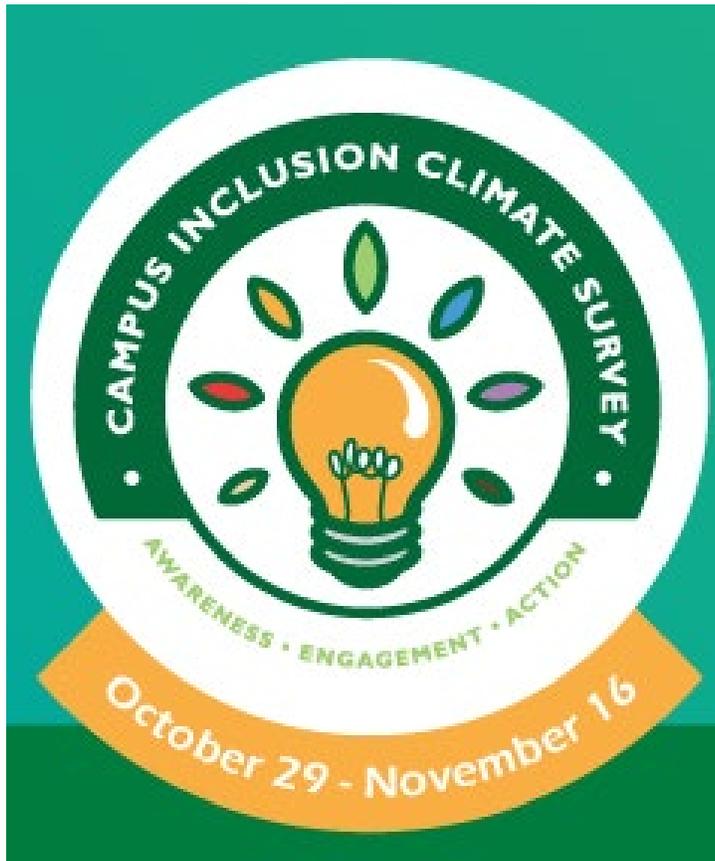


Executive Summary

Campus Inclusion Climate Survey: Students



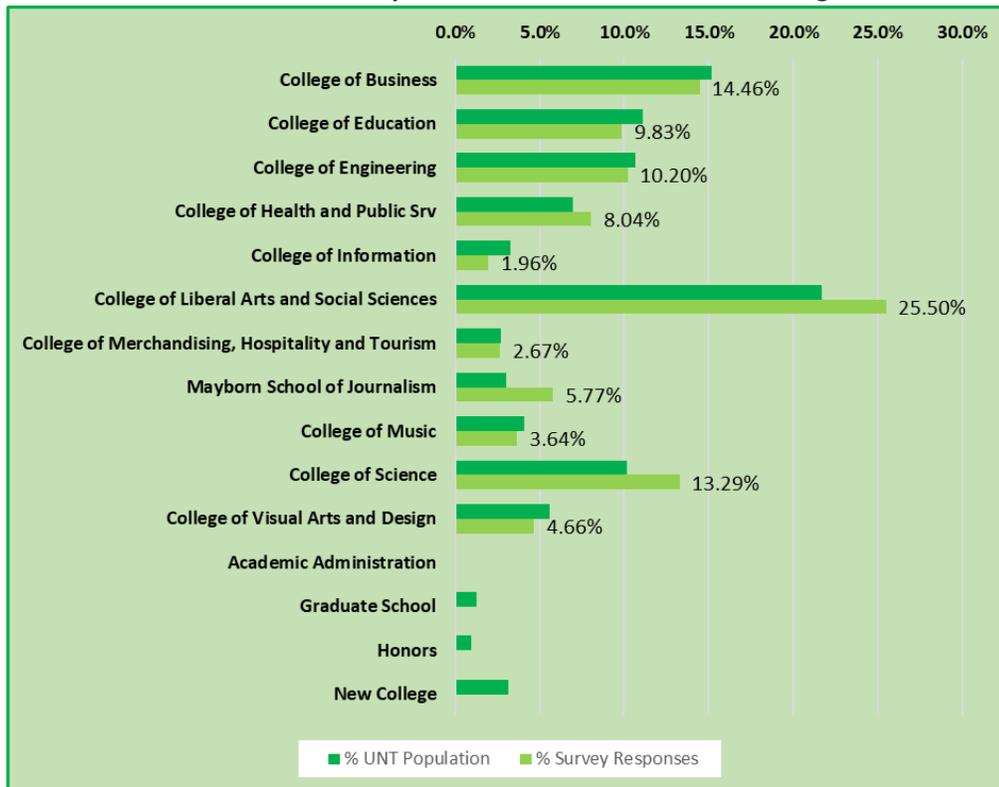
Introduction

Participation in the first-ever Campus Inclusion Climate Survey at the University of North Texas (UNT) was offered to all UNT Denton students, faculty, staff, and administrators from October 29 – November 16, 2018 to assess inclusion, equity, and diversity across the institution. The survey, developed by Viewfinder[®], identifies both strengths and opportunities of institutional programming, departments, and initiatives. The Climate Survey Planning Committee worked in conjunction with Viewfinder to tailor survey questions to the unique demographic and needs of the UNT population as an emerging Minority Serving Institution. UNT was declared a Hispanic Serving Institution by the U.S. Department of Education, effective January 1, 2020.

Table 1.1: % Student Responses

	Population	Total Responses	% Responded	95% Confidence Interval
Students	38,556	3545	9.2 %	+/- 1.56 pts

Table 1.2: % of Responses across UNT Schools or Colleges



**Note: Academic Administration, Graduate School, Honors, and New College were not choices on the survey instrument.*

Table 1.3: % of Responses across Student Race/Ethnicity

