

Executive Summary of MICA's 2011/12 Survey of Students on Diversity and Inclusion

"MICA still has major work to do."

During 2006-07, MICA conducted its first survey of undergraduate and graduate students on the topic of diversity and inclusion. Over 675 students responded with a 37% response rate. The data from the Diversity Survey was used to make campus-wide changes in programs and services related to diversity and inclusion, including:

- Restructuring of the Office of Multicultural Programs to an expanded Office of Diversity and Intercultural Development;
- Broadening the scope of responsibilities and outreach to student constituencies; and
- Supporting a wider breadth of students and innovative initiatives related to diversity.

After five years, the staff of the Office of Diversity and Intercultural Development engaged the undergraduate and graduate students in a follow-up diversity survey to assess any significant changes or shifts that warrant further attention and to explore whether MICA has been successful in reaching goals identified after the last survey administration.

MICA's long range plan includes specific language related to the importance of diversity. The College strives to create an academic experience in which students become literate about and knowledgeable of our combined cultural backgrounds as they forge their place as artists and designers who create and shape culture, centered around the following four themes:

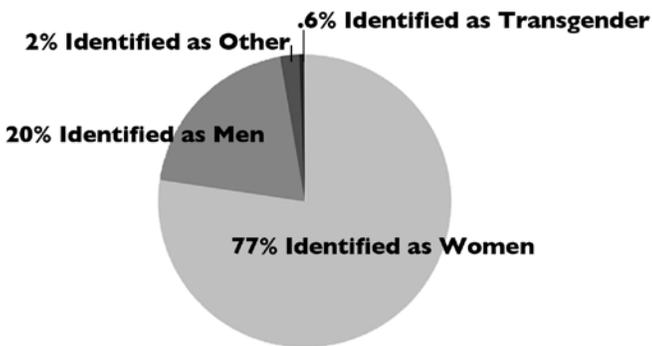
- **MICA holds itself accountable for promoting diversity.** MICA encourages diversity in all of its forms and creates an environment in which diversity informs the content of all of its programs and activities.
- **Each student should embrace diversity.** Outcomes/competencies that address each student's ability to work effectively in a culturally diverse environment.
- **Multi-cultural experiences should be integrated into the curriculum.** The College encourages academic development and training necessary to create pedagogical experiences in the classroom related to global awareness and intercultural competencies that foster diversity in all its forms.
- **Recruitment of diverse students is a priority.** In an effort to attract quality and diversity while also supporting retention, the College seeks to increase admissions outreach and the availability of scholarships and financial aid for both new and returning undergraduate students.

The second Diversity Survey was conducted this past fall and yielded 517 completed surveys, a response rate of 26%. The survey was administered by Campus Labs (formerly StudentVoice) and asked students questions regarding demographic background and their perceptions of the MICA campus climate on diversity and inclusion, campus services, faculty/academic environment, discrimination, and racial/ethnic issues.

Further, the survey allowed students the opportunity to respond to several open-ended questions pertaining to any experiences of discrimination or harassment, where this discrimination or harassment occurred, their preferences in peer group and socialization, and their perceptions as to whether or not MICA is a diverse community. In general, the survey found that MICA still has major work to do to create an atmosphere in which students feel that diversity is an important part of campus life. Some survey finds are consistent with those found six years ago, while others suggest new areas of opportunity for study and exploration. Major findings of interest to the MICA community include the following:

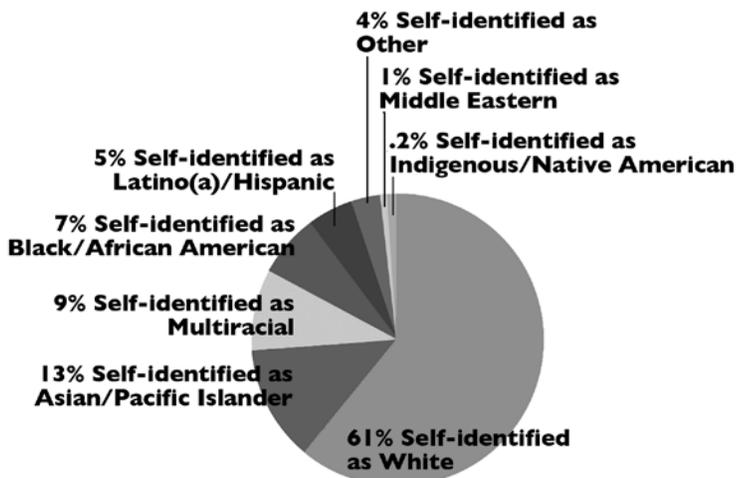
1. Most students agreed that MICA is a welcoming and respectful campus.
2. African-American students alone did not feel MICA prepares them for a diverse world.
3. MICA's Black/African Americans and students who identified as "Other" didn't feel as strongly as the other racial groups that MICA is a diverse campus or that diversity is commonly discussed, especially during critiques.
4. Asian/Pacific Islanders, Black/African Americans, and Latino(a)/Hispanic students found the campus to be less welcoming than other groups of students.
5. Hispanic/Latino students are an emerging 'at-risk' group in terms of their lack of inclusion in the MICA community. (Specifically, they felt that they experienced the highest levels of discrimination/harassment and were not receiving adequate support in and out of the classrooms).
6. Jewish students responded that they were experiencing considerable challenges with faculty interactions in and out of the classroom because of the faculty members' inability to lead culturally relevant conversations/discussions.
7. Though many students agreed that diversity is relevant, most did not agree that diversity-related programming is essential to their understanding of global citizenship, development of interpersonal skills, and subsequent professional success.
8. Overall, most racial groups acknowledged their personal insight to diversity made them better artists, except for white students and students who identified as other.
9. A majority of white students did not feel that they added to the diversity of this campus.
10. MICA students still primarily perceived diversity through gender and racial background.
11. Students who identified themselves based on religious/spiritual and political groups were wary of being close friends with people from other groups.

Survey Participants' Demographic Information*



Gender Identity

MICA's enrollment ratio of women to men is 7:3, and the data collected reflect a similar gender ratio. Of the 517 participants, 398 identified as women, 105 identified as men, 10 identified as other, and 3 identified as transgender— resulting in a participation pool of 77% women, 20% men, 2% other, and 0.6% transgender.



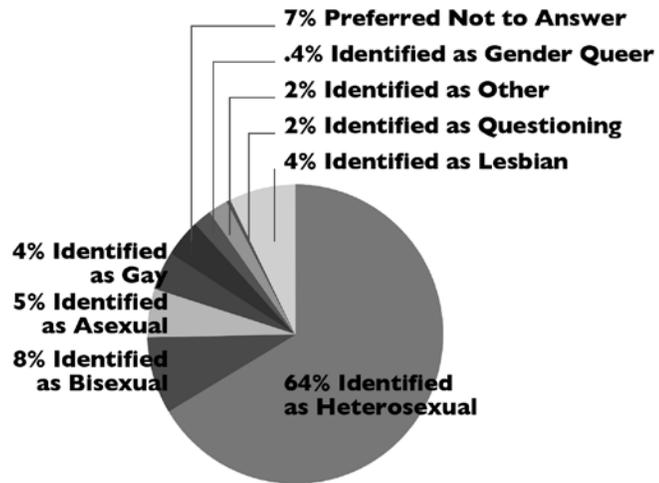
Racial Identity

Students self-identified as 61% White, 13% Asian/Pacific Islander, 9% Multiracial, 7% Black/African American, 5% Latino(a)/Hispanic, 4% Other 1% Middle Eastern, and 0.2% Indigenous/Native American.

* Some survey respondents may not have entered data for some questions.

