

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

2010



## Executive Summary

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This report presents findings from the Student Experience in the Research University (SERU) survey at the University of Minnesota-Twin Cities. The report is organized according to student responses related to campus climate; the value, benefits, and importance of diversity; experiences on campus; academic and personal development; and awareness and use of student resources. Key findings include:

- *Campus Climate:* Preliminary findings demonstrate that students hold positive views about the campus climate, with the majority of students noting that the campus is friendly (90%), caring (74%), safe (58%), and tolerant of diversity (92%). Additionally, 92% of students somewhat to strongly agreed that different student groups are respected on campus.
- *Value, Benefits, and Importance of Diversity:* The majority of students indicated that students, faculty, administrators, staff, student government, and the campus community overall place “some” (51%) or “a great deal” (43%) of value on diversity. Of all of those groups, students believed that other students placed the least amount of value on diversity. Students also indicated that the University of Minnesota placed a “moderate” or “high” priority on diversity (86.4%).
- *Student Experiences on Campus:* Students are more likely to report that their peers express negative or stereotypical views about certain groups than faculty or staff/administrators. The majority of students disagree that they have been made uncomfortable by students who have a different sexual identity and also disagree that they have felt awkward around students who are from groups they have not previously encountered. Students also feel free to express their political or religious beliefs on campus.
- *Student Academic and Personal Development:* On average, students report occasionally gaining a deeper understanding or perspective through conversations with students who differed from them. Approximately 49% of students also indicated that their interaction with different races and ethnicities has positively affected their educational experience at the university. In all areas, students report gains in awareness and understanding of different groups and issues since enrolling at the university.
- *Awareness and Use of Student Resources:* Student awareness of services ranged from 55% to 75%, with smaller percentages using the services. Students are likely to report that they are somewhat to very satisfied with the services.

## Introduction

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Dear Colleagues,

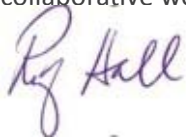
In 2008, the Office of the Vice President and Vice Provost for Equity and Diversity released a pivotal document, *Reimagining Equity and Diversity: A Framework for Transforming the University of Minnesota*. In it, we laid out a vision for advancing the University's mission-driven commitment to equity and diversity as core values. Our stated goal was to ensure that equity and diversity would be woven into the lives and work of every University student, faculty member, and staff member.

At the center of the vision was a commitment to creating a more welcoming and affirming campus climate and thus enhancing the University experience for all students. The attached report—*Analysis of the SERU (Student Experience in the Research University) Survey for the University of Minnesota*—offers a quantitative snapshot of where we are. It includes data related to students' perceptions of the campus climate; the value, benefits, and importance of equity and diversity; their own campus experiences related to equity and diversity; and their level of awareness and use of selected campus diversity resources.

The report lays evidence-based foundations for our ongoing work and offers a baseline for measuring our long-term progress toward equity and diversity goals. The report confirms that in the aggregate, the University already receives pretty high marks from students for its commitment to equity and diversity. But it's also clear that some gaps remain between our goals for campus climate and students' experience of various aspects of the current climate.

As we move forward, these data, in concert with follow-up surveys, will enable us to track our progress. They will help us identify opportunities and areas of strength as well as barriers and deficits; identify what efforts are and are not working and where we need to refocus and retool; and develop research-based best practices to improve the campus climate. To ensure a thorough and in-depth capture of students' University experience, we will continually augment these metrics with qualitative data—students' personal stories.

I want to offer my gratitude to the Office of Institutional Research, especially Ronald Huesman, for their outstanding work on data collection and analysis, and for producing this summary report. The report is both a foundation and a milestone in our collaborative work to make this a more inclusive University for the 21st century.



Rickey Hall  
Assistant Vice President,  
Office of the Vice President and Vice Provost for Equity and Diversity



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# 2010 Student Experience in the Research University (SERU)

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## Overview

The University of Minnesota-Twin Cities (UMNTC) has undertaken an innovative and ambitious plan to enhance the undergraduate experience of its students. UMNTC has developed a multi-dimensional effort that comprehensively addresses both social and educational outcomes to achieve a nationally unique and exemplary college experience.

As part of that effort, the University is participating in national student survey projects that will provide UMNTC with valuable information for developing effective student programs and policies. One of the most crucial parts of this effort is UMNTC's participation in a consortium of major research public universities who conduct the Student Experience in the Research University (SERU) survey of all undergraduates.

## SERU Project

The SERU Project research team formed a SERU Consortium in 2008 that currently includes eighteen major U.S. universities, including

- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Merced
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz
- University of Southern California
- University of North Carolina at Chapel Hill
- University of Michigan at Ann Arbor
- University of Minnesota-Twin Cities
- Rutgers University
- University of Florida
- University of Pittsburgh
- University of Oregon
- The University of Texas at Austin.

Three major uses of the SERU Consortium and survey products include the following:

**ACADEMIC PROGRAM REVIEW:** The SERU Survey provides a census and longitudinal data set providing a broad range of analysis including comparisons with equivalent academic programs at other Consortium campuses.

**CAMPUS AND DEPARTMENTAL ASSESSMENT/ACCREDITATION:** Provides ability to integrate SERU survey data with other campus data sets to identify effective programs and experiences to particular university goals and missions.

**ADDITIONAL REPORTS AND ANALYSIS:** Data and analysis for internal and external reporting needs. The SERU Survey is also part of the new Voluntary System of Accountability (VSA).

The SERU Survey offers a systematic environmental census scan of the undergraduate experience and an in-depth analysis of the varied types and levels of undergraduate student academic and community, social, and civic engagement in major public research universities.

The SERU Survey has a set of core questions focused on issues such as time use, evaluation of a student's major, and satisfaction, and is organized around thematic research areas: academic engagement; global awareness and skills; community and civic engagement; student development; and a wildcard for topical questions of interest to the campus. Each module focuses on one of these areas in greater depth.

## Methodology

The SERU survey was administered online in spring 2010, with the majority of communications occurring via electronic mail. Students completed core survey questions and were randomly assigned to one of four modules, including the wildcard module, which allows an institution to focus on a topic of specific interest to the institution. In spring 2010, questions related to campus climate were incorporated into the University of Minnesota wildcard module and were sponsored and developed by the Office of Equity and Diversity. The spring 2010 SERU survey is available for review at <http://www.oir.umn.edu/static/surveys/seru/instrument-2010.pdf>.

## Sample

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The SERU sampling plan is a census of all degree-seeking undergraduate students. In spring 2010, the SERU was distributed to 28,237 undergraduate students at the University of Minnesota-Twin Cities, with a response rate of 34%. Thirty percent of students were randomly assigned to the academic engagement and globalization skills and awareness module, 20% to the community and civic engagement module, 20% to the student development module, and 30% to the University of Minnesota wildcard module.

Of the total participants who responded to the survey, 59.5% were female, 40.4% male, and .01% unknown. Additionally, 1.1% of respondents were American Indian or Alaskan Native; 3.9% African American; 2.4% Chicano or Latino; 9.2% Asian, Filipino, or Pacific Islander; 75.8% White; 1.5% Unknown; and 6.2% International. The average age of participants is 21.48 (the range is 16 to 66, standard deviation 4.78 years).



## Alignment with U of M Strategic Plan

The SERU survey captures data related to the overall mission and strategic plan of the University of Minnesota. Areas of alignment for this report on student outcomes related to diversity are listed below.

U of M Mission	Strategic Objectives	SERU Measurement
<p><b>Extraordinary Education:</b> Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.</p>	<p>Recruit highly prepared students from diverse populations. Challenge, educate, and graduate students. Ensure affordable access for students of all backgrounds. Develop lifelong learners, leaders, and global citizens.</p>	<ul style="list-style-type: none"> <li>Students' perception of the level of respect shown on campus for different political beliefs, sexual orientation, gender, religious beliefs, race/ethnicity, and socioeconomic status.</li> <li>The level to which students, faculty, staff, administrators, and student government value diversity.</li> <li>The importance of diversity to students.</li> <li>The importance of diversity on campus.</li> <li>The extent to which a diverse student body enhances the educational experience of all students.</li> <li>Students' growth in awareness and understanding of their own racial and ethnic identity, social class and economic differences, racial and ethnic differences, gender differences, sexual orientation differences, physical or observable differences, and learning, psychological, or other disabilities.</li> </ul>
Delivered By:	Strategic Objectives	SERU Measurement
<p><b>World-Class Faculty and Staff:</b> Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.</p>	<p>Recruit and place talented and diverse faculty and staff to best meet organizational needs.</p>	<ul style="list-style-type: none"> <li>Student participation in community-based research.</li> <li>The extent to which a diverse faculty enhances the educational experiences of all students.</li> </ul>
Supported By:	Strategic Objectives	SERU Measurement
<p><b>Outstanding Organization:</b> Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers.</p>	<p>Promote performance, quality, process improvement, and effective practice. Ensure a safe and healthy environment for the University community.</p>	<ul style="list-style-type: none"> <li>Campus climate and safety.</li> <li>Tolerance of diversity.</li> <li>The extent to which including diverse views and perspectives in courses will benefit the University of Minnesota's academic reputation.</li> </ul>

# Campus Climate

*“Based on your experience and observation, rate the general climate for students at the University of Minnesota...”*

## Friendly Climate

The majority of students believe that the University of Minnesota trends more toward having a climate that is “friendly” (90%) and “caring” (74%).

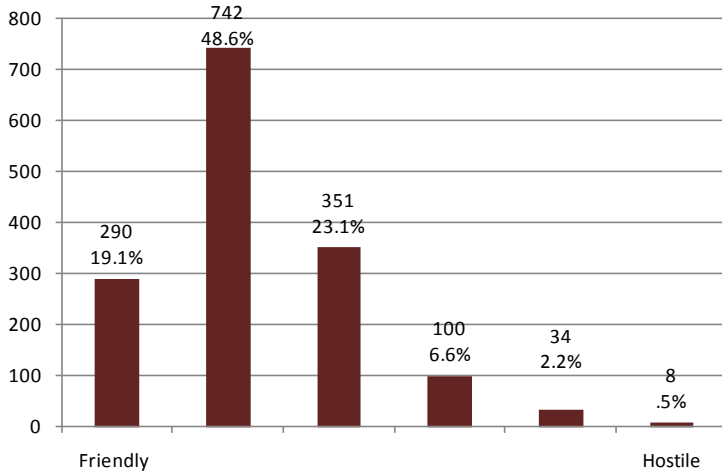


Figure 1: Students' perception of climate of friendliness on campus (n = 1525)

## Caring Climate

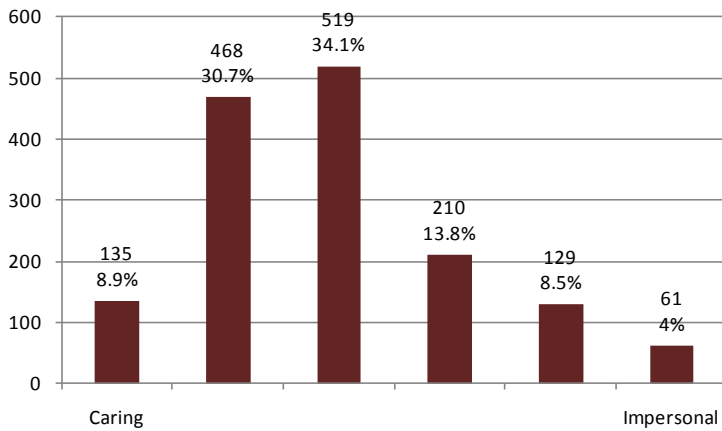


Figure 2: Students' perception of caring climate of campus (n = 1522)

## Safety

Just over half of students indicated that the University of Minnesota was safe (58%), while 92% indicated that the University of Minnesota was tolerant of diversity.

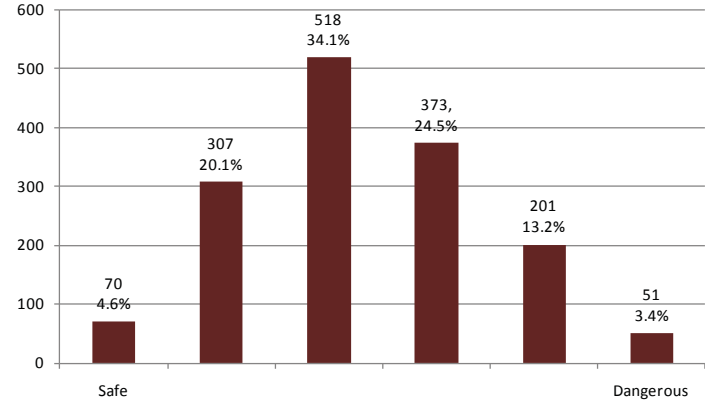


Figure 3: Students' perception of safety (n = 1520)

## Tolerance of Diversity

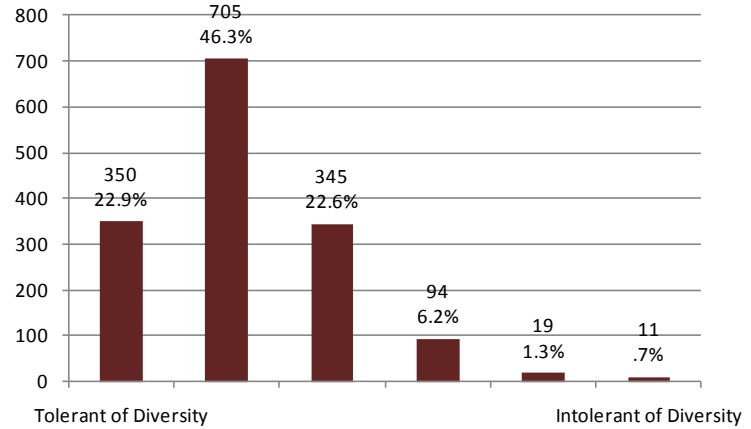


Figure 4: Students' perception of tolerance of diversity on campus (n = 1524)



# Campus Climate for Student Groups

"Based on your experiences and observations, how would you rate the campus climate of the University of Minnesota for..."