Student Group	Total	Responses	Percentage of Responses	Percentage of UNT Population	95% Confidence Interval
African American	5438	580	19.6 %	14.2 %	+/- 3.85 pts
American Indian	541	20	0.68 %	1.4 %	+/- 21.52 pts*
Hispanic/Latino	9245	678	22.8 %	24.2 %	+/- 3.62 pts
Asian & Pacific Islander	2822	203	6.8 %	7.4 %	+/- 6.63 pts*
International	2423	242	8.1 %	6.36 %	+/- 5.98 pts*
White	17351	1247	42.0 %	46.2 %	+/- 2.67 pts
TOTAL	37820	2970			

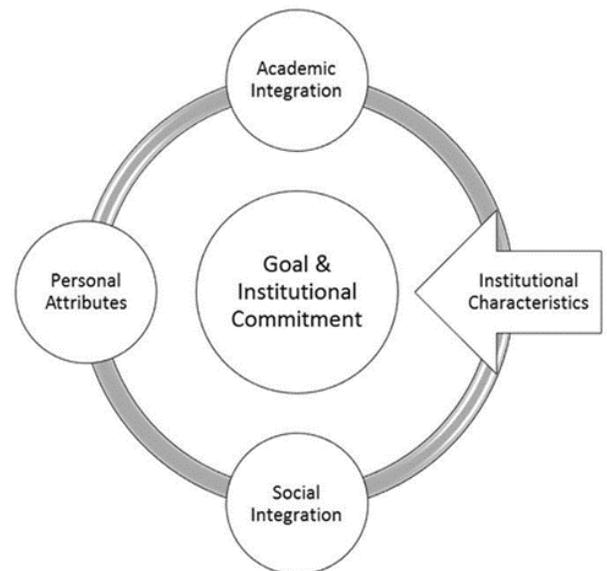
Total =2970 responses where race/ethnicity data was volunteered. Percentages above reflect this total. Percentage of UNT population derived from Fall, 2018 Official Institutional Research enrollment summary. For groups above with an asterisk (*) in the table above, the UNT Division of Institutional Equity & Diversity recommends follow up using focus groups (including those for students identifying as Multiracial whose responses were similar to African Americans). Additionally, it should be noted that 643 (18%) students skipped the race/ethnicity question, a potentially important finding, and as such an area of focus during the follow up qualitative process.

