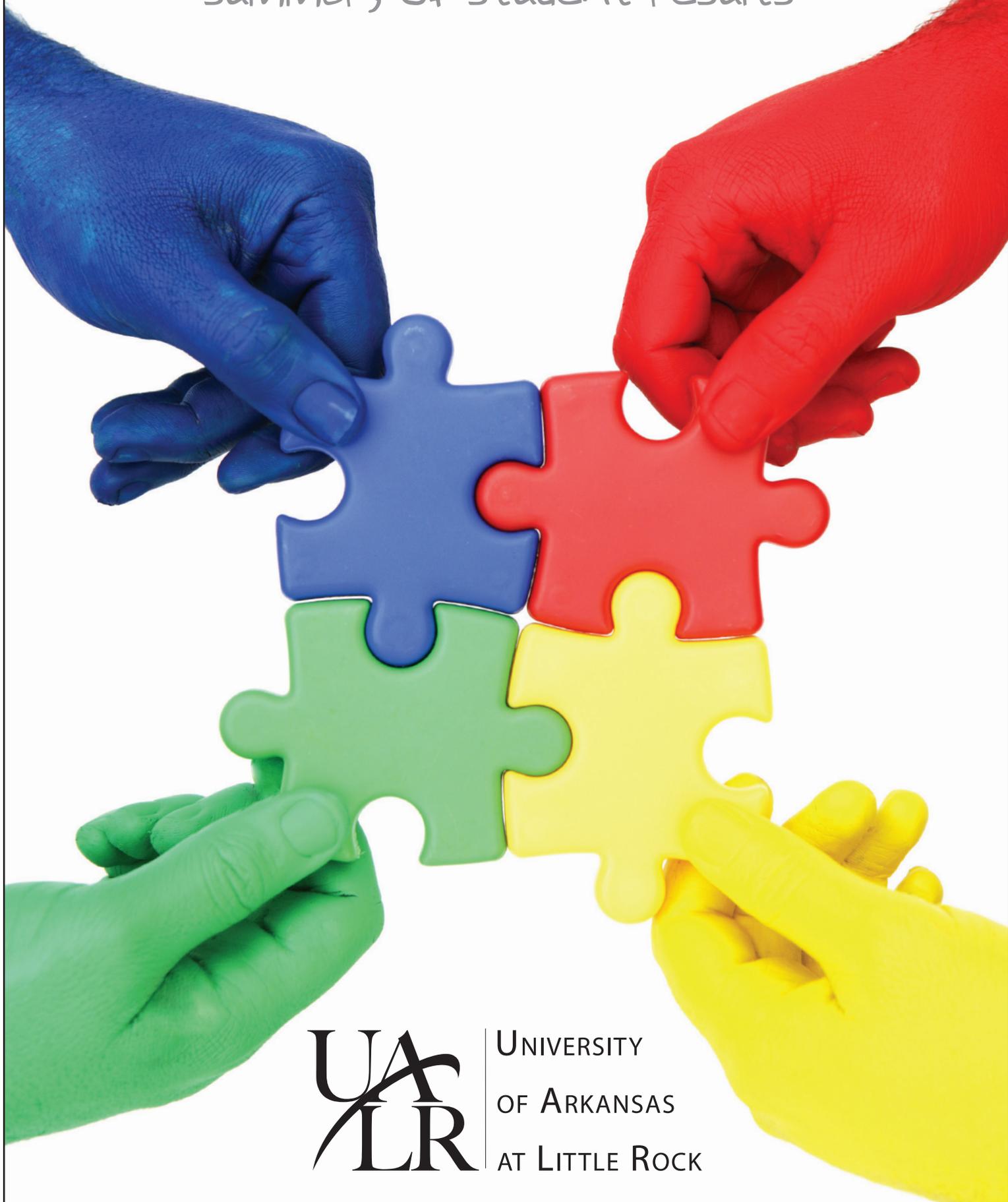


Campus **racial attitudes** survey

summary of student results



UNIVERSITY
OF ARKANSAS
AT LITTLE ROCK

2007
campus **racial attitudes** survey
summary of student results

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Executive Summary

Methods

In April and May 2007 the Survey Research Center in the Institute of Government administered a student survey of racial attitudes at UALR. Students were sent a web survey. A few weeks later, students who had not completed the survey were called. A total of 3,333 students participated in the survey. Data were weighted for white and black students in order to bring the sample representation in line with the actual population proportions of enrolled students.

Major results

- 93% of all respondents agreed or strongly agreed that they were satisfied with their experiences as a student at UALR. There were no differences by race.
- 91% of respondents agreed that “the atmosphere in my classes makes me feel I belong.” (94% for white; 87% for black; 87% other; 93% Hispanic; 85% international).
- 55% of white respondents and 54% of black respondents agreed that the racial and ethnic diversity at UALR adds value to educational experiences. 37% of each group stated that racial diversity has no effect on education.
- 90% of white and black respondents agreed or strongly agreed that “At UALR, students are respectful of others whose race/ethnicity is different from their own.”
- 89% of whites and 87% of blacks agreed that “I have made friends at UALR who have a different racial/ethnic background from me.”
- 94% of whites and 91% of blacks would recommend UALR to someone of the same racial/ethnic background as their own; 94% of respondents would recommend UALR to someone with a different racial/ethnic background.
- Only 50% of respondents agreed that courses at UALR have challenged their beliefs about race and ethnicity.
- 89% of respondents agreed that UALR faculty are fair to all students regardless of racial or ethnic backgrounds (92% white; 82% black).
- 16% of blacks and 31% of international students said they needed to change personal characteristics (dress, language, etc.) to “fit in” at UALR.
- 30% of respondents feared that a focus on diversity at UALR could cause or increase racial and ethnic tensions (33% white; 24% black; 33% Hispanic, 27% international).
- 8% of whites, 16% of blacks, 19% of Hispanics and 17% of international students reported that there are faculty members at UALR who make negative remarks about racial/ethnic groups.
- 9% of whites, 16% of blacks, 16% of Hispanics, and 17% of international students agreed that there are staff members at UALR who make negative remarks about racial/ethnic groups.

- 24% of respondents (24% white; 22% black; 30% other; 27% Hispanic; 32% international) agree that they have noticed racial/ethnic tension at UALR.
- About 2/3 of respondents reported that they have discussed topics related to race or ethnicity in classes at UALR. There was little evidence that their experience at UALR had changed their language patterns, made them more likely to confront others about racial language, or made them more likely to participate in activities to promote racial/ethnic diversity.
- About 25% of respondents agreed that they had been treated unfairly by University personnel. Units cited most often were Financial Aid (39%), Departmental Advisors (23%), Student Center (19%), Admissions (19%), Academic Advisors (17%) and Public Safety (16%). Blacks and Hispanics were twice as likely to attribute the unfair treatment to racial reasons. Whites were more likely to feel treated unfairly by the Student Center and blacks were more likely to feel treated unfairly by Public Safety.

Campus Racial Attitudes Survey Summary of Student Results 2007

Introduction

UALR has demonstrated a commitment to studying and improving race relations in Central Arkansas. For four years, the University has conducted extensive surveys of black and white residents of Pulaski County, probing views of government, law enforcement, interpersonal relations, education, discrimination, and economic opportunity. This year, in addition to the annual Survey of Racial Attitudes in Pulaski County, the university turned its focus inward to survey its own students about their experiences on campus. The UALR Institute of Government Survey Research Center conducted the survey at the request of Chancellor Joel Anderson. Its purpose: measure UALR students' attitudes regarding the racial and ethnic climate on campus. The following report is based on results of the campus climate survey administered to UALR students in Spring 2007 on-line and via telephone. The results of this survey have significance for the University's future in terms of recruitment and retention, curriculum, and campus life. The following pages contain the results of that survey and implications for the use of the data. Dr. Tim Edwards, Associate Professor of Mass Communication, was asked to work with research personnel in the Institute of Government in authoring this report.

Method

The method for this survey involved a multi-mode approach. In stage 1, all UALR students enrolled in Spring 2007 classes were invited to take the survey on-line. Data were collected from 2,370 students. Data collection began April 2, 2007, and ended April 16, 2007. Students who didn't participate in the on-line survey were contacted by telephone and invited to take the survey via phone. Data were collected in phase II from an additional 963 students from April 17 through May 10, 2007. A total of 3,333 students participated in the survey.

Racial/ethnic categories for the survey included white, black, hispanic, international and other. The other category included Asian, Hawaiian, Pacific Islander, and Indian/Native American. It included those ethnicities that were not international. Hispanic included both international and non-international students who group-identified.

Exhibit 1

Racial/Ethnic Description of the Sample

	Count	Percent
White	1,912	57%
Black	959	29%
Other	218	7%
Hispanic	112	3%
International	132	4%
Total	3,333	100%



Data were weighted for white and black students in order to bring the sample representation in line with the actual population proportions of enrolled students. The data were weighted for age, gender, and race for self-identified white and black students based upon a database provided by the Department of Computing Services. A sample size of 3,333 provides a potential for sampling error of plus/minus 5 percent at the conventional 95 percent confidence level. In theory, one can say with 95 percent certainty that the results of surveying a sample differs no more than 5 percent in either direction from the results that would have been obtained by interviewing all UALR students. For example, 93% of respondents report that they are satisfied with their experience as a student at UALR. Because of the sampling error, one can be 95 percent confident that between 88% and 98% of the population are satisfied with their experience as a student at UALR.

The survey included open-ended as well as forced choice questions/statements in the form of Yes/No and Likert Scale measures. In the analysis, questions and statements on the survey were grouped under several major headings/categories. These categories consist of: Student Satisfaction; Campus Climate; Faculty Rating; Classroom Setting; Treatment by Staff; Change in Personal Behavior; and Demographic Data.

Chi-square analysis was employed to test for a statistically significant difference ($p < .05$) between black and white respondents. For the chi-square analysis, very satisfied and satisfied responses were collapsed as were dissatisfied and very dissatisfied responses. In addition, strongly agree and agree were grouped together and strongly disagree and disagree were grouped together.

Qualitative analysis of critical incidents and comments on the open-ended questions will be released in a separate report. Some representative quotes on key themes are included in this report.

Respondent demographics

Race: Fifty-seven percent (N=1912) of the participants were white; 29% (N=959) were black; 6.5% (n=218) were other; 3.4% (N=112) were Hispanic; 4% (N=132) were International

Nearly 60% of the whites were females, while more than 70% of the blacks were female, and more than 60% of the Hispanics were female.

Gender: Thirty-eight percent of the participants were male; 62% female

Classification: Sixty-seven percent of the participants were undergraduate students; 24% were graduate students; and 5% were Law students.

Age: Seventy-four percent of students were between the age of 21-40 with the largest percentage (16 %) between the ages of 25-27.

See Appendix for additional demographic data for all participants.

Results

This section highlights some of the major findings from the survey. A complete display of statistical results by racial/ethnic groups is included in the Appendix.

