

UNC-Chapel Hill Undergraduate Student Perceptions of the Campus Climate for Diversity and Inclusion:

Highlights from Recent Surveys

Prepared by the Office of Institutional Research & Assessment



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Introduction

UNC-Chapel Hill undergraduate students are surveyed upon entry, at various points during their enrollment, at graduation, and as alumni. Many of those surveys ask students about their perceptions of the campus climate for diversity and inclusion as well as how interacting with students who differ from themselves impacted their learning and development.

This report analyzed responses to items assessing the climate for diversity and inclusion from five different surveys administered to UNC-Chapel Hill's undergraduates during 2015, 2016, and 2017. The purpose was to identify consistencies in the findings across these surveys and any unique insights that could shed light on students' perceptions, feelings, and experiences with diversity and inclusion at this institution.



Survey Instruments

This report examines undergraduate student responses to various diversity and inclusion-related items from the following surveys:

- 2015 Student Experience in the Research University Survey
- 2016 UNC System Sophomore Survey
- 2016 UNC System Senior Survey
- 2016 Diversity and Inclusion Campus Climate Survey
- 2017 Student Experience in the Research University Survey

The Student Experience in the Research University Survey (SERU 2015/2017), is a collaborative effort among American research institutions to examine academic and social engagement, perceptions of the campus environment, and self-assessments of academic and personal development. SERU includes items related to the climate for diversity and inclusion, sense of belonging, experiences with bias, and educational benefits of diversity. The Berkeley Center for Studies in Higher Education has administered this survey to UNC-Chapel Hill undergraduates every other year since 2011.

The Diversity and Inclusion Campus Climate Survey (D&I 2016), a modified version of the UCLA Higher Education Research Institute's (HERI) Diverse Learning Environments Survey, includes items related to exposure to diversity, classroom experiences, feelings of isolation, experiences with bias, observed stereotyping behavior, and perceived benefits of learning within a diverse and inclusive environment. UNC-Chapel Hill contracted with HERI to administer the survey to all enrolled undergraduates in the spring of 2016.

The UNC System Sophomore (Soph 2016) and Graduating Senior Surveys (Senior 2016), developed by the UNC System, captured students' self-assessments of growth in various domains including the impact of diversity on their college experience. UNC-Chapel Hill was required to administer these surveys to second year students and graduating seniors every 2-3 years since the 1990s, and most recently in 2016.



Response Rates and Representativeness of Respondents

- In calculating the response rates for the surveys reported here, a student was identified as a “respondent” if he/she began the survey and submitted a valid response to one or more questions.
- Across the five surveys administered during 2015, 2016, and 2017, response rates ranged from 22% to 33%.
- Females responded at higher rates than males and thus were slightly overrepresented among the respondents to each of the surveys. This is a pattern that is commonly observed in studies of college students.
- Respondents were similar to their respective populations in terms of variables such as:
 - Race/ethnicity
 - Year in school
 - Residency status
 - Whether they began college at UNC-Chapel Hill or another institution
 - First generation status
- The populations and respondents for the five surveys can be compared on selected demographics in the slides that follow.

Comparison of Respondents and Population on Selected Characteristics 2016 Diversity and Inclusions Climate Survey

Overall Response Rate: 4,316 (24.3%) of 17,730

	Population	Survey Respondents
Gender		
Female	58.4%	66.1%
Male	41.6%	32.2%
Other	-	1.7%
Race/Ethnicity		
American Indian/Alaska Native	0.6%	0.3%
Asian	11.7%	14.9%
Black or African American	8.1%	7.9%
Hispanic	7.7%	6.9%
Hawaiian/Pacific Islander	0.1%	0.1%
White	64.1%	61.1%
Two or More Races	4.3%	5.1%
Other/Unknown	3.4%	3.6%
Year in College		
First Year	24.8%	24.5%
Second Year	25.7%	25.9%
Third Year	26.5%	24.7%
Fourth Year and Beyond	22.9%	24.8%
Entered Carolina as		
First Year Student	88.0%	88.3%
Transfer Student	12.0%	11.7%
Residency Status		
NC Resident	81.0%	83.9%
Out-of-State Resident	19.0%	16.1%

Comparison of Respondents and Population on Selected Characteristics Student Experience in the Research University (SERU) Survey

	2015		2017	
	Overall Response Rate: 3,732 (22.0%) of 16,949		Overall Response Rate: 5,645 (32.5%) of 17,357	
	Population	Survey Respondents	Population	Survey Respondents
Gender				
Female	58.6%	62.9%	58.9%	65.5%
Male	41.4%	37.1%	41.1%	34.5%
Race/Ethnicity				
American Indian/Alaska Native	0.5%	0.3%	0.5%	0.4%
Asian	10.9%	13.7%	12.1%	14.0%
Black/African American	8.3%	8.0%	8.0%	6.4%
Hispanic	7.4%	6.6%	7.8%	7.6%
Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%
White	65.5%	64.3%	63.3%	63.0%
Two or More Races	4.5%	4.6%	4.4%	4.3%
Other/Unknown	2.7%	2.4%	3.8%	4.2%
Entered Carolina as:				
First Year Student	88.0%	89.5%	88.3%	89.3%
Transfer Student	11.1%	8.5%	10.9%	10.0%
Other	0.9%	2.0%	0.8%	0.7%

Comparison of Respondents and Population on Selected Characteristics 2016 UNC System Sophomore and Senior Surveys

	Sophomores		Seniors	
	Overall Response Rate: 406 (21.7%) of 1,869		Overall Response Rate: 1,255 (30.1%) of 4,172	
	Population	Survey Respondents	Population	Survey Respondents
Gender				
Female	61.5%	68.2%	60.3%	67.6%
Male	38.5%	31.8%	39.7%	32.4%
Race/Ethnicity				
American Indian/Alaska Native	0.7%	0.7%	0.6%	0.4%
Asian	8.3%	8.4%	11.2%	13.5%
Black/African American	10.3%	14.5%	7.6%	7.4%
Hispanic	8.7%	8.1%	7.7%	6.2%
Hawaiian/Pacific Islander	0.1%	0.0%	0.0%	0.0%
White	64.6%	61.6%	66.5%	66.5%
Two or More Races	4.7%	3.9%	4.1%	4.4%
Other/Unknown	2.6%	2.7%	2.3%	1.6%



Limitations of the Survey Results

General Issues with Undergraduate Student Response Rates:

- The proliferation of surveys at UNC-Chapel Hill has resulted in survey fatigue, significantly reducing response rates over the past decade and increasing the possibility of non-response bias. While the respondents to these surveys were generally representative of their respective populations in terms of basic demographics, it is possible that they differed from non-respondents in other ways that affected their answers.

2016 Diversity and Inclusion Campus Climate Survey (D&I)

- Examination of this data identified issues with non-completion rates and related issues that should be considered in evaluating the usability of the results.
- Non-completion rate is the percentage of respondents who started the survey but exited before reaching the last section.
- The overall non-completion rate for the 2016 D&I Survey was nearly 20%, about three times the average rates observed for other surveys during this period of time:
 - Student Experience in the Research University (SERU): Spring 2015 and 2017 Mean = 7.0%
 - CIRP Freshman Survey (also designed by HERI): Fall 2014, 2015, and 2016 Mean = 5.5%
- Non-completion rates differed by group. For example, 24% of Black/African American and 23% of Hispanic respondents did not finish the 2016 D&I Survey compared to 17% of White respondents.
- This reduction in the number of responses to items in the latter part of the survey raised additional questions about the representativeness of those results, especially for small groups.
- Some items, particularly those with branching questions and long lists of response options, yielded partial responses that were difficult to interpret.
- For this report, efforts were made to avoid items with large numbers of missing and partial responses, and to present results for all surveys using simple descriptive statistics disaggregated by basic demographic groups.



Definitions and Reporting Conventions

- Most of these results are reported by race/ethnicity and gender, and for the 2016 D&I Survey, by sexual orientation also.
 - **Race/Ethnicity Categories:**
 - Used federal government reporting categories that enable individuals to identify multiple races and ethnicities.
 - The following mutually exclusive race/ethnicity categories and their abbreviations (to conserve space) were used throughout this report:
 - **“Amer. Indian”** -- American Indian or Alaska Native
 - **“Asian”** -- Asian or Native Hawaiian/Pacific Islander (combined with Asian due to very small numbers)
 - **“Black/Afr. Amer.”** -- Black or African American
 - **“Hispanic”** -- Includes those who identified only as Hispanic as well as those who identified as Hispanic and one or more races.
 - **“White”** -- White
 - **“2 or More/Other”** -- Includes those who chose multiple races or self-reported a race not included in the federal categories.
 - **Gender:** For the 2016 D&I Survey and the 2015 and 2017 SERU Surveys, categories included **“Male,” “Female,”** and **“Other/Self-Identify,”** which consisted of respondents who chose a gender identity other than male or female, or offered a self-described identity. The 2016 Sophomore and Senior Surveys no gender response options other than “Male” and “Female.”
 - **Sexual Orientation (D&I Survey only):** Categories include **“Heterosexual”** and **“All Other Sexual Orientations,”** which consisted of respondents who chose an option other than heterosexual, or offered a self-described category.
- Item wording for similar questions differed across the survey instruments reported here. In addition, the 2015/2017 SERU surveys used primarily six-point response scales while the 2016 D&I Survey and the 2016 Sophomore and Senior Surveys used five-point response scales, so percentages reported cannot be directly compared. However, it may be informative to look for consistent patterns of group differences across the surveys.

Student Satisfaction with Campus Diversity



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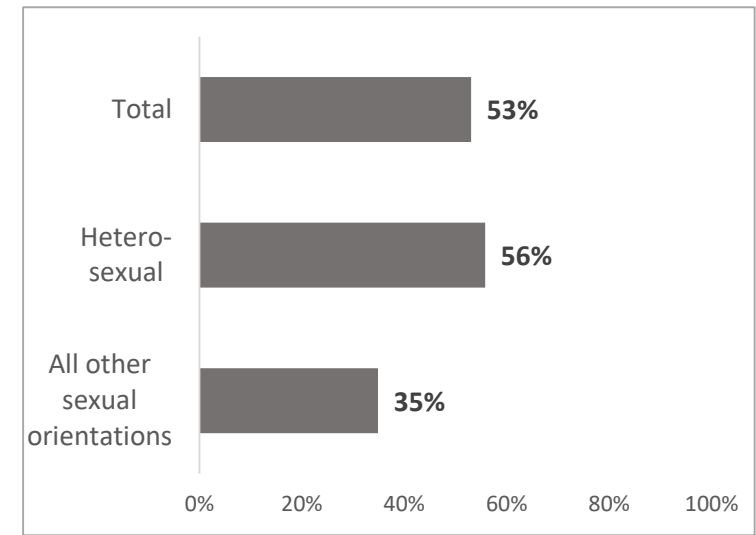
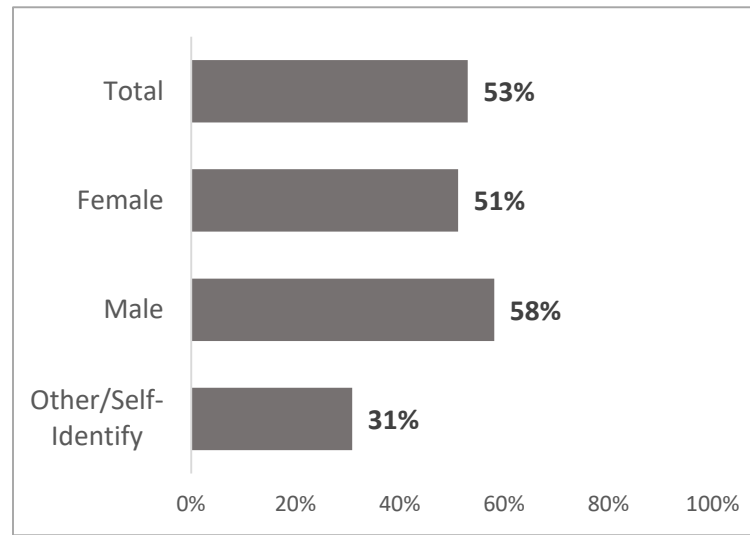
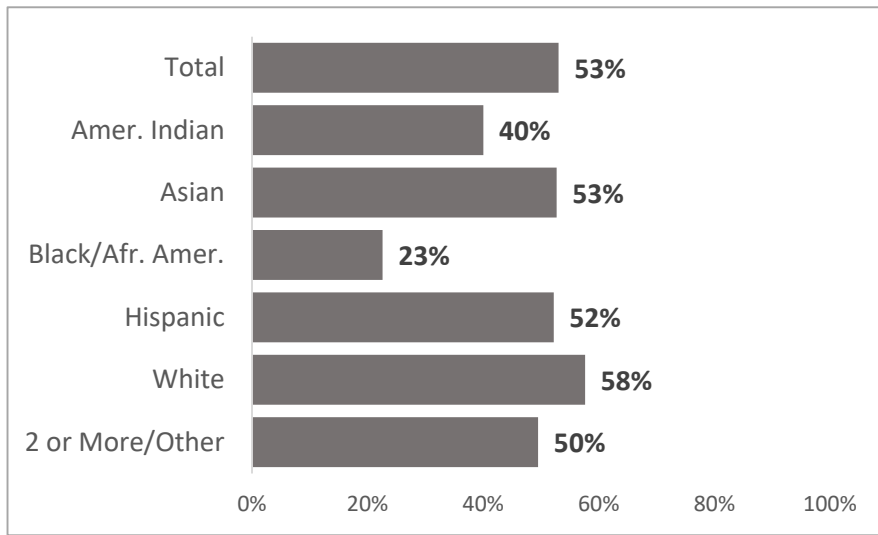
Student Satisfaction with Campus Diversity: Key Findings

- **Faculty Diversity**
 - **Racial/Ethnic Diversity:** Barely half (53%) of the respondents expressed satisfaction with the racial/ethnic diversity of the faculty. Only 23% of Black/African American and 40% of American Indian students were satisfied. Other groups that reported very low levels of satisfaction were the Other/Self-Identify gender (31%) and All Other Sexual Orientations (35%).
 - **Gender Diversity:** Respondents were more positive about the gender diversity of the faculty, with little variation by group.
- **Staff Diversity**
 - **Racial/Ethnic Diversity:** Students were only slightly more satisfied (57%) with the racial/ethnic diversity of staff at UNC-Chapel Hill. Black/African American respondents gave very low ratings of satisfaction (28%), as did those in the Other/Self-Identify gender group (32%).
- **Student Body Diversity**
 - **Racial/Ethnic Diversity:** Respondents' satisfaction with the racial/ethnic and the socioeconomic diversity of the student body mirrored their opinions of diversity among faculty and staff at UNC-Chapel Hill.

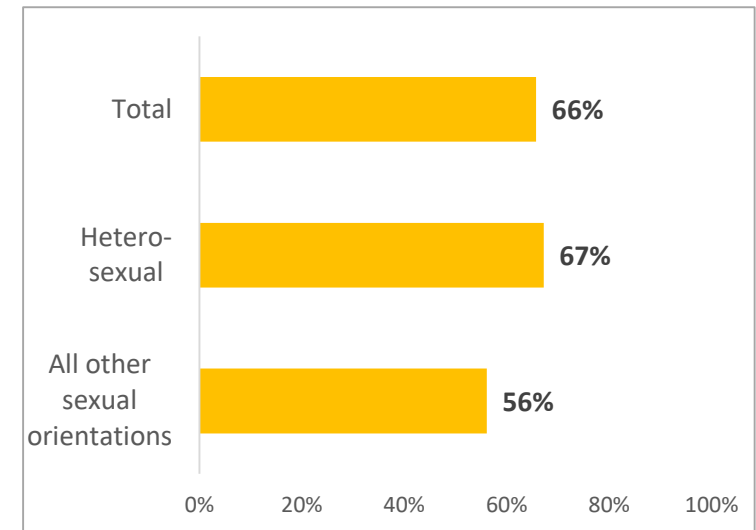
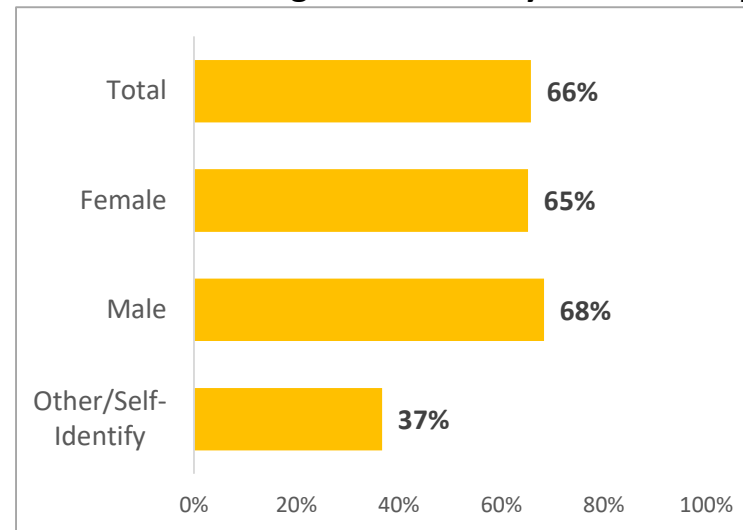
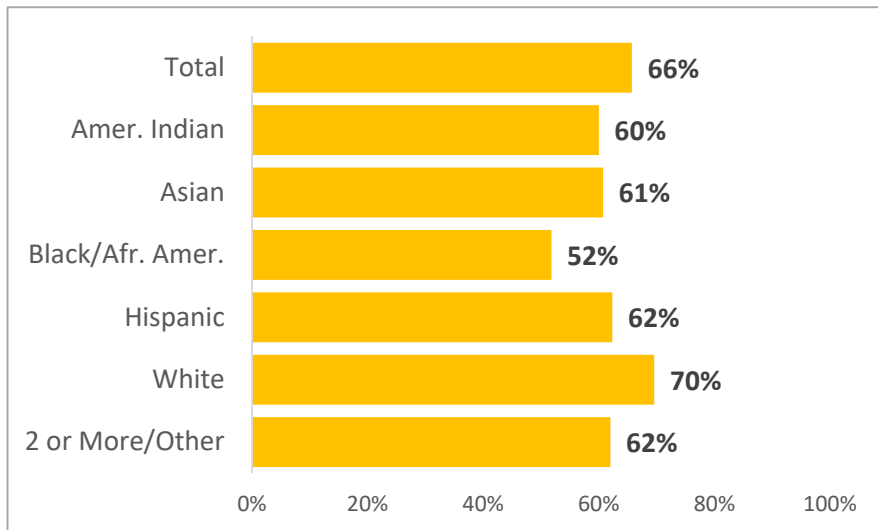
Student Satisfaction with Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

Satisfaction with racial/ethnic diversity of the faculty



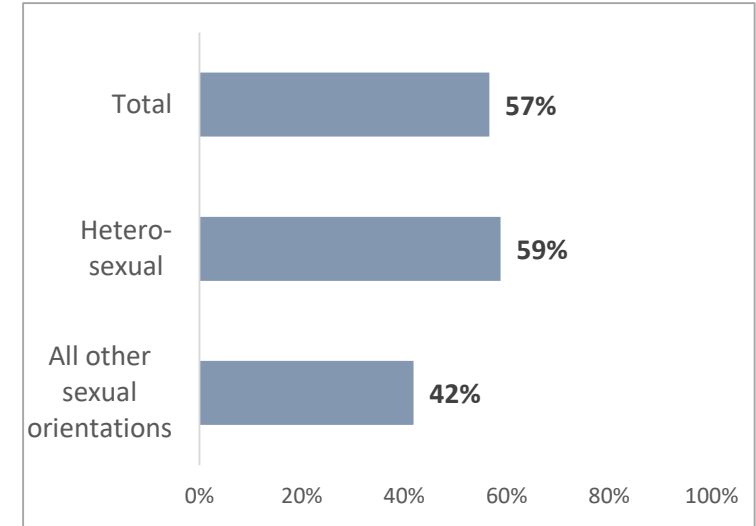
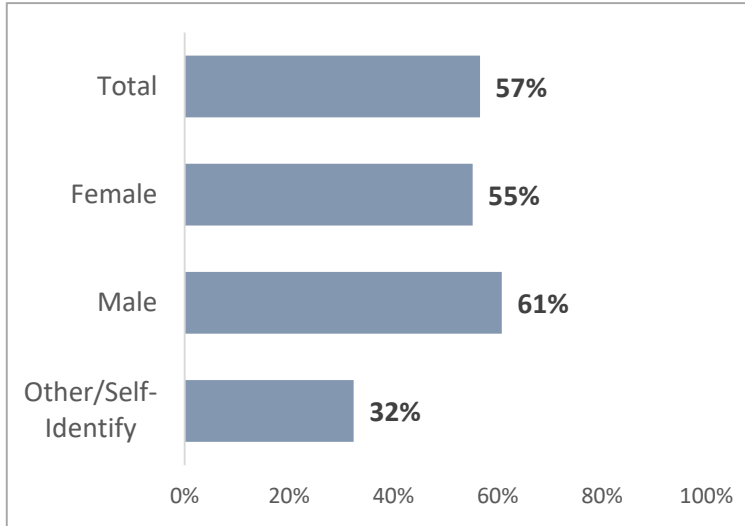
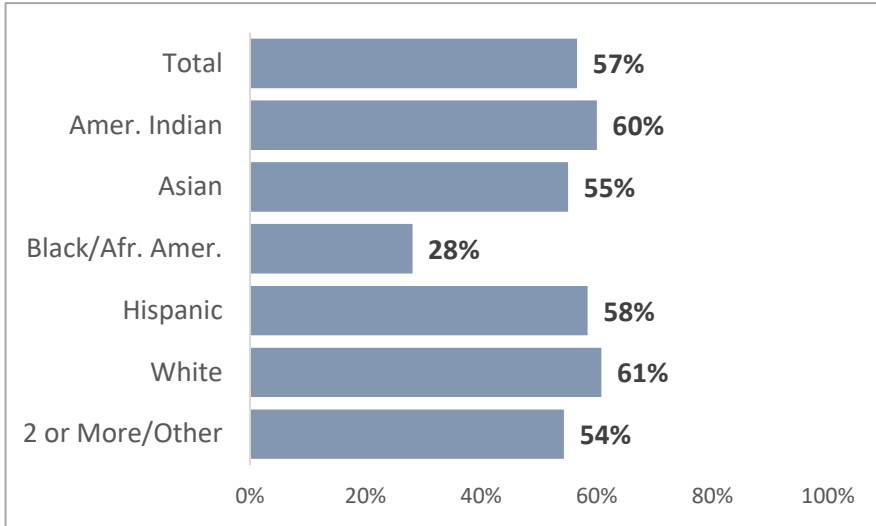
Satisfaction with gender diversity of the faculty



Student Satisfaction with Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

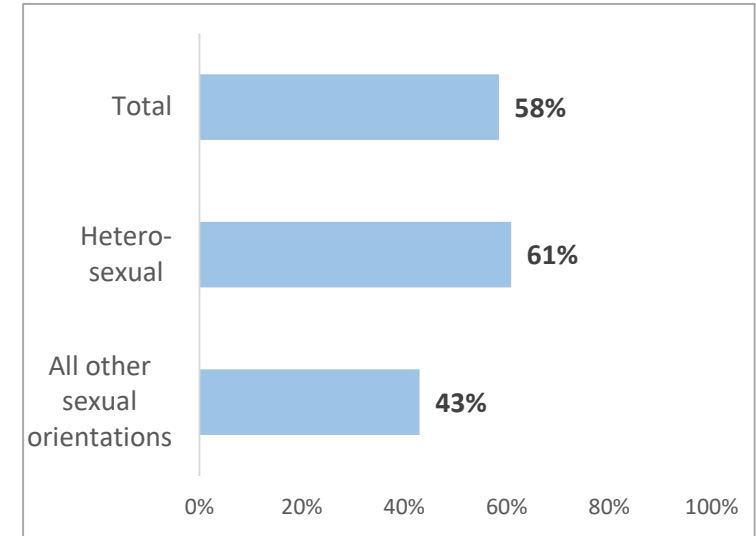
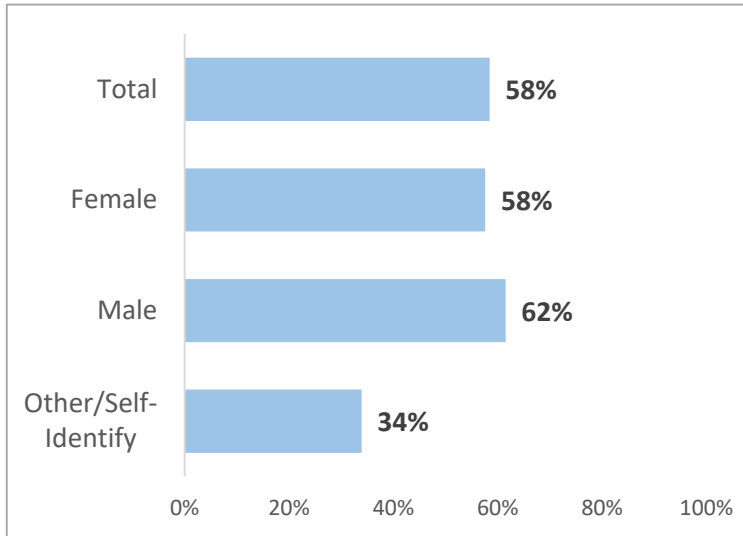
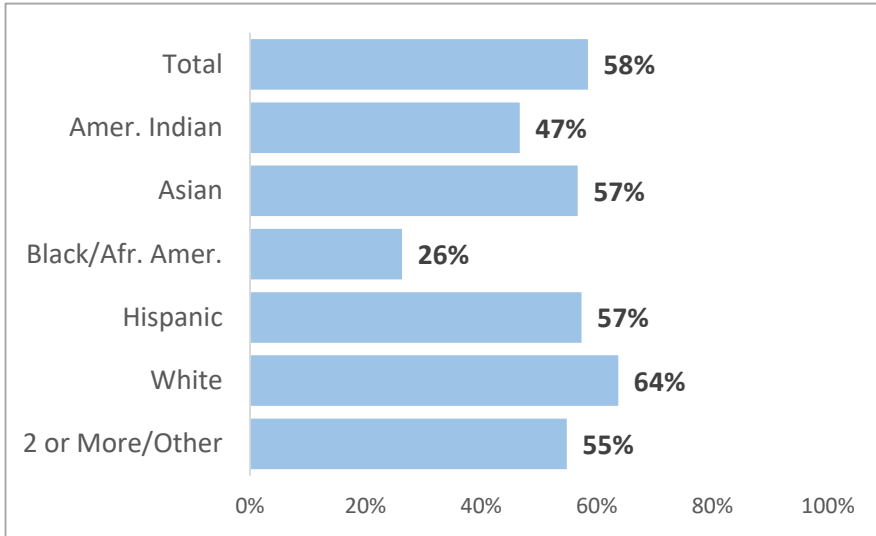
Satisfaction with the racial/ethnic diversity of the staff



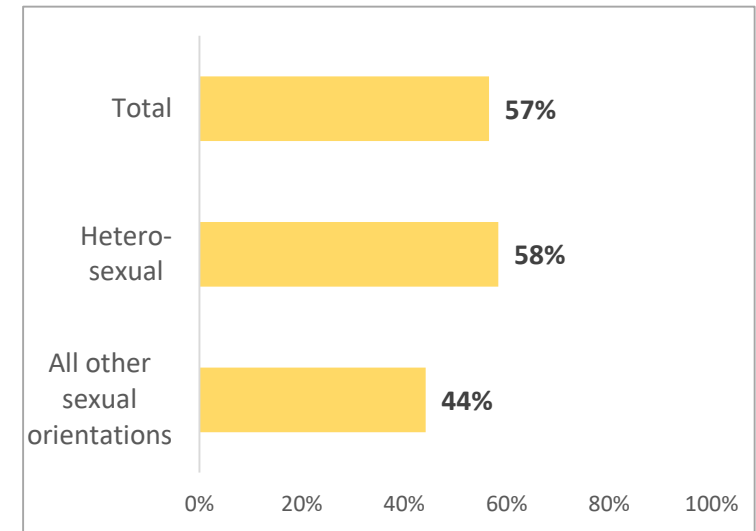
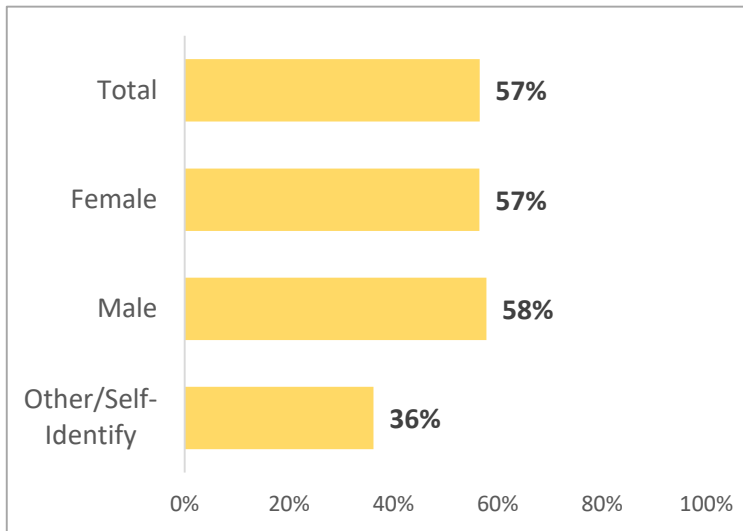
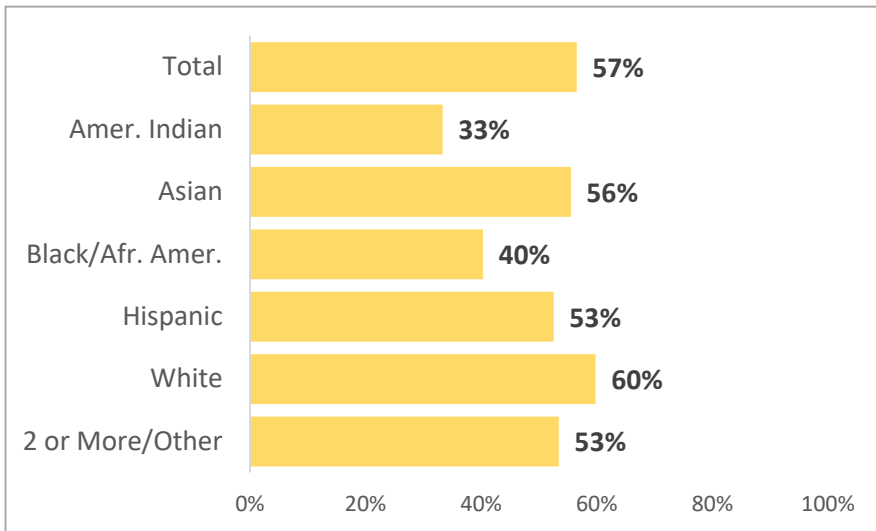
Student Satisfaction with Diversity at UNC-Chapel Hill

(% responding Satisfied + Very Satisfied)

Racial/ethnic diversity of the student body



Socioeconomic diversity of the student body



Impact of Low Representation



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Impact of Low Representation: Key Findings

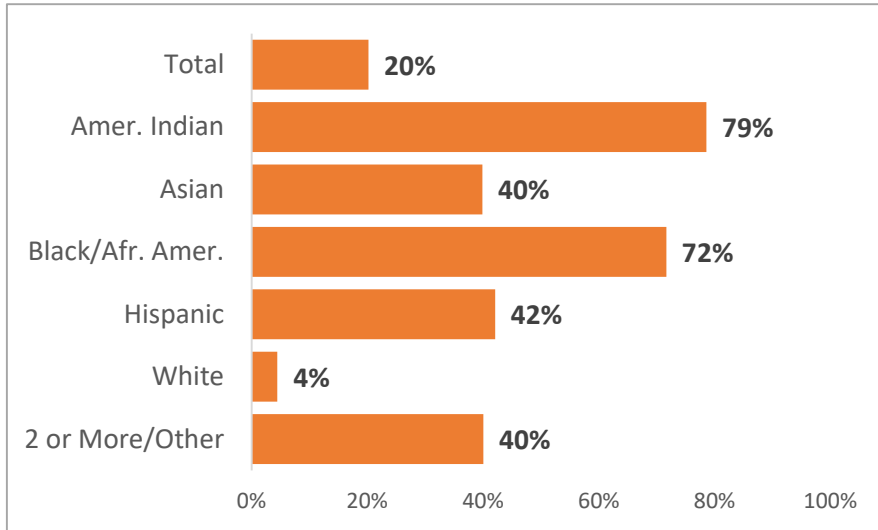
- **Experiences being the only person like themselves**
 - High percentages of students in all groups except White (4%) reported being in situations at UNC-Chapel Hill in which they were the only person of their race/ethnicity. American Indian (79%) and Black/African American (72%) students were most likely to report this experience, followed by Asian, Hispanic, and those identifying as two or more races (average of 40%).
 - Over 60% of respondents in the Other/Self-Described gender group and 52% of those in the All Other Sexual Orientations also reported having been the only person with their characteristics at some point while at UNC-Chapel Hill.
- **Feelings of isolation:** Many respondents reported feeling isolated at UNC-Chapel Hill because of the absence or low representation of people like themselves. American Indian (43%) and Black/African American (48%) students were most likely to report this experience, along with 40% of Asian, Hispanic, and 2 or More Races respondent groups.
- **Pressure to represent the views of all people of their race/ethnicity:** Half of American Indian and Black/African American, 30% of Hispanic, and 20% of Asian and 2 or More Races respondent groups reported feeling pressured to speak on behalf of all people of their race/ethnicity.
- **Fitting in:** Black/African American, American Indian, and Hispanic students reported feeling that they needed to minimize aspects of their racial/ethnic culture to fit in at UNC-Chapel Hill.

Impact of Low Representation

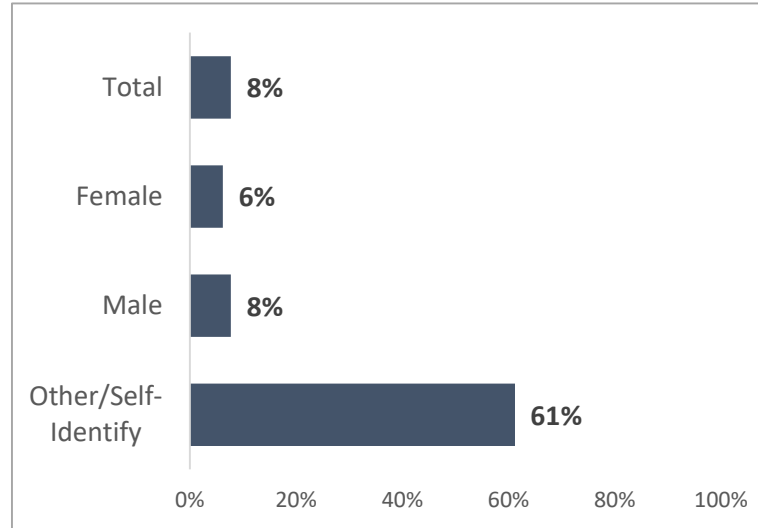
(% responding Often + Very Often)

While at UNC-Chapel Hill I have been in situations where I was the only person...

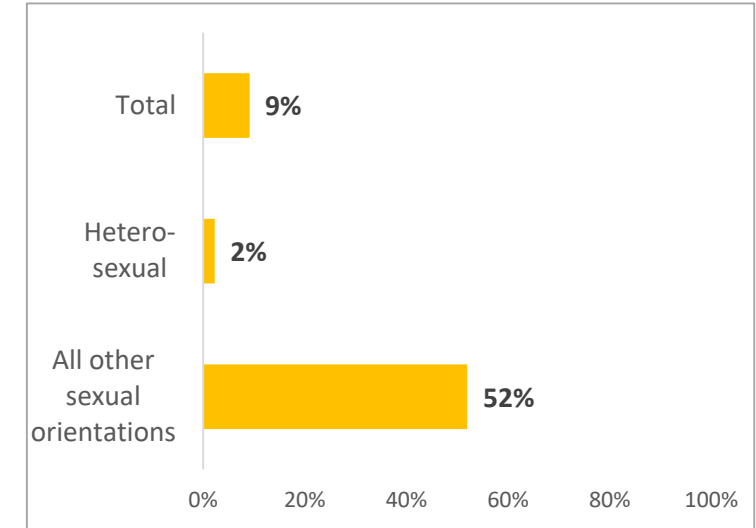
Of my race or ethnic group



Of my gender identity



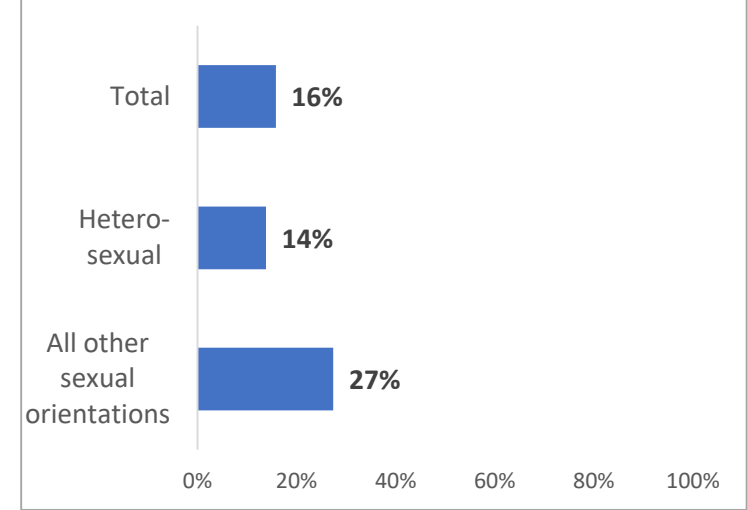
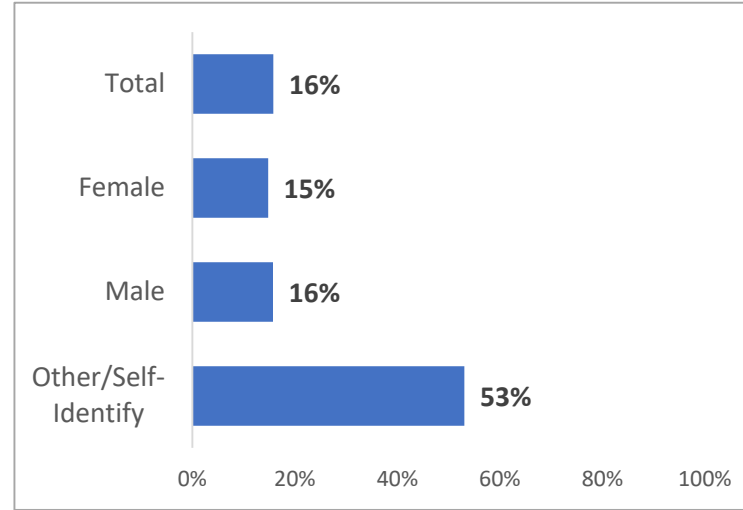
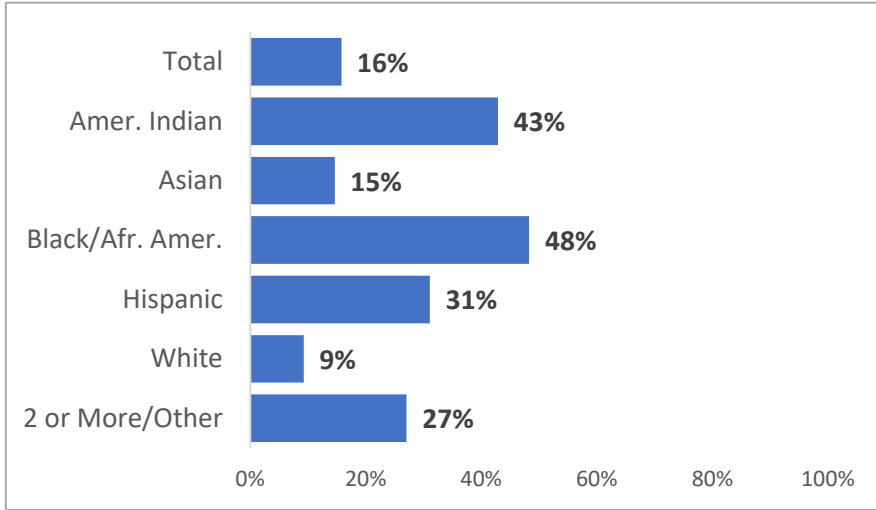
Of my sexual orientation



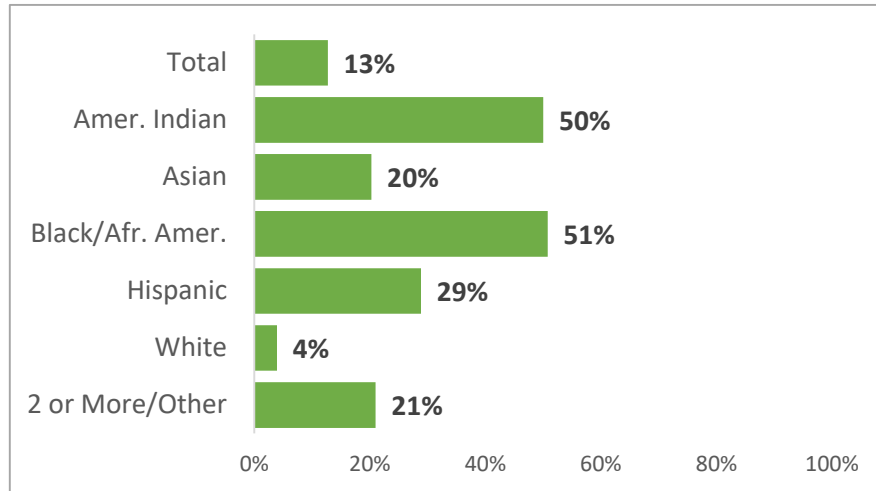
Impact of Low Representation

(% responding Agree + Strongly Agree)

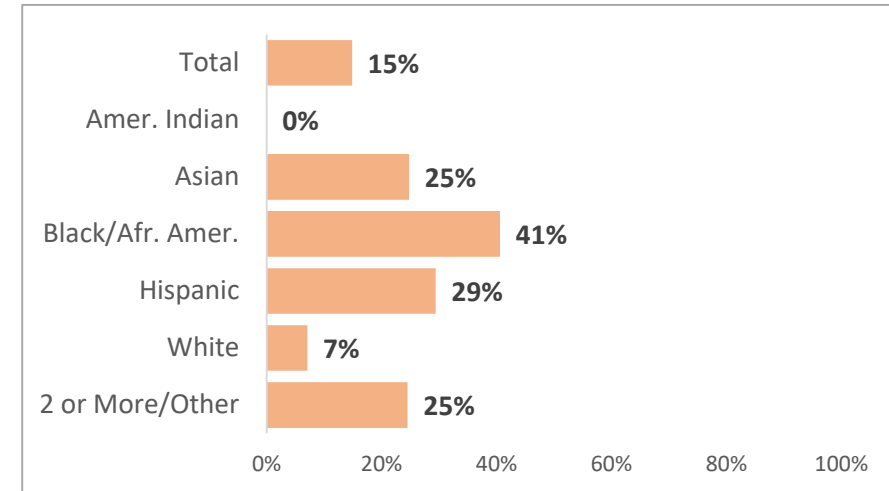
I feel isolated at UNC because of the absence or low representation of people like me



I feel pressured at UNC to represent the views of all people from my racial or ethnic background



I feel that I need to minimize aspects of my racial or ethnic culture to fit in here



Campus Climate for Diversity and Inclusion



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Campus Climate for Diversity and Inclusion: Key Findings

- **Institutional Commitment to Diversity**
 - Nearly 70% of respondents agreed that UNC-Chapel Hill is committed to diversity, and a slightly higher percentage felt that the University promotes appreciation of cultural differences. However, the percentage of Black/African American respondents who perceived that the University was committed to diversity was well below White students (44% vs. 73%). A similar gap was observed for appreciation of cultural differences (57% vs. 80%).
 - Perceptions of the University's commitment to diversity also differed by gender (Male and Female respondents vs. Other/Self-Described.)
 - Two-thirds of respondents reported that University administrators often speak of the value of diversity, but the percentage for American Indian (40%) and Black/African American students (46%) was much lower.
 - Diversity is very important to students of all groups. However, there was a substantial gap between the value Black/African American students placed on diversity (97%) and their perceptions of the importance of diversity to the University (69%).
- **Overall Campus Climate for Diversity and Inclusion**
 - Over 85% of all respondents reported that they were comfortable with the climate for diversity and inclusion here; however, a much lower percentage of Black/African American (59%) and Other/Self-Identified gender respondents (58%) agreed.