Other student identities:

- Of the student respondents, **19% identified as lesbian, gay or bisexual; 7% identified as genderqueer** (neither cisgender man or cisgender woman whose gender identity matches their sex assigned at birth).
- Among **religious/spiritual/worldview** identities, the next highest identity after Protestant Christians (20%) and Roman Catholics (16%) were Agnostic (13%), Atheist (8%), and Spiritual, not religious (8%).

Results are presented in their entirety based upon the tool’s survey questions, using the Tinto Model of Student Retention as a theoretical framework:

Figure 1: Tinto's Model of Student Retention, as adapted from "Tinto's Model of Student Retention" (Draper, 2003) and Completing College (Tinto, 2012).



Tinto’s Theoretical constructs are then mapped to the UNT survey results according to the following table.

Table 1.4: Survey Questions Related to Tito’s Model of Student Retention

Personal Student Attributes	Social Integration	Academic Integration	Institutional Characteristics
<ul style="list-style-type: none"> • Disability • Veterans • International • LGBTQIA+ • Race & Ethnicity • Gender • Religion, worldview, and political affiliation 	<ul style="list-style-type: none"> • Sense of belonging, respect, and welcoming environment • Support • Campus diversity • Campus safety • Experiences with discrimination, bias, and harassment 	<ul style="list-style-type: none"> • Classroom experiences • Overall learning experience • Outreach 	<ul style="list-style-type: none"> • Satisfaction and adequacy of student resources • Diversity Training and related resources • Safety

In addition to targeted questions to identify the experiences of students overall and by their personal attributes, survey analysis disaggregates the overall perspectives and experiences of students by three key areas: race and ethnicity, gender and gender identity, and college of primary enrollment. Such data allows the University of North Texas to assess its institutional characteristics, address identity-based and college-based findings, build upon its strengths and identify opportunities for improvement.

Focus groups with students were planned for the Spring of 2020 to collect additional information based upon the trends presented in this report, but were put on hold due to the COVID-19 pandemic. Diversity and Inclusion Councils are being created in academic colleges across the institution to build upon strengths and address college-based opportunities.

Data Summary

The following data points are those identified as statistically significant for student responses. Data points include responses overall, by race/ethnicity and gender identity, and by college of enrollment. Note: College was determined by the student's reported primary major.

Note: Overall, African American students report lower rates of belonging via social and academic integration, and higher rates of support for diversity and inclusion efforts.

Institutional Characteristics Overall and by Race and Ethnicity, Gender Identity, and College

Students were asked questions on the survey related to their satisfaction with a number of student outreach efforts such as financial aid, opportunities related to community service and summer bridge programs, and financial aid and academic counselors. Of those items, the following had statistically significant differences:

Student Resources, Outreach, and Services

- Students overall are least satisfied with emergency funding and need-based scholarships.
- **International students** rated the adequacy of Financial Aid to serve international students more poorly than the other offices. **Caucasian/White** students reported being **significantly less satisfied with financial aid counselors** than **Hispanic/Latinx** students.
- **Students with a disability** rated Financial Aid and Housing Residence Life offices the **least accommodating** as a student with a disability.
- **African American/Black students** reported being **significantly less satisfied with need-based scholarships, available staff and faculty mentors, and available identity-based mentors** than students overall.
- **Those of other gender identities** are **significantly less satisfied with accessible and knowledgeable mental health counselors** than both **(cisgender) men and (cisgender) women**.
- **Men** are **less satisfied with student services overall (free tutoring support a summer bridge programs, available identity-based mentors, etc.)** than students overall.

Student Outreach by College

College of Business

Students in College of Business are **significantly more satisfied with emergency funding for students experiencing financial distress and financial aid counselors** compared to all colleges.

