“At UMR, ‘Diversity and Inclusion’ are grounding values. With the expansion of the Living Learning Communities, the Intercultural Development Inventory® project, Diversity Dialogues and our increasingly diverse campus community, we are moving in the right direction and I am so proud. At the same time, there is still more that can be done to ensure that all faculty, staff and students feel welcome and included.”

Dr. Lori J. Carell, Chancellor
The View from USquare, April 2018
In Spring 2016, the University of Minnesota Rochester’s (UMR) then Chancellor Stephen Lehmkuhle formed and charged the Diversity and Inclusion Committee to “engage the UMR community to live our core values of diversity and inclusiveness, and promote a campus culture where diversity and equity are integrated into the work and lives of every student, faculty, and staff member.”

The Committee administered a 2016 Campus Climate Survey and based on the information gathered, the Diversity and Inclusion Committee created new services, programming, and initiatives to work to become a more diverse and inclusive campus community, including the Diversity Dialogues, improvements to the IDI, and the implementation of the three Living Learning Communities. During Spring 2018, two years later, the second Campus Climate Survey was administered to the campus community.

The Campus Climate Surveys were sent to the entire campus community on March 27, 2018. After the survey closed on April 15, 2018 the Diversity and Inclusion Committee reviewed the information gathered and began to implement recommendations and opportunities to improve the climate on campus.

**FINDINGS**

The Committee, as a starting point, focused on understanding how students, faculty and staff perceive the campus climate. The quantitative data gathered from the survey revealed differences between faculty, staff and students with and without underrepresented identities:

- Faculty, staff and students with underrepresented identities more commonly feel deliberately excluded.
- Faculty, staff and students with underrepresented identities feel less comfortable with the overall campus climate.
- Faculty, staff and students with underrepresented identities are more likely to feel like we are not placing enough emphasis on diversity and inclusion.

Other key findings from quantitative input:

- The majority of faculty, staff and students believe that a diverse campus improves the educational reputation and experiences of students.
- The majority of faculty, staff, and students believe the University provides an environment for the free and open expression of ideas, opinions and beliefs; the Chancellor and other senior administrators are effective leaders in promoting diversity on campus; and the curriculum provides an adequate opportunity to learn about the social, historical, and intellectual contributions of a variety of people.
- The exclusion that students feel most commonly occur in 318 Commons and in the classroom.
- Students feel most excluded, not welcome and discriminated by fellow students.
FINDINGS (continued)

Key findings form the qualitative input:

- Some students believe that conservative political beliefs are not represented or respected on campus.
- Some faculty, staff, and students experience exclusion and discrimination based on their gender identity.
- Faculty, staff and students recognize the lack of, and advocate for a more, diverse faculty and staff.
- There are ill-perceptions of the purpose and interactions between the Living Learning Communities (LLCs).

RECOMMENDATIONS AND ACTION STEPS

From the information gathered, the Diversity and Inclusion Committee has several priorities and recommendations to improve the UMR campus climate:

- Develop strategies to improve campus perceptions of Living Learning Communities, particularly for students who aren’t members of LLCs.
- Improve campus support for students from differing political beliefs.
- Advocate for and develop initiatives to better support those who have underrepresented gender identities and expressions.
- Continue and expand efforts to recruit and retain diverse faculty, staff and students.

CONCLUSION

One of UMR’s core values is Diversity and Inclusiveness; therefore, UMR is committed to fostering a diverse, welcoming campus climate. While UMR has a strong institutional foundation from which to build, there is certainly room for improvement as it relates to diversity and inclusion—specifically in regards to how underrepresented faculty, staff and students at UMR experience and perceive the campus climate.

