Understanding and Shaping the Student Climate for Diversity at UMB

Presentation of Student Campus Climate Results

February 25, 2019

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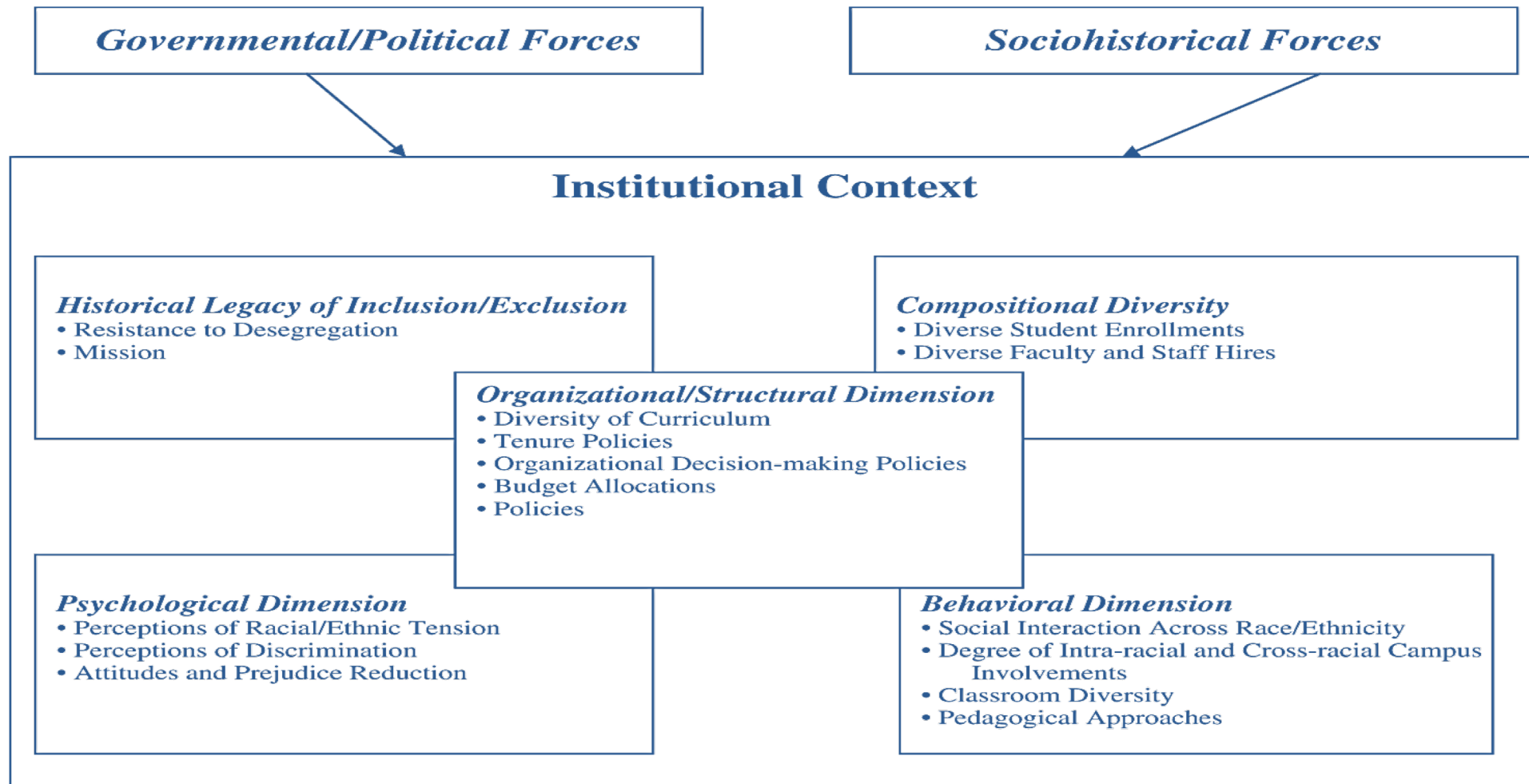
Creating a Welcoming Campus Climate to Achieve Inclusive Excellence

Diversity is an important component in achieving **institutional excellence**:

. . . diversity is a key component of a comprehensive strategy for achieving institutional excellence – which includes, but is not limited to, the **academic excellence of all students** in attendance and **concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills**" (Williams, Berger, & McClendon, 2005, p. 3).