College of Education

Students in College of Education are **significantly more satisfied with emergency funding for students experiencing financial distress, financial aid counselors, and free tutoring support** compared to all colleges.

College of Engineering

Students in College of Engineering are **significantly more satisfied with staff office hours, and less satisfied with free tutoring support and community service opportunities** compared to all colleges.

College of Liberal Arts and Social Sciences

Students in College of Liberal Arts and Social Sciences are **significantly more satisfied** with available faculty and staff mentors; and **less satisfied** with **emergency funding for students experiencing financial distress, need based scholarships and financial aid counselors** compared to all colleges.

College of Merchandising, Hospitality and Tourism

Students in College of Merchandising, Hospitality and Tourism are **significantly more satisfied** with **knowledgeable mental health counselors** compared to all colleges.

College of Music

Students in College of Music are **significantly less satisfied** with **summer bridge programs to aid in** certain academic areas, and meetings between students and administrators compared to all colleges.

College of Science

Students in College of Science are **significantly more satisfied** with **summer bridge programs to aid in certain academic areas** compared to all colleges.

College of Visual Arts

Students in College of Visual arts are **significantly less satisfied** with **faculty office hours** and **easy communication with staff** compared to all colleges.

Overall Campus Experience: Diversity Resources and Characteristics

Students were asked a number of questions about their campus experience as it relates to how welcoming UNT is to different groups, diversity training, and cross-cultural student and employee interaction. Of those items, the following had statistically significant differences:

- **Students *disagreed* with the following statements:**
 - Our university is inclusive, but not diverse
 - Our university puts too much emphasis on diversity
 - Our university is diverse, but not inclusive
 - I have taken courses that require me to believe or conform to behaviors outside of my personal convictions
- **African American/Black students agree less overall** with these statements, including **diversity is a core value of UNT's mission, inclusion is a core value of UNT's mission, and courses I have taken actively foster an appreciation for diversity and inclusion.**
- Most students are not aware that there is diversity training at UNT, and are not interested in such training. This is a noted contrast, as students indicated that most instances of discrimination, harassment, or bias came from other students.
- Both **African American students** and **Hispanic/Latinx** students believe it is more important for university leadership to promote diversity and inclusion than **Caucasian/White students. Men** believe it is less important overall.

- **African American students** rated the resources and services to serve the diversity of our university as less adequate than Asian American, Caucasian/White, and Hispanic/Latinx students.
- **The College of students' primary major** appears to affect how well UNT promotes and values diversity and inclusion and racial/cultural interaction.
- While 45% of students are **satisfied with the Multicultural Center overall**, another 45% indicated N/A or "don't know."
 - **Caucasian/White** students are **least satisfied** with the Multicultural Center.
 - **Men** are **significantly less satisfied** with the Multicultural Center overall than women.
 - Students in the **College of Engineering and College of Information** are less satisfied with the Multicultural Center overall. *Note:* Colleges of Engineering and information are located at the Discovery Park campus.
 - Students in the **College of Liberal Arts and Social Sciences** are significantly more satisfied with the Multicultural Center overall.
- While **most students agree that administrative leadership** (President, VPs, Deans, etc.), **faculty, and staff should participate in diversity training**, they agree *less* that **students should participate in mandatory training**. This is notable as students indicated most of their instances of discrimination, harassment or bias came from other students.
 - **Men** feel **significantly less strongly** there should be required diversity training.
 - **Students of color (particularly African American/Black students)** feel **more strongly** that all groups (including students) should participate in mandatory diversity training. They are also more interested in receiving diversity training than Caucasian/White students.
 - Students across all colleges more **strongly agreed** that **Housing and Residence Life Staff** should be required to participate in mandatory diversity training.
 - **College of Business:** less strongly for Campus Police and students participating in mandatory diversity training.
 - **College of Science:** less strongly for faculty participating in mandatory diversity training,
 - **College of Engineering, College of Music:** less strongly overall for faculty, staff, students and administrators participating in mandatory diversity training
 - **Colleges of Education, Health and Public Service, Journalism:** more strongly overall for faculty, staff, students and administrators participating in mandatory diversity training.

