PRELIMINARY REPORT

Comprehensive Campus Climate Assessment for

Equity, Diversity, and Inclusion at

The University of Maryland

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Acknowledgements

During the various phases of this project, many members of the faculty, staff, and student body made an intentional effort to ensure success of this project. A clear commitment to include as many voices of the campus community as possible was a central value of the University of Maryland.

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We are particularly grateful to those who participated in the survey and to senior administration and other leadership members on campus for providing this opportunity for people to participate.

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Introduction

In the Fall of 2017, all of the University of Maryland at College Park (UMD) students, faculty, and staff were notified about the opportunity to participate in a campus climate survey. This was the first campus climate survey to be offered to all members of the UMD community. This effort to hear the voices of all campus community members was an initiative from the Office of the Diversity and Inclusion (ODI) at UMD and the leadership of Chief Diversity Officer Roger L. Worthington.

During the year prior to launching the survey, the UMD community experienced a tragedy on campus with the murder of Second Lt. Richard Collins, III, a college senior from nearby Bowie State University. The murder was charged as a hate crime against a former UMD student, which caused an intense campus reaction highlighting concerns about hate/bias incidents and other campus climate-related events at UMD.

The UMD Campus Climate Study was only one approach by ODI and UMD to create a climate that aligns with the campus mission and values. On July 6, 2017, President Loh announced

> "…a major institutional commitment of effort and resources to improve the campus climate; strengthen the recruitment and retention of historically underrepresented faculty, staff, and students; support research, scholarship, and creative work on the many dimensions of diversity; review our educational programs so that students have enhanced competencies to succeed in a multicultural world; and expand our community engagement to carry out our land-grant mission making a difference in the lives of people in Maryland."

During the summer of 2017, the Office of Marketing and Communications at UMD published a request for proposals (RFP) through the procurement process. In July, the RFP process was transferred to ODI, and Dr. Jennifer Hubbard of *Trail Blazes Consulting* was contracted to conduct a campus-wide survey. There will be two different consultant reports arising from the findings of the campus climate study: (a)

this preliminary report, which will provide a narrative overview of campus-wide findings; and (b) the final report, which will include a thick, technical report.

Survey Instrument

The University of Maryland Campus Climate survey was a collaborative effort between the campus and external consultant, Dr. Jennifer Hubbard, who began the process in October 2017. During her first trip to campus, Dr. Hubbard met with campus stakeholders to learn about key topics and themes related to diversity, equity, and inclusion. Subsequent visits to campus included additional meetings with students, faculty, and staff members to develop the survey questionnaire.

The survey was offered via Qualtrics™. The survey was extensive and included a common core set of questions for all participants, and additional groupings of items with specific relevance to students or faculty or staff, resulting in approximately 70 questions for each of the three groups of faculty, staff, and students. Following the survey questions, there were open-ended questions included to gather survey participants' recommendations for actions that UMD could implement to reduce hate/bias incidents, ideas for "next steps" for UMD around diversity and inclusion efforts, and issues that should be considered the "top priority" for UMD and the campus climate.

Common Items

There were a core set of common items to be completed by all survey participants. The majority of common items were analyzed using factor analysis (a data reduction technique) to produce composite variables. These variables measured a variety of climate-related constructs, including

(a) Demographics, including primary affiliation with the university, race, gender identity, sexual orientation, religion or spirituality, disability status, and political orientation;

(b) personal perceptions of the general campus climate (positive and negative);

(c) frequency of interactions with people from different identity groups;

(d) attachment to the university (i.e., belongingness, feeling welcome; satisfaction with choice of UMD; interest in staying at UMD);

(e) perceptions about whether people are treated differently at UMD based on their identity status;

(f) how often participants indicated they heard offensive speech targeting someone's identity status;

(g) the extent to which UMD works to improve the climate for diversity and inclusion;

(h) experiences of three different types of micro-aggressions (microinvalidations, attributions of dangerousness, and microinsults) and micro-affirmations (subtle positive/supportive messages);

(i) multiple types of experiences of discrimination;

(j) emotional responses to hate/bias incidents at UMD (i.e., positive and negative affect);

(k) inclination to leave UMD based on hate/bias incidents;

(l) perceptions of physical and emotional safety at UMD;

(m) propensity to engage with others across differences;

(n) propensity to debate other people across differences;

(o) propensity to avoid other people with differing beliefs, values, perspectives;

(p) affirmation of hate speech as protected under the First Amendment;

(q) inclination to disrupt speech perceived as offensive.

Student-, Faculty-, and Staff-Specific Items

The survey contained items specific to the experiences of students, staff, and faculty. For the purposes of this report, only the findings obtained from the common items are reported. Additional analyses and findings will be reported for student-, faculty-, and staff-specific items in the final report. The survey questionnaire administered to the UMD campus community will be added to the appendices in the final report.

Study Methodology

The University of Maryland Campus Climate Survey was primarily an online and web-based survey that was designed to allow participants to complete it on a mobile, tablet, or computer device. The survey was also made available to a number of staff groups (e.g., dining services, facilities) in paper-and-pencil format, and in eight different languages to increase the sampling of staff groups without daily access to computers on the job, as well as non-native English speakers.

Sample Design

Although the study was not designed with the expectation of obtaining responses from the entire population of students, faculty, staff, and administrators at the university, our intent was to provide every single member of the university community the opportunity to participate in the study and have their voices heard. To that end, the Office of Strategic Communication at UMD helped us produce a plan for the widest possible distribution of notices and announcements to encourage participation in the study.

Population

All active (full-time or part-time) university students, faculty and staff as of January 1, 2018 were included in the survey participation announcements. The University Registrar provided a list of all eligible students and the Human Resources provided a list of eligible faculty and staff. The totals based on the information provided from the offices are included below in Table 1.

Table 1

	University of Maryland Campus Population
Students	38,582
Faculty and Staff	16,672

The total sample population (approximately 55,254) were included in this sample. The decision to include a campus-wide sample meant taking into consideration protection from respondents completing the survey more than one time. In order to remove duplication, the survey was created using the CAS authentication system and that prompted participants to login using their UMD Directory ID and password to gain access to the survey. While the system allowed participants to login from multiple locations to complete the survey, and this was done due to the length, it would note this information and could be sorted and allow the removal of duplications prior to analysis. For the cases where multiple surveys were included in the data set, through identification of any duplicate values in the Directory ID, these cases were reviewed and removed based on the survey with the most completed questions/ progress.

Data Collection

The overall data collection took place between January 29, 2018 and February 28, 2018.
The protocol for collecting data included:

- Campus-wide email invitation sent on January 29, 2018 from the
  Campusclimate@umd.edu email account to all members of the UMD community from
  Dr. Roger L. Worthington outlining the purpose and call for engagement around equity,
  diversity, and inclusion from all members of UMD.

