Campus Climate at the University of Minnesota

Krista Soria
Office of Institutional Research

March 10, 2016

Campus Climate: The Early Years

Analysis of the
SERU Survey for the
University of Minnesota
Office for Equity and Diversity

2010

Office of Institutional Research | Ronald L. Huesman, Jr. & Krista M. Soria

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Research

Recent Immigrant Students at Research Universities: The Relationship Between Campus Climate and Sense of Belonging

Michael J. Stebleton   Krista M. Soria   Ronald L. Huesman, Jr.

Immigration issues continue to generate attention and vigorous debate at national and international levels; some of these discussions involve immigrant students and issues pertaining to higher education (e.g., DREAM Act). Camarota (2007) noted that from 2000 to 2007, 10.3 million immigrants arrived—the highest 7-year period of immigration in United States history. According to the Center for Immigration Studies, 24.3 million immigrants were reported in 1995; that number grew to 31.8 million in 2001, and is at 37.6 million for 2010 (Camarota, 2010). Based on these immigration trends, immigrant students (defined broadly to include recent immigrants born abroad as well as refugees) will continue to pursue post-secondary education. Many of these individuals will be ethnic minority immigrants who are first-generation college students (Erisman & Looney, 2007). According to figures from the National Center for Education Statistics, more than 12% of the total undergraduate population is comprised of immigrant students (Kim, 2009); yet, research on this growing population remains scant and the literature on student development issues of immigrant groups is still emerging. Research suggests that immigrants' college experiences are unique from other students and merit further inquiry (Szelényi & Chang, 2002). The purpose of this study was to examine the relationship between campus climate and sense of belonging for recent immigrant generations (i.e., foreign born) who attend large, public research institutions located in the United States.

LITERATURE REVIEW

The concept of a sense of belonging has been included in several models of college student persistence and retention. Specifically, the concept of sense of belonging is associated with Tinto's (1993) concept of integration into the college setting, Berger and Milem's (1999) theory of student involvement, and Bean's (1985) concepts of socialization. Scholarly research conducted on college student experience and sense of belonging suggests there is a strong relationship between belonging (i.e., academic and social integration into the institution) and student retention and graduation (Tovar, Simon, & Lee, 2009). The greater the sense of belonging to the institution, the more likely it is that the student will remain in college (Hausmann, Schofield, & Woods, 2007); yet, little is known about how immigrant college students experience sense of belonging and campus climate issues (Conway, 2009).

Michael J. Stebleton is Assistant Professor; Krista M. Soria is Analyst; and Ronald L. Huesman, Jr., is Director of Institutional Assessment, Office of Institutional Research; each at the University of Minnesota–Twin Cities.

Creating a Successful Transition for Working-Class First-Year Students

Krista M. Soria

This study explored differences between working-class and middle/upper-class first-year college students enrolled at large, public research universities. Results from administering the Student Experience in the Research University survey at 11 universities in 2010 (n = 23,331) suggest that working-class first-year students reported a less welcoming campus climate, lower academic engagement, higher academic disengagement, and fewer academic interactions with classmates compared with middle/upper-class students. Recommendations for first-year transition programs and new student orientation practitioners are discussed.

College students from lower socioeconomic backgrounds, including working-class students, are less likely than their peers from middle/upper-class backgrounds to enroll in and graduate from higher education (Haveman & Wilson, 2007; McDonough, 1997; Mortenson, 2007; Walpole, 2007). Working-class students who enroll at colleges and universities often encounter unique challenges in transitioning to their new academic environments. Most scholarship addressing the lower retention and completion rates of students from working-class backgrounds focuses on examining differences in students' social integration and sense of belonging at their colleges and universities (Lehmann, 2007). Several scholars have noted that working-class students are more likely to withdraw from higher education because the university life feels alien, they have problems connecting with their wealthier peers, and they experience significant challenges becoming integrated into the social life of the institution (Aries & Seider, 2005; Granfield, 1991; Hurst, 2010; Lehmann, 2007; Stuber, 2011).

While previous studies have focused more explicitly on working-class students' social integration and sense of belonging, this paper explores differences between working-class and middle/upper-class students in other areas, including students' perceptions of campus climate, academic engagement, academic disengagement, and academic classmate interactions. Framed within the lens of Bourdieu's (1986) theory of social reproduction, this study examines working-class students' experiences on campuses where the majority of students self-identify as middle/upper-class. Efforts that universities can take to support working-class students' transition into the academy can affect a positive change on students' persistence toward degree completion; therefore, this paper provides recommendations for first-year transition programs and new student orientation practitioners that can

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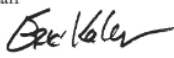
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Climate Working Group

MEMORANDUM

April 8, 2014

TO: Karen Hanson, Senior Vice President and Provost
Katrice Albert, Vice President for Equity and Diversity
Kathryn Brown, Vice President for Human Resources
Pam Wheelock, Vice President for University Services
Danita Brown Young, Vice Provost for Student Affairs
Amy Phenix, Chief of Staff

FROM: President Eric W. Kaler

RE: Campus Climate Working Group

In my recent State of the University speech I discussed both our challenge and opportunity as an elite university to meet the Grand Challenges facing us on our campus and around the world. I also named as the primary goal of the University's Strategic Plan becoming preeminent in solving the Grand Challenges of a diverse and changing world. And I specifically noted the importance of both advancing equity and diversity and enhancing student, faculty, and employee engagement in meeting these challenges.

I know that as senior leaders you appreciate that we face complex internal and external challenges. We must also understand that the changes made in order to find solutions to these challenges will impact the culture of the organization and the climate experienced by students, faculty, and staff. Changing the culture of the institution and being proactive in addressing climate issues requires time, intentionality, and nimbleness. It also demands transparency, effective communication, and accountability for our actions.

While we have many efforts in place to promote diversity and a welcoming climate, from what I have seen and heard, they are not well coordinated and they are not having the type of high impact results we need.

To maximize the impact of our efforts and advance our ambition for both excellence and inclusion, I am would like you to work with me to ensure all of our students, faculty, and staff find this a welcoming campus. Specifically, I am formally asking you to be a member of a new campus climate work group.

My objectives for this group are to:

- Assess the current campus climate and develop targeted and prioritized strategies for improving it.
- Educate the campus community on how individuals can contribute to a welcoming climate.
- Create broad awareness of the University's commitment to creating a welcoming climate and the strategies we are using to achieve this goal.