Campus Climate for Diversity Framework

Governmental/Political Forces	Sociohistorical Forces

Institutional Context

Historical Legacy of Inclusion/Exclusion
- Resistance to Desegregation
- Mission

Compositional Diversity
- Diverse Student Enrollments
- Diverse Faculty and Staff Hires

Organizational/Structural Dimension
- Diversity of Curriculum
- Tenure Policies
- Organizational Decision-making Policies
- Budget Allocations
- Policies

Psychological Dimension
- Perceptions of Racial/Ethnic Tension
- Perceptions of Discrimination
- Attitudes and Prejudice Reduction

Behavioral Dimension
- Social Interaction Across Race/Ethnicity
- Degree of Intra-racial and Cross-racial Campus Involvements
- Classroom Diversity
- Pedagogical Approaches

Source: (Hurtado, Milem, Clayton-Pedersen, & Allen, 2004; Milem, Mitchell, & Antonio, 2005)

Understanding & Influencing the Campus Climate for Diversity

- An institution's ***historical legacy of inclusion or exclusion*** of various groups

- ***Compositional diversity*** - numerical representation of various groups

- ***Psychological climate*** - perceptions and attitudes between and among groups

- ***Behavioral dimension*** – relationships among groups on campus

- ***Organizational/structural diversity*** - organizational and structural aspects of colleges and the ways in which benefits for some groups become embedded into organizational and structural processes

Source: Hurtado, Milem, Clayton-Pedersen, & Allen, 2004; Milem, Mitchell, & Antonio, 2005

Purpose of EAB Student Climate Survey

- Understand and measure students' experiences, perceptions, and behaviors with respect to diversity and inclusion at UMB

- Support an evidence-based approach to improving diversity and inclusion at UMB

- Collect information that is critical to creating an inclusive campus environment that allows UMB to:
    – Tailor policies and programming
    – Improve campus response to discrimination
    – Inform new programming and services

Methods

- Educational Advisory Board (EAB) Campus Climate Survey
  - Designed by researchers at EAB by conducting an extensive literature review that included empirical research studies, relevant legislation, existing surveys, White House task force and Department of Education guidance, and news articles about the most current issues related to diversity and inclusion.
  - EAB researchers cognitively tested the survey with recent college graduates to ensure the survey language and content was relevant to their experience.
  - EAB researchers also conducted interviews with administrators involved in initiatives at a number of private and public institutions in the U.S. and Canada to gather best practices for assessing diversity and inclusivity.
  - Next, the survey was critically reviewed by student affairs administrators, Title IX coordinators, faculty, chief diversity officers, and counselors at several higher education institutions in the US and Canada.

Methods, continued

- UMB Survey Administration
  - Administered electronically to UMB students from February 7-27, 2018
  - Survey Distributed to 6,118 Students
  - Respondents = 1,485
  - Response Rate of 24%
- EAB Survey Cohort
  - Administered to 42 other campuses across the U.S. and Canada
  - 57% public institutions
  - Survey Distributed to over 455,000 students
  - Respondents = over 55,000 students
  - Overall Average Response Rate = 17%

Climate Survey Scales

Scale Construction

- Principal components analysis with a Varimax rotation was used to examine the factor structure of the EAB Student Climate Survey.
- 8 components emerged and scales were constructed for each component by summing the items.