Safety

- Most students reported feeling safer on campus than off campus.
- **Caucasian/White** and **Hispanic/Latinx** students reported feeling significantly **safer on campus** than **African American/Black students**.
- **Men** feel significantly **safer on and off campus** than women and all other gender identities.

Social Integration Overall and by Race and Ethnicity, Gender Identity, and College

Feeling Respected and Welcome

- Overall, students reported a **great sense of belonging**.
- Overall, students reported that their **workload is too heavy**.
- Overall, students reported that they have **experienced microaggressions on campus**.
- Students reported that UNT is **LEAST welcoming** to undocumented students and non-Christians.
- **African American students** believe UNT is less welcoming to all groups overall (non-Christian, people with disabilities, undocumented students, etc.).
- **Caucasian/White students** and **Hispanic/Latinx students** believe UNT is more welcoming to all groups overall.
- **Asian American students** believe UNT is **less welcoming to Asian Americans and international employees and students**.
- **Women students** believe UNT is **more welcoming to Caucasians/Whites** than men and all other gender identities.
- **Men** believe UNT is **less welcoming to Christians**.

Variations exist among colleges regarding **how welcoming UNT** is to different groups. Statistically significant examples include:

- **College of Education students significantly less strongly agreed** than students in other colleges overall that UNT is welcoming to **African American, Asian American, Hispanic/Latinx, LGBTQIA+, Multiracial, Native American, Native Hawaiian/Pacific Islander, and Non-Christian people, and people with disabilities**. (Note: a higher percentage of African American students exist in the College of Education overall than other colleges.)
- **College of Merchandising, Hospitality and Tourism students significantly more strongly agreed** than those in other colleges that UNT is welcoming to **Asian American, Hispanic/Latinx, International employees and students, Native Americans, and Native Hawaiian/Pacific Islander people, Non-Christians, and Undocumented students**.
- **College of Music and College of Information students significantly less strongly agreed** that UNT is welcoming to **people with disabilities**.

Intercultural Interaction

- Students of different racial/or ethnic backgrounds interact least with each other in campus dining areas.
- **African American students** reported **lower levels of interaction** among student racial groups than overall.
- **College of Information and College of Music students** characterized racial interaction **significantly lower**.
- **College of Liberal Arts and Social Sciences students** characterized racial **interaction significantly higher**.

Variations exist among colleges regarding how much **students of different racial and ethnic backgrounds interact** in various situations across UNT. The most statistically significant include:

- **College of Business students** characterized employee racial interaction **significantly less frequent** in campus dining areas.
- **College of Education students** rated employee racial interaction **significantly less frequent** on campus.
- **College of information students** rated employee racial interaction **significantly less frequent** on campus, in campus dining areas, during student activities, and during sporting events.

Experiences with Discrimination, Bias, and Harassment

A dedicated section of the survey asked students whether they had *experienced* or *witnessed* various types of discrimination, bias, or harassment by social identities such as age gender identity, race/ethnicity, etc. Students were asked whether they reported the incident, to whom, and the outcome. Questions were also posed to those who experienced or witnessed discrimination, bias, or harassment but did not report it, querying why they did not report the incident(s) to which they referred.