Campus Climate for Diversity and Inclusion: Key Findings

- **Overall Campus Climate for Diversity and Inclusion (continued)**
 - In rating the UNC-Chapel Hill climate for diversity on a scale of 1=Not Tolerant of Diversity to 6=Tolerant of Diversity, the averages for Black/African American (4.0) and Other/Self-Described gender (3.9) groups were lower than the overall mean of 4.7.
 - UNC-Chapel Hill is consistently viewed as welcoming (92%) and safe and secure (90%) across all groups.
- **Campus Atmosphere for Specific Differences**
 - Respondents were only modestly satisfied with the atmosphere for differences in gender identity (60%) and sexual orientation (66%) at UNC-Chapel Hill, and those with an Other/Self-Described gender gave significantly lower ratings (32%) than Males and Females. However, the Heterosexual and All Other Sexual Orientations groups reported similar levels of satisfaction.
 - The climate for political beliefs was negatively perceived by more than half of the respondents in each group.
 - Very high percentages of respondents agreed that students of their own race/ethnicity (89%), gender (89%), and sexual orientation (95%) are respected on UNC-Chapel Hill's campus. Black/African American (56%), Other/Self-Identify gender (54%), and All Other Sexual Orientations (60%) groups expressed much lower levels of agreement.
- **Overall Sense of Community among Students at UNC-Chapel Hill:** Overall, students gave positive ratings (71%) to the sense of community among UNC-Chapel Hill students. Only two groups were notably less satisfied -- Black/African Americans (50%) and those with Other/Self-Described gender (51%).



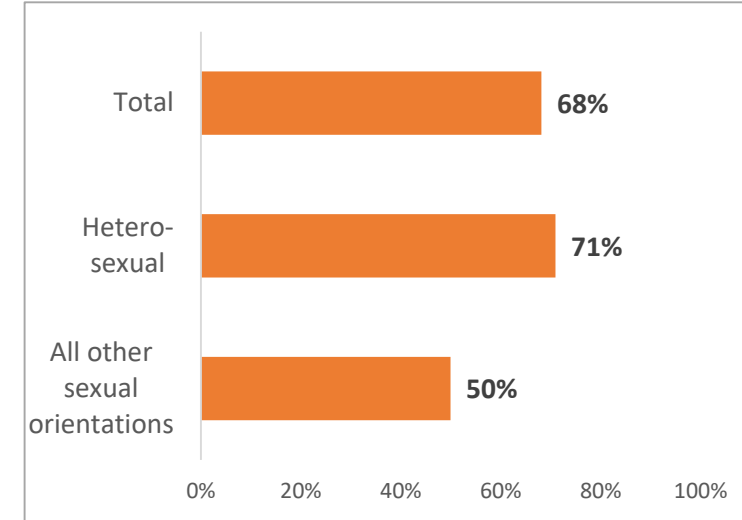
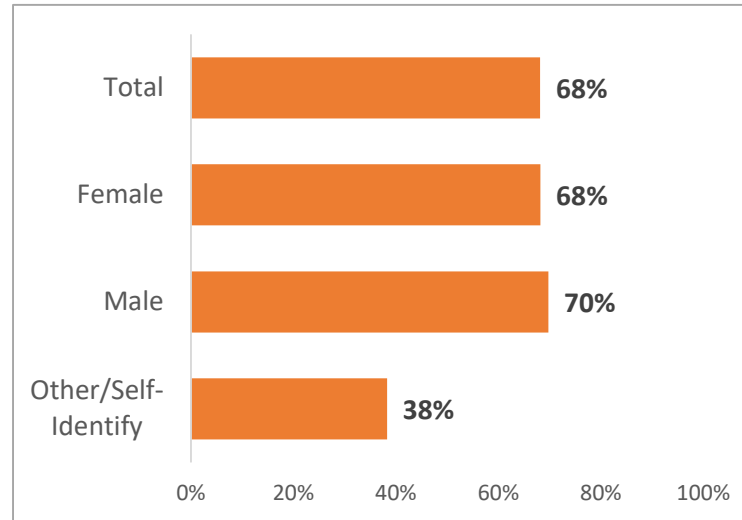
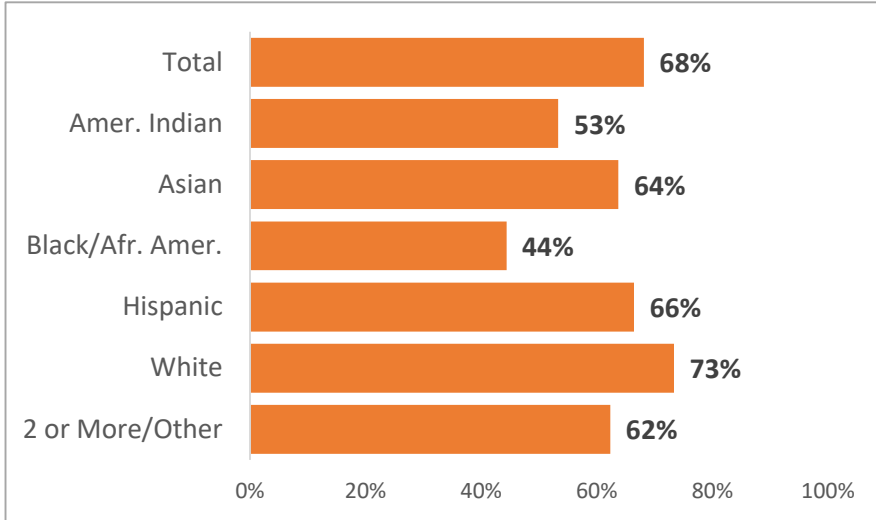
Campus Climate for Diversity and Inclusion: Key Findings

- **Heard Insensitive or Disparaging Racial Remarks from Faculty, Staff, Students**
 - Very few respondents to the 2016 D&I Survey (generally less than 10%) reported that they had often heard faculty or staff make insensitive or disparaging racial remarks.
 - However, hearing other students make these kinds of remarks was a much more frequent occurrence. One quarter of all respondents reported often hearing such comments, and the percentages were higher for American Indian and Black/African American respondents (50%) and those with Other/Self-Described gender (45%).
- **Heard Students Express Negative or Stereotypical Views About Groups**
 - On the 2105 SERU Survey, about 30% of respondents reported that they had often heard other students make negative or stereotypical remarks about races/ethnicities, genders, sexual orientations, or religions, but there were differences across respondent groups.
 - White (27%) and Asian (29%) students did not report hearing students make negative or stereotyping comments about races and ethnicities as often as Black/African American (49%), American Indian (43%), and Hispanic (38%) respondents.
 - Regarding sexual orientations, higher percentages of American Indian (57%), Black/African American (39%), and Hispanic (37%) respondents indicated that they had often heard other students express stereotypical views, compared to 26% of White respondents.

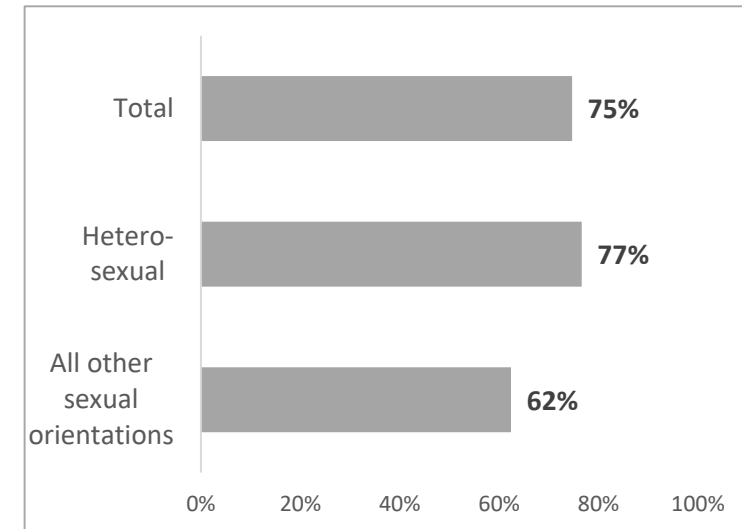
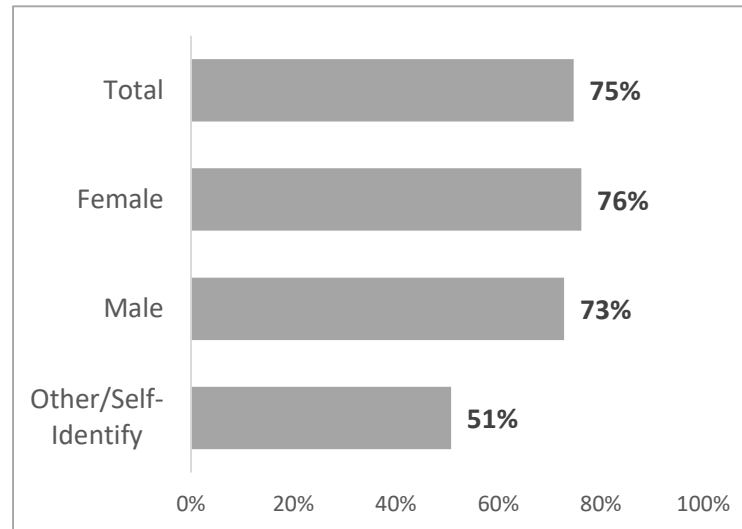
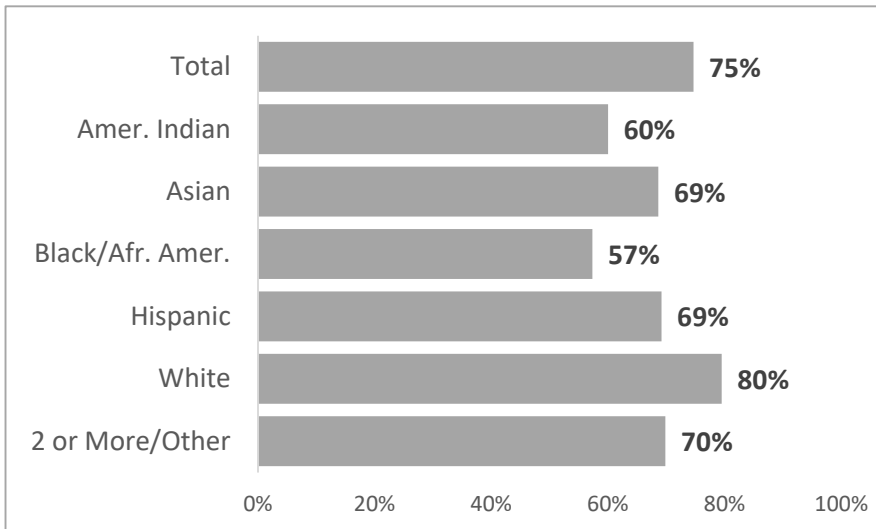
Campus Climate

(% responding Agree + Strongly Agree)

UNC-Chapel Hill is committed to diversity



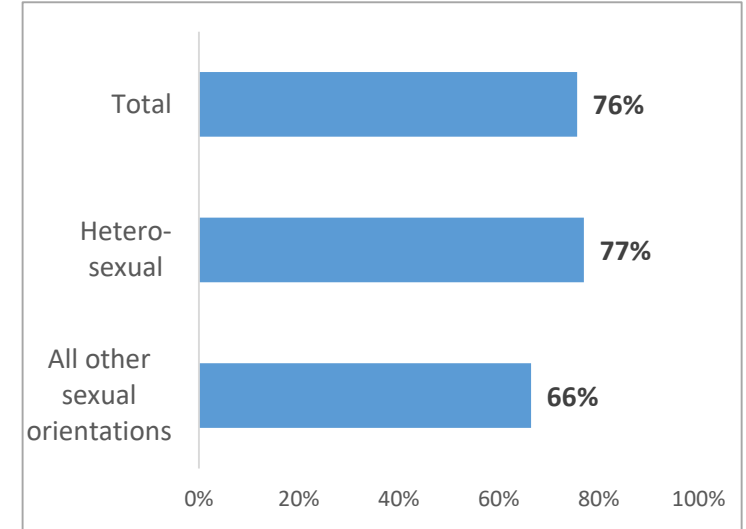
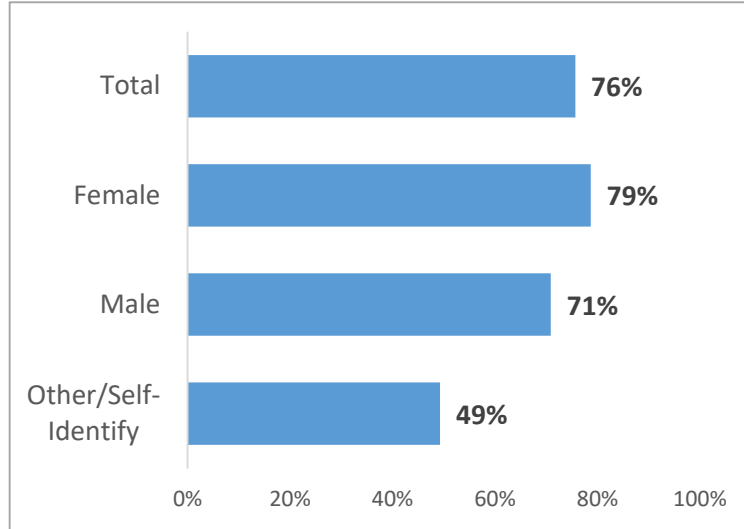
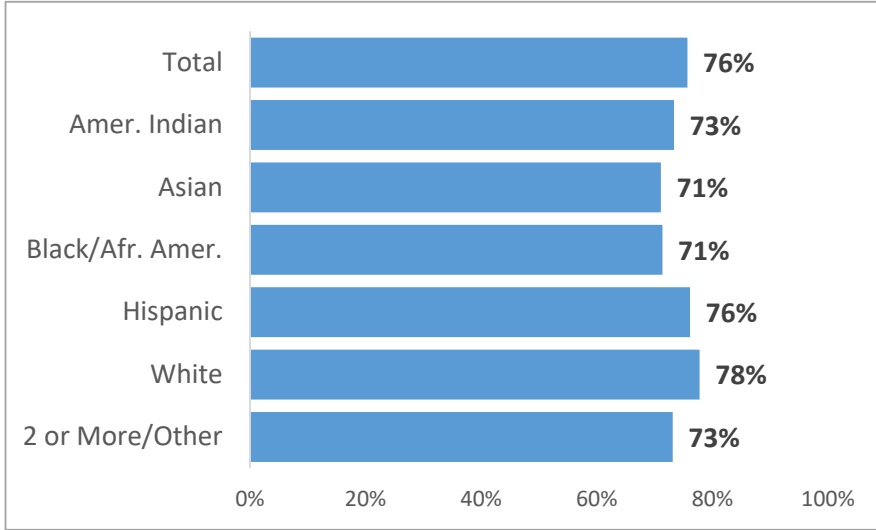
UNC-Chapel Hill promotes the appreciation of cultural differences



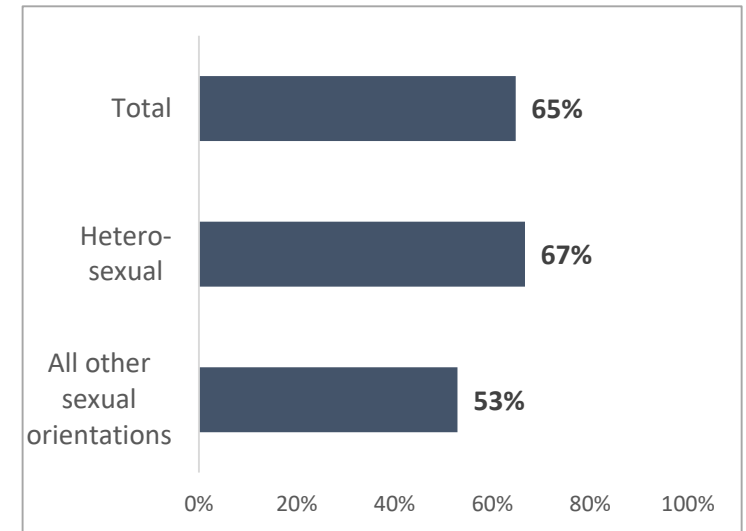
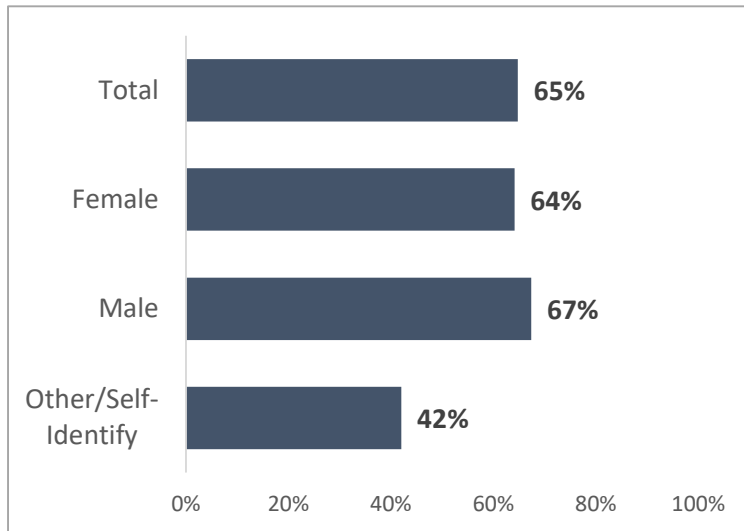
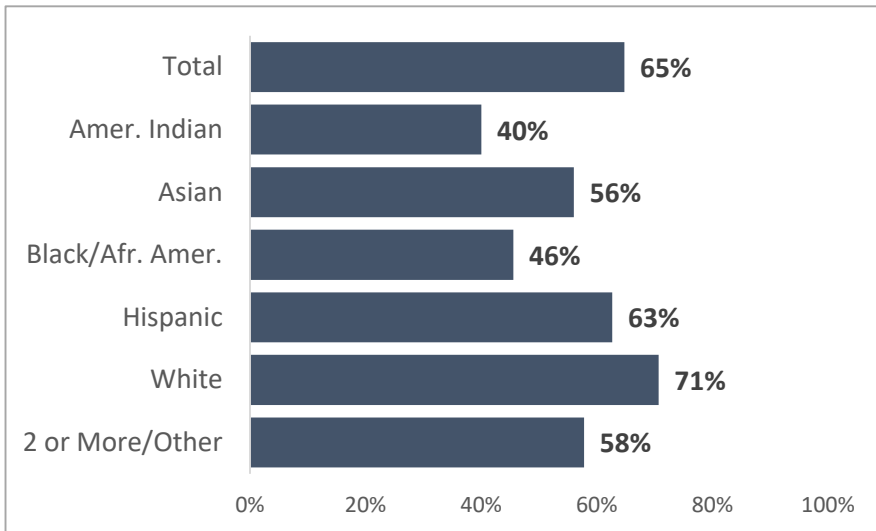
Campus Climate

(% responding Agree + Strongly Agree)

UNC-Chapel Hill encourages students to have a public voice and share their ideas openly



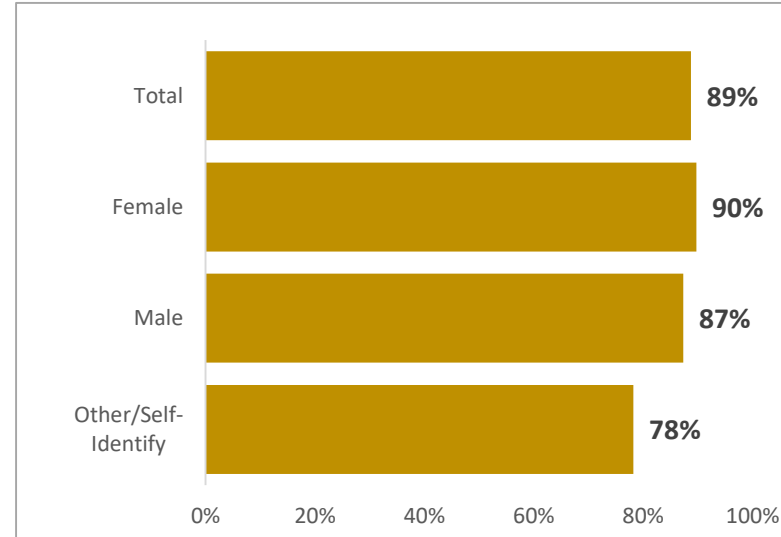
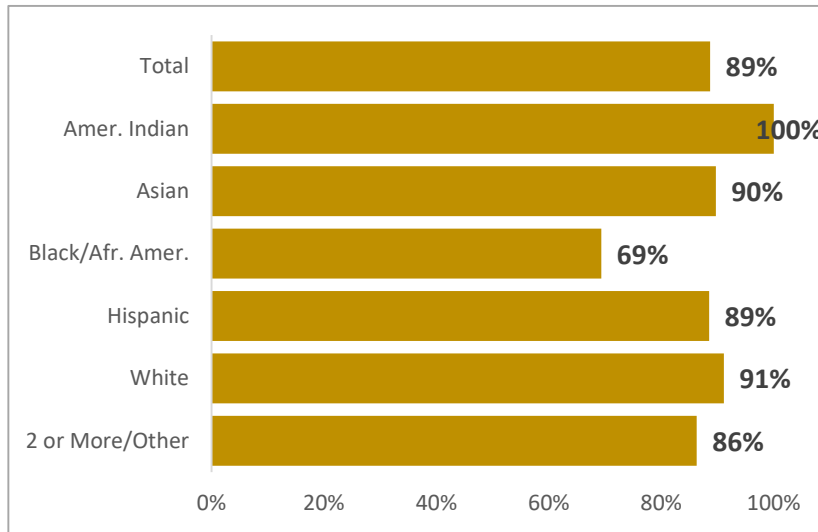
UNC-Chapel Hill has campus administrators who regularly speak about the value of diversity



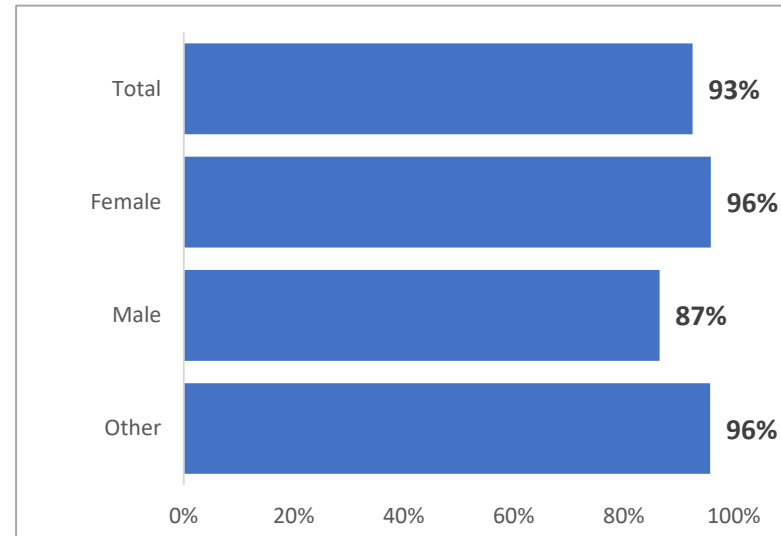
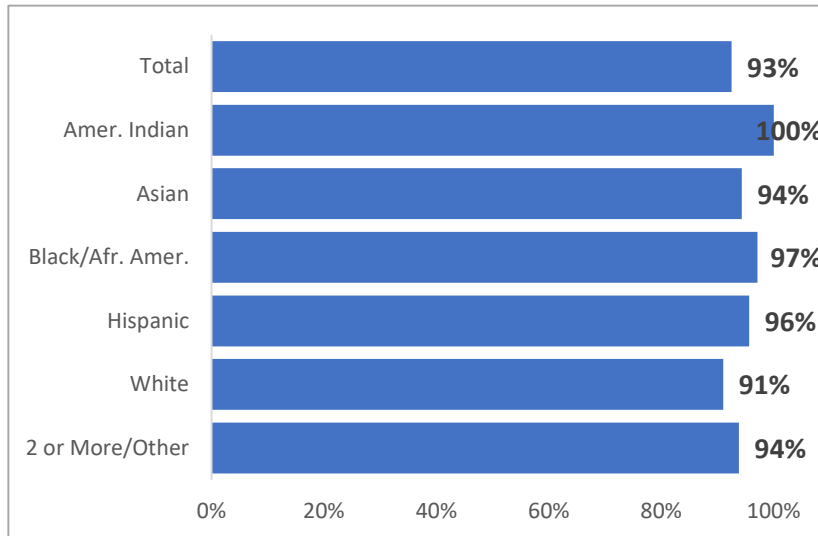
Campus Climate

(% responding Somewhat Agree + Agree + Strongly Agree) [SERU 2017]

Diversity is important at this institution.

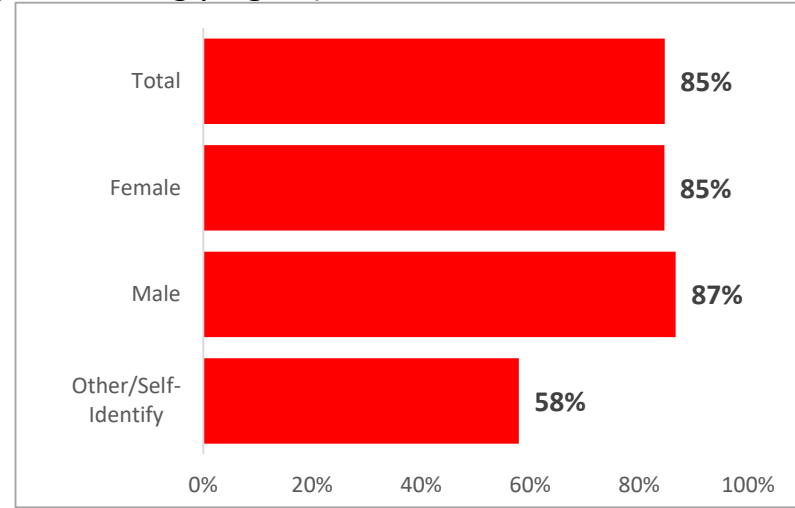
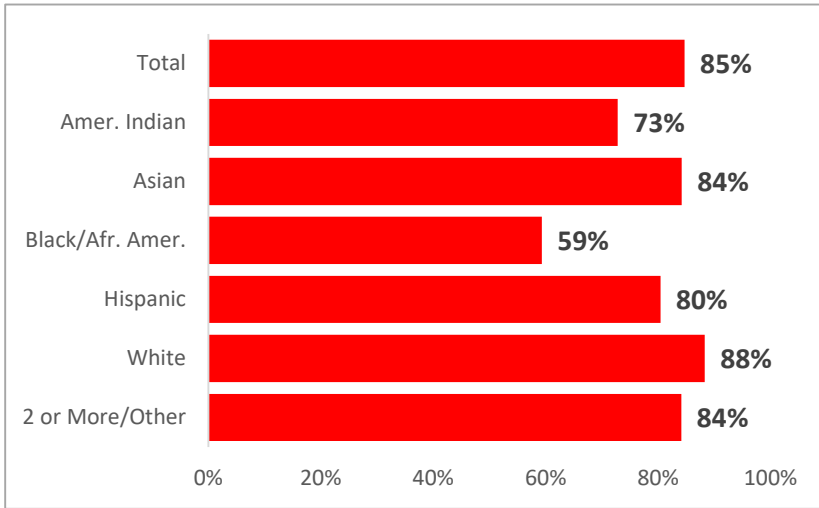


Diversity is important to me.



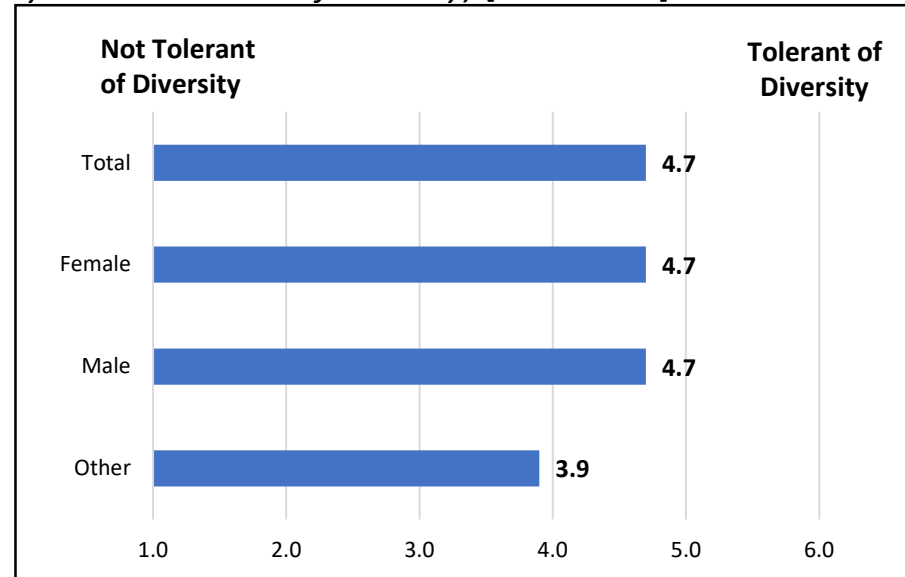
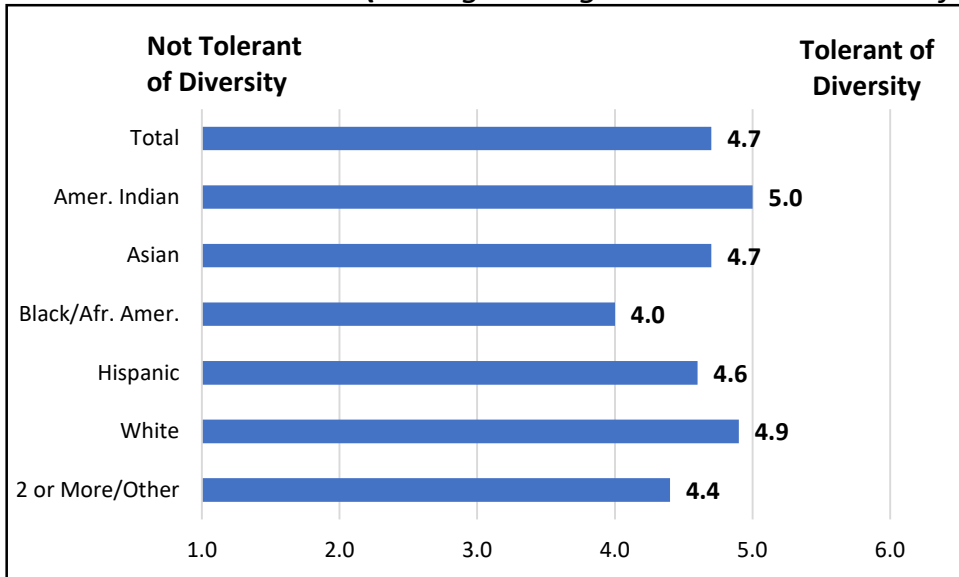
Campus Climate

Overall, I feel comfortable with the climate for diversity and inclusion at UNC-Chapel Hill.
(% responding Somewhat Agree + Agree + Strongly Agree) [SERU 2017]



UNC-Chapel Hill's Climate is...

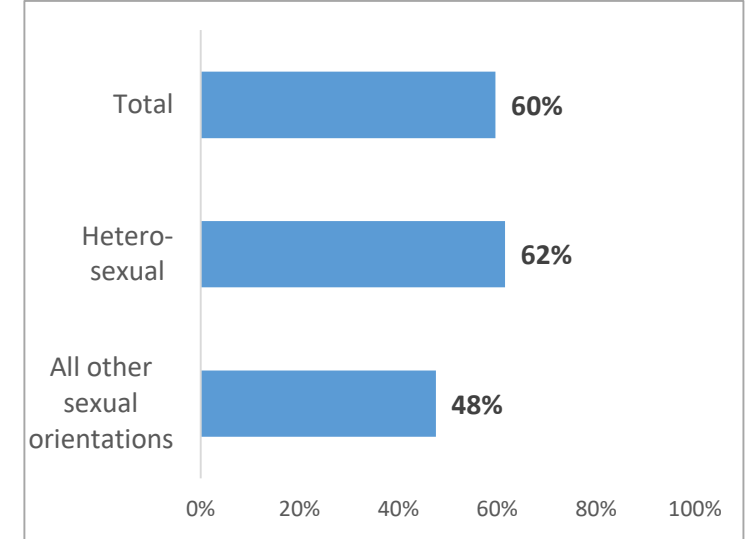
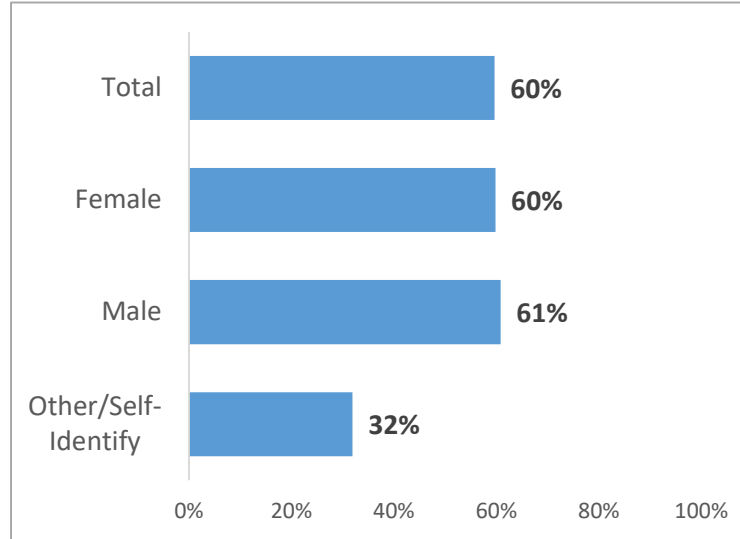
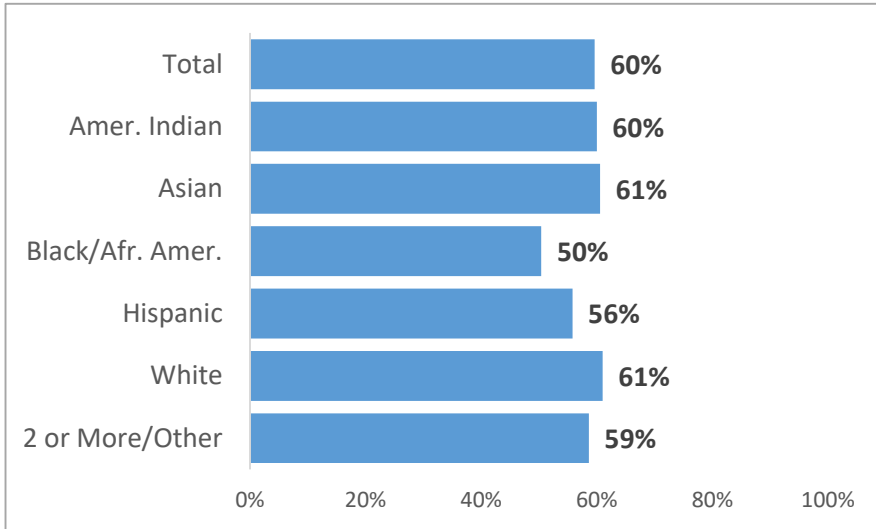
(Average rating with 1= Not tolerant of diversity and 6= Tolerant of diversity) [SERU 2015]



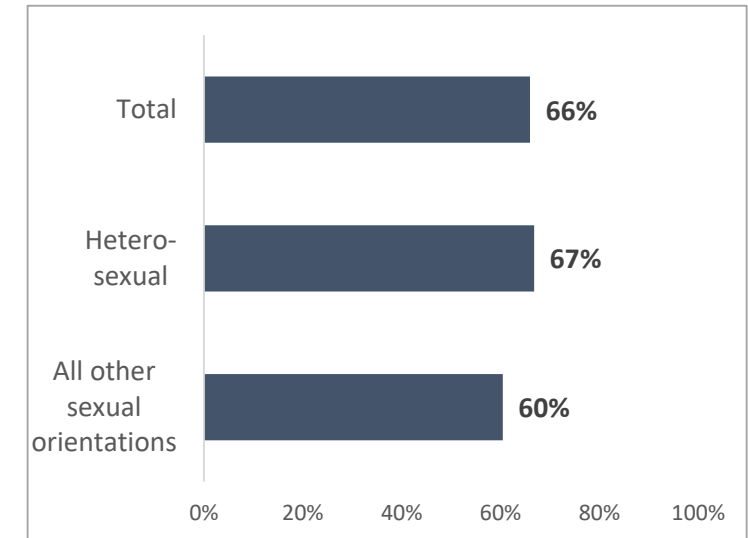
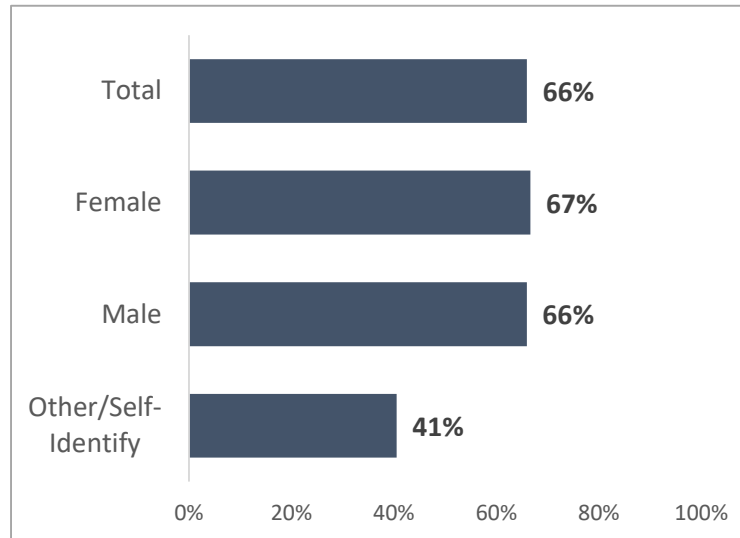
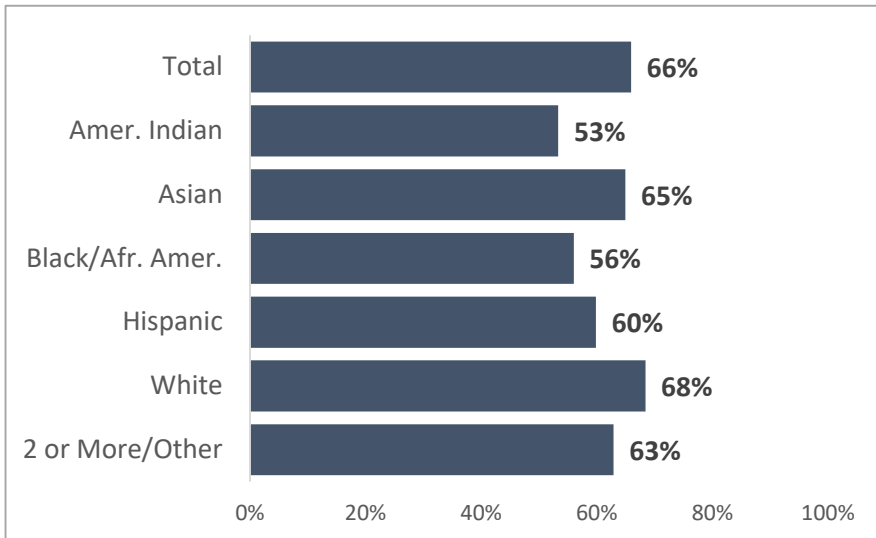
Campus Climate