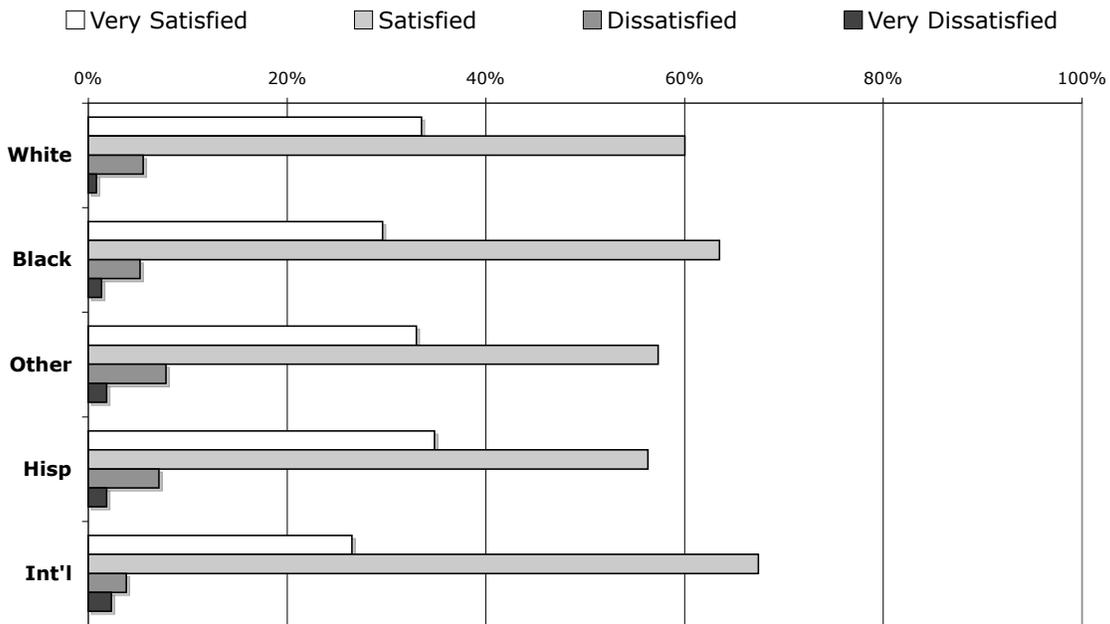
Students Satisfied With Their UALR Experience

When students were asked how satisfied they were with their experience as a student at UALR, 93 percent indicated very satisfied/satisfied. The results show commonality across racial/ethnic lines as 94% of black, white, and international respondents indicated they are very satisfied with their experience.

Exhibit 2

Student Satisfaction

In general, how satisfied are you with your experience as a student at UALR?



Student comments related to satisfaction with the UALR experience:

- *I am in a fraternity that is open to all races and cultures. When we recruit, we don't look at color or belief, but the quality of a person. I believe that UALR is great at handling a diverse group of people. (White male, 20)*
- *Well, I find that any race relation on this campus first involves a friendly smile. I have made friends with many, many international students. Venezuela, Chile, Bolivia, India, Romania, Spain, Poland, Mexico, France, Iraq, Puerto Rico and Saudi Arabia are just a few different countries where my friends are from. I try to make friends and learn about their different cultures and languages as much as possible, so that may bias my opinion of race relations on this campus. I am very satisfied with the way I see how my friends are treated on this campus and I know that they are satisfied as well. I hope that my input can help with this survey. (White male, 19)*

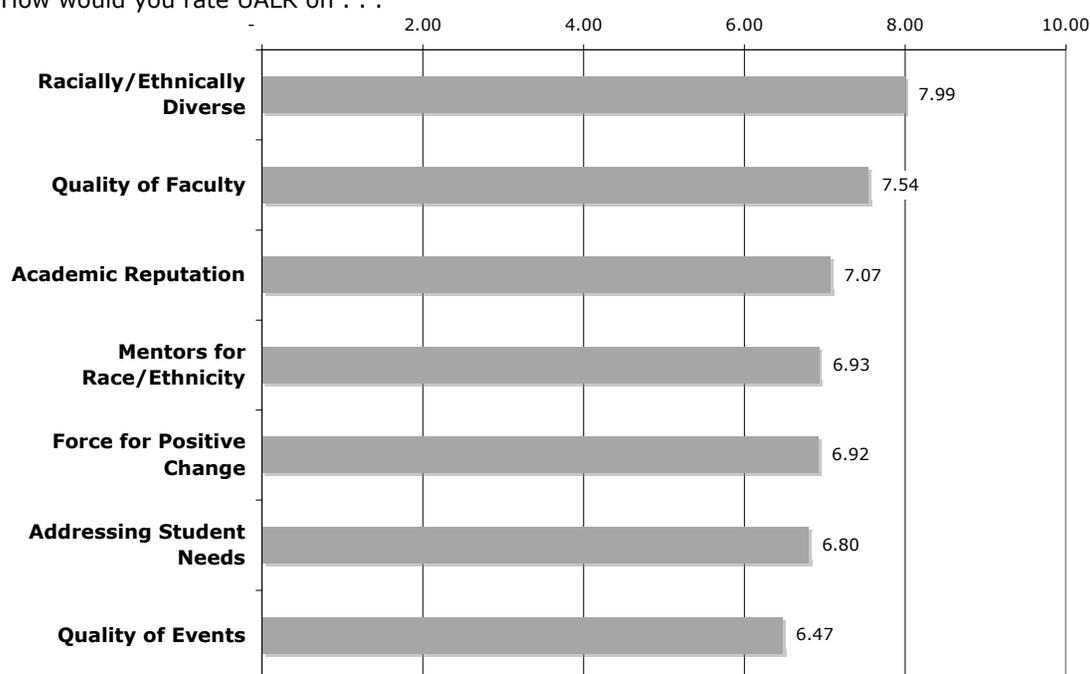
In addition to addressing how satisfied or unsatisfied they were with their experience as students at UALR, respondents were asked to rate the University on a scale of 1 to 10 with 1 being the lowest rating and 10 being the highest rating on a variety of criteria. Three of the seven criteria received at least a 7 rating. The remaining four criteria received a 6 or higher. Respondents rated the University's racially/ethnically diverse student body highest (7.99) followed by quality of faculty (7.54) and academic reputation (7.07). Whites rated "Racial / Ethnic Diversity" higher than any other ethnic group (8.22). Hispanics rated quality of faculty higher than any other ethnic group (7.70), while blacks rated academic reputation higher than the other groups (7.53).

On the opposite end of the scale, UALR's quality of events received the lowest rating (6.47) from the respondents. Addressing student needs (6.80), a force for positive change (6.92) and mentors for race/ethnicity (6.93) also received less than a 7 on the scale. International students rated quality of events lowest among the groups (6.24); students in the other category rated addressing student needs lowest among the group (6.50); students in the other category rated UALR being a force for positive change lowest among all groups (6.79), and students in the other category rated UALR providing mentors for race/ethnicity lowest among all groups (6.12).

Exhibit 3

UALR Ratings

How would you rate UALR on . . .



A related question/statement regarding student satisfaction with UALR asked students whether they would recommend UALR to other students. Ninety-two percent agreed "I would recommend attending UALR to someone whose race or ethnic background is the same as my own;" and 94% agreed "I would recommend attending UALR to someone whose race or ethnic background is different from my own." Chi-square analysis revealed a significant difference between black and white respondents on recommending someone whose race or ethnic background is the same. More whites than blacks agreed with the statement (94% to 91%, respectively).

Impact of Results on Recruitment and Retention Efforts

These results are important for the University because they provide vital information that can be useful in future recruitment campaigns and retention programs. First, the University has the reputation of being the most diverse campus in the state. The diversity is not lost on its student body who confirm this as a strength and positive aspect of the University. Students of all racial/ethnic groups are highly satisfied with their education at UALR and rate the quality of faculty and academic programs highly.

A concerted effort must be made to get information in the hands of current and prospective students since scores for quality of events and meeting student needs were somewhat lower, though still positive (6.8 and 6.47 on a 10-point scale). A campus events calendar and information about all the student support services and programs must be made available to students in a variety of ways. Such ways should include establishing information booths during orientation and Welcome Week, monthly email blasts, monthly events calendars in the Forum, and a designated "U Ought To Know" webpage where students can get this information along with contact numbers. Of special importance is reaching students who do not live on campus, who are night or weekend students only, and who do not venture near the student center where many of these events take place. Focus groups could also probe whether current programs or support programs need to change to meet student needs.

Providing mentors for different race/ethnic groups is a major issue when it comes to retaining minority students. The university has made progress in hiring more minority and international faculty, but more needs to be done. Beyond that, however, is a greater need to provide freshmen, sophomores and many transfer students with faculty mentors (of various racial/ethnic groups) to help them in their transition to college and UALR. These programs have proven themselves at universities across America. Special attention must be paid to male students, especially African American males. The graduation rate for this segment of the population is low and the University must address this problem. According to U.S. Department of Education data, the six-year graduation rates for black men at UALR – 1998 cohort, graduating in or before 2004 was 14.6% (Harper, 2006).

Overall Campus Climate for Diversity Good

Concerning their perceptions of treatment from fellow students, respondents were asked to agree/disagree whether UALR students are respectful of others whose race/ethnicity is different from their own. Eighty-nine percent strongly agreed/agreed with the statement. There was no difference between blacks and whites. Sixteen percent of the other respondents and 12% of the international respondents disagreed/strongly disagreed.

Student comments related to respectfulness, belonging and acceptance:

- *Race is nothing at UALR in my eyes; getting to a better place in life seems to be the overall theme of the students. I can't think of a time that race has played a part in any activity or experience of mine at UALR. (White female, 25)*
- *During my program of on-line study I was required to attend an intensive 3-day seminar on campus. On one of the first nights there, students were invited to meet with faculty at a restaurant to get acquainted. Racial diversity was represented and relations were very positive and friendly. (Other female, 48)*

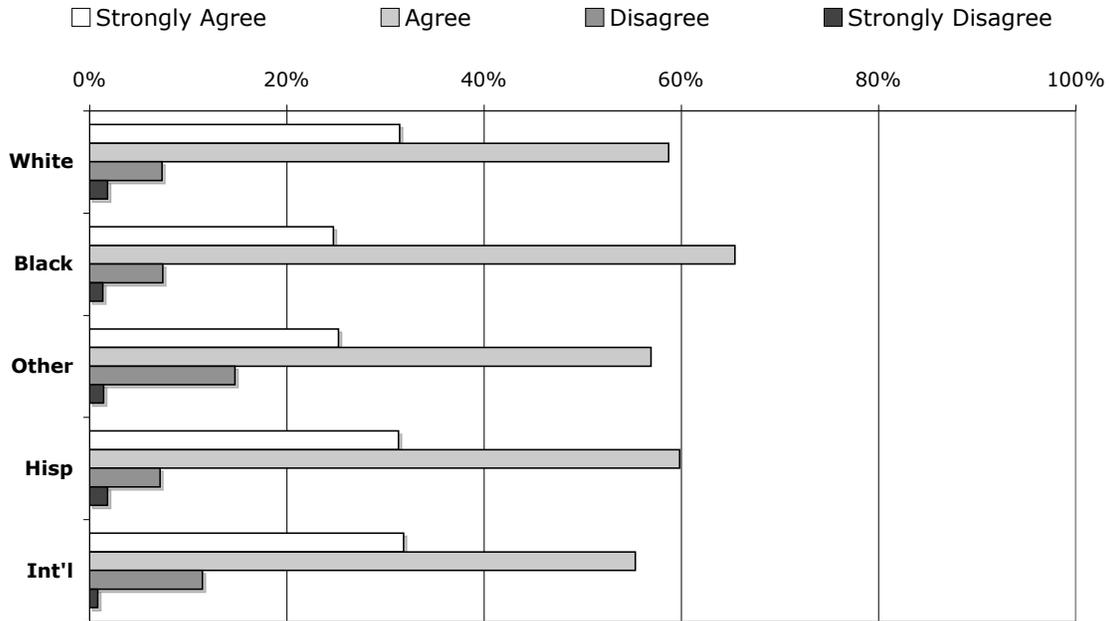
Seventy-five percent of students indicated they had not noticed racial/ethnic tension at UALR. Twenty-four percent indicated they had noticed racial/ethnic tension at UALR. No statistically significant difference emerged between black and white respondents.

