Understanding and Positively Shaping the Student Climate for Diversity and Inclusion at UMB
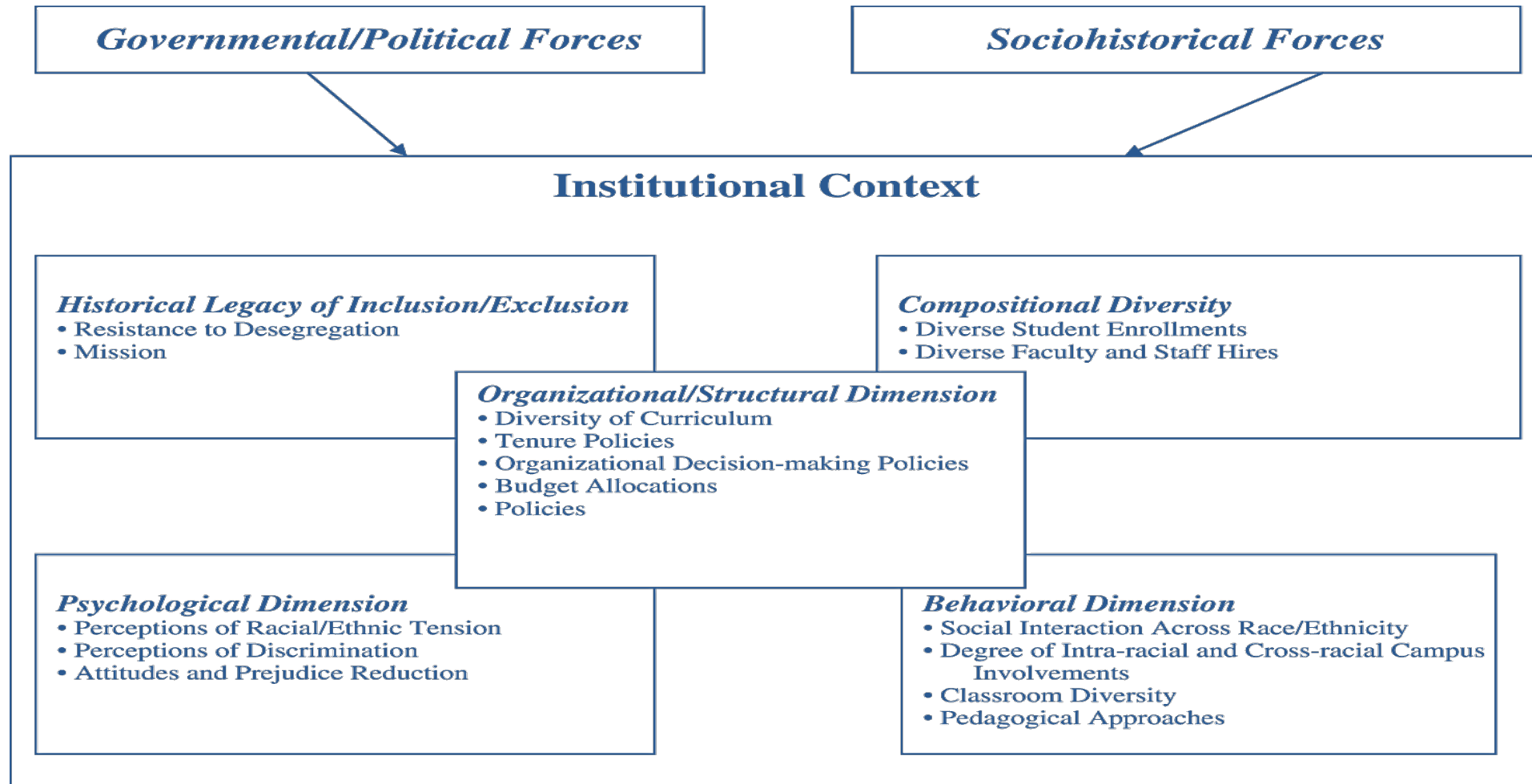
Presentation of Campus Climate for Diversity & Inclusion Results

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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, Dey, & White, 2004; Milem, Chang, & Antonio, 2005)

Campus Climate for Diversity Framework

(Hurtado, Milem, Clayton-Pedersen, & Allen, 2004; Milem, Dey, & White, 2004; Milem, Chang, & Antonio, 2005)

External Factors

- ***Governmental/Political Forces*** – includes policies, initiatives, and programs on a local, state, and federal level.