Satisfaction with the Campus Atmosphere for Differences in... (% responding Satisfied + Very Satisfied)

Gender identity



Sexual orientation

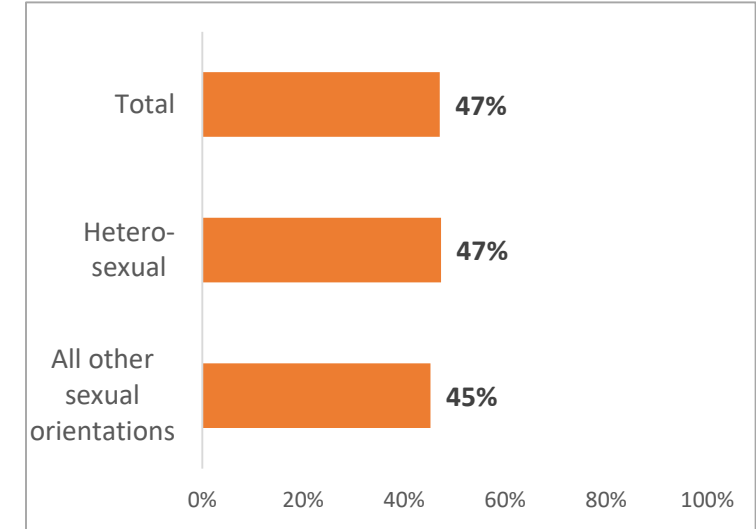
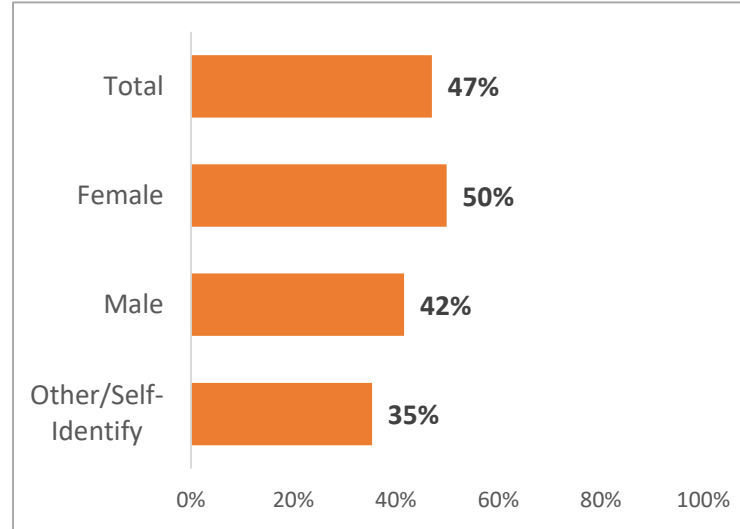
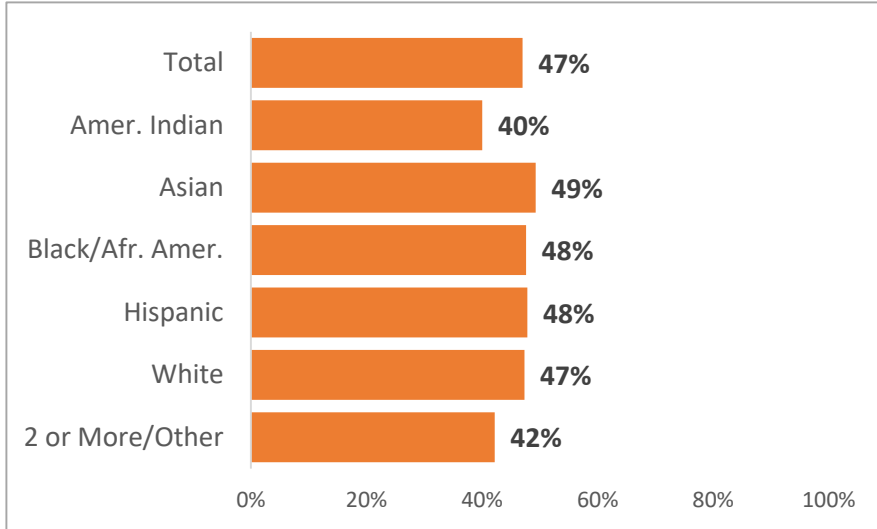


Campus Climate

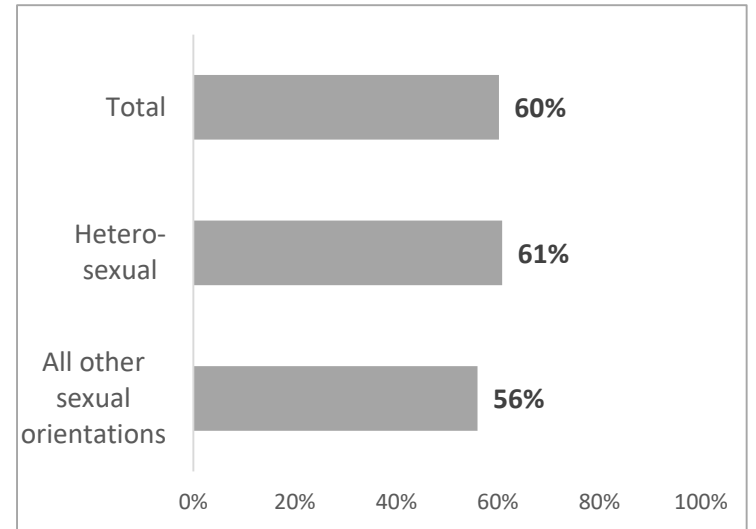
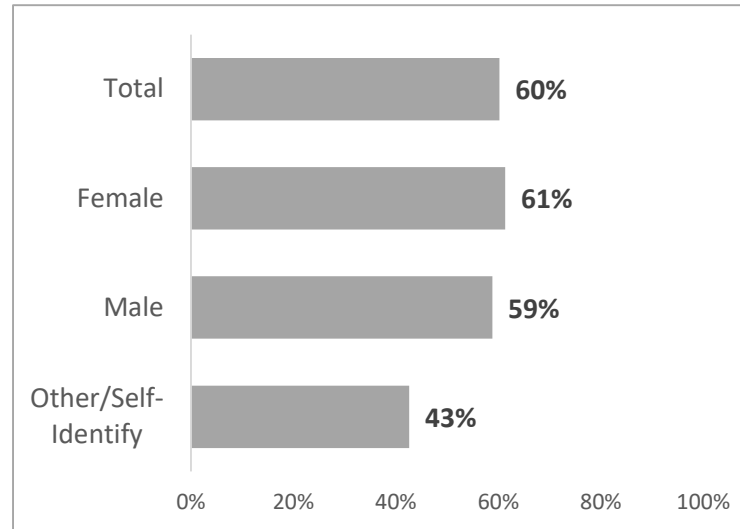
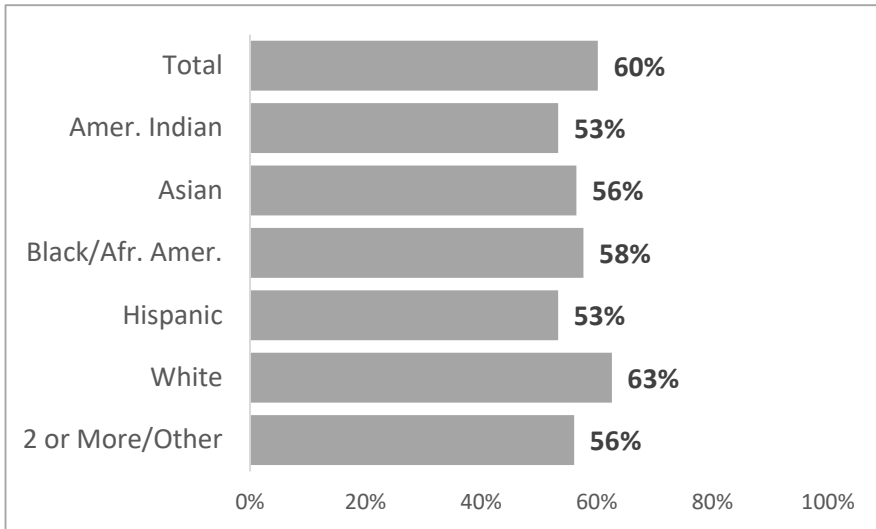
Satisfaction with the Campus Atmosphere for Differences in...

(% responding Satisfied + Very Satisfied)

Political beliefs



Religious beliefs

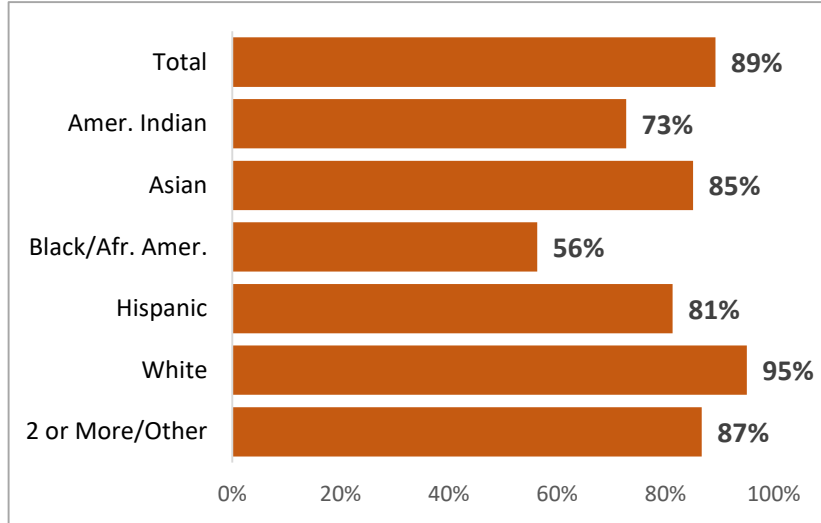


Campus Climate

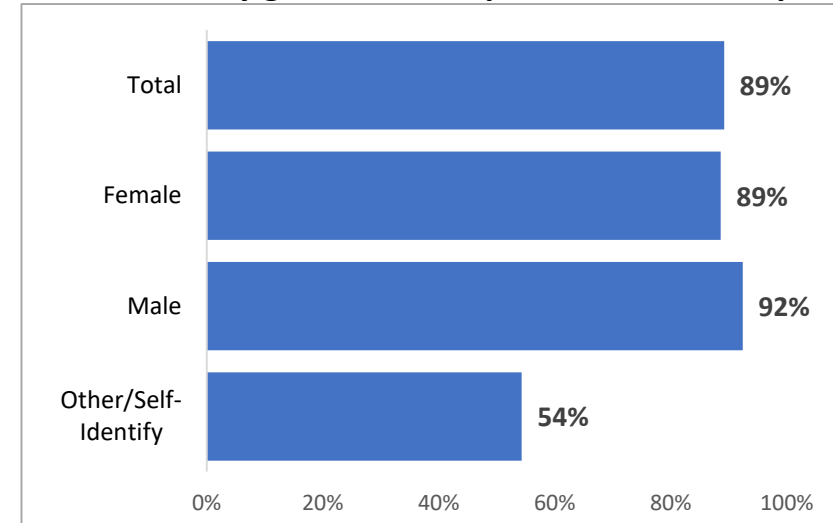
Respect for Diversity

(% responding Somewhat Agree + Agree + Strongly Agree) [SERU 2017]

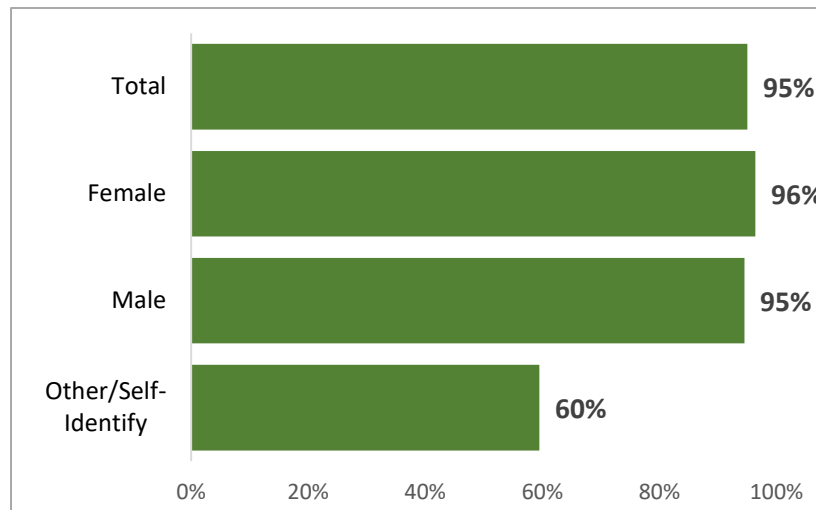
Students of my race/ethnicity are respected on this campus.



Students of my gender are respected on this campus.



Students of my sexual orientation are respected on this campus.

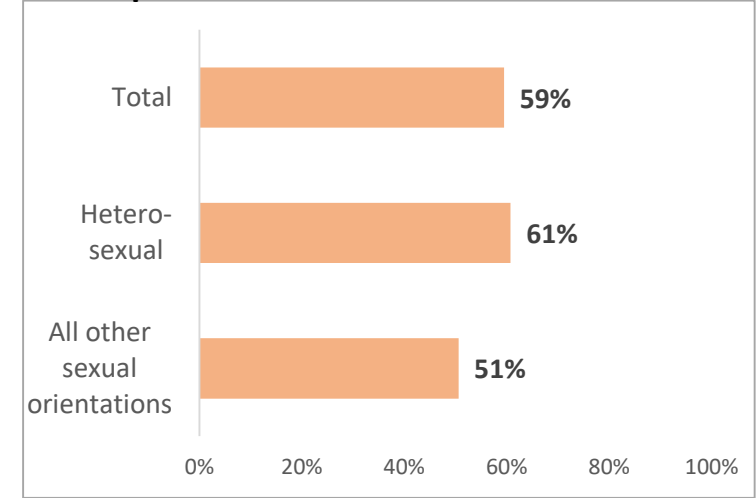
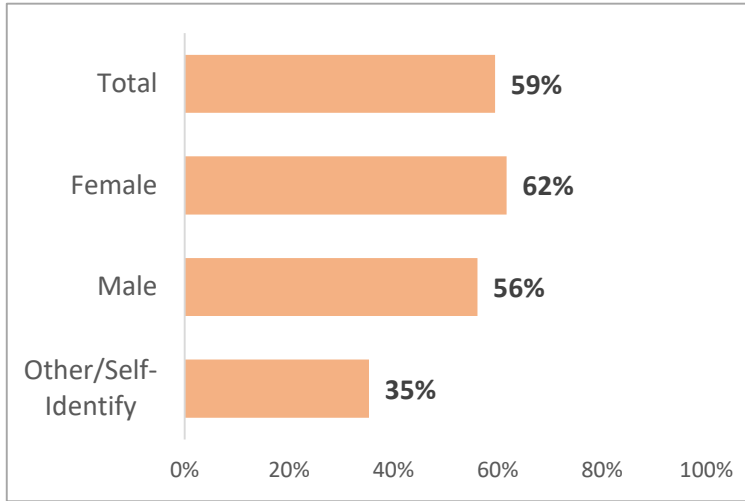
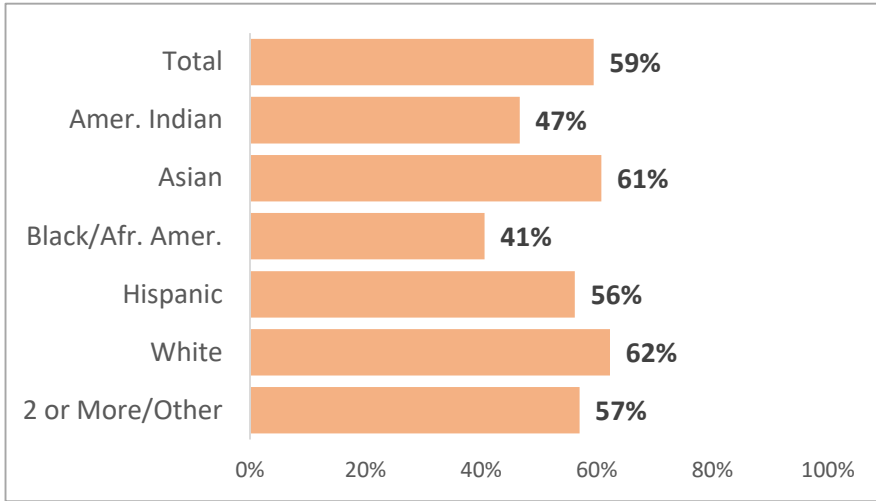


Campus Climate

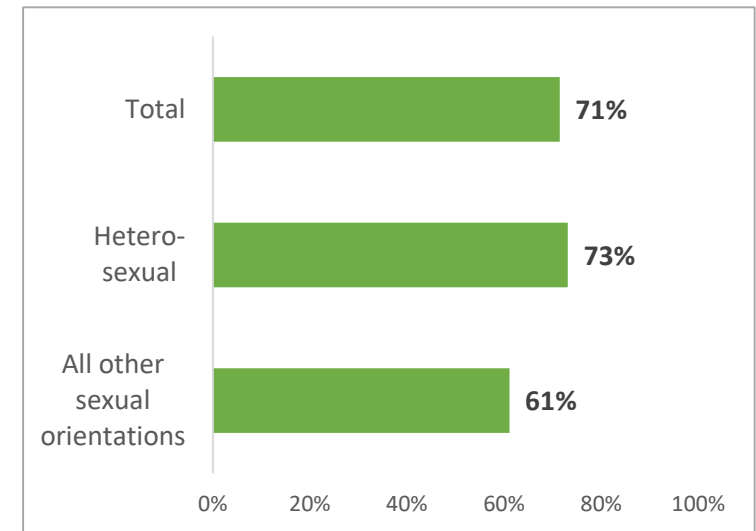
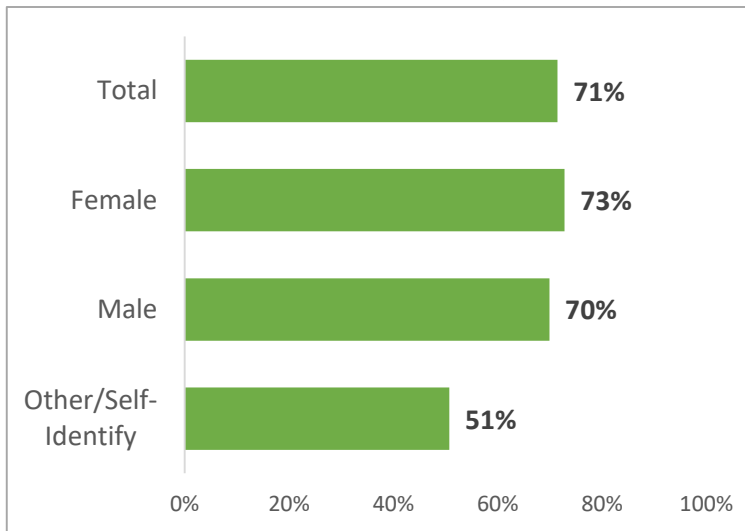
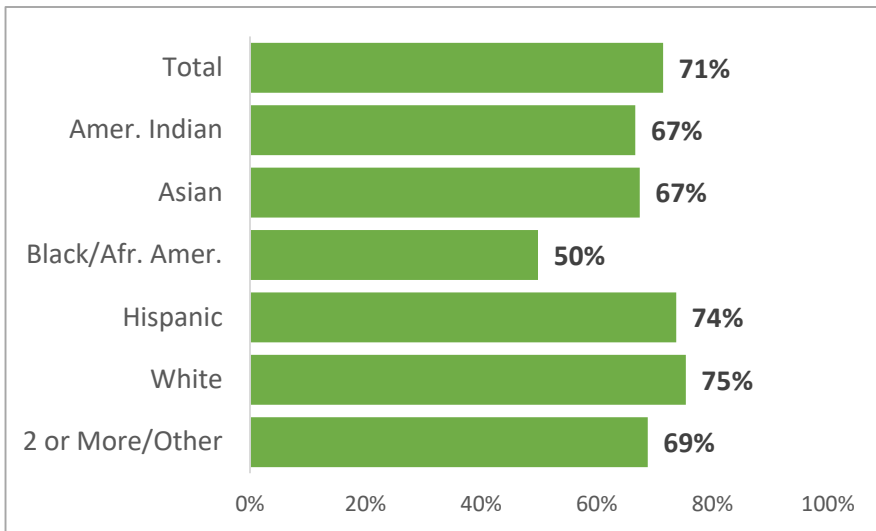
Respect for Diversity and Sense of Community

(% responding Satisfied + Very Satisfied)

Satisfaction with the respect for expression of diverse beliefs at UNC-Chapel Hill



Satisfaction with the overall sense of community among students at UNC-Chapel Hill

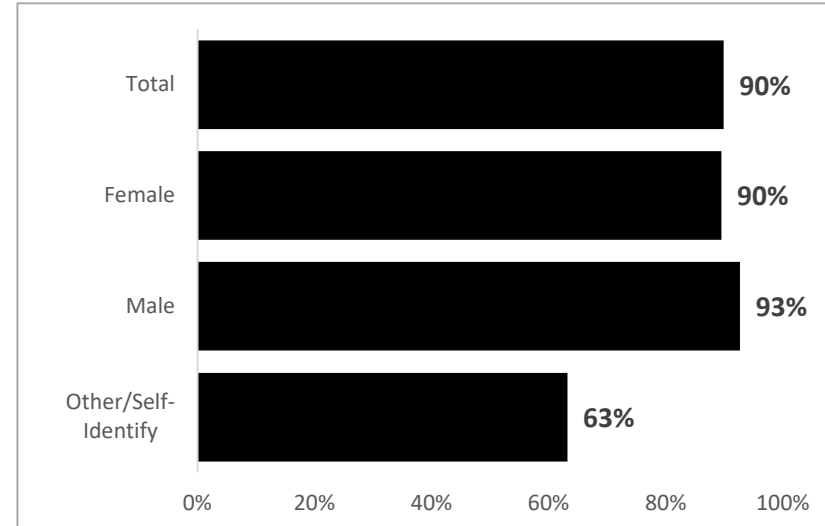
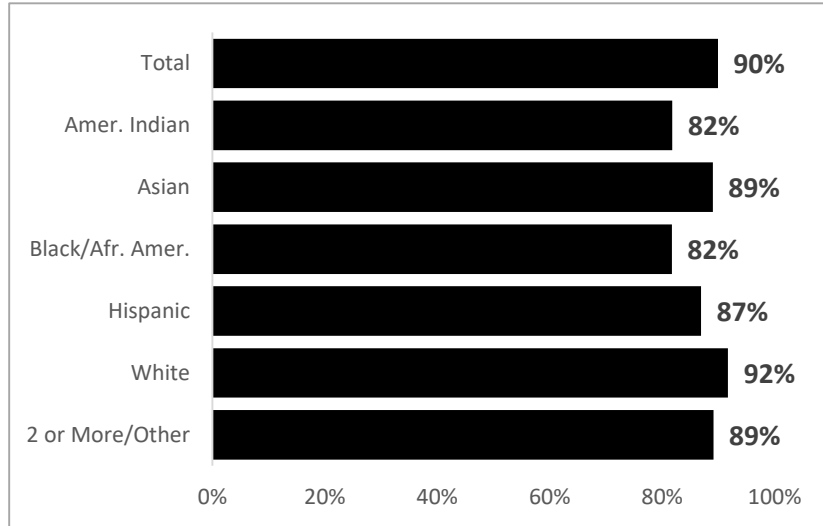


Campus Climate

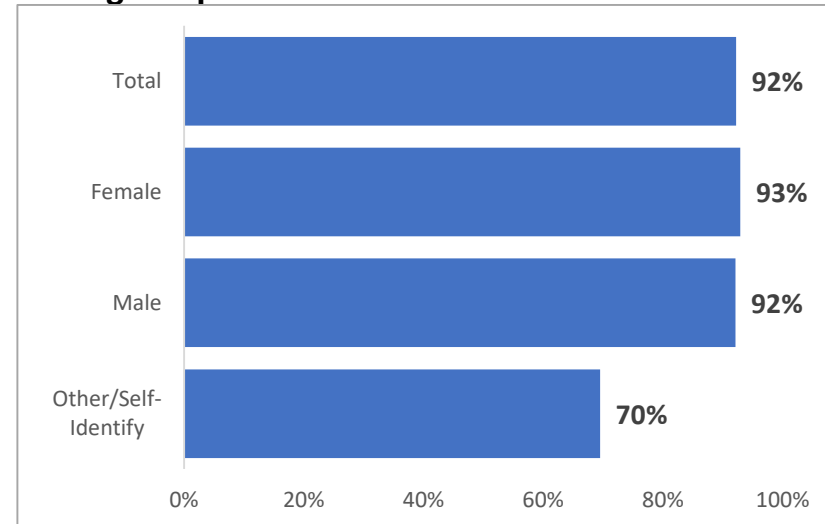
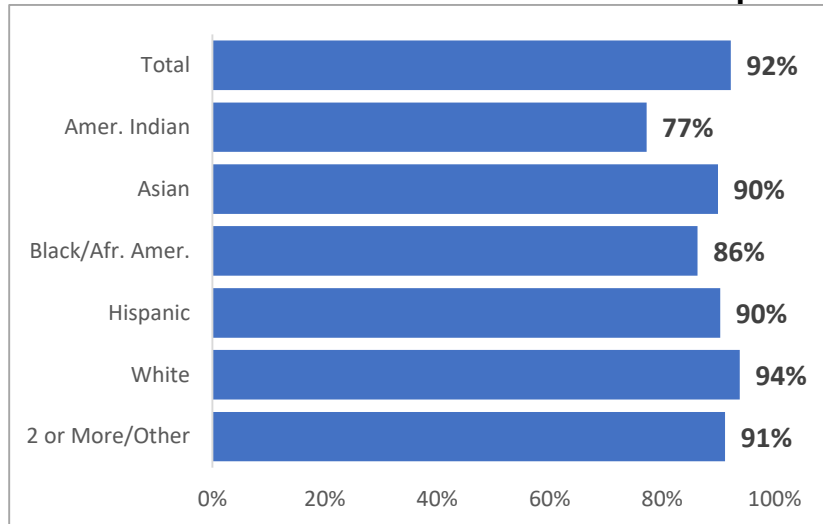
Safe and Welcoming Campus

(% responding Somewhat Agree + Agree + Strongly Agree) [SERU 2017, 6-pt scale]

UNC-Chapel Hill is a safe and secure campus



UNC-Chapel Hill is a welcoming campus

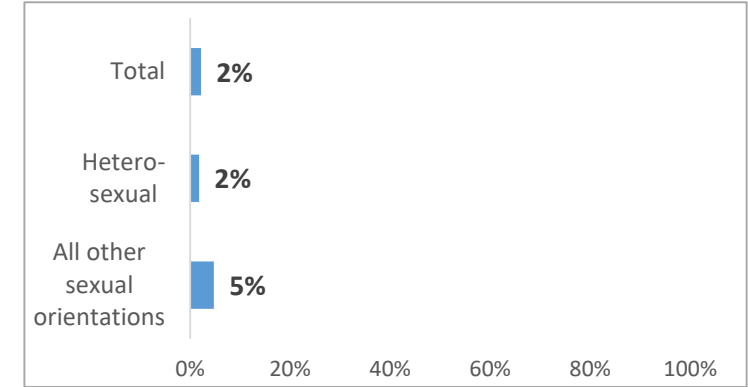
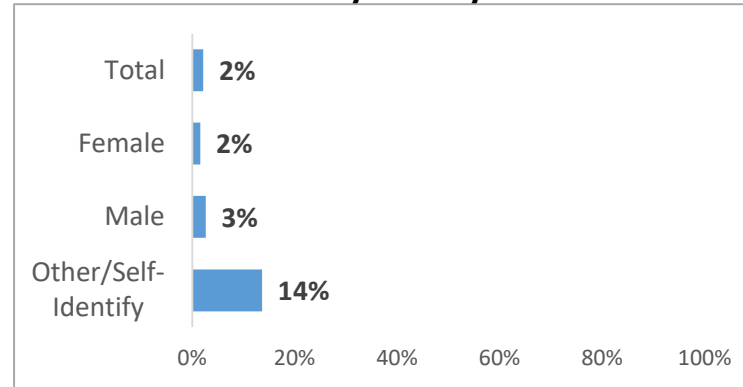
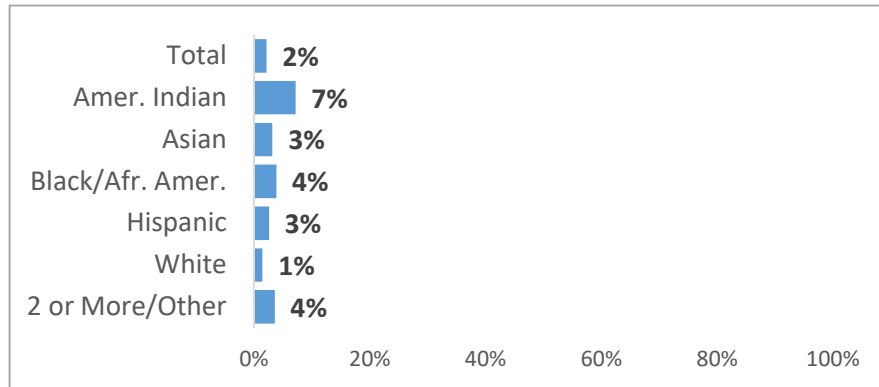


Campus Climate

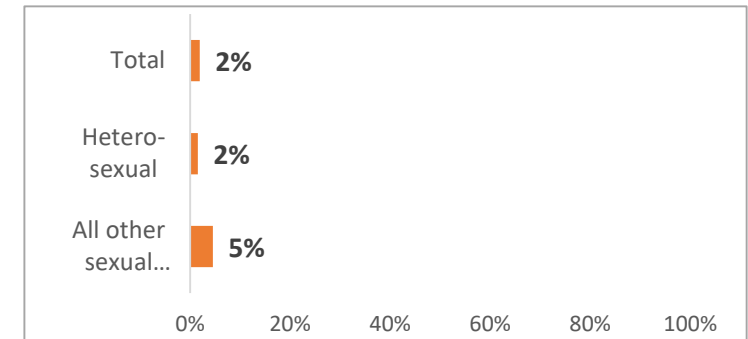
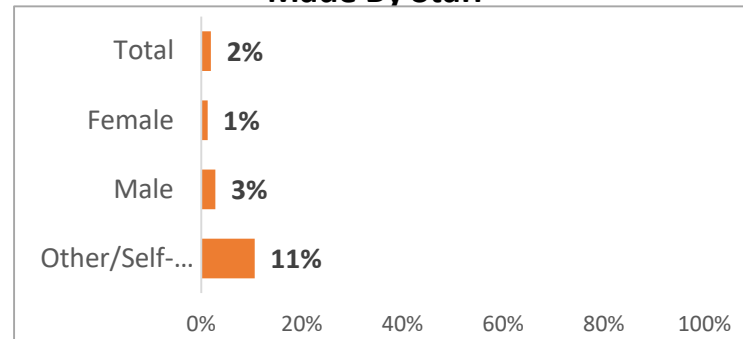
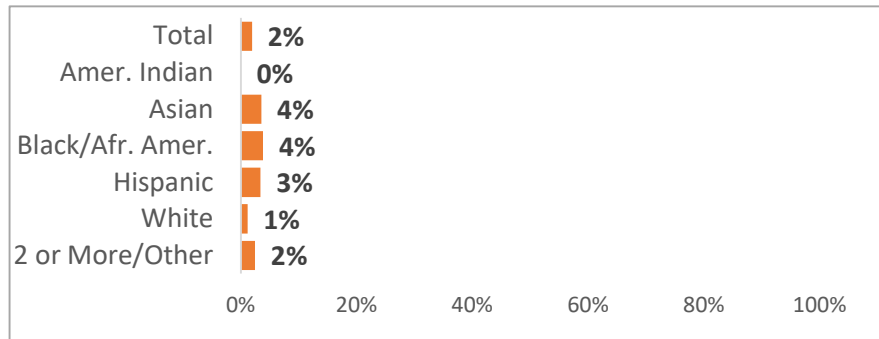
How often at UNC-Chapel Hill have you heard insensitive or disparaging racial remarks made by...

(% responding Often + Very Often)

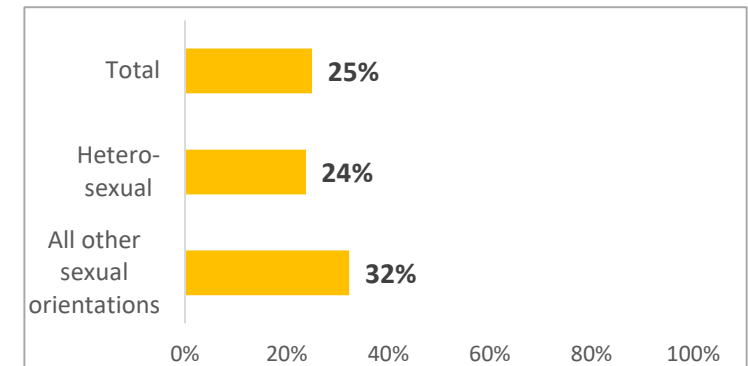
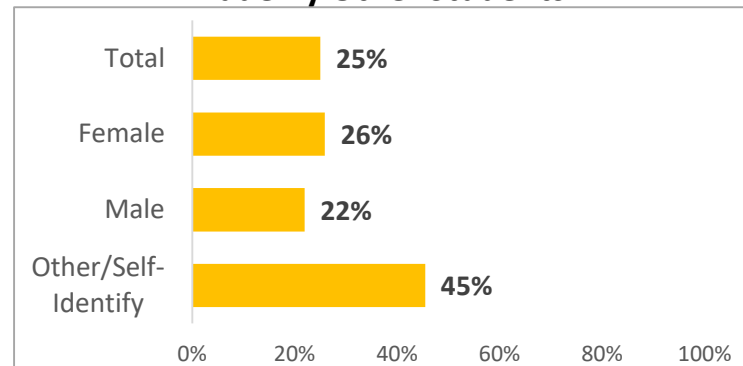
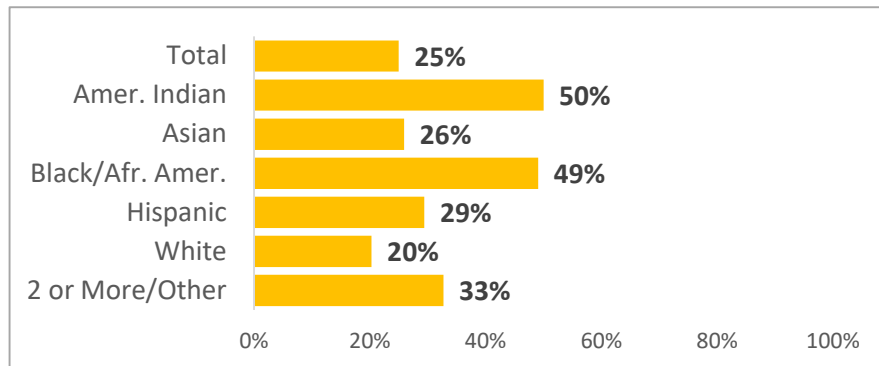
Made By Faculty



Made By Staff



Made By Other Students

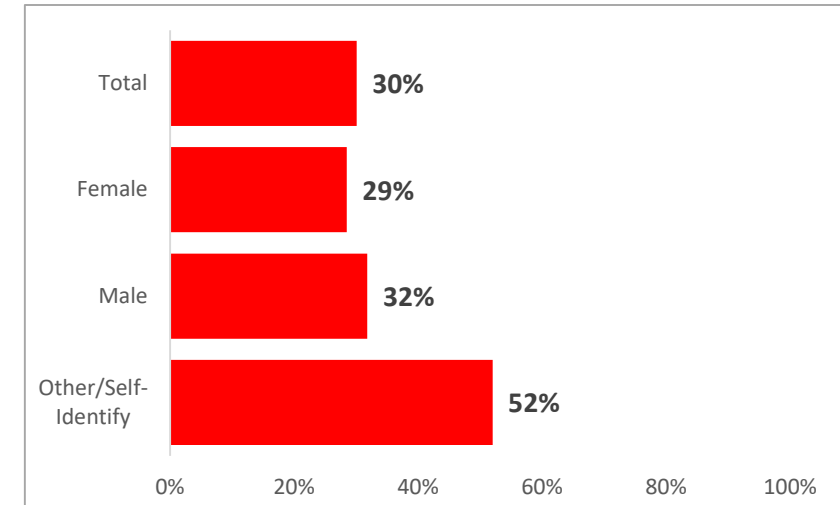
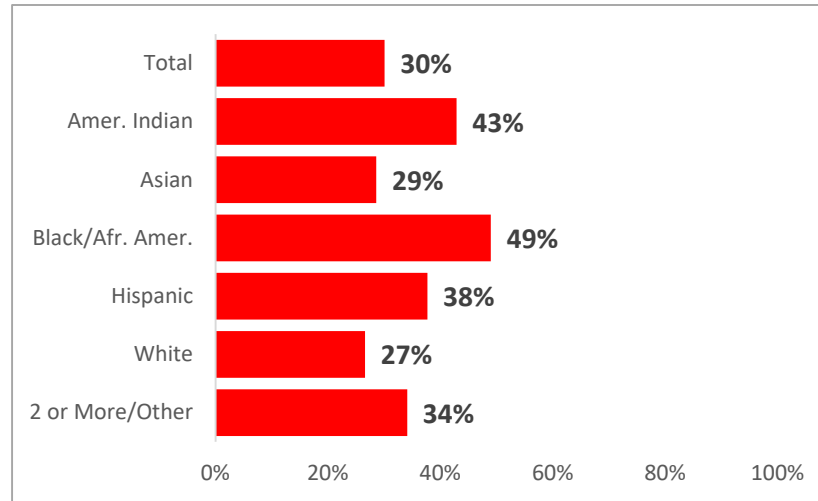


Campus Climate

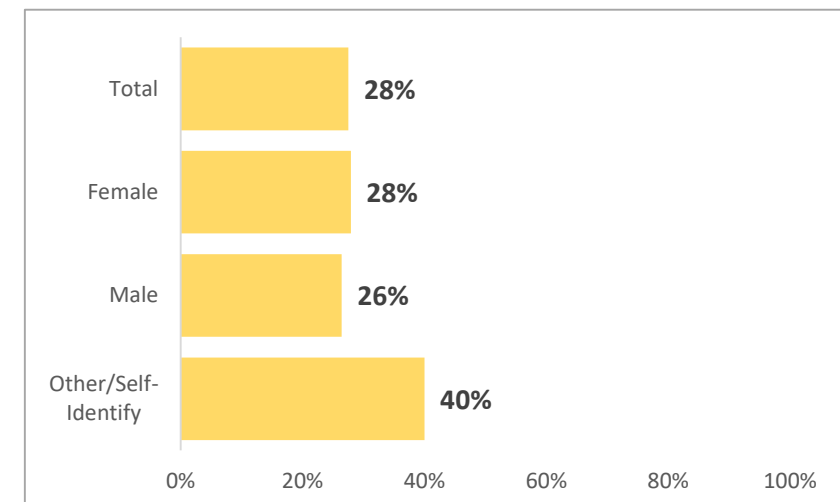
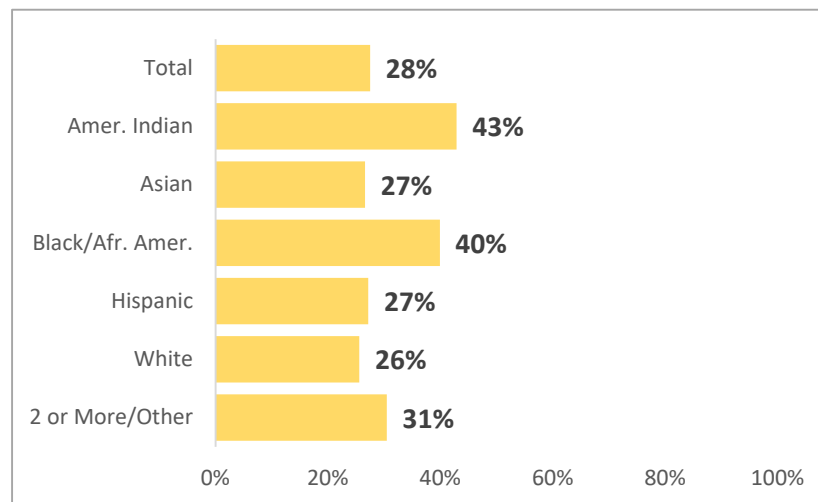
How often have you heard students express negative or stereotypical views about the following groups?