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World Cafes

Tell a story about how you are experiencing or seeing the university.

From all of the experiences you have heard and shared, what is standing out for you?

What *exactly* needs to change to make the campus a more welcoming and inclusive place for all?

- More professors from underrepresented backgrounds. Create a transparent system for departments to learn by publishing all departments enrollment demographics and recruitment strategies,

- More funding to cultural centers and cultural student groups to create the climate

- Stop treating people with mental health challenges like criminal, contagions, and abominations. It only makes it worse.

- Providing levels of accountability of departments that have bad track records of recruiting/ retaining diverse students.

- Ally training. Teaching incoming freshman about issues of oppression, such as racism, sexism, homophobia, transphobia, classism, ableism, etc

- Removing the stigma of Mental Health and creating awareness on the issue

- Commuter/Housing situation

- Train staff on cultural diversity! Require it! "Don't Be an Idiot" trainings.

- More gender neutral bathrooms

- Yelling permits [i.e. in the mall]

- Accepting a diversity problem as an institution.

- More places to make friends. Real friends.

- Crime reports

- Culture sexual assault and harassment. Greek Life?

- Creating Awareness. Creating awareness about/ on sexual assault/harassment on campus - especially during/before/after Viking games.

- Town hall with senior administrators hosted by the students

- Empower students and student leaders to set the pulse on issues of diversity.

- The question of prior criminal records on application is racist and wrong.

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World Cafes

Tell a story about what is affecting your success at the University of Minnesota. **REAL STORIES**

Open Space Forum

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COMMUNITY

CAMPUS CLIMATE:
FROM CONVERSATION TO ACTION

Summary

CONVERSATION REPORTS AND ACTION PLANS

A compilation of all the reports can be downloaded as a **Book of Reports**

12 action plans

- Community Engagement for Students of Color
- Graduate and Professional Student Experience
- Racialized Crime Alerts
- How Can We Continue the discussion and expand on it - in the classroom and across the University?
- Family Inclusive Supportive Campus
- Student Mental Health/Wellness
- Staff Engagement
- Compassion
- International Student Experience
- What Unites Us?
- Public Acknowledgement of Native American History & Presence on this campus.
- Chicano Studies Crisis

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Campus Climate Report

Respect. Everyone. Every day.

CAMPUS CLIMATE REPORT
JANUARY 2015

The Workgroup determined that the SERU is an important tool for this work, and our plan moving forward will be to look at SERU results related to campus climate each time it is administered. Our goal should be to keep the overall perception of the climate positive, while narrowing or, better, eliminating the gap between white students and students of color or other underrepresented white or non-marginalized groups. This survey will be used as one measure of our progress.

Presentations

Digging into the Data: Undergraduates' Perceptions of Campus Climate at the University of Minnesota
Krista Soria, Bob Utke, and Laura Gorny
Office of Institutional Research

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Undergraduates' Perceptions of Campus Climate at the University of Minnesota

