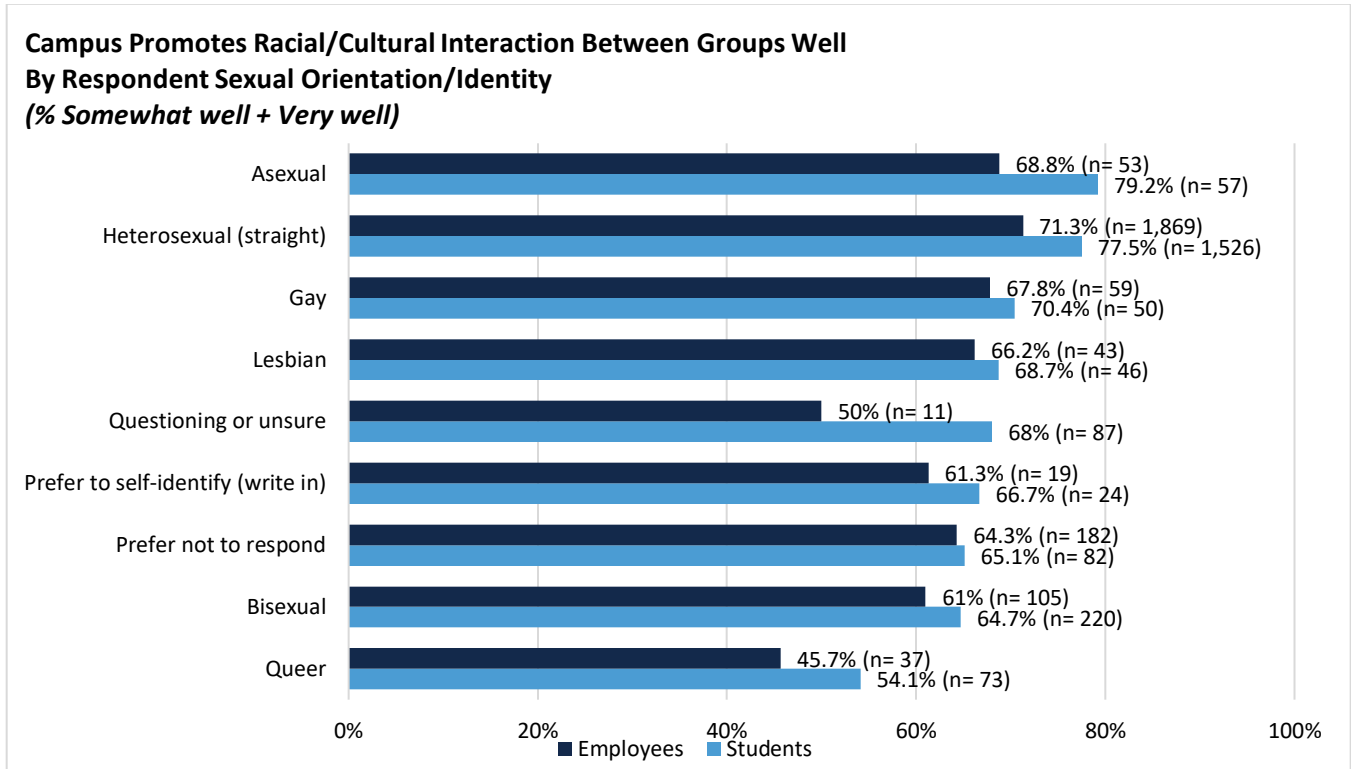
- Employees identifying as Native American/Alaska Native were less likely to indicate (47.1%) than peers who preferred to self-identify (write in a race or ethnicity) (72.0%) that UNC-Chapel Hill is doing well promoting racial or cultural interactions between different groups. Students identifying as Black/African American were less likely to indicate (60.9%) than peers identifying as White (76.5%) that the University is doing well promoting interactions (see Appendix Table 2.1).

Campus Promotes Racial/Cultural Interaction Between Groups Well
By Respondent Race/Ethnicity
(% Somewhat well + Very well)



By Sexual Orientation/Identity

- Employees identifying as queer indicated (45.7%) less than peers identifying as heterosexual (straight) (71.3%) that UNC-Chapel Hill is doing well promoting racial or cultural interactions between different groups. Similarly, students identifying as queer indicated (54.1%) less than students identifying as heterosexual straight (77.5%) that the University is doing well promoting interactions (see Appendix Table 2.1).

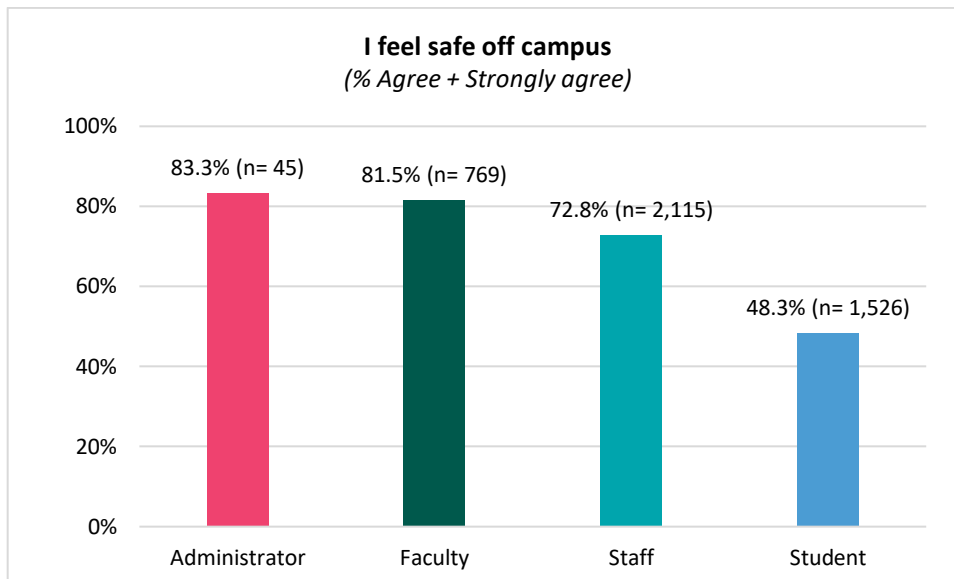
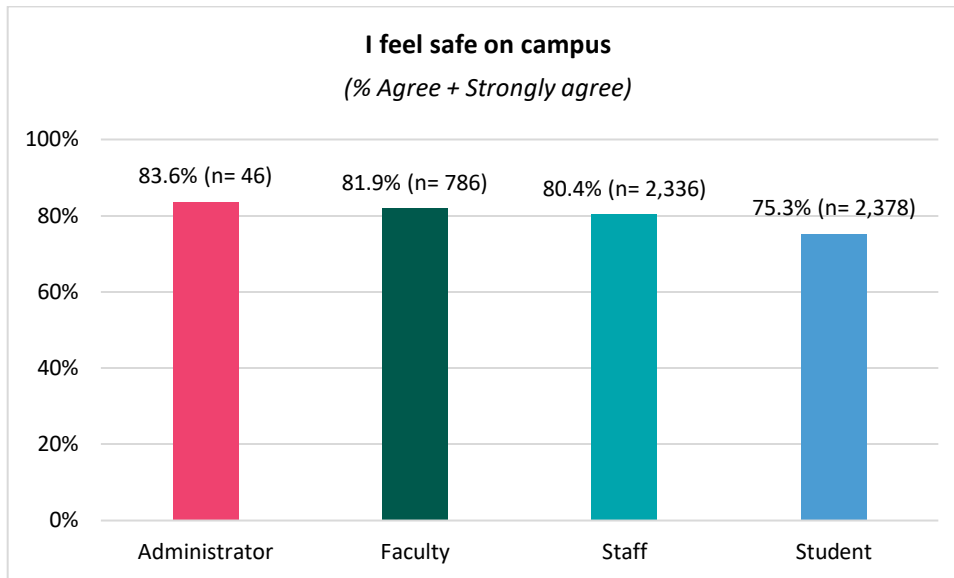


Theme 3: Feelings of Safety

A critical aim of the University is to promote a safe learning and working environment. To examine impressions about the campus environment, individuals were asked the following:

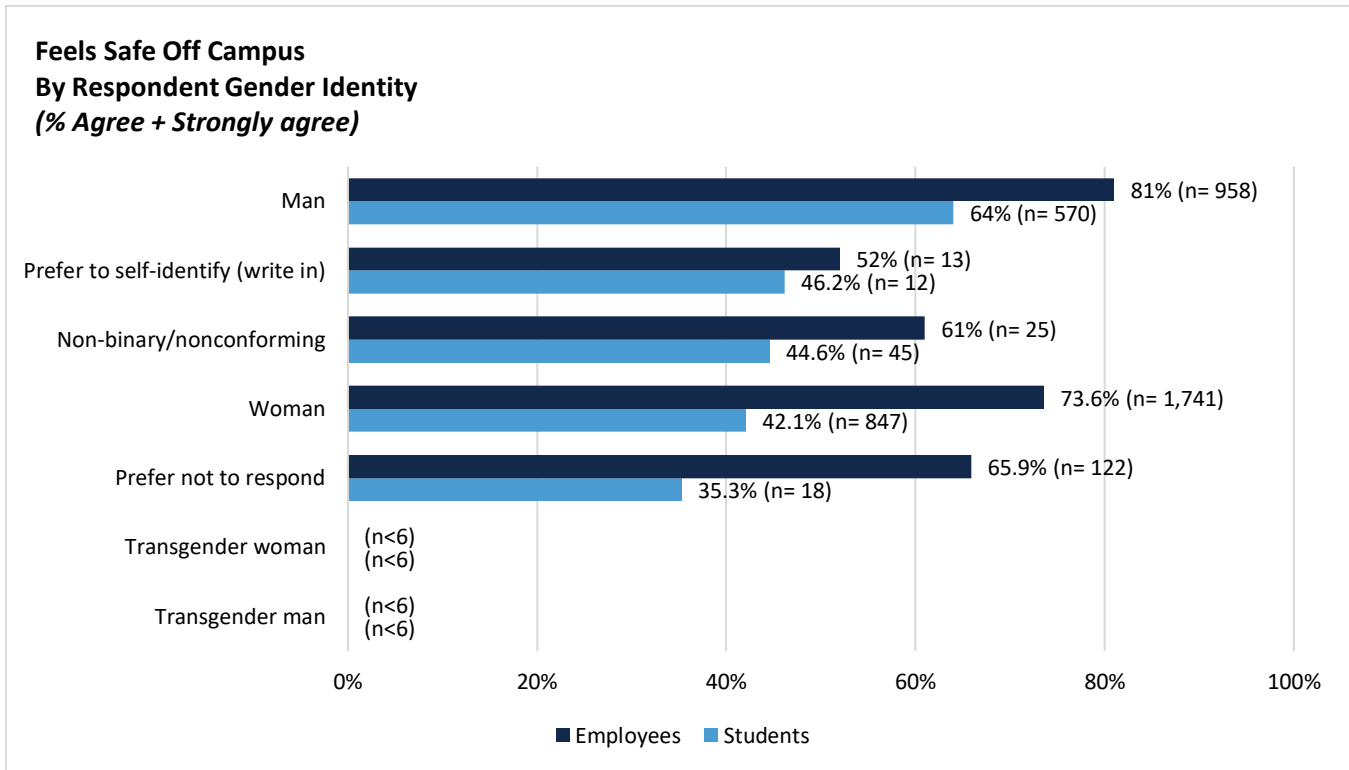
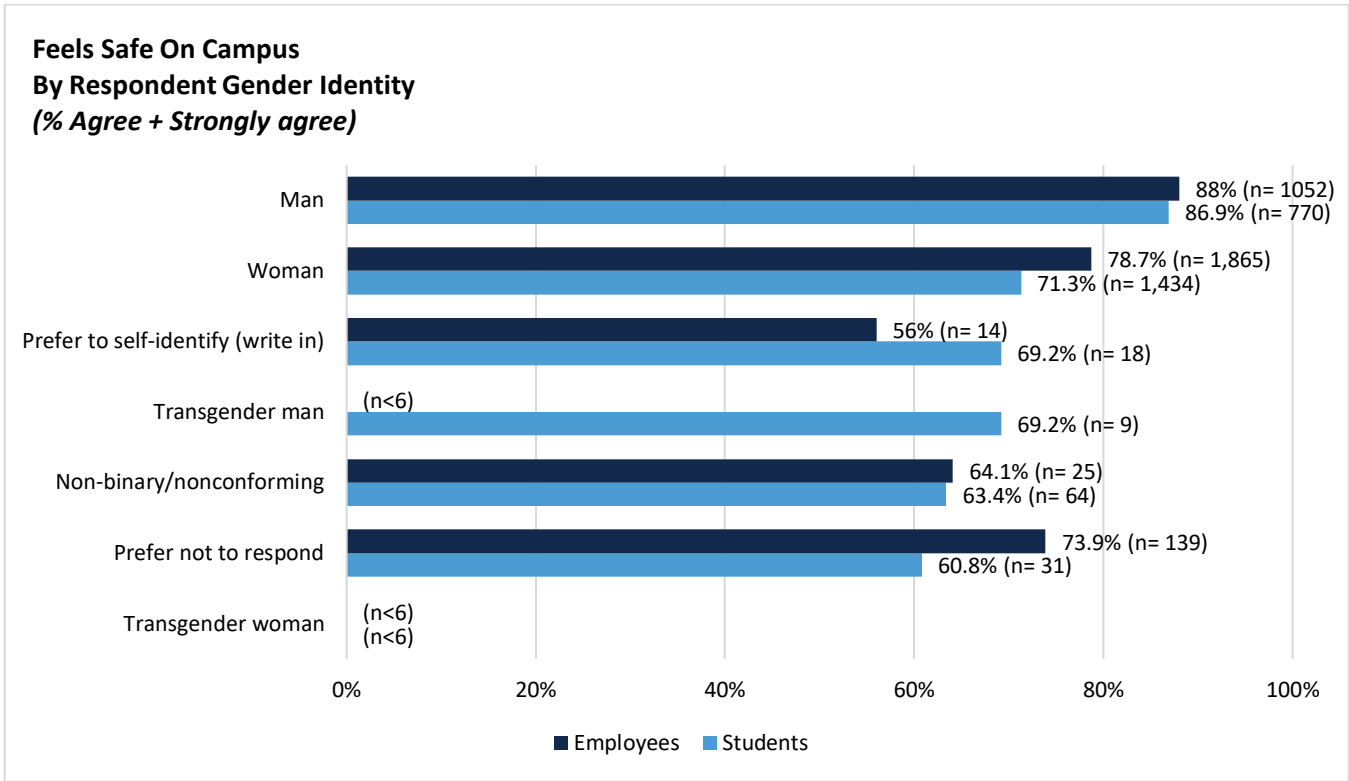
- **To what extent do you agree or disagree with the following statements about safety on/off campus? (1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree)**
 - I feel safe on campus.
 - I feel safe off campus.