- Throughout the survey process, one initial email with the link to the survey and one
  follow-up reminder half way was sent to all members of the UMD community.

- Multi-media approach to recruiting participation took place throughout the month:
    - A postcard invitation was designed and mailed to all faculty on campus.
    - An advertisement was placed on the front page of the Diamondback newspaper.
    - A video was made and placed on social media.
    - Social media ads were placed to target the UMD community.

- Three separate email invitations were sent from Department Heads, Deans, and Directors
  to their communities encouraging and supporting participation.

- For staff members who work in dining, facilities, and maintenance, paper surveys (in 8
  languages) were made available during work hours with a facilitator and translators, as
  needed, to increase opportunities for those members of the community who do not have
  access to technology as a part of their work responsibilities.

- The survey was offered in paper form in a total of 8 languages (English, Amharic,
  French, Haitian/Creole, Tagalog, Vietnamese, Chinese, and Spanish). There was an
  intentional effort to meet with campus staff who do not use computers as part of their
  position by offering in-person meetings with groups.

As previously noted, collaboration with offices and groups across campus was included to
maximize the response rate, especially focusing on groups in the UMD community there was
collaboration with communities connected with: MICA, Nyumburu Culture Center, LGBT
Equity Center, Greek Life, Hillel, Athletics, Resident Life, Academic Achievement Program,
Office of Diversity and Inclusion.

Data Cleaning

Data cleaning took place in multiple phases. The drop-off rate for the survey was expected to be higher than usual as a result of the length of survey (approximately 30 minutes). Cases with fewer than 50 percent completion were dropped from analyses. An evaluation comparing demographics from dropped cases with be included in the final report.

Random and malicious responding was assessed using validity-check items (e.g., please do not respond to this item), and text responses that included obvious non-sequiturs.

There were 9,545 campus members who logged in the survey and completed part or all of the survey items; 19 community members logged in to the survey and declined to participate. The final sample size included 7,276 cases. The final sample emerged after multiple steps of data cleaning. The breakdown of the final sample population is represented in the table below:

Table 1:

	Sample Size	% of the survey sample
Students	4,217	58%
Faculty*	996	14%
Staff*	2012	28%
Total	7,276	100%

*Includes Senior Administrators with faculty or staff designation

Review of Responses

These data were reviewed through an inductive and exploratory process of analysis. Inductive analysis is a method of content analysis that researchers use to develop theories or conceptualizations and identify themes. By allowing the data to tell the story it avoids "overemphasizing and defending established methodologies that may result in researchers paying insufficient attention to the substantive findings of social reality." (Liu, 2016, p. 129). The commitment for campus climate research is to create a better understanding from these data and to illustrate lived experiences from the participants rather than trying to speak for the entire campus. Common critiques of campus climate research often stem from assumptions associated

with deductive approaches to data analyses (e.g., hypothesis testing, random sampling, generalizing to a population), which were not the focus of the current study.

The advantages of using an inductive, exploratory process of analysis is that it provides an opportunity for researchers to emphasize the importance of findings that have a high degree of convergence across analyses and types of data (e.g., qualitative and quantitative). Thus, in the remainder of this report, we provide findings that converge across both qualitative and quantitative findings, as well as across different analyses with similar outcomes. We will utilize converging findings to illuminate a conceptualization of strengths and weaknesses in the campus climate at UMD, and in the final report we will provide a specific set of recommendations about how to work toward improvements on the basis of converging data.

Limitations.

As expected, not every member of the community participated. Because the target population was the entire UMD campus, the sample represented members of that community who self-selected and volunteered to complete the survey. A second limitation was survey fatigue rate. As previously noted, there were a substantial number of participants who did not complete the entire survey. These data comprise only participants who completed 50 percent or more of the survey, providing usable responses to the majority of items. Analyses will be conducted and reported in the final report for any meaningful differences in the demographics or responses from the groups by those who completed 20% and 40%. Information about the demographics between the target population and the sample are included below.

Demographics of Survey Respondents

A comparison between the survey respondents and the entire UMD campus community is provided in the tables below.

Table 2: Students—Comparison of Sample to Population

		Percentage of the Sample	Percentage of the Population	
Total Students (undergraduate and graduate combined)	4217			Total Students (undergraduate and graduate combined)
Gender				Gender
Women	2,406	57%	47%	Women
Men	1,734	41%	53%	Men
Non-binary	68	2%		
Race/Ethnicity*				Race/Ethnicity*
White: US	2488	59%	48%	White: US
Black or African American	604	14%	12%	Black or African American: US
Asian	971	23%	14%	Asian: US
American Indian or Alaska Native	43	1%	0.1%	American Indian or Alaska Native: US
Native Hawaiian or Other Pacific Islander	11	0.2%	0.06%	Native Hawaiian or Other Pacific Islander: US
Hispanic	298	7%	8%	Hispanic: US
Other	71	2%	4%	Two or More: US
			3%	Unknown: US
			11%	Foreign

*Following the Federal definition

Table 3: Faculty—Comparison of Sample to Population

		Percentage of the Sample	Percentage of the Population	
Total Faculty	1,019			Total Faculty*
Gender				Gender
Women	485	47%	40%	Women
Men	517	51%	60%	Men
Non-binary	3	<1%		
Race/Ethnicity*				Race/Ethnicity*
White: US	788	77%	58.2%	White: US
Black or African American	66	6%	5%	Black or African American: US
Asian	92	9%	11%	Asian: US
American Indian or Alaska Native	2	<1%	0.2%	American Indian or Alaska Native: US
Native Hawaiian or Other Pacific Islander	1	<1%	0.1%	Native Hawaiian or Other Pacific Islander: US
Hispanic	52	5%	4%	Hispanic: US
Other	71	2%	0.7%	Two or More: US
			10%	Unknown
			10.9%	Foreign

Table 4: Staff—Comparison of Sample to Population

		Percentage of the Sample	Percentage of the Population	
Total Staff	2,040			Total Faculty*
Gender				Gender
Women	1331	65%	55%	Women
Men	669	33%	45%	Men
Non-binary	13	<1%		
Race/Ethnicity*				Race/Ethnicity*
White: US	1,389	68%	47%	White: US
Black or African American	378	19%	24%	Black or African American: US
Asian	156	8%	7.5%	Asian: US
American Indian or Alaska Native	19	1%	0.2%	American Indian or Alaska Native: US
Native Hawaiian or Other Pacific Islander	5	<1%	0.1%	Native Hawaiian or Other Pacific Islander: US
Hispanic	112	5%	10%	Hispanic: US
Other	41	2%	1.3%	Two or More: US
			8.6%	Unknown
			1.2%	Foreign

The percentages represented by survey respondents were similar to the total campus population with several exceptions. It is worth noting that it is difficult to fully compare the two groups (total and sample populations) as the categories were not measured in the same way. There are aspects related to gender and racial disparities between the sample and total population groups. These findings are not unexpected given research about research findings about survey response

rates considering gender (e.g., Sharkness & Miller, 2013; Smith, 2008) and race (e.g., Ofstedal & Weir, 2011; Shavers, Lynch, & Burmeister, 2002). Both gender and race are factors that are shown to influence response rates for survey completion. The findings from this survey support the extant literature where women complete surveys as a higher rate than men as well as white participants tend to complete surveys at a higher rate than people from other races.