Krista Soria
January 29, 2016
Office of Institutional Research

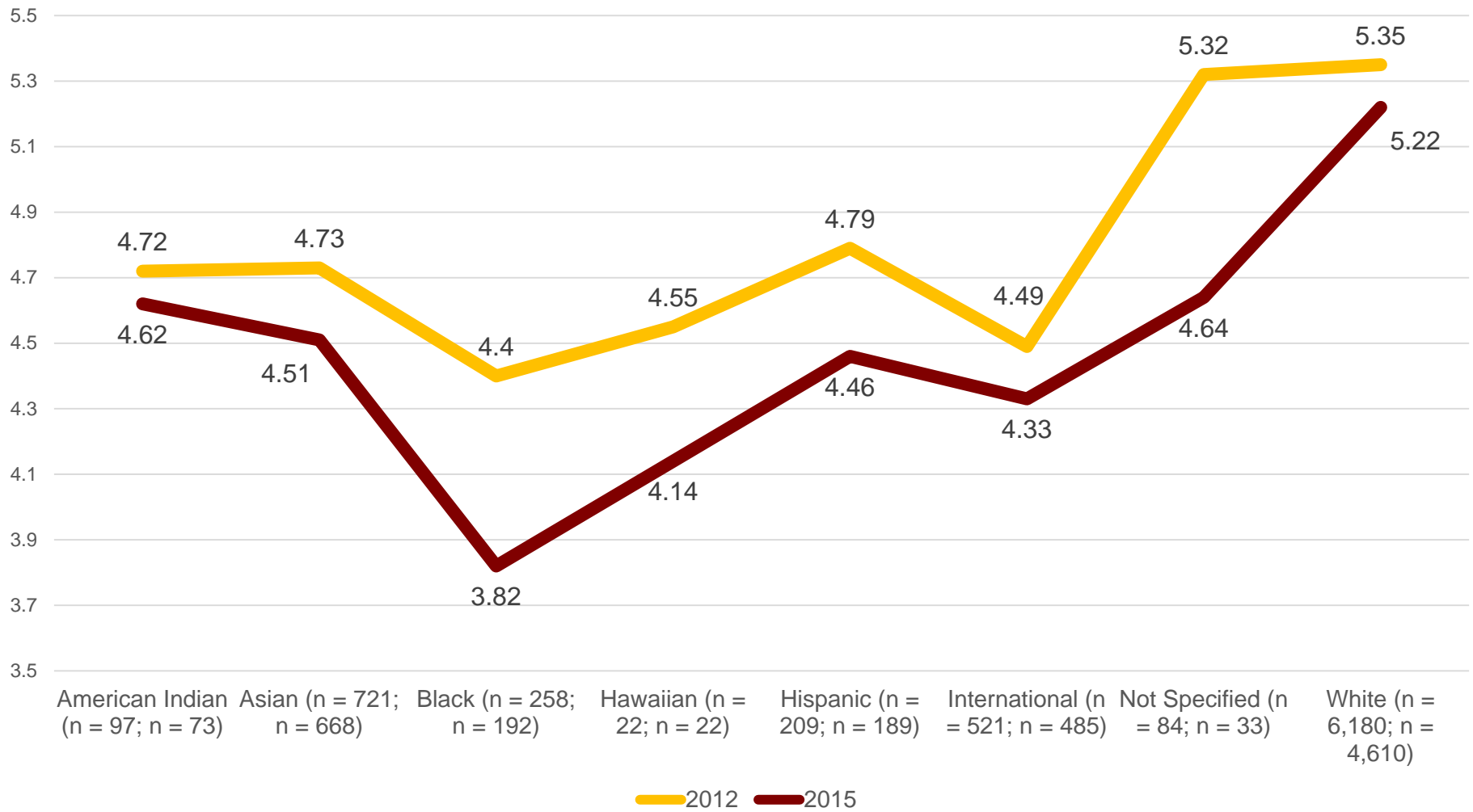UNIVERSITY OF MINNESOTA
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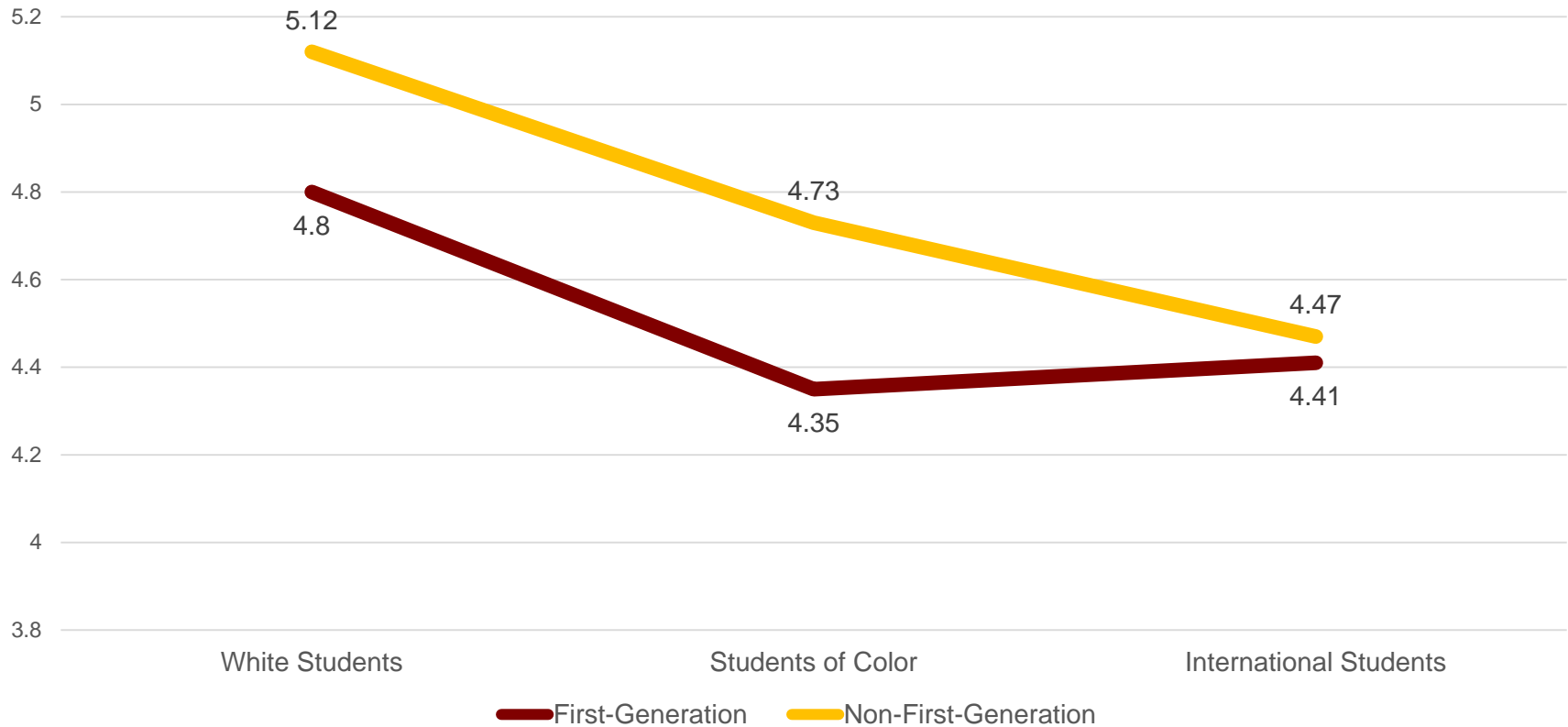Driven to Discover℠