- ***Sociohistorical Forces -*** include events or issues in the larger society that relate to the ways in which people view or experience dimensions of diversity.

Institutional Factors

- 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

Purpose of Student Climate for Diversity (SCD) Survey

- Understand and measure students' experiences, perceptions, and behaviors with respect to diversity and inclusion at UMB
- Understand the degree of food and housing insecurity experienced by UMB students (21 questions)
- 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) SCD 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 were 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.
  - 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 U.S. and Canada.

Methods, continued

- UMB Survey Administration – Spring 2020
  - Administered electronically to UMB students from February 12 – March 15, 2020
  - Survey Distributed to 6,777 Students
  - Respondents = 749
  - Response Rate of 11%

- UMB Survey Administration – Spring 2018
  - Administered electronically to UMB students from February 7-27, 2018
  - Survey Distributed to 6,118 Students
 - Respondents = 1,485
  - Response Rate of 24%

Limitations

- Lower response rate
  - Confusion with Title IX survey
  - Survey fatigue
  - COVID-19 pandemic & shift to virtual learning
- Anonymous nature of survey limits ability to conduct a longitudinal study
- Academic program lengths and two-year administration cycle does not allow for comparing responses over time
- Some racial and ethnic populations were too limited in numbers to analyze individually

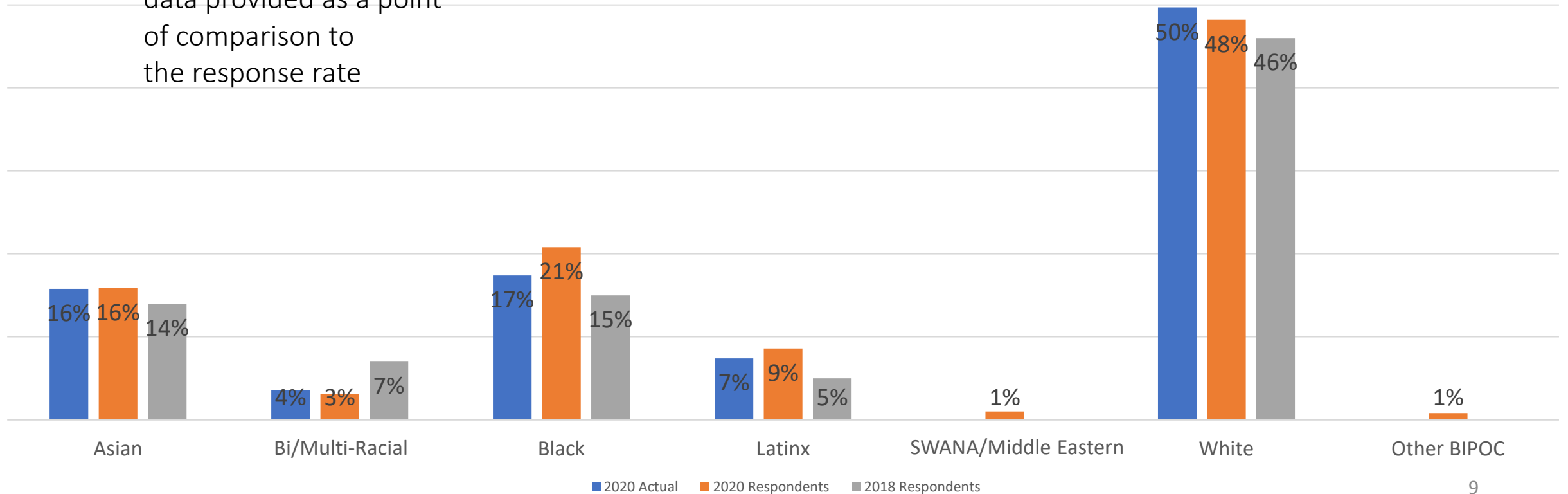# Respondent Demographic Information & UMB Enrollment