Personal Experiences of *Institutional Attachment* by Race

Factor analysis of survey items resulted in a composite variable, *Institutional Attachment*, that combines responses from three items:

- To what degree do you have a sense of belonging to the UMD community?

- To what degree do you feel welcomed as a member of the UMD campus community?

- Do you ever wish you had chosen another position instead of the one you currently have at UMD? (FACULTY AND STAFF ONLY)

- Do you ever wish you had chosen another college or university instead of UMD? (STUDENTS ONLY)

The vast majority of participants expressed a sense of belonging, feel welcomed as a member of the UMD campus community, and do not wish they had chosen another college or university or position instead of UMD. The overall sample illustrated 80% feel a sense of belonging at UMD either somewhat or a great deal. The percentage is even higher for those who feel welcomed as a member of campus - over 85% selected either somewhat or a great deal. Smaller majorities of participants indicated that they did not wish they had chosen a different place to work or attend school. However, when assessed by race, the findings are somewhat mixed. That is, very few participants of any racial-ethnic group endorsed "not at all" in response to the items about a sense of belonging or feeling welcomed at UMD, but there were substantially larger percentages and variations by racial-ethnic group in responses to items about whether participants wished they had chosen another college or university (students) or position (faculty/staff).

Among Black/African American participants, 28% indicated that they felt a sense of belonging "not at all" or "very little," and 21.1% indicated that they felt welcomed as a member of UMD "not at all" or "very little;" whereas 40.5% of faculty and staff indicated that they wished they had chosen another position, and 46.8% of students indicted that they wished they had chosen another college or university "somewhat" or "a great deal." These findings are consistent with prior campus climate research conducted through IRPA at UMD.

Similarly, 28.7% of Latinx participants indicated that they felt a sense of belonging "not at all" or "very little," and 21.2% indicated that they felt welcomed as a member of UMD "not at all" or "very little;" whereas 49.0% of faculty and staff indicated that they wished they had chosen another position, and 31.1% of students indicted that they wished they had chosen another college or university "somewhat" or "a great deal."

For Asian participants (including those who identified as Asian, Asian American, Southeast Asian, South Asian, East Asian, and Filipino), 17.8% indicated that they felt a sense of belonging, and 12.8% indicated that they felt welcomed as a member of UMD "not at all" or "very little;" whereas 35.7% of faculty and staff indicated that they wished they had chosen another position, and 40.5% of students indicted that they wished they had chosen another college or university "somewhat" or "a great deal."

For participants who identified only as White, 17.6% indicated that they felt a sense of belonging "not at all" or "very little," and 10.6% indicated that they felt welcomed as a member of UMD "not at all" or "very little;" whereas 33.3% of faculty and staff indicated that they wished they had chosen another position, and 25.6% of students indicted that they wished they had chosen another college or university "somewhat" or "a great deal."
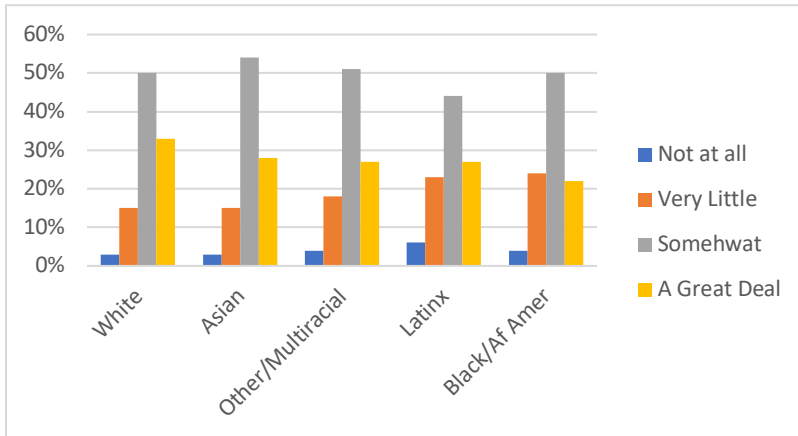
Figure 1: Sense of Belonging by Race
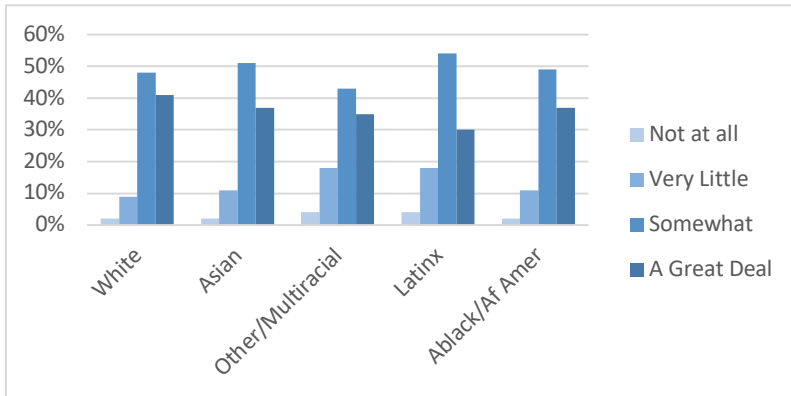

Figure 2: Feel Welcomed by Race

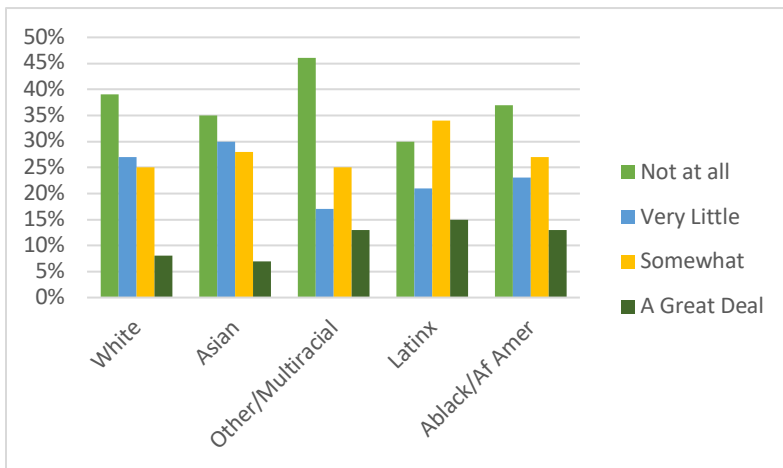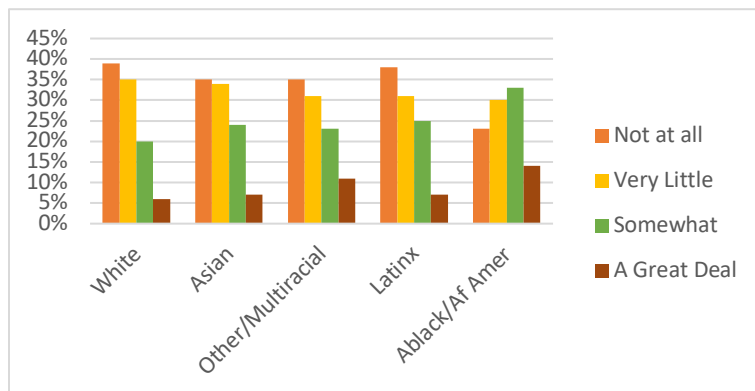Figure 3: Wish I chosen a position instead of the one at UMD

