REPORT CARD ON PERCEPTIONS OF RACIALIZED CAMPUS CLIMATE

CENTER FOR THE STUDY OF DIVERSITY
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In a democracy that is diverse, globally engaged, and dependent on citizen responsibilities, all students need an informed concern for the larger good because nothing less will renew our fractured and diminished commons.

--National Council for Liberal Education and America’s Promise (2007)

UD is not diverse in either absolute or relative terms. With few exceptions, ... the university trails its peers in every measure of diversity in every constituency of the institution.

--Middle States Higher Education Commission (2011)
TODAY’S PRESENTATION

Why the survey?
Survey structure
Who were the respondents?
Survey analysis
What did we find?
Recommendations
Overview of “Tell it like it is” Storytelling project
Q&A
WHY THE SURVEY?

Context

- Inclusive Excellence
- Noose incident (2015)
- Ongoing Survey Activities (IRE)

Collaborators

- Office of Vice Provost for Diversity
- Office of Equity and Inclusion
- Institutional Research and Effectiveness
- Division of Student Life
- Center for Teaching and Assessment of Learning
- Center for the Study of Diversity
SURVEY STRUCTURE

SHARE YOUR VOICE
SHAPE YOUR SCHOOL

Take the Diverse Learning Environments Survey
THE SURVEY: DIVERSE LEARNING ENVIRONMENTS (DLE)

Higher Education Research Institute (HERI) at UCLA
- Established and validated
- Allows institutional comparisons
- Administer and organize the responses

Structure of DLE
- Campus Climate
- Institutional Practices
- Student Learning Outcomes
- Sexual Misconduct
- Additional Questions (UD): Inclusion/Exclusion/Welcome Spaces
<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>SAMPLE ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Belonging</td>
<td>“I feel a sense of belonging to this campus.”</td>
</tr>
<tr>
<td>Academic Validation</td>
<td>“Felt that my contributions were valued in class.”</td>
</tr>
<tr>
<td>General Interpersonal Validation</td>
<td>“Faculty believe in my potential to succeed academically.”</td>
</tr>
<tr>
<td>Institutional Commitment to Diversity</td>
<td>“Has a long standing commitment to diversity.”</td>
</tr>
<tr>
<td>Positive Cross-Racial Interaction</td>
<td>“Had meaningful and honest discussions about race/ethnic relations outside of class.”</td>
</tr>
<tr>
<td>Negative Cross-Racial Interaction</td>
<td>“Felt insulted or threatened because of my race/ethnicity.”</td>
</tr>
<tr>
<td>Discrimination and Bias</td>
<td>“Heard insensitive or disparaging remarks from faculty.”</td>
</tr>
<tr>
<td>Harassment</td>
<td>“Threats of physical violence.”</td>
</tr>
<tr>
<td>Conversations across Difference</td>
<td>“From a socioeconomic class (religion/sexual orientation etc.) different from your own.”</td>
</tr>
</tbody>
</table>
SEXUAL MISCONDUCT

- This section asked respondents to self-report experiences of unwanted sexual contact and sexual assault, and if these instances were reported.
- Results from this section of the DLE will be available in a report being prepared by the Office of Institutional Research and Effectiveness (IRE).
Students first identified their most salient social identity,

They were then asked to what extent they felt isolated, discouraged, or excluded because of that social identity (Exclusion).

Next they were asked to what extent they felt they belonged, were supported, or were validated because of that social identity (Inclusion).

Finally, students were asked to describe examples of those experiences.
Students first identified their most salient social identity.

Next, they indicated how often they felt unwelcome in certain student-centered campus spaces (residence halls, classrooms, dining halls, student centers, Little Bob, library).

Then, they were asked to what extent they felt UD is committed to making campus a welcoming place.
WHO ARE THE RESPONDENTS?

- DLE to All UD undergrads—17,359; Spring 2016
- Respondents N = 3,696 (21.1%)
  - %Unknown
  - %5thyear
## INTERSECTIONS OF RACE WITH OTHER SOCIAL GROUPS

<table>
<thead>
<tr>
<th>Race</th>
<th>% Female</th>
<th>% LGBTQ</th>
<th>% Transgender</th>
<th>% Disability</th>
<th>% 1st Generation</th>
<th>% Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (N=2246)</td>
<td>67.2%</td>
<td>7.0%</td>
<td>.4%</td>
<td>19.6%</td>
<td>11.6%</td>
<td>5.3%</td>
</tr>
<tr>
<td>URM (N=332)</td>
<td>72.3%</td>
<td>7.6%</td>
<td>.3%</td>
<td>12.7%</td>
<td>29.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Asian American (N=302)</td>
<td>63.9%</td>
<td>4.7%</td>
<td>1.0%</td>
<td>5.7%</td>
<td>9.0%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Total (N=2,280)</td>
<td>67.5%</td>
<td>6.8%</td>
<td>.5%</td>
<td>17.4%</td>
<td>13.4%</td>
<td>5.7%</td>
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</table>
## SURVEY ANALYSIS

### Race categories/criteria
(Weighted on race & gender for representativeness)

- White
- URM (Black, Hispanic, Am Indian, Pacific Is)
- Asian American

### Campus Climate Variables

- Academic Validation
- Institutional Commitment to Diversity
- Positive Cross-Racial Interaction
- Discrimination and Bias
- Etc.