Over three-fourths of administrators (83.6%), faculty (81.9%), staff (80.4%), and students (75.3%) who participated in the survey agreed that they feel safe on campus. Similarly, most administrators (83.3%), faculty (81.5%), and staff (72.8%) agreed that they feel safe off campus. However, the percentage of students (48.3%) who share this sentiment was considerably lower.



By Gender Identity

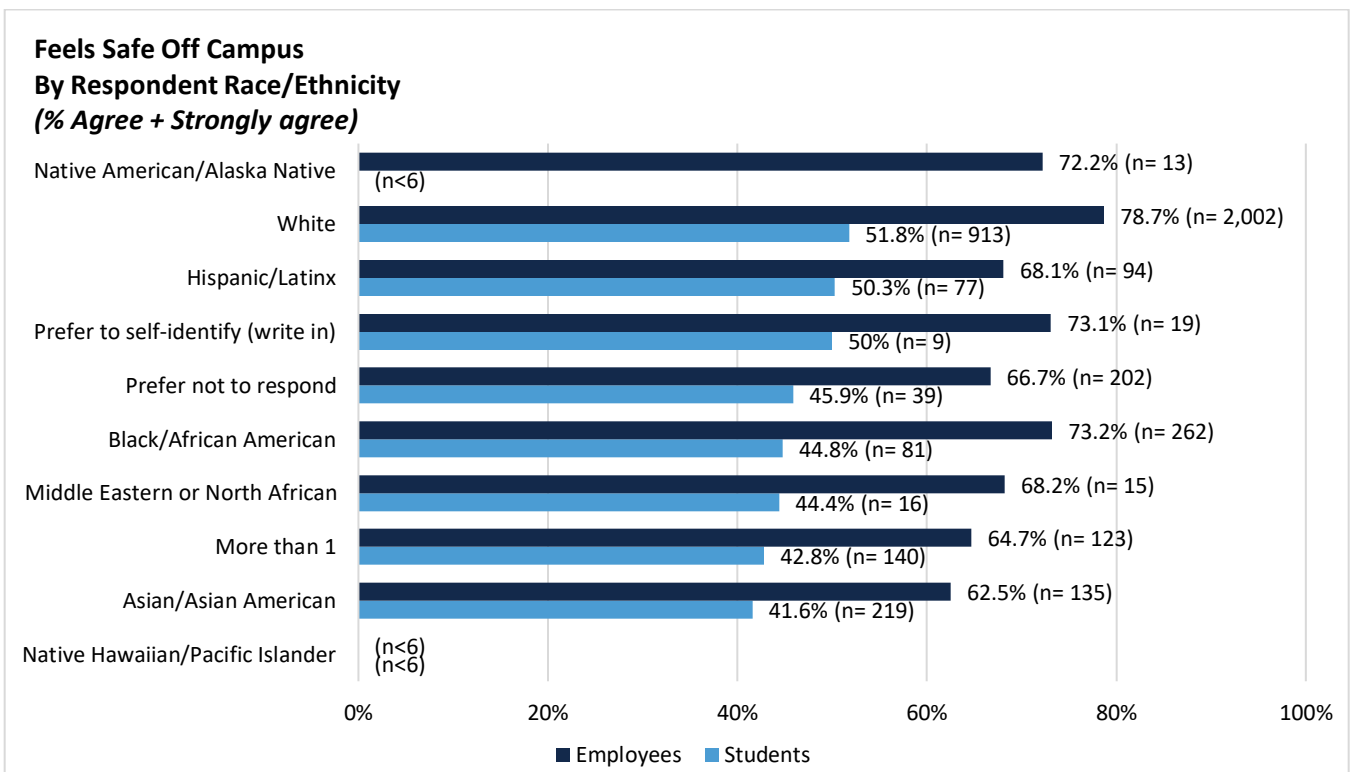
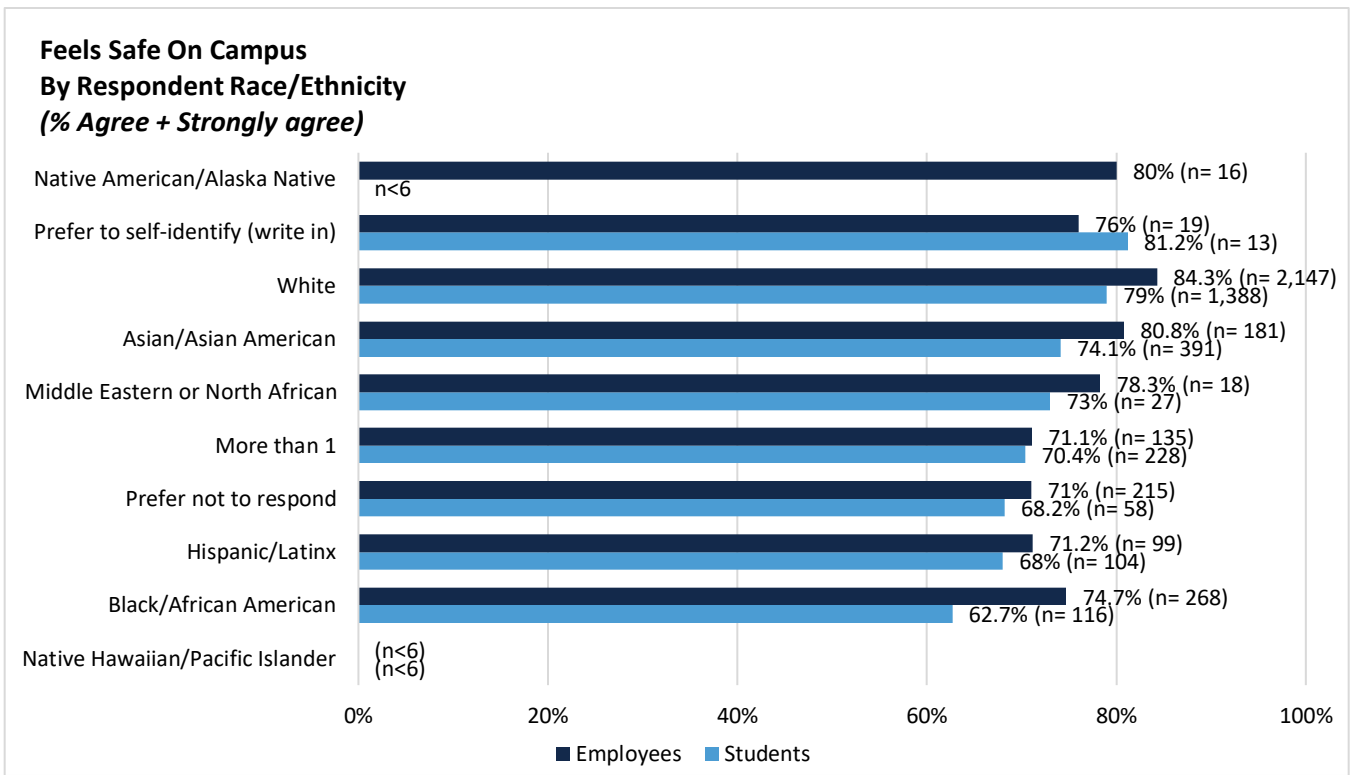
- **On Campus:** Employees who preferred to self-identify (write in a gender identity) were less likely to agree (56.0%) than peers identifying as men (88.0%) feeling safe on campus. Students who preferred not to share their gender identity were less likely to agree (60.8%) than students who identified as men (86.9%) feeling safe on campus (see Appendix Table 3.1).
- **Off Campus:** Employees who preferred to self-identify (write in a gender identity) agreed (52.0%) less than peer identifying as men (81.0%) that they feel safe off campus. Students who preferred not to share their identity agreed (35.3%) less than students identifying as men (64.0%) that they feel safe off campus (see Appendix Table 3.2).