Presentations

- Highlight data related to students' perceptions of campus climate
  - Descriptive statistics
    - College
    - Students' social identities
  - Intersectional data related to students' social identities
  - Trends over time
- Inspire conversations to empower practitioners and administrators to lead campus climate improvement efforts
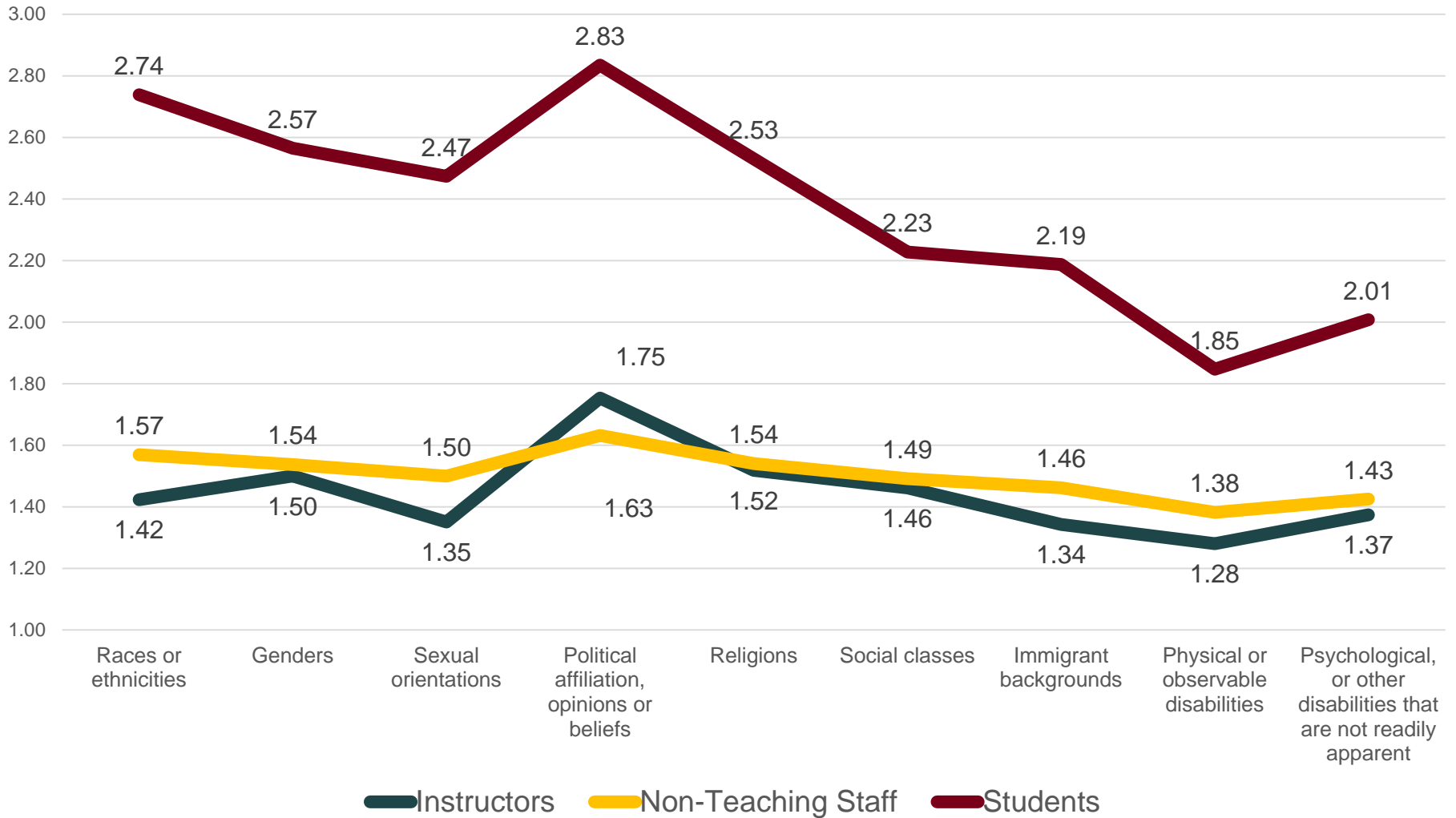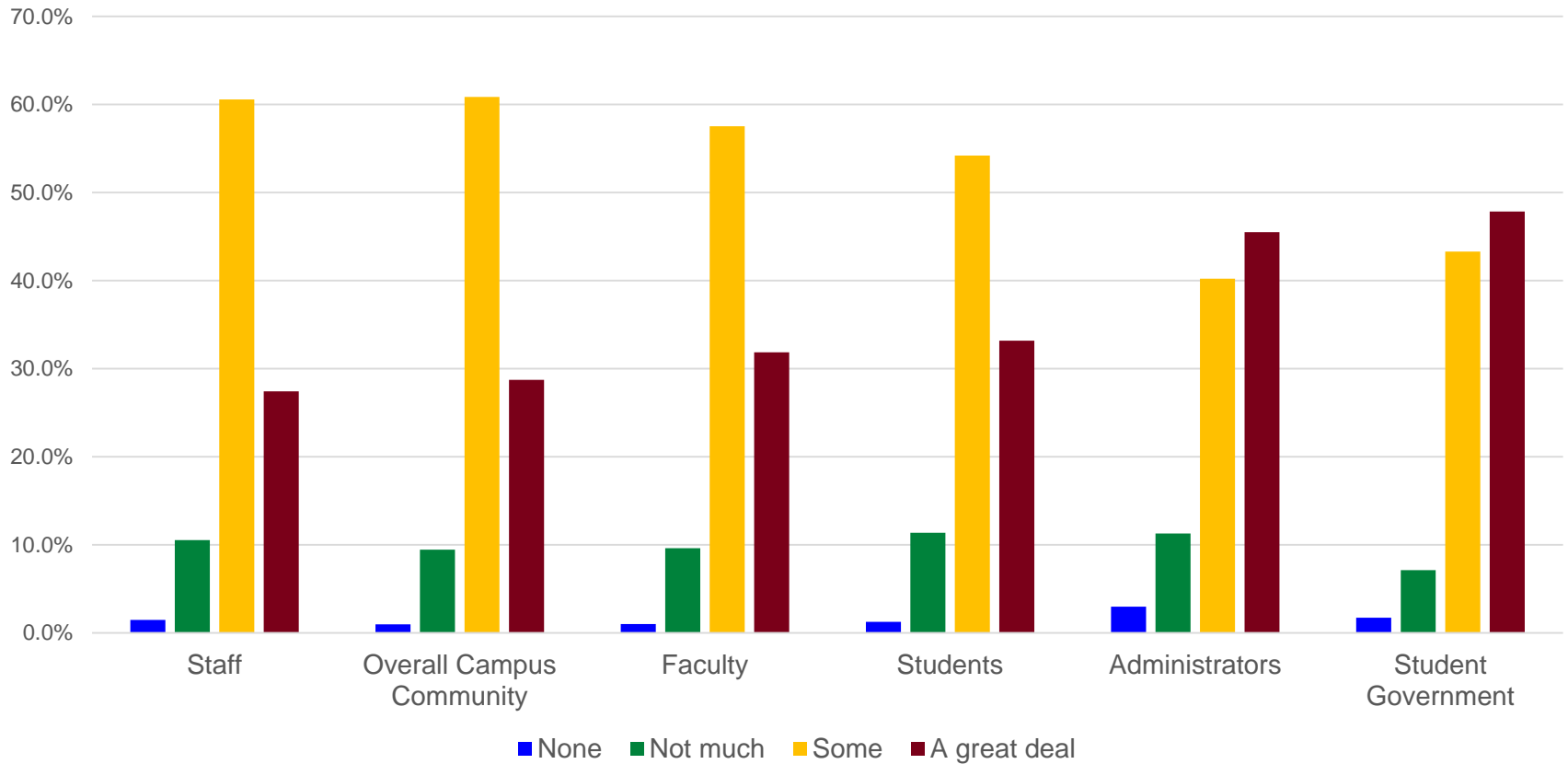
Race or Ethnicity