Figure 4: Wish I selected another university other than UMD

Overall, the majority of participants indicated that the campus is a welcoming place, and many feel a sense of belonging. These numbers, however, do not indicate the same experience for members of the community when these questions are disaggregated by racial-ethnic identity (other demographics will be explained in more detail in the final report).

Predicting *Institutional Attachment*

We used a series of hierarchical multiple regression analyses to predict *Institutional Attachment* using other composite variables related to campus climate in the survey, with a special focus on racial-ethnic group differences uncovered in the preceding section of this report. We conducted separate hierarchical multiple regression analyses for each racial-ethnic identity group to identify the significant predictors for *Institutional Attachment*. We used the following set of predictors in each of the regression analyses:

- Gender identity
- Political orientation
- Inclination to engage others with different views
- Inclination to debate others with different views
- Inclination to avoid others with different views
- Experiences of micro-affirmations
- Experiences of micro-invalidations
- Experiences of micro-insults
- Experiences of dangerousness micro-aggressions

- Experiences of discrimination

- Perceptions of personal safety (emotional and physical)

- Perceptions of identity-based offensive speech on campus

- Perceptions of the institutional commitment of UMD to diversity and inclusion

- Perceptions that people of different identities are treated differently at UMD

- Perceptions that UMD works to improve the campus climate for diversity and inclusion

- Interactions with people of different identity groups at UMD

- Positive experiences of the climate at UMD

- Negative experiences of the climate at UMD

For participants self-identifying as White, the variables included in the hierarchical regression analysis accounted for a total of 46.3% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "micro-affirmations," "negative experiences of the climate," "micro-invalidations," and "perceptions of personal safety."

For participants self-identifying as Black/African American, the variables included in the hierarchical regression analysis accounted for a total of 54.9% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "negative experiences of the climate," "micro-affirmations," "interactions with people of different identity groups," and "perceptions of personal safety."

For participants self-identifying as Latinx/Chicanx/Hispanic, the variables included in the hierarchical regression analysis accounted for a total of 52.0% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "micro-affirmations," "perceptions of institutional commitment to diversity and inclusion," "inclination to avoid others with different views," and "inclination to engage others with different views."

For participants self-identifying as Asian, the variables included in the hierarchical regression analysis accounted for a total of 45.9% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "micro-affirmations," "perceptions of personal safety," "negative experiences of the climate," and "interactions with people of different identity groups."

NOTE: The forthcoming final report will provide a more technical description of the data analyses and provide findings relevant to other identity groups. More specific details about the data will be explored in the final report, including details about how different groups experience the campus climate.

Preliminary Themes

Below are some key aspects that contribute to the overall environment and some initial findings including group details. In addition, some of the qualitative findings are inserted to help with elaborating upon and explaining the quantitative findings.

Physical and Emotional Safety

We asked participants to rate their physical and emotional safety on campus. Collectively, 82.2% of the participants in the sample identify as "completely" or "mostly" safe both physically and emotionally at UMD. Further analyses revealed significant differences on the basis of gender, race, and sexual orientation. These patterns of findings could be associated with sexual harassment, micro-aggressions, sex discrimination, hate-bias incidents, and/or interactions of oppressions based on multiple identity characteristics, as well other climate issues—all of which will be more fully explored in the final report.

To better understand how safety is experienced by participants when disaggregated by gender, race, sexual orientation, and political orientation, we outline some preliminary findings below.

> *Gender.* Participants who identify as women or gender non-binary reported feeling less physically and emotionally *safe* than those who identify as men. To illustrate, men report feeling "completely safe" physically (40.2%) far more frequently than women (14.0%)

and those who identify as non-binary (13.1%). On the other side of the scale, participants reported feeling "completely unsafe" physically (1.4%, 0.8%, and 6.0% for women, men, and gender non-binary participants, respectively). Whereas 6.2% of men report feeling "somewhat unsafe," 15.0% of women, and 23.8% of gender non-binary participants report feeling "somewhat unsafe."

Although there is a similar pattern regarding emotional safety, slightly higher percentages of women, men, and gender non-binary participants report feeling "completely unsafe" emotionally (2.2%, 1.4%, and 16.7% for women, men, and gender non-binary, respectively), "somewhat unsafe" emotionally (14.9%, 7.4%, and 28.6% for women, men, and gender non-binary, respectively). Whereas 91.2% of men report feeling "completely" or "mostly" safe, the percentage drops to 82.9% for women, and only 54.7% for gender non-binary participants.

Race. When considering race, 91.2% of participants who identified as White endorsed ratings of their physical safety as "mostly safe" or "completely safe," whereas 88.4% of Asian/Asian Americans, 84.3% of Latinx/Chicanx/Hispanic, 72.0% of African/African American, and 84.5% of "other" racial-ethnic group member participants rated themselves as "mostly" or "completely" physically safe on campus. Similarly, 90.9% of White participants indicated they were "mostly" or "completely" safe on campus, whereas 86.6% of Asian/Asian American, 78.9% of Latinx/Chicanx/Hispanic, 68.2% of African/African American, and 84.5% of "other" racial-ethnic group member participants rated themselves as "mostly" or "completely" emotionally safe on campus.

Sexual Orientation. There were only minor differences in physical and emotional safety related to participants and their sexual orientation. Specifically, whereas heterosexual participants reported feeling "mostly" or "completely" physically safe at a rate of 87.7%, participants identifying as gay, bisexual/pansexual, lesbian., and queer reported physical safety "mostly" or "completely" at a rate of 83.6%, and participants identifying as asexual reported physical safety "mostly" or "completely" at a rate of 91.9%. Similarly, the rates were 87.3%, 76.2%, and 81.1% for emotional safety ratings of "mostly" or

"completely" safe. We posit that some of the sense of safety may be associated with the fact that sexual orientation is not necessarily a visible identity. It is also possible that sexual orientation and gender interact to affect perceptions of safety on campus. These questions could be explored more through additional focus groups and individual interviews.