By Race/Ethnicity

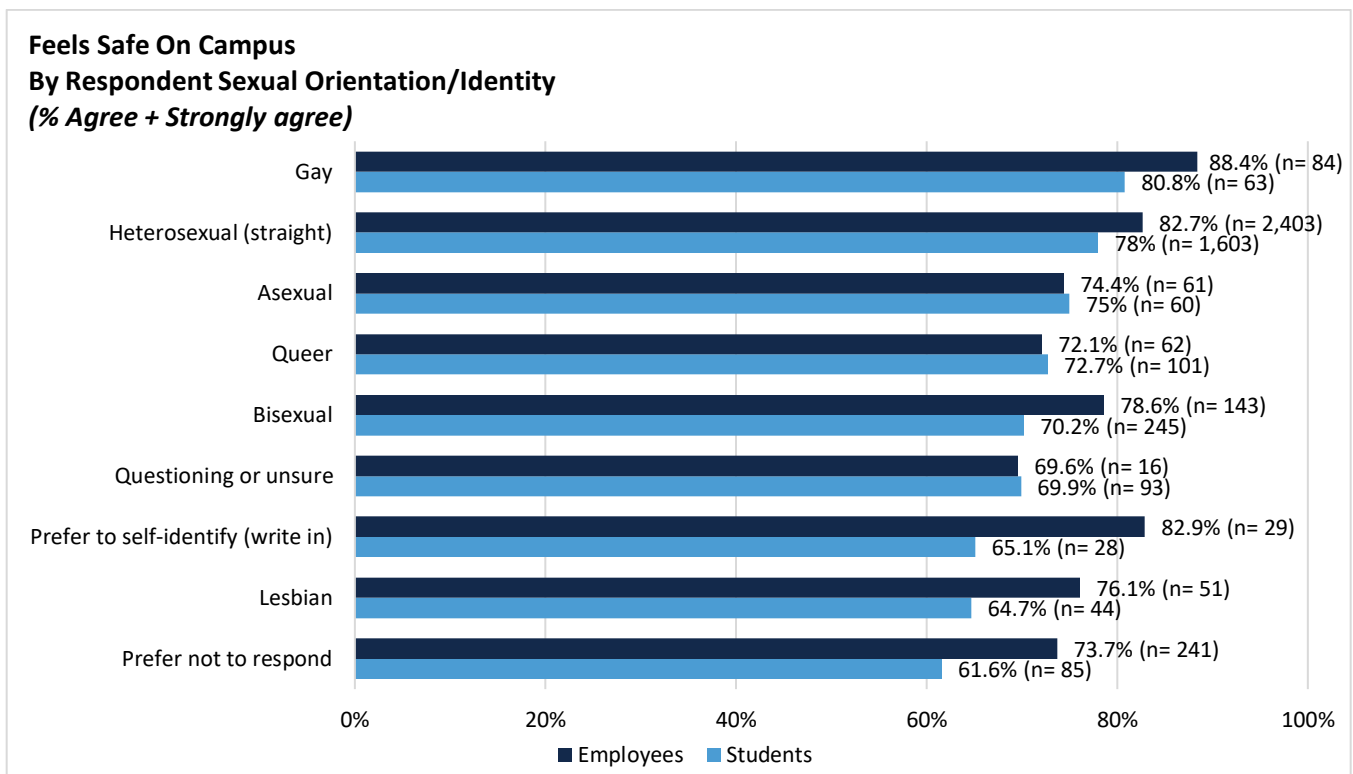
- On Campus:** Employees who preferred not to respond about their race or ethnicity were less likely to agree (71.0%) than peers identifying as White (84.3%) that they feel safe on campus. Students who identified as Black/African American were less likely to agree (62.7%) than students who preferred to self-identify (write in a race/ethnicity) (81.2%) about feeling safe on campus (see Appendix Table 3.1).

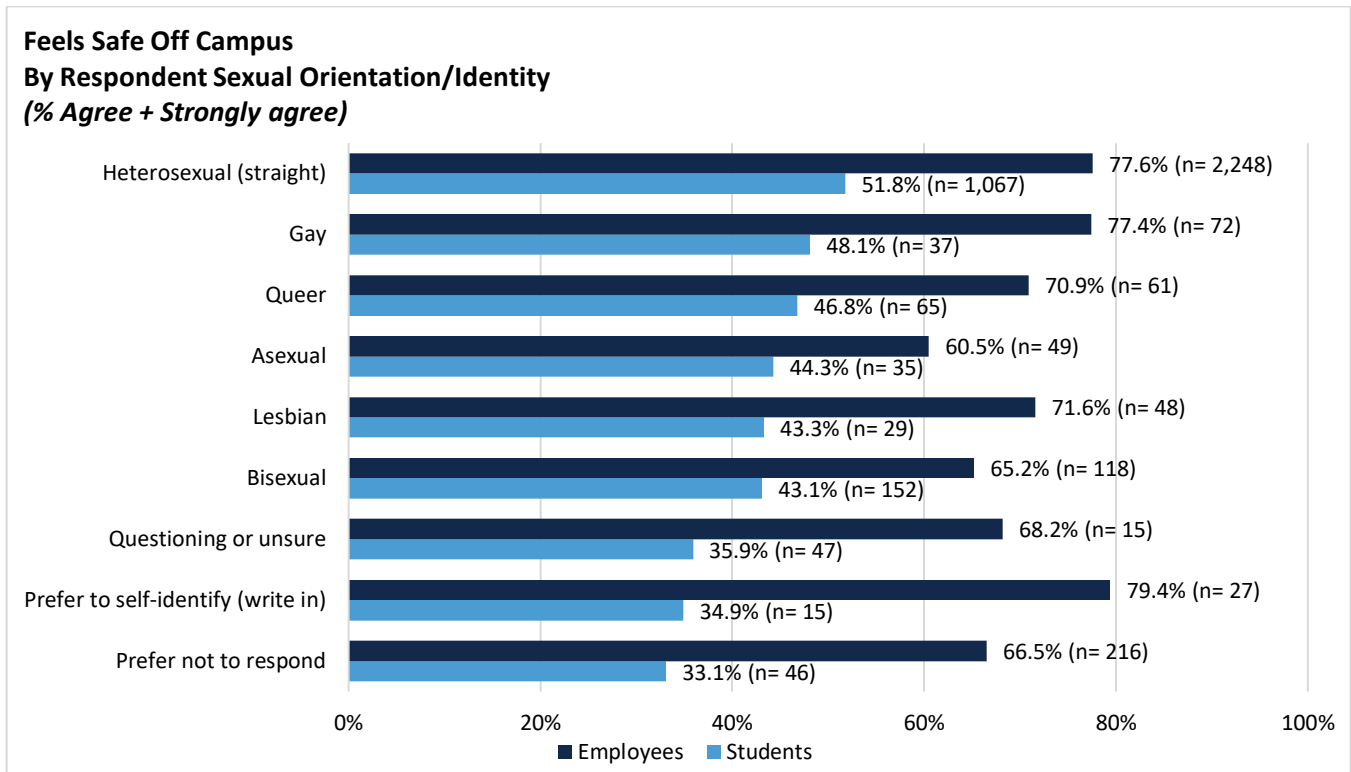
- Off Campus:** Employees identifying as Asian/Asian American agreed (62.5%) less than peers identifying as White (78.7%) that they feel safe off campus. Similarly, students who identified as Asian/Asian American were less likely to agree (41.6%) than peers identifying as White (51.8%) that they feel safe off campus (see Appendix Table 3.2).



By Sexual Orientation/Identity

- **On Campus:** Employees who identified as questioning or unsure were less likely to agree (69.6%) than peers who identified as gay (88.4%) that they feel safe on campus. Students who preferred not to respond about their sexual orientation/identity were less likely to agree (61.6%) than students identifying as gay (80.8%) that they feel safe on campus (see Appendix Table 3.1).
- **Off Campus:** Employees who identified as asexual agreed (60.5%) less than those who preferred to self-identify (write in a sexual orientation/identity) (79.4%) about feeling less safe off campus. Students who preferred not to report their sexual orientation/identity were less likely to agree (33.1%) than those identifying as heterosexual (straight) (51.8%) that they feel safe off campus (see Appendix Table 3.2).



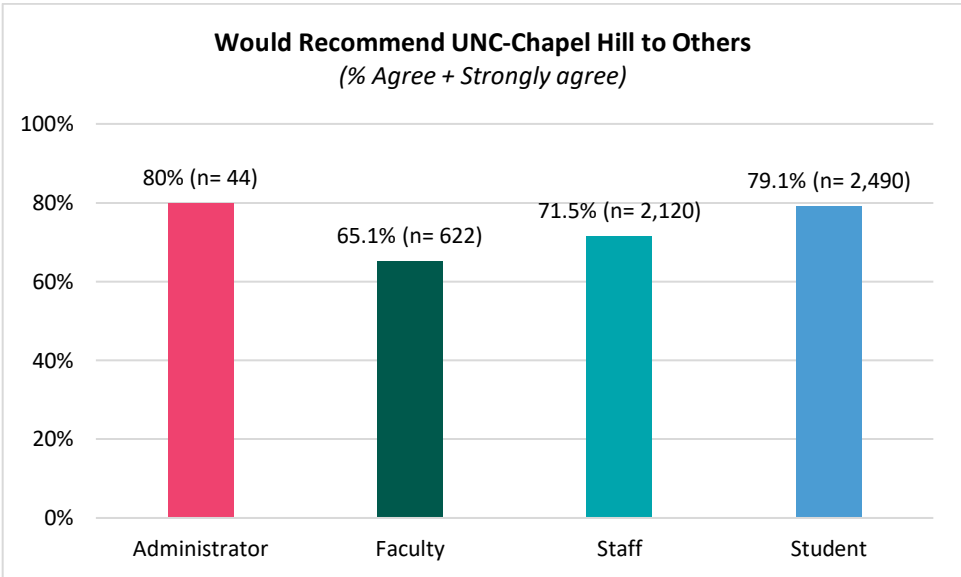
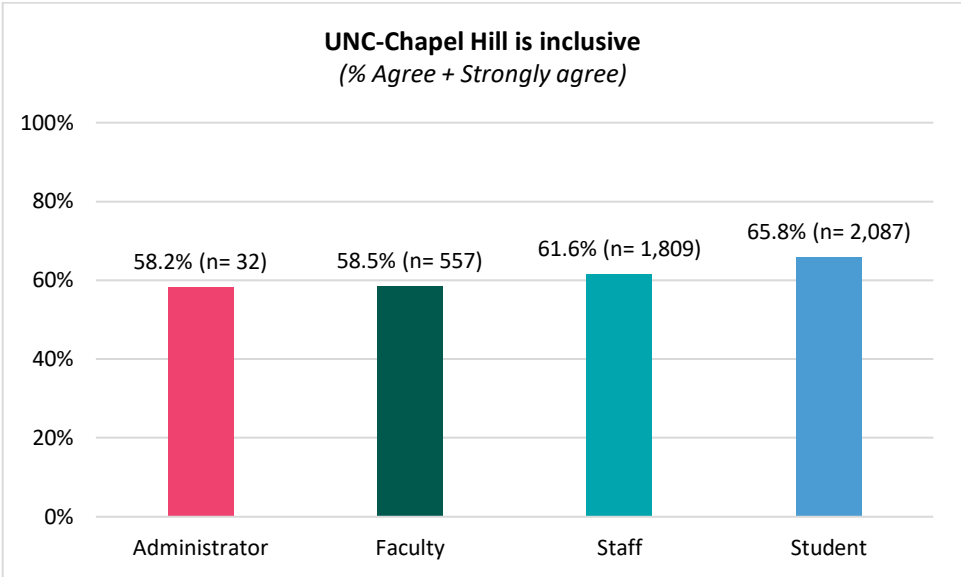
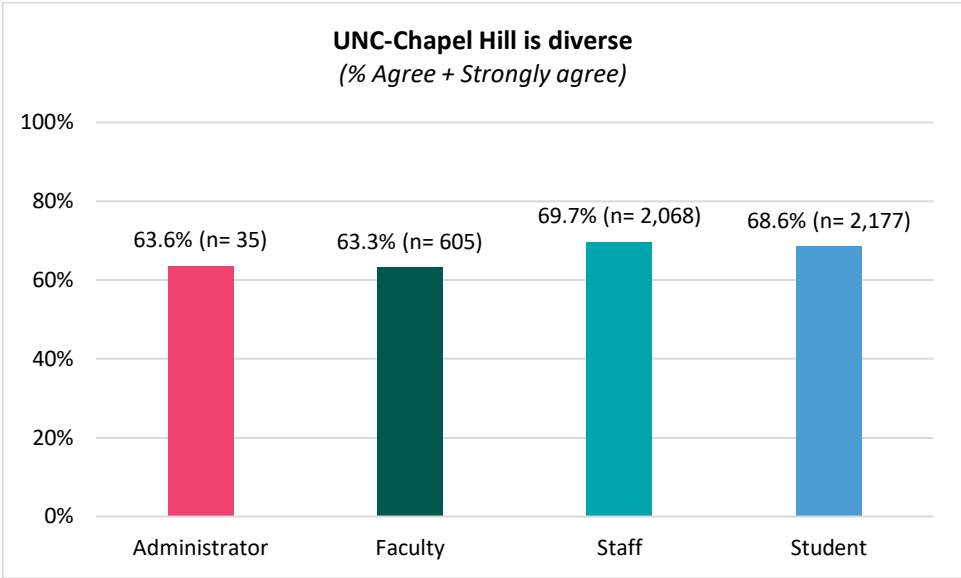


Theme 4: Perceptions of Diversity and Inclusion

The campus community responded to questions about their perceptions of the overall experience at Carolina in terms of diversity, inclusion, and whether they would recommend that other individuals consider working at, or attending, the University.