Demographics by School

UMB enrollment data provided as a point of comparison to the response rate
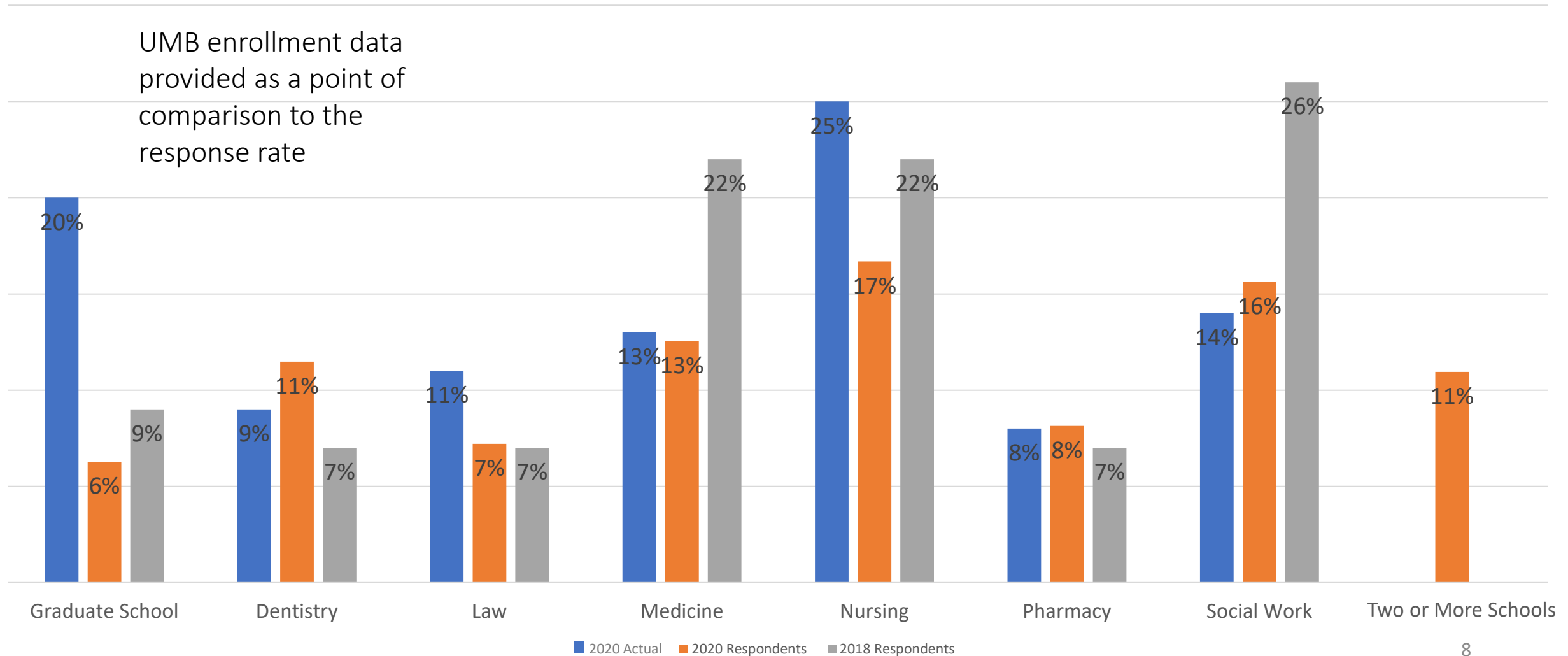
# Respondent Demographic Information & UMB Enrollment

Demographics by Race & Ethnicity

UMB enrollment data provided as a point of comparison to the response rate

Asian: 16% (2020 Actual), 16% (2020 Respondents), 14% (2018 Respondents)
Bi/Multi-Racial: 4% (2020 Actual), 3% (2020 Respondents), 7% (2018 Respondents)
Black: 17% (2020 Actual), 21% (2020 Respondents), 15% (2018 Respondents)
Latinx: 7% (2020 Actual), 9% (2020 Respondents), 5% (2018 Respondents)
SWANA/Middle Eastern: 1% (2020 Respondents)
White: 50% (2020 Actual), 48% (2020 Respondents), 46% (2018 Respondents)
Other BIPOC: 1% (2020 Respondents)