Political Orientation. Responses regarding the physical and emotional safety of participants across the political spectrum (ultra-conservative, conservative, moderate, liberal, ultra-liberal, and other) indicate that 87.4% and 86.0% of all groups feel physically and emotionally safe on campus, respectively. However, ultra-conservatives also reported feeling completely unsafe physically at a significantly higher rate than all other groups in this sample (8.3%) compared to the others ranging from 0.8%-1.5%. Similarly, ultra-conservatives reported feeling completely unsafe emotionally at a rate of 19.4% compared to the other groups of conservatives, moderates, liberal, ultra-liberal and other reporting 1.6%, 1.5%, 1.5%, 3%, and 5.6%, respectively.

Qualitatively, there were numerous comments about the sense of repressing politically conservative views on campus. Comments made by all members of the community (students faculty members, and staff members) indicated that UMD is a politically liberal campus. For example, one respondent (student, white, female) stated that the University of Maryland should, "not allow teachers to talk about how they hate conservatives/ conservative views." A faculty member (white and male) shared, "Stop forcing students to take diversity classes where there only options are to take courses where the entire curriculum involves discussing and encouraging hatred on white conservative men. Maybe if you didn't allow for conservative and libertarian ideologies and identities to feel so targeted on campus there would be less extreme behavior because they wouldn't feel such a strong threat leading to self-preservation and survival instincts." Additional sentiments shared that there is a political tension on campus where the space to share political views does not fully exist in- or out- of the classroom. Creating civil discourse as a part of the experience on campus was seen as a core tenet around improving the campus climate. Coupling political orientation with a lack of understanding about hate speech and

free speech is all part of the larger theme of civility and creating a space where community members are free to express opposing views without fear of protest or retaliation from students, faculty, or staff. The theme of civility will be expressed more broadly in the final report.

Safety and campus community. The tension between racial safety and protecting members of the community with conservative and ultra-conservative political views were represented in the perception of safety for both groups. It appears that ultra-conservative identity is associated with white nationalist viewpoints and may be an area of future exploration through focus groups or individual interviews. A staff member (white, woman) expressed, "Do not tolerate white nationalist rhetoric and individuals. Be very skeptical of far-right politics and individuals. Be more accepting of those who are critical of capitalism and neoliberal American politics." Another comment by a student (female, Black/African American) stated, "Expel all students who claim to be white nationalists or who spread white nationalism rhetoric."

The comments around this topic were polarized. There was a sense that anyone who aligned with conservative or ultra-conservative rhetoric posed a threat to campus, and others saw the incorporation of diverse dialogue served to enhance the campus climate. "A specific example should be one who is ultra conservative or ultra-liberal should not be scoffed or dismissed. Respectful discourse will be the only way society can get ahead and heal divides. Radicalism and censoring is the wrong way to go. UMD has a long way to go and is truly responsible for gross negligence and allowing widespread hate/bias incidents to occur, but there still is time to repair the school's damaged image." (staff member, male, Black/African American). Ultimately, "UMD has a reputation as a liberal campus. It should make sure to include conservative and moderate groups in the discussion about diversity and inclusion" (staff member, woman, white). Faculty members also shared in the conversation about political ideology on campus. "Thought diversity. For years, I literally have never discussed my political views openly, because I frequently hear not just criticism, but hate-filled ridicule of conservative ideas. Identity

politics has taken over the campus in a way that does not promote real fact-based discussions." (faculty member, man, white).

Hate Speech

Campus perspectives about hate speech at UMD varied by the role the person played at the university. For example, members of the community who strongly agreed were more likely to be senior administrators (both staff designation and faculty designation). In fact, senior administrators with staff designation reported more than twice the number of people who strongly agree that hate speech is a first Amendment right (42%). Senior administrators with a faculty designation who strongly agree that it is a protected right was 17%, compared to other roles on campus, including students (9%), faculty members (11%) and staff members (7%). The significant disparity between the groups, particularly the senior administrators with staff designations is worth additional exploration through focus groups and individual interviews.

Conversely, there were substantial proportions of participants who "strongly disagree" *that hate speech is a protected right*: Students (25%), faculty members (23%), and staff members (26%), which were more than double the senior administrators with faculty designation (8.7%) and senior administrator with staff designation (12.5%).

Some of the qualitative comments elucidated suggestions about concrete actions that should be addressed by campus to alleviate the safety concerns.

> "The students want to see administrative presence and support. Be there. Physically. Keep hiring people for ODI. This is a community issue. Visit departments (sometimes we can't get away from work to attend things -it may be a little more work, come to see us). Be immediately responsive and be careful with too much attention to the 'PR messaging' - it shows, and it shows that the UMD is trying to save face... NOT A GOOD LOOK! Be genuine" (staff member, woman, white).

> "I do think hoax incidents like the bathroom graffiti that was perpetrated by a person of color need to be more transparent in the suspects identity and reasoning. By hiding information about the arrested suspect and making it seem like it was a white on black attack, the university isn't helping when it comes to quelling racial tension on campus. Anyone that read the articles would have believed it was a racist white person which

doesn't help the situation of instilling trust in those around you that are a different skin color" (student, man, white).

Inclusion and Free Speech

To further understand what equity, diversity, and inclusion means to UMD, there is a sense from these data that some topics are easier and more frequently included, compared to others. In fact, some would say that diversity only meets the needs of the institution and only includes certain topics. There were a number of students and former students who are now staff who expressed concerns that faculty members are not afforded a space to allow for difference of opinion in the classroom.

"Bias is not just when conservatives disagree with liberal views. UMD claims diversity but only when it fits into their definition of diversity. Conservative views are easily termed racist despite the contrary. UMD has a one-sided diversity program. (staff, man, white).

"I'm more liberal, but I thought of all of the groups in this survey, conservatives can still be lambasted. Very few people would say, "let's protest because the speaker is black/gay/jewish and I hate them," but many people would say, "let's protest because they are a Republican/conservative and I hate them" (staff, man, white).

"Create a culture where hate speech is not tolerated by any means. Right wing speech is dangerous while the left often times is just trying to survive. Conflating the speech of neo-nazis and hyper conservatives with that of those struggling to maintain their humanity and way of life is not only irresponsible but selfish. I truly do not believe that people advocating for their right to life are the same as those fighting for our deaths. There is no moral equivalence at all. I'm tired of being told that my ideas about what I can do to defend myself are not respectable or immoral. I shouldn't have to feel prosecuted every day, unsafe every day, fearful every day, hoping and praying I won't end up dead because I have the audacity to be who I am. I try my best to take pride in my identities but it's hard when you can tell that people don't find you necessary or even valid. The culture of UMD is played out and white as snow. Black and brown students are hyper-vigilant of how they're perceived while others can feel relatively safe, if not entirely. Expel those who show signs of Nazi adjacent radicalization. Expel those who seek to disseminate false information and support those who are just trying to be" (staff, woman, Black/African American).