The 8 Scales

1. University Commitment to Diversity
2. Respectfulness of Climate to Diverse Identities
3. Feeling of Personal Inclusion
4. Peers' Comfort with Diverse Identities
5. Personal Comfort with Diverse Identities
6. Extent of Personal Interaction with Diverse Identities
7. Personal Involvement in Diversity Initiatives
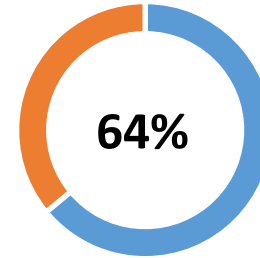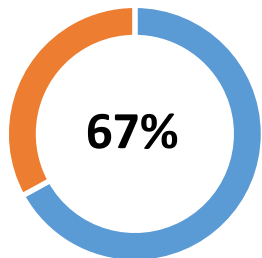8. Personal Efficacy in Reporting Discrimination

Results

General Campus Climate

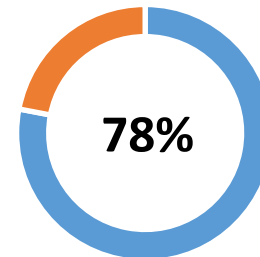*Percent of respondents who agreed/strongly agreed with the following statements:*
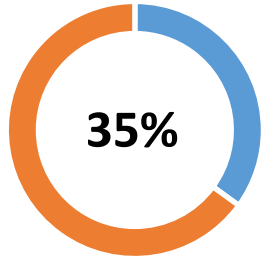
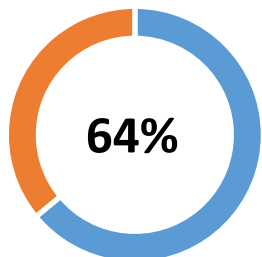**35%** — I think faculty pre-judge my abilities based on my identity or background.

64% — **I feel close to people at this school.**

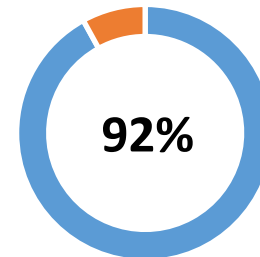**67%** — I think administrators are genuinely concerned about my welfare.

78% — I think faculty are genuinely concerned about my welfare.

64% — **It is easy to find people on campus who understand me.**

92% — **I feel safe at this school.**

Diversity and Inclusion Experiences

Perceptions of and Experience with Diversity and Inclusion on Campus

Percent of respondents who agreed/strongly agreed with the following statements:

38% I feel like I need to hide some aspects of my identity to fit in.

61% Diversity is reflected in administrators.

63% Diversity is reflected in the faculty.

63% **On campus, there are enough opportunities to gain knowledge about my own cultural community.**

74% **All students feel welcome and supported at this school, regardless of background identity.**
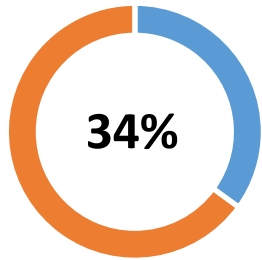
79% Diversity is reflected in the student body.

80% **Diversity is fully embraced within the campus culture.**
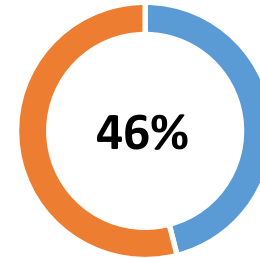
83% **School leaders are visibly committed to fostering respect for diversity on campus.**
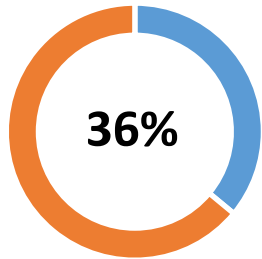
Conversations with Diverse Peers