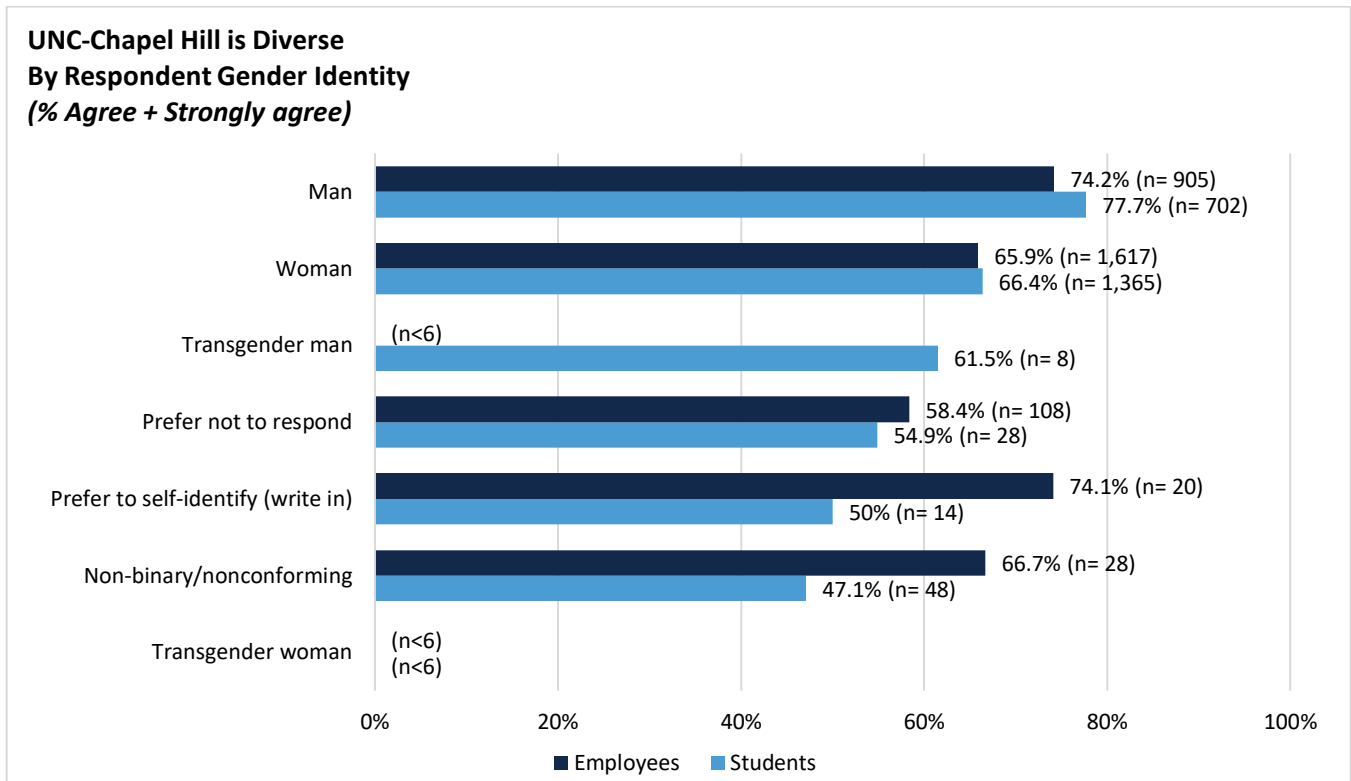
- **To what extent do you agree or disagree with the following statements about the overall experience at UNC-Chapel Hill? (1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree)**
 - UNC-Chapel Hill is diverse.
 - UNC-Chapel Hill is inclusive.
 - I would recommend UNC-Chapel Hill to others considering working (or attending) here.

Over three-fifths of administrators (63.6%), faculty (63.3%), staff (69.7%), and students (68.6%) who participated in the survey agreed that UNC-Chapel Hill is diverse. Over half of administrators (58.2%), faculty (58.5%), staff (61.6%), and students (65.8%) agreed that the University is inclusive. Approximately four-fifths of administrators (80.0%) and students (79.1%) agreed that they would recommend the University to others to attend or work; most staff (71.5%) and faculty (65.1%) echoed these sentiments as well.

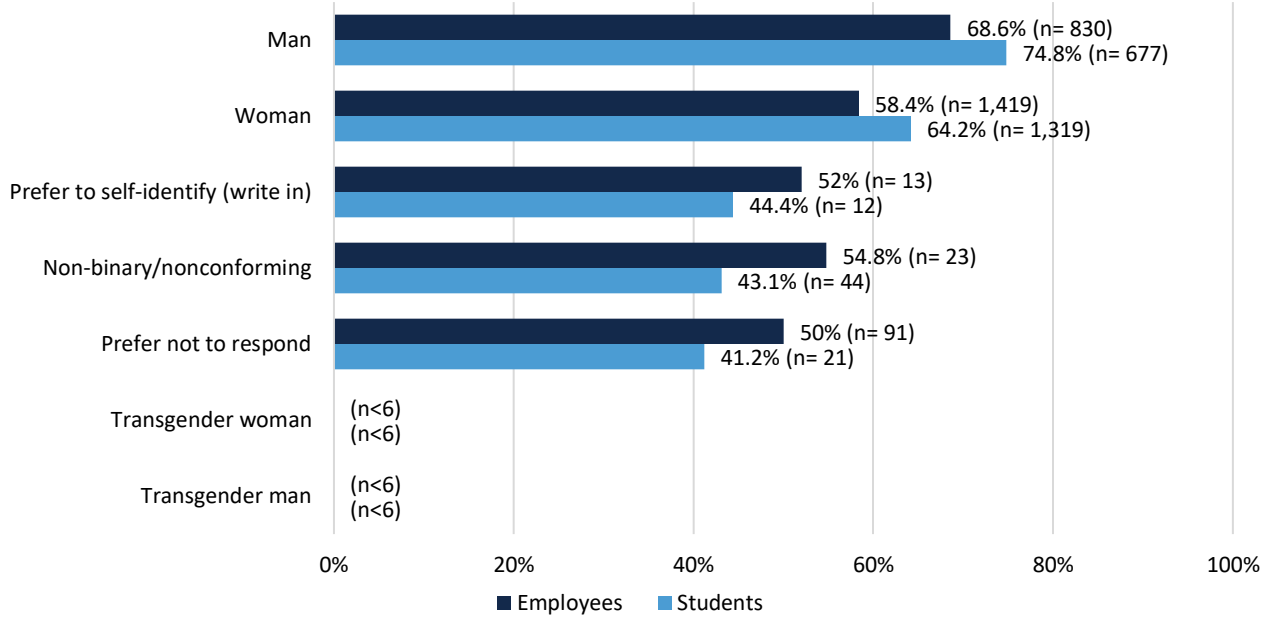


By Gender Identity

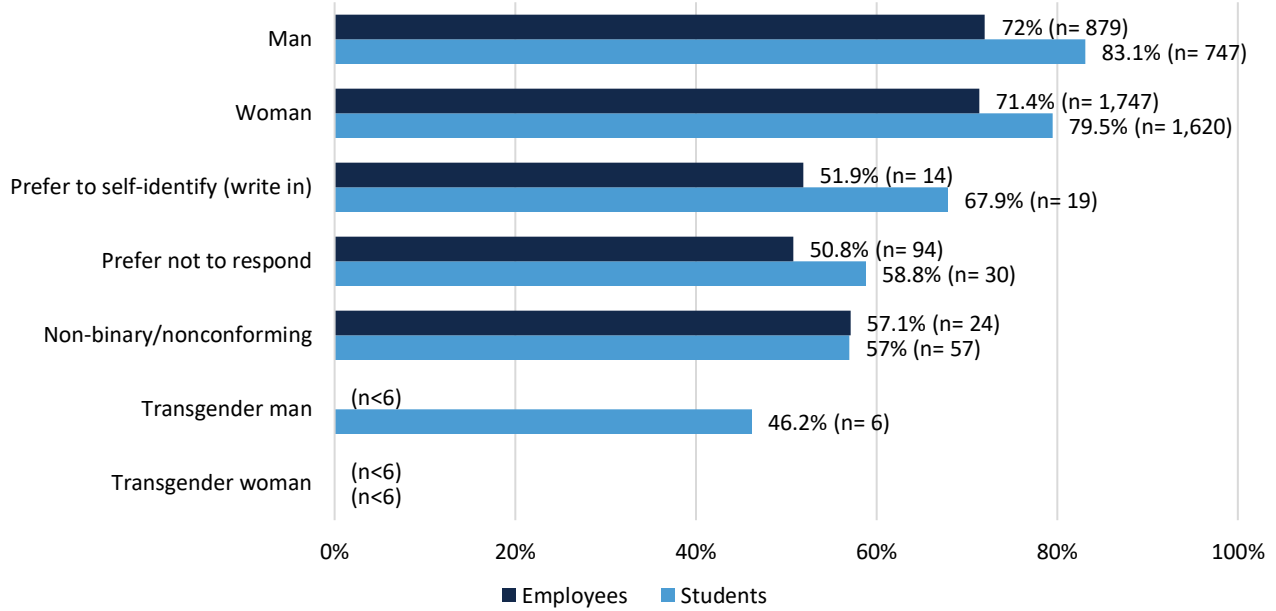
- **Diversity:** Employees who preferred not to report a gender identity agreed (58.4%) less than peers identifying as men (74.2%) that UNC-Chapel Hill is diverse. Students who identified as non-binary/nonconforming agreed (47.1%) less than students identifying as men (77.7%) that the University is diverse (see Appendix Table 4.1).
- **Inclusiveness:** Employees who preferred not to share their gender identity agreed (50.0%) less than peers identifying as men (68.6%) that UNC-Chapel Hill is inclusive. Students who preferred not to share their gender identity were less likely to agree (41.2%) that UNC-Chapel Hill is inclusive than their counterparts who identified as men (74.8%) (see Appendix Table 4.2).
- **Would Recommend UNC-Chapel Hill to Others:** Employees who preferred not to report a gender identity were less likely to agree (50.8%) than peers identifying men (72.0%) that they would recommend UNC-Chapel Hill to others considering working here. Students who identified as transgender men were less likely to agree (46.2%) than peers identifying as men (83.1%) that they would recommend UNC-Chapel Hill to others considering attending here (see Appendix Table 4.3).