As the aforementioned comments reflect, positions on hate speech and how respondents believe the campus should respond to opposition when there is violence of verbal interruptions were dichotomous not only among roles on campus, but also when considering the race, gender, and

political orientation of the participant. While not fully explored, the following are examples on these positions across campus.

Preliminary findings about protecting "hate speech" as a First Amendment Right:

      Black/African/ African American participants AGREE (29%)
      White participants AGREE: (42.9%)

      Women participants AGREE: (29%)
      Men participants AGREE: (54%)
      Non-binary participants AGREE: (26%)

      Ultra-Conservative participants AGREE: (85%)
      Conservative participants AGREE: (60.4%)
      Moderate participants AGREE: (43%)
      Liberal participants AGREE: (34%)
      Ultra-liberal participants AGREE: (49%)

The above findings indicate the participant's role on campus is not the only factor that influences the perception on the protection of "hate speech" as a First Amendment; race, gender, and political ideology also influence perspectives. Being able to understand how intersectionality plays a role in shaping positions on this topic is in need of additional exploration for the final report.

> "I believe that UMD should genuinely investigate students claim of hate/bias incidents. All students and staff members should be notified of what the consequences of hate/bias incidents are. University officials could condemn hate speech and educate students on why it's unacceptable" (staff, Black/African American, man).

Adjudication and Policies

A desire for more transparent communication of the code of conduct for students, faculty, and staff members was a strong theme in the comments from participants. There were comments indicating, as mentioned above, that some of the incidents did not lead to anyone being held accountable in a way that was consistent with a commitment to equity, diversity, and inclusion at the University of Maryland. Specifically, there was a demand from some participants for the University of Maryland, and particularly the administration, to take a clear stance against

behaviors and actions that are inconsistent the mission of diversity and inclusion at UMD. If people are found responsible, they should be removed from the community.

Increasing the Campus Commitment to Diversity and Inclusion

The commitment to diversity and inclusion at the University of Maryland illustrate that 89% of respondents shared they are personally committed to diverse and inclusion. As expected, self-reported commitment was higher than the perception of others. Specifically, data show the following percentages of demonstrated commitment to diversity and inclusion: students (78%), staff (76%), administration (74%), and faculty (72%). There was an average demonstrated commitment score of 74%. The graph below shows how all groups measured were perceived.

Figure 5: Perceived Demonstrated Commitment by Group
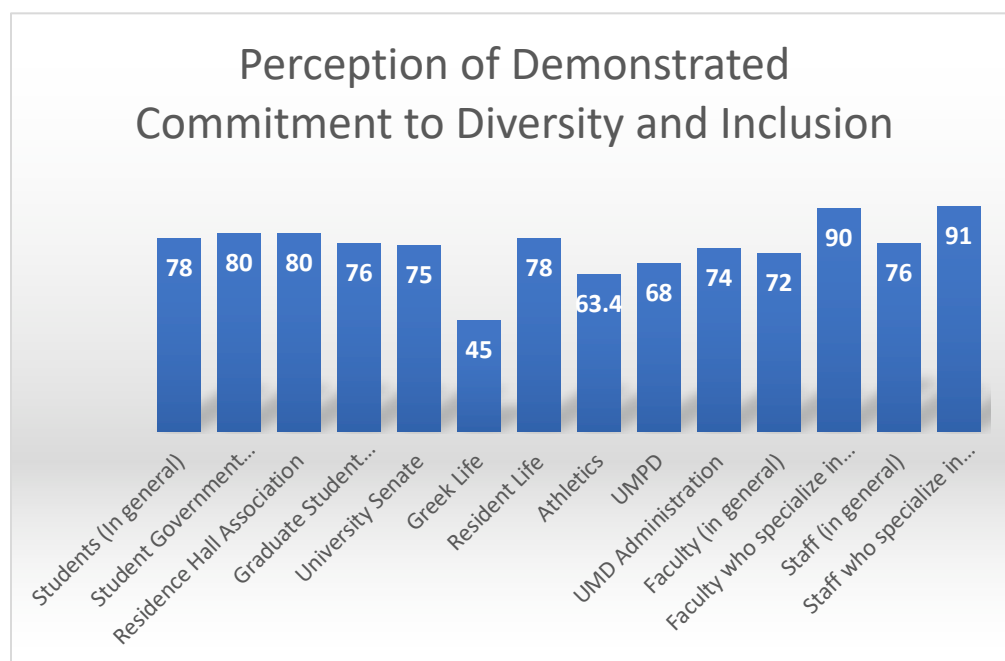
Further exploration of the perception of commitment by race, gender, sexual orientation, ability, and political orientation are forthcoming in the final report including the differences about the perceived lack of commitment.

> **Training and Programming.** Understand how the shifts to creating a stronger public commitment to equity, diversity, and inclusion may be observed through adjudication;

however, there are other possible changes as well. Data show respondents shared that the classroom was the largest opportunity at UMD to integrate diversity and inclusion. Suggestions about how to best approach academic integration varied from establishing a required class to embedding the diversity and inclusion into every class. Whatever the approach, the necessary transformation includes a need for training and expectations about how topics related to equity, diversity, and inclusion could be best included in courses across the campus (including STEM). Qualitatively, participants were specific that isolated trainings and other one-time courses were useful and necessary, however, to really demonstrate a commitment to equity, diversity, and inclusion would require recasting the question about how UMD teaches and educates students through a comprehensive faculty development program.

Comments reflecting that this training be on-going and demonstrated/ measured as a core component on the classroom evaluation was also expressed. There was a fear that this could be seen as a checkbox item where you offer it to faculty, faculty members attend, and the box is checked without any substantive change. The idea was that this shift would be seen beyond just "adding diversity and stirring" but really promoting cultural competency as a key value of the university and something Maryland could hang their hat on for graduates. Examples of creating a diversity and inclusion course that was similar to Alcohol Edu was suggested a number of times by participants, creating changes to the UNIV 100 class to make it a mandatory class so that students understand the mission and expectations as a member of UMD.

While these suggestions were useful to promote improvements for students, there needs to be additional opportunities for faculty and staff members to better understand how diversity and inclusion are an expectation of their UMD position. Faculty members could benefit from a better understand about how to promote civil discourse and topics around diversity into their classes in the form of difficult dialogues. Offering new faculty trainings and resources to support the classroom efforts will be necessary to make this transition. Comments highlighting the recent passive and active efforts by the Office of Diversity and Inclusion to reach out to academic departments and members of the

campus community to provide training, including faculty who requested Dr. Worthington to host dialogues in every college/school, as well as more training opportunities similar to the "Rise Above" series.