Percent of all respondents who often or very often engaged in serious conversations with students different from them in:
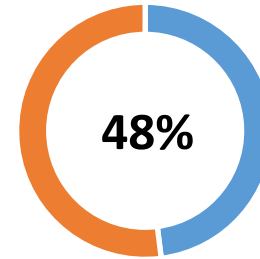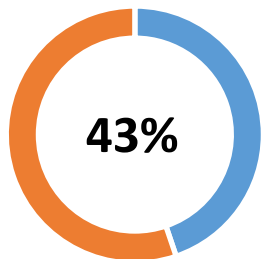
34% Political beliefs

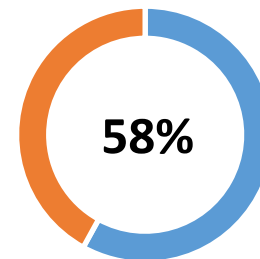**46%** Religious beliefs

36% Sexual Orientation

48% Socioeconomic background

43% Nationality

58% Race or ethnicity

Experiences with Discrimination & Harassment

	UMB
Percent of respondents who reported that someone shunned, ignored, or intimidated them, or acted directly or indirectly toward them in an offensive or hostile manner that interfered with their ability to learn and work once or more than once.	17%
Percent of respondents who formally reported the incident to the school	12%

Respondents who experienced discrimination or harassment most commonly reported that:	
UMB (Top 3)	
I was deliberately ignored or excluded.	53%
An instructor made verbal comments that were hostile or offensive	39%
I was the target of offensive humor	27%

Respondents who experienced discrimination or harassment commonly believed the conduct was based on:	
UMB (Top 3)	
Other	33%
My race	30%
My gender or gender identity	28%

Bystander Behaviors

Since the beginning of the school year (Fall 2017) have you observed someone on campus being shunned, ignored, or intimidated, or treated in an offensive, or hostile manner?

Of the percentage of respondents who answered "yes":
- 0.6% of respondents told someone of authority about the situation.
- 3.8% of respondents asked the person who appeared to be the target of the behavior if they needed help.
- 0.8% of respondents confronted the person who appeared to be causing the situation.
- 0.3% of respondents asked others to defuse the situation.
- 2.3% of respondents decided not to take action.
- 1.5% of respondents provided another response.

13.1%
YES

86.9%
NO
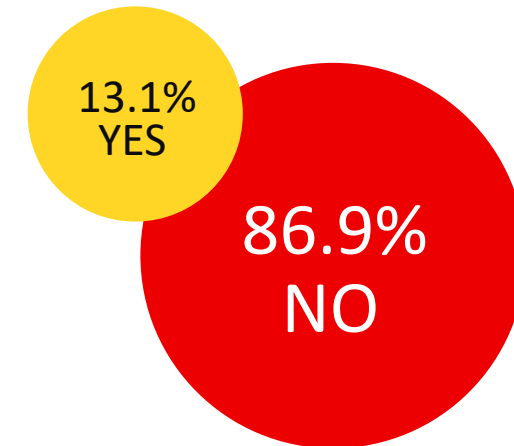
Results

Diversity and Inclusion Climate Indices

Climate Indices: Differences By Race

Notes: Table cells contain means and standard deviations. Underlined means indicate a statistically significant between group differences by race with details described in the notes. Between group differences were calculated with ANOVA post-hoc Bonferroni tests. Underlined means indicate a statistically significant difference with one or more than one other race. * A collapsed variable inclusive of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, two or more races, and other designations specified by students.
^ Did not disclose (DND) racial background/identity.