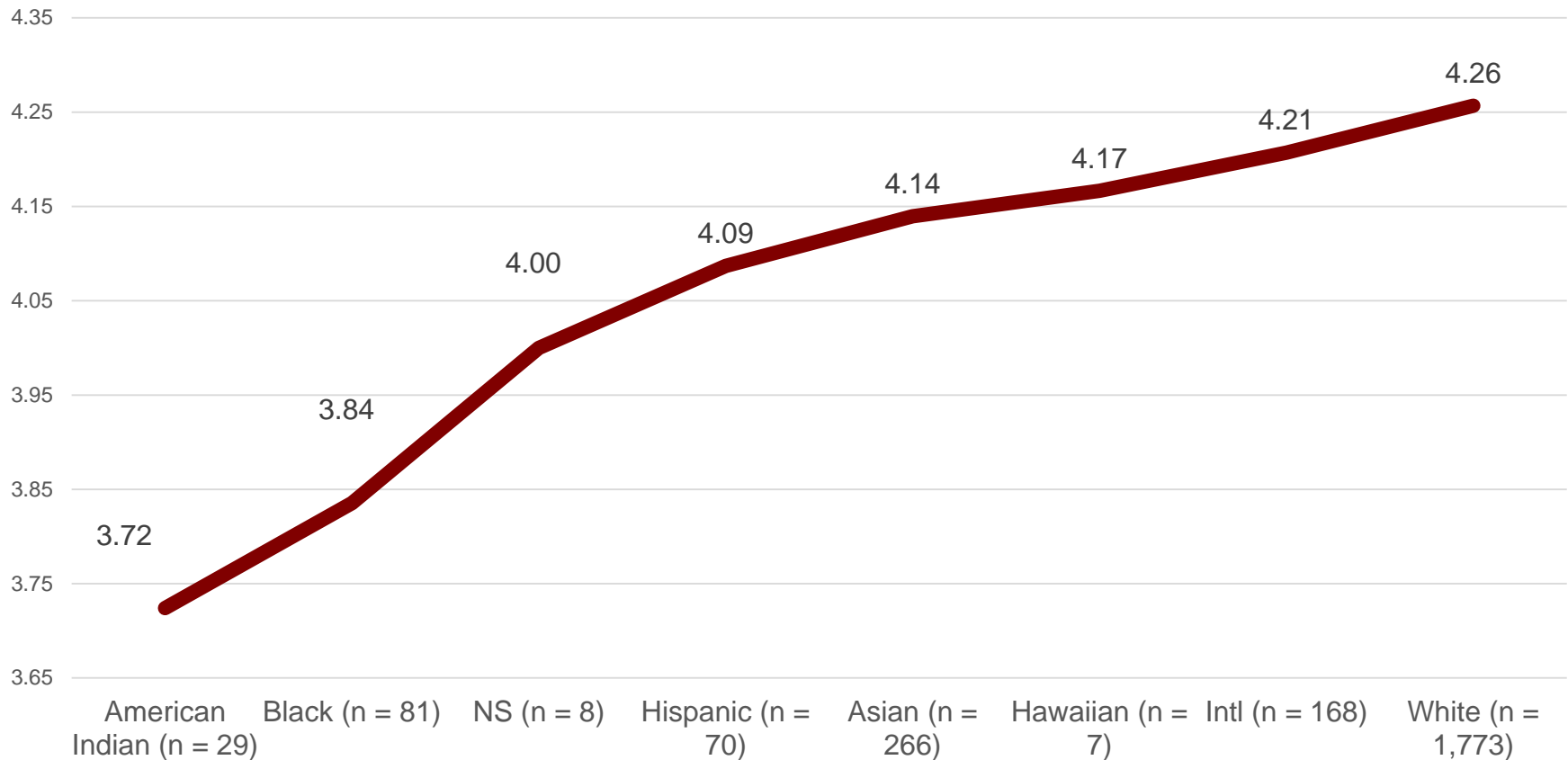Chart showing ratings by race or ethnicity for 2012 (yellow) and 2015 (dark red).

Race or Ethnicity	2012	2015
American Indian (n = 97; n = 73)	4.72	4.62
Asian (n = 721; n = 668)	4.73	4.51
Black (n = 258; n = 192)	4.4	3.82
Hawaiian (n = 22; n = 22)	4.55	4.14
Hispanic (n = 209; n = 189)	4.79	4.46
International (n = 521; n = 485)	4.49	4.33
Not Specified (n = 84; n = 33)	5.32	4.64
White (n = 6,180; n = 4,610)	5.35	5.22

2012 — 2015

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Intersectionality: Climate for SES

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Negative Views

	Races or ethnicities	Genders	Sexual orientations	Political affiliation, opinions or beliefs	Religions	Social classes	Immigrant backgrounds	Physical or observable disabilities	Psychological, or other disabilities that are not readily apparent
Students	2.74	2.57	2.47	2.83	2.53	2.23	2.19	1.85	2.01
Non-Teaching Staff	1.57	1.54	1.50	1.63	1.54	1.49	1.46	1.38	1.43
Instructors	1.42	1.50	1.35	1.75	1.52	1.46	1.34	1.28	1.37

Instructors   Non-Teaching Staff   Students

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# Comparisons

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…the University President and other top administrators (e.g., Vice Presidents, Chancellors, Deans, etc.) are effective leaders in promoting diversity on campus


American Indian (n = 29): 3.72
Black (n = 81): 3.84
NS (n = 8): 4.00
Hispanic (n = 70): 4.09
Asian (n = 266): 4.14
Hawaiian (n = 7): 4.17
Intl (n = 168): 4.21
White (n = 1,773): 4.26