"Training faculty/instructors on how to talk about this in their classes as relates to subject matter (curriculum transformation) and interjecting this into the classroom environment for students" (faculty member, woman, white).

A senior administrator shared, "more diversity training and curriculum that teaches about and focus on issues of identity is needed."

"Student learning and faculty learning are musts in this area. The culture of voluntary co-curricular learning around cultural competence inevitably leads to a situation where you are preaching to the choir about diversity issues. Infusing diversity and inclusion topics into the curriculum is a really important endeavor that can meet a variety of institutional goals, including promoting critical thinking and the development of skills that enable students to thrive in a multicultural democracy. Faculty members need to be rewarded for their endeavors in this space, not penalized" (staff member, woman, white).

Office of Diversity and Inclusion

The funding for programs, training, and services were referenced throughout the qualitative aspect of these data. Some comments were left as general services while others specifically named the Office of Diversity and Inclusion or the Nyumburu Cultural Center, for example. From comments, there are mixed opinions about how much funding should be provided for resources such as The Office of Diversity and Inclusion or cultural centers. Some participant comments stated that there were too many resources going to support offices and centers such as these because the concerns around equity, diversity, and inclusion need to be included across the campus. The breadth and depth of the responsibility on a few staff with limited budgets is too much to address and accomplish; therefore, invest more funding in ODI to increase the ability of UMD to make progress in this area.

Others said that these resources do not apply to everyone, and although these voices were fewer, it was a clear statement that they were advocating that there shouldn't be any focus on diversity at UMD. In the final report there will be more analysis of these voices to better understand if there are commonalities. These respondents may reflect those who currently feel silenced on campus because of their political ideology as conservative or ultra-conservative.

"Provide REAL funding towards diversity in your "portfolio" that gives millions to construction... Diversity funding deserves to be $1 million+/year in order to have a real impact on this campus" (faculty, man, Black/African American).

"Visibility of active presidential involvement and acknowledgement would actually be meaningful. The role of the Chief Diversity Officer and Interim Associate Provost should not be INTERIM... DIVERSITY IS PERMANENT. This role should be better supported" (staff member, woman, Latinx).

Communication

The use of communication representing the administration or other aspects of campus should focus on responding in a clear and consistent voice that takes a stance on issues related to equity, diversity, and inclusion. The email approach to communicate with the campus was described by participants as ineffective and placating rather than showing a commitment and direction around the issues. Ultimately, the theme was to include more transparency about actionable steps and to be quick with responses so that people felt that there was more commitment (in terms of responding quickly) to an incident.

The ideas were to include a more hands-on approach to communication and offer more town hall opportunities for the president (and other administrators) to speak to people in person as well as attend functions and be visible at affinity group and other events. There was a hope that the president would work with communications to create more scenarios where he could lead the campus in person and espousing the values around equity, diversity, and inclusion rather than relying solely on emails.

"Better communicate on investigations of incidents. Most things are reported in the Diamondback, I think the community would have more respect for UMD administration if they received information directly from them rather than waiting on news sources to report it" (staff member, woman, white).

"Take students' concerns seriously. So many students feel that their voices are dismissed, as exemplified by UMD's tepid response to ProtectUMD. A lot of my students said that the administration's failure to take these demands seriously was the final straw for them—they have stopped "showing up" to advocate for themselves because they have lost faith in the administration's motivation." (faculty member, man, white).

Administration

Comments around the university administration were varied. There were perceptions grouping responses of the administration together as a single group while in other cases, respondents specifically identified the president by name. As with many of the items, findings were mixed demonstrating support and in favor of what the administration, specifically the president, has been accomplishing and how his efforts were transforming the University of Maryland. However, other comments were critical of the administration and the president for not doing enough, and specifically highlighted efforts around equity, diversity, and inclusion. I will illustrate the positions of both groups based on the findings and some of the qualitative comments.

One of the questions in the survey asked participants to "describe the University's response to hate/bias incidents" and this question was particularly poignant given the tragedy on campus last year. Understanding that the students tend to be most vocal and outspoken about criticizing campus administration, including at UMD, indicates almost half identify (42%) at least a moderately effective response. Students sometimes felt the administration was "not effective at all" (18%).

Figure 6: Student Perceptions of Effectiveness of the University in Responding to Hate/Bias
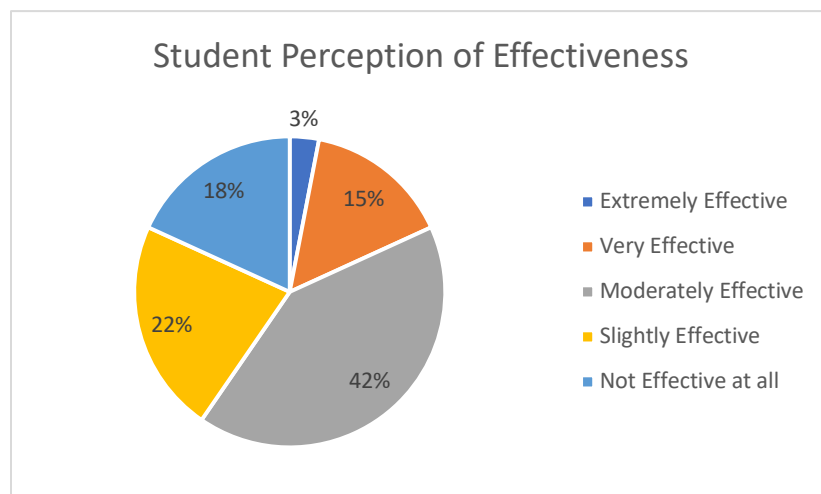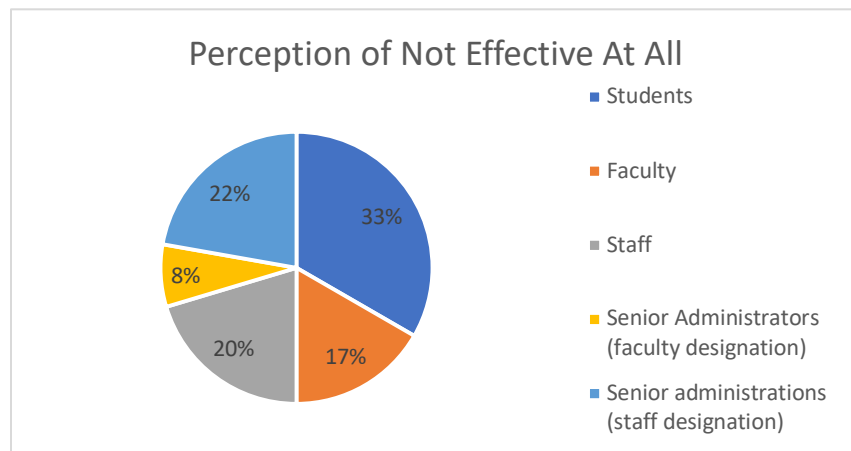
It is surprising to observe that, when disaggregated by primary role on campus, that the senior administration (staff designation) is the second highest group to identify the response by the administration as not effective at all.