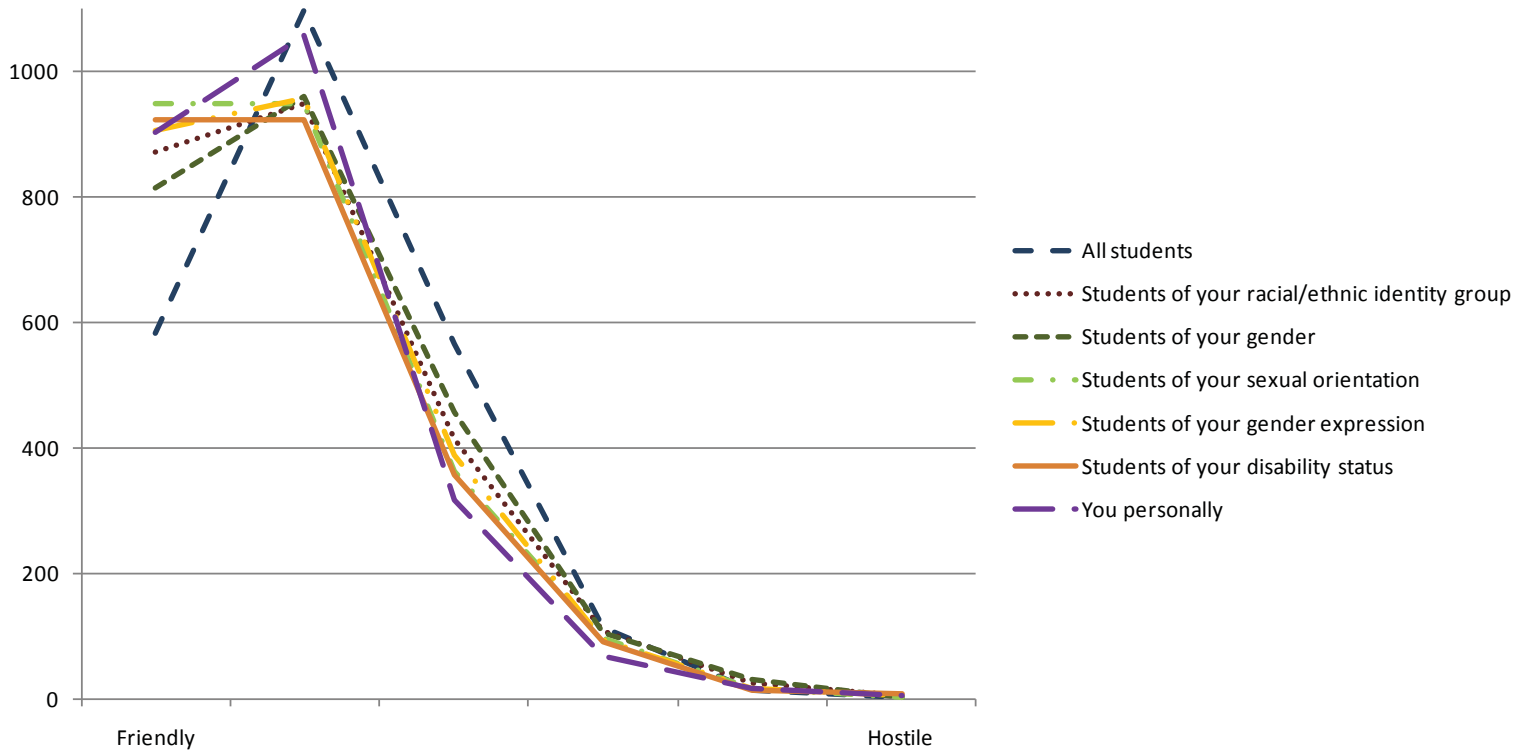


Figure 5. Rating of campus climate for students (average n = 2369)

## Level of Respect for Students (Student Development Module Sample)

Most students reported agreement or strong agreement with regards to the extent with which students who share similar backgrounds or characteristics *like themselves* are respected on campus: 92% of students somewhat to strongly agreed that the different student groups are respected on campus.

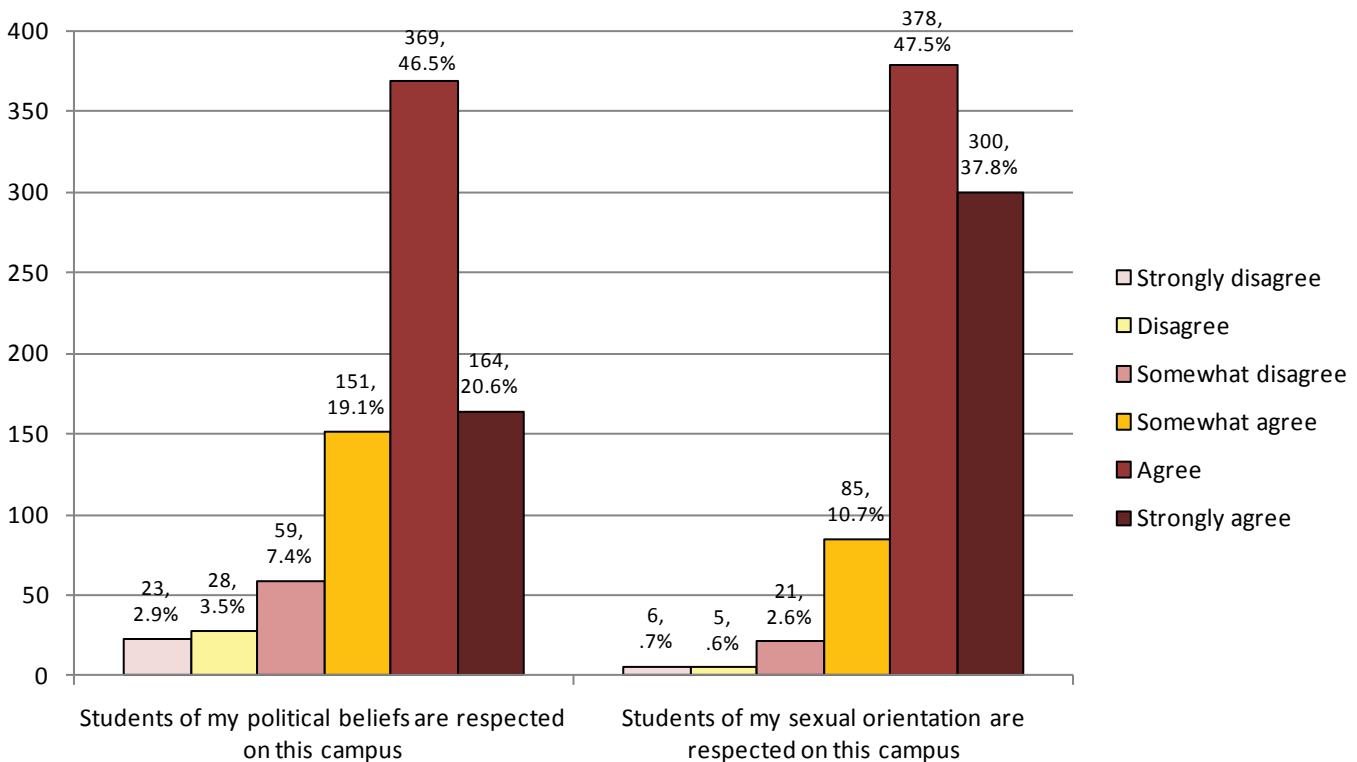


Figure 6: Frequency with which students agreed that students of their similar backgrounds or characteristics were respected on campus (n = 794 and n = 795)

# Level of Respect for Students (Student Development Module Sample)

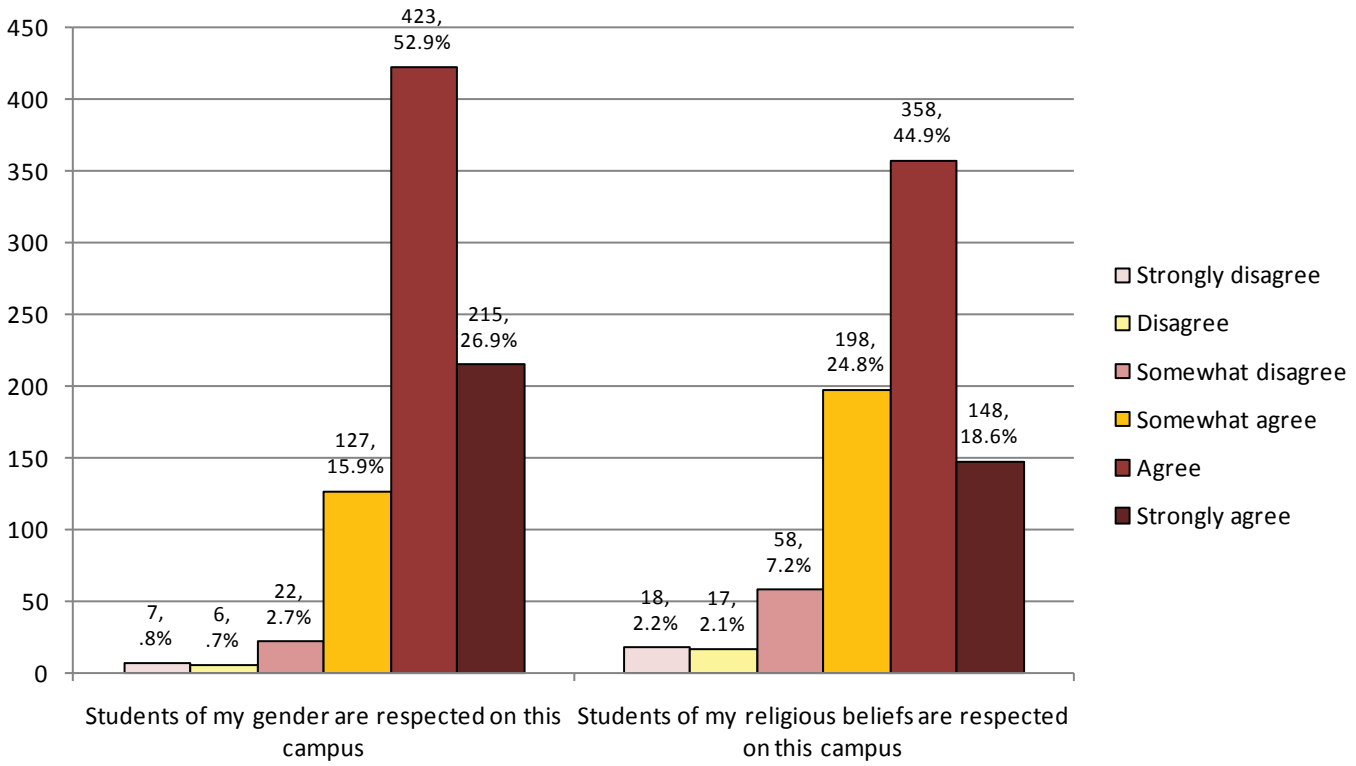


Figure 7: Frequency with which students agreed that students of their similar backgrounds or characteristics were respected on campus (n = 797 and n = 800)

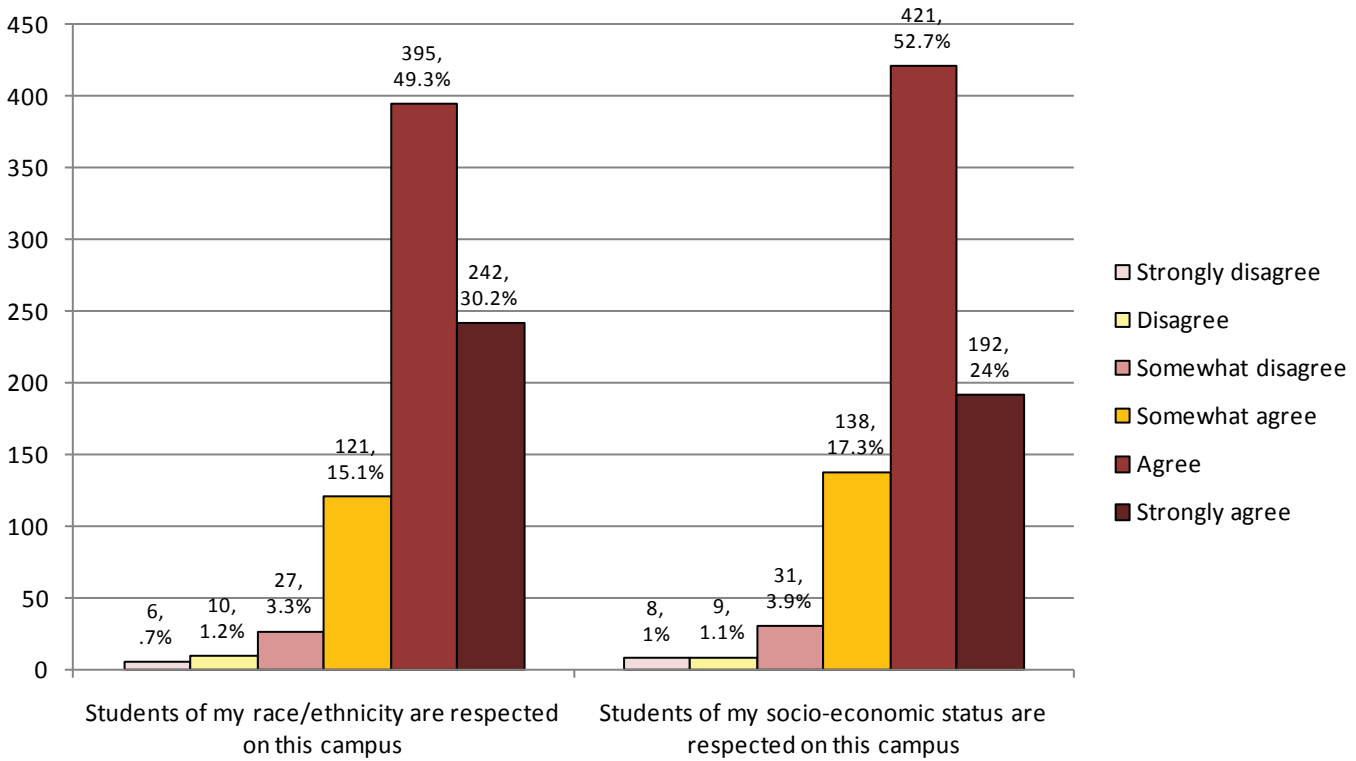


Figure 8: Frequency with which students agreed that students of their similar backgrounds or characteristics were respected on campus (n = 801 and n = 799)