**UNC-Chapel Hill is Inclusive
By Respondent Gender Identity
(% Agree + Strongly agree)**



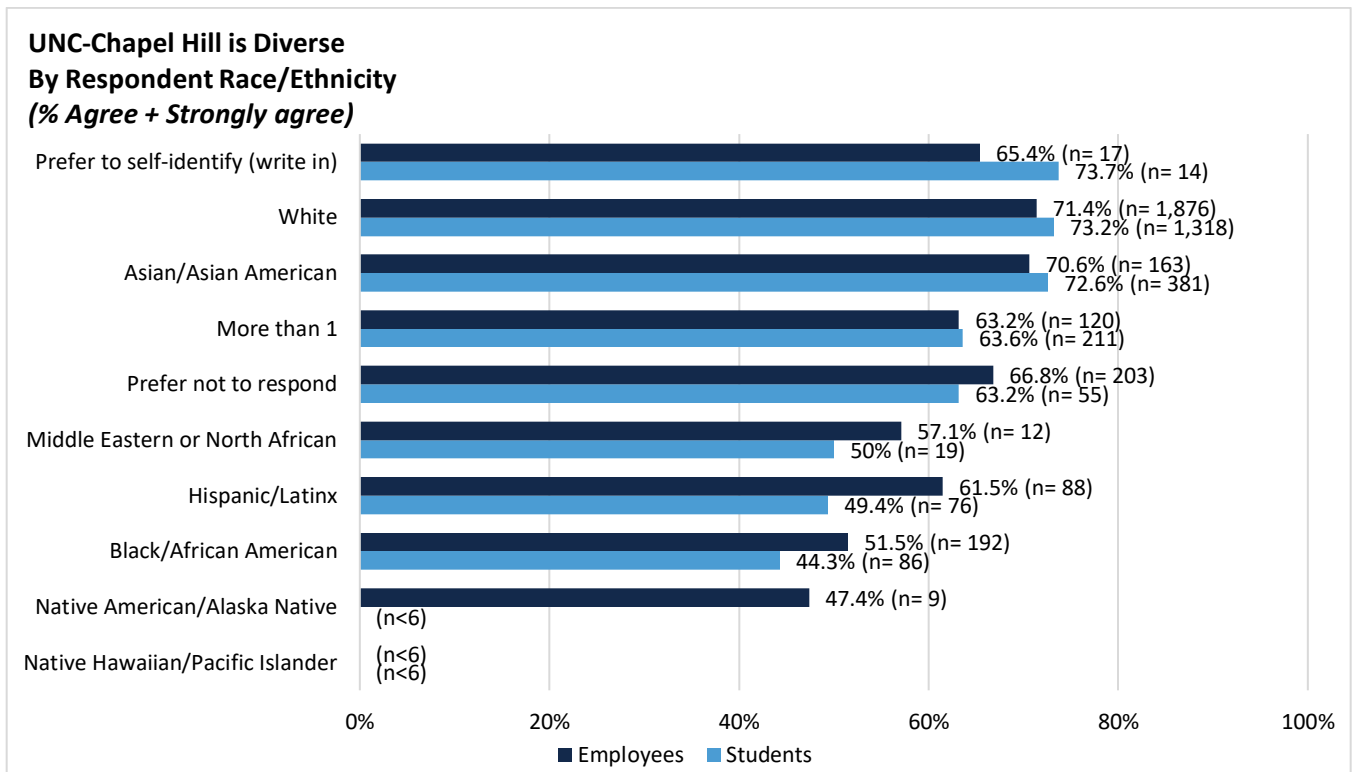
**Would Recommend UNC-Chapel Hill to Others
By Respondent Gender Identity
(% Agree + Strongly agree)**



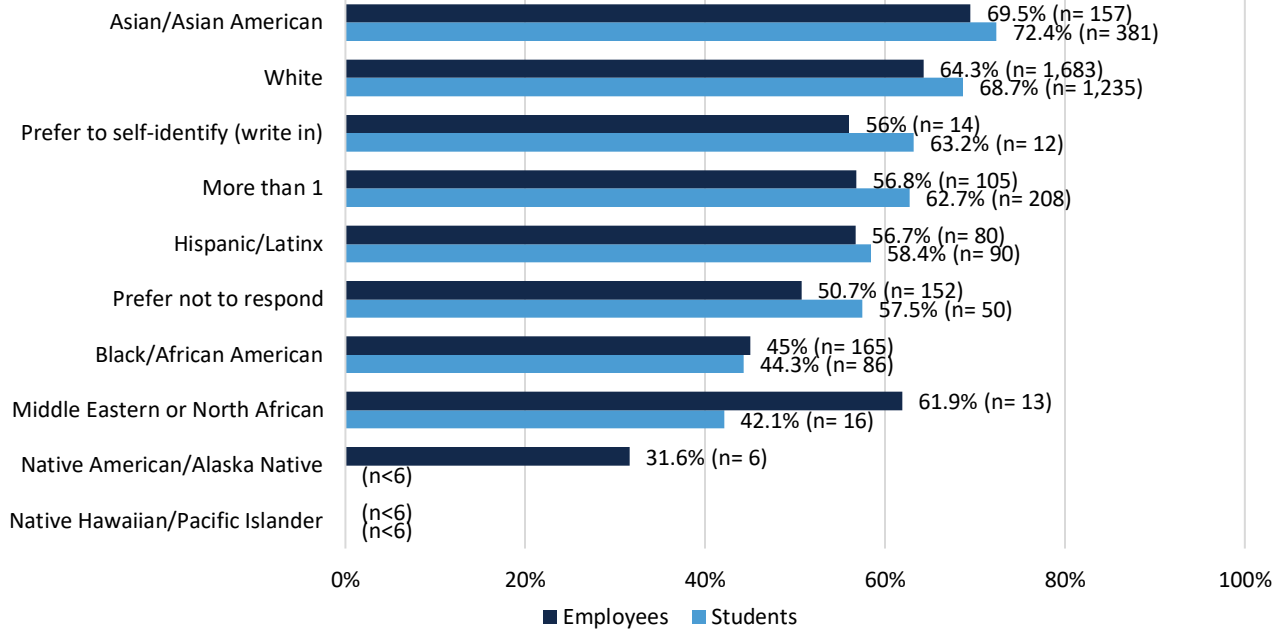
By Race/Ethnicity

- Diversity:** Employees identifying as Native American/Alaska Native were less likely to agree (47.4%) than those identifying as White (71.4%) that the University is diverse. Students identifying as Black/African American agreed (44.3%) less than peers who preferred to self-identify (write in a race/ethnicity) (73.7%) that UNC-Chapel Hill is diverse (see Appendix Table 4.1).

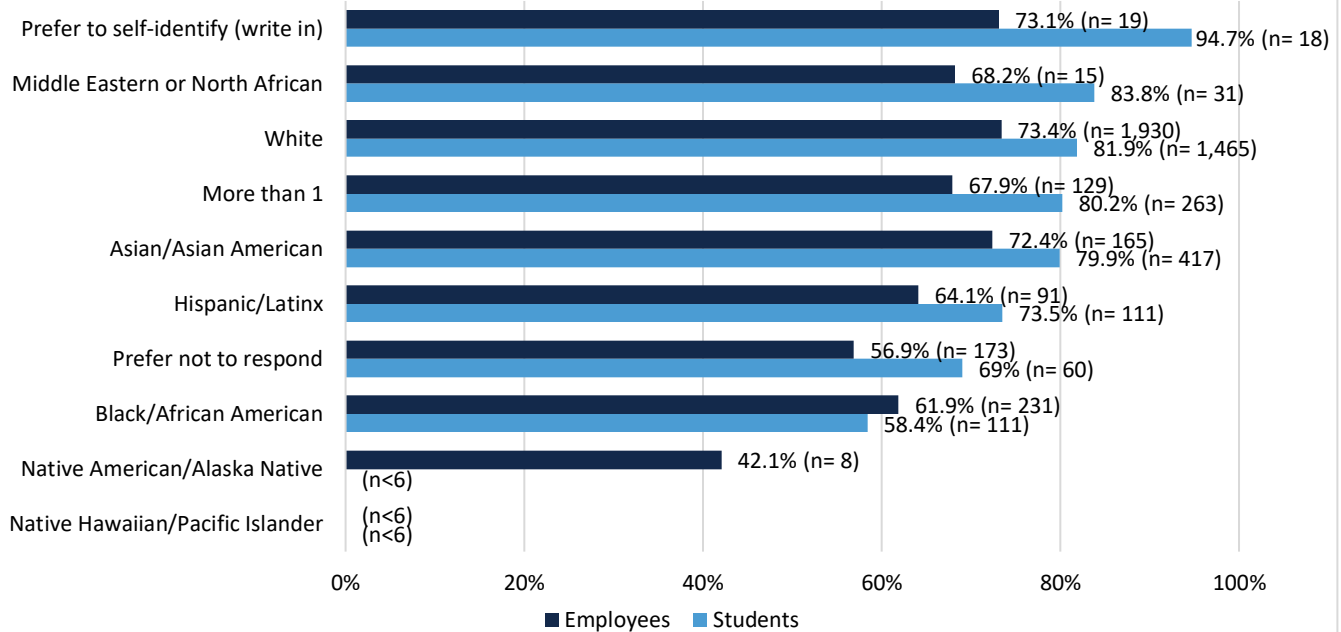
- **Inclusiveness:** Employees who identified as Native American/Alaska Native were less likely to agree (31.6%) than those identifying as Asian/Asian American (69.5%) that UNC-Chapel Hill is inclusive. Students identifying as Middle Eastern or North African were less likely to agree (42.1%) than counterparts identifying as Asian/Asian American (72.4%) that UNC-Chapel Hill is inclusive (see Appendix Table 4.2).
- **Would Recommend UNC-Chapel Hill to Others:** Employees who identified as Native American/Alaska Native were less likely to agree (42.1%) than those identifying as White (73.4%) that they would recommend UNC-Chapel Hill to others considering working here. Students identifying as Black/African American agreed less (58.4%) than peers who preferred to self-identify (write in a race or ethnicity) (94.7%) that they would recommend UNC-Chapel Hill to others considering attending here (see Appendix Table 4.3).