(% responding *Somewhat Often + Often + Very Often*) [SERU 2015]

View About Races or Ethnicities



Views About Genders

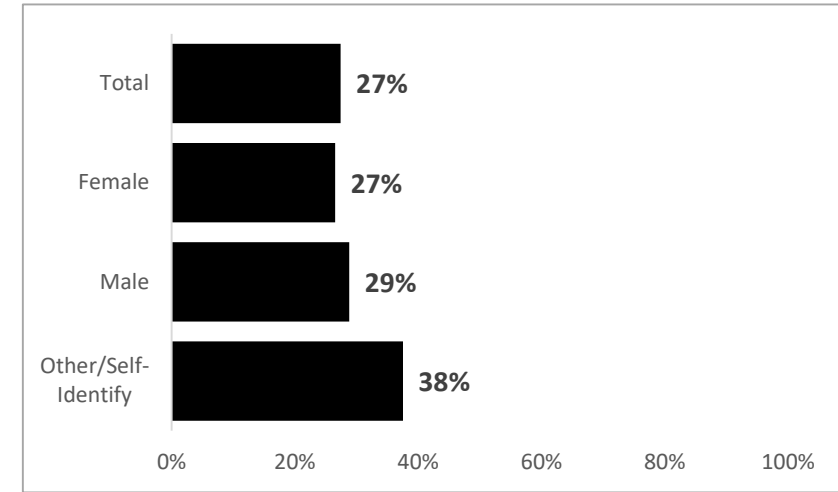
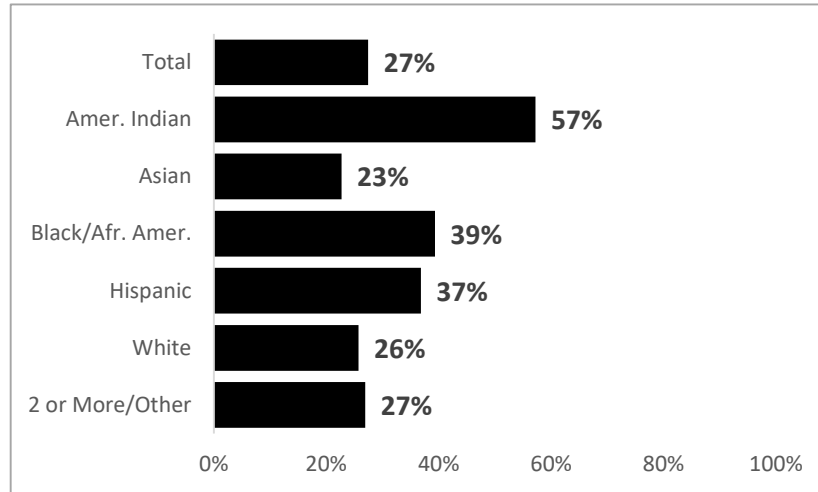


Campus Climate

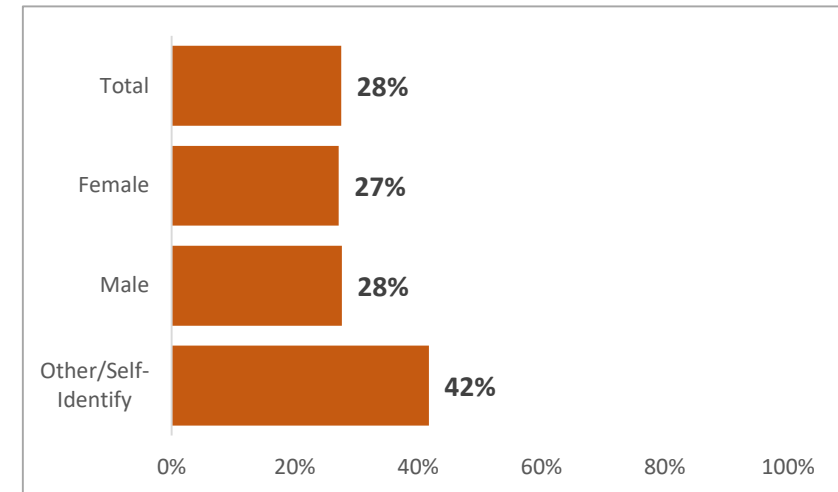
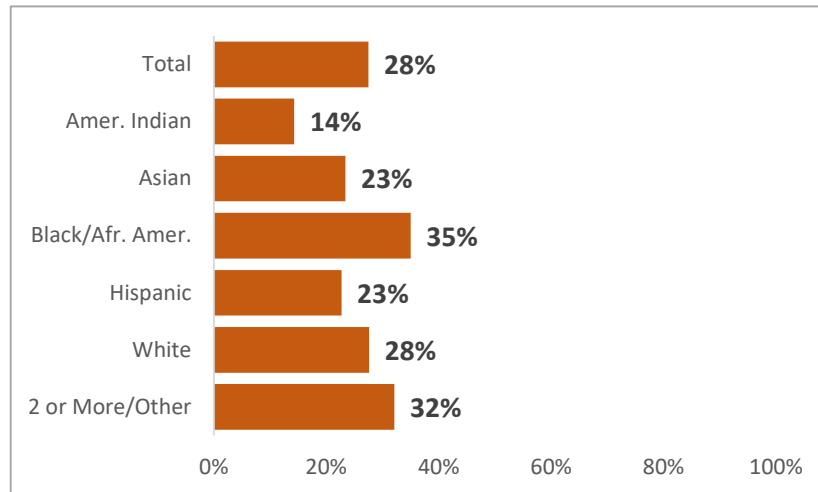
How often have you heard students express negative or stereotypical views about the following groups?

(% responding Somewhat Often + Often + Very Often) [SERU 2015]

Views About Sexual Orientations



Views About Religions



Educational Benefits of Diversity



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Educational Benefits of Diversity: Key Findings

- **Initial Expectations for Diverse Faculty, Staff, and Student Populations:**
 - Only about half of respondents (53%) agreed that they had chosen to attend UNC-Chapel Hill partly for opportunities to encounter diversity. An even lower percentage of American Indian students agreed (27%).
- **Benefits of Exposure to Diverse People and Ideas at UNC-Chapel Hill:**
 - Overall, students were very positive (82%) about the benefits they had accrued from their exposure to diverse people and ideas at UNC-Chapel Hill.
 - With little variation across groups, 80% reported that this exposure had improved their ability to understand people from racial or ethnic backgrounds different their own.
- **Impact of Interactions with Others Who Differ from Themselves**
 - Similarly, respondents across the board (80%) agreed that their interactions at UNC-Chapel Hill with people whose race/ethnicity was different from their own had challenged them to think differently about issues.
 - Nearly 70% of respondents indicated that they had often gained a deeper understanding of other perspectives through conversations with students who were of a different race or ethnicity than themselves.
 - Sophomores reported that they were satisfied (77%) with opportunities on campus to interact with or learn from people from a wide range of racial/ethnic or cultural backgrounds.



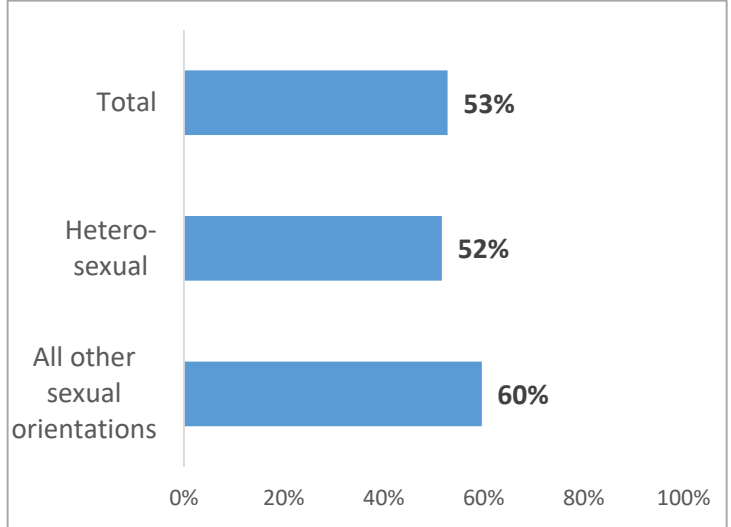
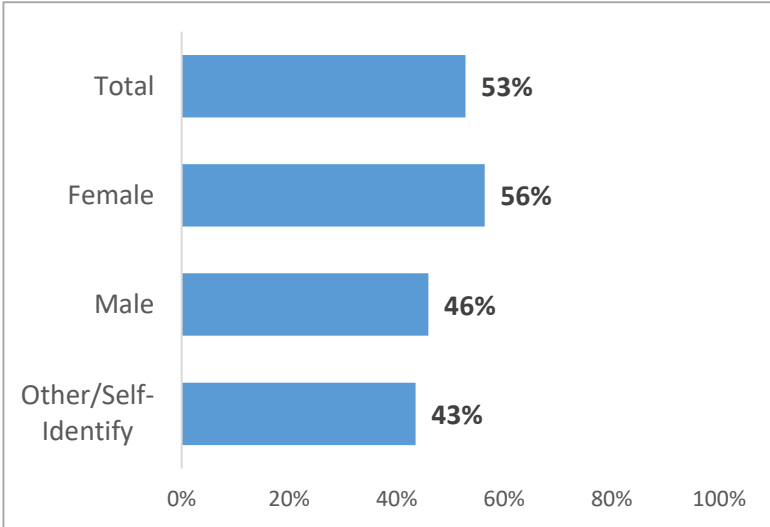
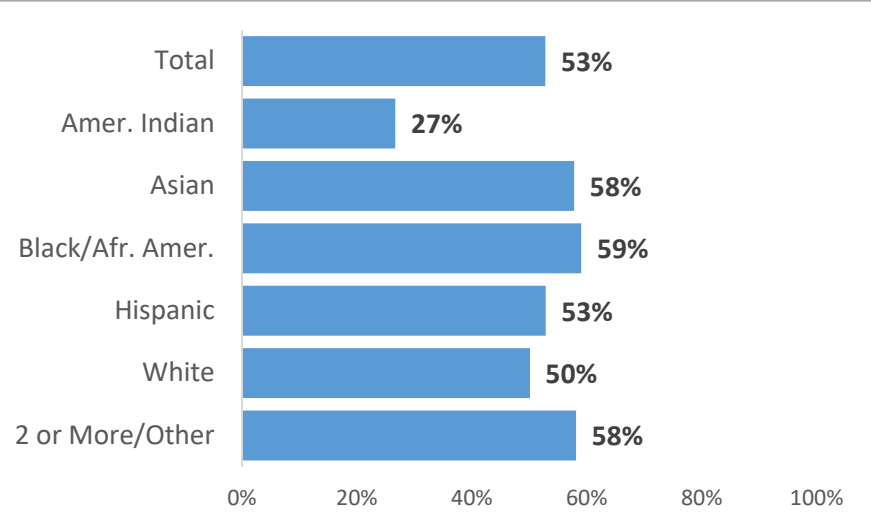
Educational Benefits of Diversity: Key Findings (continued)

- **Increased awareness of diversity issues**
 - Over 60% of respondents across all groups reported that they had increased their awareness of issues related to differences in race/ethnicity, gender, and sexual orientation since entering UNC-Chapel Hill.
 - Graduating seniors (84%) reported that their education at UNC-Chapel Hill had contributed substantially to their sensitivity to issues associated with racial equity and gender equity.
- **Development of diversity-related skills**
 - Over 92% of graduating seniors reported that their UNC-Chapel Hill education had given the ability to work with people from diverse backgrounds.

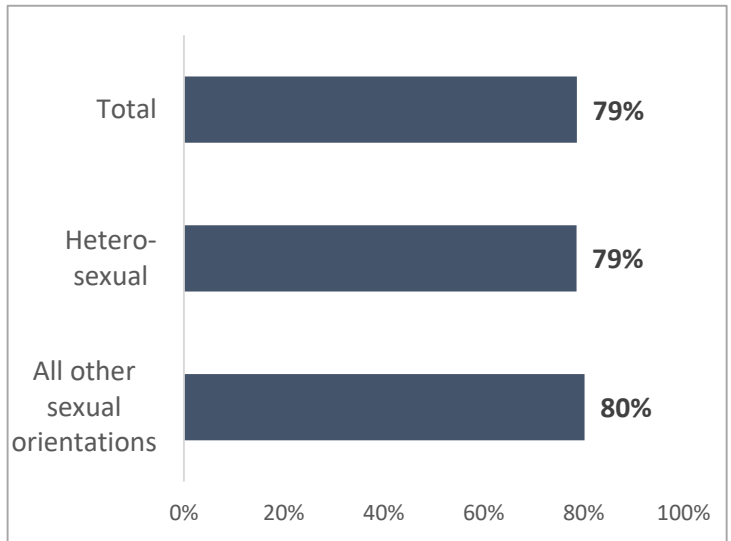
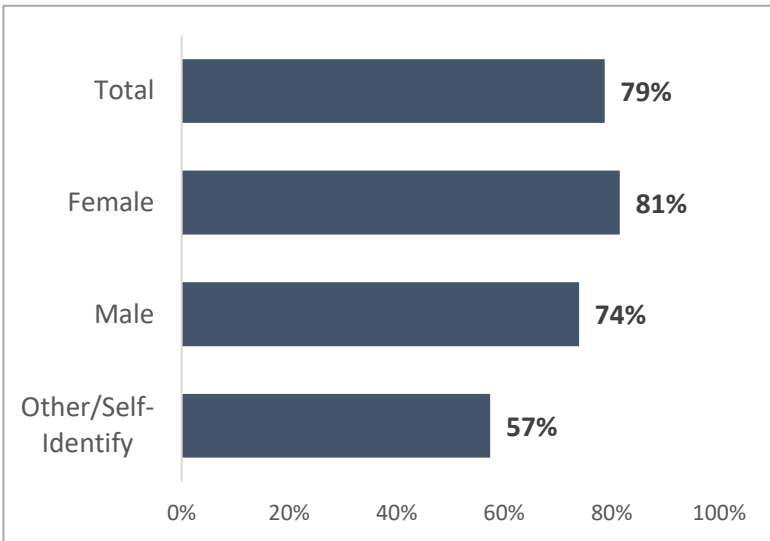
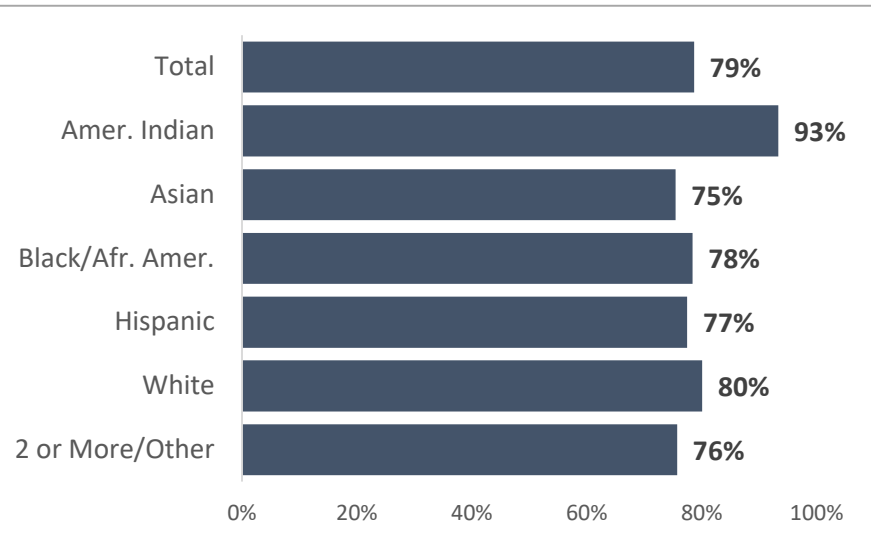
Educational Benefits of Diversity

(% responding Agree + Strongly Agree)

I chose to attend UNC Chapel Hill partly because I expected to encounter students, faculty, and staff from diverse backgrounds.



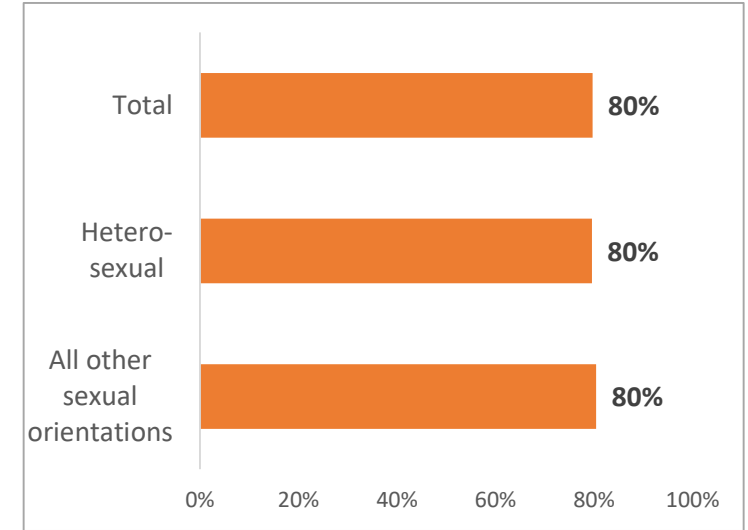
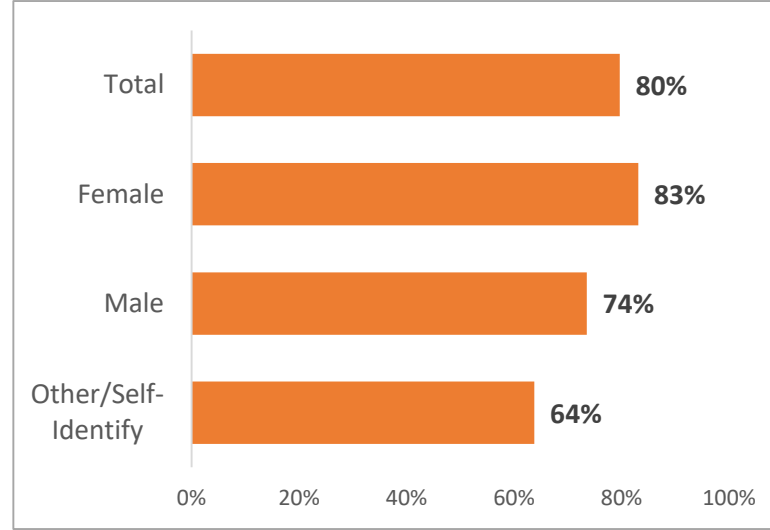
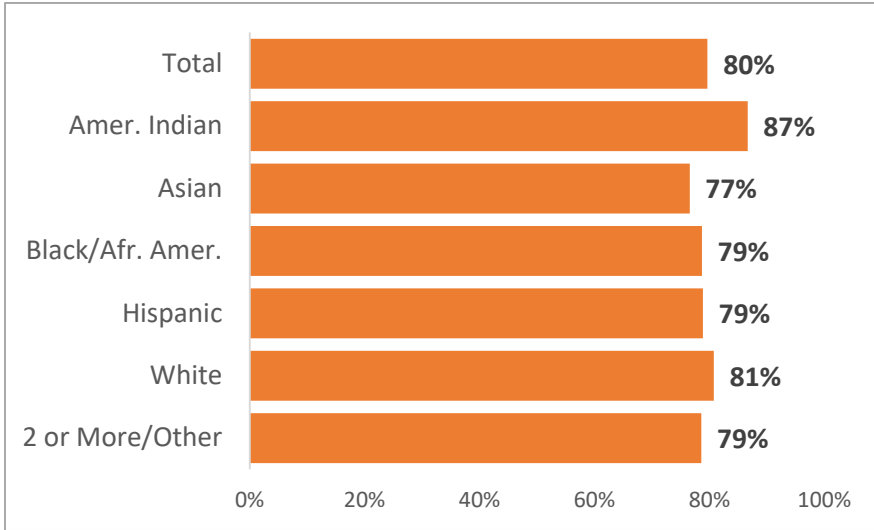
I have been challenged at UNC Chapel Hill to think differently about an issue due to my interactions with people whose race or ethnicity is different from my own.



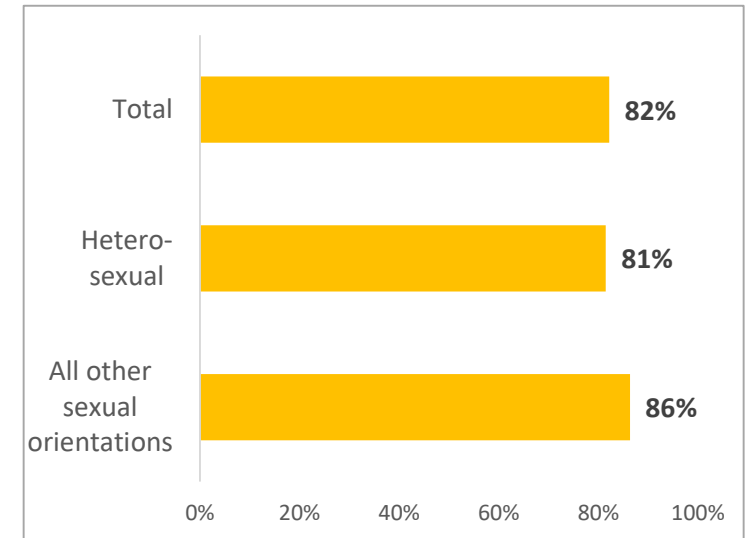
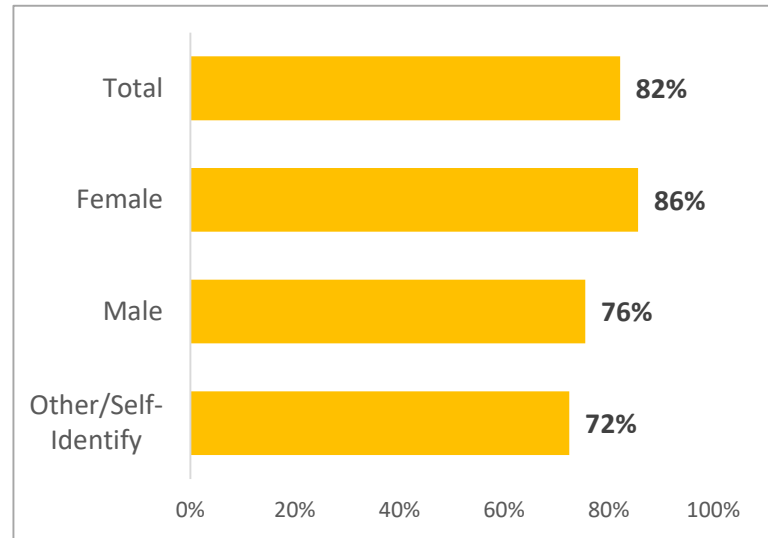
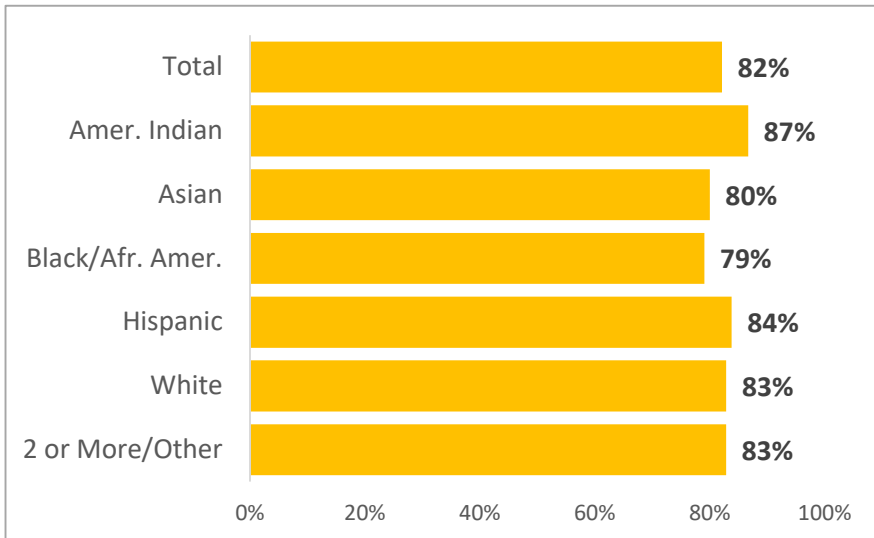
Educational Benefits of Diversity

(% responding Agree + Strongly Agree)

Being exposed to diverse people and diverse ideas at UNC Chapel Hill has improved my ability to understand people from racial or ethnic backgrounds different from my own.



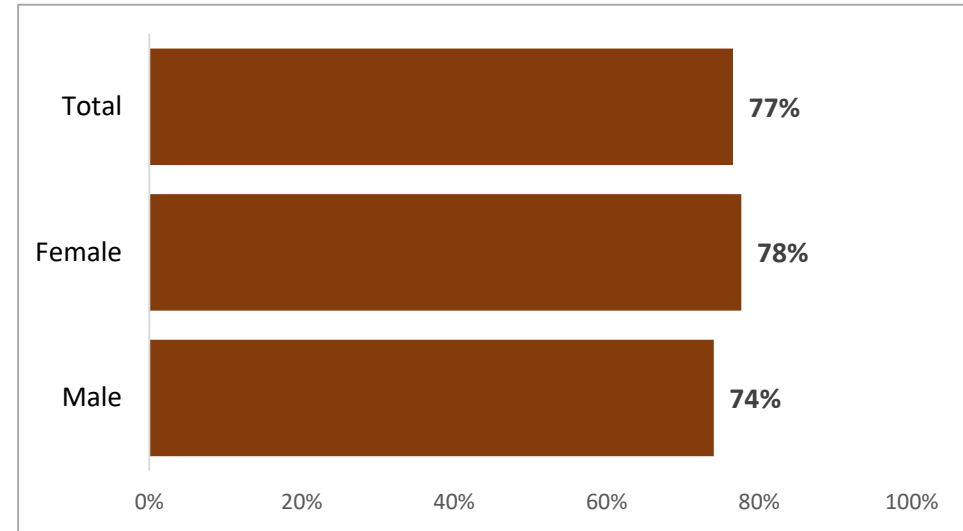
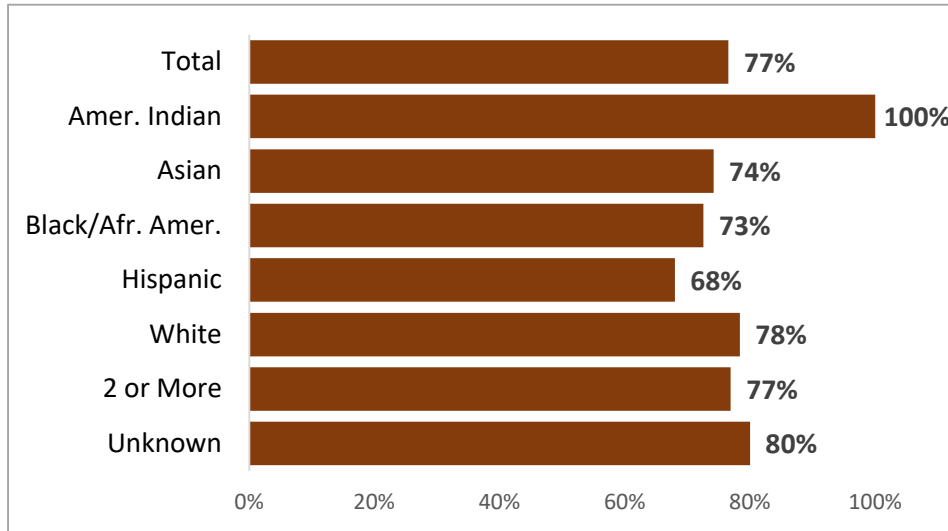
I have benefited from being exposed to diverse people and diverse ideas at UNC Chapel Hill.



Educational Benefits of Diversity

Satisfaction with opportunities on campus to interact with or learn from people from a range of racial/ethnic or cultural backgrounds [Soph Survey 2016]

(% responding "Satisfied" + "Very Satisfied")

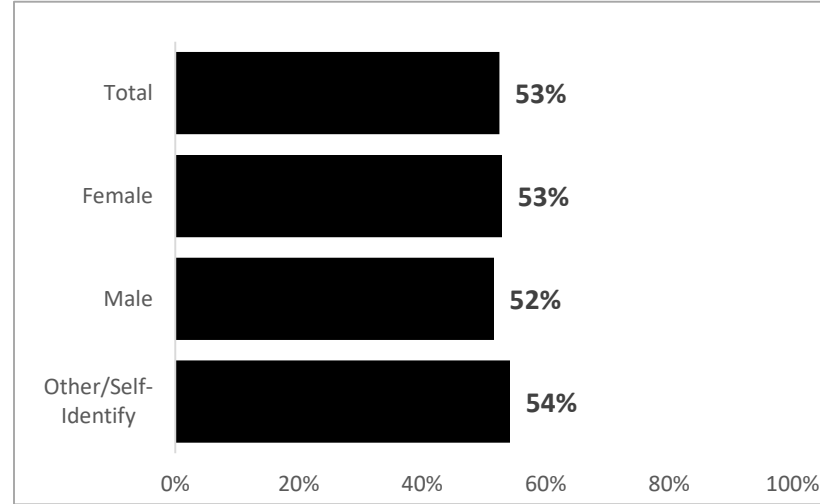
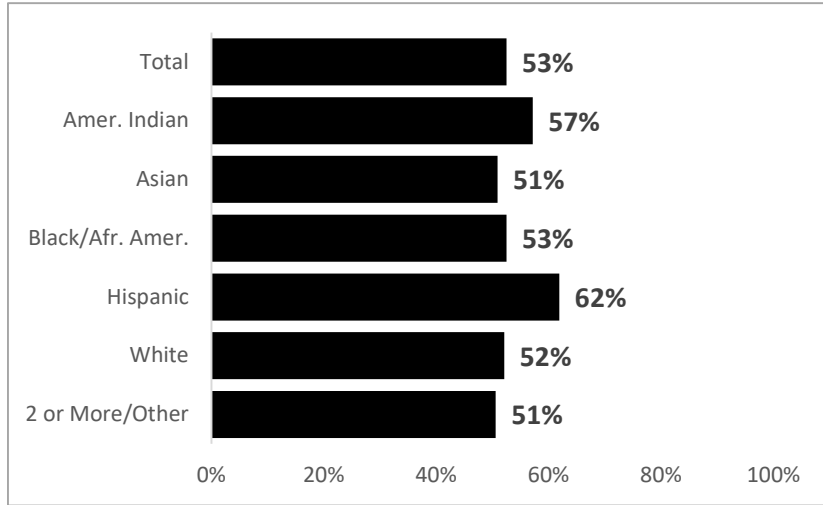


Educational Benefits of Diversity

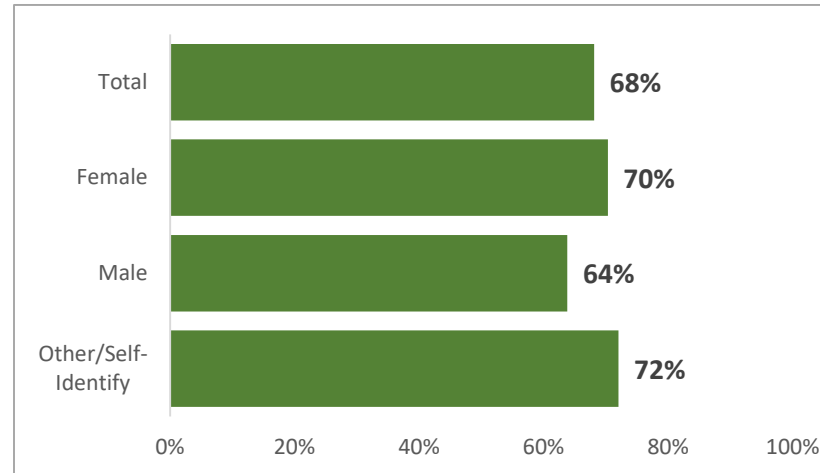
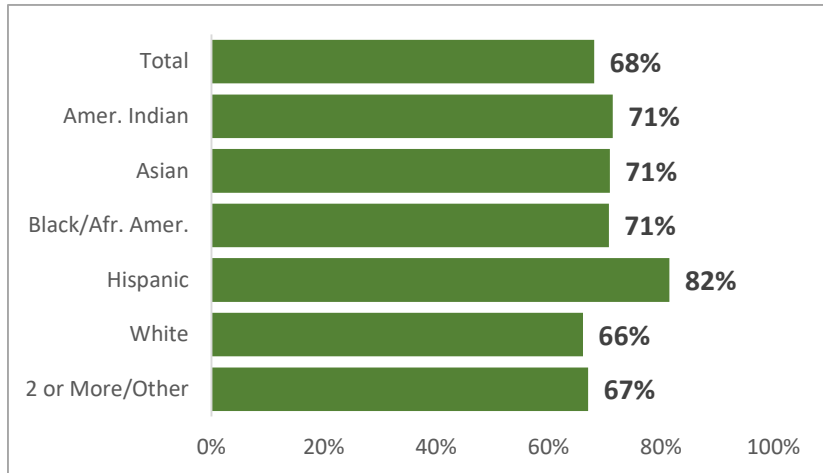
How often have you gained a deeper understanding of other perspectives through conversations with students who differ from you in the following ways? [SERU 2015]

(% responding Somewhat Often + Often + Very Often):

Their religious beliefs were very different from yours



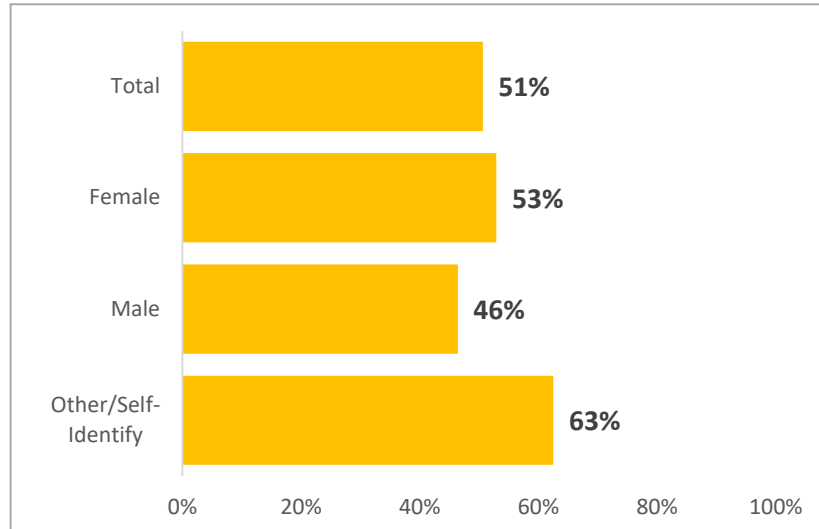
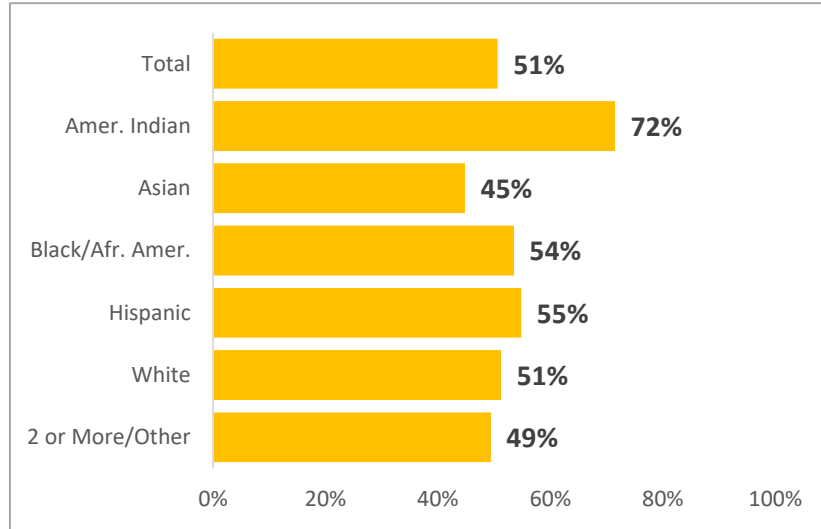
They were of a different race or ethnicity than your own



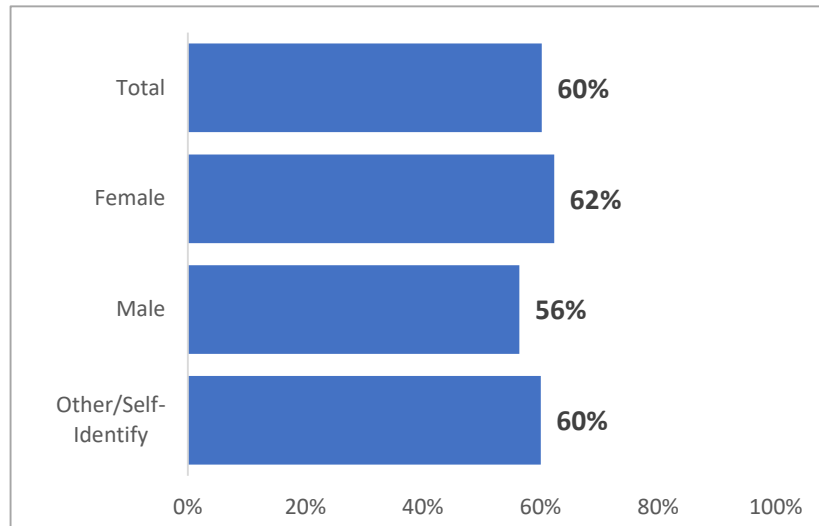
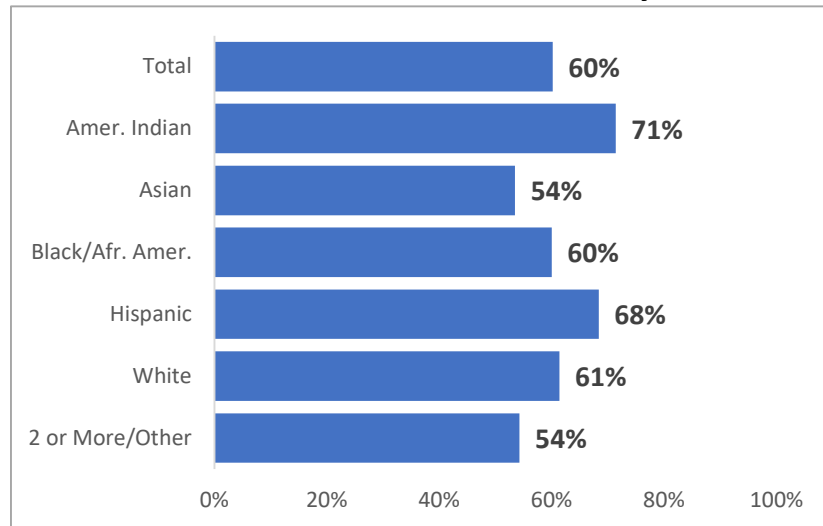
Educational Benefits of Diversity

How often have you gained a deeper understanding of other perspectives through conversations with students who differ from you in the following ways? [SERU 2015]
(% responding Somewhat Often + Often + Very Often):

Their sexual orientation was different



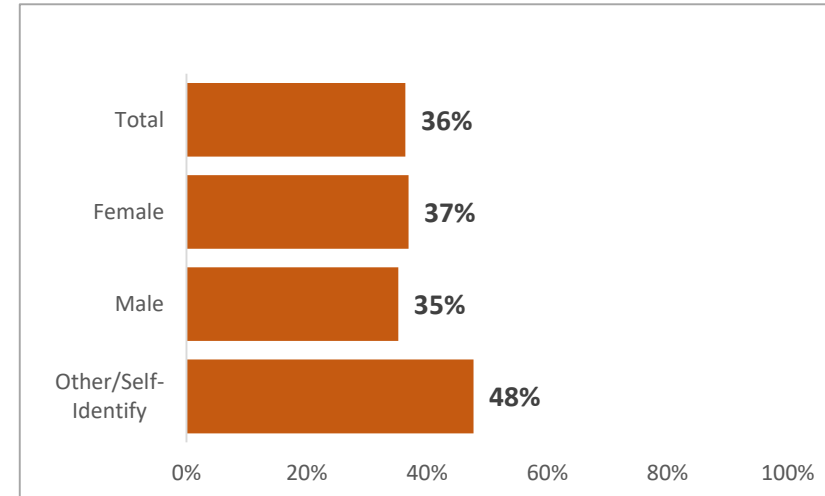
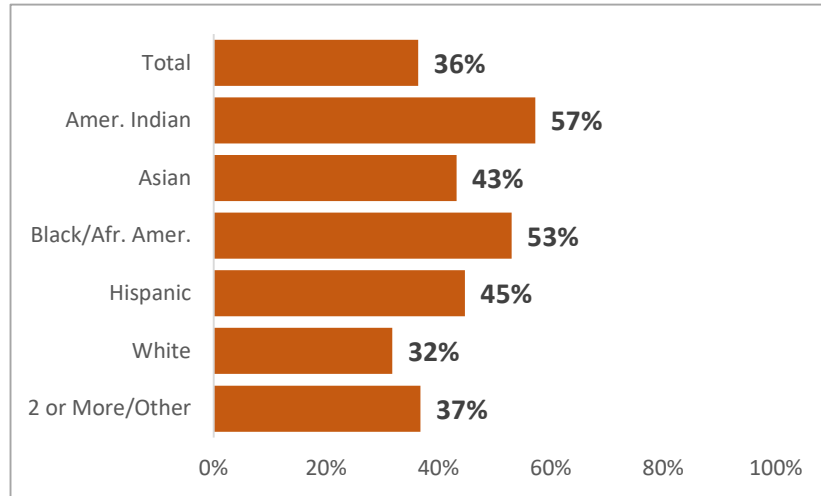
They were from of a different social class