## Level of Respect for Students (Student Development Module Sample)

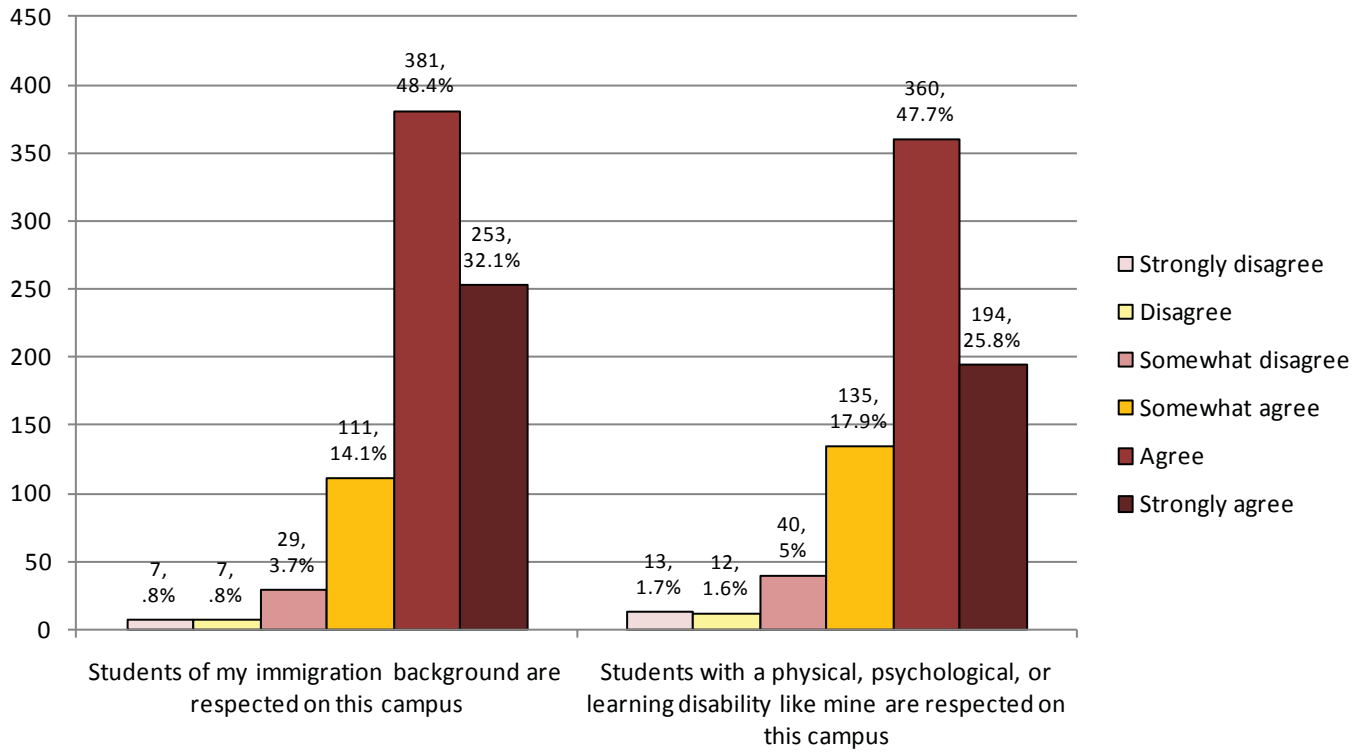


Figure 9: Frequency with which students agreed that students of their similar backgrounds or characteristics were respected on campus ( $n = 788$  and  $n = 754$ )

## Level of Respect for Students (Core Survey Sample)

The majority of students agreed that students are respected on campus regardless of their economic or social class, gender, race or ethnicity, religious beliefs, sexual orientation, or disability. The areas with the largest disagreement include economic or social class (12.4% disagreement), religious beliefs (13% disagreement), and race or ethnicity (11.6% disagreement).

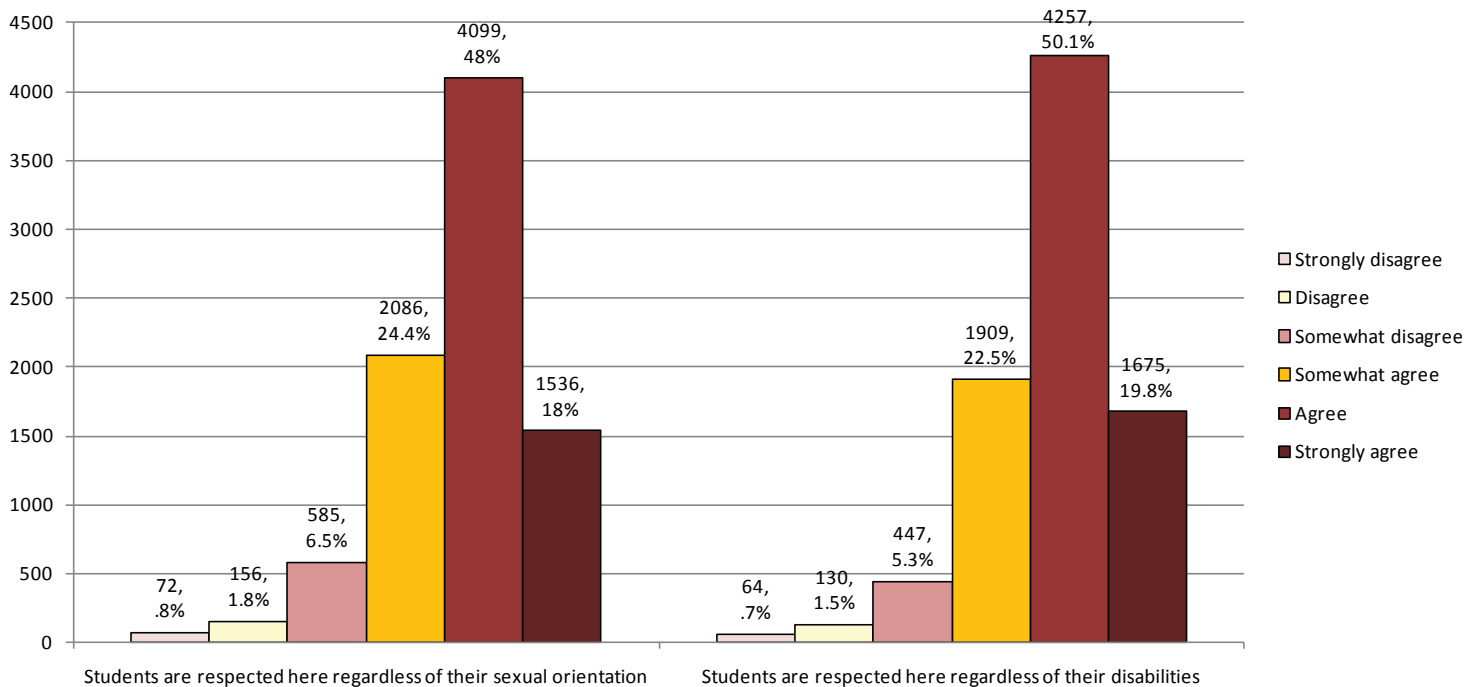


Figure 10. Students' perceptions of respect for different groups (average  $n = 8534$  and  $n = 8482$ )

## Level of Respect for Students (Core Survey Sample)

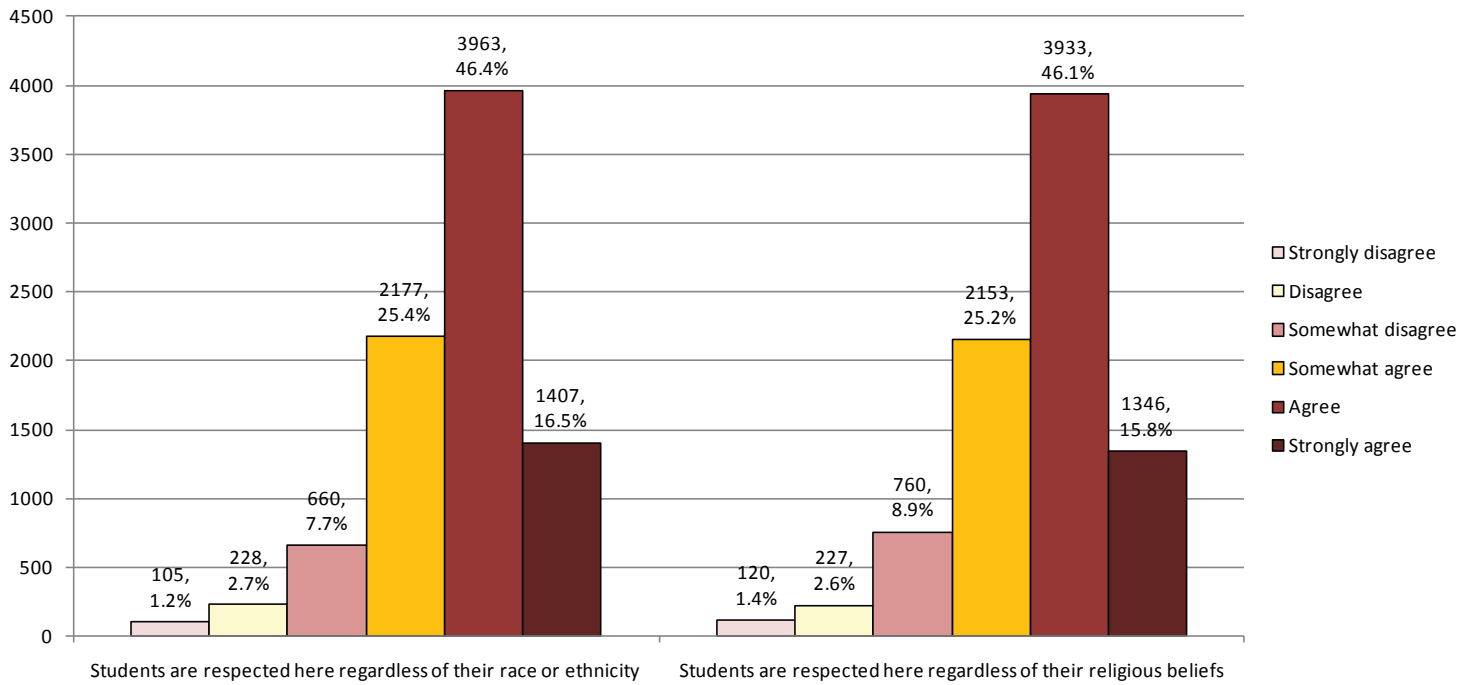


Figure 11. Students' perceptions of respect for different groups (average  $n = 8540$  and  $n = 8539$ )

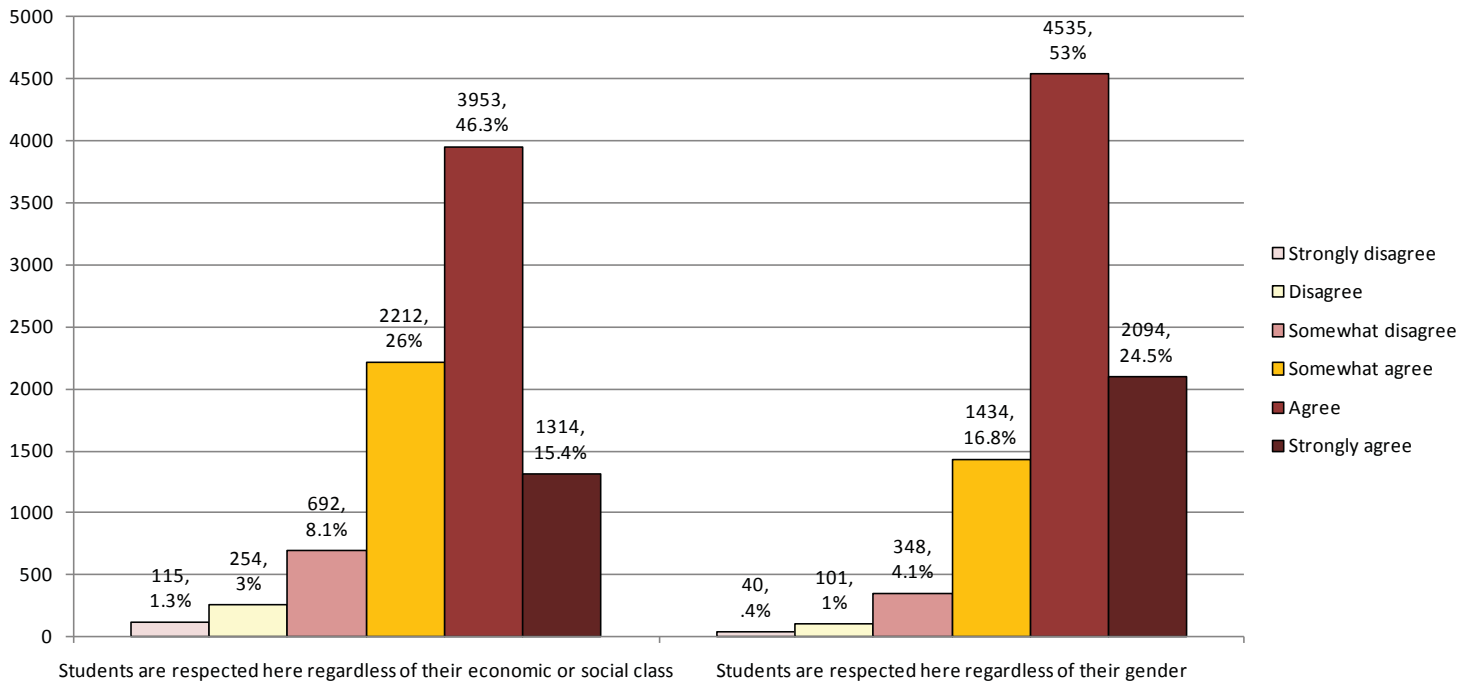


Figure 12. Students' perceptions of respect for different groups (average  $n = 8540$  and  $n = 8552$ )

# Value, Benefits, and Importance of Diversity

*“In your opinion, how much do students at the University of Minnesota value diversity?”*

The majority of students indicated that students, faculty, administrators, staff, student government, and the campus community overall place “some” (51%) or “a great deal” (43%) of value on diversity. Of all of those groups, students believed that other students placed the least amount of value on diversity. Students also indicated that the University of Minnesota placed a “moderate” or “high” priority on diversity (86.4%).