Many participants raised concerns in the qualitative findings that pointed to the need for UMD to respond and create a memorial in Second Lt. Collins III's honor. After this preliminary report was finalized, a campus-wide letter was sent from President Loh outlining the campus commitment to create a memorial to honor Second Lt. Collins III at a future time when it is appropriate and aligned with the wishes of the family.[1]

> "I want to assure you that the University of Maryland will remember and honor, in perpetuity, the life of Lt. Collins, including with a physical memorial.
>
> I am in contact with the Collins family and their representatives. We are not proceeding with any planned actions at this time out of respect -- and at the family's request -- for privacy. In the near future, there will come a time to speak and to heal, publicly and collectively, to memorialize on our campus the life of Lt. Collins."

Figure 7: Effectiveness, By Role, of the University's Response to Hate/Bias Incidents

Perception of Not Effective At All

- Students — 33%
- Faculty — 17%
- Staff — 20%
- Senior Administrators (faculty designation) — 8%
- Senior administrations (staff designation) — 22%

[1] The original report included quotations from respondents calling for some campus response. In deference to the Collins family, and the campus-wide letter from President Loh, these quotes were dropped from this version of the report.

Another theme related to the UMD administration included the lack of representation of diversity in the decision-making roles at the senior levels of the University of Maryland. Voices, particularly those who identify as underrepresented minorities, indicated that they do not have a seat or a voice in the administration or in the President's Cabinet. Recommendations at the senior administration level included:

> "Creating a permanent position for the VP position for Diversity and Inclusion. It should have its own division (like IT) and create a budget and staff to ensure that this continues to be a campus priority, create more diverse representation in the President's Cabinet in a way that it represents campus, and to create an independent review board to track incidents and enforcement of issues related to hate and bias at UMD" (faculty member, man, white).

> "Disband Facilities Management and Finance and Administration. The inherent culture of racism and bias stems from this core unit which happens to be the backbone of the University. RACISM is the CULTURE and until the people responsible for the CULTURE have either been replaced or mixed with another brand, it will continue" (faculty, woman, unknown race).

> "1) The administration needs to make a strong statement that racism and discrimination will not be tolerated on this campus. Follow through is needed when statements are made too. Right now, UMD is all talk and no action. Stop waiting for a campus senate vote or recommendation. The administration needs to make a strong statement against hate/bias and act.

> 2) Hire and promote more faculty of color on campus. In my department, all of the tenured faculty that vote on promotions and hiring decisions are white with the exception of two people. This has resulted in unsuccessful job searches and promotions of faculty of color. The white faculty indicate that they do not understand or are not familiar with the work and scholarship of faculty of color. Also, UMD students have racist attitudes toward black faculty and faculty whose first language is not English. Being exposed to more diverse faculty may help students' attitudes. They also need more education about diversity and offensive behavior. Faculty need this information too" (senior administrator).

Preliminary Conclusions

Broadly speaking, the UMD Campus Climate Study has been a tremendous success. The sample is sizable and representative of the campus in ways that will contribute to the application of findings and recommendations. This preliminary report is only the beginning, and only scratches the surface, of the impact that can come from this research endeavor. The final report will be

forthcoming in the next two months and will provide a thick, technical report of the findings and a comprehensive set of recommendations for improving/enhancing the campus climate for equity, diversity, and inclusion at UMD.

There are responses from the sample to indicate that we need to continue creating opportunities to build community through civil discourse, concrete actions, and an investment of resources in a structured, systematic approach to equity, diversity and inclusion. One student specifically stated, "Enable a way to openly learn positively about other identities and interact with them— knowledge can help alleviate hate."

Of particular importance are the findings regarding *Institutional Attachment*. There were clear discrepancies on the basis of racial-ethnic identification on items related to belongingness, feeling welcomed, and satisfaction with the decision to attend school or work at UMD. Latinx and Black/African American participants expressed lower *Institutional Attachment* compared to White and Asian counterparts. Furthermore, predictors of *Institutional Attachment* suggest that students, faculty, and staff can benefit from sincere efforts to provide a welcoming atmosphere, and foster a sense of belonging, by increasing the frequency of micro-affirmations, reducing the occurrence of micro-aggressions, discrimination, and hate-bias incidents on campus, all of which are likely to foster more positive experiences of the campus climate and perceptions of personal safety.

The findings regarding physical and emotional safety also signified a climate in which people of color, women, and gender non-binary individuals express greater concerns about their personal safety. The tension on campus between liberals and conservatives appears to be a significant component of the perpetuation of hate-bias and campus climate concerns for a substantial number of participants, also influencing the way people perceive their own safety on campus. Greater attention to fostering difficult dialogues and improving the quality of discourse across differences on campus is a major recommendation arising from the preliminary findings of this study. Qualitative and quantitative findings converged to support the need for improved efforts to facilitate dialogue and discourse in ways that increase civility, and reduce an adversarial tone on campus between administration and some campus constituents.

There is widespread dissatisfaction with the ways that the university has approached the work of equity, diversity and inclusion across the past few years, especially with respect to hate-bias incidents. As many as 33% of students and 30% of senior administrators believe that there has been an ineffective response to hate-bias on campus. Communications strategy was described by many participants as a major source of dissatisfaction in response to hate-bias incidents, as well as diversity and inclusion in general, resulting in suggestions that the administration needs to become more transparent, communicate more rapidly, and do a more thorough job of conveying important steps they are taking to improve campus climate. The University of Maryland will need to acknowledge the factors contributed to the current context, and also make some difficult and bold steps to create a direction for the future of this campus.

There are multiple components that influence positive climate and contribute to a negative climate, and data analyses revealed that those are not the same for all members of the community. In fact, race is a significant factor contributing to those differences. While all of those findings are not reported here and will be forthcoming in the final report, it is clear that race shapes the overall campus climate.

There are many points of convergence between the work of the Joint Task Force and the findings of the UMD Campus Climate Study, which lends support for the validity of the findings and the importance of the conclusions and recommendations forthcoming from both reports. Implementation of key recommendations will be an essential part of advancement toward success in achieving a positive and productive working and learning environment. Training and programming activities were identified as a key theme in making progress on issues of equity, diversity, and inclusion at UMD. This theme is consistent with recommendations from the Joint Task Force on Inclusion and Respect.

Findings and recommendations presented in this report are preliminary in nature. There were numerous analyses and findings that are yet to be conducted and reported from the volumes of data obtained from this study. Thus, additional recommendations will be forthcoming as the complete set of analyses and findings from this research are completed. Indeed, data analyses

and reports will be forthcoming in the next two months and into the coming academic year.

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