Eighty-nine percent of respondents noted they have made friends at UALR who have a different racial/ethnic background from their own.

Exhibit 4

Student Respectfulness

At UALR, students are respectful of others whose race/ethnicity is different from their own.



Student comments on making friends of different ethnicities at UALR:

- I am a white female and I have an African American female in my first class and she and I normally walk together to the next building for our second class together. We talk about things that are happening and our families and what is going on in our lives. We made friends with each other from a class last semester. (White female, 29)*
- This semester I am in a lab group with a Hispanic female and a black female (I am a white female). There is absolutely no tension among us. We all nursing majors, so our goals give us something in common. The struggles we have in our class are shared and we have become friends because of our interest. The fact that we are all different racially hasn't diminished our relationship. (White female, 26)*
- After class, student X (white), student Y (black) and student Z (Hispanic) spent 20 minutes discussing politics and philosophy. They were good friends and carried on discussion over email, and in person outside of school. (White male, 31)*

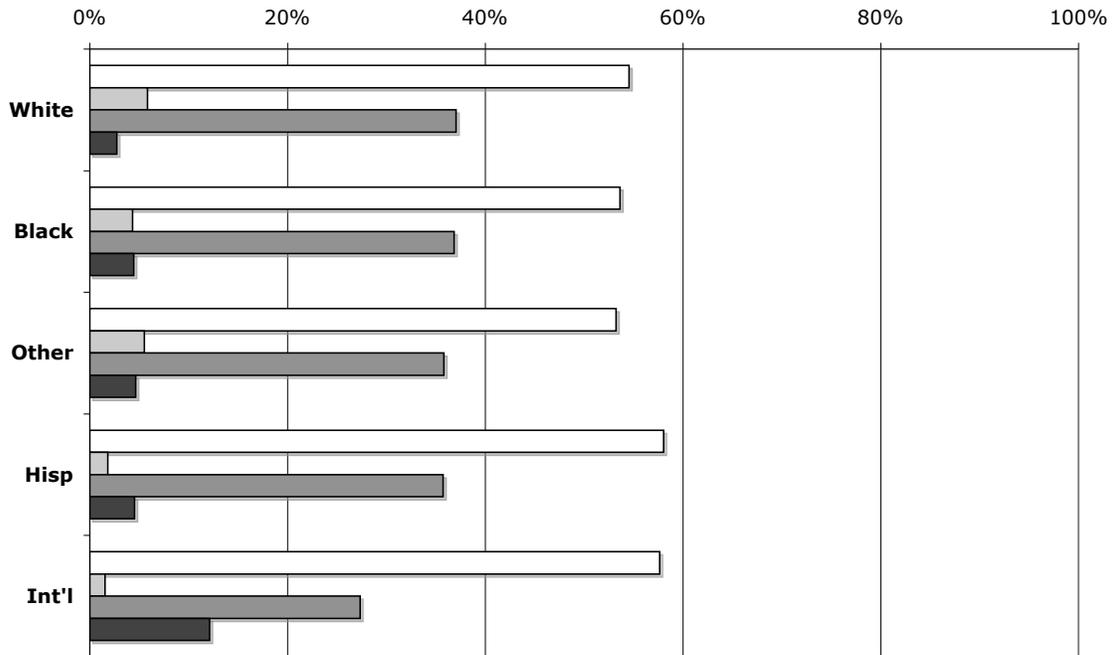
Survey respondents were asked how racial and ethnic diversity at UALR impacted their educational experience. Fifty-four percent indicated it adds value to their educational experience. Thirty-six percent said it has no effect on their educational experience, and 5 % said it detracts from their educational experience. More Hispanics (58%) and international students (58%) said that diversity adds value than the other three groups. More whites (37%) and blacks (37%) said it has no effect on their educational experience. Twelve percent of international students noted their classmates were not diverse.

Exhibit 5

UALR Diversity

The racial and ethnic diversity at UALR...

- Adds Value to Educ Experience
- Detracts from Educ Experience
- Has No Effect on Educ Experience
- N/A: Classmates not diverse



Student comments on diversity and the educational experience:

- *In class, the diversity of the students adds additional perspectives to the discussion that I may not have thought of. Several times, a classmate of a different ethnic background increased my understanding of an issue by sharing their perspective. (White male, 27)*

Students were asked their level of agreement/disagreement with the following statement: "UALR entertainment events reflect the interests of racially and ethnically diverse student groups." Seventy-six percent strongly agreed/agreed with the statement. Sixteen percent disagreed/strongly disagreed. Again, chi-square analysis for black and white responses revealed a statistically significant difference between the two groups for the majority opinion. More whites than blacks agreed with the statement (79% to 71%, respectively).

When asked whether a focus on diversity at UALR could cause or increase racial and ethnic tensions, 68% disagreed/strongly disagreed. Thirty percent strongly agreed/agreed. A statistically significant difference was found between whites and blacks on their level of agreement. More whites (33%) than blacks (24%) agreed.

Eighty-nine percent of respondents disagreed/strongly disagreed with the statement: "Because of my race/ethnicity, I often feel like I need to change some of my personal characteristics (example: dress, language) in order to "fit in" at UALR." According to chi-square analysis, a statistically significant difference exists between black and white respondents. More whites (94%) than blacks (84%) disagreed with the statement. Other results showed 31% of international respondents strongly agreed/agreed with the statement. These results demonstrate that pressures to conform are greatest for international students and higher for black students than for white students.

Issues of Concern from Diversity-specific Questions and Responses

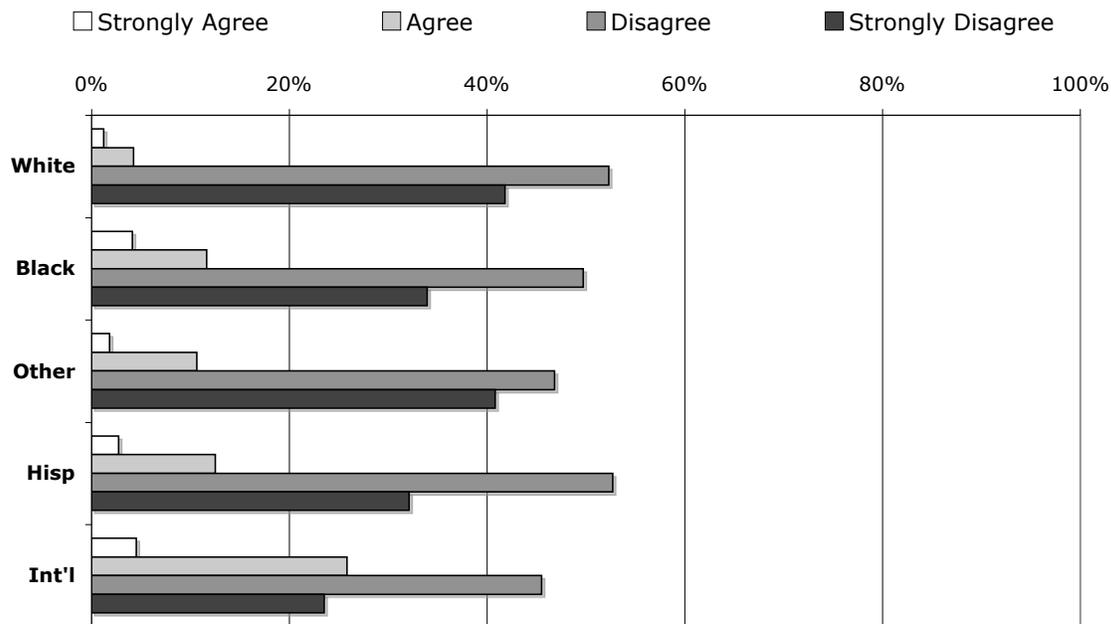
We would speculate that more international students felt the campus was not diverse because of the relatively low numbers of international students, particularly in some majors. It also may relate to international student support services. Results should be probed further and will be important as UALR seeks to attract more international students.

The result that 36% of all survey participants said diversity has no effect on their educational experience raises the question of what is happening in classrooms across the campus. Are students given the opportunity to learn from each other? Are there enough group activities that would force students to interact with each other both in and out of class thus providing more opportunities for cultural exchange and understanding? Is there enough discussion of race/diversity issues in courses at UALR?

Exhibit 6

Personal Characteristics

Because of my race/ethnicity, I often feel like I need to change some of my personal characteristics (example: dress, language) in order to "fit in" at UALR.



While it is gratifying that the vast majority of students (75%) say they haven't noticed racial tension at UALR, it is still of concern that 24% of the respondents say they have noticed racial tension. These results are important to investigate further. Important questions that must be raised are what kind of racial tension, between who (students and faculty/staff, or student and student), in what context, between what groups, and how was it handled.

An interesting result is that 30% of respondents feared that an increased focus on diversity might increase racial/ethnic tension on campus. White students seemed particularly concerned about the current racial balance, with 33% of white students saying that increased focus on diversity could increase tension, compared to 24% of black respondents.

It should not come as a surprise that minorities and whites would answer differently on the question of fitting in. Historically, minority groups have often felt the need to make adjustments in personal characteristics to get along and fit in with the majority/mainstream American culture. UALR will want to investigate further how to make all students feel welcome. What pro-

grams, initiatives, and strategies can be shared with faculty and staff to enhance students' sense of belonging? How do we foster individualism and non-conformity as positive attributes, yet at the same time promote collectivism and human bonding? These questions take on added importance given the response of international students to the question. When one-third of international students feel the need to change aspects of their personality, something must be done.

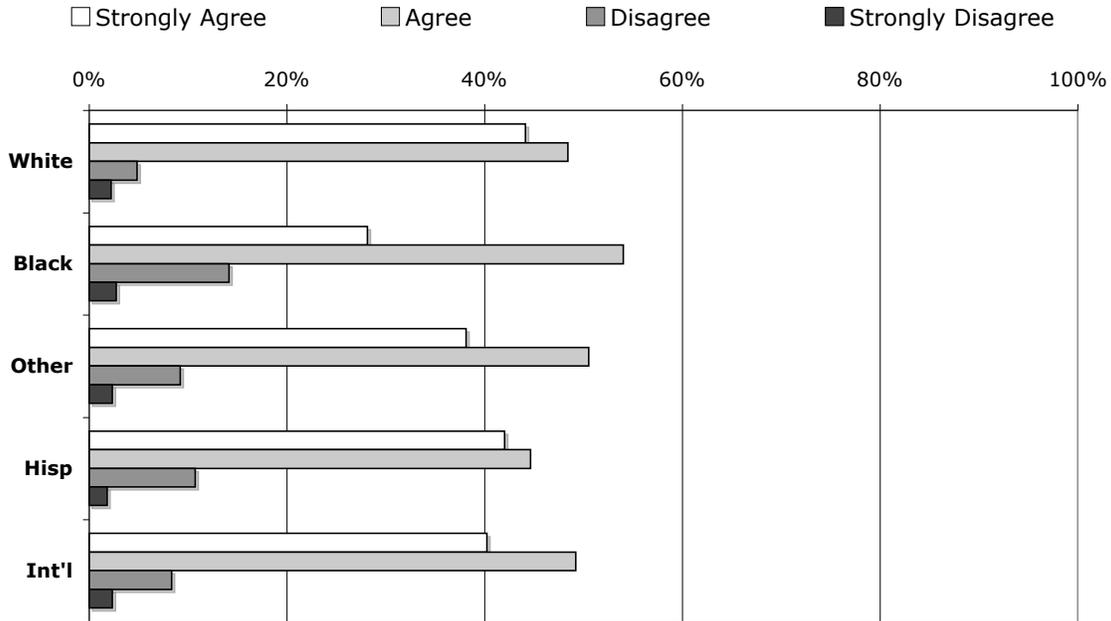
Students Rate Most UALR Faculty as Fair and Impartial

In the survey, students were asked to respond to a number of statements about their experience with UALR faculty members. When asked their level of agreement with the following statement: "It has been my experience that UALR faculty members are fair to all students regardless of racial or ethnic backgrounds," 89% of the respondents strongly agreed/agreed. Chi-square analysis revealed a statistically significant difference between white and black respondents for this statement. More whites (92%) than blacks (82%) agreed. Conversely, 17% of black respondents disagreed compared with 7% of white respondents.