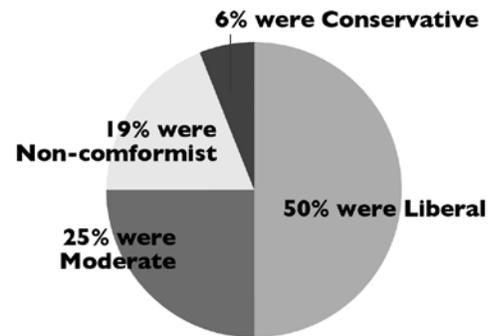
Sexual Identity

When asked their sexual identity, 328 (64%) identified as heterosexual, 41 (8%) identified as bisexual, 25 (5%) identified as asexual, 18 (4%) identified as gay, 20 (4%) identified as lesbian, 10 (2%) identified as questioning their sexual identity, 10 (2%) identified as other, and 2 (.4%) identified as gender queer. Thirty-five respondents (7%) preferred not to respond to the question. These responses show that while 64% of the MICA student population identify as heterosexual, 36% identify as other than heterosexual.



Political Identity

256 were Liberal (50%), 130 were Moderate (25% of the respondents), 100 were Non-Conformist (19%), and 29 (6% of the respondents) identified as Conservative.



Religious Identity

MICA students self-reported the following identities or affiliations in terms of religious/spiritual practice or beliefs: 79 (15%) Spiritual but not religious; 78 (15%) Not religious; 70 (14%) Agnostic; 64 (12%) Atheist; 58 (11%) Christian/Catholic; 42 (8%) Christian/Protestant; 38 (7%) Christian/Other; 35 (7%) preferred not to respond to this question; 20 (4%) Jewish; 15 (3%) Other; 12 (2%) Buddhist/Taoist; 3 (0.6%) Muslim; and 1 (0.2%) Hindu; [0 were Christian/LDS/The Church of Jesus Christ of Latter-Day Saints and 0 Zoroastrian]

RESULTS

GENERAL RESULTS

AS MICA's long-range plan indicates, one institutional goal is to prepare students to be "working artists" who are able to create and thrive in a global society and who value cultural similarities and differences that may impact their craft. MICA recognizes that in order to successfully practice in today's interdependent global environment, artists and designers must embrace cultural diversity and develop a high degree of intercultural competency. An important aspect of this survey was to determine the multicultural climate at MICA and students' perception of the diversity of the campus, as well as to help identify areas for improvement based on the outcomes of the results.

Self-perception as a contributor to diversity on campus

Overall, 62% of students felt that they personally added to the diversity of MICA's campus.

This question was cross-referenced with demographic information, gender identity, religious affiliation, and racial identity. Whereas many students felt they contributed to diversity, whites and women did not feel they contributed as strongly as other students. MICA's white student population was also less likely to discuss diversity-related issues with friends and family members and felt the lowest need for having diversity-related programs, exhibitions, and discussions at MICA. Furthermore, all non-white groups believed MICA should make a greater effort to recruit students from diverse backgrounds (48% overall group percentage versus 35% for white students). Most members of distinct sexual orientation

identity groups were more likely than heterosexuals and asexual students to feel they added to the diversity on campus. Heterosexuals and asexual students did not feel as strongly as the other groups that diversity is commonly discussed at MICA.

MICA as a diverse campus

With the exception of atheist and Christian/Catholic student groups, all other religious identity groups thought of MICA as a diverse campus. All religious identity groups, with the exception of Christian/Protestants, agreed that being able to interact with diverse populations will be helpful after college. Additionally, all religious identity groups agreed that MICA prepares them to be successful in a diverse world after graduation.