Indices	White (n=614)	Hispanic (n=60)	Asian (n=184)	Black (n=207)	Bi/multi-racial & Other* (n=85)	DND^ (n=11)	ANOVA
University Commitment to Diversity[1]	1.99 (.62)	2.20 (.82)	2.03 (.61)	2.36 (.67)	2.25 (.77)	2.44 (.64)	F = 10.10; p < .001
Respectfulness of Climate to Diverse Identities[2]	2.48 (1.01)	2.65 (1.13)	2.74 (1.09)	2.94 (1.16)	2.60 (1.12)	2.96 (1.20)	F = 6.50; p < .001
Feeling of Personal Inclusion[3]	2.01 (.44)	2.16 (.56)	2.09 (.37)	2.15 (.47)	2.17 (.54)	2.03 (.30)	F = 4.00; p = .001
Peers' Comfort with Diverse Identities[4]	1.67 (.52)	1.76 (.64)	1.87 (.48)	1.94 (.56)	1.83 (.55)	1.67 (.74)	F = 7.12; p < .001
Personal Comfort with Diverse Identities[5]	1.38 (.38)	1.37 (.48)	1.63 (.52)	1.58 (.43)	1.39 (.35)	1.36 (.43)	F = 11.32; p < .001
Extent of Interaction with Diverse Identities[6]	2.33 (.75)	2.49 (.82)	2.59 (.77)	2.61 (.71)	2.28 (.72)	2.75 (.34)	F = 4.91; p < .001
Personal Engagement in Diversity Initiatives[7]	3.12 (.40)	3.09 (.53)	3.09 (.46)	3.08 (.48)	3.08 (.51)	2.92 (.78)	F = .549; p = .739
Personal Efficacy in Reporting Discrimination[8]	2.25 (.63)	2.33 (.81)	2.20 (.62)	2.21 (.72)	2.54 (.65)	2.67 (.56)	F = 3.96; p = .001

Interpretation:
1. Black and Bi/multi-racial/"Other" students felt that UMB was less committed to diversity compared to White and Asian students.
2. Black students view the climate at less respectful of diverse identities compared to White students.
3. Black students feel the climate is less inclusive of their identity compared to White students.
4. Black and Asian students feel that other students at UMB are less comfortable having close relationships with others with diverse identities compared to White students.
5. Black and Asian students are less comfortable having close relationships with people of diverse identities compared to White, Hispanic, and students who identify as Bi/multi-racial & Other.
6. Black and Asian students report less interaction with students of diverse identities compared to White students.
7. There were no differences in personal involvement among racial groups.
8. White, Asian, and Black students report less efficacy in reporting discrimination compared to students who identify as Bi/multi-racial & Other.

Climate Indices: Differences By First Generation College Student

(Table cells contain means and standard deviations. One-way ANOVA used to describe differences between groups)

Indices	First member of family to go to college (n=169)	Not the first member of my family to go to college (n=986)	ANOVA
University Commitment to Diversity[1]	<u>2.25</u> (.69)	<u>2.07</u> (.66)	F = 8.49; p = .004
Respectfulness of Climate to Diverse Identities[2]	<u>2.79</u> (1.17)	<u>2.59</u> (1.07)	F = 4.37; p =.037
Feeling of Personal Inclusion[3]	<u>2.16</u> (1.09)	<u>2.04</u> (.45)	F = 7.24; p = .007
Peers' Comfort with Diverse Identities[4]	1.83 (.63)	1.75 (.52)	F = 1.83; p = .176
Personal Comfort with Diverse Identities[5]	1.48 (.50)	1.45 (.42)	F = .972; p = .324
Extent of Interaction with Diverse Identities[6]	2.41 (.78)	2.43 (.76)	F = .092; p = .762
Personal Engagement in Diversity Initiatives[7]	3.12 (.50)	3.10 (.44)	F = .512; p = .474
Personal Efficacy in Reporting Discrimination[8]	2.31 (.76)	2.26 (.64)	F = .738; p = .391

Notes: Underlined means indicate a statistically significant difference between first generation college students and students who are not first generation.