Exhibit 7

Fairness of UALR Faculty

It has been my experience that UALR faculty are fair to all students regardless of racial or ethnic backgrounds.



Student comments related to fairness of faculty:

- *Last semester a student in my online class made a racial remark that was rather rude to another student. The instructor quickly reprimanded them and reminded them what the syllabus stated about that type of behavior. The class was also reminded as to what was acceptable and what was not. The actions of the instructor and the reactions of the students made it very clear that racial slurs and other similar behavior is not tolerated. It is safe to say that no matter what race or ethnic group you hail from, the students and faculty will not allow any harm to come your way. (White female, 26)*

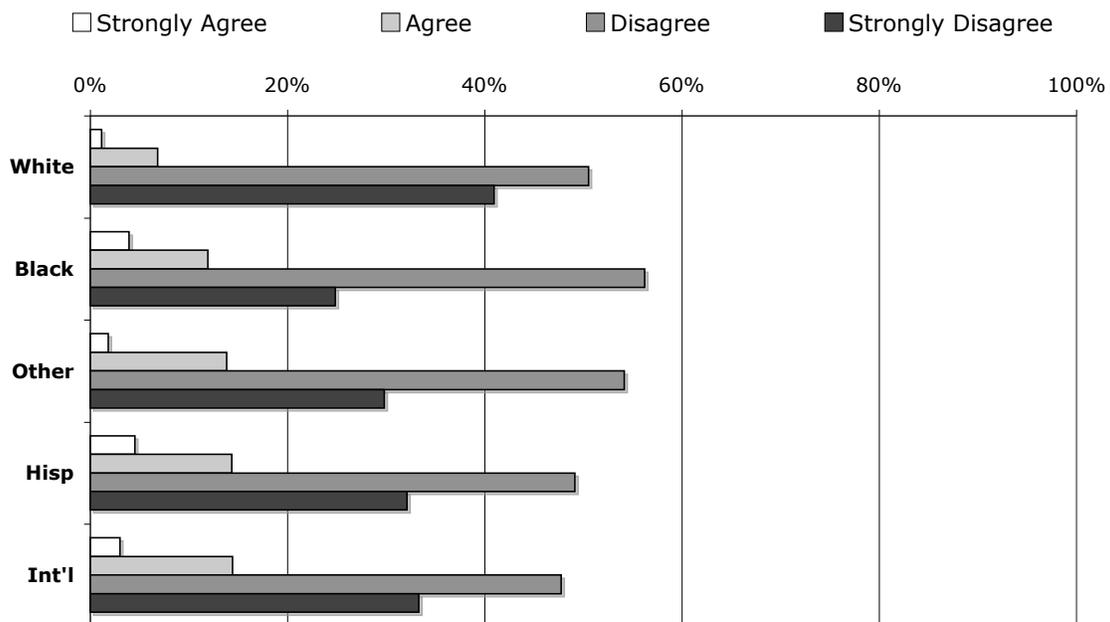
Another question measured students' preference when it came to the race of their professors. Seventy-three percent of respondents indicated that the race of the professor teaching a course makes no difference to them. More whites (77%) than blacks (66%) selected any race (report the race of the professor teaching makes no difference). These results are statistically significant based on chi-square analysis. Twenty percent noted they prefer professors of a variety of races. On the same statement/question, more blacks (30%) than whites (15%) prefer being taught by a variety of races.

Finally, respondents were asked their level of agreement with the following: "There are faculty members at UALR who make negative remarks about racial/ethnic groups." Eighty-seven percent disagreed/strongly disagreed with the statement. Again, chi-square analysis shows a statistically significant difference between the white and black groups of students. More whites (92%) than blacks (81%) disagreed. In addition, 16% of blacks strongly agreed/agreed with the statement while 8% of whites strongly agreed/agreed.

Exhibit 8

Negative Remarks from Faculty

There are faculty members at UALR who make negative remarks about racial/ethnic groups.



Student comments on negative remarks made by faculty:

- *I have personally been the victim of unfair treatment by a black professor. This person goes out of their way to help minority students and give them preferential treatment. Whereas white students are treated poorly or looked down on ... reverse discrimination does occur on this campus and more needs to be done to address this issue. (White female, 31)*
- *This didn't happen to me but it happened to my friend where an instructor made a comment to him when he was trying to ask a question. My friend is from Africa and he was trying to speak with his instructor one day after class and the instructor told him he didn't have time; he's in America now and time is money. (Black female, 26)*
- *Both the students and faculty [in department X] are in a time warp. They refer to people of Asian descent as 'Orientals' in class. They have no concept of how to address people of color. (Black male, 35)*

- *A teacher making a comment that all Muslims want to kill anybody that is not Muslims [sic]. Pretty stupid comment made in class by a professor. (Black male, 32)*
- *I have sat through classes where the professor has used the word 'Nxxxxx' after stating he was a racist and I have been in classes where [sic] the professor has told the students incorrect information regarding affirmative action. In essence the instructor said all black students are here because of affirmative action and not merit. (Black female, 26)*
- *I noticed there is a lot of discrimination in the [X and X] classes. The professors have very little patience and white professors treat the exchange students/mid east students differently also. (Black female, 35)*
- *Racial tensions are very high at our [department]. Minority teachers seem to pick on minority students. Some minority teachers pick on white students. Minority students have many advantages not available to other students. All students tend to complain about unfair race based treatment on the list serve. (White male, 28)*

Issues of Concern Regarding Black Student Perceptions of Some UALR Faculty

Even though a majority of respondents of all races agreed that UALR faculty members were fair, it is important to understand more about the experience of the minority students who felt that faculty members were unfair, or who felt they made negative remarks about racial/ethnic groups. Why are they interpreting the actions of some faculty members as unfair based on the racial or ethnic background of students? What strategies or programs help faculty change these perceptions? How can university leaders facilitate these programs and strategies?

On the issue of negative remarks by faculty members, one must again try to get at the heart of what is fueling the response by a minority of black survey participants. In what context have these perceived negative remarks occurred? Faculty may very well believe their comments/remarks are quite innocent yet the interpretation on the part of students leads to a different conclusion. Why? What students believe and feel about the faculty (i.e. whether they are fair, impartial, caring, understanding, empathetic, etc.) relates to retention. When students perceive a difference in treatment because of their race by faculty, there are not many conclusions they can reach other than "I don't belong here," "I'm not wanted here," "They don't like me," or "I don't fit in." Of course, logically, this leads to students leaving UALR and in some instances giving up on their dreams of a college education.

In the case of faculty preference, perhaps, some minority students feel minority faculty can relate to them more, and may be more nurturing, empathetic, and sympathetic to their problems and issues.

Students at Ease in the Classroom Setting

Students were asked to respond to a series of questions related to how they are treated in the classroom setting. Ninety-one percent strongly agreed/agreed that "the atmosphere in my classes makes me feel like I belong." Chi-square analysis indicated a statistically significant difference between black and white responses. More whites (94%) than blacks (87%) agreed with this statement. Eight percent of respondents disagreed/strongly disagreed.

Fifty-three percent disagreed/strongly disagreed with "I feel faculty and students expect me to represent my race or ethnic group in discussions in class." Chi-square revealed a statistically significant difference between whites and blacks. More blacks (57%) than whites (39%) agreed that they were sometimes expected to represent their race in class discussions. Forty-six percent of respondents strongly agreed/agreed with the statement.

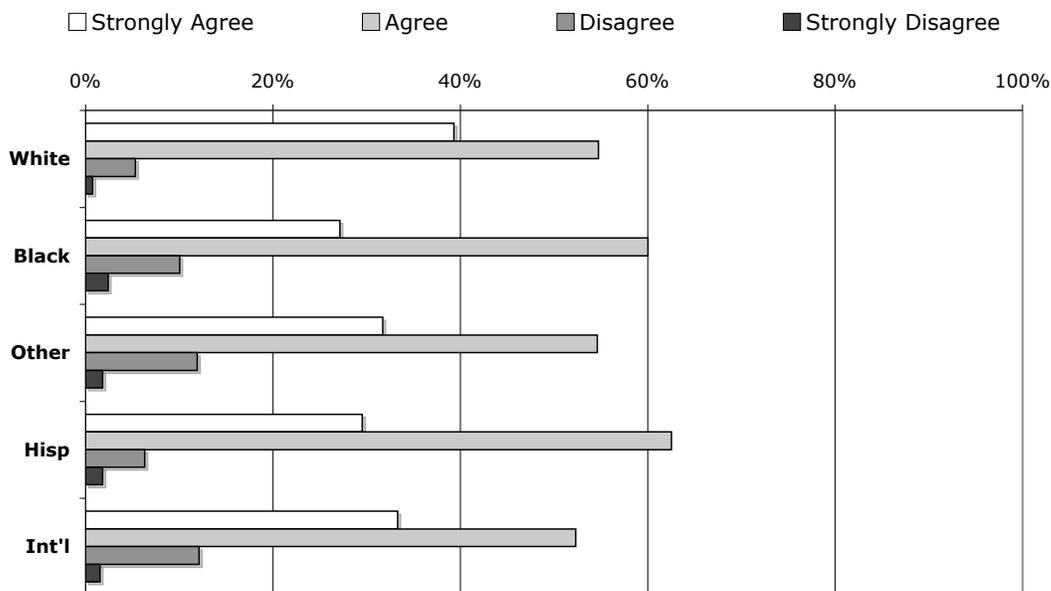
When it comes to in-class participation, 85% of the students who were surveyed noted race had no effect whether they participated in class discussions. More whites (88%) than blacks (82%) say it has no effect, a statistically significant difference. Eleven percent of blacks indicated racial/ethnic background makes it difficult to participate.

But what happens when a student is the only person of his or her race/ethnicity in a class setting? How comfortable or uncomfortable does this make the students? Seventy-two percent reported they are comfortable/very comfortable in settings where they are the only person of their racial/ethnic group. Other (78%) and Hispanics (79%) feel most comfortable of all groups in situations mentioned above. Twenty-seven percent of the respondents are very uncomfortable/uncomfortable when they are the only person of their racial/ethnic group in the class.

Exhibit 9

Class Atmosphere

The atmosphere in my classes makes me feel like I belong.