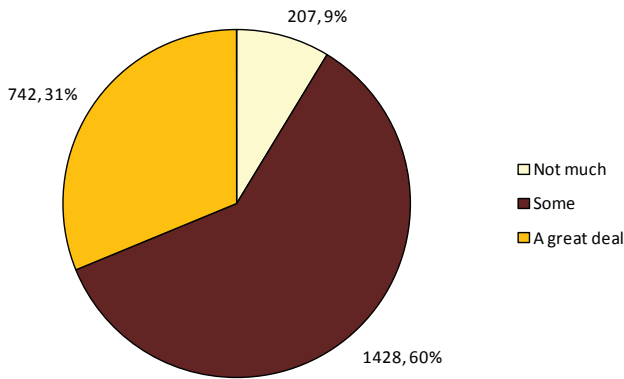


Figure 13. How much other students value diversity (n = 2377)

*“In your opinion, how much do faculty members and instructors at the University of Minnesota value diversity?”*

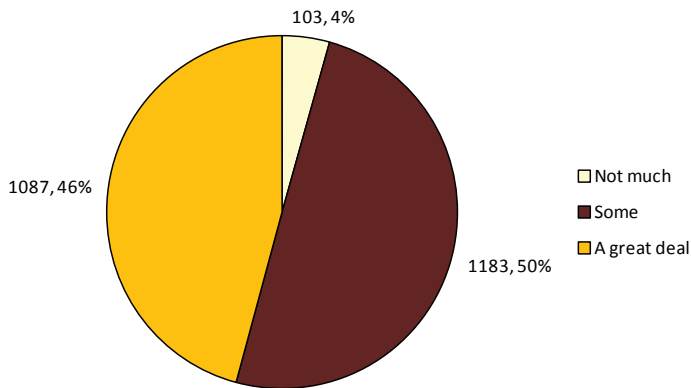


Figure 14. How much faculty value diversity (n = 2373)

*“In your opinion, how much do administrators (e.g., President, Vice Presidents, Deans, Directors, etc.) at the University of Minnesota value diversity?”*

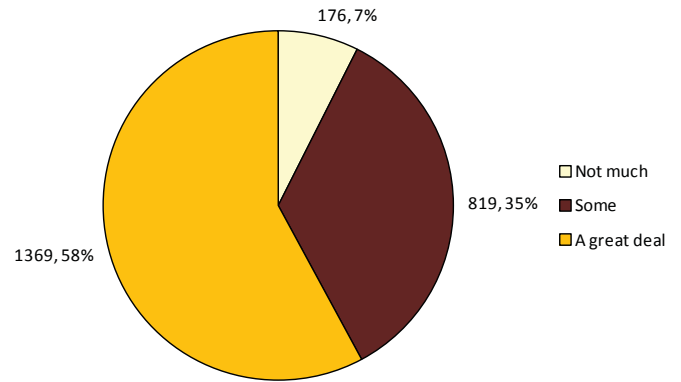


Figure 15. How much administrators value diversity (n = 2364)

*“In your opinion, how much do staff at the University of Minnesota value diversity?”*

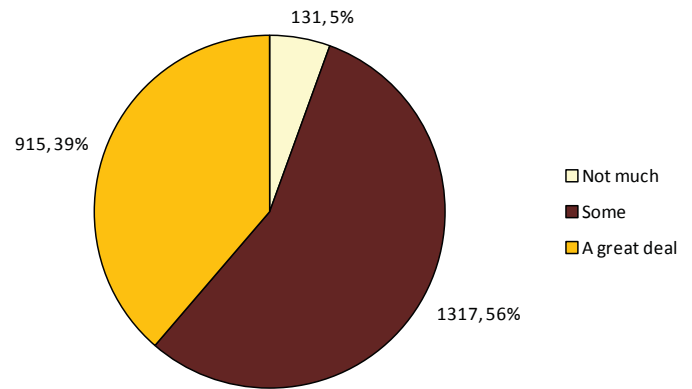


Figure 16. How much staff value diversity (n = 2363)

*“In your opinion, how much does student government at the U of M value diversity?”*

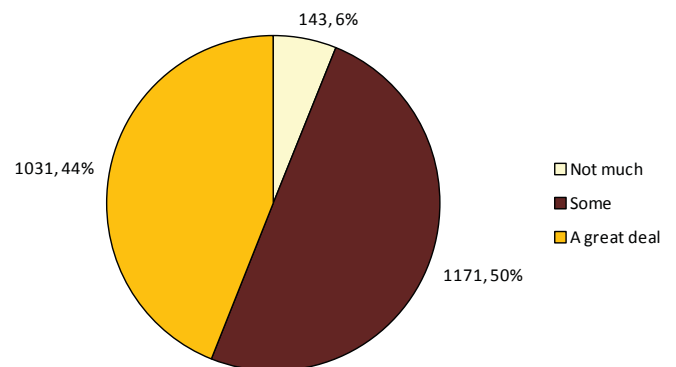


Figure 17. How much student government values diversity (n = 2345)

*"In your opinion, how much does the campus community overall at the University of Minnesota value diversity?"*

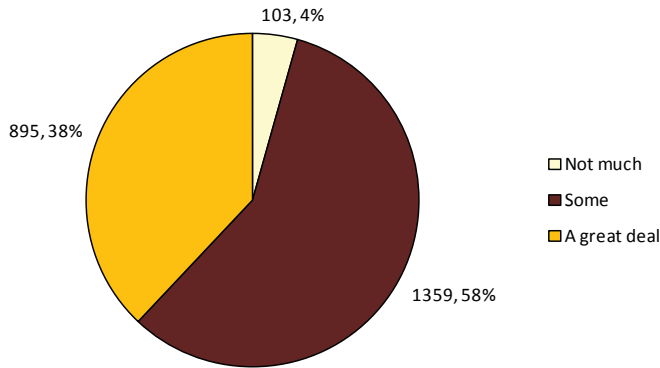


Figure 18. How much the campus community values diversity (n = 2357)

*"In your opinion, how high of a priority is diversity for the University?"*

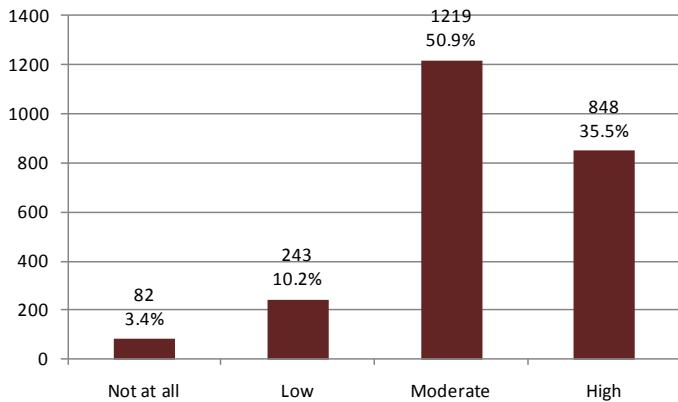


Figure 19. Rating of the priority of diversity (n=2392)

## Importance of Diversity

*"Diversity is important to me"*

Approximately 87% of students somewhat agree, agree, or strongly agree that diversity is important to them personally.

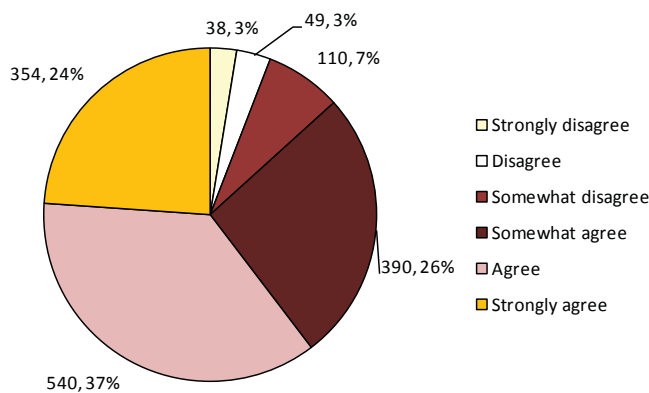


Figure 20. Importance of diversity to students (n = 1481)

*"Diversity is important on campus"*

Approximately 90% of students somewhat agree, agree, or strongly agree that diversity is important on the University of Minnesota campus.

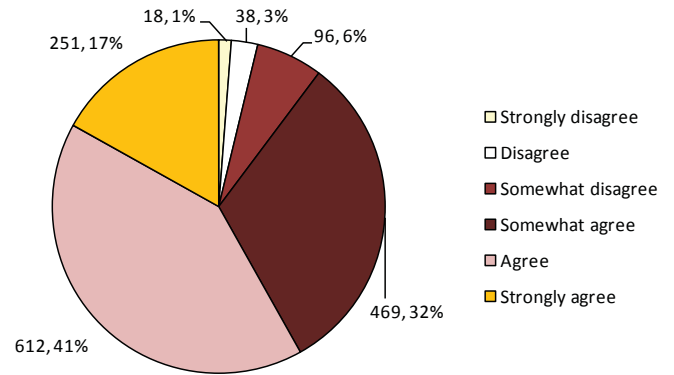


Figure 21. Importance of diversity on campus (n = 1484)

## Benefits of Diversity

*"A diverse student body at the University of Minnesota enhances the educational experience of all students"*

The majority of students agree that diverse views and perspectives benefit the academic reputation of the University of Minnesota (93%). In addition, the majority of students agree that a diverse faculty enhances the educational experiences of all students (83%).

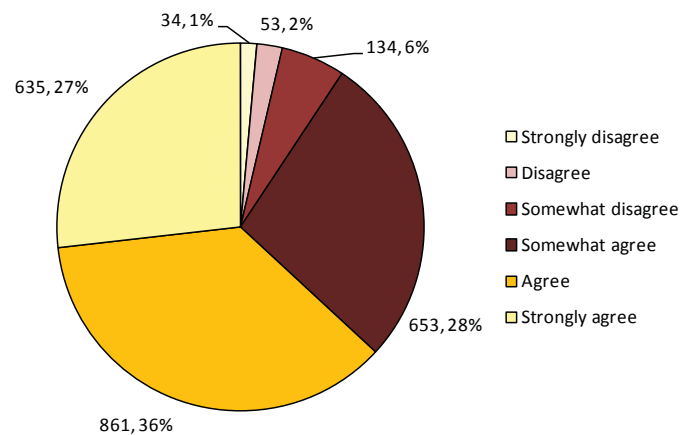


Figure 22. Level to which students agree that a diverse student body enhances the educational experience of all students (n = 2370)

*“Including diverse views and perspectives in courses will benefit the University of Minnesota’s academic reputation”*

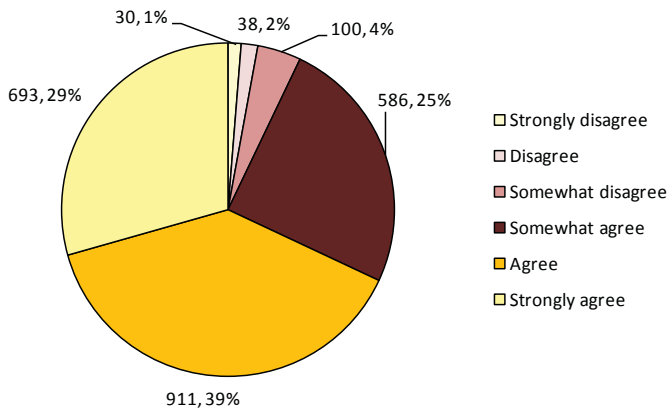


Figure 23. Level to which students agree that including diverse views and perspectives in courses will benefit the academic reputation of the university (n = 2358)

*“A diverse faculty enhances the educational experiences of all students”*

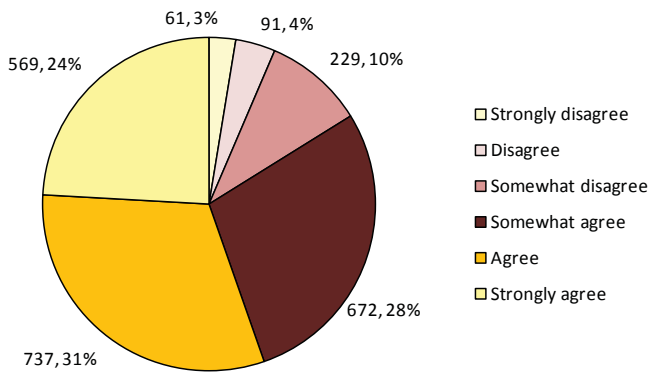


Figure 24. Level to which students agree that a diverse faculty enhances the educational experiences of all students (n = 2370)



# Student Experiences on Campus

## Experience Encountering Negative or Stereotypical Views on Campus

Students are more likely to report that faculty, instructors, nonteaching staff, and administrators have expressed lower levels of negative or stereotypical viewpoints than their fellow students. Students also report that faculty are more likely to express negative or stereotypical views about political affiliation, opinions, or beliefs than views about other groups. Students are also likely to report that other students express negative or stereotypical views about races or ethnicities; sexual orientations; genders; political affiliation, opinions, or beliefs; and religions.

*“In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about...”*

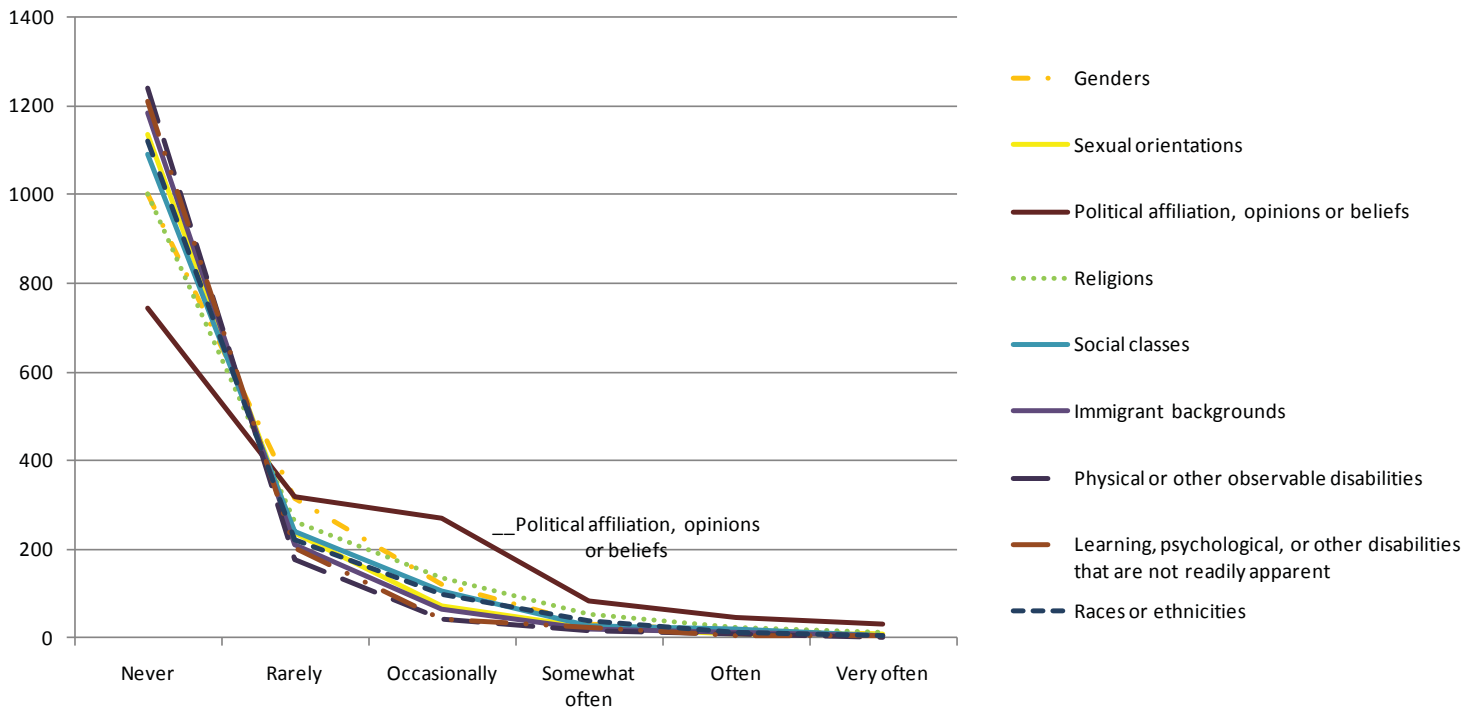


Figure 25. Frequency with which students have heard teaching faculty or instructors express negative or stereotypical views of groups (average  $n = 1492$ )