**UNC-Chapel Hill is Inclusive
By Respondent Race/Ethnicity
(% Agree + Strongly agree)**



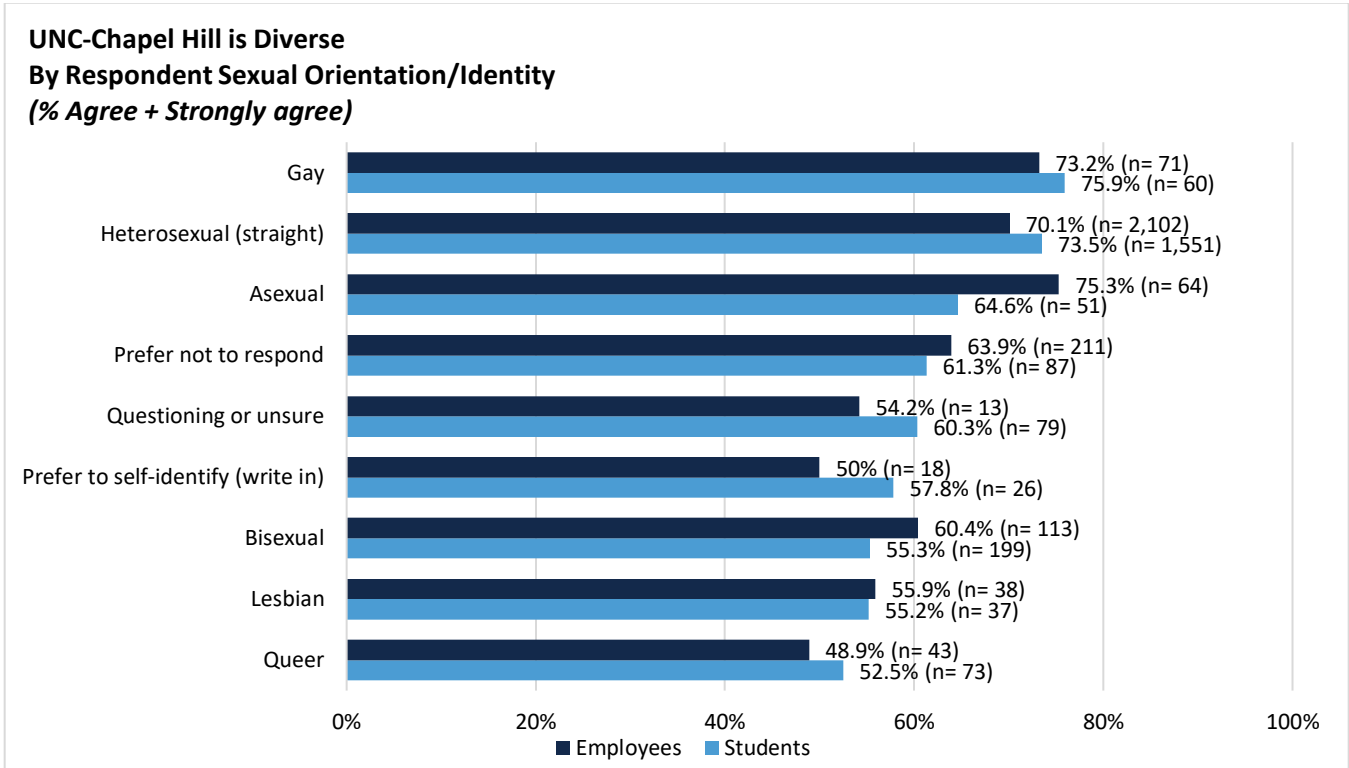
**Would Recommend UNC-Chapel Hill to Others
By Respondent Race/Ethnicity
(% Agree + Strongly agree)**



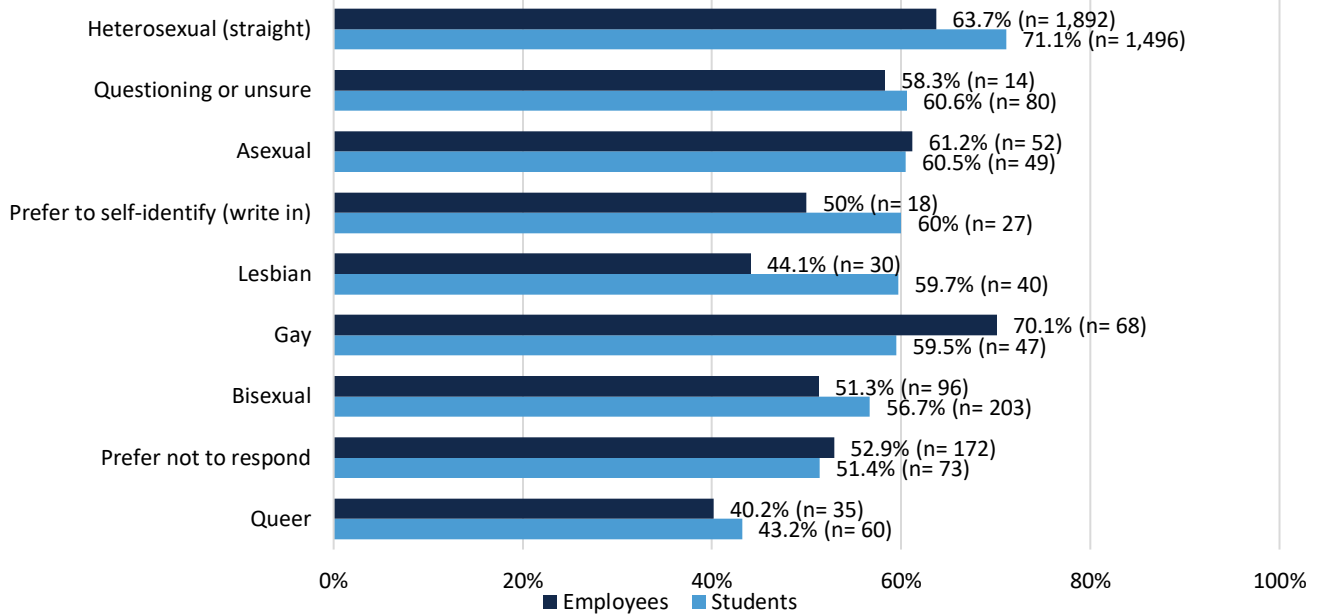
By Sexual Orientation/Identity

- Diversity:** Employees identifying as queer agreed (48.9%) less than those identifying as gay (75.3%) that UNC-Chapel Hill is diverse. Similarly, students identifying as queer were less likely to agree (52.5%) than peers identifying as gay (75.9%) that UNC-Chapel Hill is diverse (see Appendix Table 4.1).

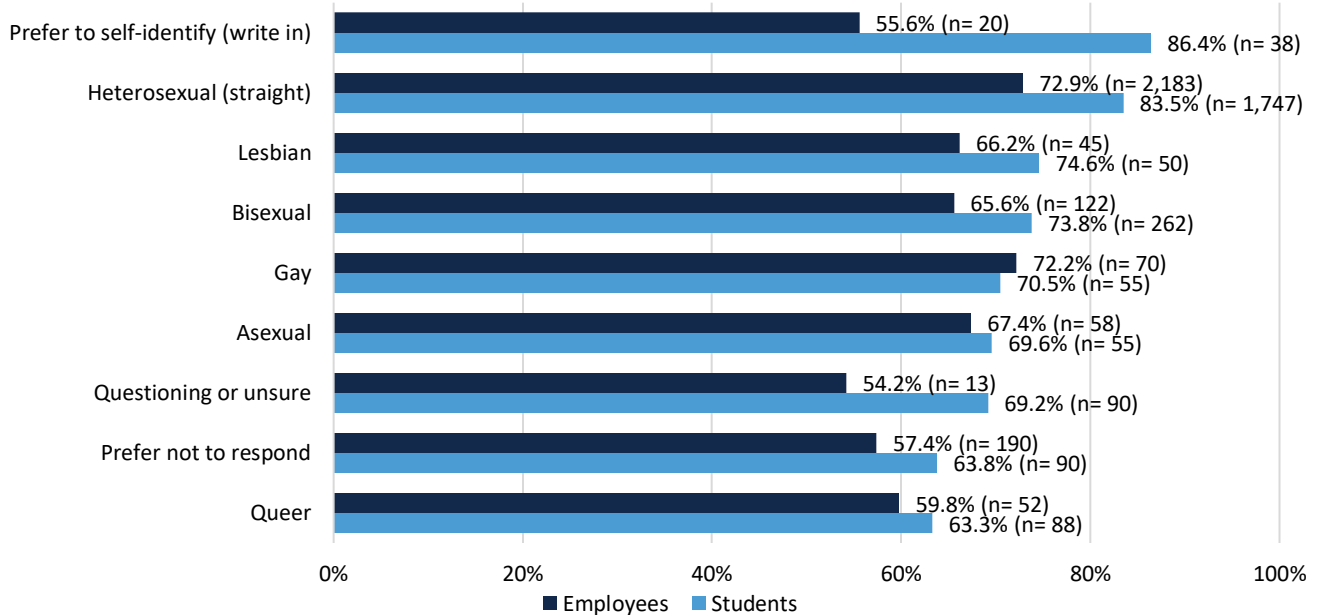
- **Inclusiveness:** Employees identifying as queer were less likely to agree (40.2%) than those who identified as gay (70.1%) that UNC-Chapel Hill is inclusive. Students identifying as queer agreed (43.2%) less than peers identifying as heterosexual (straight) (71.1%) that UNC-Chapel Hill is inclusive (see Appendix Table 4.2).
- **Would Recommend UNC-Chapel Hill to Others:** Employees identifying as questioning or unsure agreed (54.2%) less than peers identifying as heterosexual (straight) (72.9%) that they would recommend UNC-Chapel Hill to others considering working here. Students identifying as queer agreed (63.3%) less than peers who preferred to self-identify (write in a sexual orientation or identity) (86.4%) that they would recommend UNC-Chapel Hill to others considering attending here (see Appendix Table 4.3).



UNC-Chapel Hill is Inclusive
By Respondent Sexual Orientation/Identity
(% Agree + Strongly agree)



Would Recommend UNC-Chapel Hill to Others
By Respondent Sexual Orientation/Identity
(% Agree + Strongly agree)



Conversations

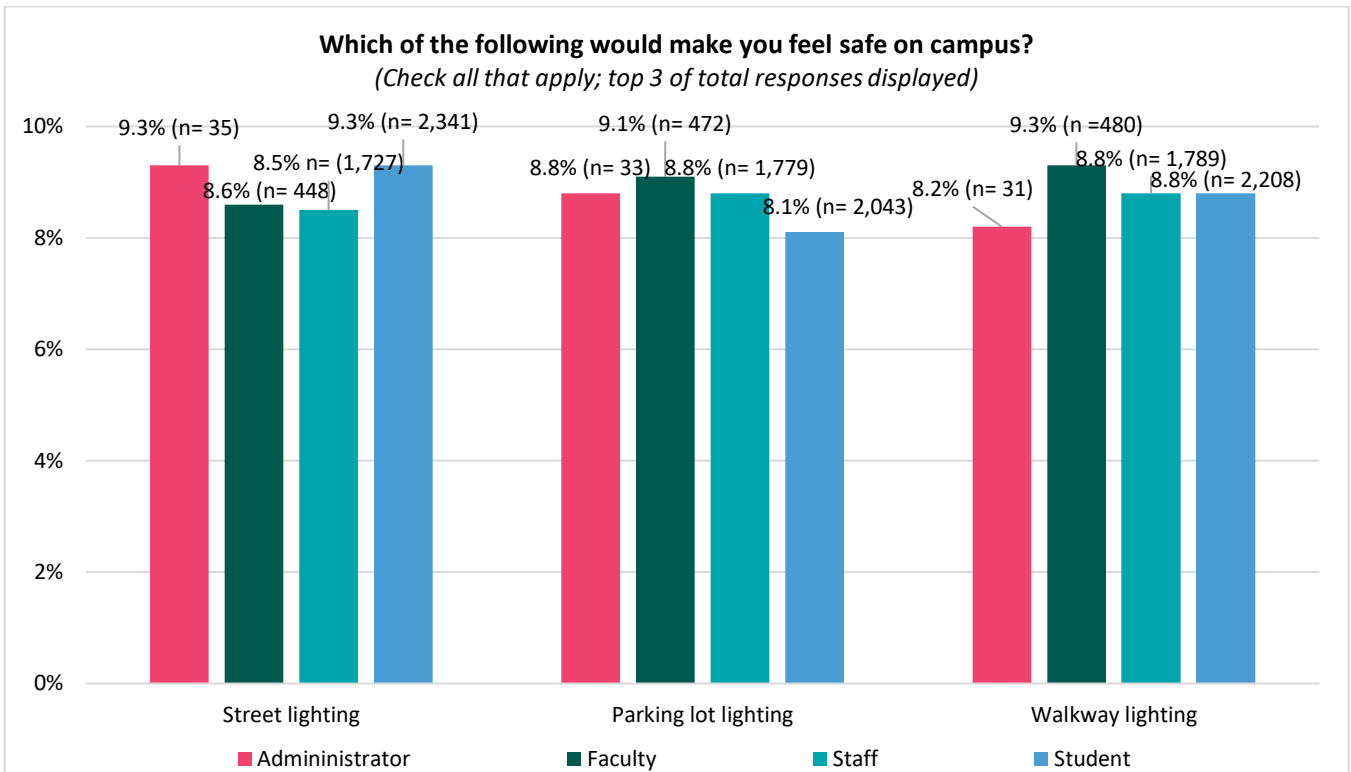
Given the findings, several discussion topics may guide the community in advancing the University's strategic goals.