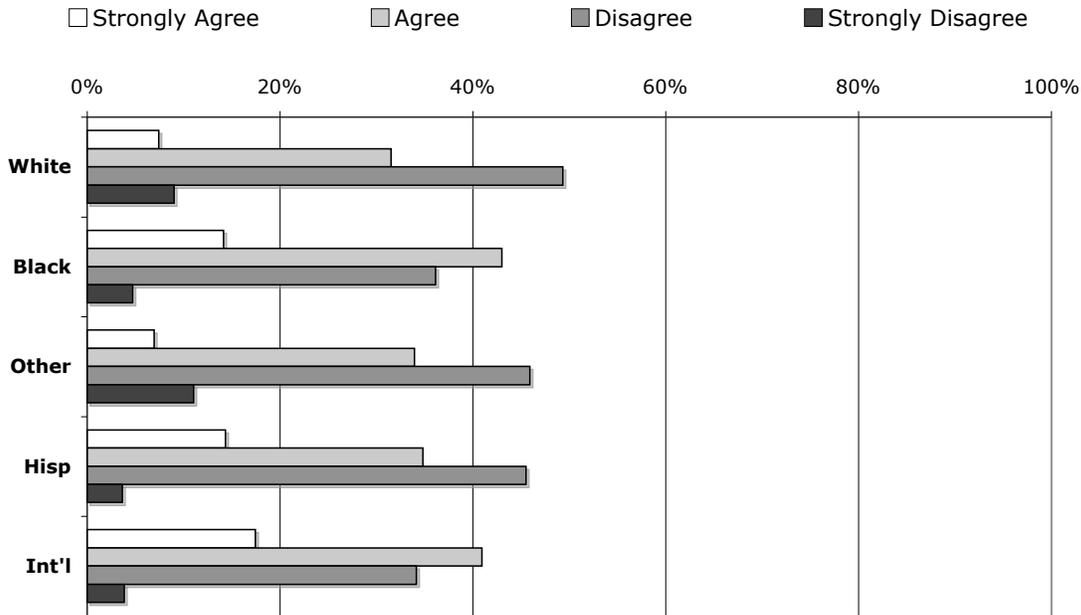
Student comments regarding faculty and student expectations:

- *Our teacher (white male) routinely asks the students to offer their own racial/ethnic view-point whenever race or ethnicity comes up in the curriculum. (White female, 23)*
- *There is one class that I have where there is an international student (from Scotland) in the class with me. It seems like the teacher always manages to bring that up to the class and make it well known that this student is from Scotland. I don't think that he is trying to be rude, I think he has good intentions but I just wonder if the student ever feels like he's being separated from the rest of the class and not like he's 'normal' like the rest of us. (White female, 20)*
- *There are situations in the classroom setting that adds pressure on minority students. If there is only one Hispanic student and there is a question or discussion concerning the Hispanic culture, it seems that student is expected to be an authority on the subject. (Black female, 45)*
- *This is ONE example of a personal experience: In one of my X classes, a professor looked for me to speak on behalf of African Americans anytime it was necessary to get that perspective. That is fine until others make generalizations about all African Americans based on my experience. (Black female, 28)*

Exhibit 10

Faculty and Student Expectations

I feel that faculty and students expect me to represent my race or ethnic group in discussions in class.



The students who took part in this survey were asked two questions which focused on race and diversity issues as topics in class and whether some courses have challenged their beliefs about race/ethnic topics. Fifty percent of the respondents strongly agreed/agreed with the following statement: "One or more of my courses at UALR have challenged my beliefs about race and ethnicity." Chi-square analysis indicated a statistically significant difference between black and white student responses. More blacks (57%) than whites (48%) agreed with the statement. Contrastingly, 48% of respondents disagreed/strongly disagreed that one or more courses at UALR have challenged their beliefs about race and ethnicity.

Regarding the question of discussing racial topics in class, 66% of the respondents said as a result of attending UALR, they had discussed topics related to race and/or ethnic relations in class. Thirty-four percent reported not having discussed such topics in class.

Student comments on the discussion of racial/ethnic topics in class:

- *In class, we sometimes discuss the history of slavery, and changes in attitudes because of abolitionist literature. We have also discussed current issues dealing with undocumented Hispanics. All discussions have been positive. (White female, 40)*
- *A variety of races in a classroom that is encouraged in a positive way to speak openly about the differences between races/cultures and how these different races/cultures would respond differently to a situation or might be treated differently. The responses are then analyzed as to figure out why this happens. (White female, 25)*
- *In my classes and my experiences at UALR, we have had many different discussions about race issues or ethnicity differences, and I have not ever felt uncomfortable. (White female, 25)*
- *In the classes I have taken, all the students and faculty treat each other with respect. I have had classes with white, black, and an international student from Korea. Everyone seems to feel comfortable with each other's culture. We discussed Civil Rights, and we discussed Korean plays, music, and writing with respect and the hunger of learning new things about other culture. (White female, 49)*

Should there be a Greater Focus on Race/Diversity Issues in UALR Courses?

After examining the questions related to the curriculum, one has to wonder why 100% of the respondents did not indicate they had discussed race and/or ethnic topics/issues in class since race/ethnicity and diversity are related to one of the Blue Ribbon Competencies: Social & Cultural Awareness.

In terms of courses challenging students' beliefs, knowing what these courses are, and how they have challenged students' beliefs, particularly the African American students who indicated the greatest agreement with the statement, is important. This knowledge could lead to interesting discussions among the faculty about pedagogy, and perhaps ways in which those techniques could be used to reach other students and used in other courses across the curriculum.

It is equally important that some white students reported that there haven't been any courses that challenged their beliefs about race and ethnicity. Part of the educational process is making students examine some of their own pre-dispositions, beliefs and notions about people and the world in which they live, and how they treat people based on these ideals. Part of that examination is to recognize their own prejudices and stereotypes and to grow, mature and change. What role does the University play in teaching and encouraging greater cultural interaction and understanding?

Students Have Mixed Views on Treatment by UALR Staff

Included in the survey were several questions that measured students' opinions concerning UALR staff members. Students were asked to indicate their level of agreement/disagreement with statements that gauged whether they had heard staff members make negative remarks about racial/ethnic groups, whether they had been the target of negative remarks based on race or ethnic background, whether they had been treated unfairly for any reason by any university personnel, whether they had been treated unfairly by personnel in various student-centered offices/units, and whether that treatment was because of race.

Eighty-seven percent of respondents disagreed/strongly disagreed that staff members at UALR make negative remarks about racial/ethnic groups. Chi-square analysis noted a significant difference between whites and blacks. More whites (90%) than blacks (81%) disagreed.

When asked if they had ever been the target of negative remarks based on race or ethnic background, 87% of students surveyed indicated no. Eighty-nine percent of white respondents, 87% of black respondents and 87% of international respondents answered no on this question. Conversely, 19% of other said they have been the target of negative remarks based on race or ethnic background.

Another question designed to measure student perceptions of treatment by campus personnel asked whether there were any occasions when they were treated unfairly for any reason by any University personnel. Seventy-five percent of students polled answered no. Twenty-five percent answered yes. Chi-square tests showed more whites (77%) than blacks (71%) disagreed with the statement – a statistically significant difference.

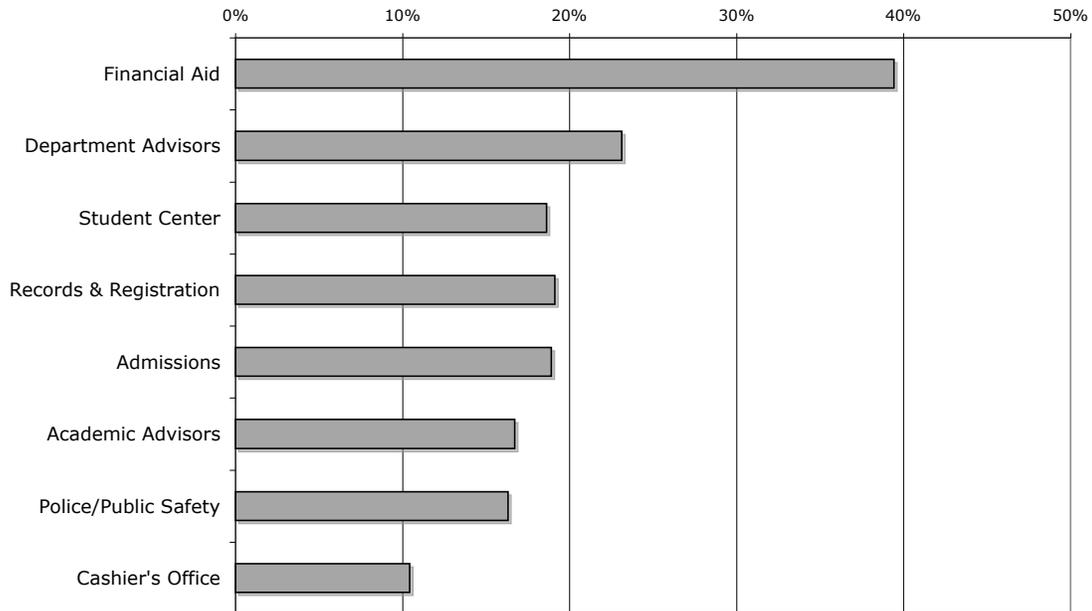
In addition to the more general question about treatment by any University personnel, the survey asked students to respond to treatment by personnel in specific offices and settings. These included personnel in financial aid, department advisors, Donaghey Student Center, records and registration, admissions, academic advising, police/public safety, and cashier's office. Students who felt they had been unfairly treated by University personnel indicate the unfair treatment came most often from personnel in financial aid (39%) followed by department advisors (23%), Donaghey Student Center, records and registration, and admissions, all at 19% respectively. A look inside the numbers indicated no differences between black and white respondents on treatment by personnel in financial aid. Of those reporting unfair treatment, 40% of whites and blacks say the treatment came from personnel in financial aid. However, three other places of unfair treatment showed differences between the two groups. More blacks (22%) than

whites (13%) said they had been unfairly treated by personnel in police/public safety; more white (22%) than black (11%) respondents said they had been unfairly treated by personnel in the Donaghey Student Center; more blacks (28%) than whites (19%) said they had been treated unfairly by department advisors.

Exhibit 11

Treatment by Personnel

While you have been a student at UALR, were there any occasions when you felt you were treated unfairly by personnel at . . .