1. First generation college students view UMB as <u>less committed</u> to diversity compared to non-first generation students.
2. First generation college students view UMB's climate as <u>less respectful</u> to diverse identities compared to non-first generation students.
3. First generation college students feel <u>less personal inclusion</u> compared to non-first generation students.
4. There are <u>no differences</u> between first generation and non-first generation students in perception that students' peers have greater comfort having close relationships with individuals from diverse identities.
5. There are <u>no differences</u> between first generation and non-first generation students in comfort with having close relationships with people of diverse identities.
6. There are <u>no differences</u> between first generation and non-first generation students in interaction (socialization and serious conversations) with others at UMB of diverse identities.
7. There are <u>no differences</u> between first generation and non-first generation students in personal involvement in diversity-related services and programs at UMB.
8. There are <u>no differences</u> between first generation and non-first generation students in greater efficacy in reporting discrimination at UMB.

Climate Indices: Differences By Involvement in Student Groups

(Table cells contain means and standard deviations. One-way ANOVA used to describe differences between groups)

Indices	Involved (n=470)	Uninvolved (n=691)	ANOVA
University Commitment to Diversity[1]	<u>2.19</u> (.73)	<u>2.03</u> (.61)	F = 14.06; p < .001
Respectfulness of Climate to Diverse Identities[2]	2.58 (1.00)	2.65 (1.14)	F = 1.05; p = .306
Feeling of Personal Inclusion[3]	2.07 (.45)	2.01 (.45)	F = .12; p = .723
Peers' Comfort with Diverse Identities[4]	<u>1.83</u> (.56)	<u>1.71</u> (.52)	F = 9.31; p = .002
Personal Comfort with Diverse Identities[5]	1.47 (.41)	1.44 (.44)	F = .99; p = .320
Extent of Interaction with Diverse Identities[6]	<u>2.30</u> (.70)	<u>2.51</u> (.78)	F = 15.08; p < .001
Personal Engagement in Diversity Initiatives[7]	<u>2.98</u> (.40)	<u>3.20</u> (.42)	F = 60.94; p < .001
Personal Efficacy in Reporting Discrimination[8]	2.30 (.65)	2.23 (.67)	F = 2.23; p = .135

Notes: Underlined means indicate a statistically significant difference between students who are involved in student groups versus those who are not.
1. Students who are involved in student groups see UMB as <u>less committed</u> to diversity compared to students who are involved.
2. There are <u>no differences</u> between involved and uninvolved students perception of respectfulness of climate .
3. There are <u>no differences</u> between involved and uninvolved students in personal inclusion of personal identities.
4. Students who are not involved in student groups perceive their peers to have <u>greater comfort</u> with diverse identities compared to students who are involved.
5. There are <u>no differences</u> between involved and uninvolved students in personal comfort with having close relationships with people of diverse identities .
6. Uninvolved students report <u>less interaction</u> with students of diverse identities compared students who are involved.
7. Uninvolved students report <u>less engagement</u> with diversity initiative compared to students who are involved in student groups.
8. There are <u>no differences</u> between involved and uninvolved students in greater efficacy in reporting discrimination at UMB.

Climate Indices: Differences By Citizenship Status

(Table cells contain means and standard deviations. One-way ANOVA used to describe differences between groups.)

Indices	Citizen or Permanent US Resident * (n=1,111)	Non-Citizen ^ (n=48)	ANOVA
University Commitment to Diversity[1]	2.10 (.67)	2.18 (.70)	F = .58; p = .448
Respectfulness of Climate to Diverse Identities[2]	2.61 (1.09)	2.92 (1.04)	F = 3.65; p = .056
Feeling of Personal Inclusion[3]	2.06 (.46)	2.18 (.40)	F = 2.45; p = .118
Peers' Comfort with Diverse Identities[4]	1.76 (.54)	1.87 (.47)	F = 1.12; p = .290
Personal Comfort with Diverse Identities[5]	1.45 (.43)	1.57 (.49)	F = 2.42; p = .120
Extent of Interaction with Diverse Identities[6]	2.41 (.75)	2.75 (.87)	F = 6.82; p = .009
Personal Engagement in Diversity Initiatives[7]	3.11 (.44)	2.93 (.44)	F = 6.61; p = .010
Personal Efficacy in Reporting Discrimination[8]	2.27 (.66)	2.05 (.63)	F = 4.32; p = .038