# Experience Encountering Negative or Stereotypical Views on Campus

*"In this academic year, I have heard nonteaching staff or administrators express negative or stereotypical views about..."*

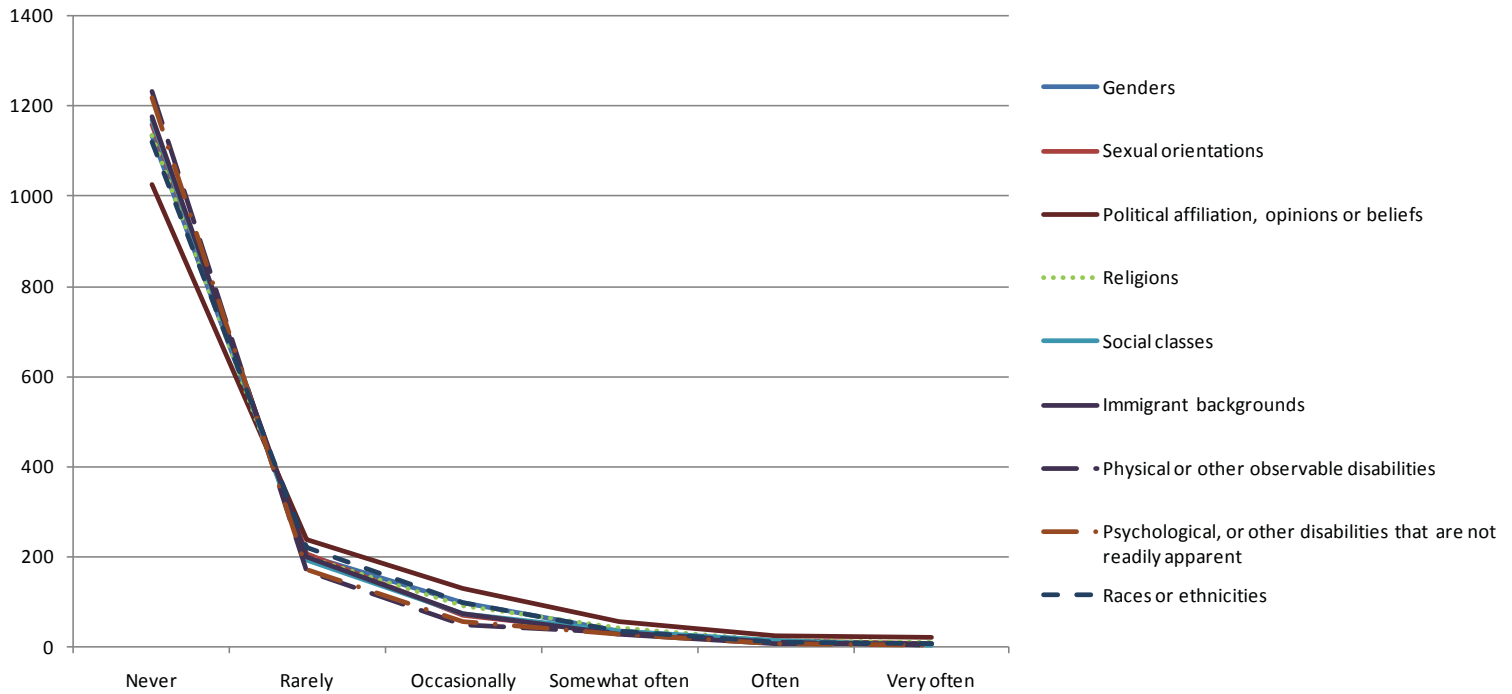


Figure 26. Frequency with which students have heard nonteaching staff or administrators express negative or stereotypical views of groups (average n = 1492)

*"In this academic year, I have heard students express negative or stereotypical views about..."*

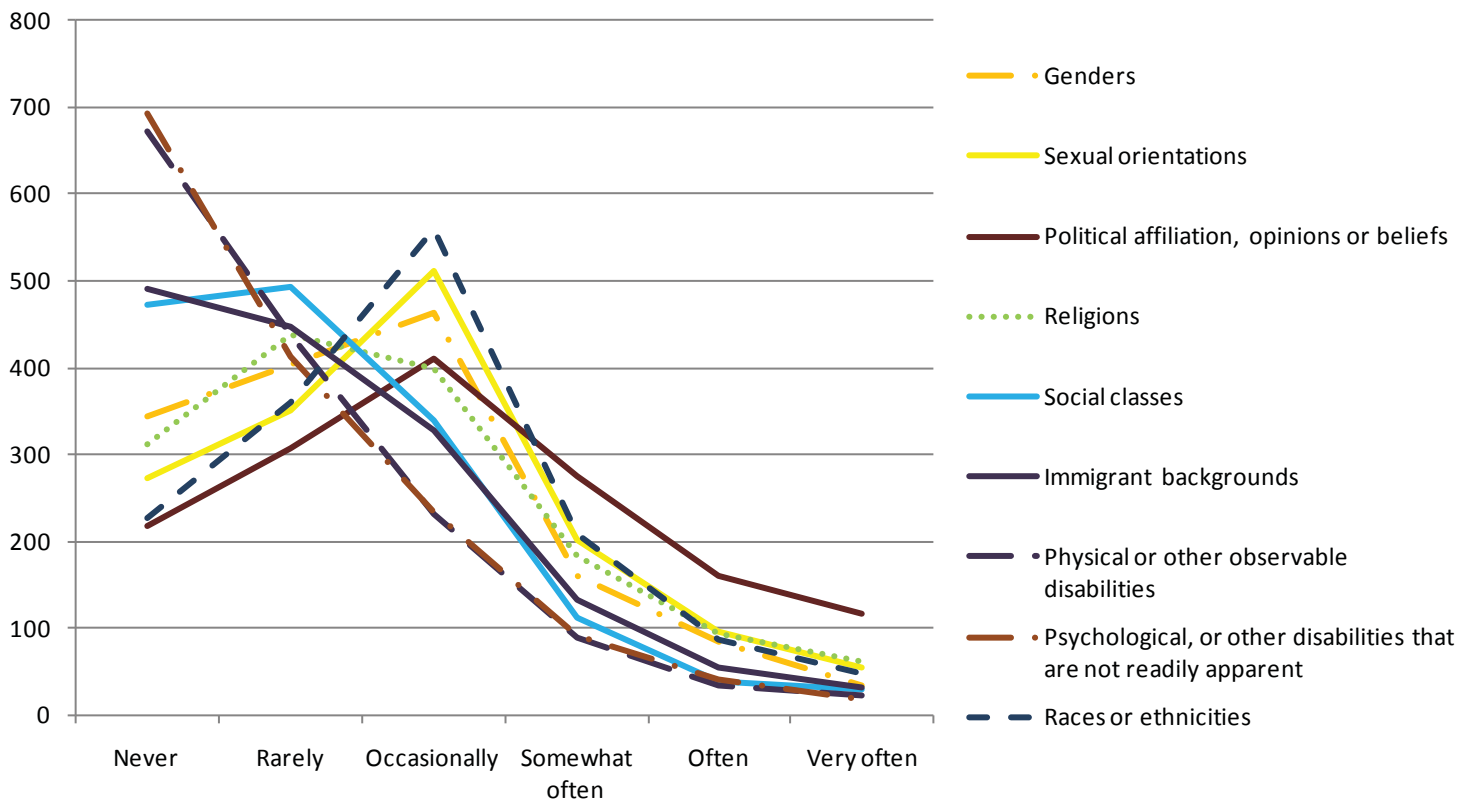


Figure 27. Frequency with which students have heard other students express negative or stereotypical views of groups (average n = 1488)

## Interactions with Students

*"My social interactions on campus are largely confined to students of my race/ethnicity"*

The majority of students agreed that their social interactions on campus are largely confined to students who share their race or ethnicity (57%).

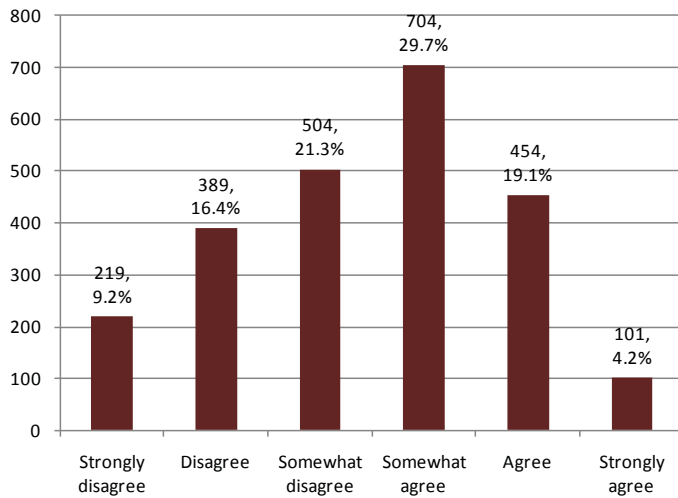


Figure 28. Level to which students agree that their primary interactions with students on campus are confined to students who share their own race and ethnicity ( $n = 2371$ )

*"I have been made uncomfortable by students on this campus whose sexual identity is different than my own"*

The majority of students disagree that they have been made uncomfortable by students who have a different sexual identity than their own (84%).

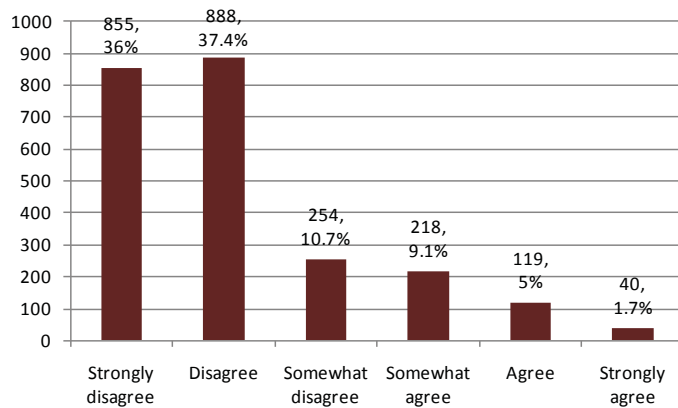


Figure 29. Level to which students agree that they have been made uncomfortable by students who have a different sexual identity ( $n = 2374$ )

*"I feel awkward around students who are from groups I have not previously encountered"*

The majority of students disagree that they felt awkward around students who are from groups they had not previously encountered (75%).

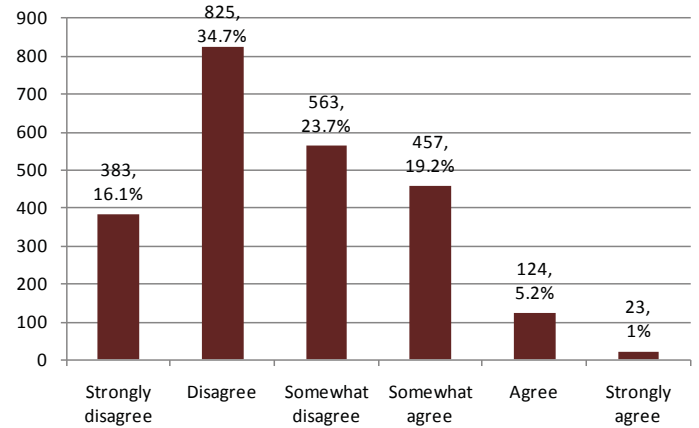


Figure 30. Level to which students feel awkward around groups they have not previously encountered ( $n = 2375$ )

## Interactions with Staff and Faculty

The majority of students disagreed that they had encountered faculty who believe they do not have a right to be on campus (82%).

*"I have encountered faculty who believe I DO NOT have a right to be here"*

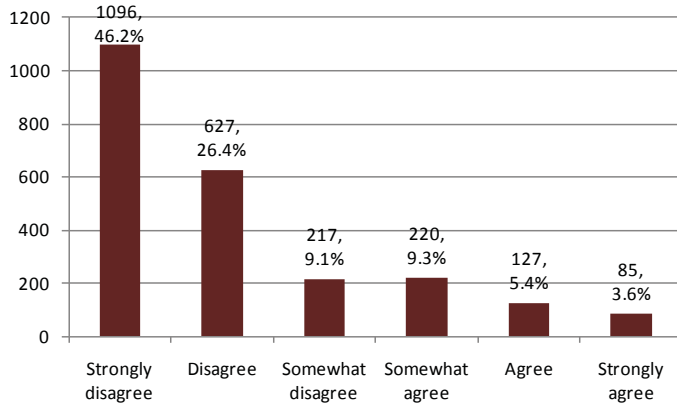


Figure 31. Level to which students have encountered faculty who believe they do not have a right to be here (n = 2372)

## Effectiveness of Campus Leaders

Students are likely to agree that the university President and other top administrators are effective leaders in promoting diversity (77.7%).

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

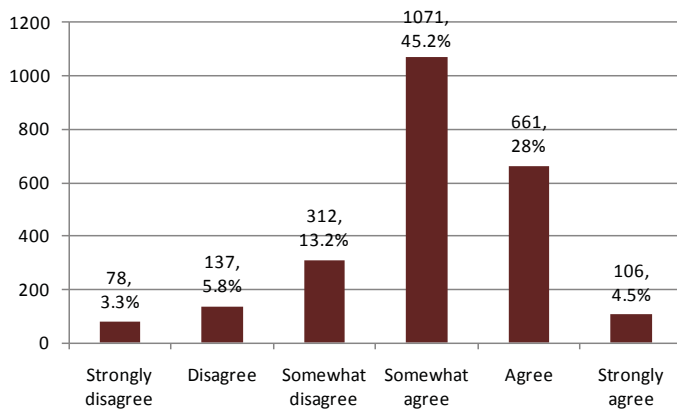


Figure 32. Level to which students agree that the University President and other top administrators are effective leaders in promoting diversity on campus (n = 2365)

## Freedom to Express Beliefs

The majority of students (86%) agreed that they felt free to express their political or religious beliefs on campus, while 14% of students disagreed.