Student comments explaining treatment by various UALR personnel:

- *I have seen personally an incident in the DSC where a young black man was turned down to use his loose 'change' to pay. When [he] walked away, a negative remark was made about that young man. (White male, 19)*
- *Obtaining financial aid assistance is difficult because I am a young, white male. Every time I go in that office I am ignored, much less my chances for receiving much needed funds are slim to none. Also, going into the food court I am stared at and not treated the same....if I could wear a hidden camera, then you would see exactly what I mean. (Other male, 29)*
- *Staff have made rude comments regarding my appearance- this is especially true with cashiers in the DSC and with X staff in X [building]. (Hispanic female, 35)*
- *While in line at the coffee center, a remark about a food request was made by a student, the server made a comment about 'certain ones needing to adjust to American ways, this is America not X [country]'. (Hispanic female, 50)*
- *At the Donaghey Student Center, because I am Hispanic they scream at me when taking my order, and when checking out, they make faces and have very rude attitudes. If they don't like working there, they should just quit. We students do not have to put up with their attitudes when we are paying for the food that we buy. They make the food company look bad, not just themselves, and when new students are received like this, it makes them want*

to transfer to another University. And I hope I win, because I take this survey very seriously and always fill them out. (Hispanic female, 21)

- *I don't know what is typical, but I have had an incident in the Donaghey Student Center where the server (a black person) helped another black person before me when I was next in line and was very kind and friendly with that person, and snarled at me. (White female, 20)*

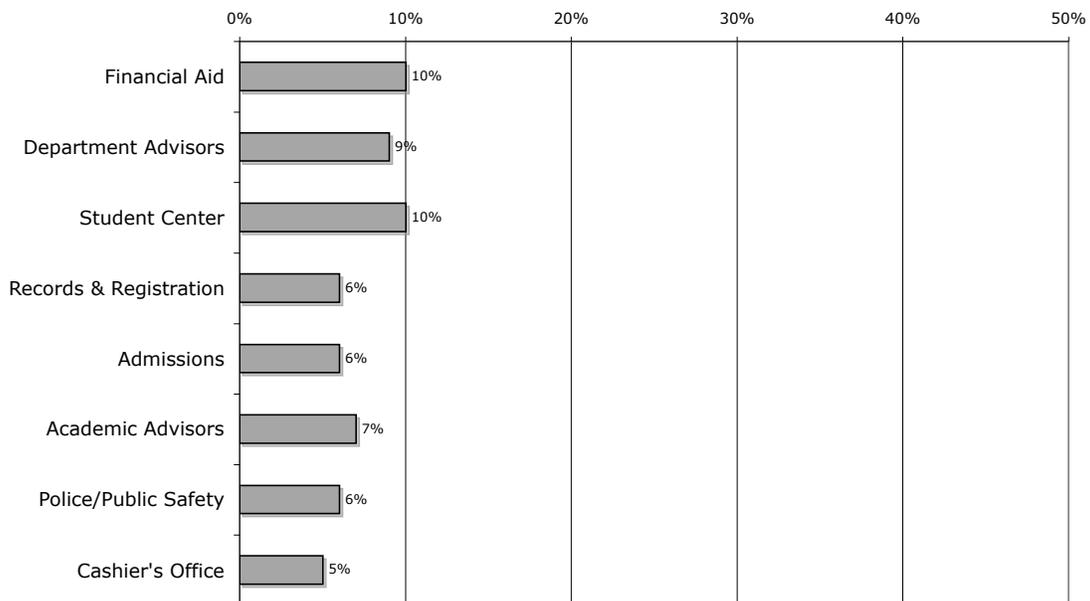
In a follow-up question, respondents were asked if that unfair treatment by personnel in the departments was because of race. Of those reporting unfair treatment, results showed that 59% of the respondents said no, while 41% said yes. Sixty-two percent of Hispanics who reported unfair treatment perceived that the treatment was due to their race. Fifty-four percent of blacks indicated this treatment was because of race, while 33% of whites noted this treatment was because of race. Hispanic and black respondents were almost twice as likely as white respondents to believe that unfair treatment was the result of their race. A chi-square analysis indicates a statistically significant difference between black and white respondents as more black than white respondents agreed.

The final question related to racial treatment by personnel asked students to indicate which department personnel had treated them unfairly because of their race. Chi-square analysis indicated a statistically significant difference between black and white respondents. Five of the eight variables show statistically significant differences between black and white respondents. In terms of treatment by police/public safety, academic advisors, department advisors, and record and registration personnel, more whites than blacks disagreed that the unfair treatment by personnel in all these departments was due to their race. Regarding the Donaghey Student Center, more whites (13%) than blacks (5%) agreed that the unfair treatment was due to their race.

Exhibit 12

Racial Treatment by Personnel

Please indicate personnel in which of the following departments treated you unfairly because of your race?



Student descriptions of discrimination related to financial aid:

- *When I was at financial aid office discussing payments that were charged in my absence from the school, the financial aid personnel were very rude to me and made a comment saying that people of my race always want a refund and have no proof showing that they deserve it. My personal business was discussed so loudly that other students could hear. An international student was treated in the same. (Black female, 29)*
- *Financial Aid office acts like if you are not a minority you do not qualify or deserve federal or other financial aid. (White female, 20)*

Student descriptions of discrimination by public safety/police:

- *In the past DPS has had some horrible officers who treat blacks unfairly. I know fraternities and sororities practice their steps in the parking deck and there have been times where [sic] officers have locked organizations in knowing they were in there and then acting stupid when the organizations try to get out. Even after filing a complaint, nothing was done and although this campus brags about being safe in terms of unfair treatment because of race and sometimes class, this argument is null and void. (Black male, 23)*
- *Campus police stopped me and treated me very badly. They were white and didn't tell me why I was stopped for 15 mins. (Black female, 27)*

Student descriptions of discrimination by department/academic advisors:

- *A comment was made to me because I did not understand the process of advisement at UALR, 'that's just like black folks, don't understand anything.' (Black female, 39)*
- *Departmental advisors didn't help me. I had to change departments. It was because of my race. (International female, 33)*
- *I was being advised by the [X] dept and have been for years and I asked the advisor about a program that was being offered and she said that there are not many minorities that participate in that program and I proceeded to ask her why is it a problem and she responded it could be intimidation and it is the way she said this statement and her attitude is horrible every time I go over to be advised I always dread it especially if she is the advisor. (Black female, 40)*

Treatment by Personnel Could be Damaging to University Reputation

In organizations, every individual must work together so that all organizational goals are met. That is especially true at a University where everyone's role is to serve in the best interest of the primary stakeholder – the students. The customer service aspect of the University must be as strong as the academic component. The results of this survey indicate that while most of the student perceptions are generally favorable, there are problems that must be addressed. Getting the proper assistance from personnel in many of these departments is vital to students and has an impact on how they view the entire University. Problems in any of them can cause irreparable harm and negatively impact recruitment and retention. When students have issues with financial aid or any other office, they generally discuss those issues with other students and a reputation of not expecting help from personnel in those departments is perpetuated.

Academic advising is vital to the University, and everyone must be treated equally and fairly regardless of race or ethnicity. If the University wants to retain students, fundamental changes must occur at all levels regarding how students are treated, but especially by academic advisors in University, college and department advisors, as well as personnel in offices across the campus including financial aid, Donaghey Student Center, Ottenheimer Library, etc.

Regarding student ratings of DSC personnel and how they were treated, the survey question focused on the DSC in general and not individual units/departments. The DSC includes the Fitness and Aquatic Center, Health Services, Bookstore, Food Court, and Campus Life. Regarding the student comments appearing in this report, the majority center on the area of Food Service. It should be noted that the company that contracts with UALR to provide food and catering services are responsible for the direct supervision of those employees.

Most students report little impact on personal behavior

Several questions on the survey measured the impact of attending UALR and being in a diverse campus and classroom setting on student behavior. Students were asked if they had filtered offensive language, challenged others, or participated in activities promoting diversity as a result of attending UALR.

Fifty-one percent of the respondents reported not filtering offensive language. Forty-six percent said they stopped themselves from using language that may be racially/ethnically offensive. More whites (55%) than blacks (43%) disagreed/indicated they had not stopped themselves from using offensive language. This, according to chi-square analysis, is a statistically significant difference between the two groups. Of note is that 58% of international respondents agreed with the statement – the highest among all groups. Other (58%) was the group that disagreed most with the statement. It could be that this question is the equivalent of “Have you stopped beating your wife?” If a student felt that he/she did not use racially insensitive language before coming to UALR, then their negative response on this question might not indicate a lack of cultural impact.

When asked if they had challenged others who make racially/ethnically derogatory comments as a result of attending UALR, 60% of the respondents replied no and 38% replied yes. There was no difference between black and white respondents.

Student comments related to changes in behavior/views:

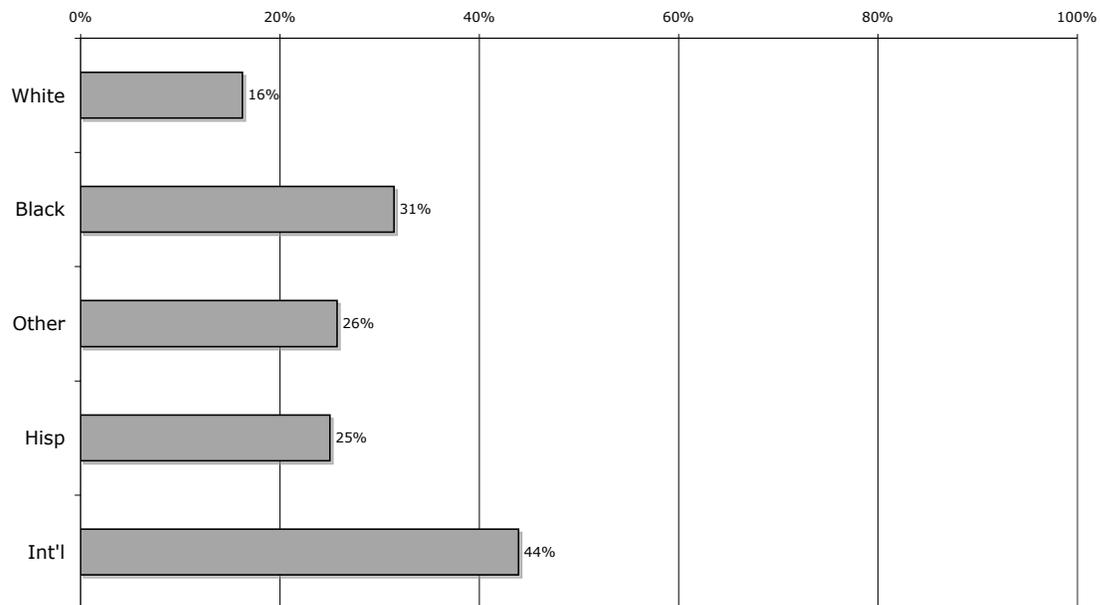
- *I feel that there are many individuals that have changed their views on racial issues due to being around people with diverse backgrounds. I feel that this is a great improvement for individuals at a college level. It is 2007 and if people can't realize that, they have some issues. What does it matter what color skin you have? We are all people and we all deserve the same respect. (White female, 23)*
- *In some of my classes, we meet in groups randomly selected by the professor, forcing different ethnic and racial groups together. These groups have helped me meet and come together with different ethnicities I otherwise would not have socialized with. (Hispanic male, 19)*
- *I have met many people of Middle Eastern and Asian descent in my classes and where I work. Most of them I have become pretty good friends with. There were some differences, but not any significant ones. I have not met anyone yet I did not like because of cultural or ethnic reasons yet, and I really don't think that it will happen now that I have a better understanding of the very limited differences between peoples of differing ethnicity. (Hispanic male, 22)*

Finally, students were asked whether they had participated in organized activities to promote racial/ethnic diversity. Seventy-seven percent of respondents answered no. More whites (83%) than blacks (68%) disagreed - a statistically significant difference according to chi-square analysis. Of those who answered yes, international respondents had participated at a higher rate (44%) than any other group while whites had participated at a lower rate (16%) than any other group

Exhibit 13

Diversity Activities

As a result of attending UALR, I have participated in organized activities to promote racial/ethnic diversity?