CLASSROOM SETTINGS RESULTS

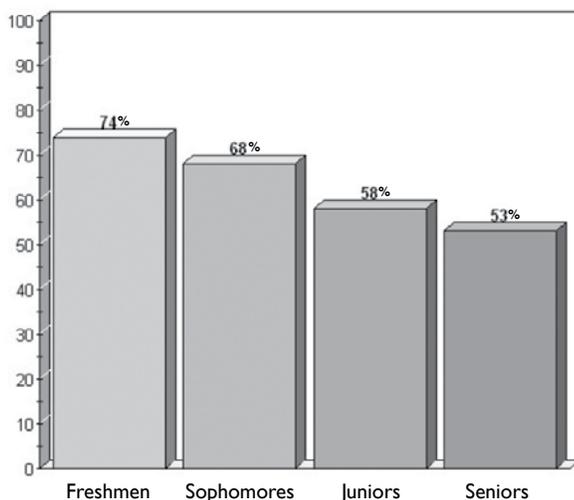
Faculty-led discussion

MICA students provided a range of perspectives related to classroom environment and the ability of faculty members to facilitate difficult conversations related to diversity and difference. These findings are being shared with Academic Affairs leadership and department chairs. While the majority of the participants agreed that faculty are able to facilitate difficult conversations related to difference, Middle Eastern Students, “other” Students, Black/African-American Students, Asian/Pacific Islander students and multiracial students ranked the faculty’s facilitation skills lower than the norm. Conservative students didn’t feel as strongly as the other political student populations that faculty members know how to facilitate difficult classroom conversations related to difference.

MICA’s Jewish students felt that they did not discuss diversity-related issues with their faculty as much as the other spiritual/religious populations and, along with Buddhist/Taoist and Christian/Catholic students, felt that faculty members were not equipped to handle difficult conversations regarding diversity in the classroom. Black/African-American students did not feel that diversity is commonly discussed at MICA and, along with the “other” student population, reported challenges related to critiques: These two groups also felt that the curriculum did not reflect the diversity of the MICA community members.

RACIAL IDENTITY RESULTS

“MICA Prepares Me For a Diverse World.”



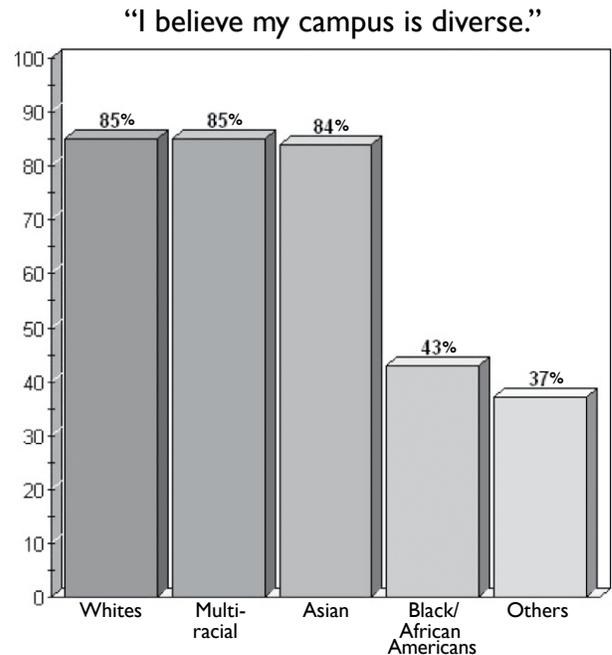
Preparation for a diverse world

The Office of Diversity is very interested in whether or not students feel prepared to live in a diverse world after matriculating at MICA, and whether or not diversity is a focus in the classroom setting. Sixty-three percent of students felt MICA prepares them for a diverse world after college. Examining this question within class ranking indicated that 74% of freshman, 68% of sophomores, 58% of juniors, and 53% of seniors agreed with this statement. Most MICA students also felt that they have become more open-minded about diversity-related issues since starting college (seniors: 67%, juniors: 57%, sophomores: 64%, freshman: 56%).

Black/African-American students, Middle Eastern students, and “other” student populations felt least prepared for living and succeeding in a diverse world after graduation and indicated less increase of knowledge of such issues since coming to MICA. “Other” students, Black/African Americans, and Asian/Pacific Islander students felt more strongly than other groups that MICA is not supportive of people with different ethnic backgrounds. MICA students identifying as political conservatives don’t believe that being able to interact with individuals of diverse backgrounds will help them after college. When compared to other groups, these students have not experienced changes in attitudes towards diversity-related issues since starting college.

MICA as a diverse campus

Based on the racial identity of survey respondents, white students (85%), multi-racial students (85%), and Asian students (84%) agreed most with the statement, “I believe my campus is diverse.” Conversely, only 43% of the Black/African Americans and 37% of “others” agreed that MICA is a diverse campus. These two groups also didn’t feel as strongly as the other racial groups that diversity is commonly discussed, especially in critiques. Asian/Pacific Islanders, Black/African Americans, and Latino(a)/Hispanic students found the campus to be less welcoming than others and rated the campus’ racial/ethnic tension higher than the other groups.