### Outcome Variables

- GPA
- Sense of Belonging
- Pluralistic Orientation
- Civic Engagement

### UD Additional Items

- Inclusion
- Exclusion
- Perception of ‘Welcome Spaces’
WHAT DID WE FIND?
<table>
<thead>
<tr>
<th>UD COMPARSED TO OTHER INSTITUTIONS</th>
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<tbody>
<tr>
<td><strong>UD</strong></td>
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<tr>
<td>More frequent experiences of Discrimination &amp; Bias</td>
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<tr>
<td>Greater exposure to Curriculum of Inclusion</td>
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<tr>
<td>More frequent participation in Civic Engagement activities</td>
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UNDERREPRESENTED MINORITY AND ASIAN AMERICAN STUDENTS HAVE MORE NEGATIVE EXPERIENCES
EDUCATIONAL OUTCOMES

URM
Academic validation (+)
UD committed to diversity (-)

WHITE
Academic validation (+)
Interpersonal Validation (+)
UD committed to diversity (-)

Asian American
no effects

GPA
SENSE OF BELONGING

URM
- Academic validation
- UD Commitment to diversity
- Positive cross-racial interactions
- Conversations across differences
- Negative cross-racial interactions (-)

WHITE
- Academic validation
- UD Commitment to diversity
- Positive cross-racial interactions
- Conversations across differences
- Negative cross-racial interactions (-)
- Co-curricular diversity experiences

Asian American
- no effects
PLURALISTIC ORIENTATION

URM
- Academic validation
- Positive cross-racial interactions
- Conversations across differences
- General Interpersonal Validation

WHITE
- Academic validation
- Positive cross-racial interactions
- Conversations across differences
- General Interpersonal Validation
- Curriculum of inclusion
- Co-curricular diversity experiences

ASIAN AMERICAN
- No effects
CIVIC ENGAGEMENT

URM
- Academic validation
- Positive cross-racial interactions
- Conversations across differences
- General Interpersonal Validation
- Co-curricular diversity experiences
- Negative cross-racial interactions
- UD Commitment to diversity (-)

WHITE
- Positive cross-racial interactions
- Conversations across differences
- General Interpersonal Validation
- Curriculum of inclusion
- Co-curricular diversity experiences
- Negative cross-racial interactions

ASIAN AMERICAN
- Co-curricular diversity experiences
1,386 indicated race was the identity that affected them most.

They rated the extent to which they felt included or excluded on the basis of their racial identity.

They described experiences of inclusion and exclusion.
DIFFERENCES IN RACIAL IDENTITY SALIENCE

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>10%</td>
</tr>
<tr>
<td>URM</td>
<td>60%</td>
</tr>
<tr>
<td>Asian</td>
<td>40%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>30%</td>
</tr>
</tbody>
</table>
“...Many of the issues on campus center around racial tensions (specifically, those of black people), with a lot of attacks aimed at white people during these tensions. I personally have never witnessed the discrimination these people say they face, so it is difficult for me to understand their emotions, but those emotions exist for a reason. When racial groups pit themselves against each other and lay blame about systematic oppression. [I have] no response, [I’m] just an observer.” [White male]
“In my senior Capstone project, my sponsor called me a terrorist and asked if I grew a beard to hide guns in it. I laughed it off and told a faculty member who took it very seriously.” [Asian male]

“A faculty member asked me and a group of my black friends did we have a special handshake and was anyone allowed to sit with us at the front of the class. I was very confused and irritated by her rude comment.” [Black female]
RECOMMENDATIONS
1. Conduct campus climate surveys of students (graduate and undergrad) every three years and faculty and staff every five years.

2. Conduct longitudinal, prospective studies to track changes in students’ perceptions and their relationship to academic outcomes.

3. Connect longitudinal climate data with BlueHen Success models.
2. PROVIDE SUPPORT IN CLASSROOMS

1. Develop focused strategies for enhancing academic validation for all students, particularly URM students.

2. Enhance the Multicultural requirement, and co-curricular opportunities to expand knowledge and exposure to racial diversity, and assess both student participation and outcomes. [passport process; assessments of learning; diversity competency (DC6)]
3. SUPPORT FOR POSITIVE CROSS RACIAL INTERACTIONS

1. Examine spaces and places where negative cross-racial interactions take place and develop strategies to reduce their occurrence.
2. Increase opportunities for students to have positive cross-racial interactions and discussions across differences.
3. Develop Diversity Dialogues.
   - Credited courses
   - Academic location
   - Sustainability (funding, staffing)
CONCLUSION

• “The arc of the moral universe is long, but it bends toward justice.” (Martin Luther King)
• “…that may be true, but it doesn't bend by itself, we have to make it bend.” (Former President Barack Obama)

We are already engaged in this bending process through the Inclusive Excellence principles and actions.

• If we validate our students academically and interpersonally, promote positive interactions and conversations across boundaries of difference, and reduce negative encounters, all students will benefit! This is the meaning of Inclusive Excellence.
THANK YOU

DLE Project
• John Sawyer (Associate Provost, Institutional Research and Effectiveness)
• Carol Henderson (Vice Provost for Diversity)
• Sue Groff (Director, Office of Equity & Inclusion)
• Nicole Long (Director of Assessment & Engagement, Division of Student Life)
• Adam Cantley (Associate Dean of Students)
• Kathy Pusecker (Interim Director, Center for Teaching & Assessment of Learning)
• Rose Muravchick (Assistant Director, Center for Teaching & Assessment of Learning)
• Kevin Guidry (Senior Research Analyst, Center for Teaching & Assessment of Learning)

Story-telling Project
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• Season Cooper (McNair Summer Scholar, Center for the Study of Diversity)
• Branham Manard (2016 McNair Summer Scholar, Center for the Study of Diversity)
• Vanessa Hatton (Undergraduate Research Assistant and Summer Scholar, Center for the Study of Diversity)
• Jessica Comwell (Complex Coordinator, Residence Life & Housing)