- A little over half of students have **not experienced** any incident discrimination, bias, or harassment; almost half of students **have experienced** at least one incident.
- Highest rate of experienced discrimination is based on **race/ethnicity**. **African American/Black students** reported the highest incidence of **racial discrimination, followed by Asian Americans and Hispanic/Latinx**.
 - **Colleges** with highest instances of perceived or reported incidents of **race/ethnicity discrimination**:
 - **Health and Public Service**
 - Liberal Arts and Social Science
 - Education
 - Science
 - Business
 - **Native American** and **Caucasian/White** students reported the highest incidence of perceived or reported incidents of discrimination **by political affiliation**.
 - Colleges with highest perceived or reported incidents of **political affiliation discrimination**:
 - **Journalism**
 - Health and Public Service
 - Music
 - Liberal Arts and Social Sciences
 - Education
 - **Native Hawaiian/Pacific Islander** students reported the highest instance of perceived or reported **religion/worldview/spiritual affiliation discrimination**.
 - Colleges with highest reported incidents of perceived or reported religion/spiritual affiliation discrimination:
 - **Visual Arts and Design**
 - Music
 - Liberal Arts and Social Science
 - Health and Public Service
 - Education

- **Multiracial** and **Caucasian/White** students reported the highest instance of perceived or reported **discrimination by gender**.
 - Colleges with highest perceived or reported gender discrimination:
 - **Visual Arts and Design**
 - Music
 - Health and Public Service
 - Liberal Art and Social Sciences
 - Journalism
- **Hispanic/Latinx** and **Asian American** students reported the **highest number of experiences of age discrimination** overall of those students completing the survey.
- **Native American** students had the reported or perceived instances of **discrimination by socioeconomic status** overall, followed by **Hispanic/Latinx and African American/Black, respectively**.
- **Native Hawaiian/Pacific Islander students** had a much higher instance of perceived or reported **sexual identity** and **gender identity discrimination** than other UNT students completing the survey.
- **Multiracial** and **Caucasian/White** students experienced the highest perceived or reported instances of **lack of English language proficiency discrimination** than other UNT students completing the survey.
- **Hispanic/Latinx** student perceived or reported experiences of **bullying** were **lower than those of other UNT students completing the survey**.
 - Colleges with highest rate of perceived or reported incidents of bullying:
 - **Health and Public Service**
 - Music
 - Journalism
 - Visual Arts and Design
 - Science
- **Hispanic/Latinx students** had the highest number of perceived or reported experiences of **sexual assault** than other UNT students completing the survey, though the perceived or reported instances for all students are relatively low.
- The highest rate of perceived or reported incidents of discrimination among **men** is based on **political views, and race/ethnicity**; the highest rate of perceived or reported incidents of discrimination among **women** is based on **race/ethnicity, and gender**.
- The highest rate of perceived or reported incidents of **discrimination among Other gender identities (genderqueer)** is based on **gender, gender identity, and religion/worldview/spiritual affiliation**.
- More than half of students **have witnessed** at least one incident of discrimination, bias, or harassment. Highest rates of **witnessed** discrimination is based on **political views**.
- Most of the instances of discrimination, bias, and harassment have come from **other students**.
- Most students who experienced discrimination, bias, or harassment **did not report it**, and those who did reported it to a **friend or faculty member**.
- The **primary reason for not reporting** is that they thought it **wasn't important enough or didn't feel anything would happen**. However, of the students who filed complaints, most indicated it was taken seriously.

Academic Integration Overall and by Race and Ethnicity, Gender and College

In addition to questions about student outreach, students answered questions about their classroom experiences at UNT. These include perspectives on curricular and co-curricular experiences, microaggressions, satisfaction with faculty, and whether they would recommend UNT to other students based upon their experience.

Classroom Experiences

- Most students have positive classroom experiences overall; however **students of color (African American/Black, Asian American, and Hispanic/Latinx students)** feel **UNT is a more hostile learning environment** than Caucasian/White students.
- **African American/Black** students have **experienced more microaggressions** on campus than Caucasian/White and Hispanic/Latinx students. They are also the **least satisfied with faculty**.
- **African American/Black** and **Asian American** students **want to leave this university more** than Caucasian/White students.
- **Asian American** students agree more strongly there are **too many expectations on them**.
- **Hispanic/Latinx** students would **recommend UNT to someone transferring from another college** more than overall.