Self-perception and discrimination

White students didn’t feel they add to MICA’s diversity, didn’t feel as strongly as other groups that MICA should recruit diverse students, and experienced the least amount of discrimination and harassment. Latino(a)/Hispanic students indicated the highest level of discrimination on campus.

Taking advantage of opportunities to learn

All student groups felt that they didn’t take advantage of diversity-learning opportunities, especially Latino(a)/Hispanic students. White and Latino(a)/Hispanic students had the highest regard for faculty’s facilitation skills of diversity-related classroom conversations. Students largely identified that they are not participating in opportunities provided by the college to improve their learning of diversity-related issues (only 35% agreed that they are proactively seeking such opportunities). Furthermore, only 28% of Latino(a)/Hispanic students, 31% of Asian/Pacific Islander students, and 31% of white students indicated participation in such programming— even lower levels than the student population as a whole.

Preparation for a diverse world

With the exception of white and “other” student populations, all the groups acknowledged that their personal comprehension and knowledge of diversity-related issues makes them a better artist. MICA’s Black/African-American, Middle Eastern, and multiracial student populations felt strongly about the need for such programming, registering agreement at rates similar to or higher than the overall agreement percentage.

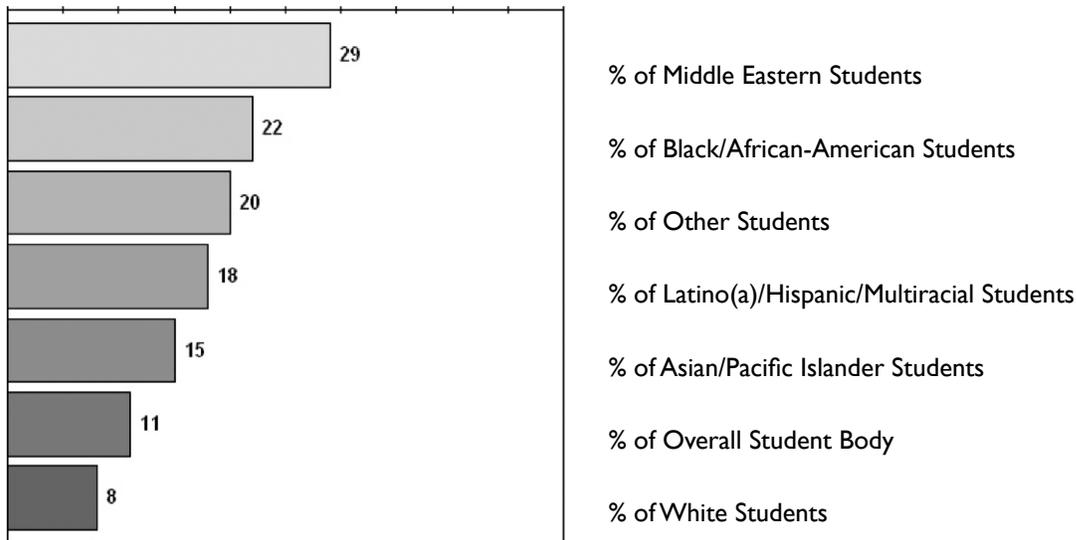
Fairness and respect on campus

MICA’s Asian/Pacific Islander students found the campus to be less respectful compared to other ethnic sub-groups and, along with Black/African-American and Latino(a) Hispanic students, found the campus to be less welcoming. Furthermore, Asian/Pacific Islander students and Latino students reported lower levels of agreement that they were treated fairly on campus.