*"I feel free to express my political beliefs on campus"*

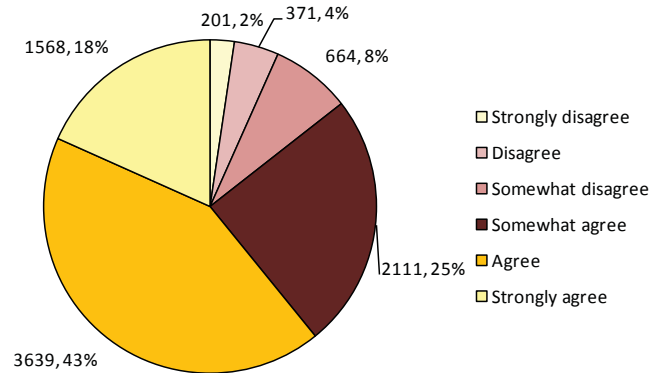


Figure 33. Degree to which students agree that they are free to express their political beliefs on campus (n = 8554)

*"I feel free to express my religious beliefs on campus"*

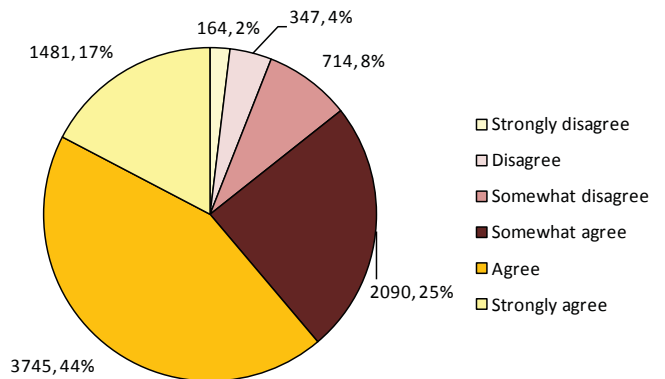


Figure 34. Degree to which students agree that they are free to express their religious beliefs on campus (n = 8551)

# Student Academic and Personal Development

## Curriculum Contribution

*“The curriculum provides an adequate opportunity to learn about the social, historical, and intellectual contributions of a variety of people ”*

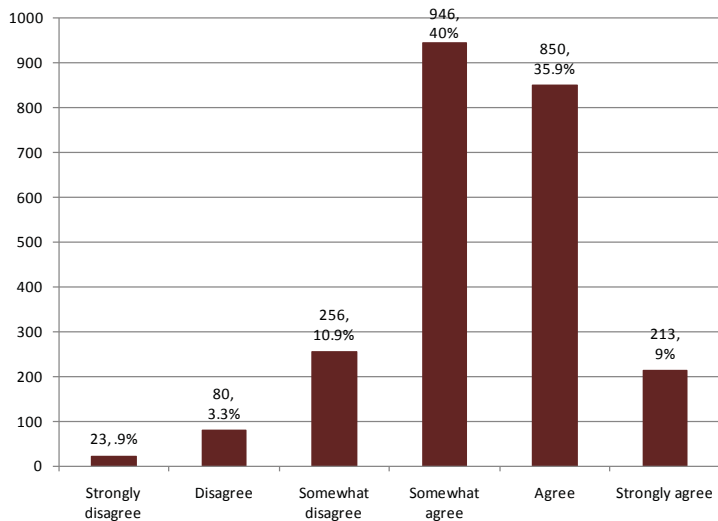


Figure 35. Level to which students agree that the curriculum provides adequate opportunity to learn about contributions from a variety of people (n = 2368)

*“How has your interaction with different races and ethnicities affected your educational experience at the University of Minnesota?”*

Forty-nine percent of students indicated that their interactions with different races and ethnicities positively affected their educational experience on campus.

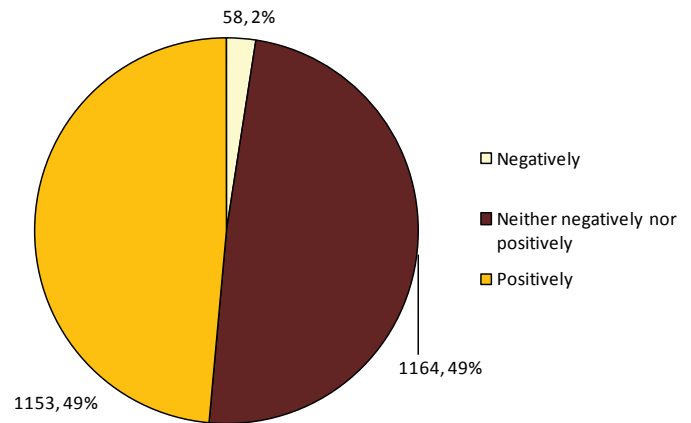


Figure 36. Level to which students positively view how their interactions with different races and ethnicities have affected their educational experience (n = 2375)

*“How often have you gained a deeper understanding or perspective through conversations with fellow students because they differed from you in the following ways?”*

On average, students reported that they had “occasionally” gained a deeper understanding or perspective through a conversation with a student who differed from them.

Scale:

- 1=“Never”
- 2=“Rarely”
- 3=“Occasionally”
- 4=“Somewhat Often”
- 5=“Often”
- 6=“Very Often”

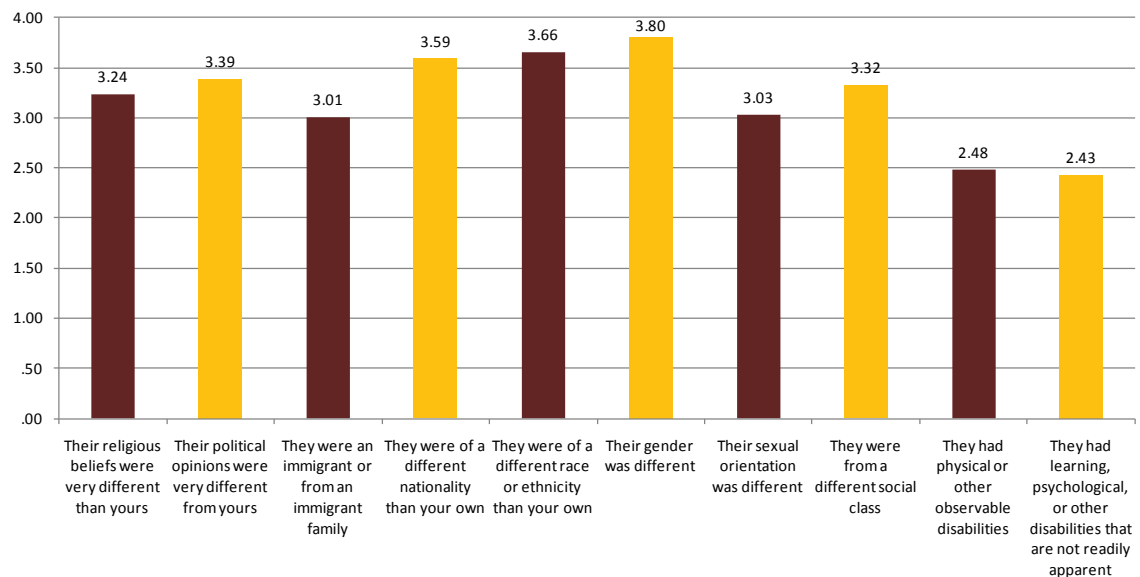


Figure 37: Mean frequency with which students have gained a deeper understanding or perspective through conversations with peers who are different from them (average n = 1498)

## Participation in Diversity Events

*"During my undergraduate experience, I have participated in events involving the following types of diversity issues"*

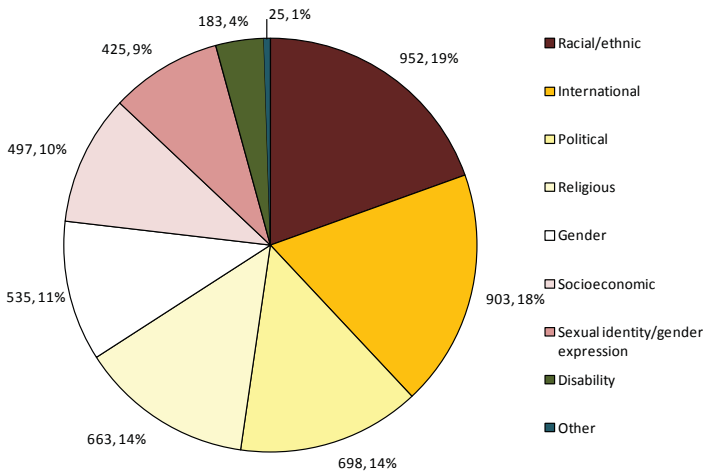


Figure 38. Diversity events in which students have participated (students could select more than one option)

## Participation in Diversity Courses

*"I have taken course(s) at the University of Minnesota that have focused primarily on the culture, history, or social concerns of the following issues"*

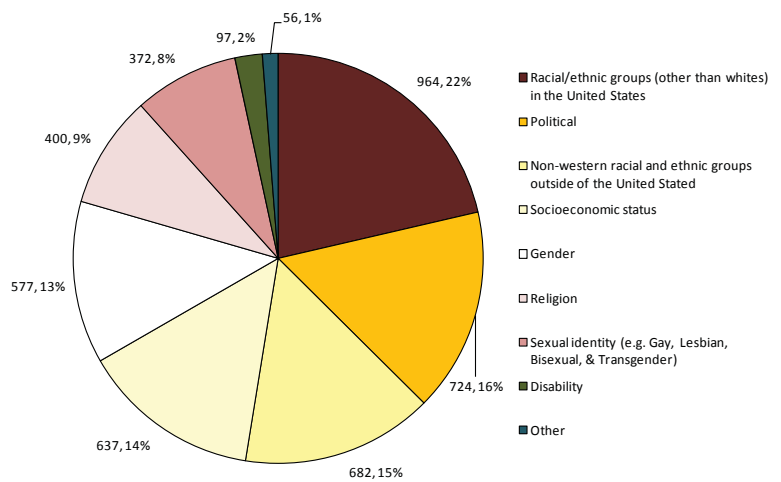


Figure 39. Diversity courses in which students have enrolled (students could select more than one option)

## Changes Since Attending the University

*"Please rate your awareness and understanding of your own racial and ethnic identity when you started at this campus and now"*

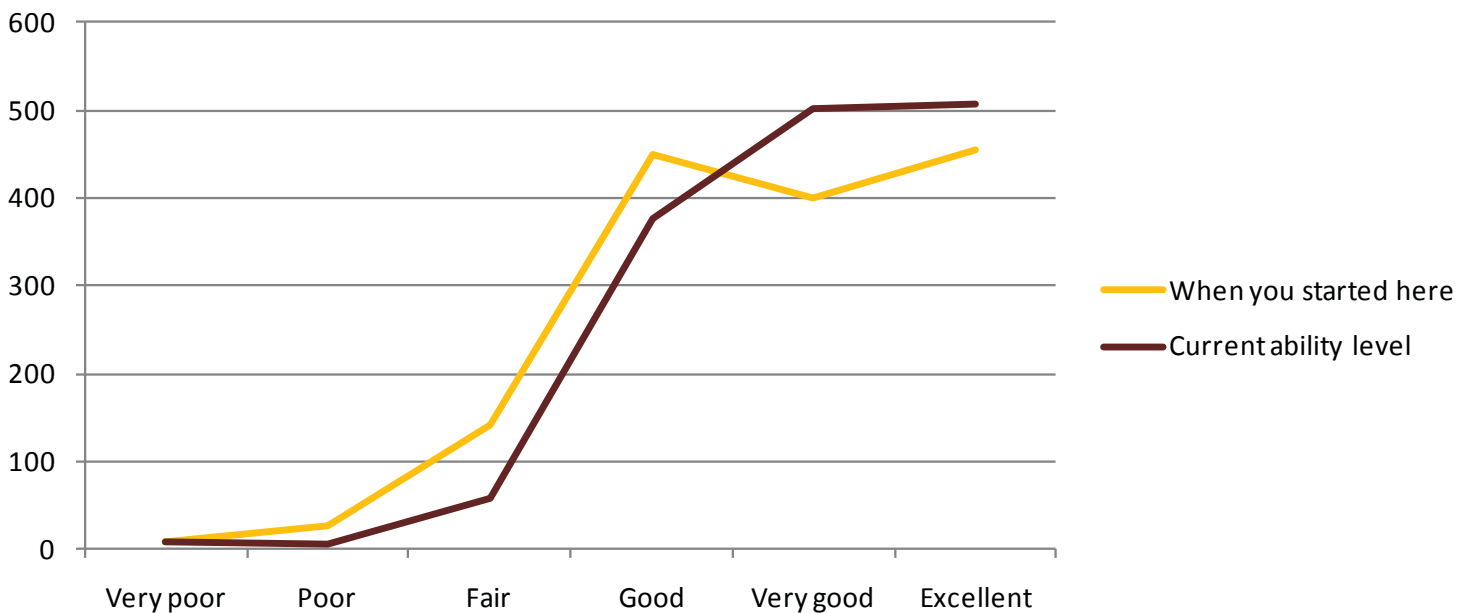


Figure 40. Students' awareness and understanding of their racial and ethnic identity before and after enrollment (n = 1479 and 1458)

## Awareness of Differences

*“Please rate your awareness and understanding of social class and economic differences/issues when you started at this campus and now”*