■ 2020 Actual ■ 2020 Respondents ■ 2018 Respondents

Respondent Demographic Information & UMB Enrollment

Demographics by Gender

UMB enrollment data provided as a point of comparison to the response rate
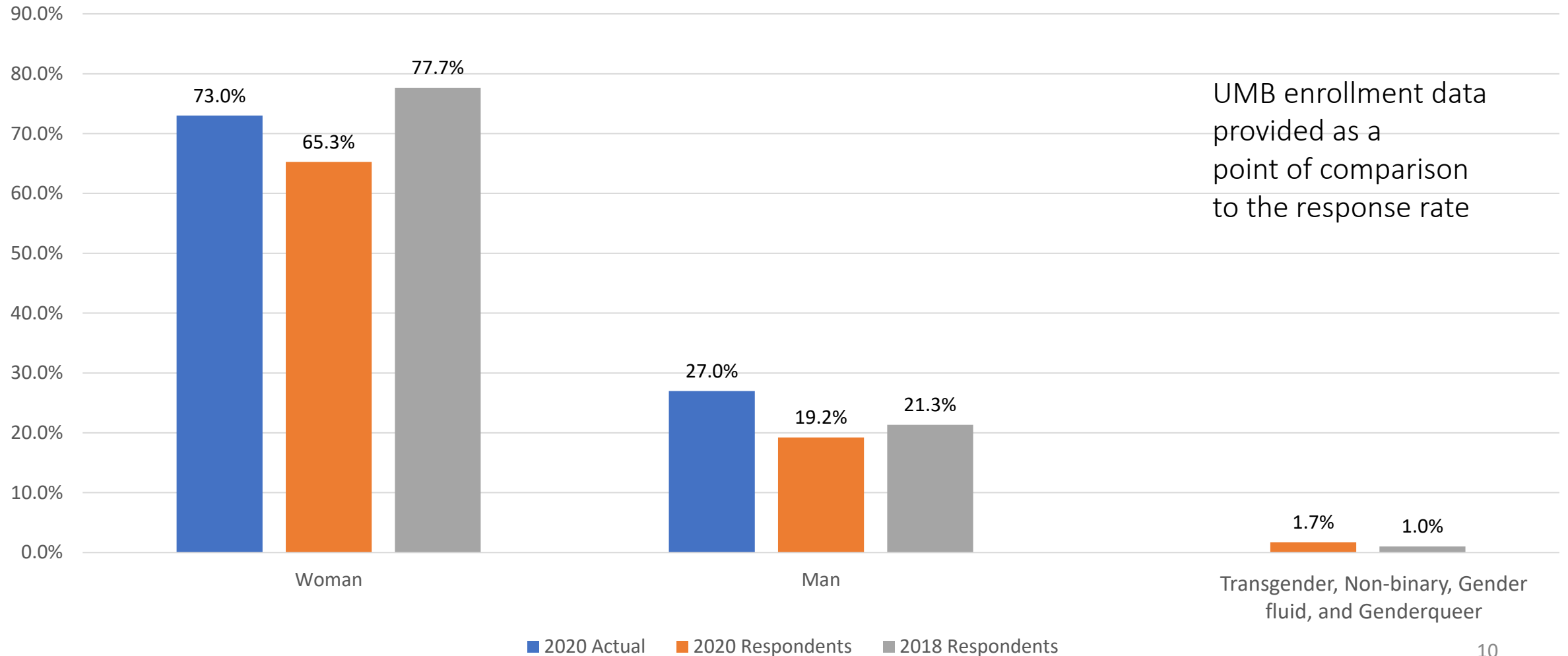
Additional Demographics by Social Identity

- 2% of students identify as transgender
- 5% of students identify as international
- 6% have prior or current military service
- 6% identified having a physical disability
- 16% identify as LGBQI+
- 17% are parents
- 23% do not have parents who graduated from college
- 27% identified as having mental health conditions
- 35% are involved in co-curricular activities
- 84% identify as heterosexual
- 98% of students identify as cisgender

Student Climate for Diversity Scales

SCD Survey Scales

Scale Construction

- Principal components analysis with a Varimax rotation was used to examine the factor structure of the 2018 EAB SCD Survey.
- 8 components emerged and scales were constructed for each component by summing the items.
- Exploratory factor analysis reliability analysis was utilized to assess the reliability of the previously identified factors in relation to the 2020 study sample.