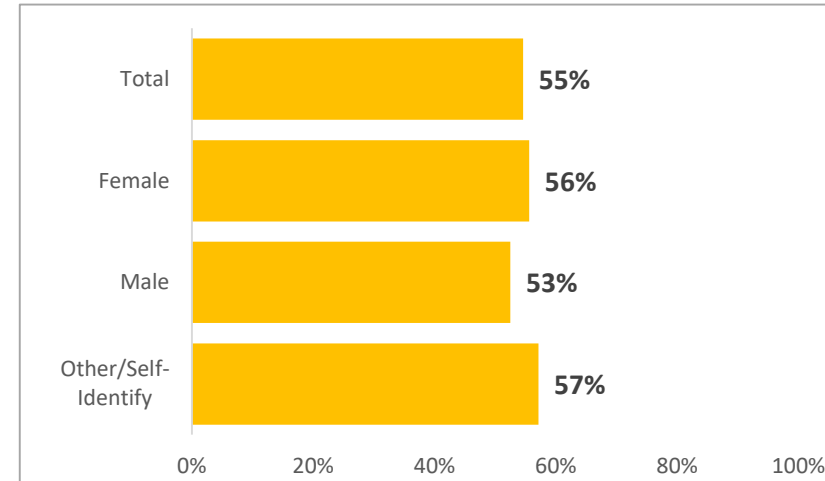
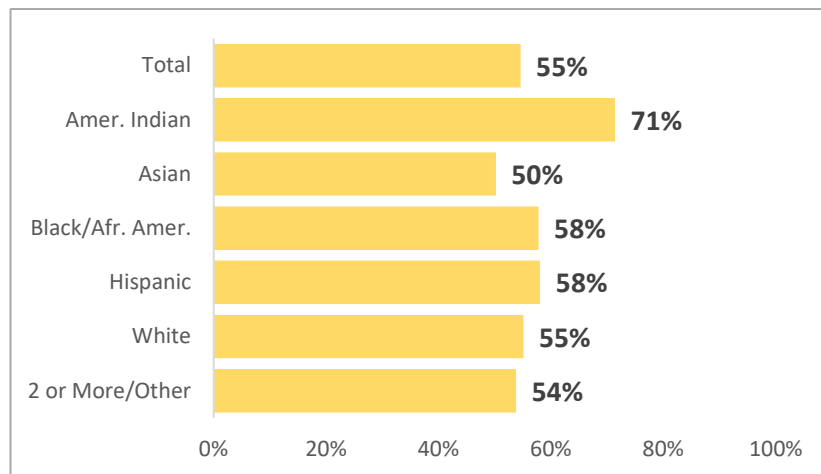
Educational Benefits of Diversity

Increased awareness of the following diversity-related issues between starting at UNC-Chapel and now [SERU 2015]
(% responding "More aware now"):

My own racial and ethnic identity



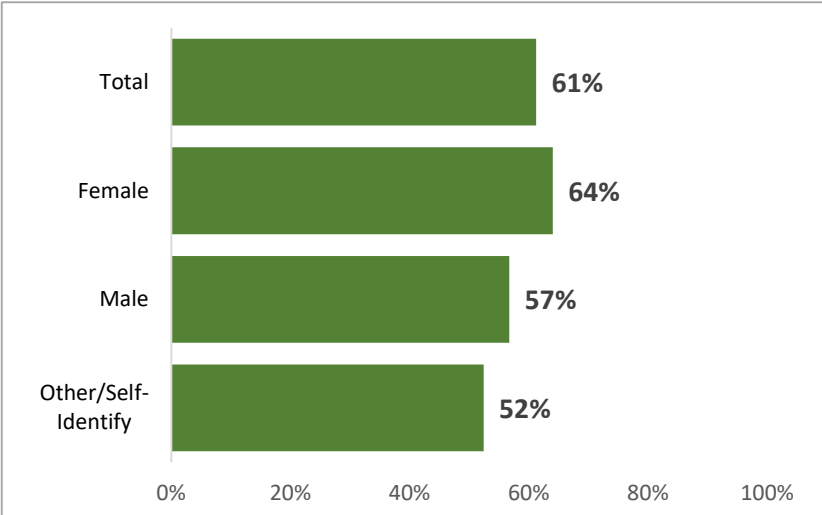
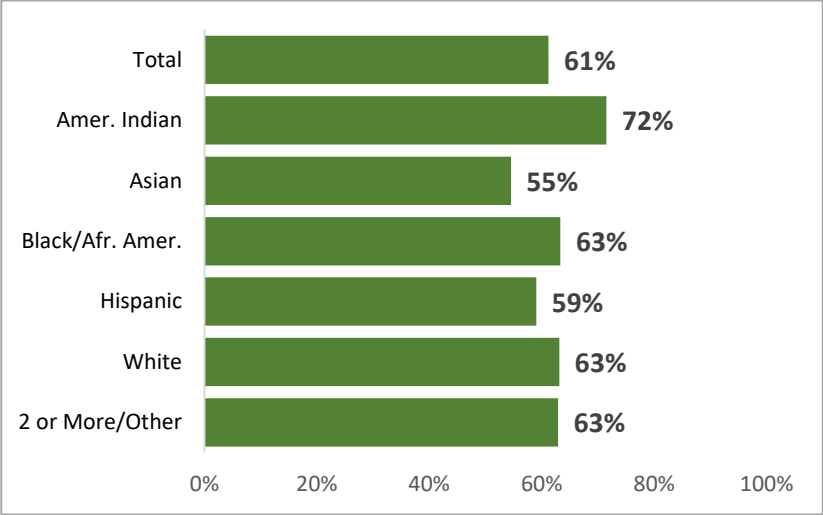
Social class and economic differences/issues



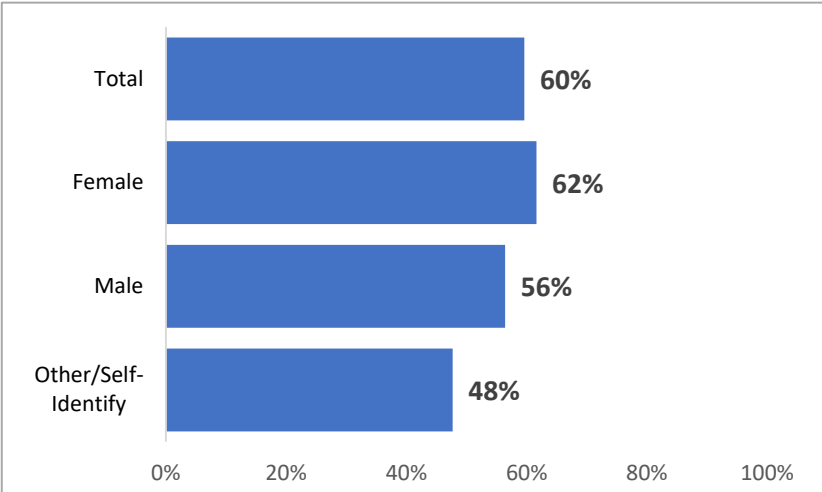
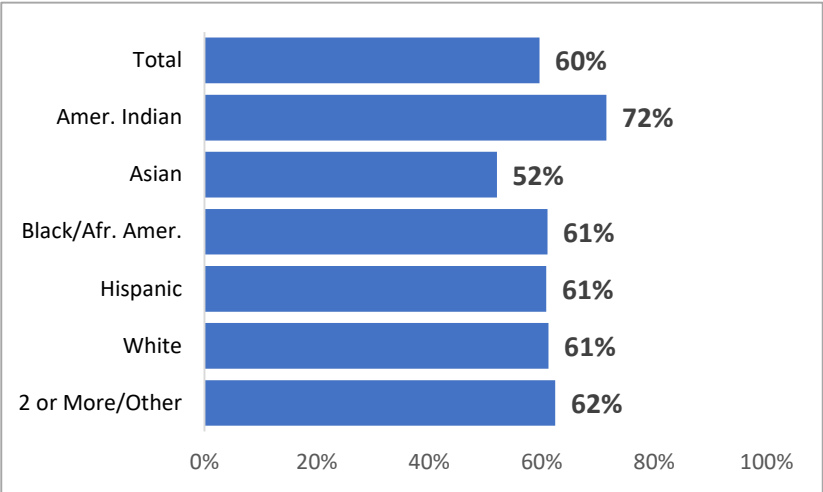
Educational Benefits of Diversity

Increased awareness of the following diversity-related issues between starting at UNC-Chapel and now [SERU 2015]
 (% responding "More aware now"):

Racial and ethnic differences/issues



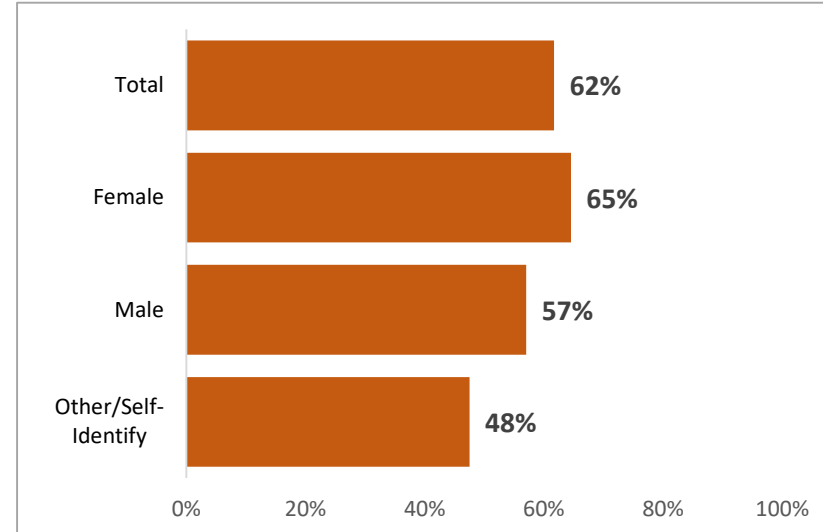
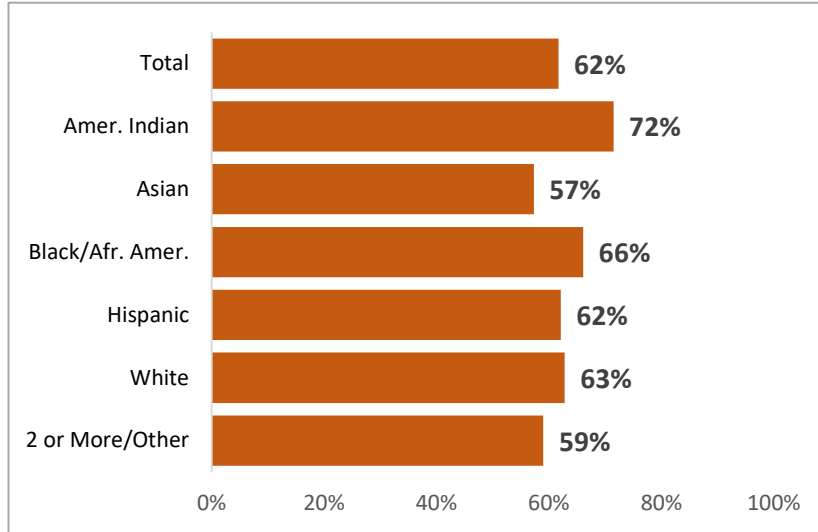
Gender differences/issues



Educational Benefits of Diversity

Increased awareness of the following diversity-related issues between starting at UNC-Chapel and now [SERU 2015]
(% responding "More aware now"):

Sexual orientation differences/issues

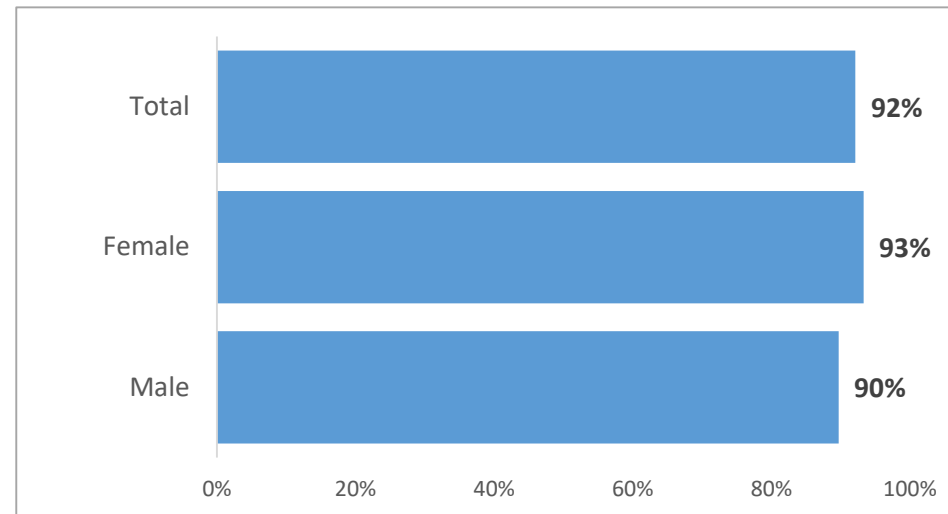
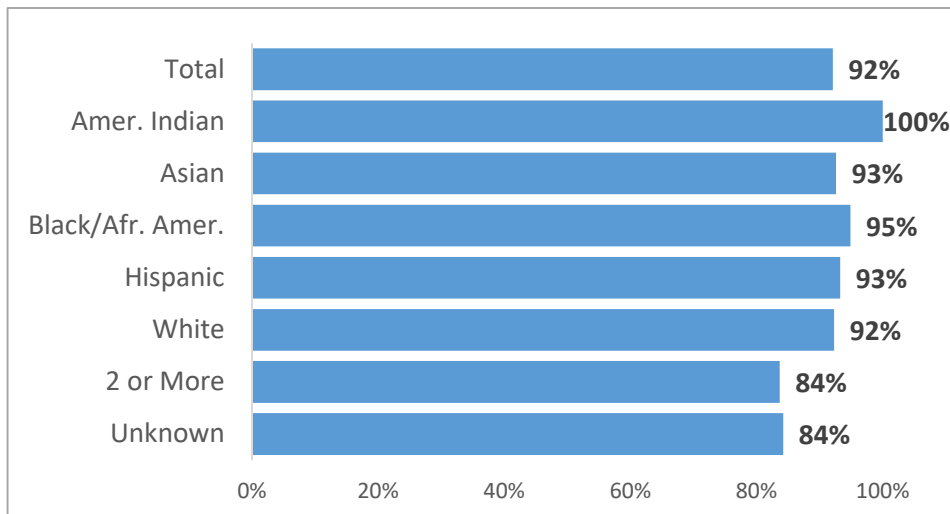


Educational Benefits of Diversity

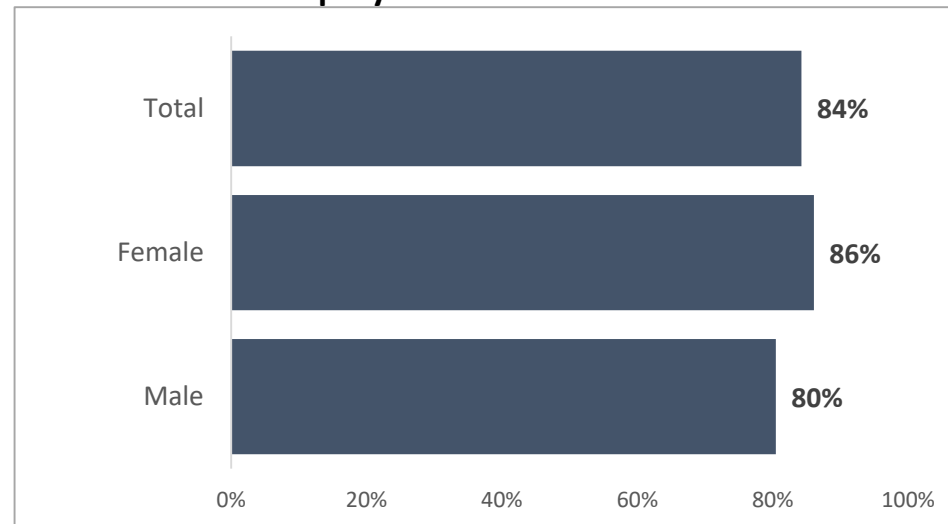
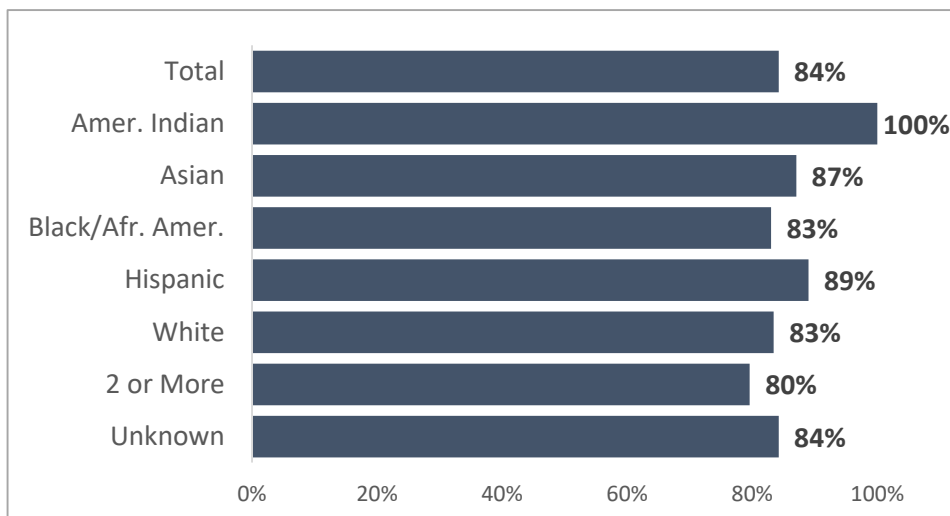
To what extent do you think that your college education contributed to your knowledge, skills, and personal development in the following areas? [Senior Survey 2016]

(% responding "Somewhat" and Very Much"):

Ability to work with people from diverse backgrounds



Sensitivity to issues associated with racial equity

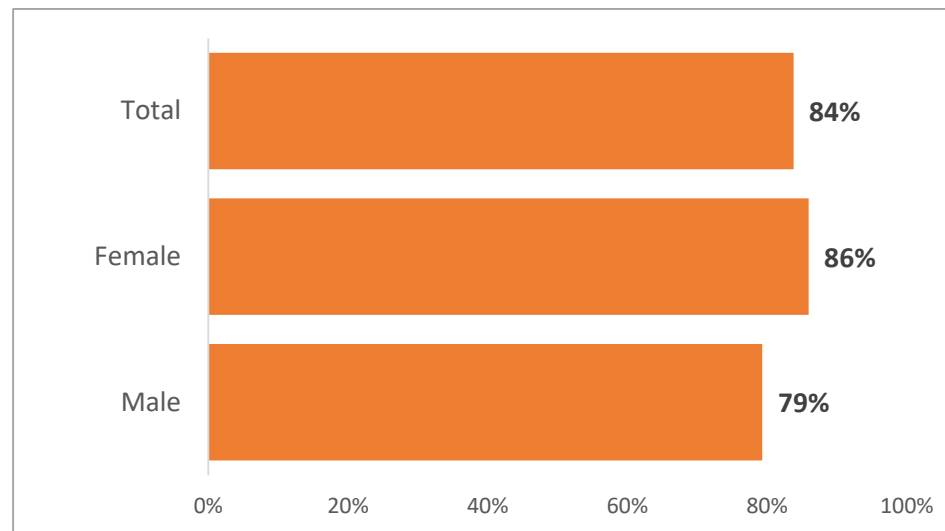
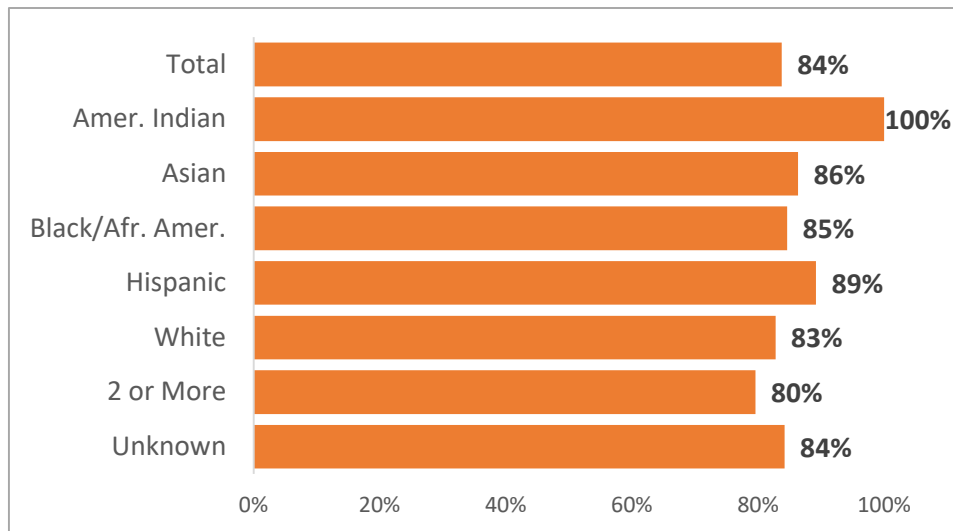


Educational Benefits of Diversity

To what extent do you think that your college education contributed to your knowledge, skills, and personal development in the following areas? [Senior Survey 2016]

(% responding Somewhat and Very Much)

Sensitivity to issues associated with gender equity



Supportive Campus and Sense of Belonging



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at CHAPEL HILL



Supportive Campus and Sense of Belonging: Key Findings

- **Encouragement from Faculty and Staff**
 - Over 80% of respondents had been encouraged by faculty and staff concerning their potential to succeed academically and felt that faculty empowered them to learn at UNC-Chapel Hill. American Indian and Black/African American students expressed lower levels of agreement than White students.
 - The majority of respondents reported that faculty and staff had taken an interest in their development and encouraged their involvement in campus activities; lower percentages of American Indian students agreed with this statement.
- **Sense of Belonging** – *Note: Because the various surveys asked questions on this topic that were worded differently and used different response scales, the results are being presented separately.*
 - **2016 D&I Climate Survey** (five-point scale)
 - Three-fourths of respondents agreed that they felt a sense of belonging at UNC-Chapel Hill. However, White students (78%) had higher levels of agreement than American Indian (53%) and Black/African American (54%) students. Respondents with Other/Self-Identify gender reported a lower sense of belonging than did those who identified as Male or Female.
 - Over 85% of respondents indicated that they would recommend UNC-Chapel Hill to others.



Supportive Campus and Sense of Belonging: Key Findings (continued)

- **Sense of Belonging, continued**
 - **2017 SERU Survey** (six-point scale)
 - High percentages of respondents reported that they felt valued as an individual and had a sense of belonging to this campus.
 - Nearly 90% agreed that they would choose UNC-Chapel Hill again.
 - **2016 Senior Survey** (5-point scale)
 - 80% of graduating seniors agreed that they would choose UNC-Chapel Hill again if they had to start over, and 90% would recommend UNC-Chapel Hill to others if asked.
 - **2016 Sophomore Survey** (5-point scale)
 - Over 83% of respondents indicated that they made the right decision to come to UNC-Chapel Hill.
 - High percentages of all students agreed that they feel that they belong at UNC-Chapel Hill. However, there were some differences. Black/African American respondents expressed a lower level of agreement (61%) with this statement compared to White respondents (82%).
- **Personal Experiences with Bias**
 - Students across all race/ethnicity groups reported that they had experienced bias in the past year, ranging from 48% of White respondents to 75% of Black/African American respondents.



Supportive Campus and Sense of Belonging: Key Findings (continued)

- **Personal Experiences with Bias, continued**

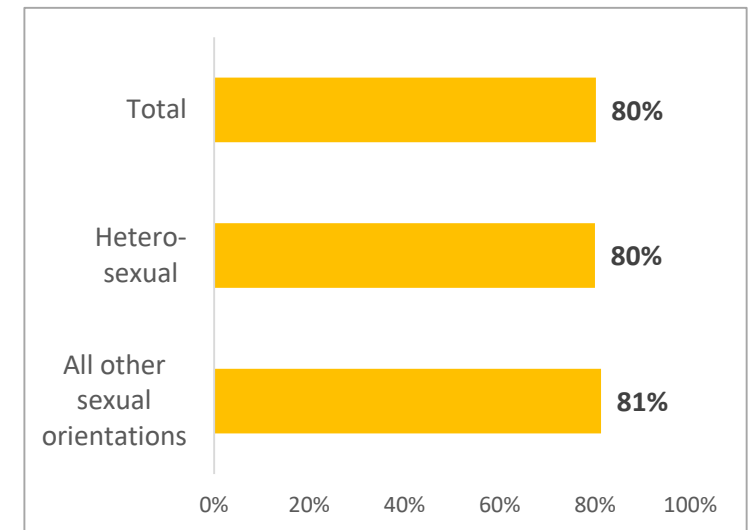
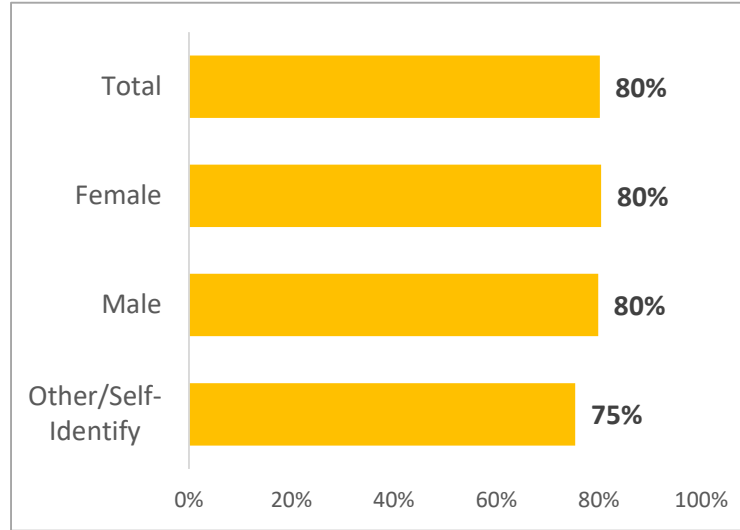
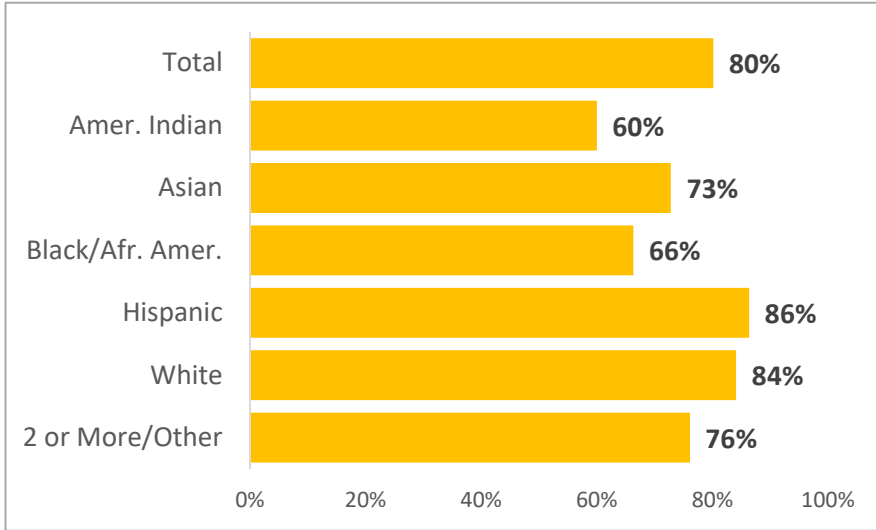
- All groups except for White respondents indicated that the bias they experienced was due to their race, color, and national origin or ethnicity. White respondents most frequently identified their gender and political beliefs as the primary reasons for the bias they experienced.
- High percentages of respondents in the Other/Self-Identified gender and the All Other Sexual Orientations groups reported that they had experienced bias as a result of their gender.

Supportive Campus and Sense of Belonging

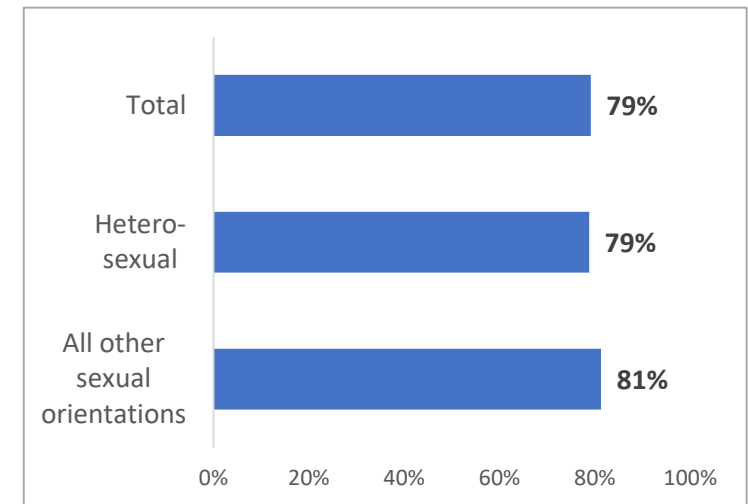
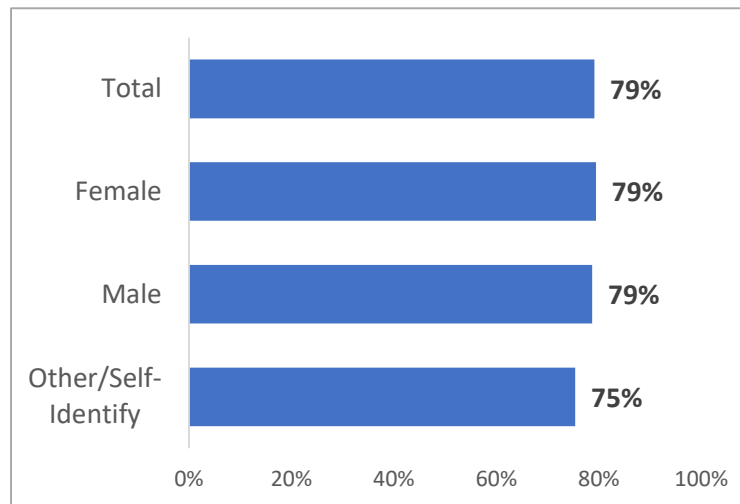
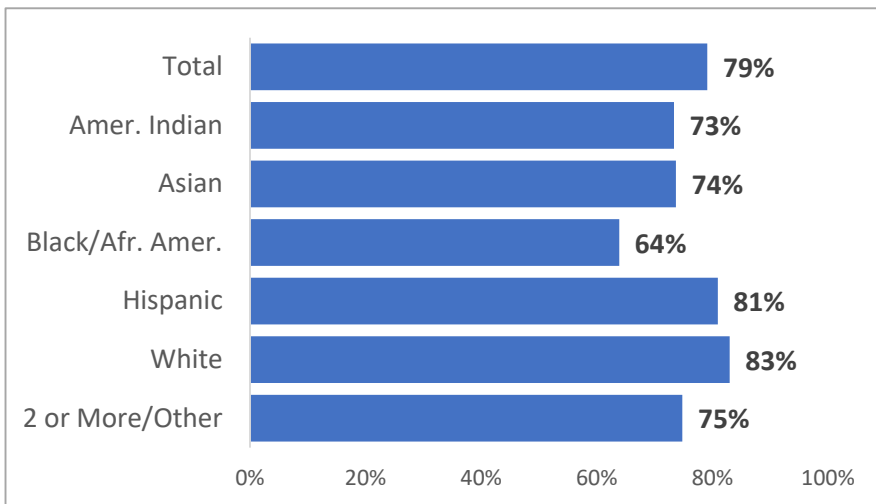
Encouragement from Faculty and Staff

(% responding Agree + Strongly Agree)

I feel that faculty believe in my potential to succeed academically



I feel that faculty empower me to learn here

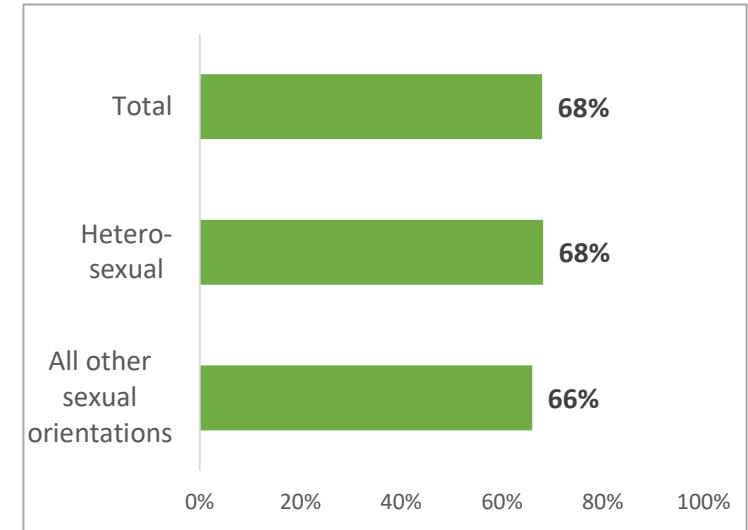
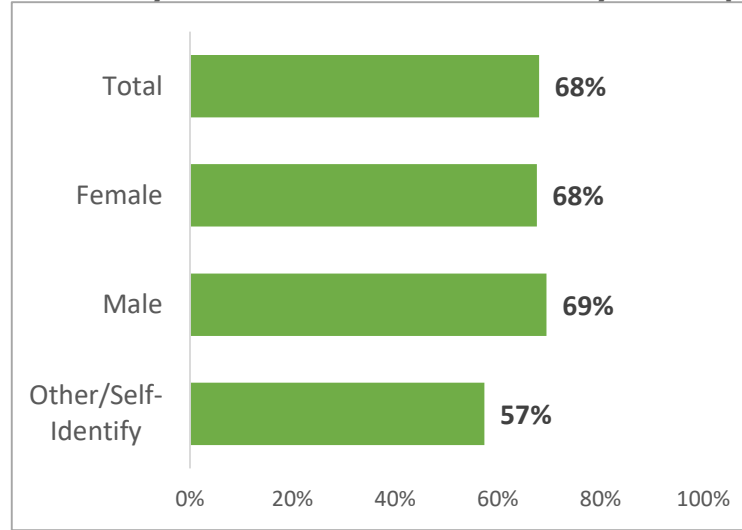
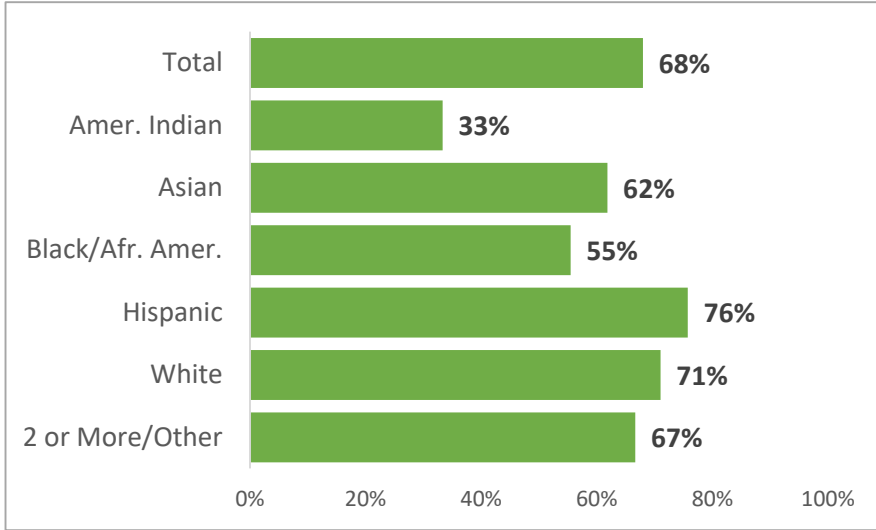


Supportive Campus and Sense of Belonging

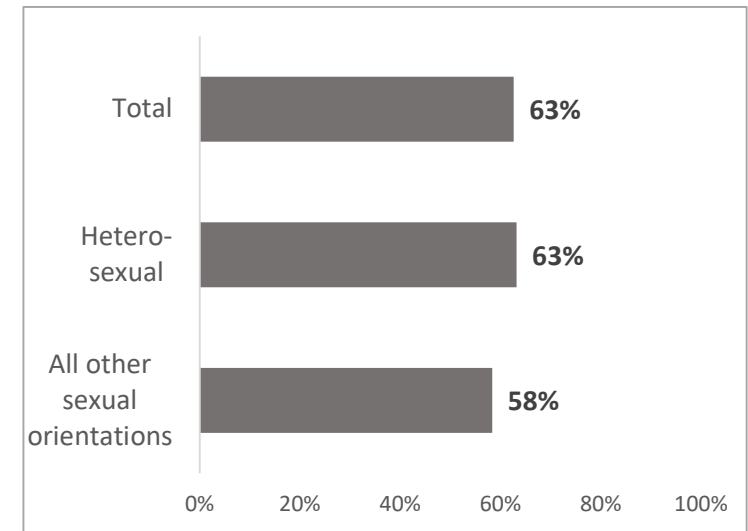
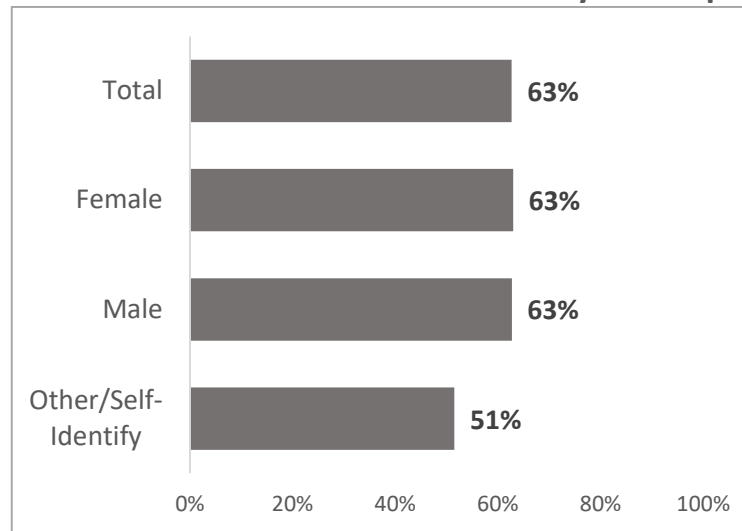
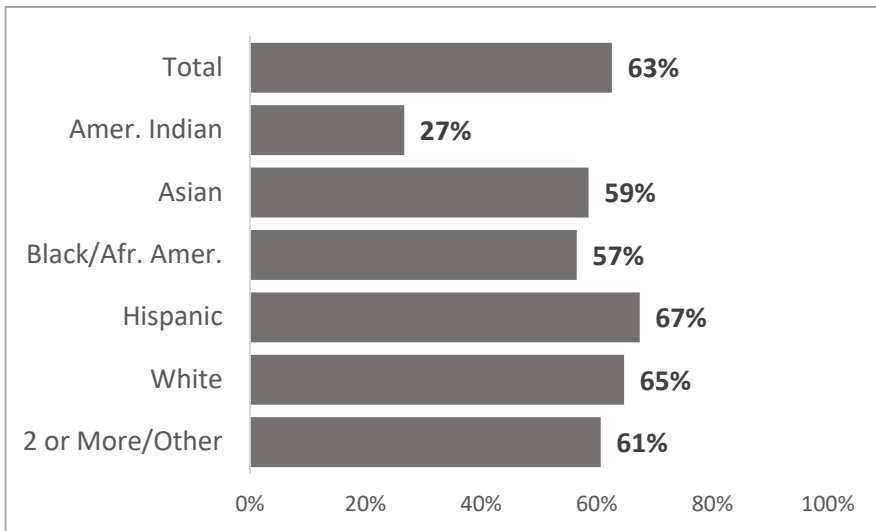
Encouragement from Faculty and Staff

(% responding Agree + Strongly Agree)

I feel that faculty have taken an interest in my development



I feel that staff have taken an interest in my development

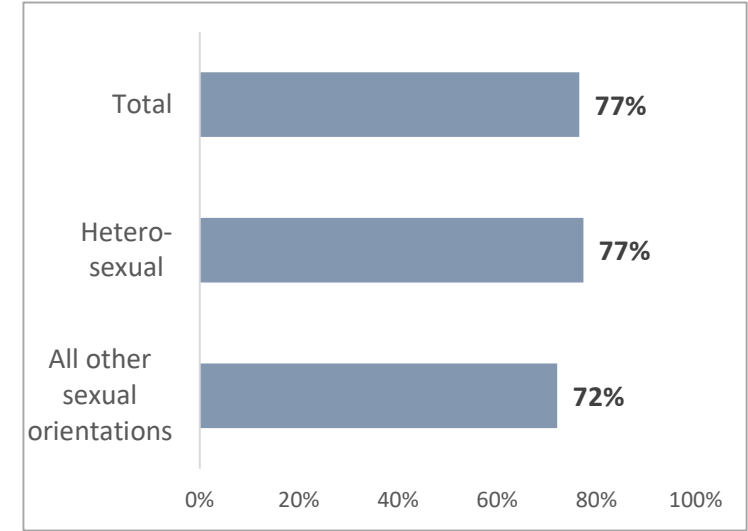
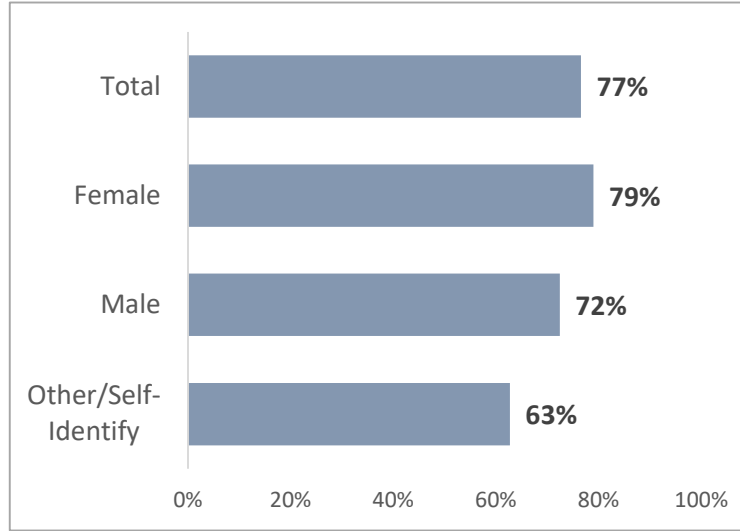
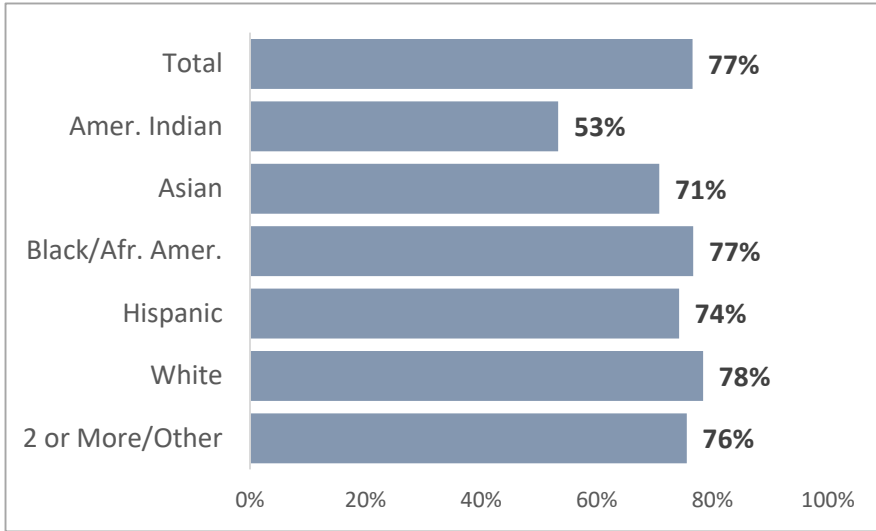