...the curriculum provides an adequate opportunity to learn about the social, historical, and intellectual contributions of a variety of people (e.g., people from different races and ethnicities, sexual identities, individuals with disabilities, etc.)
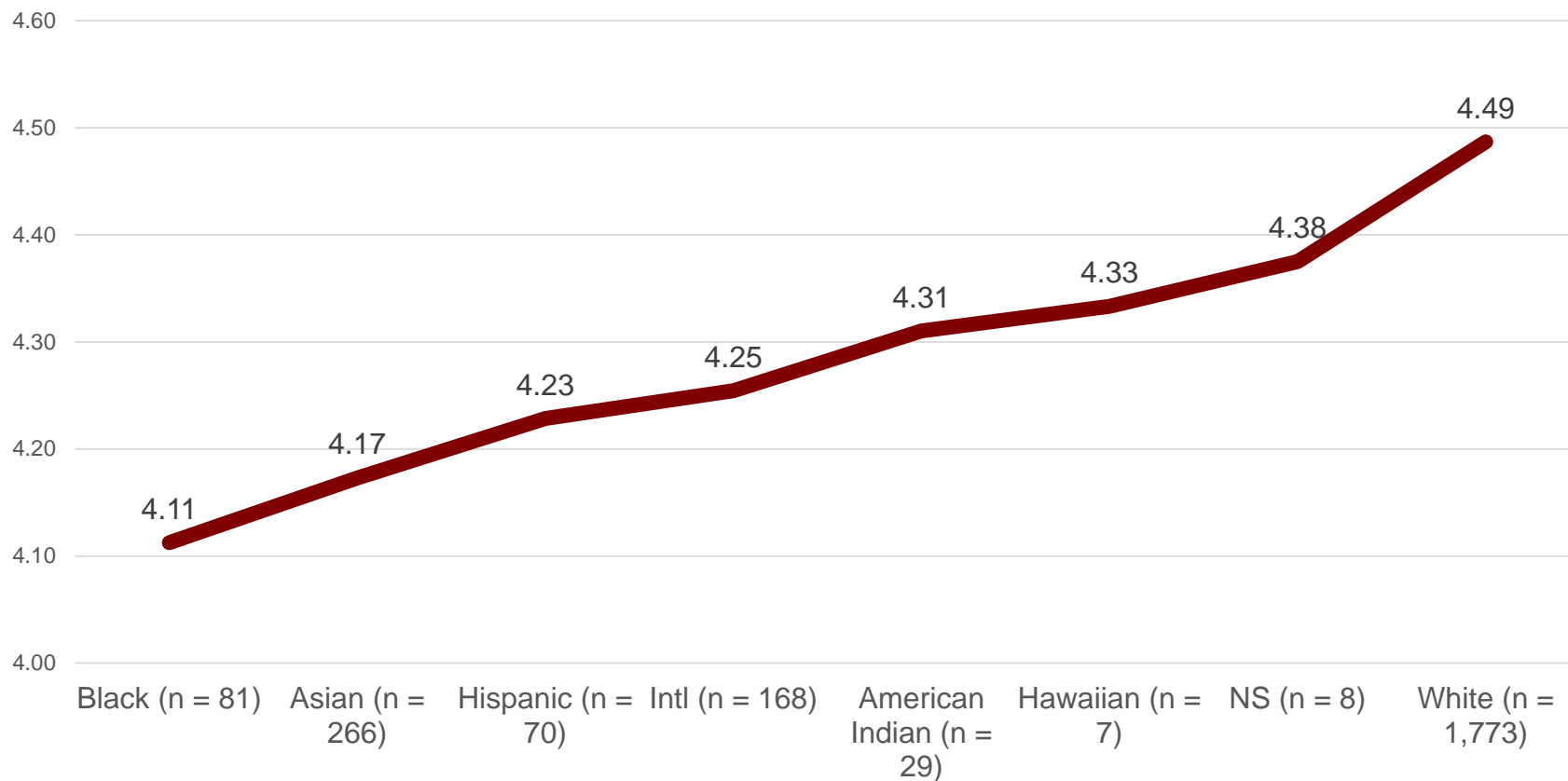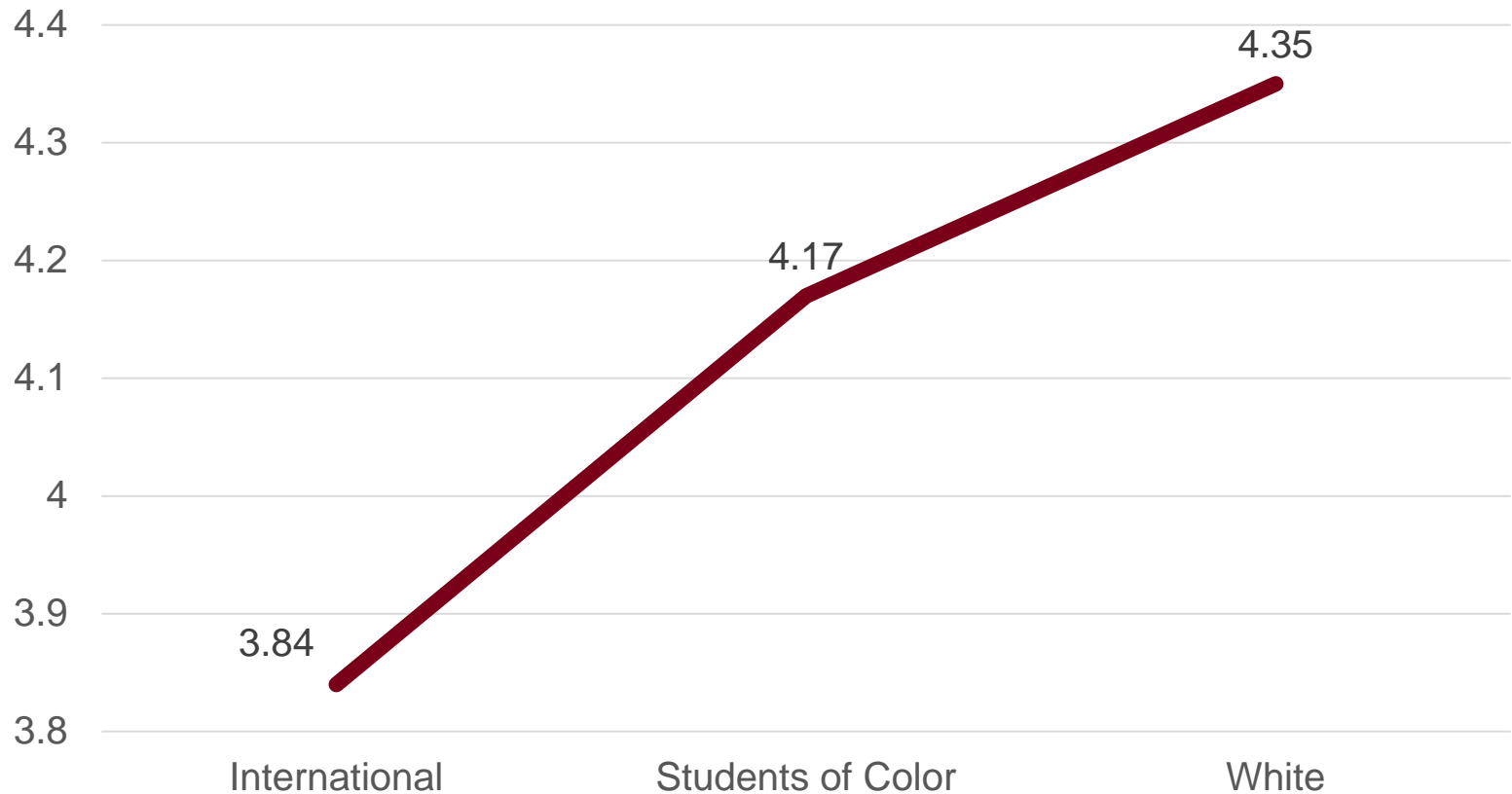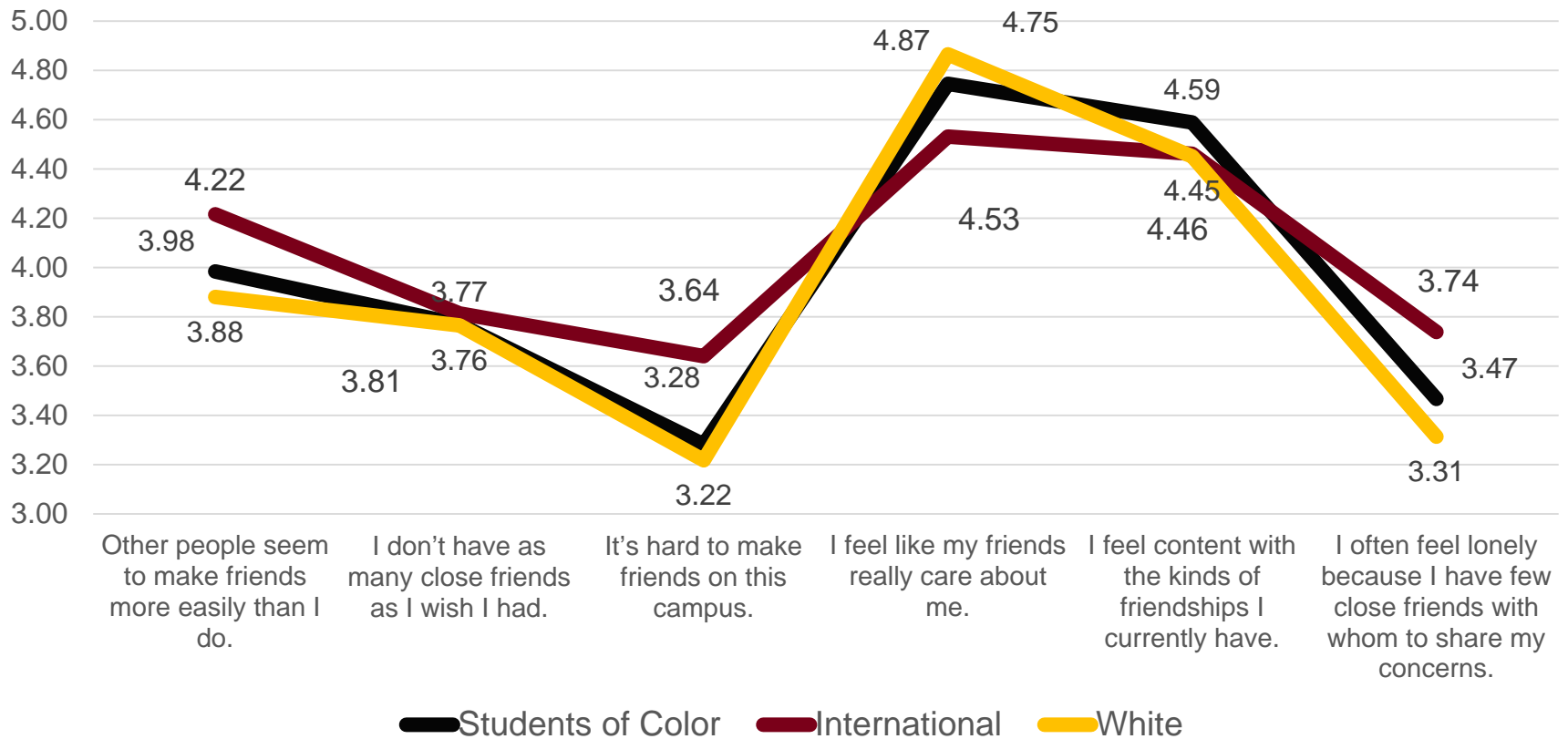
Race & Ethnicity: Outcomes
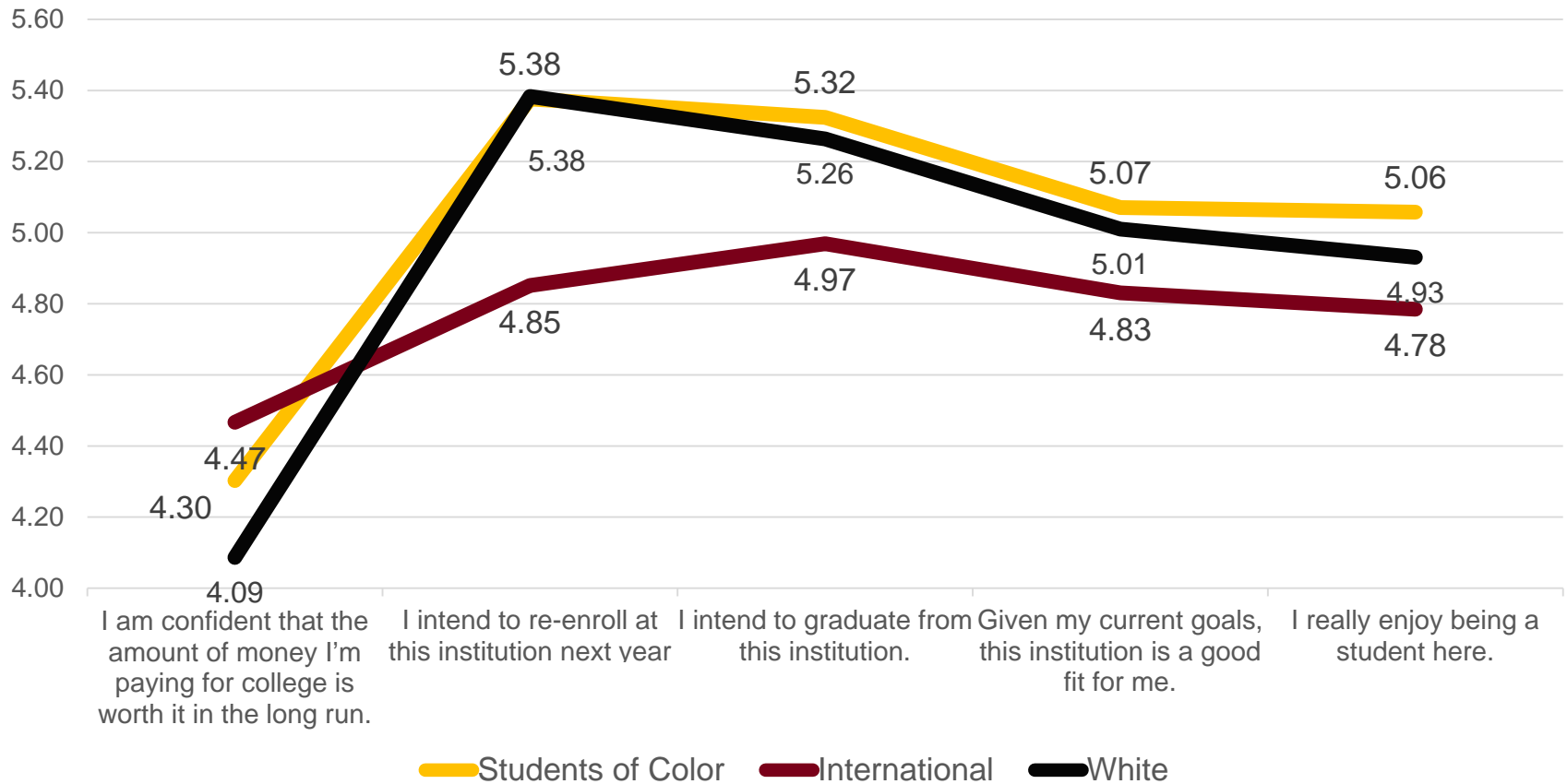
Race & Ethnicity: Social Connectedness