1. What groups are feeling most unwelcome at Carolina and what needs to be done to improve?
2. What questions remain about demographic groups, and what might we further investigate?
3. What initiatives, policies, or efforts currently exist that address the data related to the themes, and what are ways to improve?

Next Steps & Recommendations

The study provides a current baseline for understanding the campus climate at Carolina. The survey results do not contain responses from all community members or cover all issues that may assist in us understanding our community more completely. This executive summary is a reference for the University in its quest for inclusive excellence. It is important to continue the longstanding efforts of commitment to creating a diverse and inclusive community with a history of excellence in research, teaching, and public service. Several key takeaways from these findings include the following.

- A. Addressing and Supporting Faculty Perspectives** – In several instances, faculty responses diverged from administrators, staff, and students by several percentage points. For example, faculty were the least likely to indicate that UNC-Chapel Hill promotes racial or cultural interaction between different groups; that it provides programming that fosters a welcoming and inclusive community; or that they would recommend the University to others considering working here. The development of more faculty affairs programs to address areas of concern could remedy some differences observed across the surveyed populations. Further, additional inquiry could illuminate important contextual factors to be considered in building-out programming and support.
- B. Improve our Understanding of Diversity & Inclusion** – While most respondents within the four surveyed populations agreed UNC-Chapel Hill is diverse and inclusive, room for improvement does seem possible given differences that appeared by sub-populations. In particular, it is important to understand why various populations characterize diversity and inclusion in specific ways; what diverse and inclusive environments look like to individuals; and how results compare to past surveys or peer institutions. Answers to these questions about the unique elements of diversity and inclusion within populations might inform efforts to improve experiences for all members of our community.
- C. Working to Improve Feelings of Safety** – The data showed that several populations feel less safe on and off campus than peers. Respondents were given the opportunity to provide insight about 13 safety measures that would make them feel safe on campus that might be starting points. Across all community members, the top three most frequent responses to improve safety included: street lighting, parking lot lighting, and walkway lighting; see Appendix Tables C.1-3 to see full list of response choices and view top selections of employees and students by gender identities, race/ethnicities, and sexual identities/orientations. In addition to understanding the variation in preferred safety measures, a more detailed understanding of the contexts in which individuals feel safe might allow us to better meet our community's needs.



Continuing the exploration of the survey data and other forms of community input will help to identify areas for growth, change and enhancement. The active engagement of members of the Carolina community in contributing to our knowledge of their experiences is critical to the success of these ongoing efforts.

Appendix

Theme 1: Welcoming Environments

Table. 1.1

My [gender identity or sexual orientation] is treated with respect by students / I am treated with respect by students [based on my race or ethnicity] (5-point scale; % agree + strongly agree)					
Demographic	Response Choice	Employee		Student	
		Count	Percent	Count	Percent
Gender Identity	Man	793	82.3%	685	86.8%
	Woman	1,645	87.7%	1,773	93.6%
	Non-binary/nonconforming	24	80.0%	59	59.0%
	Transgender man			6	46.2%
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	86	63.7%	33	67.3%
	Prefer to self-identify (write in)	12	63.2%	12	50.0%
Race/Ethnicity	Asian/Asian American	179	83.6%	457	85.1%
	Black/African American	252	80.5%	147	73.9%
	Hispanic/Latinx	101	83.5%	131	84.5%
	Middle Eastern or North African	19	90.5%	31	81.6%
	Native American/Alaska Native	12	66.7%	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	1,980	88.9%	1,672	93.7%
	More than 1	140	82.4%	275	83.6%
	Prefer not to respond	199	71.6%	74	82.2%
Prefer to self-identify (write in)	19	79.2%	13	72.2%	
Sexual Orientation/Identity	Asexual	35	68.6%	46	62.2%
	Bisexual	100	72.5%	272	81.4%
	Gay	61	80.3%	58	72.5%
	Heterosexual (straight)	1,824	83.1%	1,811	92.9%
	Lesbian	40	75.5%	54	79.4%
	Queer	47	74.6%	106	76.3%
	Questioning or unsure	16	80.0%	98	82.4%
	Prefer not to respond	108	52.2%	75	67.0%
Prefer to self-identify (write in)	17	73.9%	28	71.8%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Table 1.2

UNC-Chapel Hill provides programming that fosters a welcoming and inclusive community (5-point scale; % agree + strongly agree)					
Demographic	Response Choice	Employee		Student	
		Count	Percent	Count	Percent
Gender Identity	Man	827	70.3%	653	73.9%
	Woman	1,534	64.6%	1,381	68.8%
	Non-binary/nonconforming	24	57.1%	44	44.9%
	Transgender man	n<6	-	n<6	-
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	101	55.5%	17	34.0%
	Prefer to self-identify (write in)	16	61.5%	12	46.2%
Race/Ethnicity	Asian/Asian American	155	70.1%	368	71.5%
	Black/African American	184	50.7%	97	51.3%
	Hispanic/Latinx	80	57.6%	96	63.2%
	Middle Eastern or North African	14	63.6%	21	55.3%
	Native American/Alaska Native	n<6	-	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	1,762	69.3%	1,261	71.9%
	More than 1	115	62.8%	209	64.3%
	Prefer not to respond	173	57.9%	50	59.5%
	Prefer to self-identify (write in)	16	66.7%	10	55.6%
Sexual Orientation/Identity	Asexual	51	62.2%	52	66.7%
	Bisexual	110	59.5%	197	56.8%
	Gay	66	68.8%	49	62.8%
	Heterosexual (straight)	1,968	68.0%	1,524	74.1%
	Lesbian	42	61.8%	41	61.2%
	Queer	43	50.0%	65	47.8%
	Questioning or unsure	15	65.2%	83	64.3%
	Prefer not to respond	185	57.3%	73	51.4%
Prefer to self-identify (write in)	18	50.0%	28	65.1%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Theme 2: Interactions across Differences

Table 2.1

How well does UNC-Chapel Hill promote racial or cultural interaction between different groups? (4-point scale; % somewhat well + very well)					
Demographic	Response Choice	Employee		Student	
		Count	Percent	Count	Percent
Gender Identity	Man	765	72.0%	645	78.5%
	Woman	1,484	68.4%	1,422	73.0%
	Non-binary/nonconforming	23	59.0%	52	54.2%
	Transgender man	n<6	-	6	50.0%
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	98	61.6%	31	64.6%
	Prefer to self-identify (write in)	16	66.7%	14	53.8%
Race/Ethnicity	Asian/Asian American	139	67.8%	363	72.7%
	Black/African American	201	59.8%	112	60.9%
	Hispanic/Latinx	89	67.9%	109	73.6%
	Middle Eastern or North African	10	50.0%	21	61.8%
	Native American/Alaska Native	8	47.1%	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	1,649	71.5%	1,277	76.5%
	More than 1	106	63.1%	220	69.2%
	Prefer not to respond	170	65.9%	54	67.5%
Prefer to self-identify (write in)	18	72.0%	11	64.7%	
Sexual Orientation/Identity	Asexual	53	68.8%	57	79.2%
	Bisexual	105	61.0%	220	64.7%
	Gay	59	67.8%	50	70.4%
	Heterosexual (straight)	1,869	71.3%	1,526	77.5%
	Lesbian	43	66.2%	46	68.7%
	Queer	37	45.7%	73	54.1%
	Questioning or unsure	11	50.0%	87	68.0%
	Prefer not to respond	182	64.3%	82	65.1%
Prefer to self-identify (write in)	19	61.3%	24	66.7%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Theme 3: Feelings of Safety

Table 3.1

I feel safe on campus (5-point scale; % agree + strongly agree)		Employee		Student	
Demographic	Response Choice	Count	Percent	Count	Percent
Gender Identity	Man	1,052	88.0%	770	86.9%
	Woman	1,865	78.7%	1,434	71.3%
	Non-binary/nonconforming	25	64.1%	64	63.4%
	Transgender man	n<6	-	9	69.2%
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	139	73.9%	31	60.8%
	Prefer to self-identify (write in)	14	56.0%	18	69.2%
Race/Ethnicity	Asian/Asian American	181	80.8%	391	74.1%
	Black/African American	268	74.7%	116	62.7%
	Hispanic/Latinx	99	71.2%	104	68.0%
	Middle Eastern or North African	18	78.3%	27	73.0%
	Native American/Alaska Native	16	80.0%	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	2,147	84.3%	1,388	79.0%
	More than 1	135	71.1%	228	70.4%
Sexual Orientation/Identity	Prefer not to respond	215	71.0%	58	68.2%
	Prefer to self-identify (write in)	19	76.0%	13	81.2%
	Asexual	61	74.4%	60	75.0%
	Bisexual	143	78.6%	245	70.2%
	Gay	84	88.4%	63	80.8%
	Heterosexual (straight)	2,403	82.7%	1,603	78.0%
	Lesbian	51	76.1%	44	64.7%
	Queer	62	72.1%	101	72.7%
	Questioning or unsure	16	69.6%	93	69.9%
Prefer not to respond	241	73.7%	85	61.6%	
Prefer to self-identify (write in)	29	82.9%	28	65.1%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Table 3.2

I feel safe off campus (5-point scale; % agree + strongly agree)		Employee		Student	
Demographic	Response Choice	Count	Percent	Count	Percent
Gender Identity	Man	958	81.0%	570	64.0%
	Woman	1,741	73.6%	847	42.1%
	Non-binary/nonconforming	25	61.0%	45	44.6%
	Transgender man	n<6	-	n<6	-
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	122	65.9%	18	35.3%
	Prefer to self-identify (write in)	13	52.0%	12	46.2%
Race/Ethnicity	Asian/Asian American	135	62.5%	219	41.6%
	Black/African American	262	73.2%	81	44.8%
	Hispanic/Latinx	94	68.1%	77	50.3%
	Middle Eastern or North African	15	68.2%	16	44.4%
	Native American/Alaska Native	13	72.2%	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	2,002	78.7%	913	51.8%
	More than 1	123	64.7%	140	42.8%
	Prefer not to respond	202	66.7%	39	45.9%
Prefer to self-identify (write in)	19	73.1%	9	50.0%	
Sexual Orientation/Identity	Asexual	49	60.5%	35	44.3%
	Bisexual	118	65.2%	152	43.1%
	Gay	72	77.4%	37	48.1%
	Heterosexual (straight)	2,248	77.6%	1,067	51.8%
	Lesbian	48	71.6%	29	43.3%
	Queer	61	70.9%	65	46.8%
	Questioning or unsure	15	68.2%	47	35.9%
	Prefer not to respond	216	66.5%	46	33.1%
Prefer to self-identify (write in)	27	79.4%	15	34.9%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Theme 4: Perceptions of Diversity & Inclusion

Table 4.1

UNC-Chapel Hill is diverse (5-point scale; % agree + strongly agree)		Employee		Student	
Demographic	Response Choice	Count	Percent	Count	Percent
Gender Identity	Man	905	74.2%	702	77.7%
	Woman	1,617	65.9%	1,365	66.4%
	Non-binary/nonconforming	28	66.7%	48	47.1%
	Transgender man	n<6	-	8	61.5%
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	108	58.4%	28	54.9%
	Prefer to self-identify (write in)	20	74.1%	14	50.0%
Race/Ethnicity	Asian/Asian American	163	70.6%	381	72.6%
	Black/African American	192	51.5%	86	44.3%
	Hispanic/Latinx	88	61.5%	76	49.4%
	Middle Eastern or North African	12	57.1%	19	50.0%
	Native American/Alaska Native	9	47.4%	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	1,876	71.4%	1,318	73.2%
	More than 1	120	63.2%	211	63.6%
Sexual Orientation/Identity	Prefer not to respond	203	66.8%	55	63.2%
	Prefer to self-identify (write in)	17	65.4%	14	73.7%
	Asexual	64	75.3%	51	64.6%
	Bisexual	113	60.4%	199	55.3%
	Gay	71	73.2%	60	75.9%
	Heterosexual (straight)	2,102	70.1%	1,551	73.5%
	Lesbian	38	55.9%	37	55.2%
	Queer	43	48.9%	73	52.5%
	Questioning or unsure	13	54.2%	79	60.3%
Prefer not to respond	211	63.9%	87	61.3%	
Prefer to self-identify (write in)	18	50.0%	26	57.8%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Table 4.2