Supportive Campus and Sense of Belonging

Encouragement from Faculty and Staff

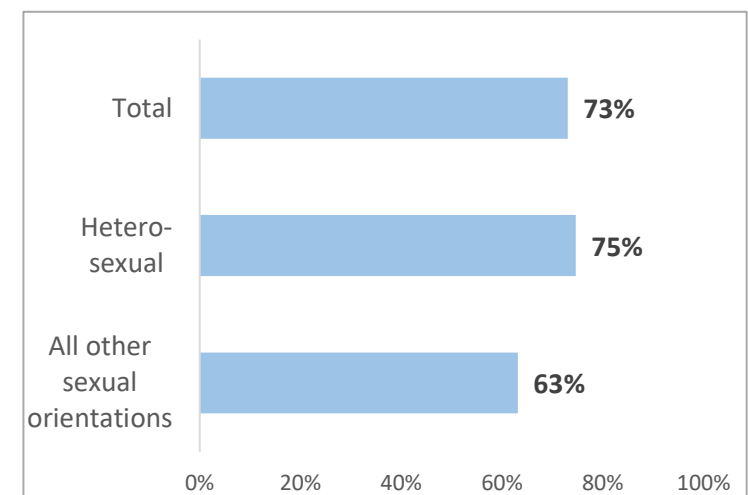
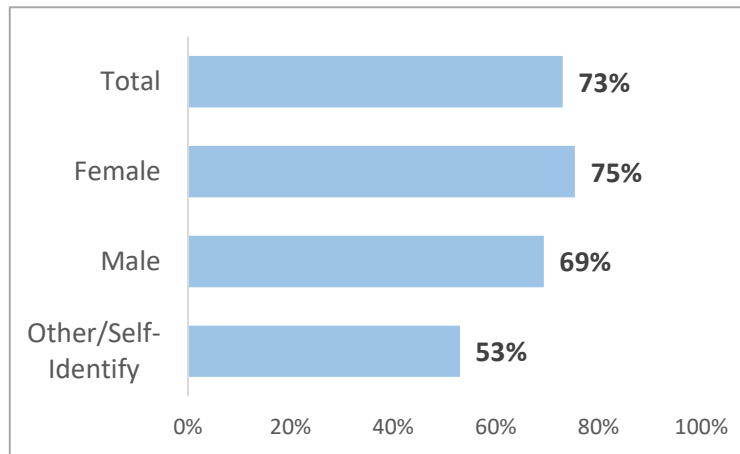
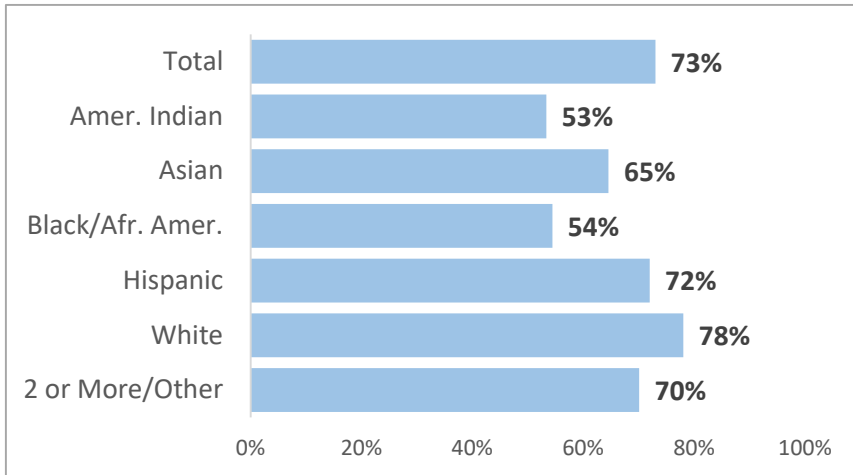
I am encouraged to get involved in campus activities

(% responding Agree + Strongly Agree)



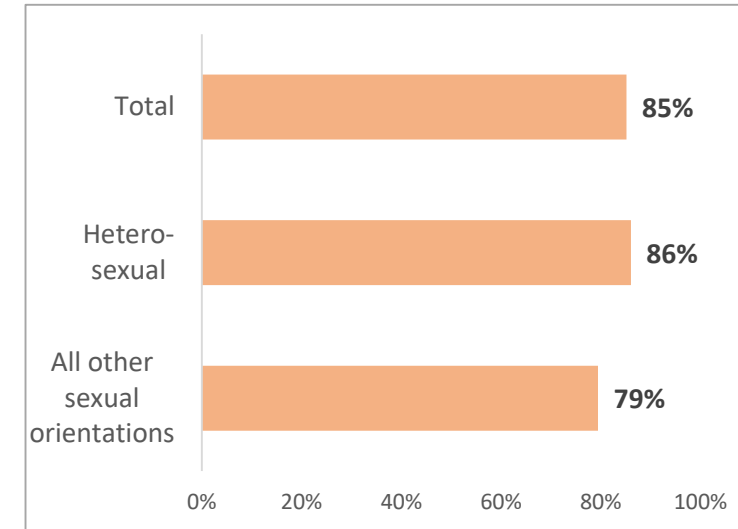
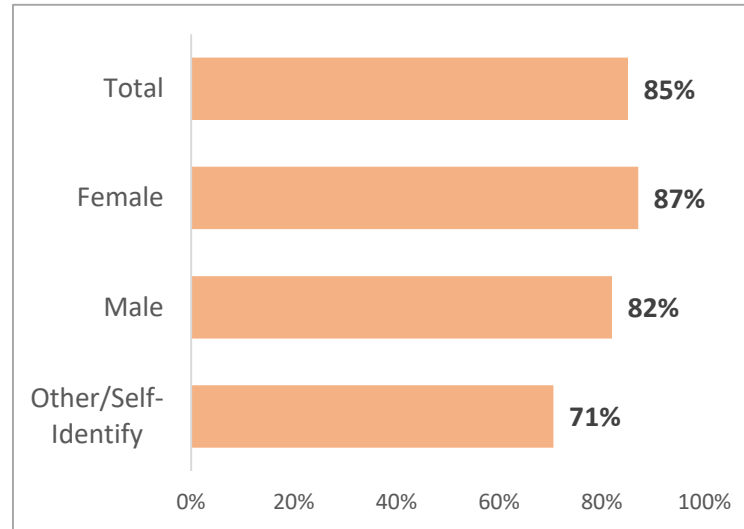
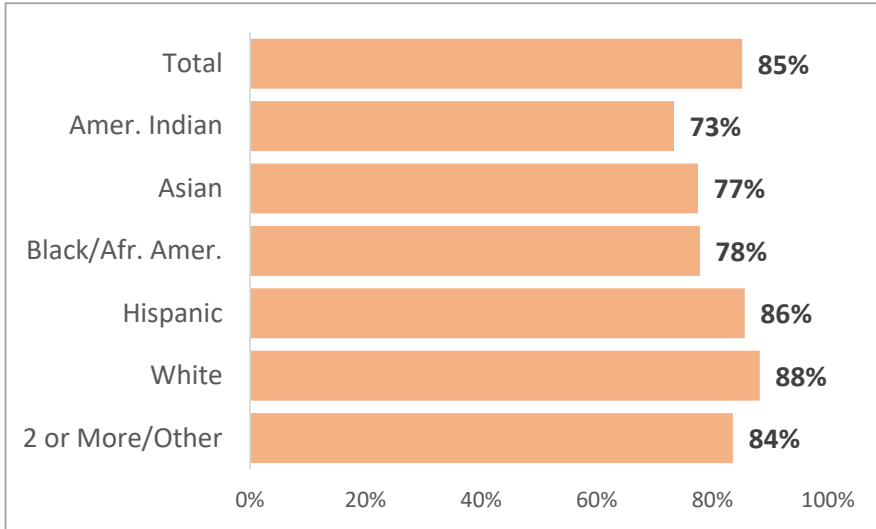
I feel a sense of belonging to this campus

(% responding Agree + Strongly Agree)



Supportive Campus and Sense of Belonging

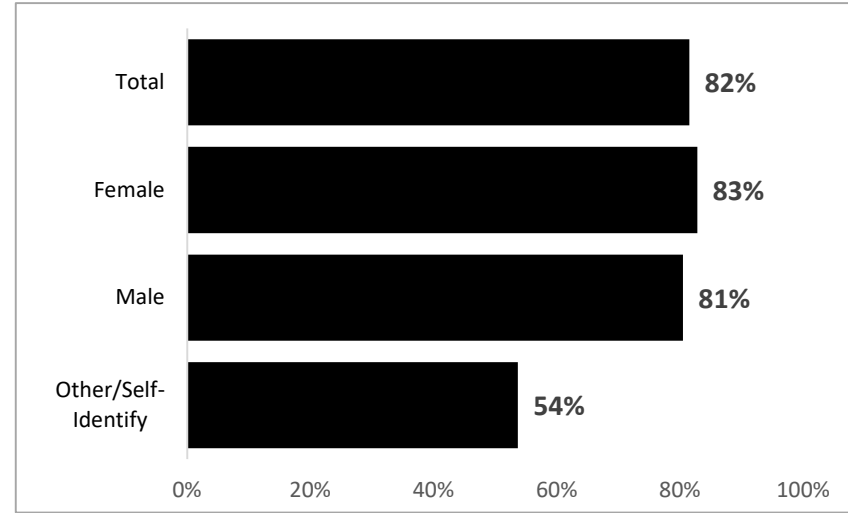
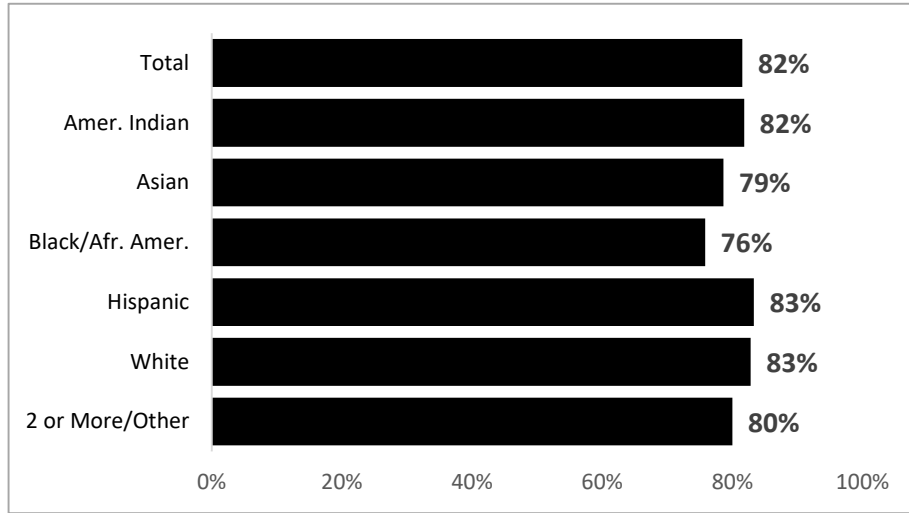
If asked, I would recommend UNC
(% responding Agree + Strongly Agree)



Supportive Campus and Sense of Belonging

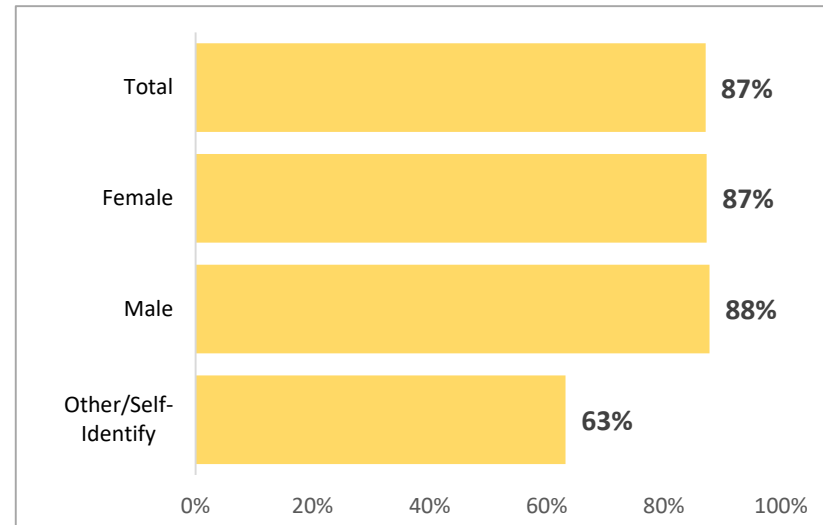
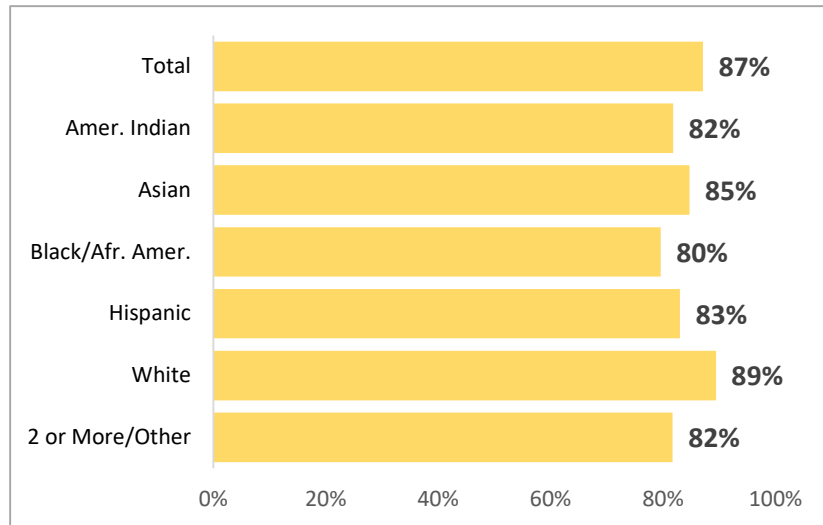
I feel valued as an individual on this campus

(% responding Somewhat Agree + Agree + Strongly Agree) [SERU 2017]



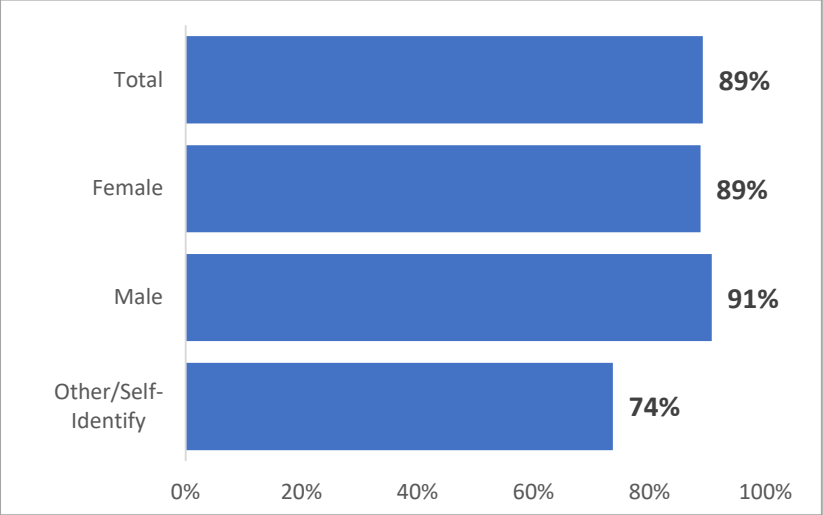
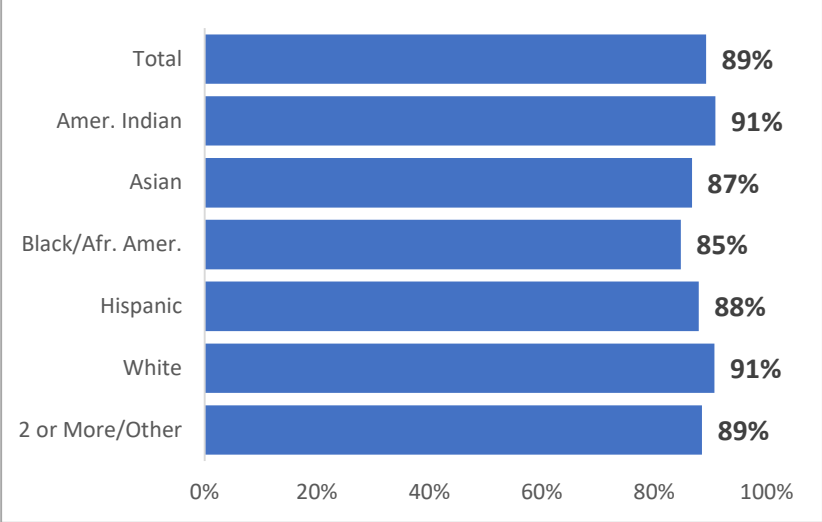
I feel I belong at UNC-Chapel Hill

(% responding Somewhat Agree + Agree + Strongly Agree) [SERU 2017]



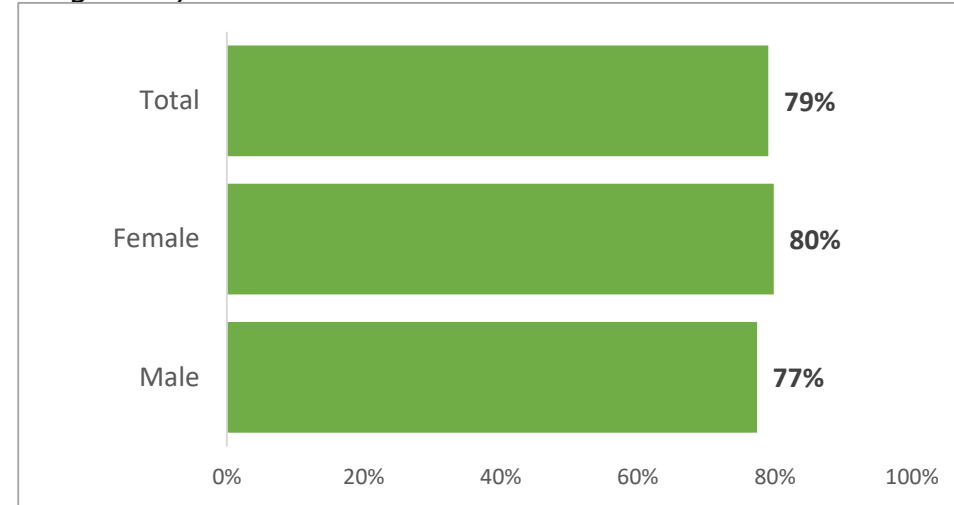
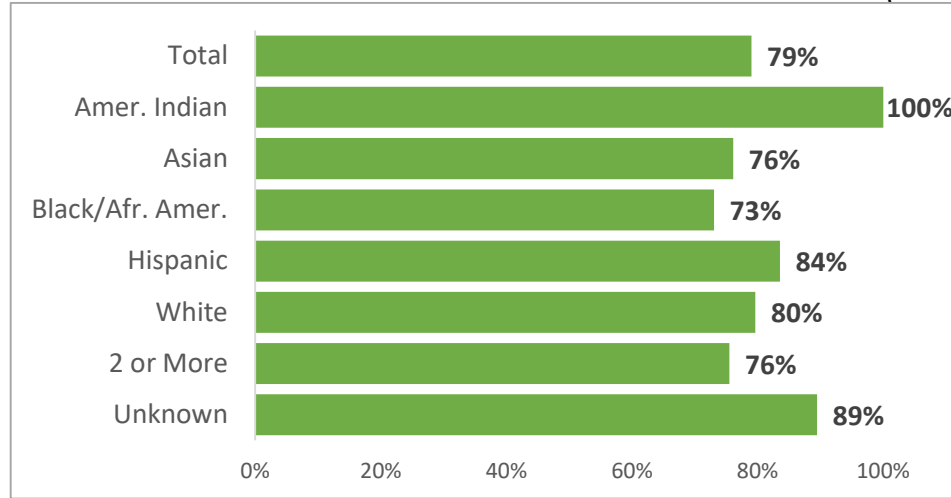
Supportive Campus and Sense of Belonging

Knowing what I know now, I would choose to enroll at UNC-Chapel Hill
(% responding Somewhat Agree + Agree + Strongly Agree on a six-point scale) [SERU 2017]

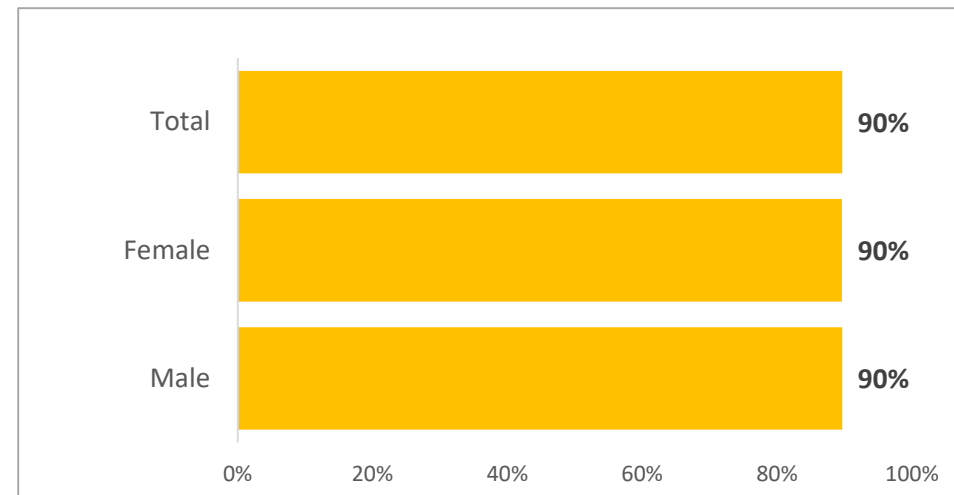
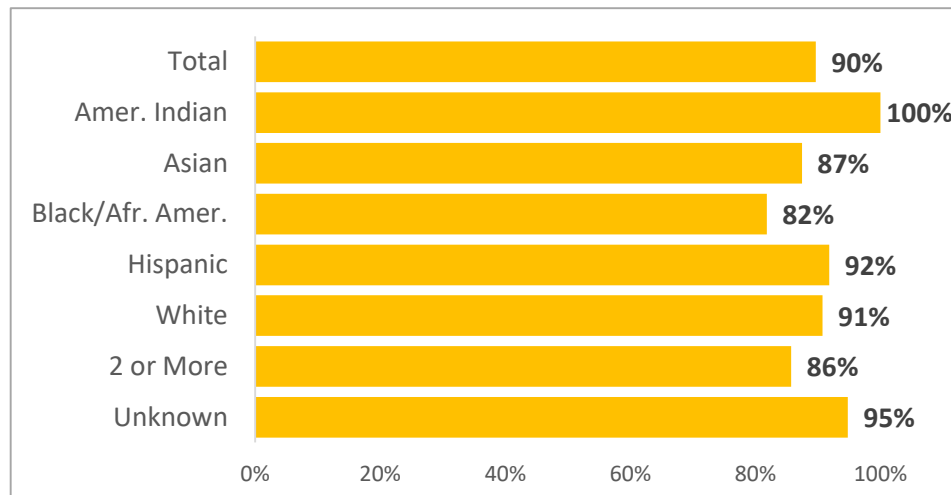


Supportive Campus and Sense of Belonging

If you could start over again, would you still choose to attend Carolina? [Senior Survey 2016]
(% responding "Yes")



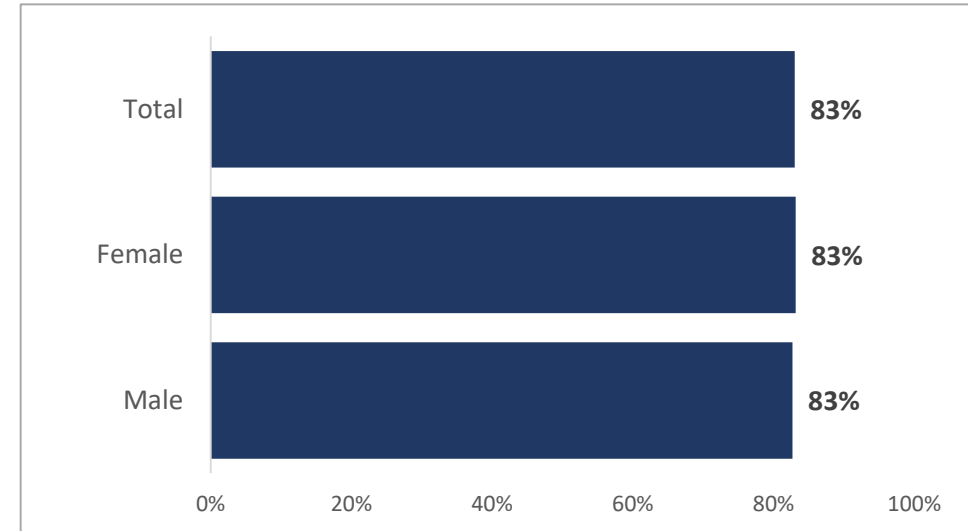
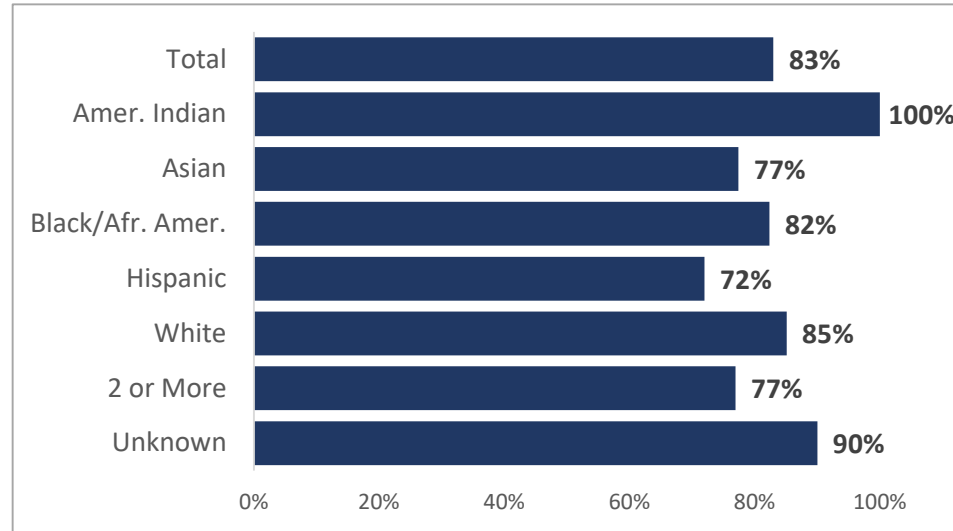
Would you recommend this institution to a friend considering college? [Senior Survey 2016]
(% responding "Yes")



Supportive Campus and Sense of Belonging

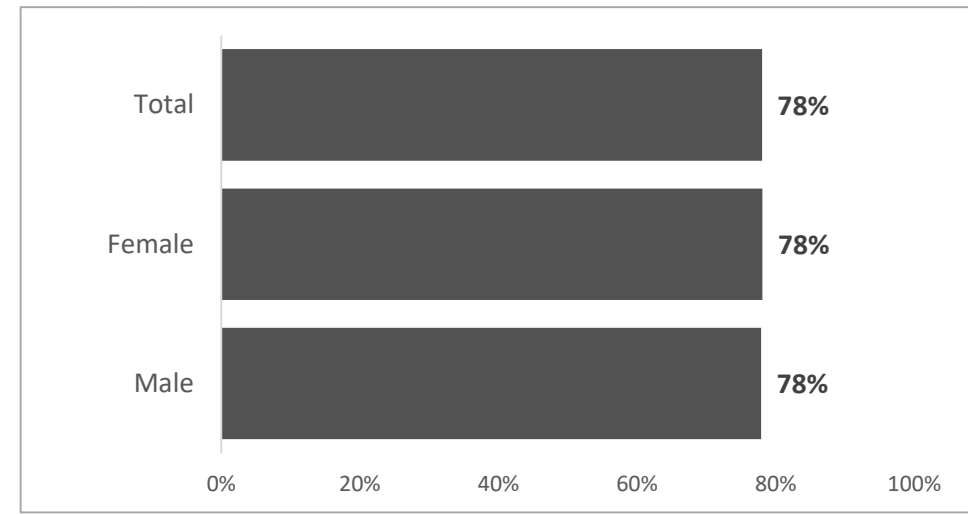
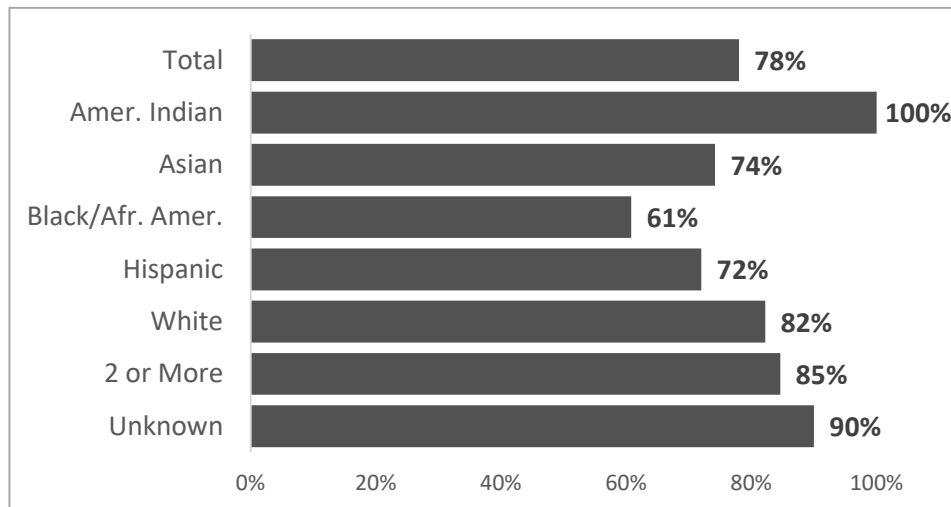
I am confident that I made the right decision to attend Carolina. [Soph Survey 2016]

(% responding "Agree" + "Strongly Agree")



I feel I belong at Carolina. [Soph Survey 2016]

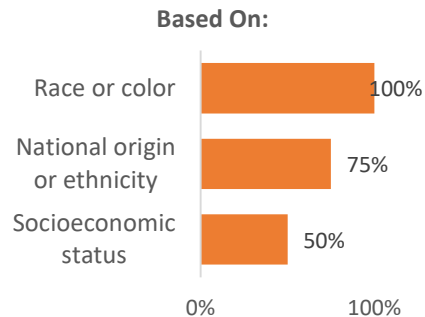
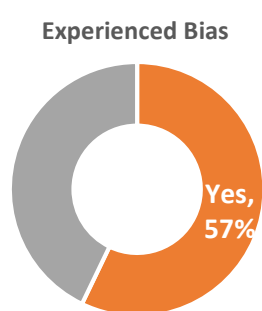
(% responding "Agree" + "Strongly Agree")



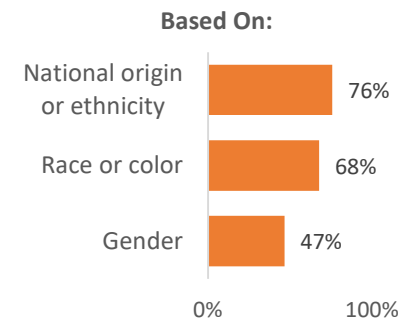
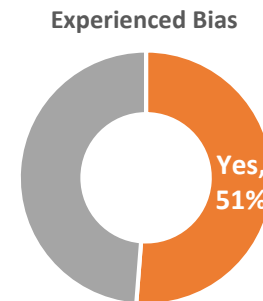
At UNC-Chapel Hill, do you believe you have personally experienced bias?

By Respondent Race/Ethnicity

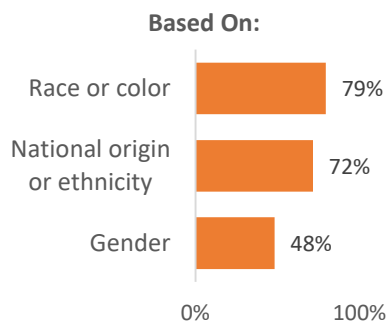
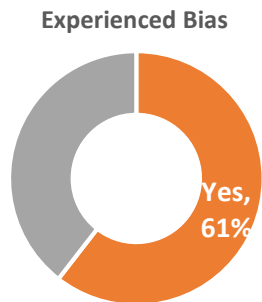
American Indian



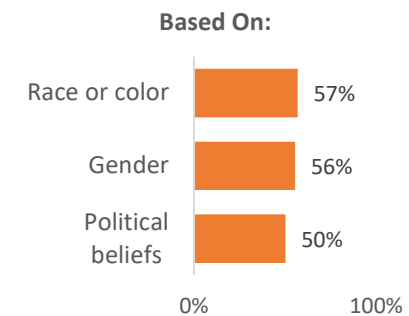
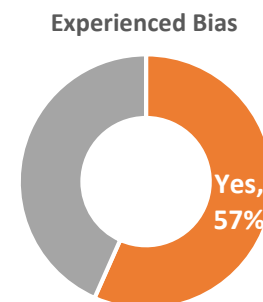
Hispanic



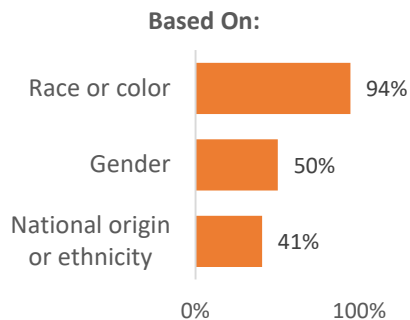
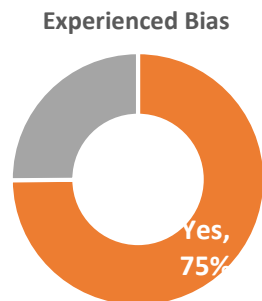
Asian



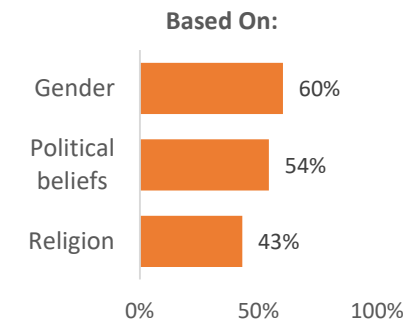
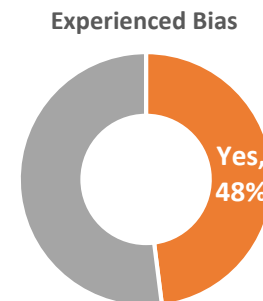
2 or More + Other



Black



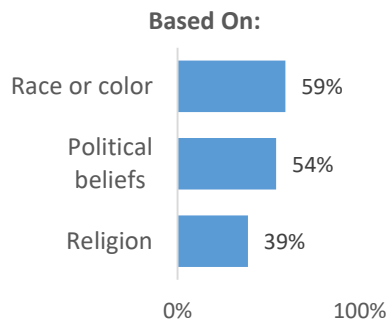
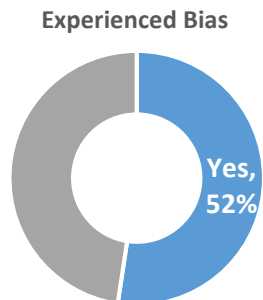
White



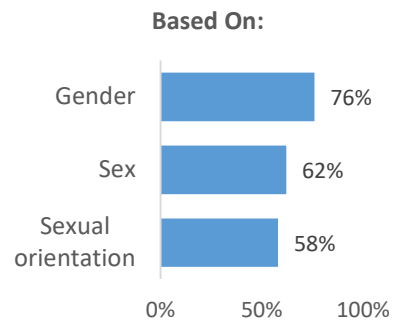
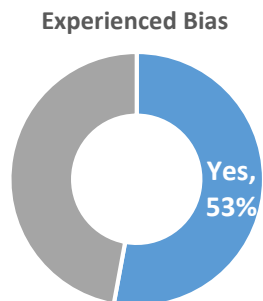
At UNC-Chapel Hill, do you believe you have personally experienced bias?

By Respondent Gender

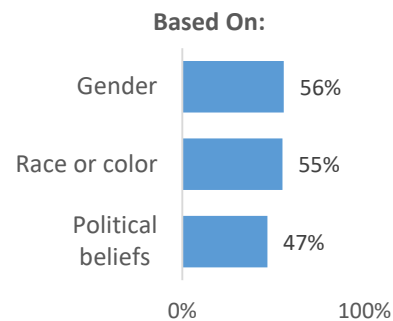
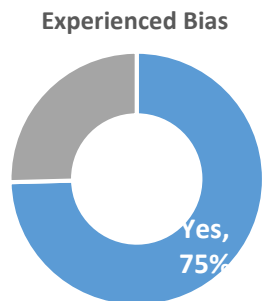
Female



Male

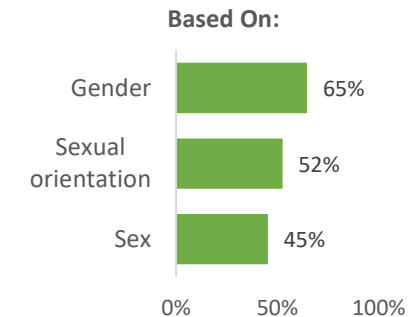
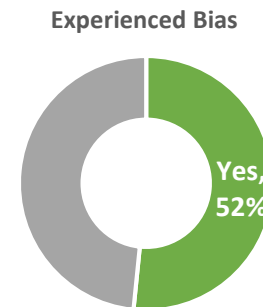


Other Gender/Self-Identify

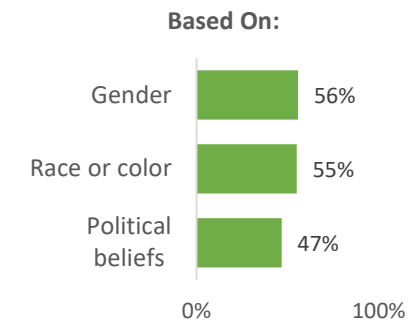
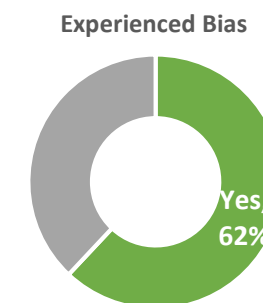


By Respondent Sexual Orientation

Heterosexual



All other sexual orientations



Classroom Experiences



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Classroom Experiences: Key Findings

- **Participation in Class Discussions**
 - Overall, about three-quarters of respondents agreed that faculty encouraged them to ask questions and participate in class discussions.
 - However, when asked if they felt that their contributions were valued in class, only 38% of American Indians and 48% of Black/African American students agreed, compared to 65% of White students.
 - American Indian (29%), Black/African American (46%), and Asian (52%) respondents were less likely than White students to perceive that faculty were able to determine their level of understanding of the course material.
- **Perceived need to work harder:** High percentages of underrepresented minority students stated that they felt they had to work harder than other students to be perceived as a good student (about 70% of American Indian and Black/African American respondents, and 51% of Hispanic respondents).
- **Felt Isolated in Class Due to Low Representation:** Nearly two-thirds of Black/African American and American Indian and a third of Hispanic respondents stated reported that they felt isolated in class because of the absence or low representation of students with characteristics similar to their own. Students who reported Other/Self-Identified gender (52%) expressed more agreement with this statement than Male and Female respondents.
- **Pressure to Represent Views of All Members with Their Backgrounds:** Underrepresented minority students reported that they felt pressured in class discussions to represent the views of all people from their racial/ethnic background (over half of Black/African American respondents, and 43% and 34% of American Indian and Hispanic respondents, respectively). A quarter of Asian students expressed the same concern.