The Chancellor’s Diversity and Inclusion Committee has developed recommendations and has already begun to take action to make progress on these goals. This work is ongoing, active and crucial. Creating and maintaining a positive, welcoming campus climate for all requires that diversity and inclusiveness be inherently integrated into the work and lives of every student, faculty and staff member.
DIVERSITY AND INCLUSION COMMITTEE
The Diversity and Inclusion Committee was comprised of the following UMR faculty and staff:

- **Shanna Altrichter**, Senior Teaching Specialist - Sociology
- **Andrea Berger**, One Stop Counselor
- **Bronson Lemer**, Senior Teaching Specialist - Writing
- **Gemma Punti**, Assistant Professor of Civic Engagement
- **Robert Reese**, Director of Diversity and Inclusion (Co-Chair)
- **Brett Schieve**, Director of Intercultural Learning and Engagement (Co-Chair)
- **Kim Sin**, Networking/Telecommunications/Storage Administrator

The Diversity and Inclusion Committee met 8 times throughout the spring 2018 semester.

CAMPUS CLIMATE AND DIVERSITY DEFINITION
With one of UMR’s core values being Diversity and Inclusiveness, the Diversity and Inclusion Committee agreed on the importance of measuring the campus climate—how welcomed, respected and appreciated faculty, staff and students perceive and experience the UMR campus community. The Committee intentionally defined “diversity” broadly: The University of Minnesota Rochester is committed to creating a welcoming and affirming climate to serve and support faculty, staff and students with various:

- Racial or ethnic identities;
- Sexes, gender identities and expressions;
- Sexual orientations;
- Political affiliation, opinions or beliefs;
- Religious beliefs;
- Social classes/socioeconomic statuses;
- Immigrant backgrounds;
- Physical or observable disabilities;
- Psychological, or other disabilities that are not readily apparent;
- Veteran statuses; and
- Ages.

The Diversity and Inclusion Committee updated UMR’s first Campus Climate Survey from Spring 2016 to allow for individuals to share their experiences and perspectives with the UMR campus as it relates to these various identities. The Campus Climate Surveys were sent to all members of the campus community on March 27, 2018. After the survey closed on April 15, 2018, the Diversity and Inclusion Committee reviewed the information gathered.
SAMPLE DEMOGRAPHICS

269 surveys were returned representing the following:

- 31 percent response rate
- 219 students and 50 faculty/staff
- 132 people identified as not having an underrepresented identity\(^1\) and 137 people were unsure or identified as having at least one underrepresented identity\(^2\)
- 58 people identified as having an underrepresented racial/ethnic identity
- 53 people identified as having an underrepresented sex, gender identity or expression
- 24 people identified as having an underrepresented sexual orientation
- 39 people identified as having an underrepresented religious identity
- 34 people identified as having an underrepresented social class/socioeconomic status
- 7 people identified as having a physical disability
- 38 people identified as having a psychological or other disability that is not readily apparent
- 27 people identified as having an underrepresented political affiliation
- 11 people identified as being a recent immigrant
- 2 people identified as having an underrepresented veteran status
- 17 people identified as having an underrepresented age

Of the 219 students who completed the survey,

- 86.3 percent identified as being in the Bachelor of Science in Health Science (BSHS) program
- 8.7 percent identified as being in the Bachelor of Science in Health Professions (BSHP) program
- 2.3 percent identified as being in the nursing program
- 1.4 percent identified as being in the Bioinformatics and Computational Biology (BICB) program
- 0.9 percent identified as being in the Occupational Therapy (OT) program
- 0.5 percent identified as other
- 0 percent identified as being in UMD’s Master of Business Administration (MBA) program
- 56.2 percent indicated that their parent(s)/guardian(s) does (do) not have a four-year degree

\(^1\)Within the survey, students were asked to share if they had any underrepresented identities. They were given the following definition of underrepresented identity—“an individual within a group who has been denied access and/or suffered past institutional discrimination.”

\(^2\)For the remainder of this report, those who identified as being “unsure” are included with those who identified as having an underrepresented identity.
Personal Experiences with Campus Climate

A percentage of students reported that they felt not welcome, excluded, stereotyped or discriminated against.