Notes: Underlined means indicate a statistically significant difference between citizens/permanent US residents and non-citizens
* A collapsed variable inclusive of US Citizen and Permanent US resident designations specified by students.
^ A collapsed variable inclusive of foreign national, student visa, and not a citizen designations specified by students.
1. A greater commitment to diversity by UMB - no differences between US Citizen and Permanent US residents and non-citizens.
2. Perception of a more respectful climate - no differences between US Citizen and Permanent US residents and non-citizens.
3. More inclusive climate for students' personal identities - no differences between US Citizen and Permanent US residents and non-citizens.
4. Perception that students' peers have greater comfort having close relationships with individuals from diverse identities - no differences between US Citizen and Permanent US residents and non-citizens.
5. Greater personal comfort with having close relationships with people of diverse identities - no differences between US Citizen and Permanent US residents and non-citizens.
6. Non-citizens report less interaction with students of diverse identities compared to students who are US Citizens and Permanent US residents.
7. US Citizens and Permanent US residents report less engagement with diversity initiatives compared to students who are not citizens.
8. Non-citizens report greater efficacy in reporting discrimination compared to US Citizen and Permanent US residents.

Climate Indices: Differences By Gender

(Table cells contain means and standard deviations. Underlined means indicate a statistically significant between group differences by gender with details described in the notes. Between group differences were calculated with ANOVA post-hoc Bonferroni tests)

Indices	Woman (n=896)	Man (n=249)	Non-binary* (n = 16)	ANOVA
University Commitment to Diversity[1]	2.14 (.66)	1.94 (.68)	2.35 (.58)	F = 7.32 ; p = .001
Respectfulness of Climate to Diverse Identities[2]	2.65 (1.08)	2.50 (1.09)	3.02 (1.08)	F = 3.03; p = .051
Feeling of Personal Inclusion[3]	2.06 (1.08)	2.07 (.43)	2.30 (.54)	F = 1.87; p = .155
Peers' Comfort with Diverse Identities[4]	1.78 (.52)	1.69 (.63)	1.93 (.59)	F = 2.19; p = .112
Personal Comfort with Diverse Identities[5]	1.47 (.42)	1.38 (.45)	1.34 (.32)	F = 3.16; p = .053
Extent of Interaction with Diverse Identities[6]	2.46 (.75)	2.29 (.78)	1.96 (.69)	F = 4.72; p = .009
Personal Engagement in Diversity Initiatives[7]	3.12 (.43)	3.04 (.46)	3.00 (.64)	F = 2.98; p =.052
Personal Efficacy in Reporting Discrimination[8]	2.31 (.66)	2.08 (.65)	2.58 (.66)	F = 12.06; p < .001

Notes: Underlined means indicate a statistically significant difference between one or more genders.
* A collapsed variable inclusive of transgender, genderqueer, gender non-conforming, and all other gender designations specified by students.

1. Women feel that UMB is less committed to diversity compared to men.
2. Perception of a more respectful climate - no differences between genders.
3. Inclusive climate for students' personal identities - no differences between genders.
4. Perception that students' peers have greater comfort having close relationships with individuals from diverse identities - no differences between genders.
5. Personal comfort with having close relationships with people of diverse identities - no differences between genders.
6. Women students report less interaction with students of diverse identities compared to men.
7. Personal involvement in diversity-related services and programs at UMB - no differences by gender.
8. Women and non-binary students report less efficacy in reporting discrimination compared to men.