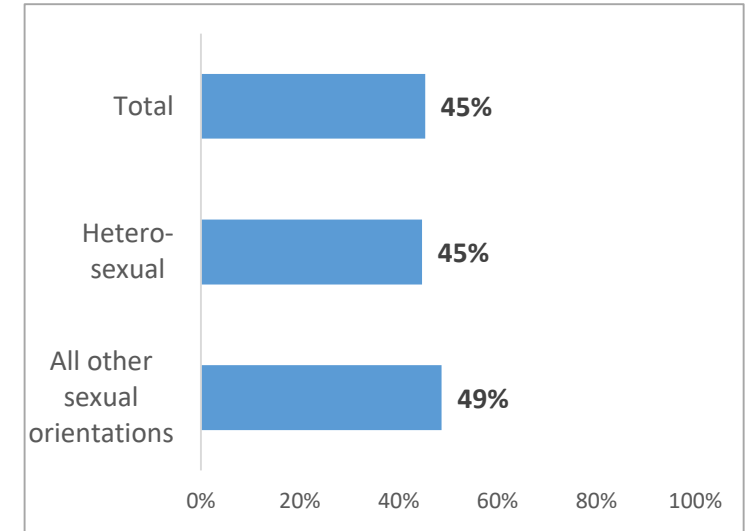
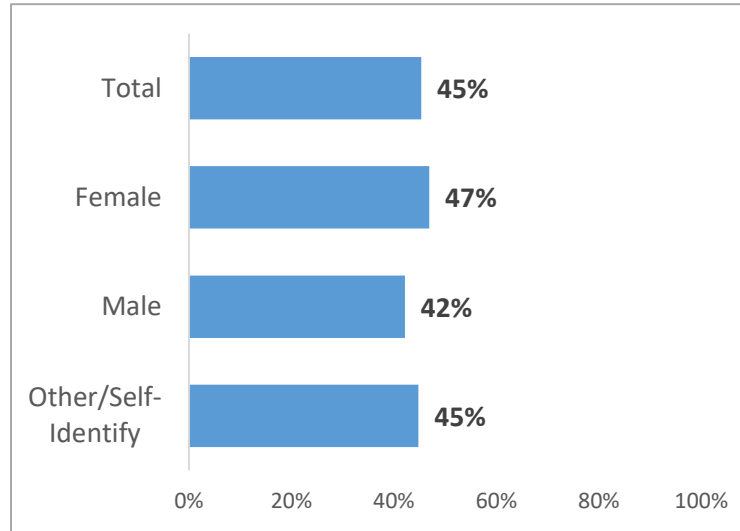
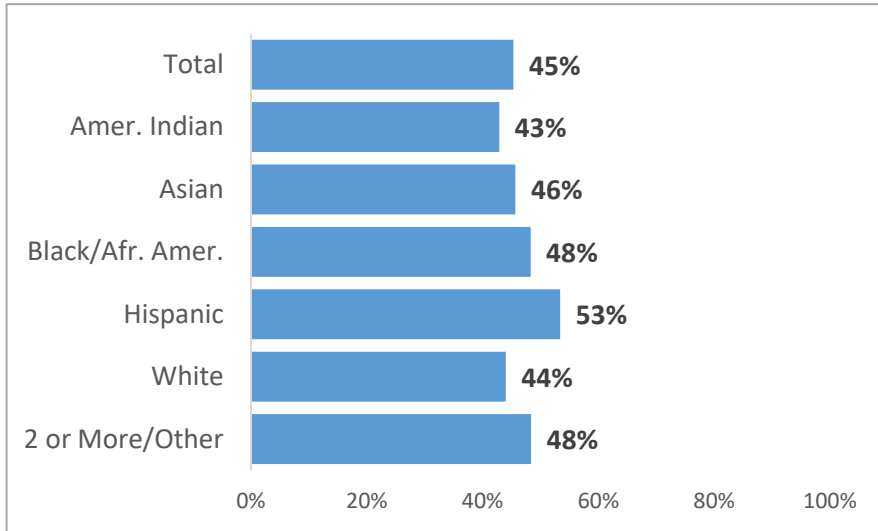
Classroom Experiences: Key Findings (continued)

- **Discomfort with Being Singled Out in Class**
 - Those who reported that they felt uncomfortable being singled out in class ranged from 31% of White students to 46% of Black/African American respondents. Of those, White students attributed being singled out to their political beliefs; all other students cited their race, ethnicity, or national origin, among other reasons.
 - Viewed by respondent gender and sexual orientation, those reporting that they had been singled out in class ranged from 45% for Other/Self-Identified gender to 30% for Males. Male, Female, and Heterosexual students indicated that they were singled out due to their political beliefs. Those identifying as Other/Self-Identified gender or a non-heterosexual Sexual Orientation pointed to their gender, gender identity, or sexual orientation.
- **Heard Instructional/Teaching Faculty Express Negative or Stereotypical Views**
- Both the 2016 D&I and 2015 SERU surveys asked students how often they had heard instructional faculty express negative or stereotypical views about diverse groups. While the response scales differed (D&I five-point and SERU six-point), the overall pattern of responses was similar.
 - Overall, only small percentages of respondents reported that they had often heard faculty express negative or stereotypical views about various identity groups.
 - American Indian and Black/African American students tended to hear such comments more frequently than other respondents.
 - Respondents in the Other/Self-Identified gender and non-heterosexual orientation groups had often heard faculty express stereotypic views on gender, gender identity, and sexual orientation.

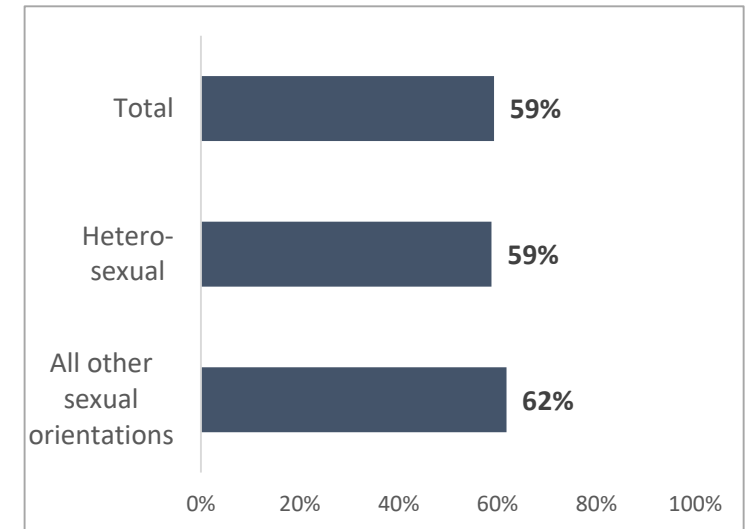
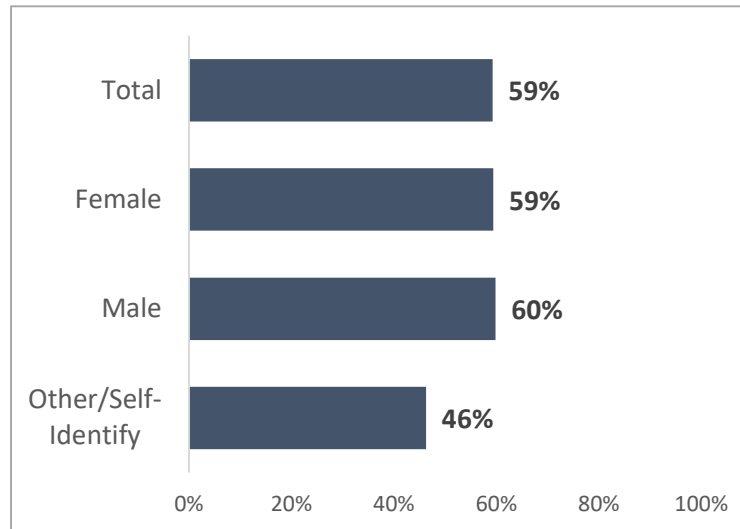
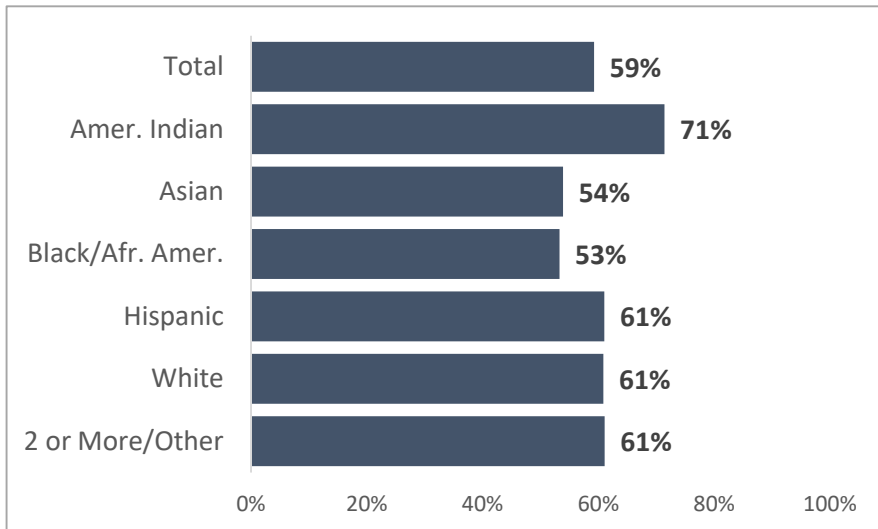
Class Experiences

(% responding Agree + Strongly Agree):

I am able to explore my own background through class projects/assignments



I feel comfortable sharing my own perspectives and experiences in class

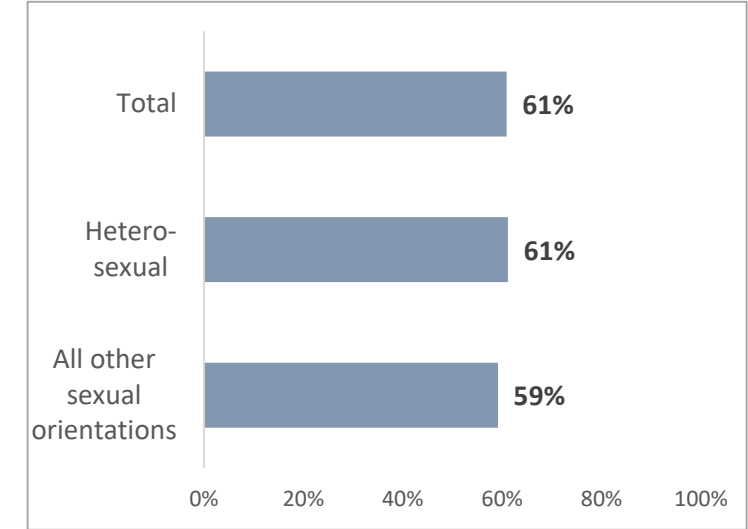
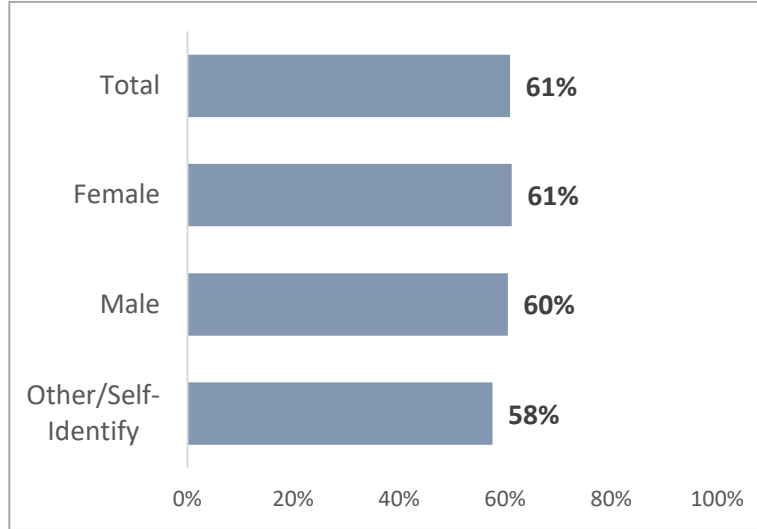
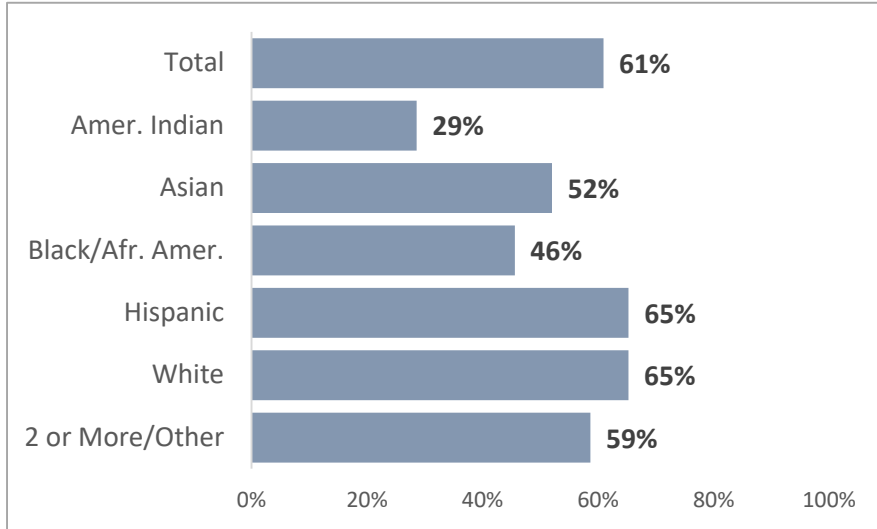


Class Experiences

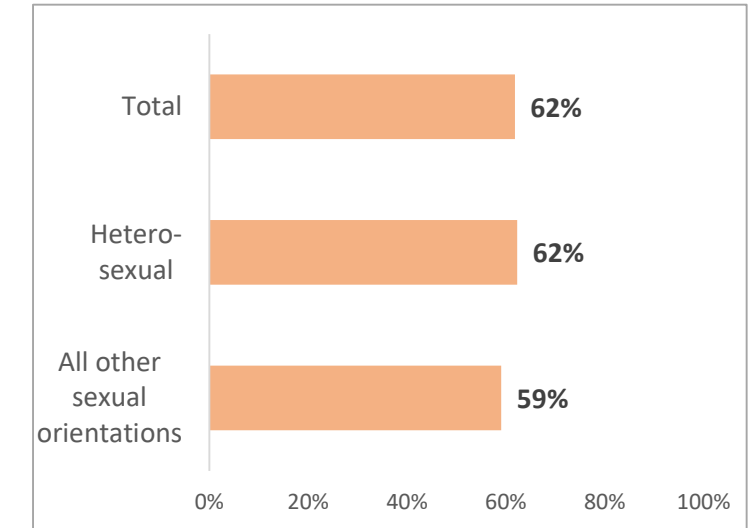
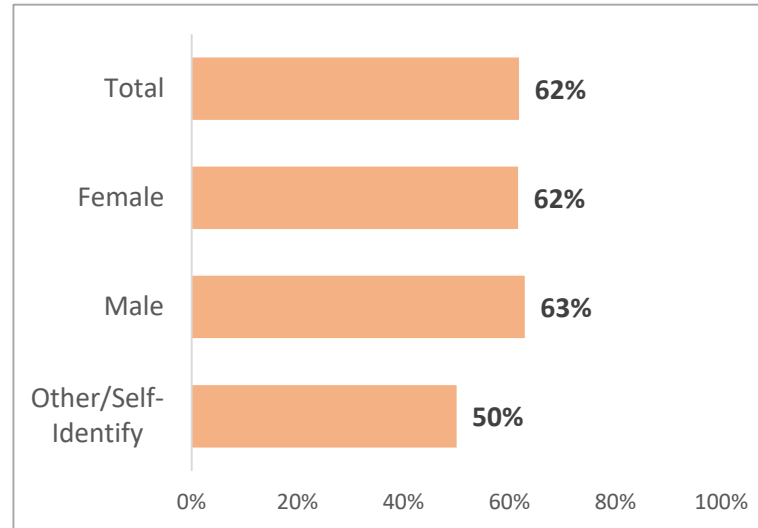
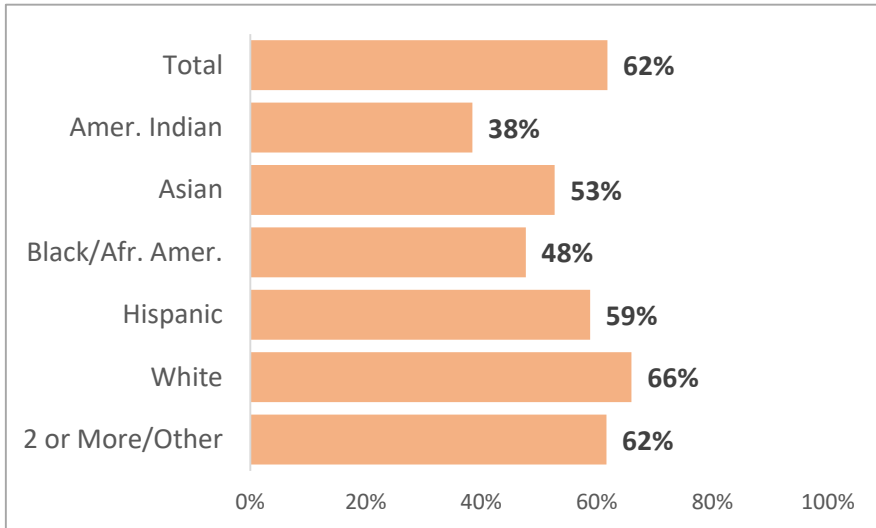
(% responding Often + Very Often)

How often have you experienced the following in class at UNC-Chapel Hill?

Felt that faculty were able to determine my level of understanding of the course material



Felt that my contributions were valued in class

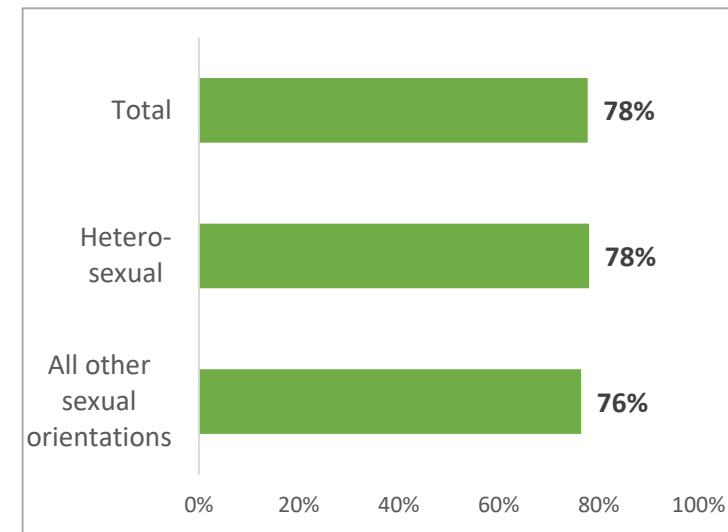
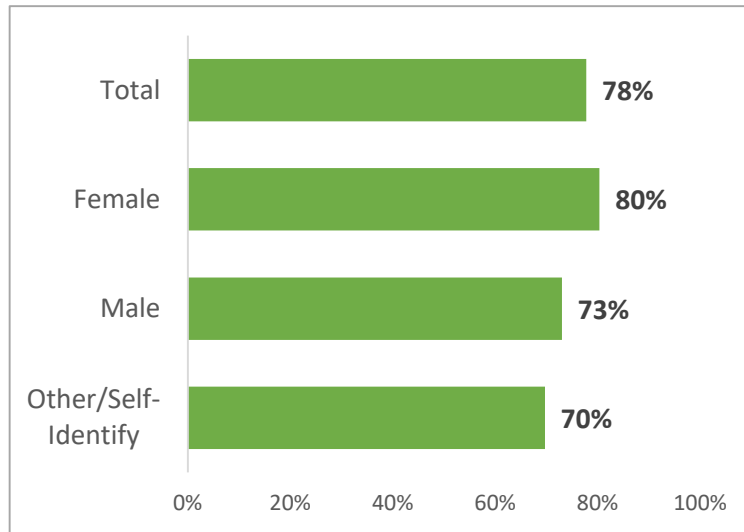
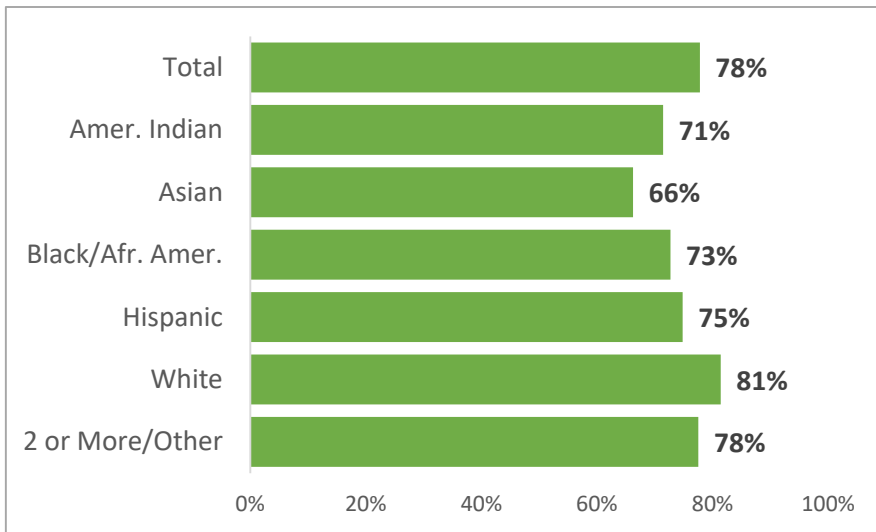


Class Experiences

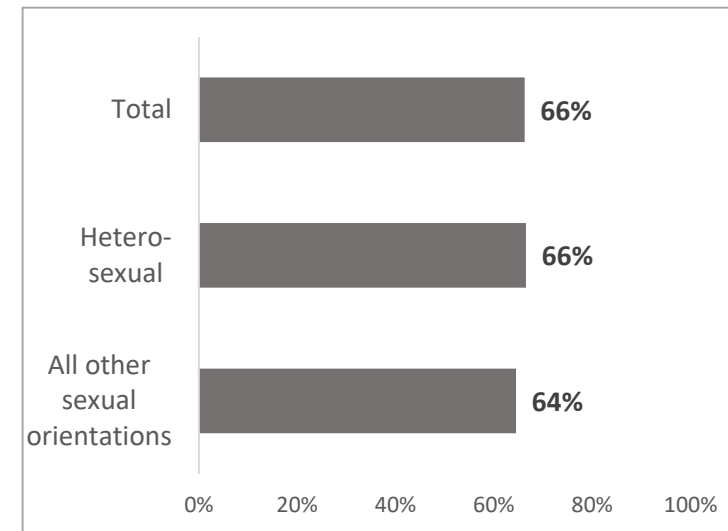
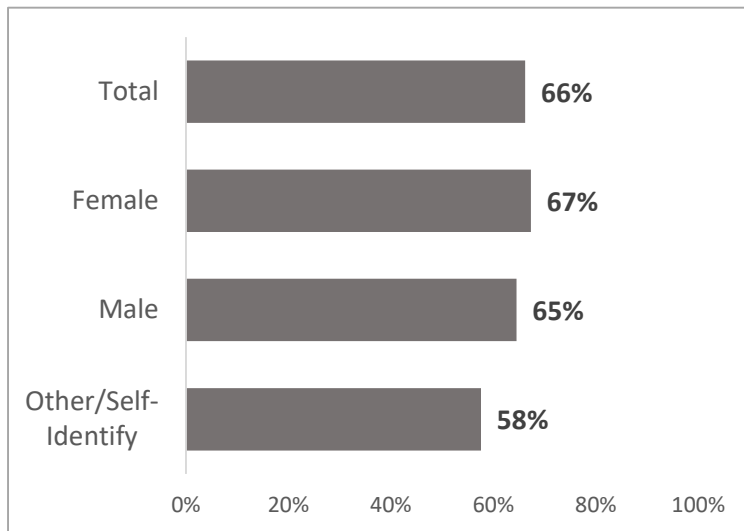
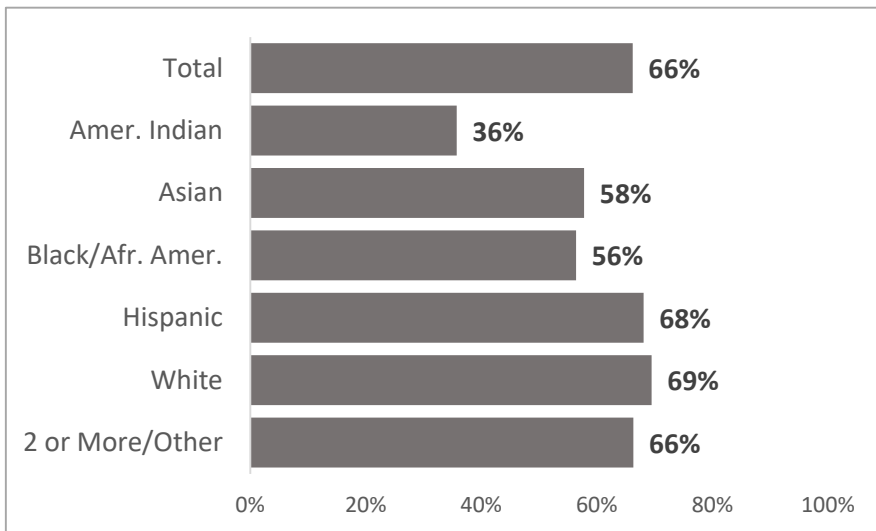
(% responding Often + Very Often)

How often have you experienced the following in class at UNC-Chapel Hill?

Faculty encouraged me to ask questions and participate in discussions



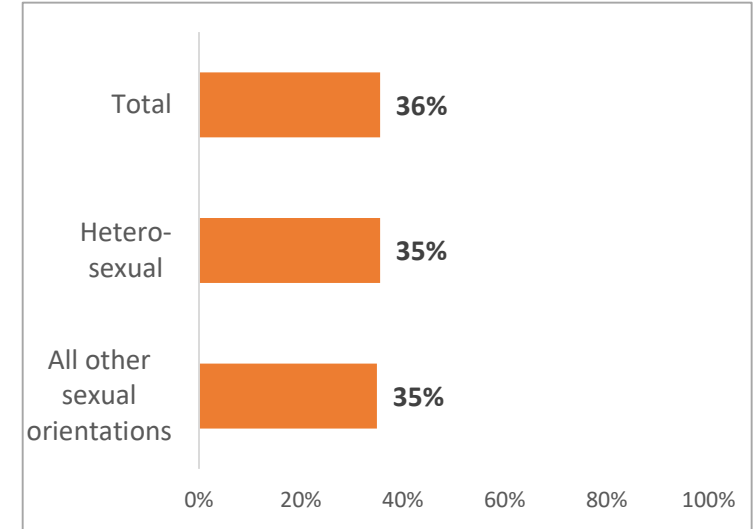
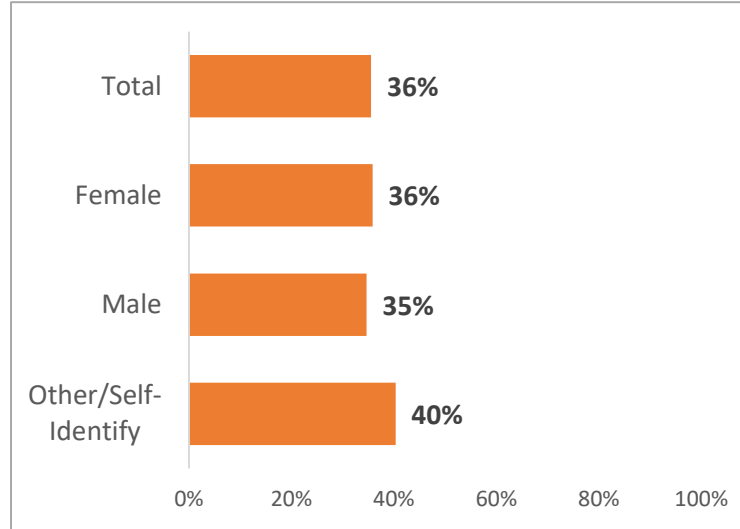
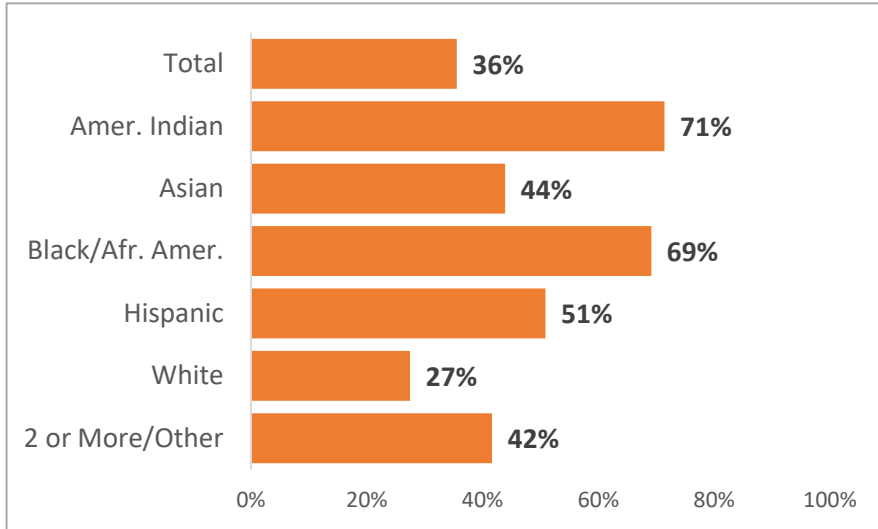
Faculty provided me with feedback that helped me assess my progress in class



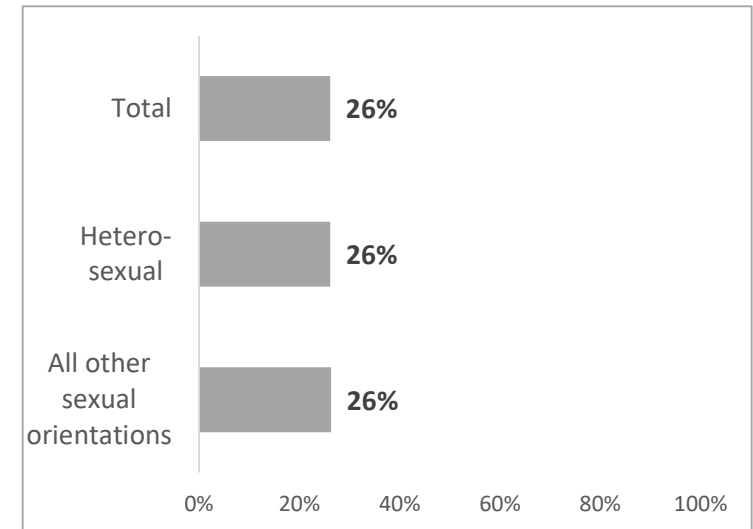
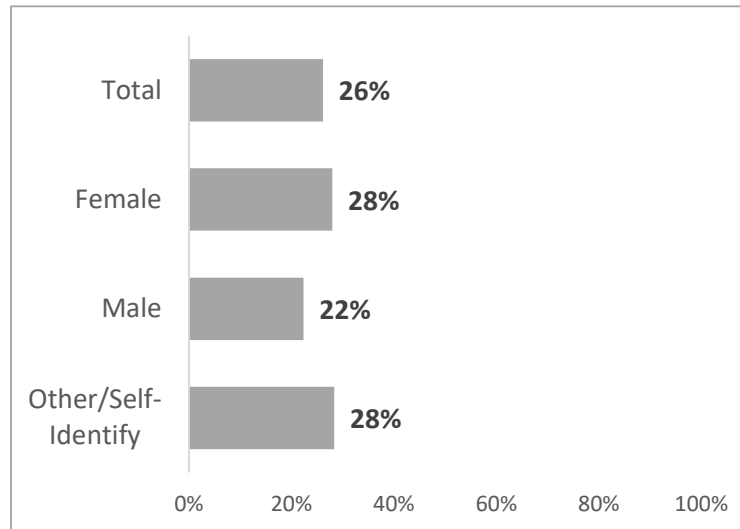
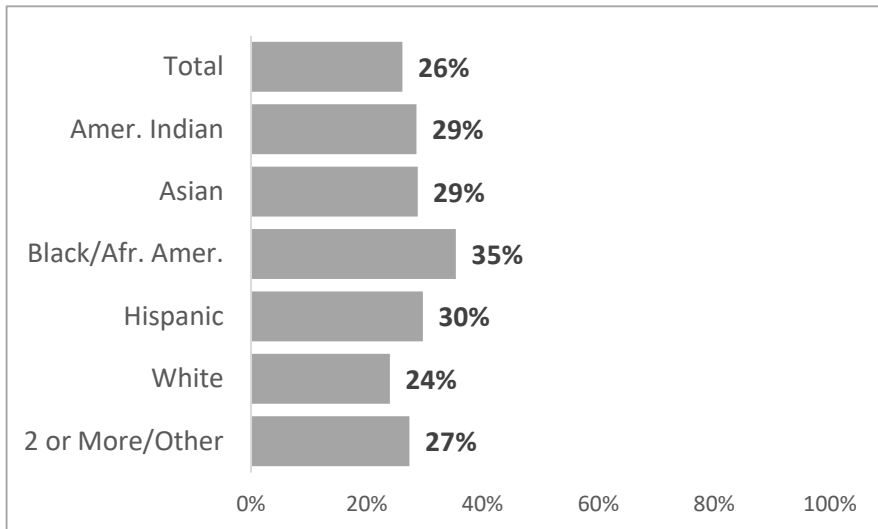
Class Experiences

(% responding Agree + Strongly Agree)

I feel I have to work harder than other students to be perceived as a good student



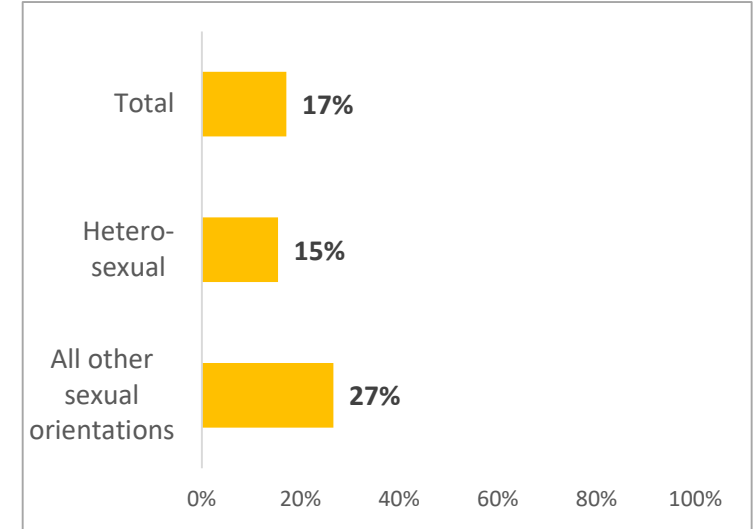
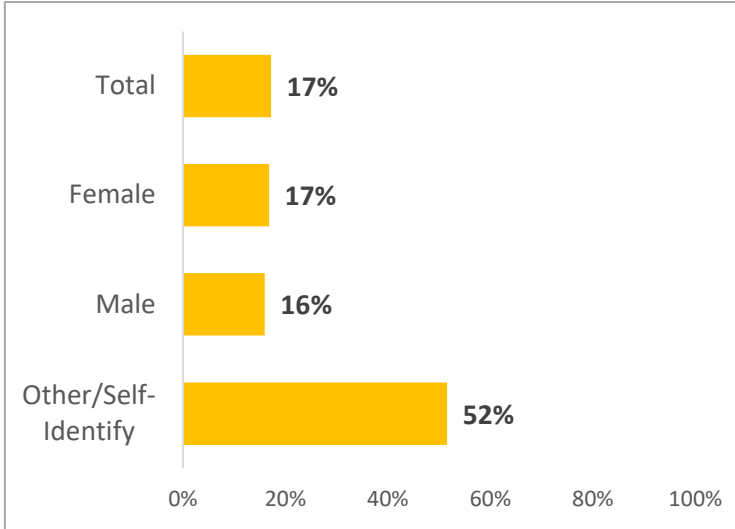
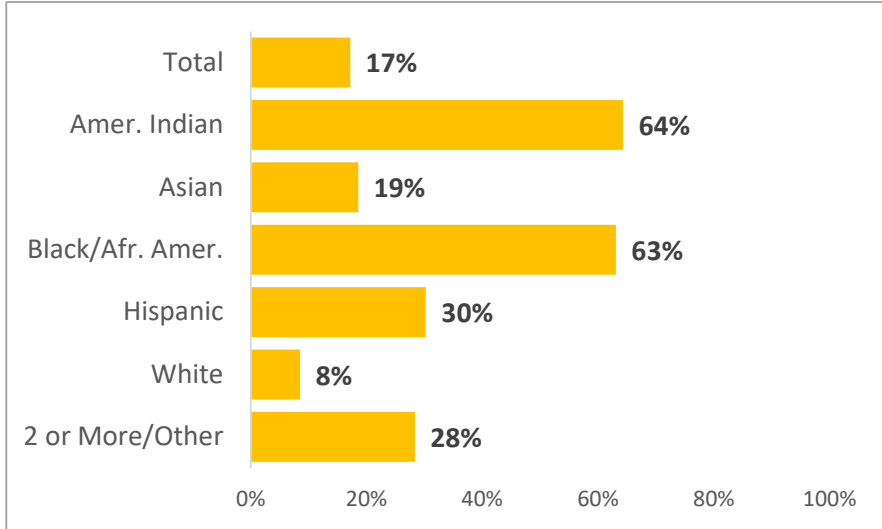
I don't feel comfortable contributing to class discussions



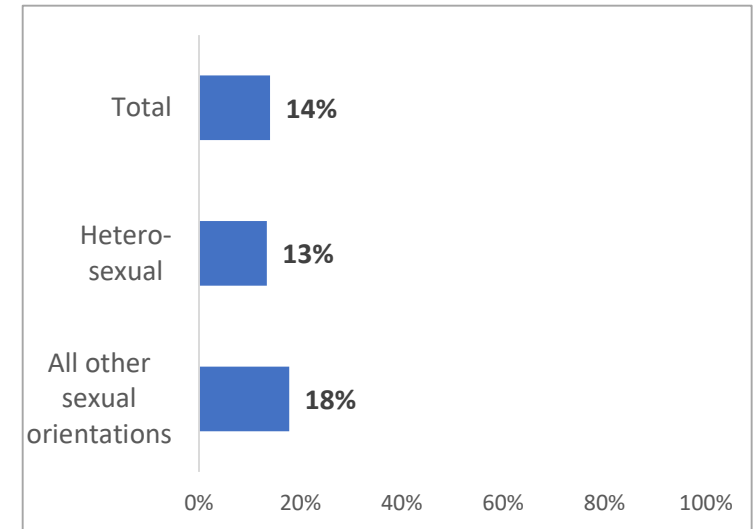
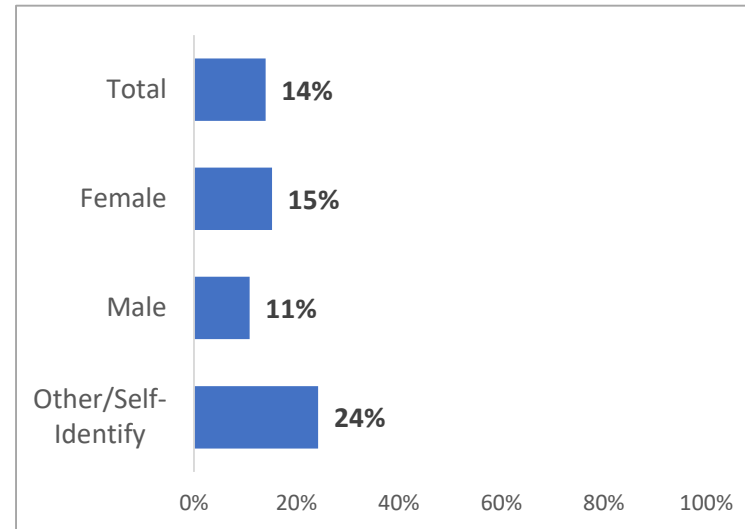
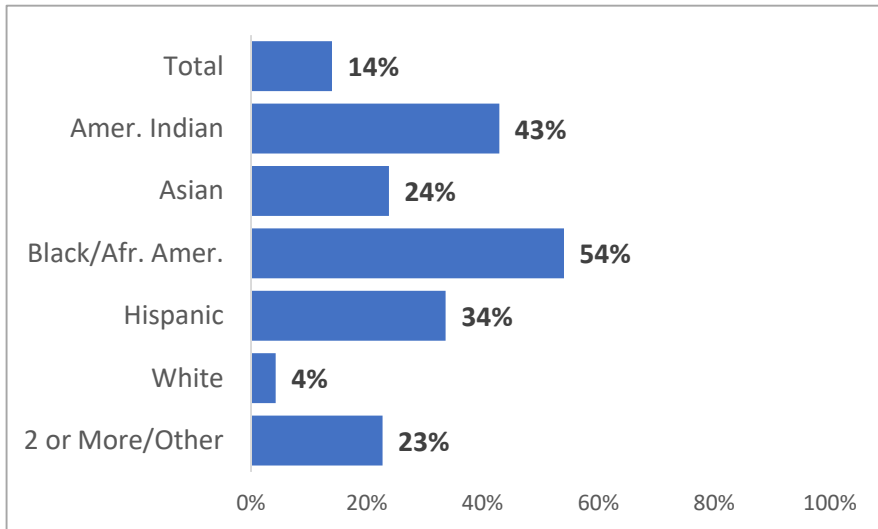
Class Experiences

(% responding Agree + Strongly Agree)

I feel isolated in class because of the absence or low representation of people like me



I feel pressured in class discussions to represent the views of all people from my racial or ethnic background