- 35.2 percent of students believed that they had felt not welcome, excluded, stereotyped, or discriminated against.
- Of the respondents who experienced exclusion, for:
  - 54.5 percent, the exclusion happened in 318 Commons
  - 51.9 percent, the exclusion happened in a class
  - 44.2 percent, the exclusion happened in a meeting with a group of people
  - 7.8 percent, the exclusion happened online
  - 3.9 percent, the exclusion happened working at an on-campus job
  - 29.9 percent, the exclusion happened at a UMR, or UMR sponsored, event or program
  - 15.6 percent, the exclusion happened in a meeting with faculty
  - 6.5 percent, the exclusion happened in other situations or locations
- Compared with 17.3 percent of the students without an underrepresented identity, 53.2 percent of students who identified as having (or maybe having) an underrepresented identity had personally experienced such conduct.

A percentage of UMR faculty and staff reported that they felt not welcome, excluded, stereotyped or discriminated against.

- 28 percent of UMR faculty and staff believed that they had felt not welcome, excluded, stereotyped or discriminated against.
- Compared with 13.6 percent of the faculty and staff without an underrepresented identity, 39.3 percent of UMR faculty and staff who identified as having (or maybe having) an underrepresented identity had personally experienced such conduct.

Perceptions of Campus Climate

- 88.1 percent of all respondents “strongly agree” or “agree” that a diverse student body at UMR enhances the educational experience of all students.
- 89.6 percent of all respondents “strongly agree” or “agree” that including diverse views and perspectives in courses will benefit the University's academic reputation.
- 86.6 percent of all respondents “strongly agree” or “agree” that a diverse faculty and staff enhances the educational experiences of all students.
- Most students indicated that they were “comfortable” or “very comfortable” with the overall campus climate at UMR (74.4%).
  - Compared with 90 percent of students without an underrepresented identity, 58.7 percent of students with an underrepresented identity were “comfortable” or “very comfortable” with the overall campus climate at UMR.
  - Compared with 1.8 percent of students without an underrepresented identity, 12.8 percent of students with an underrepresented identity were “uncomfortable” or “very uncomfortable” with the overall campus climate at UMR.
QUANTITATIVE FINDINGS (continued)

- Most faculty and staff indicated that they were “comfortable” or “very comfortable” with the overall climate at UMR (76%).
  - Compared with 90.9 percent of faculty and staff without an underrepresented identity, 64.2 percent of faculty and staff with an underrepresented identity were “comfortable” or “very comfortable” with the overall campus climate at UMR.
  - Compared with 4.5 percent of faculty and staff without an underrepresented identity, 7.1 percent of faculty and staff with an underrepresented identity were “uncomfortable” or “very uncomfortable” with the overall campus climate at UMR.

INSTITUTIONAL ACTIONS

- 70.6 percent of all respondents “strongly agreed” or “agreed” that the Chancellor and other senior administrators are effective leaders in promoting diversity on campus.
- 65.8 percent of all respondents “strongly agreed” or “agreed” that the curriculum provides an adequate opportunity to learn about the social, historical and intellectual contributions of a variety of people.
- 71 percent of all respondents “strongly agreed” or “agreed” that the University provides an environment for the free and open expression of ideas, opinions and beliefs.
- Most students believed UMR places “enough” emphasis on diversity and inclusion (53%).
  - 24.7 percent of students believed UMR places “too much” emphasis on diversity and inclusion.
  - 17.4 percent of students believed UMR places “not enough” emphasis on diversity and inclusion.
  - 5 percent of students were “unsure/unable to answer.”
- Compared with 60 percent of students without an underrepresented identity, 45.9 percent of students with an underrepresented identity believed UMR places “enough” emphasis on diversity and inclusion.
- Compared with 6.4 percent of students without an underrepresented identity, 28.4 percent of students with an underrepresented identity believed UMR places “not enough” emphasis on diversity and inclusion.
- Compared with 30 percent of students without an underrepresented identity, 19.3 percent of students with an underrepresented identity believed UMR places “too much” emphasis on diversity and inclusion.
INSTITUTIONAL ACTIONS (continued)