Classroom Experiences by College

The students in the following colleges reported **positive experiences overall** in the areas of **co-curricular and/or classroom experiences expanding their perspectives; courses fostering their appreciation for diversity and inclusion; faculty respect and satisfaction, the university preparing them for the world they will graduate into, and recommending UNT to other students:**

- **Education** (most significant instance of faculty creating a safe and welcoming environment)
- **Liberal Arts and Social Sciences (including Journalism)**

Students in the following colleges indicated **more negative experiences overall** about their college including **less strongly agreeing with courses that foster their appreciation for diversity and inclusion, co-curricular or classroom experiences expanding their perspectives, recommending UNT to other students**. Students also indicated that the university puts too much emphasis on diversity:

- **Engineering**
- **Information**
- **Science**

There are several **variances among colleges regarding students' classroom experiences** such as whether they would recommend UNT to future students or leave this university, experiences with microaggressions, and faculty inclusivity and satisfaction.

Conclusions and Next Steps

The Campus Inclusion Climate Survey was conducted to identify opportunities to create a more intentionally inclusive institution congruent with UNT's expressed values. The following recommendations and action steps are offered for addressing data-informed opportunities:

- **As African American students report the least satisfaction with the campus climate** as compared to other racial and ethnic groups, *what policies, programs and practices should be changed to appropriately serve the students of color who are now a critical mass of the UNT student population?*

Recommendations: To identify solutions, UNT will further examine these findings qualitatively using focus groups to ascertain the factors driving these perceptions.

- The majority of students who experienced discrimination, bias or harassment reported **not feeling as if their cases like rose to the level of reporting**. *What measures should be taken to encourage students to report these incidents? How may UNT leverage the satisfaction of those who DID report incidents to build confidence in the reporting process?*

Recommendations: A UNT awareness initiative is suggested to encourage reporting that yields insights regarding the campus climate through these experiences.

- While diversity training is offered to students, such is the **group students feel should be least required to participate in diversity training, despite most instances of discrimination, bias, or harassment coming from other students**. *How can UNT facilitate confidence in diversity and inclusion training as a means of creating an environment that reduces instances of discrimination, bias and harassment among students?*

Recommendations: An awareness initiative is also suggested to identify appropriate training for students designed to create an awareness of the culture of intentional inclusion desired by UNT. Such an effort may also address students' perceptions of UNT being less welcoming to different cultural groups based upon reported identity or identities.

- The level of agreement regarding UNT's outreach efforts and classroom experiences vary by college of primary major. *How can UNT create a consistent offering and delivery of inclusive campus, outreach, and classroom experiences for students in all colleges?*

Recommendations: Each college's Diversity and Inclusion Council (existing and to be developed) should be tasked with building upon the success of those colleges with reported higher inclusion as a function of belonging, outreach, and inclusive campus and classroom experiences to create both an increase awareness of and appreciation for diversity, equity, and inclusion-related knowledge, skills, and abilities.

Next Steps

The Campus Inclusion Climate Survey data serves as a baseline for determining student insights at the University of North Texas, and should be conducted regularly. Based upon the release of the data, the Division of Institutional Equity and Diversity recommends:

- Repeating the student climate survey every five years, which would be in late 2023. More informal "pulse checks" should be conducted at more frequent intervals to ascertain students' perceptions of specific issues identified in the survey, such as the value of diversity training and African American students' perceptions of campus climate.
- Using EAB's Campus Climate Survey template with data analysis conducted by EAB. This would eliminate delays experienced by the Division of Institutional Equity and Diversity with survey deployment and data analysis.
- Comparing student campus climate survey data with other surveys such as National Survey of Student Engagement (NSSE) offers the opportunity to triangulate these data sets to provide more insight into student perspectives. Data, Analytics, and Institutional Research (DAIR) should conduct this analysis and provide data to campus units in determining the policies, programs, and practices, and personnel needed to effectively serve students.
- Conducting a survey that more effectively captures the experiences of graduate students at UNT since the Viewfinder survey focused primarily upon the perspectives of undergraduate student.

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