

# Student Campus Climate Survey

Spring 2018 Overview of Findings



1,485

**STUDENTS RESPONDED** to the survey administered from February 7 - 27, 2018; 24% response rate.



The purpose of the Educational Advisory Board (EAB) campus climate survey is to understand and measure students' experiences, perceptions and behaviors with respect to diversity and inclusion at UMB, with the goal of developing strategic initiatives designed to create inclusive campus environments.

## Diversity and Inclusion Experiences

63% of students believe that on campus there are enough opportunities to gain knowledge about their own cultural community.

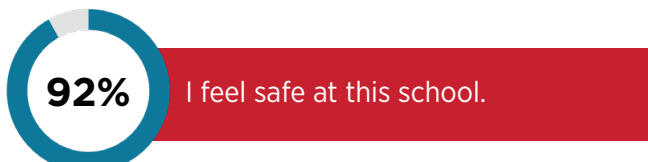
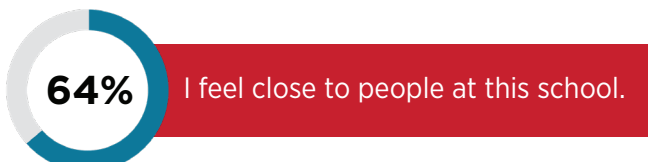
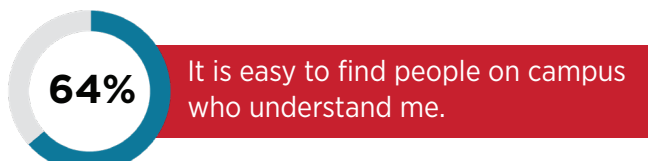
74% of students believe that all students feel welcome and supported at UMB, regardless of identity.

80% of students believe that diversity is fully embraced within the campus culture.

83% of students believe that school leaders are visibly committed to fostering respect for diversity on campus.

## General Campus Climate

Percentage of respondents who agreed/strongly agreed with the following statements



## Interactions and Conversations with Diverse Peers



### Political Beliefs

While **48%** of respondents often *socialize* with students different from them in political beliefs, only **34%** engage in *serious conversations* with those students.

### Sexual Orientation

While **52%** of respondents often *socialize* with students different from them in sexual orientation, only **36%** engage in *serious conversations* with those students.



### Nationality

While **58%** of respondents often *socialize* with students different from them in nationality, only **43%** engage in *serious conversations* with those students.

### Religious Beliefs

While **60%** of respondents often *socialize* with students different from them in religious beliefs, only **46%** engage in *serious conversations* with those students.



### Socioeconomic Background





While **67%** of respondents often *socialize* with students different from them in socioeconomic background, only **48%** engage in *serious conversations* with those students.

### Race or Ethnicity


While **76%** of respondents often *socialize* with students different from them in race or ethnicity, only **58%** engage in *serious conversations* with those students.




## Climate Indices

Key:  Race  Nationality **S.O.** Sexual Orientation  
**G** Gender  Involved Students  First Generation

### University Commitment to Diversity

 Black and Bi/multi-racial & “Other” students feel that UMB is less committed to diversity compared to White and Asian students.

### Respectfulness of Climate to Diverse Identities

 First generation college students view UMB’s climate as less respectful to diverse identities compared to non-first generation students.


### Feeling of Personal Inclusion

**S.O.** LGBTQ+ (Lesbian/Gay/Bisexual/Transgender/Questioning/Other) students feel the climate is less inclusive of their identity compared to heterosexual students.

### Peers’ Comfort with Diverse Identities

**S.O.** Heterosexual students perceive that their peers have greater comfort with diverse identities compared to LGBTQ+ students.


### Personal Comfort with Diverse Identities

 White, Hispanic, and students who identify as Bi/multi-racial & “Other” report more comfort having close relationships with people of diverse identities compared to Black and Asian students.

### Extent of Interaction with Diverse Identities

 International students report less interaction with students of diverse identities compared to students who are US Citizens and Permanent US residents.

### Personal Engagement in Diversity Initiatives

 Uninvolved students report less engagement with diversity initiatives compared to students who are involved in student groups.

### Personal Efficacy in Reporting Discrimination

**G** Women and non-binary students report less efficacy in reporting discrimination compared to men.

## Bystander Behaviors

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

*Of the percentage of respondents who answered “yes”:*

- 0.6% of respondents told someone in a position 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

## Reported Actions to Improve Campus Climate

1. Have more multicultural events (44.3%)
2. Recruit more individuals from underrepresented or minority groups for leadership, faculty and staff positions (32.9%)
3. Incorporate issues of diversity and cross-cultural competence more effectively into the curriculum (31%)
4. Provide opportunities for more inter-group discussion and interaction (26.8%)
5. Provide diversity education workshops for faculty and staff (24.9%)
6. Provide diversity education workshops for students (23.6%)
7. Strengthen consequences for acting disrespectfully (16.7%)
8. Other suggestions provided by respondents (7.9%)



If you have any questions about the survey or campus resources, please contact **Patty Alvarez**, PhD, assistant vice president of student affairs at [palvarez@umaryland.edu](mailto:palvarez@umaryland.edu) or **Courtney Jones Carney**, MBA, director of interprofessional student learning and service initiatives, at [courtney.carney@umaryland.edu](mailto:courtney.carney@umaryland.edu). For more information, visit [www.umaryland.edu/climate](http://www.umaryland.edu/climate)