Student comments on participation in events related to improving race relations:

- *There was a Thanksgiving dinner last year that had a variety of different races and ethnic groups. We had a lot of fun talking to people of different races and cultures. We should have more events like that one. (Black female, 22)*
- *UALR has hosted many multi-cultural events to express the concern of ethnic diversity on campus and in relation to the students. I believe this is a good step in the right direction, but since every student cannot make it to the events, there should be a day when it is implemented by the professor in class. (Other male, 24)*
- *Cultural events often have low attendance. The quality of these events is high. Race relations seem to have a low profile. (White female, 34)*
- *I think that a lot of times that on campus events are aimed at an African American audience (example- rap groups, 'afrodesia', lectures about the Diaspora). I think it would be great if there were events in which your typical white student would feel more comfortable attending. (White female, 20)*
- *I think there are not enough events that promote race diversity. I really wish the school would have a day where all cultures can come out and just learn about their foods, culture, and stuff. (Other female, 20)*

Translating awareness into behaviors

Students indicate they like the diversity at UALR, believe it is important and a strength of the University, yet they are uninvolved in activities that might further enrich their educational experience. With such a large percentage of students who have not participated in activities promoting diversity, who have not challenged others who make negative remarks about racial/ethnic groups,

and who have not changed personal behavior/remarks when it comes to various racial/ethnic groups, one must ask what impact, if any, does exposure to people of different backgrounds and cultures have on these students? Perhaps the questions on this survey did not adequately measure the impact of diversity on personal educational outcomes, but the University must continue to discover and measure the impact of diversity on educational and personal attitudes.

One has to wonder if the students taking the survey were aware of the many activities available on the UALR campus. Those activities include Black History Month programs, Hispanic Heritage Month, Cinco De Mayo, and the city's Worldfest. Why students don't take advantage of these activities is an intriguing question worthy of discovery. Perhaps, one reason students don't attend is they feel Black History, Hispanic Heritage, and Cinco De Mayo are intended for students from those cultures only, and they would not feel comfortable attending those events. However, beyond these activities are events sponsored by Greek organizations, Artspre, as well as the Office of Campus Life that provide students opportunities to see and interact with others from different cultures. Why are more students not taking advantage of these events? What strategies can be developed to raise the profile and attendance at all of these events? The important issue is transferring what's happening in some of the courses in terms of racial/ethnic diversity and interaction of students to outside the classroom setting.

Summary/Conclusion

The results of this survey indicate that UALR students are satisfied with their experience as a student, value the diverse student body, and give the University good marks in terms of academic reputation and quality of faculty. Results indicate commonality across racial lines on a number of important variables, but also perceptual differences between black and white students, particularly when it comes to treatment by personnel including faculty and staff. Also, of note is what might be lacking in terms of international student support services. Probing deeper to discover what is at the heart of the perceptual differences between black and white students and addressing those issues as well as the concerns of international students are the main challenges for the University as it looks toward the future. However, building on the positive results of this survey will be just as important.

Goals and Objectives for Addressing Campus Climate/Diversity

Campus climate encompasses all aspects of the community where people learn, teach, work, and live. It includes institutional policies and guidelines, practices, programs, behaviors, attitudes and expectations that encourage and facilitate the achievement of educational goals of all students, particularly minorities (women and racial/ethnic minorities) who have been underrepresented in higher education (Best, 2006). Campus climate studies are conducted as one means of identifying problems and subsequently developing and implementing equity policies (student, faculty or staff) and plans. Information from a campus climate survey should guide a university's efforts to assure adequate access to educational resources and learning opportunities for all students, and ultimately achievement of academic goals (Best, 2006).

According to the literature on campus climate/diversity, the process of using results from such a survey is paramount. One of the first issues that must be addressed is dissemination of the results to appropriate constituents. The plan to disseminate the results in this report encompasses a variety of methods including traditional presentations to various University committees and groups, media coverage, and roundtables/panels with a cross section of students. All constituents must have an opportunity to provide feedback about survey results and input in the development of goals, objectives, and initiatives.

The results of the survey data should inform the focus of whatever initiatives are implemented. Research also suggests that fast, effective follow-through is important (Best, 2006). The University must effectively address the concerns raised by the study. Who should be a part of that process? How does this become a campus priority? All University stakeholders (faculty, staff, and students) must play a role in the development of whatever initiatives and plans the University implements. University leaders must take the lead to assure campus climate/diversity becomes and remains an institutional priority.

Below are examples of diversity goals and objectives implemented by other campuses that might be considered by UALR as faculty, staff and students consider follow-up to this survey.

- Recruit, retain and graduate a diverse student body
- Recruit, retain a diverse faculty and staff
- Re-examine curriculum to ensure diversity is part of all majors/disciplines
- Re-examine behavioral standards to ensure guidelines, strategies, and insight for dealing with intolerant behavior and speech (by faculty, students, and staff) are present
- Establish a task force on faculty and staff diversity and development to be the primary vehicle for policy input on diversity and equity matters and to develop recommendations to be considered by the Chancellor
- Establish a multicultural committee comprised of students whose function is to develop programs separate from or in conjunction with campus life committees/organizations where diversity is the central focus

Initiatives

The following initiatives are recommended for implementation by UALR to improve student engagement and address some of the issues regarding the campus climate noted in this report.

- **Establish a faculty/student mentor program**
- **Establish or enhance sensitivity training for faculty and staff members**
- **Establish a Diversity Day at UALR**
- **Sponsor International Day at UALR to coincide with Worldfest activities**
- **Produce a video/DVD documenting the history of UALR as it relates to diversity and the change in the student body and faculty over the years**
- **Establish an International Student Association and/or International Student Center on campus**
- **Send delegates to the annual National Conference on Race and Ethnicity in Higher Education meeting. A team of 7-10 should be a cross-section of faculty, staff and student leaders**
- **Establish a program specifically designed to help male students, particularly African American males who often times feel the most out of place and underserved, to graduate**
- **Establish multicultural centered wing(s)/floor(s) in residence halls with specific programs designed to enhance multicultural interaction and understanding**
- **Additional co-curricular activities that focus on multiculturalism, race and ethnicity where the presenters are of various ethnicities and races**
- **Establish a Hispanic Student Association**

References

Best, H. (2006). Campus Climate/Diversity Research: A Pre-Survey Report. Institute of Government, University of Arkansas at Little Rock, Little Rock, Arkansas.

Harper, S.R. (2006). Institute on Deconstructing the Crisis Concerning African American Men in Higher Education. National Conference on Race and Ethnicity in Higher Education, Chicago, Illinois.

Appendix 1

Questionnaire & Percent Frequencies

The following is a presentation of each question used in the 2007 Student Racial Attitudes Survey and the percentage frequencies for each of the response categories. Unless otherwise noted, the total for each racial/ethnic groups is

White	Black	Other	Hisp	Int'l	Total
1,912	959	218	112	132	3,333

Q1 In general, how satisfied are you with your experience as a student at UALR?

	White	Black	Other	Hisp	Int'l	Total
Very Satisfied	34%	30%	33%	35%	27%	32%
Satisfied	60%	64%	57%	56%	67%	61%
Dissatisfied	6%	5%	8%	7%	4%	6%
Very Dissatisfied	1%	1%	2%	2%	2%	1%
Don't Know/Refused	1%	0%	0%	0%	0%	0%

Q2 Using a scale of 1 to 10 with 1 being the lowest and 10 being the highest, how would you rate UALR on ...

	White	Black	Other	Hisp	Int'l	Avg.
Racially/Ethnically Diverse	8.22	7.78	7.53	7.73	7.19	7.99
Quality of Faculty	7.58	7.51	7.39	7.70	7.42	7.54
Academic Reputation	6.89	7.53	6.83	7.12	6.67	7.07
Mentors for Race/Ethnicity	7.37	6.37	6.12	6.33	6.60	6.93
Force for Positive Change	6.87	7.02	6.79	7.17	6.97	6.92
Addressing Student Needs	6.84	6.80	6.76	6.73	6.80	
Quality of Events	6.31	6.84	6.25	6.71	6.24	6.47
Group Average	7.15	7.12	6.77	7.07	6.83	7.10

Q3 The atmosphere in my classes makes me feel like I belong.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	39%	27%	32%	30%	33%	35%
Agree	55%	60%	55%	63%	52%	56%
Disagree	5%	10%	12%	6%	12%	7%
Strongly Disagree	1%	2%	2%	2%	2%	1%
Don't Know/Refused	0%	1%	0%	0%	1%	0%

Q4 The racial and ethnic diversity at UALR...

	White	Black	Other	Hisp	Int'l	Total
Adds Value to Educ. Experience	55%	54%	53%	58%	58%	54%
Detracts from Educ. Experience	6%	4%	6%	2%	2%	5%
Has No Effect on Educ Experience	37%	37%	36%	36%	27%	36%
N/A: Classmates not diverse	3%	4%	5%	5%	12%	4%
Don't Know/Refused	0%	1%	1%	0%	2%	0%

Q5 At UALR, students are respectful of others whose race/ethnicity is different from their own.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	31%	25%	25%	31%	32%	29%
Agree	59%	65%	57%	60%	55%	60%
Disagree	7%	7%	15%	7%	11%	8%
Strongly Disagree	2%	1%	1%	2%	1%	2%
Don't Know/Refused	1%	1%	2%	0%	1%	1%

Q6 I have made friend(s) at UALR who have a different racial/ethnic background from me.

	White	Black	Other	Hisp	Int'l	Total
Yes	89%	87%	91%	89%	95%	89%
No	11%	12%	9%	10%	5%	11%
Don't Know/Refused	0%	1%	0%	1%	0%	0%

Q7 I would recommend attending UALR to someone whose race or ethnic background is the same as my own.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	45%	39%	39%	36%	37%	42%
Agree	49%	52%	49%	55%	49%	50%
Disagree	5%	7%	7%	7%	13%	6%
Strongly Disagree	1%	2%	3%	2%	2%	1%
Don't Know/Refused	0%	1%	1%	1%	0%	0%

Q8 I would recommend attending UALR to someone whose race or ethnic background is different from my own.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	45%	39%	38%	38%	37%	42%
Agree	50%	55%	53%	58%	52%	52%
Disagree	3%	5%	5%	4%	8%	4%
Strongly Disagree	1%	1%	3%	1%	2%	1%
Don't Know/Refused	1%	1%	1%	0%	1%	1%

Q9 UALR entertainment events reflect the interests of racially and ethnically diverse student groups.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	16%	15%	12%	17%	17%	16%
Agree	63%	56%	60%	55%	58%	60%
Disagree	11%	17%	20%	15%	18%	14%
Strongly Disagree	2%	3%	3%	6%	4%	2%
Don't Know/Refused	9%	8%	5%	7%	4%	8%

Q10 One or more of my courses at UALR have challenged my beliefs about race and ethnicity.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	14%	17%	12%	11%	8%	14%
Agree	34%	40%	37%	37%	40%	36%
Disagree	42%	34%	39%	45%	40%	40%
Strongly Disagree	7%	8%	11%	8%	10%	8%
Don't Know/Refused	3%	2%	2%	0%	2%	2%

Q11 It has been my experience that UALR faculty are fair to all students regardless of racial or ethnic backgrounds.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	44%	28%	38%	42%	40%	39%
Agree	48%	54%	51%	45%	49%	50%
Disagree	5%	14%	9%	11%	8%	8%
Strongly Disagree	2%	3%	2%	2%	2%	2%
Don't Know/Refused	1%	1%	0%	1%	0%	1%

Q12 I prefer to be taught by a group of faculty who are . . .

	White	Black	Other	Hisp	Int'l	Total
A Different Race from Me	0%	1%	2%	1%	3%	1%
The Same Race as Me	7%	3%	5%	2%	4%	6%
A Variety of Races	15%	30%	22%	23%	21%	20%
Makes no difference	77%	66%	71%	74%	72%	73%
Don't Know/Refused	0%	0%	1%	0%	0%	0%

Q13 I feel that faculty and students expect me to represent my race or ethnic group in discussions in class.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	7%	14%	7%	14%	17%	10%
Agree	32%	43%	34%	35%	41%	36%
Disagree	49%	36%	46%	46%	34%	45%
Strongly Disagree	9%	5%	11%	4%	4%	8%
Don't Know/Refused	3%	2%	2%	2%	4%	3%

Q14 My racial/ethnic background . . .