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

Diversity and Inclusion Climate Indices

Summary of Findings - SCD Indices

- For many indices, there were <u>no significant differences</u> across identities.

- Statistically significant differences based on identity, including race/ethnicity, students who are parents, military service, mental health, first-generation college student status, gender, sexual orientation, and citizenship.

- More than any other group, **Students who identify as Black** experience the UMB campus in statistically significantly different ways than other students.

  - Students who identify as Black felt that UMB was <u>less committed</u> to diversity and <u>less respectful</u> of diverse identities compared to students who identify as White and Asian.

  - Students who identify as Black felt <u>less comfortable</u> having close relationships with people of identities different from their own, report <u>less interaction</u> with students with identities different from their own, and felt that students of other races and ethnicities at UMB are <u>less comfortable</u> having close relationships with people with identities different from their own compared to students who identify as White.

- **Students who identify as Asian** felt <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who identify as White.

Summary of Findings - SCD Indices

- **Students who are parents** view the climate as <u>less respectful</u> of diversity identities, are <u>less comfortable</u> having close relationships with people of different identities than their own, and report <u>less interaction</u> with students who have different identities from their own than students who do not identify as parents.
- **Students with military service** view the climate as <u>less respectful</u> of diverse identities, are <u>less comfortable</u> having close relationships with people of identities different from their own, and report <u>less personal engagement</u> with diversity initiatives compared to students who do not have military service.
- **First-generation college students** felt UMB is <u>less committed</u> to diversity and report <u>less personal</u> engagement with diversity than students who were not the first in their family to attend college.
- Students who did not identify with having a **mental health condition** view the climate as <u>less respectful</u> of diverse identities and are <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who did identify as having a mental health condition.

Summary of Findings - SCD Indices

- **Cisgender students** are <u>less comfortable</u> having close relationships with people of identities different from their own compared to transgender students.
- Students who identify as **men** show <u>less efficacy</u> of reporting discrimination compared to students who identify as women and gender fluid/non-binary.
- Students who identify as **heterosexual** are <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who identify as **LGBQI+**.
- **U.S. citizens and permanent residents** felt that UMB was <u>less committed</u> to diversity compared to those who identify as international students.
- **Students who are not involved** view the climate as <u>less respectful</u> of diverse identities compared to students who are involved.

Summary of Findings - SCD Indices

Differences by School

- Students from the **School of Social Work** felt that UMB was <u>less committed</u> to diversity compared to students from the Schools of Dentistry, Nursing, Pharmacy and students who indicated affiliation with More than One School.
- Students in the **Graduate School** view the climate as <u>less respectful</u> of diverse identities compared to students in the School of Dentistry.
- Students from the **Graduate School** and the **Schools of Dentistry, Law, and Social Work** feel <u>less personal inclusion</u> compared to students in the School of Medicine.
- Students from the **School of Nursing** report <u>less personal engagement</u> with diversity initiatives compared to students from the School of Medicine.
- **School of Social Work** students report <u>less efficacy</u> in reporting discrimination compared to students from the School of Pharmacy.

Meaning Making

Grounding in the Literature

Summary of University Commitment to Diversity Index

Scale	Definition	Items
I. University Commitment to Diversity	The level of commitment exhibited by UMB in furthering diversity and inclusion	Indicate your level of agreement with the following statements from "strongly agree" to "strongly disagree": 1. Diversity is reflected in the faculty 2. Diversity is reflected in the administration 3. Diversity is embraced within the campus culture 4. School leaders are visibly committed to fostering respect for diversity on campus 5. Diversity is reflected in the student body

- Students who identify as Black felt that UMB was <u>less committed</u> to diversity compared to students who identify as White and Asian.

- School of Social Work students felt that UMB was <u>less committed</u> to diversity compared to students from the Schools of Dentistry, Nursing, Pharmacy and students who indicated affiliation with More than One School.

- Students who identify as the first member of their family to attend college felt that UMB was <u>less committed</u> to diversity compared to students who did not identify as the first member of their family to attend college.

- Those who identify as a U.S. citizen or permanent resident felt that UMB was <u>less committed</u> to diversity compared to those who identify as international students.