- Most faculty and staff believed UMR places “enough” emphasis on diversity and inclusion (66%)
  - 6 percent of faculty and staff believed UMR places “too much” emphasis on diversity and inclusion
  - 16 percent of faculty and staff believed UMR places “not enough” emphasis on diversity and inclusion
  - 12 percent of faculty and staff are “unsure/unable to answer”
- Compared with 81.8 percent of faculty and staff without an underrepresented identity, 53.6 percent of faculty and staff with an underrepresented identity believed UMR places “enough” emphasis on diversity and inclusion
- Compared with 4.5 percent of faculty and staff without an underrepresented identity, 25 percent of faculty and staff with an underrepresented identity believed UMR places “not enough” emphasis on diversity and inclusion
- Compared with 4.5 percent of faculty and staff without an underrepresented identity, 7.1 percent of faculty and staff with an underrepresented identity believed UMR places “too much” emphasis on diversity and inclusion

- Most students identified that they are learning how to interact with people from diverse backgrounds (84.9%)
  - 9.6% are unsure
  - 5.5% believe they are not

QUALITATIVE FINDINGS

Out of the 269 surveys received, 142 respondents contributed remarks to at least one of the four or five open-ended questions. Respondents included undergraduate and graduate students, as well as faculty and staff. The four open ended questions for students, faculty, and staff requested more information on their identities, the exclusion that they have deliberately felt, to offer suggestions to improve the campus climate, and ways they are learning to interact with individuals who are different than them. Faculty and staff were asked to identify professional development that would benefit their ability to contribute to an inclusive campus community, as well as had an additional question how they have or are currently contributing to a creating an inclusive campus community. The qualitative comments provide additional and complimentary information to the quantitative.

Of the 77 students who indicated they have felt not welcome, excluded, stereotyped, or deliberately excluded from the UMR campus community, 18 explained their situations. A couple students expressed that there are “cliques” at UMR and it is challenging to associate or join a specific group of students. A few students also commented on race related exclusion. Students also commented felt their religious or conservative views were not represented or respected at UMR. Lastly, students commented discrimination based on their gender identity.
QUALITATIVE FINDINGS (continued)

Of the 14 faculty and staff who indicated they have felt not welcome, excluded, stereotyped, or deliberately excluded from the UMR campus community, three elaborated. Two comments were in regards to gender inequalities, and the third about feeling discriminated against based on a disability.

From the 50 faculty and staff who responded to the survey, 21 gave examples of how they have contributed or are currently contributing to creating an inclusive campus community. Several indicated that they incorporate opportunities and learning in the classroom to address diversity and inclusion. A few faculty and staff identified as Intercultural Development Inventory® Qualified Administrators. Several participate in the Diversity Dialogue series. Others recognized their commitment to, attitude for, and passion for engaging in and welcoming topics of diversity and inclusion with students and other colleagues; supporting the Living Learning Communities; and engaging in research as it revolves to diversity and inclusion.

From the 269 faculty, staff, and students who responded to the survey, 64 provided suggestions for improving the campus climate in regards to equity, diversity, and inclusion. Many respondents commented on the need to recruit and attain diverse faculty and staff. Also, many individuals wanted diversity to be discussed on a broader level. A few respondents wanted more gender non-binary bathrooms. Others commented on the need to better integrate LLC members, and help others understand the role LLCs play, in our campus community. Lastly, several individuals commented on the importance of diversity and inclusion at UMR, with respondents’ comments ranging from how well we are doing, to how much work we have yet to do, to how we should stop focusing on it so much.

From the 50 faculty and staff who responded to the survey, 18 individuals included professional development recommendations to better contribute to a more inclusive campus community. Most of the comments were about providing additional workshops or dialogues around diversity topics and continuing Diversity Dialogues. However, a couple comments were about finding a better time where faculty and staff are more available.

Of the 219 students who completed the survey, 91 students included ways they are learning to interact with people from diverse backgrounds. Many students talked about specific courses, the Intercultural Development Inventory, Diversity Dialogues, and personal interactions with other students. Several students discussed their participation in an LLC and other student organizations. A few students also mentioned their employment and group projects in classes as opportunities to learn about differences.