	White	Black	Other	Hisp	Int'l	Total
Makes it Easy to Participate	10%	6%	7%	12%	11%	9%
Makes it Difficult	2%	11%	8%	6%	18%	6%
Has No Effect	88%	82%	85%	81%	70%	85%
Don't Know/Refused	0%	0%	1%	1%	1%	0%

Q15 In situations where I am the only person of my racial/ethnic group, I feel . . .

	White	Black	Other	Hisp	Int'l	Total
Very Uncomfortable	5%	5%	4%	5%	6%	5%
Uncomfortable	24%	22%	17%	15%	27%	22%
Comfortable	51%	43%	49%	49%	49%	49%
Very Comfortable	20%	29%	29%	30%	17%	23%
Don't Know/Refused	1%	1%	1%	1%	2%	1%

Q16 Because of my race/ethnicity, I often feel like I need to change some of my personal characteristics (example: dress, language) in order to "fit in" at UALR.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	1%	4%	2%	3%	5%	2%
Agree	4%	12%	11%	13%	26%	8%
Disagree	52%	50%	47%	53%	46%	51%
Strongly Disagree	42%	34%	41%	32%	24%	38%
Don't Know/Refused	1%	1%	0%	0%	1%	1%

Q17 A focus on diversity at UALR could cause or increase racial and ethnic tensions.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	8%	3%	8%	5%	2%	6%
Agree	25%	21%	24%	25%	25%	24%
Disagree	53%	59%	45%	48%	51%	54%
Strongly Disagree	12%	15%	20%	17%	21%	14%
Don't Know/Refused	2%	2%	2%	5%	2%	2%

Q18 There are faculty members at UALR who make negative remarks about racial/ethnic groups.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	1%	4%	2%	5%	3%	2%
Agree	7%	12%	14%	14%	14%	9%
Disagree	51%	56%	54%	49%	48%	52%
Strongly Disagree	41%	25%	30%	32%	33%	35%
Don't Know/Refused	1%	3%	1%	0%	2%	1%

Q19 There are staff members at UALR who make negative remarks about racial/ethnic groups.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	1%	3%	2%	5%	3%	2%
Agree	8%	13%	12%	11%	14%	10%
Disagree	52%	57%	56%	52%	51%	54%
Strongly Disagree	38%	24%	28%	32%	32%	33%
Don't Know/Refused	1%	4%	2%	0%	1%	2%

Q20 I have noticed racial/ethnic tension at UALR.

	White	Black	Other	Hisp	Int'l	Total
Strongly Agree	5%	5%	6%	10%	3%	5%
Agree	19%	17%	24%	17%	29%	19%
Disagree	53%	57%	50%	56%	46%	54%
Strongly Disagree	22%	19%	21%	16%	22%	21%
Don't Know/Refused	0%	1%	0%	1%	0%	1%

Q21 As a result of attending UALR, I have done the following:

...Discussed topics related to race and/or ethnic relations in class?

	White	Black	Other	Hisp	Int'l	Total
Yes	66%	68%	69%	58%	44%	66%
No	34%	32%	31%	42%	54%	34%
Don't Know/Refused	0%	0%	1%	0%	2%	1%

Q22 As a result of attending UALR, I have done the following:

...Stopped myself from using language that may be racially/ethnically offensive?

	White	Black	Other	Hisp	Int'l	Total
Yes	42%	55%	39%	46%	58%	46%
No	55%	43%	58%	50%	40%	51%
Don't Know/Refused	3%	2%	3%	4%	2%	3%

Q23 As a result of attending UALR, I have done the following:

...Challenged others who make racially/ethnically derogatory comments?

	White	Black	Other	Hisp	Int'l	Total
Yes	38%	38%	42%	46%	42%	38%
No	61%	61%	57%	55%	53%	60%
Don't Know/Refused	1%	2%	1%	0%	5%	2%

Q24 As a result of attending UALR, I have done the following:

...Participated in organized activities to promote racial/ethnic diversity?

	White	Black	Other	Hisp	Int'l	Total
Yes	16%	31%	26%	25%	44%	23%
No	83%	68%	74%	74%	55%	77%
Don't Know/Refused	1%	1%	1%	1%	1%	1%

Q25 At UALR, have you ever been the target of negative remarks based on race or ethnic background?

	White	Black	Other	Hisp	Int'l	Total
Yes	11%	13%	19%	16%	13%	12%
No	89%	87%	81%	84%	87%	87%
Don't Know/Refused	0%	1%	0%	0%	0%	0%

Q26 While you have been a student at UALR, were there any occasions when you felt you were treated unfairly for any reason by ANY university personnel?

	White	Black	Other	Hisp	Int'l	Total
Yes	23%	28%	25%	26%	19%	25%
No	77%	71%	75%	74%	80%	75%
Don't Know/Refused	0%	0%	0%	0%	1%	0%

Q27 While you have been a student at UALR, were there any occasions when you felt you were treated unfairly by personnel at . . .**Percentages of All Respondents**

	N=1912	N=959	N=218	N=112	N=132	N=3333
	White	Black	Other	Hisp	Int'l	Total
Financial Aid	9%	11%	11%	8%	4%	10%
Department Advisors	4%	7%	9%	4%	3%	5%
Student Center	5%	3%	6%	5%	3%	5%
Records & Registration	4%	5%	5%	3%	3%	4%
Admissions	4%	5%	6%	3%	6%	4%
Academic Advisors	3%	5%	6%	8%	3%	4%
Police/Public Safety	3%	6%	3%	6%	5%	4%
Cashier's Office	2%	3%	3%	3%	3%	2%

Percentages of Those Reporting Unfair Treatment

	N=439	N=270	N=54	N=29	N=25	N=817
	White	Black	Other	Hisp	Int'l	Total
Financial Aid	40%	40%	42%	31%	24%	39%
Department Advisors	19%	28%	40%	14%	16%	23%
Student Center	23%	11%	21%	16%	22%	19%
Records & Registration	20%	18%	18%	14%	16%	19%
Admissions	18%	18%	26%	14%	32%	19%
Academic Advisors	14%	18%	24%	35%	16%	17%
Police/Public Safety	13%	22%	13%	24%	23%	16%
Cashier's Office	10%	10%	11%	10%	20%	10%

Q28 Do you feel that any of the unfair treatment you received was because of your race?

Percentages of All Respondents

	N=1912	N=959	N=218	N=112	N=132	N=3333
	White	Black	Other	Hisp	Int'l	Total
Yes	8%	15%	8%	16%	9%	10%
No	93%	85%	92%	84%	91%	90%

Percentages of Those Reporting Unfair Treatment

	N=439	N=270	N=54	N=29	N=25	N=817
	White	Black	Other	Hisp	Int'l	Total
Yes	33%	54%	31%	62%	48%	41%
No	67%	46%	69%	38%	52%	59%

Q29 Please indicate personnel in which of the following departments treated you unfairly because of your race?

Percentages of All Respondents

	N=1912	N=959	N=218	N=112	N=132	N=3333
	White	Black	Other	Hisp	Int'l	Total
Financial Aid	2.8%	4.0%	2.3%	2.7%	3.8%	3.2%
Department Advisors	0.8%	4.8%	2.8%	1.8%	1.5%	2.2%
Student Center	2.9%	1.5%	2.8%	5.4%	1.5%	2.5%
Records & Registration	0.9%	2.7%	1.4%	1.8%	1.5%	1.5%
Admissions	1.1%	2.1%	0.9%	1.8%	1.5%	1.4%
Academic Advisors	0.8%	2.9%	1.8%	4.5%	0.0%	1.6%
Police/Public Safety	0.6%	3.3%	0.9%	2.7%	1.5%	1.5%
Cashier's Office	0.8%	1.7%	0.9%	0.9%	2.3%	1.1%

Percentages of Those Reporting Unfair Treatment

	N=439	N=270	N=54	N=29	N=25	N=817
	White	Black	Other	Hisp	Int'l	Total
Financial Aid	13%	5%	11%	21%	8%	10%
Department Advisors	4%	17%	11%	7%	8%	9%
Student Center	13%	5%	11%	21%	8%	10%
Records & Registration	4%	10%	6%	7%	8%	6%
Admissions	5%	7%	4%	7%	8%	6%
Academic Advisors	4%	10%	7%	17%	0%	7%
Police/Public Safety	3%	12%	4%	10%	8%	6%
Cashier's Office	4%	6%	4%	3%	1%	5%

Q30 What is your age?

	White	Black	Other	Hisp	Int'l	Total
17-18 years	2%	1%	4%	6%	2%	2%
19 years	4%	5%	7%	9%	3%	5%
20 years	6%	7%	8%	7%	10%	7%
21-22 years	13%	12%	16%	15%	13%	13%
23-24 years	15%	12%	12%	13%	15%	14%
25-27 years	16%	16%	13%	12%	19%	16%
28-30 years	11%	11%	10%	6%	14%	11%

31-34 years	9%	12%	7%	11%	12%	10%
35-40 years	10%	11%	10%	8%	8%	10%
41-49 years	9%	8%	7%	10%	3%	8%
50+ years	7%	4%	4%	3%	1%	5%
Don't Know/Refused	0%	2%	1%	1%	0%	1%

Q31 What year did you first enroll at UALR?

	White	Black	Other	Hisp	Int'l	Total
Before 1990	5%	3%	5%	1%	0%	4%
1990	10%	15%	7%	5%	5%	11%
2000	12%	14%	11%	9%	14%	12%
2003	9%	8%	9%	16%	7%	9%
2004	13%	9%	15%	14%	9%	12%
2005	19%	17%	18%	18%	24%	19%
2006	26%	25%	29%	32%	31%	26%
2007	7%	8%	4%	5%	10%	7%
Don't Know/Refused	0%	1%	1%	0%	2%	1%

Q32 Are you enrolled in one or more classes that have met at the main campus of UALR at least once this semester?

	White	Black	Other	Hisp	Int'l	Total
Yes	82%	85%	85%	87%	92%	84%
No	18%	14%	13%	13%	8%	16%
Don't Know/Refused	0%	0%	2%	0%	0%	0%

Q33 How many credit hours are you currently taking?

	White	Black	Other	Hisp	Int'l	Total
Part-Time (1-11 hrs)	45%	48%	41%	36%	55%	46%
Full-Time (12+)	54%	50%	58%	62%	42%	53%
Don't Know/Refused	2%	2%	1%	3%	3%	2%

Q34 Do you live on campus?

	White	Black	Other	Hisp	Int'l	Total
Yes	4%	10%	5%	6%	11%	6%
No	96%	90%	95%	94%	89%	94%
Don't Know/Refused	0%	0%	1%	0%	0%	0%

Q35 What is your rank?

	White	Black	Other	Hisp	Int'l	Total
Undergraduate Student	66%	72%	71%	78%	37%	67%
Post-Bacculate/Grad.	3%	2%	2%	3%	1%	2%
Graduate Student	24%	21%	19%	16%	59%	24%
Law Student	7%	3%	5%	3%	2%	5%
Other	1%	2%	1%	1%	0%	1%
Don't Know/Refused	0%	0%	2%	0%	1%	0%

Q36 Are you male or female?

	White	Black	Other	Hisp	Int'l	Total
Male	41%	28%	38%	37%	57%	38%
Female	58%	72%	61%	63%	43%	62%
Don't Know/Refused	0%	0%	1%	1%	0%	0%

Reprints of this report are available for download at

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