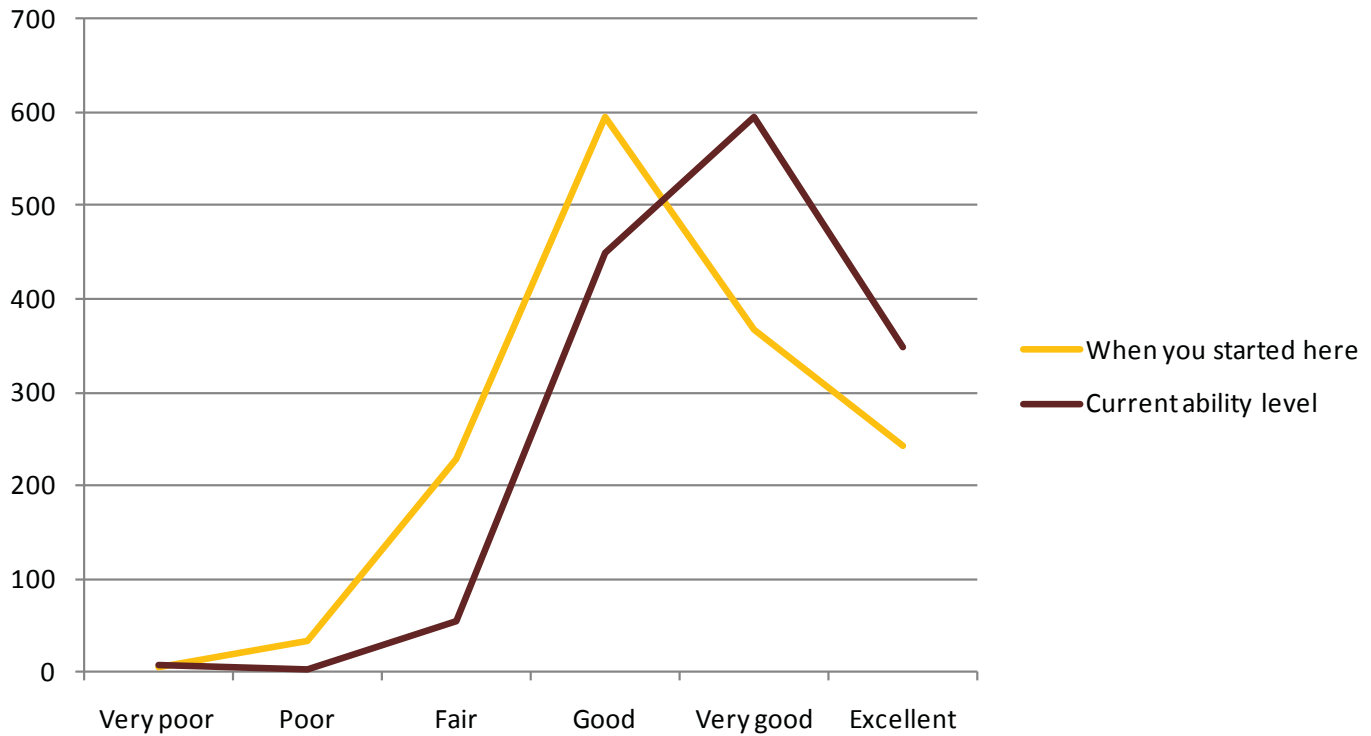


Figure 41. Students' awareness and understanding of social class and economic differences/issues before and after enrollment ( $n = 1474$  and  $n = 1458$ )

*“Please rate your awareness and understanding of racial and ethnic differences/issues when you started at this campus and now”*

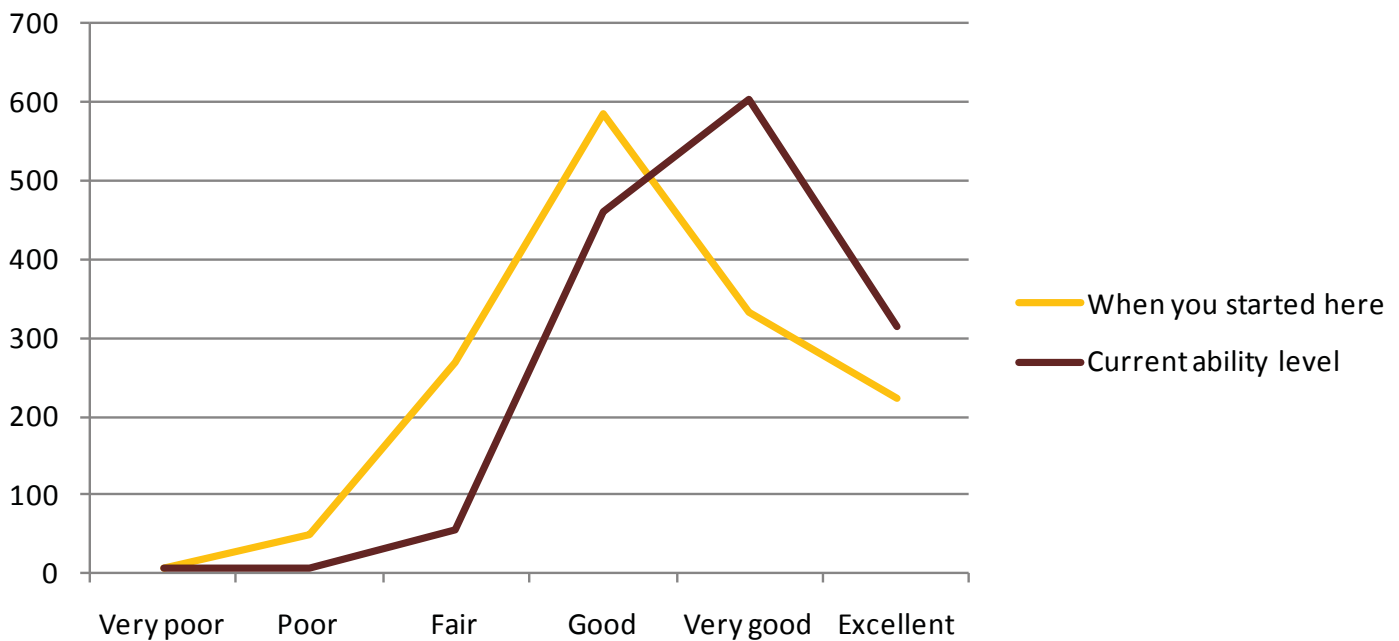


Figure 42. Students' awareness and understanding of racial and ethnic differences/issues before and after enrollment ( $n = 1464$  and  $n = 1446$ )



## Awareness of Differences

*“Please rate your awareness and understanding of gender differences/issues when you started at this campus and now”*

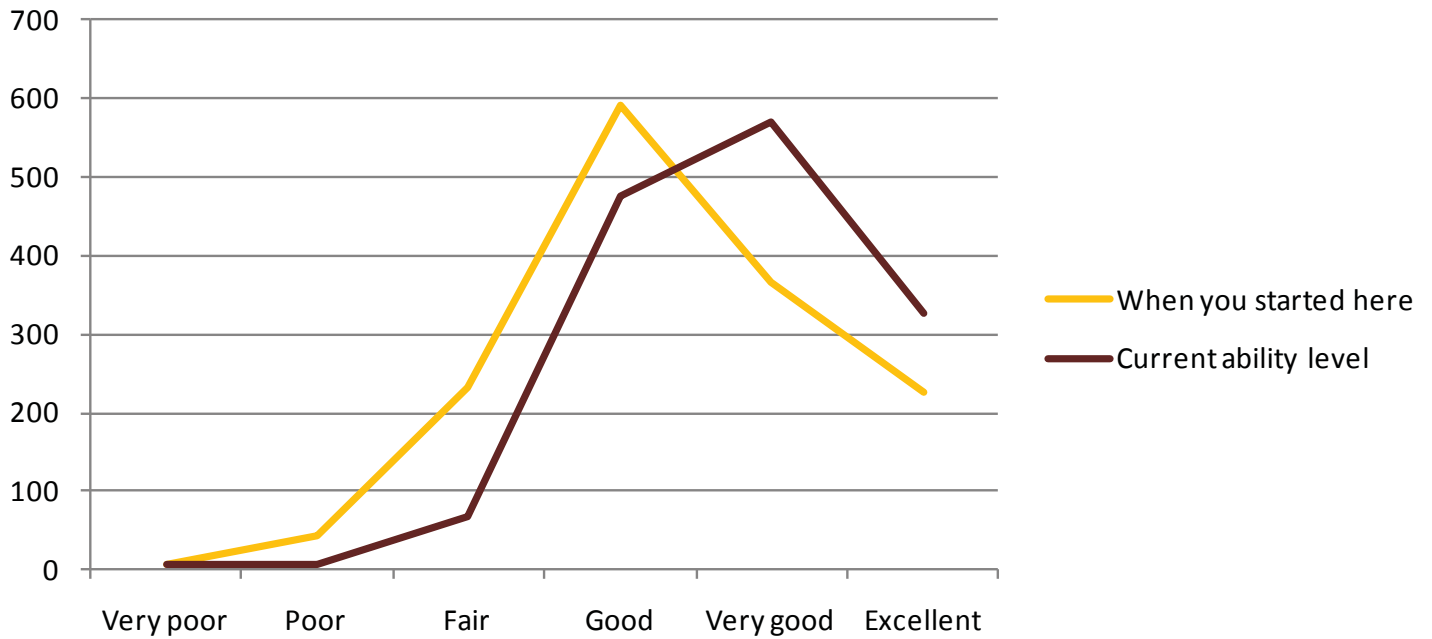


Figure 43. Students' awareness and understanding of gender differences/issues before and after enrollment ( $n = 1463$  and  $n = 1452$ )

*“Please rate your awareness and understanding of sexual orientation differences/issues when you started at this campus and now”*

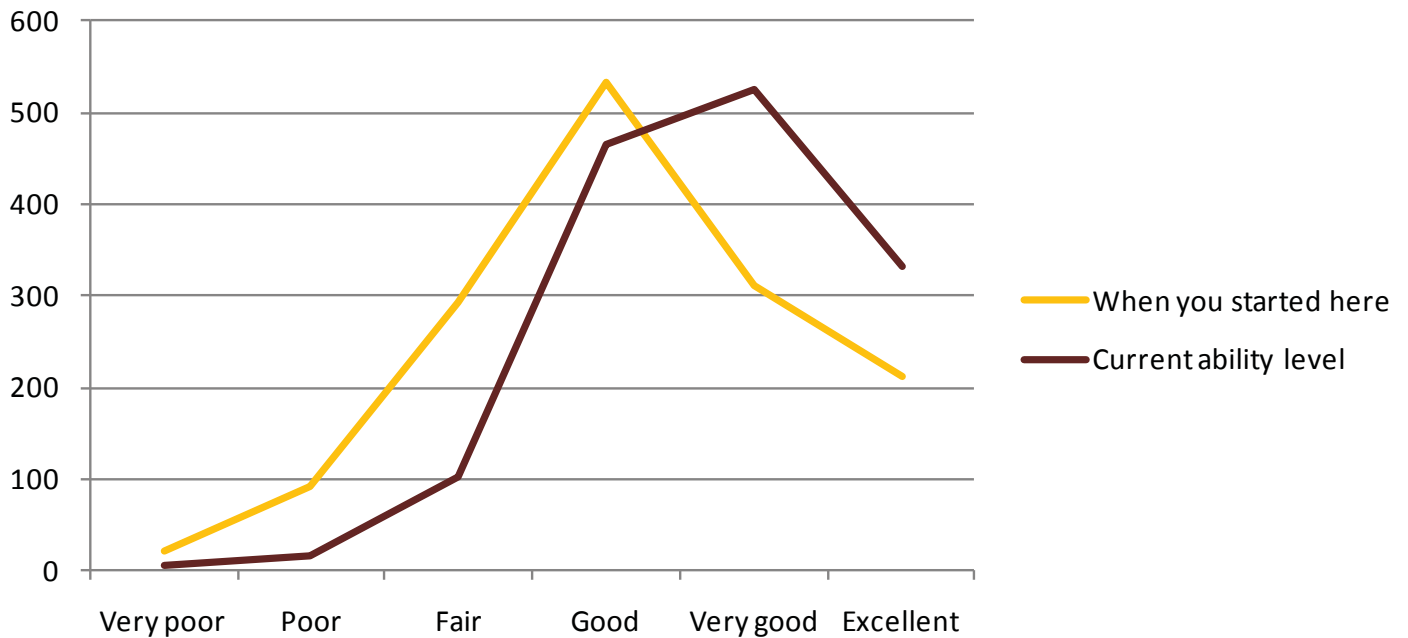


Figure 44. Students' awareness and understanding of sexual orientation differences/issues before and after enrollment ( $n = 1460$  and  $n = 1446$ )

## Awareness of Differences

*“Please rate your awareness and understanding of physical or other observable disabilities when you started at this campus and now”*

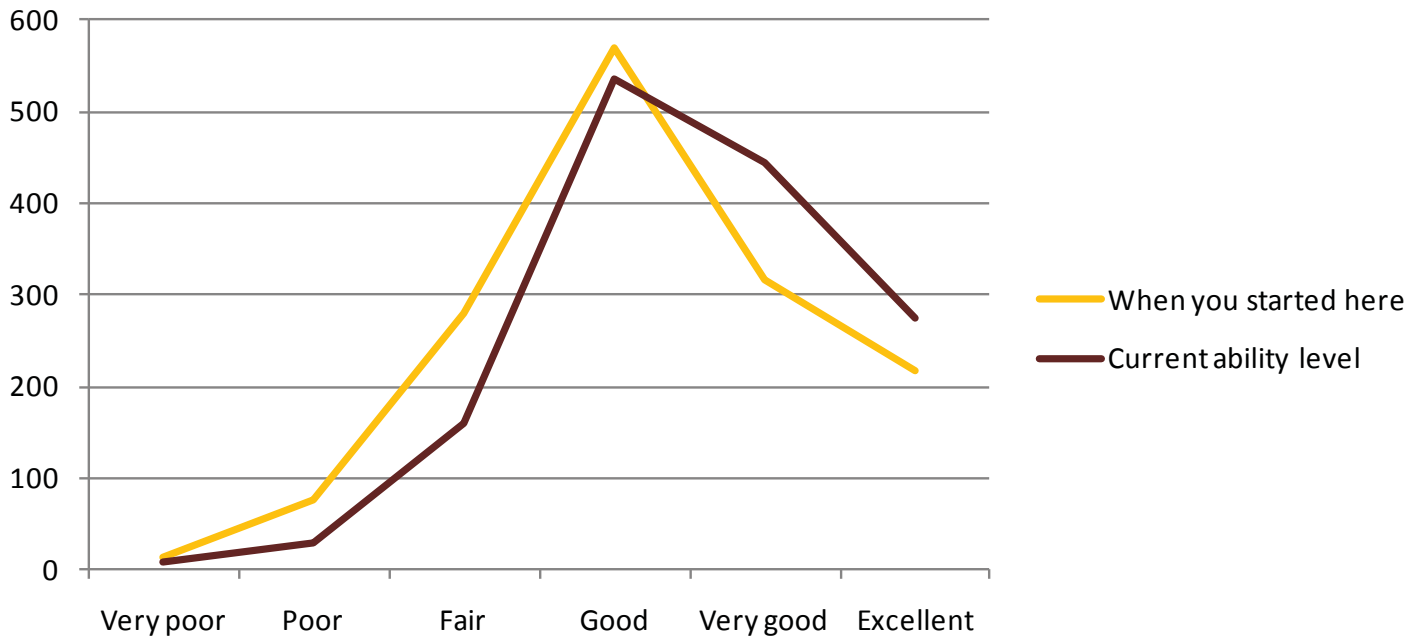


Figure 45. Students' awareness and understanding of physical or other observable disabilities before and after enrollment (n = 1472 and n = 1454)

*“Please rate your awareness and understanding of learning, psychological, or other disabilities that are not readily apparent when you started at this campus and now”*