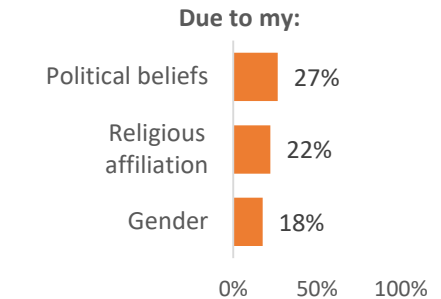
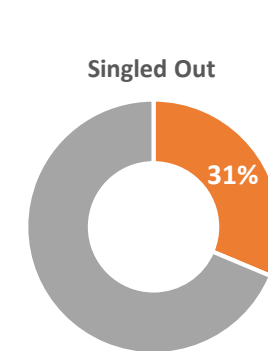
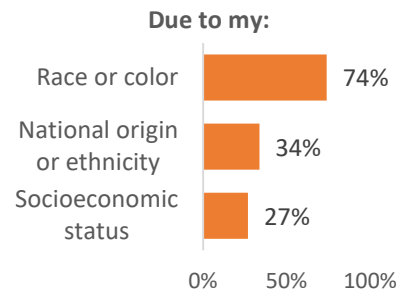
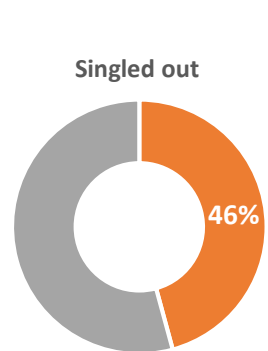
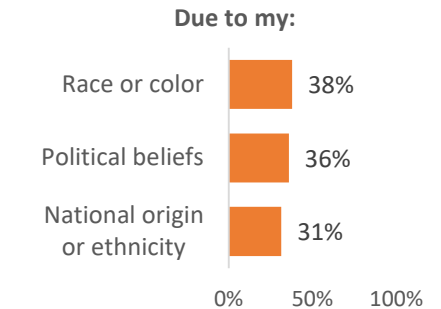
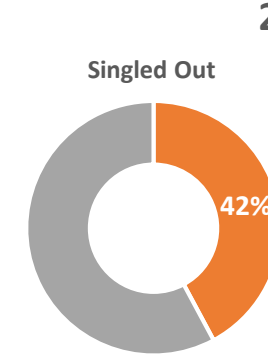
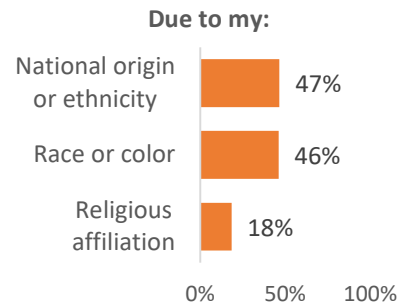
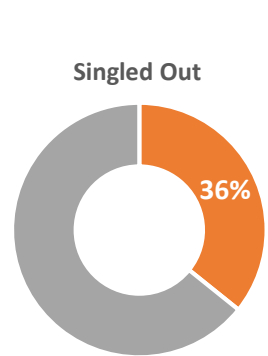
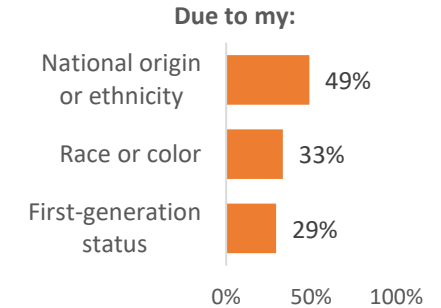
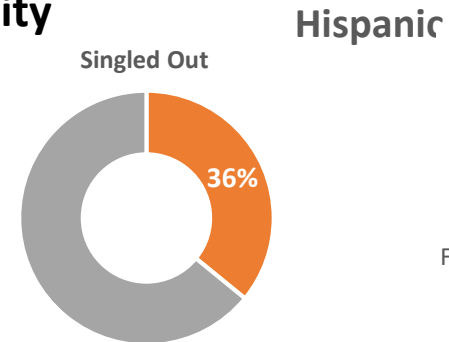
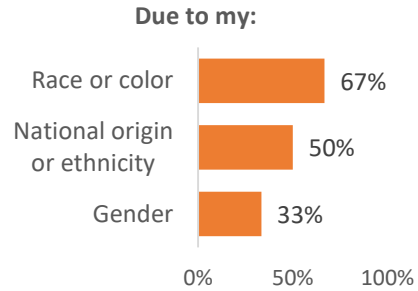
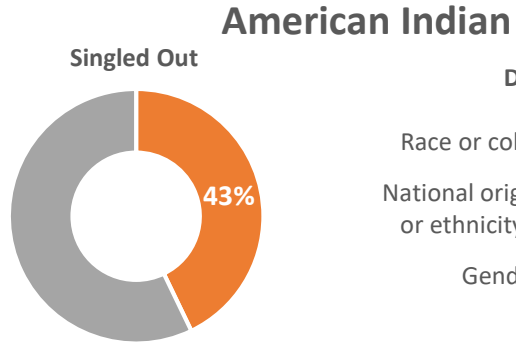


Class Experiences

I have been uncomfortable being singled out in class

(% responding Agree and Strongly Agree)

By Respondent Race/Ethnicity



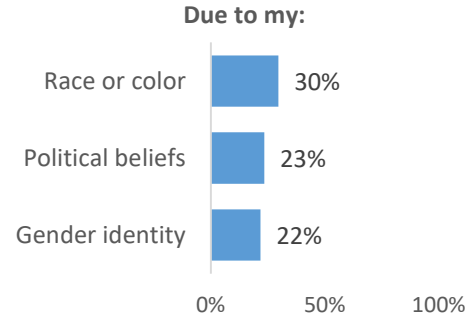
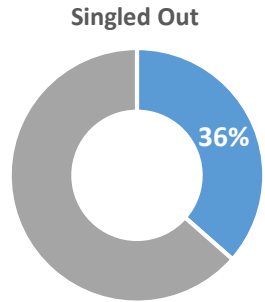
Class Experiences

I have been uncomfortable being singled out in class

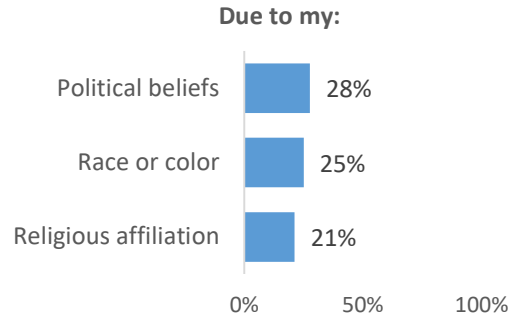
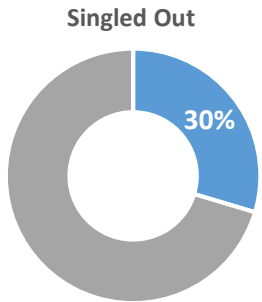
(% responding Agree and Strongly Agree)

By Respondent Gender

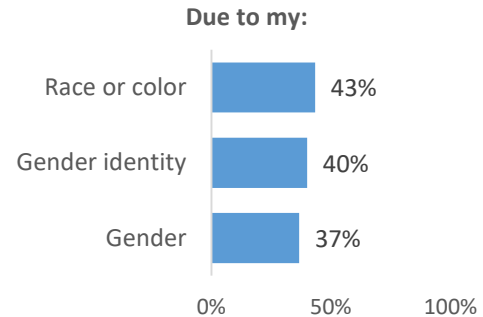
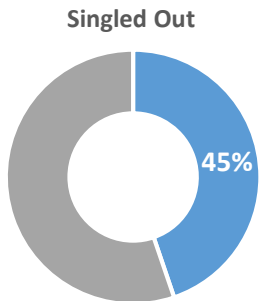
Female



Male

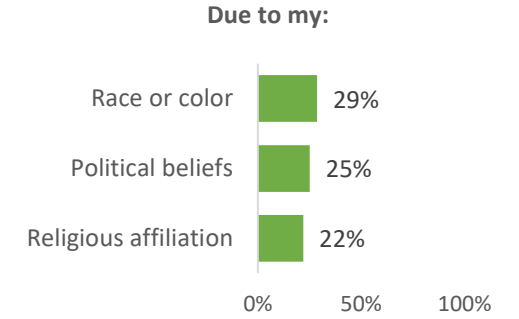
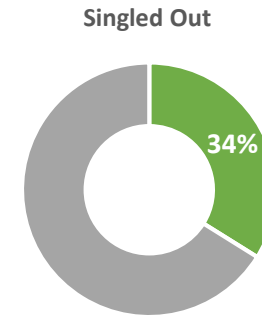


Other Gender/Self-Identify

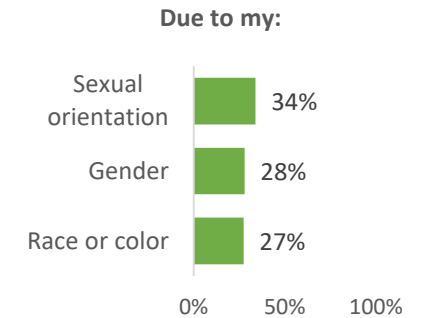
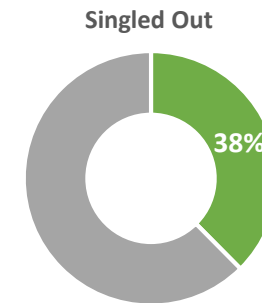


By Respondent Sexual Orientation

Heterosexual



All other sexual orientations

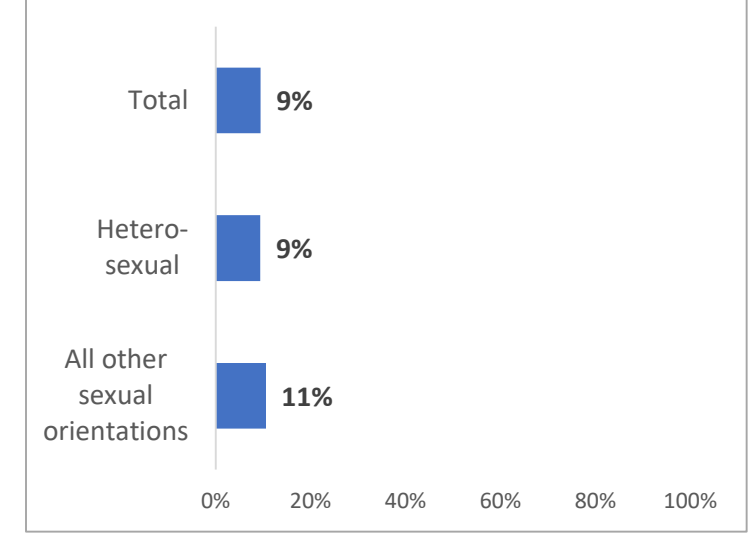
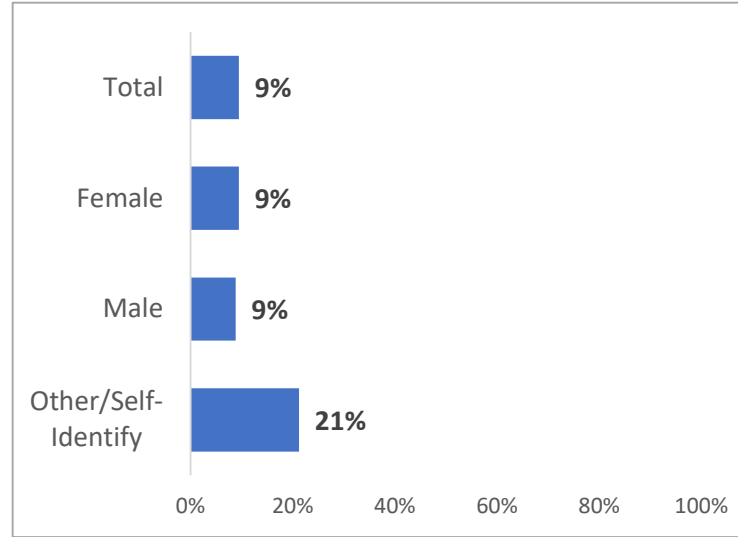
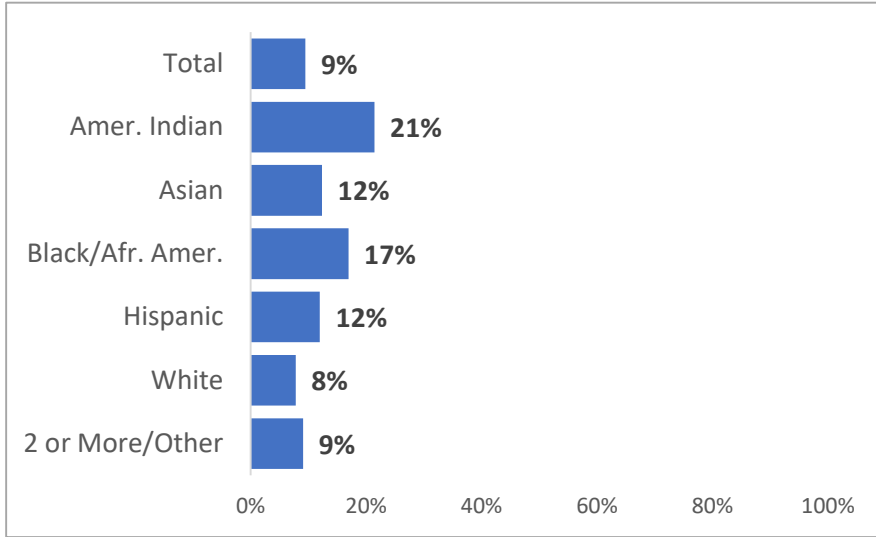


Class Experiences

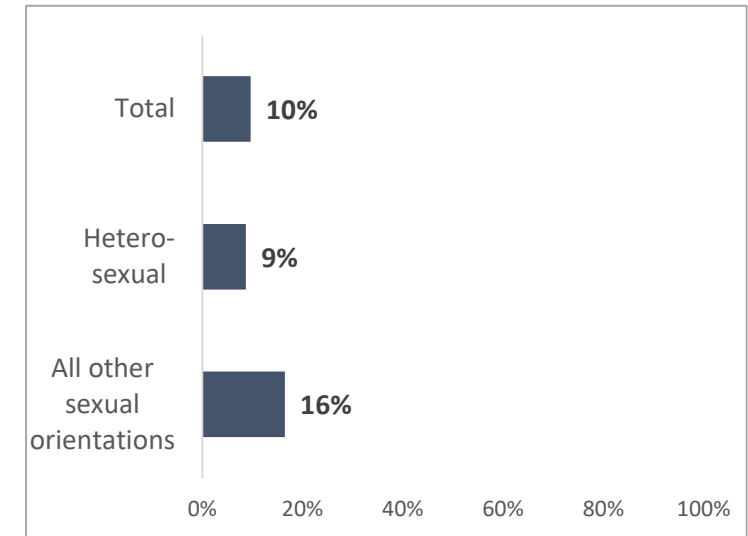
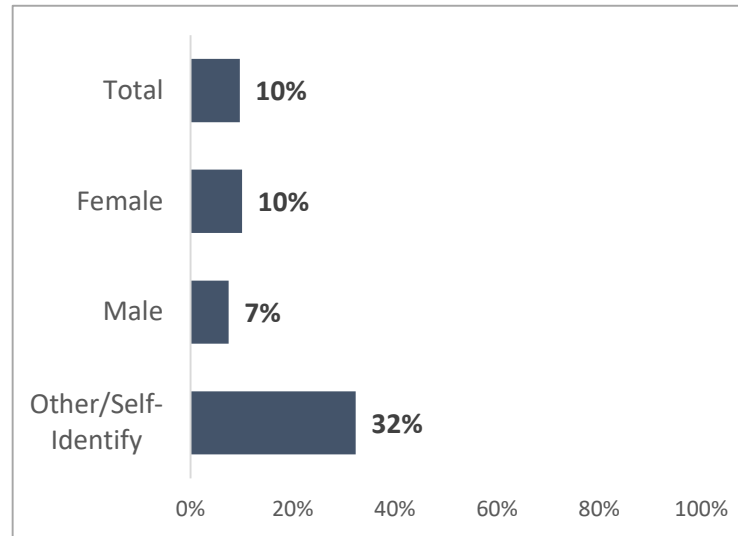
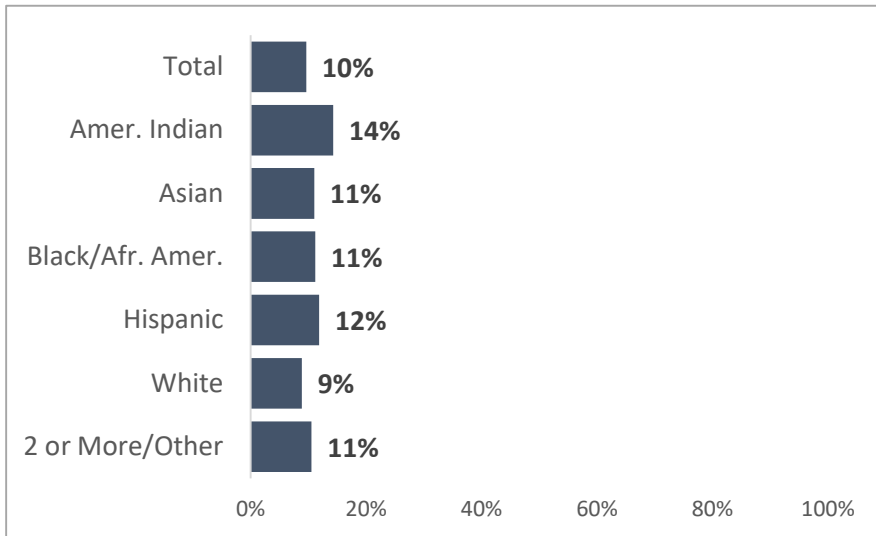
In class, I have heard faculty express stereotypes based on

(% responding Often + Very Often)

Race or color



Gender

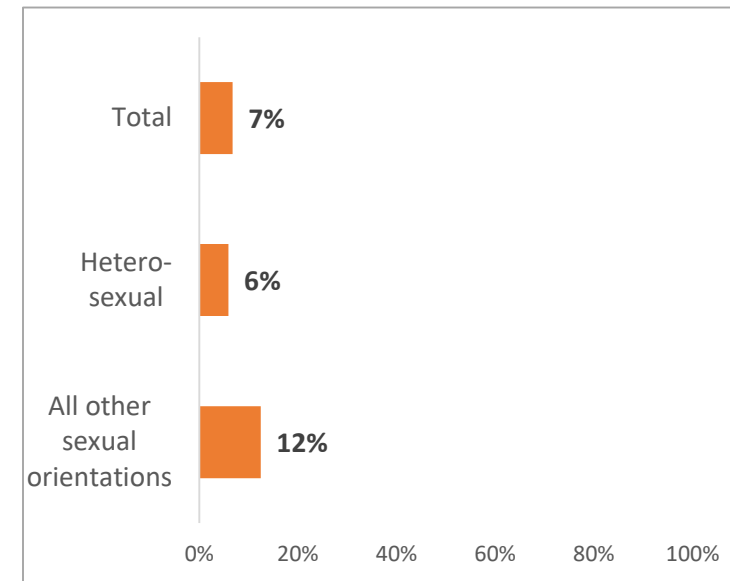
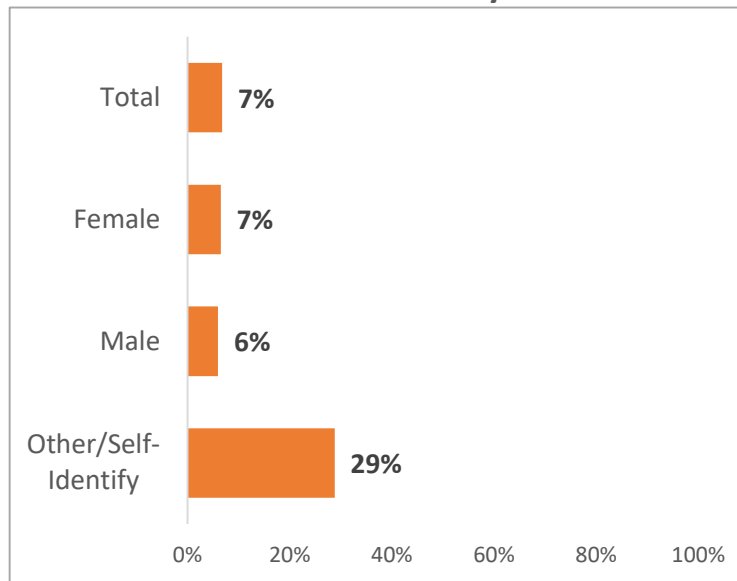
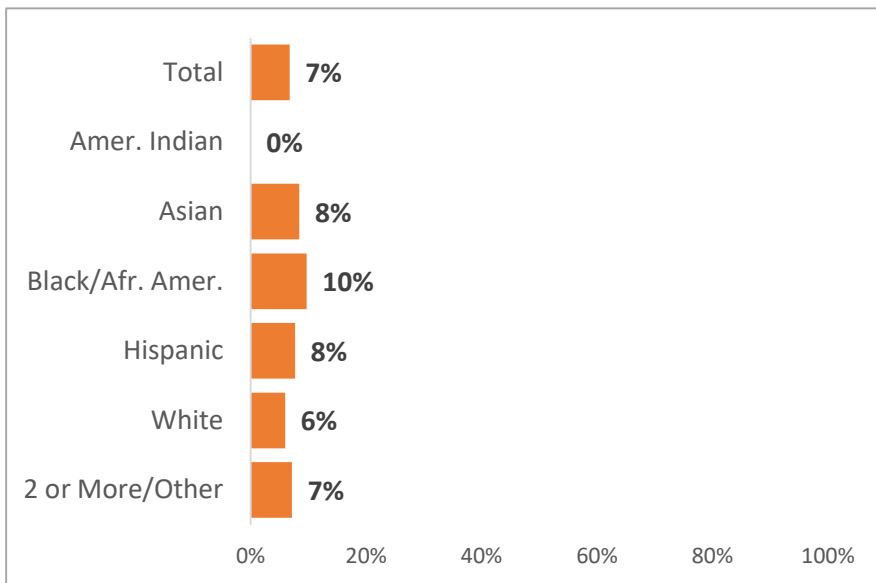


Class Experiences

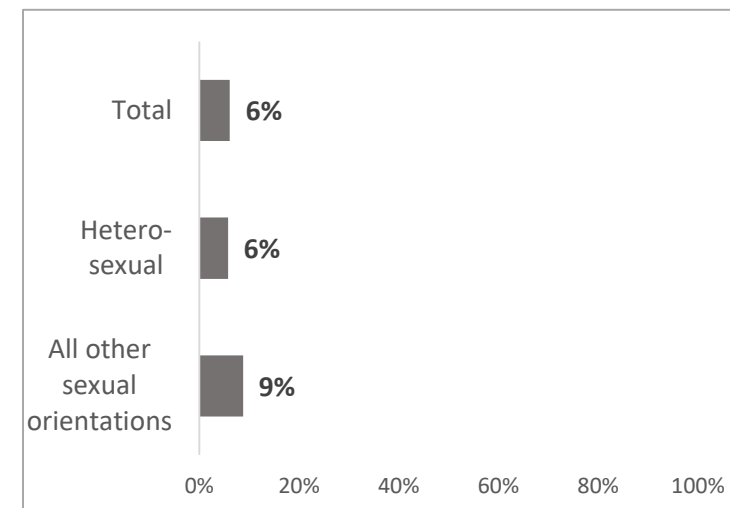
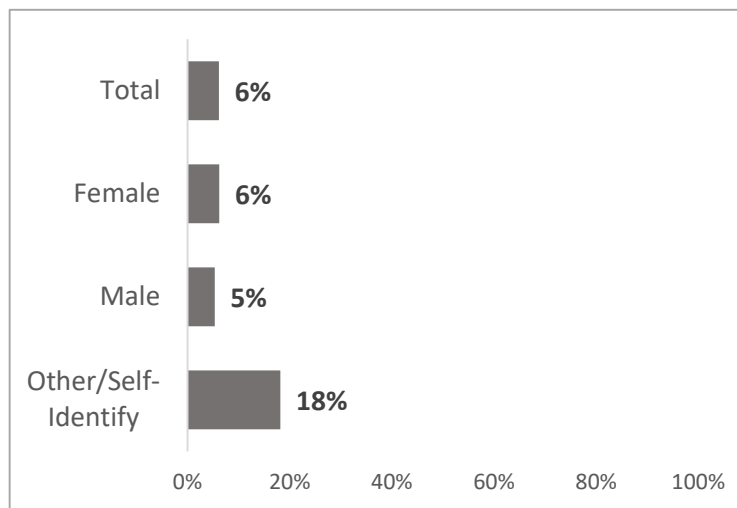
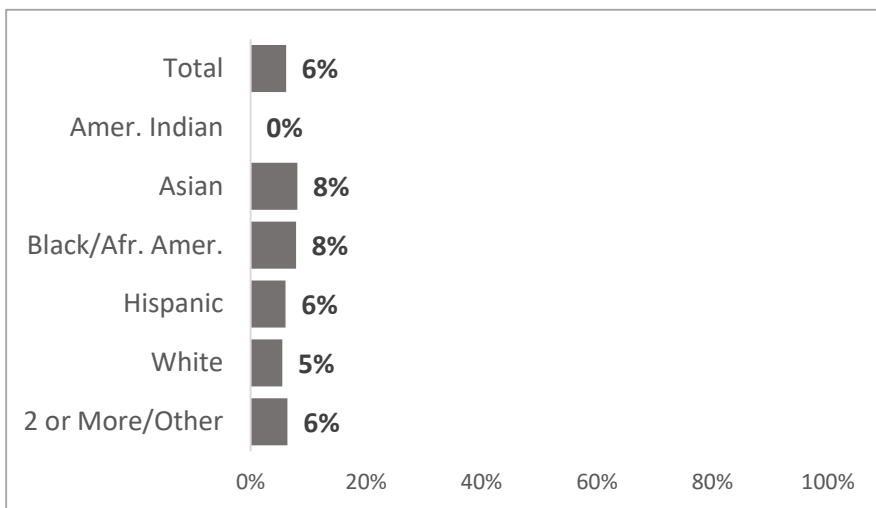
In class, I have heard faculty express stereotypes based on

(% responding Often + Very Often)

Gender identity



Sexual orientation

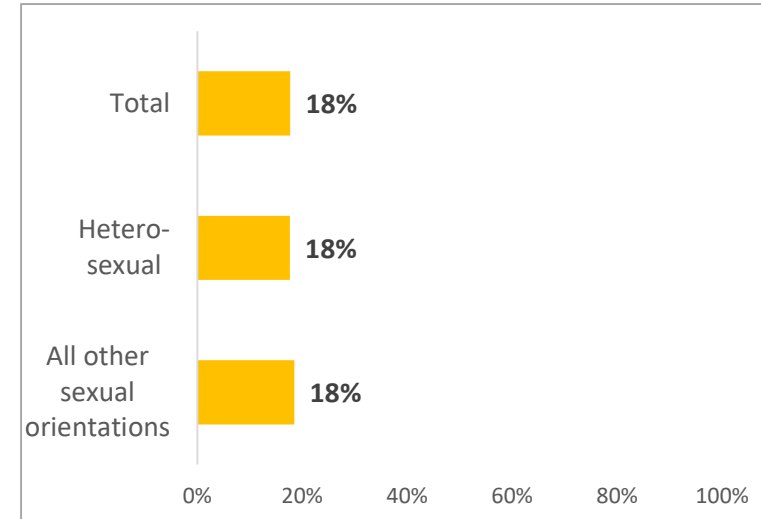
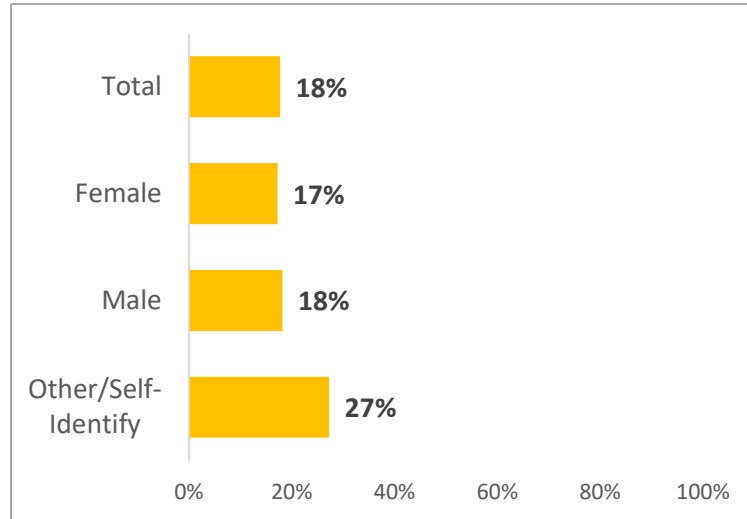
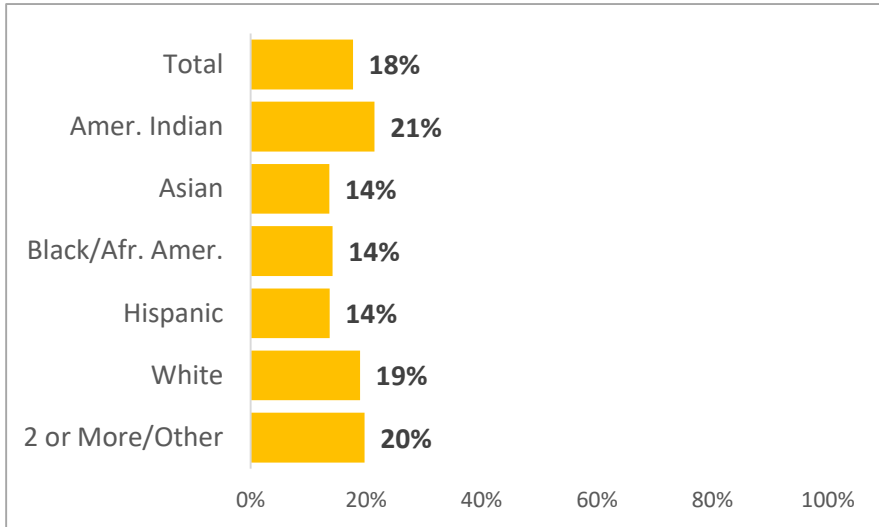


Class Experiences

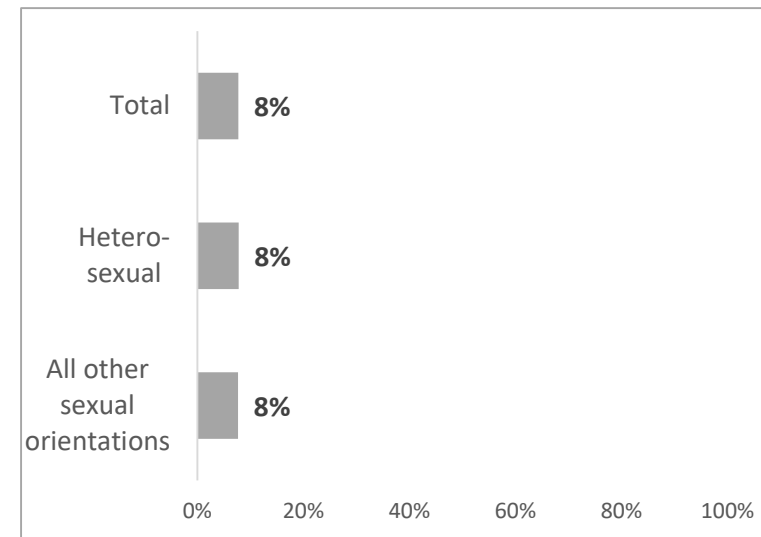
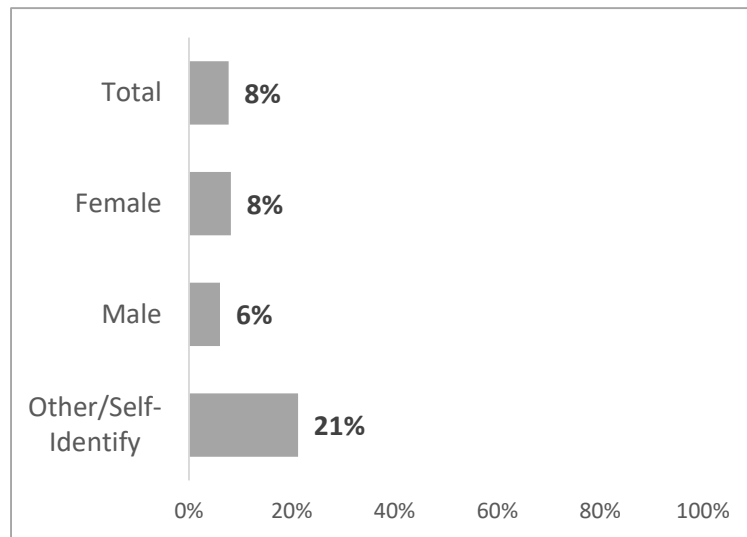
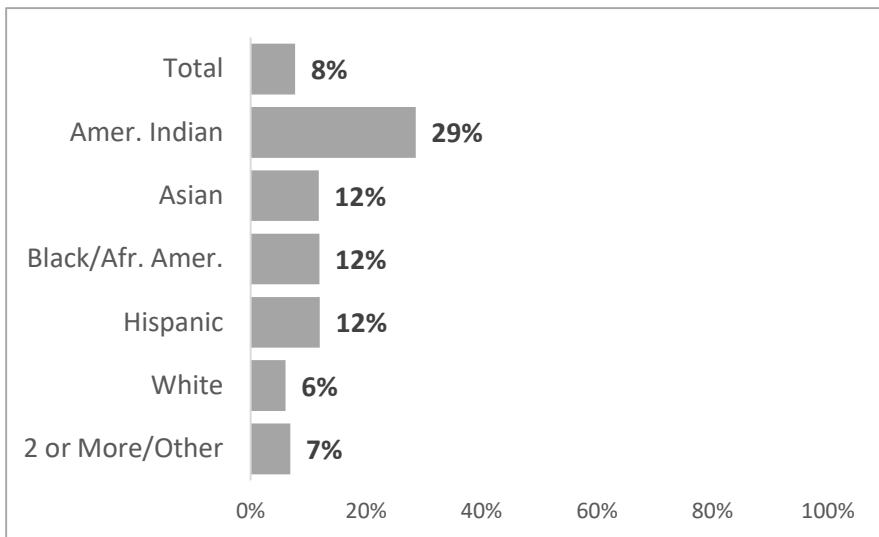
In class, I have heard faculty express stereotypes based on

(% responding Often + Very Often)

Political beliefs



National origin or ethnicity

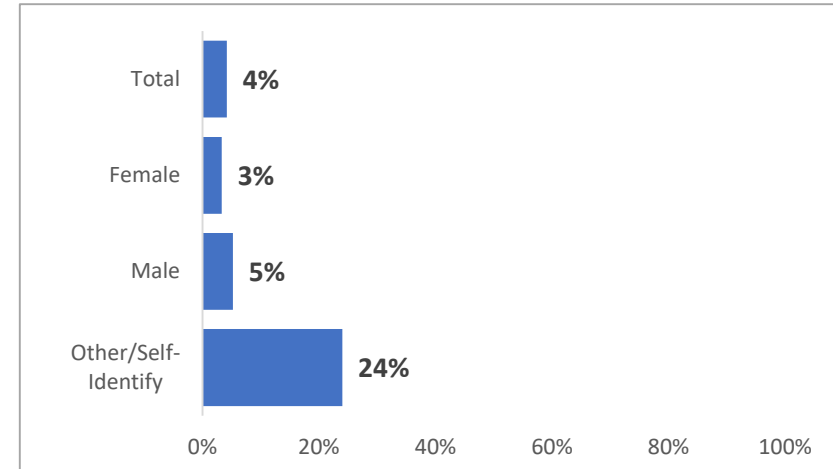
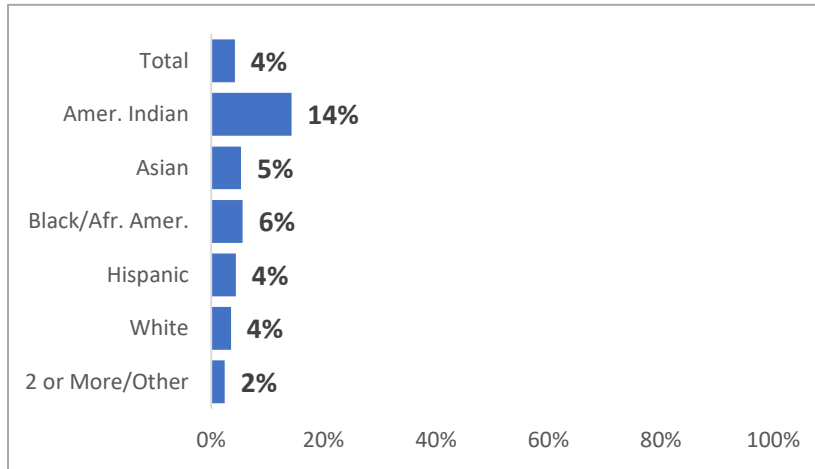


Class Experiences

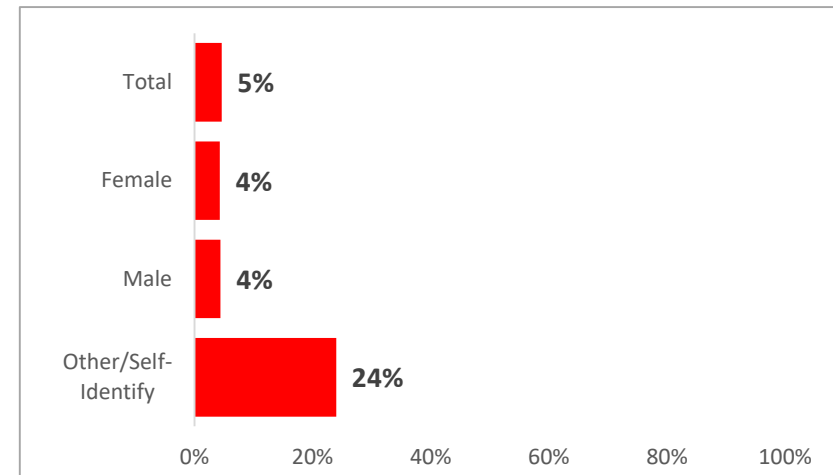
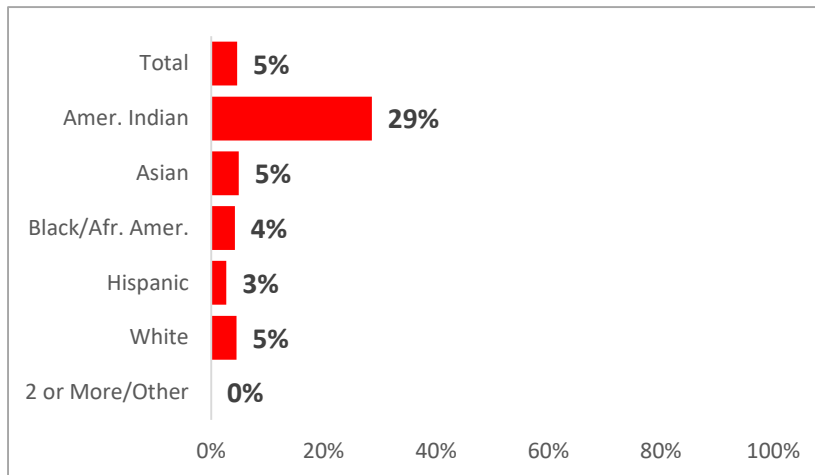
How often have you heard teaching faculty or instructors express negative or stereotypical views about the following? [SERU 2015]

(% responding Somewhat Often + Often + Very Often)

About Race/Ethnicity



About Genders

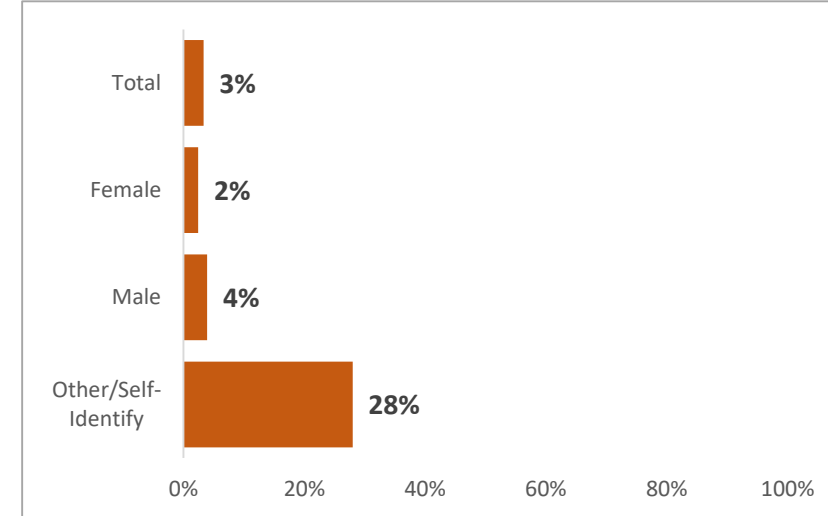
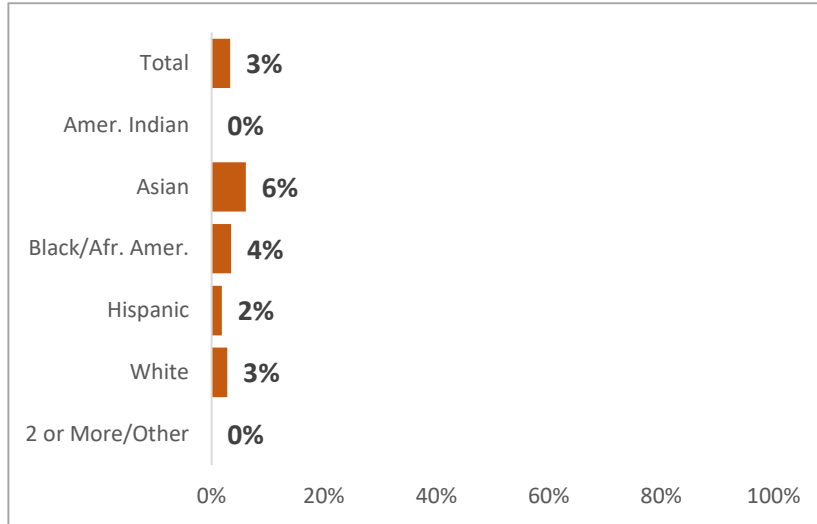


Class Experiences

How often have you heard teaching faculty or instructors express negative or stereotypical views about the following? [SERU 2015]

(% responding Somewhat Often + Often + Very Often)

About Sexual Orientations



About Political Beliefs