Climate Indices: Differences By Sexual Orientation

(Table cells contain means and standard deviations. One-way ANOVA used to describe differences between groups)

Indices	Heterosexual (n=994)	Gay, Lesbian, Bisexual, Asexual, Questioning, or Other (n=156)	ANOVA
University Commitment to Diversity[1]	<u>2.06</u> (.66)	<u>2.38</u> (.67)	F = 23.94; p < .001
Respectfulness of Climate to Diverse Identities[2]	<u>2.58</u> (1.08)	<u>2.88</u> (1.10)	F = 10.24; p = .001
Feeling of Personal Inclusion[3]	<u>2.05</u> (.44)	<u>2.18</u> (.52)	F = 8.50; p = .004
Peers' Comfort with Diverse Identities[4]	<u>1.75</u> (.54)	<u>1.91</u> (.55)	F = 8.75; p = .003
Personal Comfort with Diverse Identities[5]	1.46 (.44)	1.42 (.37)	F = .89; p = .346
Extent of Interaction with Diverse Identities[6]	2.44 (.76)	2.37 (.77)	F =.64; p = .425
Personal Engagement in Diversity Initiatives[7]	3.10 (.52)	3.09 (.52)	F = .075; p = .780
Personal Efficacy in Reporting Discrimination[8]	<u>2.24</u> (.65)	<u>2.44</u> (.73)	F = 9.45; p = .002

Notes: Underlined means indicate a statistically significant difference between heterosexual and LGBTQ+ students.

1. Heterosexual students perceive UMB to have a greater commitment to diversity compared to students of other sexual orientations (Lesbian/Gay/Bisexual/Questioning/Asexual/Other = LGBQ+).
2. Heterosexual students perceive that the climate at UMB is more respectful compared to LGBQ+. students.
3. Heterosexual students feel a sense of greater personal inclusion compared to LGBQ+ students.
4. Heterosexual students perceive that their peers have greater comfort with diverse identities compared to LGBQ+ students.
5. Personal comfort with having close relationships with people of diverse identities - no differences between LGBQ+ students and heterosexual students.
6. Interaction (socialization and serious conversations) with others at UMB of diverse identities - no differences between LGBQ+ students and heterosexual students.
7. Personal involvement in diversity-related services and programs at UMB - no differences between LGBQ+ students and heterosexual students.
8. Heterosexual students report greater efficacy in reporting discrimination compared to LGBQ+ students.

Q & A

Small Group Work

Meaning-Making & Action Planning Exercise

- What external factors may have contributed to the results?

- What is our historical legacy of inclusion and exclusion?

- What organizational and structural factors help to promote or hinder a welcoming campus climate?

- What recommendations do you have for creating opportunities for students to engage with diversity?

Small Groups Report Back

Next Steps

Next Steps

- Communicate findings to the campus community:
  - ❑ Share with the Schools their results.
  - ❑ Present findings and engage in meaning making and action planning with the Student Affairs Deans (February 26), Campus Life Services (March 18), and the University Student Government Association (April 10).
  - ❑ Post the campus climate Power Point presentation and infographic to the Campus Life Services website.

- Convene meaning-making and action planning work group to positively influence the campus climate for diversity:
  - ❑ Presentation of a campus climate for diversity theoretical framework.
  - ❑ Presentation of methodology and results.
  - ❑ Engage in conversation about why these particular findings emerged.
  - ❑ Discuss what we know from the literature that supports or contradicts these findings.
  - ❑ Discuss and provide examples of how these findings may manifest at UMB.
  - ❑ Engage in action planning.
  - ❑ Discuss the role that members of the campus community can play to positively shape the climate for diversity (What can we do? What should we stop doing? What should we continue to do?).

- Update and share the infographic to highlight action steps and outcomes

- Administer a student climate survey every two years

Reporting Bias or Discrimination

To report bias or discrimination that you experienced or witnessed, please contact:

Mikhel Kushner, JD, MSW

Executive Director, Diversity and Inclusion & Title IX Coordinator
UMB Office of Accountability and Compliance (OAC)
620 W. Lexington Street, 5th floor
Baltimore, MD 21201
410-706-2281 (OAC Main Number)
410-706-1852 (Direct Line)
866-594-5220 (Anonymous Reporting Hotline)
www.umaryland.edu/oac

References

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