Working Committees

- Campus Climate Engagement Team
- President's Coalition for a Respectful U
- Diversity Communities of Practice
  - Assessment team
- Survey assessment team
  - SERU, COACHE, & Employee Engagement surveys

What's Next?

Campus Climate Convergence

Making the network of change makers visible

WHEN *Monday, April 11; 8:30AM-1:00PM*

WHERE *Mississippi Room - 321 Coffman Memorial Union*

WHY *To co-create a map of our network and the efforts underway to improve campus climate*

	SCHEDULE AT A GLANCE*	
This important event is designed to bring together those doing critical work to improve campus climate. It is an opportunity to connect, learn about and map efforts underway, and move our campus forward together.	8:30	Arrival and coffee
	9:00	Calling the Circle
	10:00	Working in complexity
	10:15	Mapping activity
	11:45	Lunch
	12:15	Group reflections
	12:45	Closing
	1:00	Adjourn

*The schedule is intended to be fluid and responsive to what emerges, thus, it may change.

Sponsored by the Campus Climate Engagement Team, President's Coalition for a Respectful U, and the Diversity Community of Practice (DCoP)

- Presentation at the faculty senate subcommittee on student success
- Continued work integrating data sources within colleges

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Creating Change
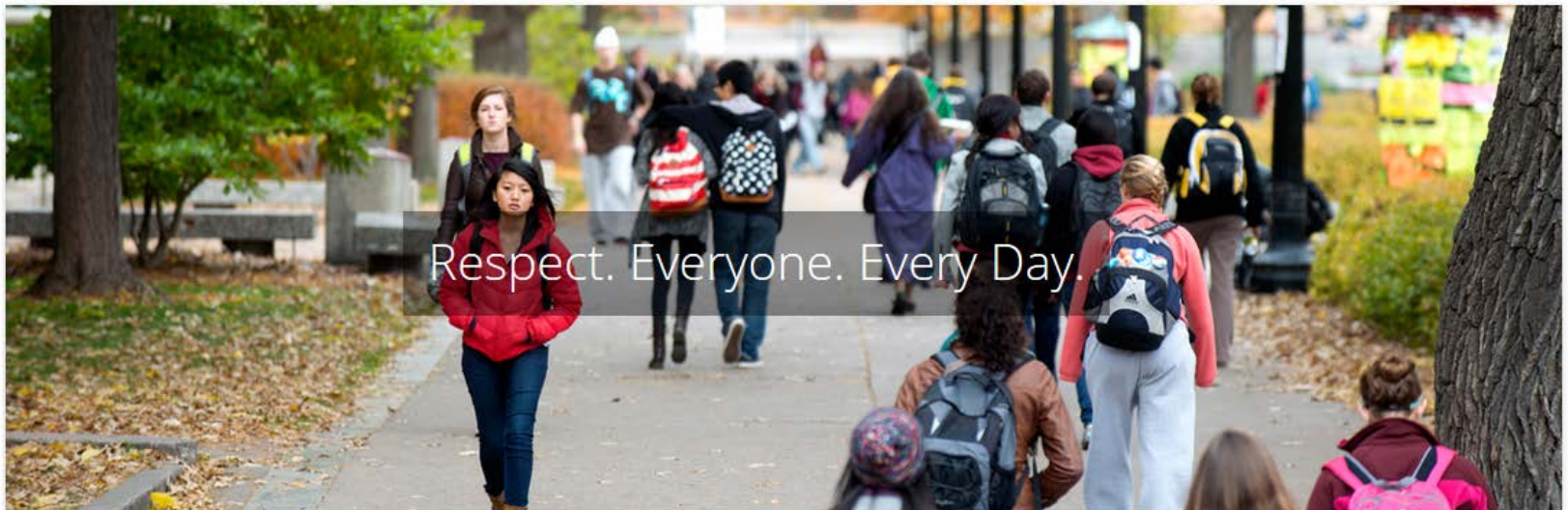
Questions?

Contact: Krista Soria, ksoria@umn.edu

www.seru.umn.edu

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