Grounding for University Commitment to Diversity Results

- Comprehensive approach to **assessing the campus climate for diversity** required (Hurtado, Milem, Clayton-Pedersen, & Allen, 2004; Milem, Chang, & Antonio, 2005), including within health professions education (Milem, Dey, & White, 2004).

- Strategically building the **institutional diversity brand** by proactively communicating diversity priorities, successes, and other internal and external communications before a crisis can assist with student engagement, recruitment and retention efforts, and establishing strategic partnerships with companies and organizations that also value DEI (Williams, 2013).

- **Equity-minded institutions** can proactively establish positive relationships with students who are more likely to experience racism, microaggressions, stereotyping, and feelings of being underrepresented (Peña, Bensimon, & Colyar, 2006).

- Racially and ethnically diverse students pose **significant benefits for all students** – advancing student learning and preparing all students to better engage in a diverse society (Williams, Berger, & McClendon, 2005).

Summary of Personal Comfort with Diverse Identities

Scale	Definition	Items
V. Personal Comfort with Diverse Identities	The extent of students' personal comfort with having a close relationship with individuals from diverse identities	How comfortable would you be being close friends with the following individuals from "very comfortable" to "very uncomfortable" 1. A person with religious beliefs other than my own 2. An openly lesbian or bisexual woman 3. An openly gay or bisexual man 4. An openly transgender man, transgender woman, or non-binary individual 5. A person affected by mental health issues 6. A personal with a physical disability 7. A person from a socioeconomic background other than your own 8. A person whose race or ethnicity is different from your own 9. A person with political views that differ from your own

- Students who identify as Black and Asian are <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who identify as White.

- Students who identify as parents are <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who do not identify as parents.

- Students who indicated military service indicated <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who indicated no military service.

- Students who identify as heterosexual are <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who identify as LGBQI+.

- Students who did not identify as having a mental health condition are <u>less comfortable</u> having close relationships with people of identities different from their own compared to students who did identify as having a mental health condition.

- Cisgender students are <u>less comfortable</u> having close relationships with people of identities different from their own compared to transgender students.

Grounding for Personal Comfort with Diverse Identities Results

- **Diversity in the college curriculum and facilitated interactions with diverse peers in the classroom** enhance student learning and civic participation outcomes (Gratz et al. v. Bollinger et al., 1997; Grutter et al. v. Bollinger et al., 1997).

- **Diversity requirements** have a statistically significant and positive effect on student's multicultural competence, including awareness of other cultures and ethnicities, openness to diversity, and promoting racial understanding (Pascarella & Terenzini, 2005).

- Many positive developmental benefits associated with **emphasizing multiculturalism and diversity as well as student engagement in diverse experiences** (Hurtado, 2001).

- **Interracial friendships and casual engagement with diverse peers** have positive and significant effects on the development of racial-ethnic knowledge, values, and attitudes (Pascarella & Terenzini, 2005).

Action Items and Next Steps

Highlighted University Action Items Since Spring 2018

- Developed and implemented Campus Climate for Diversity Work Group Recommendations
- Student Support Websites Created:
  - Transgender and Non-Binary Resources
  - Student Veterans
  - Student Parents and Caregivers
  - Off-Campus Housing Information during COVID-19
  - DACA and Undocumented Student Resources
  - Online students
- Intercultural Center – Fall 2020
- Updating gender-inclusive bathroom signage across the university
- Participant in the American Council on Education's Internationalization Laboratory
- Issued 2020 Student Climate for Diversity survey
- Name Administration Form (Fall 2020) & Policy (in-progress)
- Student Pantry – Launch Fall 2021
- University provided best practices for faculty and staff displaying pronouns in email signature lines
- Improving accessibility in digital communication, including websites, social media, and videos
- Finalizing mental health resources for online students living outside of the U.S.
- Numerous school initiatives – creation of diversity officer positions, climate studies, review/changes of curricula, etc.
- Student organization efforts – dialogue programs, diversity officer executive board position, etc.

Next Steps

Finalize 2022 survey design | January – February 2022

Launch 2022 survey| February 28, 2022

Close survey| March 18, 2022

Select recipients and distribute incentives | March 2022

Analyze data| Summer 2022

Begin campus presentations | Fall 2022

Engage in action Planning| Fall 2022 – Spring 2023

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