Employees of Color

Employees of Color who responded to the survey total 116. They include faculty, administrative professional and state classified employees. Since the numbers in some of these categories are small and confidentiality has been assured these responses are being reported as a group.

Although the issues are generally the same as for all employees, the level of dissatisfaction based on mean scores and percent dissatisfied seems higher. Child care appears to be a stronger need among this population which would be a reason for the dissatisfaction with the level of sensitivity toward balancing family, work and school.

Over 50% indicated dissatisfaction with the level of comfort to express concerns without fear of retaliation. This is higher than for any other group studied. Looking at the items mentioned as a whole it appears women of color sense a general lack of support based on low numbers of women in positions of authority or those who can serve as role models and mentors. This would set the stage for concerns about fairness in setting salaries and opportunities for advancement as well as the other items already mentioned.

The gray shading represents the MEAN of the satisfaction scale below. The longer the gray bar-the greater the dissatisfaction.

Very Satisfied

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

Very Dissatisfied

Ten statements ranked by percentage of “satisfaction”

66% With my relationship and interactions with my supervisor
56% With the availability of information (seminars, etc.) on women’s issues/rights
42% With the level of inclusion of women as a part of diversity issues
40% With the “climate” for women in the classroom (acknowledgment of ideas, equal treatment)
40% With the general physical security in buildings and residence halls (lighting, etc.)
39% With the level of support women give each other
38% With the level of information on campus about safety
38% With the level of recognition of women as serious students and scholars
37% With the level of sensitivity to women’s concerns about physical safety on campus
34% With the avenues available to express concerns about safety

Eleven statements ranked by percentage of “dissatisfaction”

57% With the number of women in positions of authority
54% With the level of sensitivity for the difficulty in balancing family, work, and school commitments
54% With the level of comfort to express opinions and concerns without fear of retaliation
53% With the level of fairness between women and men when setting salaries/giving increases
52% With the opportunities for advancement and professional development
51% With the fact that women are often hired as temporary rather than permanent employees
51% With the number of women faculty to serve as role models and mentors
47% With the availability of child care
47% With the level of sensitivity to the amount of stereotyping of women that exists on this campus
47% With the level of recognition of differences between women and men
47% With the efforts to retain women at the University (students, staff, faculty)
### EMPLOYEES OF COLOR = 116 Respondents

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACADEMIC</td>
</tr>
</tbody>
</table>

The gray shading represents the MEAN of the satisfaction scale below.
The longer the gray bar, the greater the dissatisfaction.

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACADEMIC</td>
</tr>
</tbody>
</table>

With the level of recognition of women as serious students and scholars
2.90

With the "climate" for women in the classroom (acknowledgment of ideas, equal treatment)
2.82

With the level of inclusion of women's perspectives and experiences in course content
3.22

With the number of women faculty to serve as role models and mentors
3.48

With the advising women receive about majors, careers, scholarships, internships, etc.
3.38

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DIVERSITY</td>
</tr>
</tbody>
</table>

With the level of inclusion of women as a part of diversity issues
2.76

With the level of acknowledgment of women's experiences of racism and sexism
3.32

With the availability of information (seminars, etc.) on women's issues/rights
2.64

With the level of sensitivity to differences across gender and cultures
3.38

With the level of acceptance and inclusion of non-majority women (international students, women of color, lesbians, nontraditional students, etc.)
3.37

With the treatment of women in the hiring process (absence of tokenism and glass ceiling, hiring the top candidate, etc.)
3.44

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WORK ENVIRONMENT</td>
</tr>
</tbody>
</table>

With the level of recognition and respect for women's competence
3.21

With the level of job security for women
3.09

With the opportunities for advancement and professional development
3.42

With the level of fairness between women and men when setting salaries/giving increases
3.62

With the fact that women are often hired as temporary rather than permanent employees
3.72

With my relationship and interactions with my supervisor
2.27

With the level of fairness between women and men when employees are evaluated
3.05

With the work environment for women on campus
3.06

With the way privileges and benefits are distributed between men and women
3.20

With the level of fairness between women and men in assignments (challenging work, work load, tokenism, etc.)
3.38

With the support and assistance in identifying work/career opportunities for spouses and partners of University employees
3.27

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAFETY AND HARASSMENT</td>
</tr>
</tbody>
</table>

With the general physical security in buildings and residence halls (lighting, etc.)
2.96

With the level of sensitivity to women's concerns about physical safety on campus
2.93

With the level of understanding of what constitutes sexual harassment
3.16

With the level of information on campus about . . . .
3.84

a. safety

b. sexual harassment

With the avenues available to express concerns about . . . .
2.92

a. safety

b. sexual harassment

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADMINISTRATIVE ACCOUNTABILITY AND POLICIES

- With the efforts for recruitment of women to the University (students, staff, faculty)
- With the efforts to retain women at the University (students, staff, faculty)
- With the level of commitment to gender equity throughout the University
- With the way data are used to document the status of women on campus
- With the current policies and procedures for filing a grievance
- With the level of inclusion of women in university decision making and policy setting
- With the enforcement of current policies concerning...
  - a. affirmative action
  - b. sexual harassment

CAMPUS CLIMATE

- With the level of sensitivity to gender-biased language used on this campus
- With the level of resources for women's programs/development/research
- With the recognition women receive for their achievements
- With the number of women in positions of authority
- With the level of recognition of differences between women and men (communication styles, etc.)
- With the level of sensitivity to the amount of stereotyping of women that exists on this campus
- With the level of sensitivity for the difficulty in balancing family, work, and school commitments (flextime opportunities, etc.)
- With the level of comfort to express opinions and concerns without fear of retaliation
- With the level of support women give each other
- With the number of men who support women's issues
- With the availability of child care

PRIORITIZING YOUR ISSUES

Listed below are the top priorities in order of the times mentioned. The first column counts any time the statement was listed as one of the top five. The second column shows the number of times listed as the number one priority.

<table>
<thead>
<tr>
<th>Total Times</th>
<th>First Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
</tr>
</tbody>
</table>

With the level of sensitivity for the difficulty in balancing family, work, and school commitments (flextime opportunities, etc.)
With the opportunities for advancement and professional development
With the level of fairness between women and men when setting salaries/giving increases
With the availability of child care
With the number of women in positions of authority
With the level of comfort to express opinions and concerns without fear of retaliation
With the number of women faculty to serve as role models and mentors
With the efforts to retain women at the University (students, staff, faculty)
With the level of recognition and respect for women's competence
With the general physical security in buildings and residence halls (lighting, etc.)