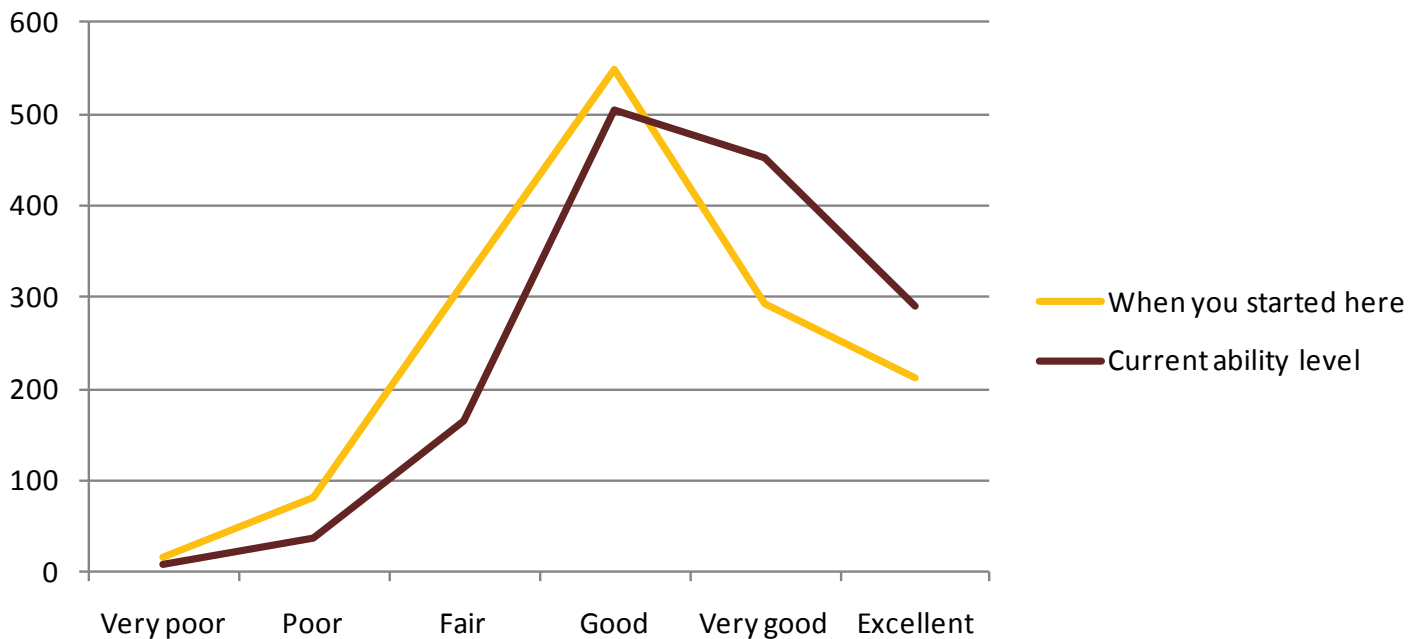


Figure 46. Students' awareness and understanding of learning, psychological, or other disabilities before and after enrollment (n = 1468 and n = 1458)

## Change in Behaviors

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The following table represents the growth in the number of students who did not engage in a behavior before college, but since attending the University of Minnesota now engage in the behaviors.

<b>18.2%</b>	“I discussed topics related to cultural awareness with friends”
<b>12.5%</b>	“I stopped myself from using language that may be offensive to others”
<b>22%</b>	“I handled negative language used by another in such a way as to try to educate the other person”

# Awareness and Use of Student Resources

## Gay, Lesbian, Bisexual, Transgender, Ally Programs Office

*"Are you aware of this service?"*

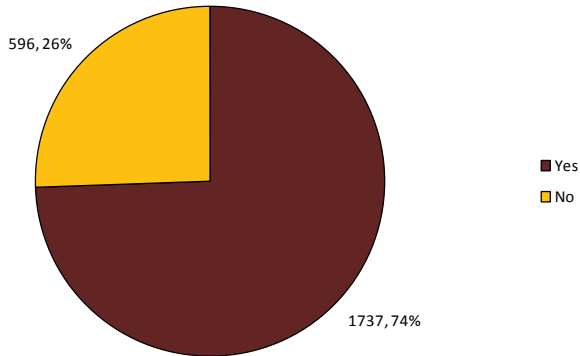


Figure 47. Students' awareness of the gay, lesbian, bisexual, transgender, and ally programs office (n = 2333)

## Multicultural Center for Academic Excellence

*"Are you aware of the service?"*

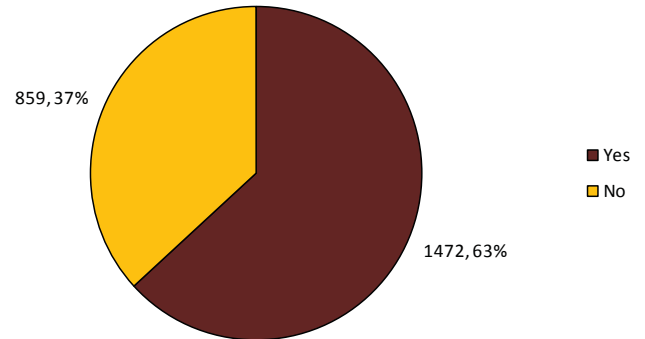


Figure 50. Students' awareness of the Multicultural Center for Academic Excellence office (n = 2331)

*"Have you used this service?"*

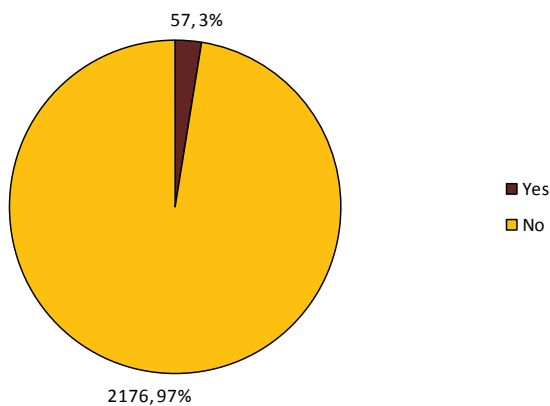


Figure 48. Students' use of the gay, lesbian, bisexual, transgender, and ally programs office (n = 2233)

*"Have you used the service?"*

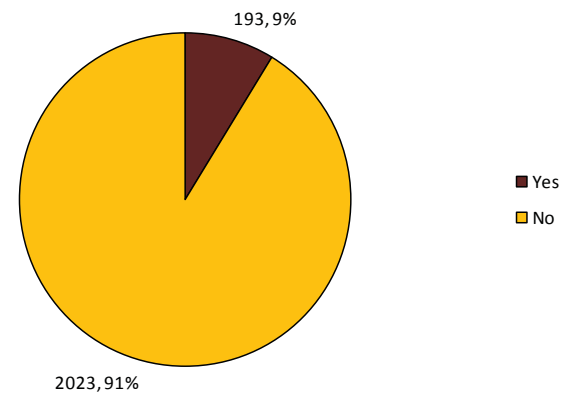


Figure 50. Students' use of the Multicultural Center for Academic Excellence office (n = 2216)

*"If used, how satisfied were you?"*

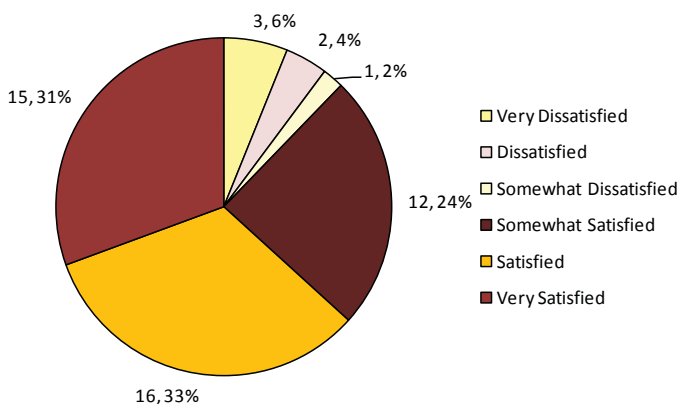


Figure 49. Students' satisfaction with the gay, lesbian, bisexual, transgender, and ally programs office (n = 49)

*"If used, how satisfied were you?"*

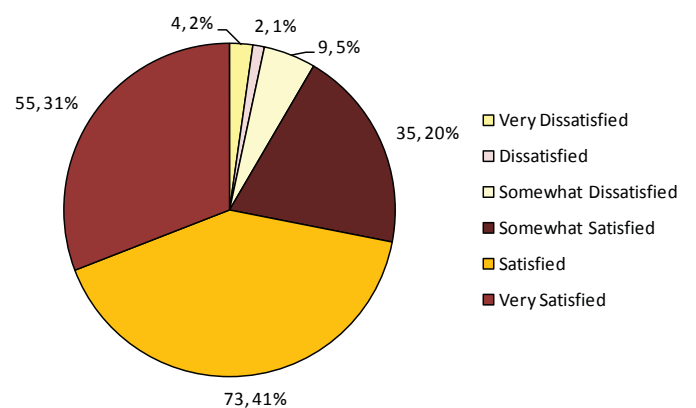


Figure 51. Students' satisfaction with the Multicultural Center for Academic Excellence office (n = 178)

## Women's Center

*"Are you aware of the service?"*

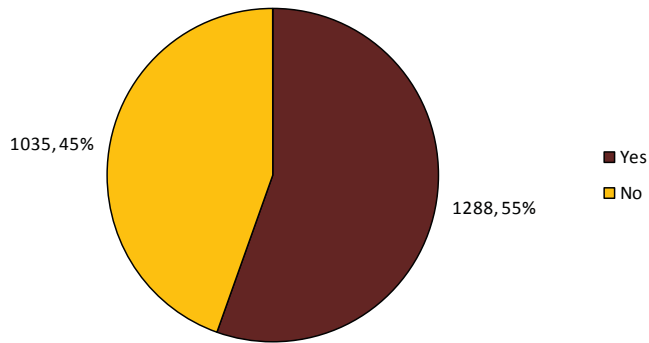


Figure 52. Students' awareness of the Women's Center (n = 2323)

## Disability Services

*"Are you aware of the service?"*

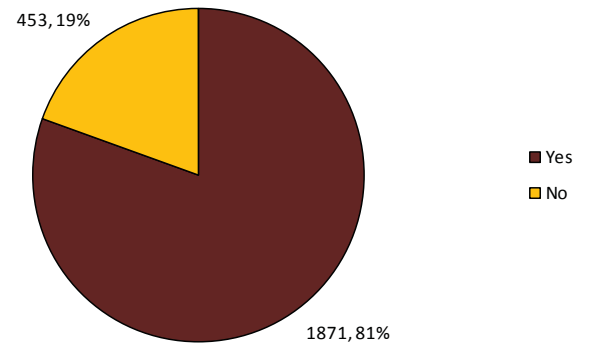


Figure 55. Students' awareness of Disability Services (n = 2324)

*"Have you used the service?"*

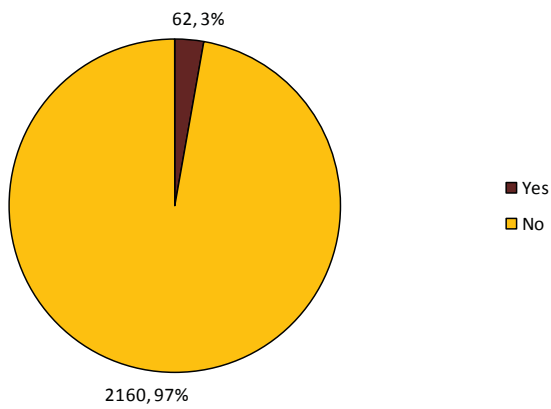


Figure 53. Students' use of the Women's Center (n = 2222)

*"Have you used the service?"*

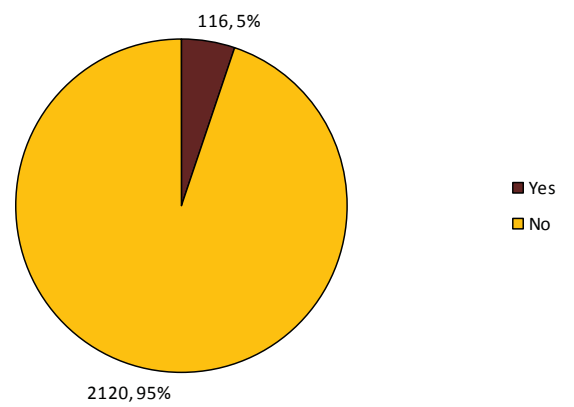


Figure 56. Students' use of Disability Services (n = 2236)

*"If used, how satisfied were you?"*

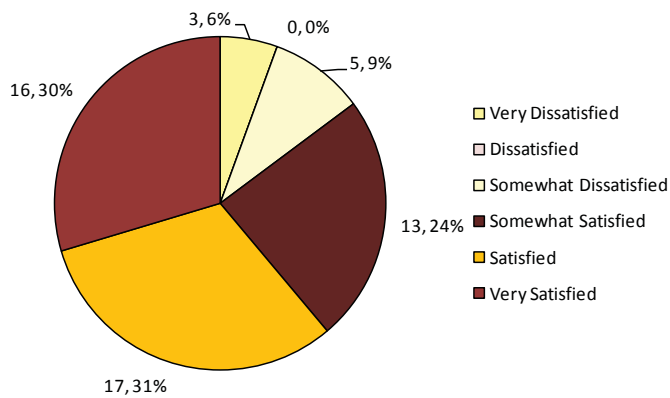


Figure 54. Students' satisfaction with the Women's Center (n = 54)

*"If used, how satisfied were you?"*

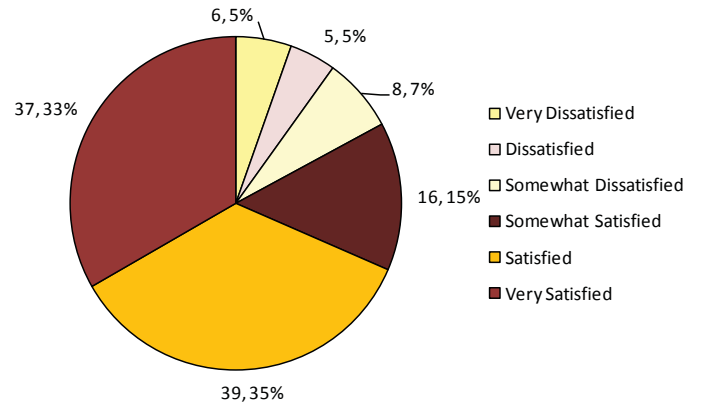


Figure 57. Students' satisfaction with Disability Services (n = 111)