UNC-Chapel Hill is inclusive (5-point scale; % agree + strongly agree)		Employee		Student	
Demographic	Response Choice	Count	Percent	Count	Percent
Gender Identity	Man	830	68.6%	677	74.8%
	Woman	1,419	58.4%	1,319	64.2%
	Non-binary/nonconforming	23	54.8%	44	43.1%
	Transgender man	n<6	-	n<6	-
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	91	50.0%	21	41.2%
	Prefer to self-identify (write in)	13	52.0%	12	44.4%
Race/Ethnicity	Asian/Asian American	157	69.5%	381	72.4%
	Black/African American	165	45.0%	86	44.3%
	Hispanic/Latinx	80	56.7%	90	58.4%
	Middle Eastern or North African	13	61.9%	16	42.1%
	Native American/Alaska Native	6	31.6%	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	1,683	64.3%	1,235	68.7%
	More than 1	105	56.8%	208	62.7%
	Prefer not to respond	152	50.7%	50	57.5%
Prefer to self-identify (write in)	14	56.0%	12	63.2%	
Sexual Orientation/Identity	Asexual	52	61.2%	49	60.5%
	Bisexual	96	51.3%	203	56.7%
	Gay	68	70.1%	47	59.5%
	Heterosexual (straight)	1,892	63.7%	1,496	71.1%
	Lesbian	30	44.1%	40	59.7%
	Queer	35	40.2%	60	43.2%
	Questioning or unsure	14	58.3%	80	60.6%
	Prefer not to respond	172	52.9%	73	51.4%
Prefer to self-identify (write in)	18	50.0%	27	60.0%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed ' - '

Table 4.3

I would recommend UNC-Chapel Hill to others considering working/attending here (5-point scale; % agree + strongly agree)

Demographic	Response Choice	Employee		Student	
		Count	Percent	Count	Percent
Gender Identity	Man	879	72.0%	747	83.1%
	Woman	1,747	71.4%	1,620	79.5%
	Non-binary/nonconforming	24	57.1%	57	57.0%
	Transgender man	n<6	-	6	46.2%
	Transgender woman	n<6	-	n<6	-
	Prefer not to respond	94	50.8%	30	58.8%
	Prefer to self-identify (write in)	14	51.9%	19	67.9%
Race/Ethnicity	Asian/Asian American	165	72.4%	417	79.9%
	Black/African American	231	61.9%	111	58.4%
	Hispanic/Latinx	91	64.1%	111	73.5%
	Middle Eastern or North African	15	68.2%	31	83.8%
	Native American/Alaska Native	8	42.1%	n<6	-
	Native Hawaiian/Pacific Islander	n<6	-	n<6	-
	White	1,930	73.4%	1,465	81.9%
	More than 1	129	67.9%	263	80.2%
	Prefer not to respond	173	56.9%	60	69.0%
Prefer to self-identify (write in)	19	73.1%	18	94.7%	
Sexual Orientation/Identity	Asexual	58	67.4%	55	69.6%
	Bisexual	122	65.6%	262	73.8%
	Gay	70	72.2%	55	70.5%
	Heterosexual (straight)	2,183	72.9%	1,747	83.5%
	Lesbian	45	66.2%	50	74.6%
	Queer	52	59.8%	88	63.3%
	Questioning or unsure	13	54.2%	90	69.2%
	Prefer not to respond	190	57.4%	90	63.8%
Prefer to self-identify (write in)	20	55.6%	38	86.4%	

Note. Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Table C.1. Percentage of Selections by Gender Identity

Which of the following would make you feel safe on campus? (Check all that apply.)																		
Group	Response Choice	Count Total	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
Employee	Man	6,699												569(8.5%)			584(8.7%)	609(9.1%)
	Woman	17,264												1,554(9%)			1,468(8.5%)	1,517(8.8%)
	Non-binary/nonconforming	276													27(9.78%)		23(8.3%)	25(9.1%)
	Transgender man	29	n<6(-)	n<6(-)	n<6(-)		n<6(-)	n<6(-)		n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)		n<6(-)	n<6(-)
	Transgender woman	9		n<6(-)			n<6(-)			n<6(-)	n<6(-)	n<6(-)		n<6(-)			n<6(-)	n<6(-)
	Prefer not to respond	965													80(8.3%)		82(8.5%)	90(9.3%)
	Prefer to self-identify (write in)	150											15(10%)	14(9.3%)			16(10.7%)	14(9.3%)
Student	Man	5,717												471(8.2%)			545(9.5%)	519(9.1%)
	Woman	17,513												1,415(8.1%)			1,615(9.2%)	1,511(8.6%)
	Non-binary/nonconforming	819											67(8.2%)				78(9.5%)	78(9.5%)
	Transgender man	89	9(10.1%)	11(12.4%)						10(11.2%)								
	Transgender woman	6		n<6(-)													n<6(-)	n<6(-)
	Prefer not to respond	289													25(8.7%)		30(10.4%)	28(9.7%)
	Prefer to self-identify (write in)	240													21(8.8%)	21(8.75%)	n<6(-)	23(9.6%)

-Top 3 selections displayed based on percentages from total row count of selections, includes ties thus multiple categories may be represented

-a. Quick response by administration to campus emergencies, b. Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.), c. Shuttle bus waiting areas, d. Surveillance cameras, e. Emergency call boxes, f. Emergency services for incidents of sexual assault, g. Escorts to other buildings on campus, h. Information about emergency procedures in case of a campus lockdown, extreme weather, etc., i. Interior lighting in campus buildings after dark, j. Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.), k. Parking lot attendants, l. Parking lot lighting, m. Designated walking/bike paths, n. Bike or foot patrol campus police, o. Street lighting, p. Walkway lighting,

-Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Table C.2. Percentage of Selections by Race/Ethnicity

Which of the following would make you feel safe on campus? (Check all that apply.)																			
Group	Response Choice	Count Total	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	
Employee	Asian/Asian American	1,561												131(8.4%)			130(8.3%)	131(8.4%)	
	Black/African American	2,473					196(7.9%)							222(9.0%)			198(8.0%)		
	Hispanic/Latinx	865												74(8.6%)			73(8.4%)	68(7.9%)	
	Middle Eastern or North African	119		12(10.1%)		12(10.1%)												17(14.3%)	13(10.9%)
	Native American/Alaska Native	131								11(8.4%)				11(8.4%)					11(8.4%)
	Native Hawaiian/Pacific Islander	n<6										n<6(-)		n<6(-)		n<6(-)		n<6(-)	
	White	17,187												1,528(8.9%)			1,481(8.6%)	1,563(9.1%)	
	More than 1	1,192												101(8.5%)			107(9.0%)	107(9.0%)	
	Prefer not to respond	1,793												159(8.9%)			152(8.5%)	167(9.3%)	
Prefer to self-identify (write in)	117					11(9.4%)											12(10.3%)	13(11.1%)	
Student	Asian/Asian American	4,097												320(7.8%)			385(9.4%)	355(8.7%)	
	Black/African American	1,323		103(7.8%)										99(7.5%)			131(9.9%)	111(8.4%)	
	Hispanic/Latinx	1,193												99(8.3%)			113(9.5%)	95(8.0%)	
	Middle Eastern or North African	255								19(7.5%)				19(7.5%)			27(10.6%)	24(9.4%)	
	Native American/Alaska Native	50	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	6(0%)	n<6(-)		n<6(-)	n<6(-)	
	Native Hawaiian/Pacific Islander	15	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	n<6(-)	
	White	14,287												1,196(8.4%)			1,335(9.3%)	1,284(9.0%)	
	More than 1	2,706		207(7.7%)													237(8.8%)	228(8.4%)	
	Prefer not to respond	601												50(8.3%)			53(8.8%)	53(8.8%)	
Prefer to self-identify (write in)	121	10(8.3%)	9(7.4%)			9(7.4%)			9(7.4%)								11(9.1%)	9(7.4%)	

-Top 3 selections displayed based on percentages from total row count of selections, includes ties thus multiple categories may be represented

-a. Quick response by administration to campus emergencies, b. Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.), c. Shuttle bus waiting areas, d. Surveillance cameras, e. Emergency call boxes, f. Emergency services for incidents of sexual assault, g. Escorts to other buildings on campus, h. Information about emergency procedures in case of a campus lockdown, extreme weather, etc., i. Interior lighting in campus buildings after dark, j. Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.), k. Parking lot attendants, l. Parking lot lighting, m. Designated walking/bike paths, n. Bike or foot patrol campus police, o. Street lighting, p. Walkway lighting,

-Cell sizes 5 or less (n<6) masked for privacy and corresponding data removed '-'

Table C.3. Percentage of Selections by Sexual Identity/Orientation

Which of the following would make you feel safe on campus? (Check all that apply.)																		
Group	Response Choice	Count Total	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
Employee	Asexual	461												42(9.1%)			41(8.9%)	47(10.2%)
	Bisexual	1,249												104(8.3%)			101(8.1%)	102(8.2%)
	Gay	664		54(8.1%)													58(8.7%)	63(9.5%)
	Heterosexual (straight)	19,602												1,746(8.9%)			1,676(8.6%)	1,737(8.9%)
	Lesbian	472												43(9.1%)			42(8.9%)	39(8.3%)
	Queer	530												49(9.3%)			51(9.6%)	54(10.2%)
	Questioning or unsure	187			n<6(-)							17(9.1%)	n<6(-)	16(8.6%)		n<6(-)	19(10.2%)	
	Prefer not to respond	1,853												156(8.4%)			157(8.5%)	172(9.3%)
	Prefer to self-identify (write in)	276										21(7.6%)		22(8.0%)	21(7.6%)		21(7.6%)	21(7.6%)
	Student	Asexual	570		49(8.6%)													57(10.0%)
Bisexual		2,997												235(7.8%)			274(9.1%)	253(8.4%)
Gay		667												54(8.1%)			59(8.9%)	55(8.3%)
Heterosexual (straight)		16,223												1,335(8.2%)			1,516(9.3%)	1,431(8.8%)
Lesbian		542												44(8.1%)			53(9.8%)	53(9.8%)
Queer		1,100													88(8.0%)		110(10.0%)	108(9.8%)
Questioning or unsure		1,155												88(7.6%)			102(8.8%)	93(8.1%)
Prefer not to respond		1,001												87(8.7%)			92(9.2%)	90(9.0%)
Prefer to self-identify (write in)	367													29(7.9%)		32(8.7%)	31(8.5%)	

-Top 3 selections displayed based on percentages from total row count of selections, includes ties thus multiple categories may be represented

-a. Quick response by administration to campus emergencies, b. Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.), c. Shuttle bus waiting areas, d. Surveillance cameras, e. Emergency call boxes, f. Emergency services for incidents of sexual assault, g. Escorts to other buildings on campus, h. Information about emergency procedures in case of a campus lockdown, extreme weather, etc., i. Interior lighting in campus buildings after dark, j. Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.), k. Parking lot attendants, l. Parking lot lighting, m. Designated walking/bike paths, n. Bike or foot patrol campus police, o. Street lighting, p. Walkway lighting,

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