Discrimination and Harassment

Most ethnic sub-groups experienced discriminatory behavior levels higher than the overall group percentage of 11%. Specifically, 29% of Middle Eastern students, 22% of Black/African-American students, 20% of “other” students, 18% of Latino(a)/Hispanic and multiracial students, and 15% of Asian/Pacific Islander students reported experiencing discrimination. Only the percentage of white students reporting discrimination – 8% - was lower than the overall group percentage of 11%. All other groups reported higher than 11%. Interestingly, conservative students had witnessed and experienced both harassment and discrimination within the last 12 months— more than other groups. Conservative students also didn’t feel as strongly as the others that MICA was welcoming or respectful. MICA’s Latino(a)/Hispanic students experienced the highest level of harassment on campus; the overall group percentage was 8%, while the percentage for Latino(a)/Hispanic students was 20%.

Students Who Reported Experiencing Discrimination



SEXUAL IDENTITY RESULTS

MICA as a diverse campus

The “agreed” percentages of most sexual identity groups were similar to the overall response rate of 81% when responding to the statement, “I believe my campus is diverse.” The qualitative data gathered related to this statement expressed that in general, students feel MICA is welcoming and supportive of all sexual identities on campus. Students seem to recognize and appreciate the diversity of sexual identities at MICA.

Discrimination and Harassment

Asexual, bisexual, lesbian, and queer students reported experiencing a higher percentage of discrimination in the last 12 months than heterosexual, gay, questioning, and gender queer students. However, of all the discrimination indicated, students who identified as gay or pansexual felt the discrimination they experienced was due to someone else’s perception of their sexual identity. Bisexual, gay, gender queer, and pansexual were more likely than other sexual identities to feel singled out in class because of their identity within the past 12 months.

POLITICAL IDENTITY RESULTS

Conservative students were less tolerant as well as feeling less tolerated on campus. More than the other groups, conservative students felt that diversity is more commonly discussed at MICA; however, these students were less likely to discuss diversity-related issues with their friends, family members, and faculty than the other groups. Conservative students didn’t feel that MICA should make a greater effort to recruit and retain students from diverse backgrounds. When considering another person’s race/ethnicity, socio-economic status, gender, sexual orientation, religion, or disabilities, conservative students were not as likely to be comfortable being close friends with someone who was different from them on any of these dimensions.

RELIGIOUS IDENTITY RESULTS

Self-perception as a contributor to diversity on campus

MICA’s atheist student population felt that they do not add to the diversity of the campus. They reported that, in their experience, diversity is not commonly discussed at MICA, although these same students did not avail themselves of opportunities to attend diversity-related programming. MICA’s atheist students were the only group to describe the campus as unwelcoming. Among all spiritual groups, this student group also reported the highest percentage of harassment. Similarly, the Christian/Protestant and agnostic students reported not being treated fairly on MICA’s campus.

Life experiences reflected in curriculum

Fifty percent of the groups (atheist, Buddhist/Taoist, Christian/Catholic, Jewish) being analyzed did not believe that the curriculum and course offerings reflected their life experiences. Six out of eight groups disagreed that it was important to have diversity-related programming at MICA.

Conversations about diversity

Christian/Catholic students reported discussing diversity-related issues with family members more than with friends, whereas the Christian/Protestant population had more such conversations with friends than family members. Buddhist/Taoist students reported having such conversations almost twice as much with friends as with family, indicating a close-knit community for these students on campus. The “Spiritual But Not Religious” students reported having conversations both at home and at MICA with friends.

Comfort with others

The Christian/Catholic, Christian/Protestant, and Jewish populations were not comfortable being close friends with students of a different racial/ethnic identity, different socio-economic status, or with disabilities. Christian/Catholic and Christian/Protestant populations were not comfortable being close friends with students of a different gender, religion, and/or sexual orientation. They also indicated choosing close friends based on racial/ethnic identity rather than common interests.

Diversity in recruitment

Agnostic and atheist students indicated that even though MICA should recruit diverse staff and faculty, the College should not expand that effort to diversify the student body. Christian/Protestant and atheist students noted that they have not become more open-minded about diversity since entering MICA, whereas Christian/Protestant and Agnostic students did not feel that an artist’s comprehension of diversity is valuable for their art practice.

Additional data regarding the 2011/12 Survey of Students on Diversity and Inclusion is available upon request from the Office of Diversity and Inclusion.