



UAB THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM.

UAB STUDENT CAMPUS CLIMATE SURVEY

Technical Report
MARCH 2020



EXECUTIVE SUMMARY

UAB is committed to providing a safe, respectful, and inclusive environment for all students. To help achieve that goal, the UAB Division of Student Affairs; the UAB Office of Diversity, Equity, and Inclusion; and the UAB Center for Educational Accountability developed a survey in 2019 to assess student perceptions of the overall campus climate, campus diversity, and sexual misconduct or harassment.

What is campus climate?

The survey marked the first time that UAB had asked students to evaluate the campus climate, or UAB's overall atmosphere as it relates to their sense of belonging, inclusion, and ability to thrive and succeed here. Students' perceptions and experiences, as well as institutional policies, efforts, and attitudes, among other factors, help shape the campus climate.

Who created the survey?

UAB students, staff, and administrators participated in its development. Students graduating in the spring and summer of 2019 piloted versions of the survey, and the final form opened online in October 2019. UAB encouraged all undergraduate, graduate, and professional students enrolled in the fall of 2019 to take the survey.

Read more about the survey's purpose and development on page 4.

Who took the survey?

- While 3,154 students opened the online survey, 2,733 completed all or part of it. Overall, 12.5% of the student body responded to the survey.
- Approximately one-third of the responding students did not complete all demographic items on the survey. In comparing the group of students

who did not answer demographic questions to the group who did, statistical analyses indicated that results for the two groups were almost always consistent. However, the incomplete demographic information did limit confidence in the accuracy of comparisons between groups.

- Approximately 31% of respondents were underclassmen, 37% were upperclassmen, and 30% were graduate students.
- The majority of respondents identified as female (67%) and as students in the College of Arts and Sciences (40%).
- While most of the demographic characteristics of survey respondents were similar to the overall UAB student population, the response rates for some groups were slightly different. For example, while 39% of the UAB student population was less than 22 years old during the fall of 2019, 51% of survey respondents reported being in that age group. Also, a somewhat higher percentage of respondents reported being White (65%) than in the overall student population (58%), and a slightly lower percentage reported being Black or African American (16%) than in the overall student population (21%).

Read more about the survey's sample and demographics on page 6.

What were the survey's key findings?

1 OVERALL CAMPUS CLIMATE:

The majority of respondents viewed the overall campus climate as positive. Most students rated UAB as nonracist, nonsexist, accommodating of students with disabilities, and supportive of LGBTQ+ students. Students from disadvantaged or historically underrepresented groups reported less positive views of climate than students in majority groups. A greater portion of students rated safety within the “uncertain” range, compared to other aspects of the campus climate.

2 COMMITMENT TO DIVERSITY AND RESPECT:

The majority of respondents agreed that UAB is committed to diversity and that it is important for UAB to maintain such a commitment. They rated the treatment of all subgroups of students as respectful. However, individuals in traditionally underrepresented or disadvantaged groups tended to rate the treatment of some students as less respectful than did students from majority groups.

3 HOSTILE, HARASSING, OR INTIMIDATING BEHAVIOR:

Approximately one in four students reported that they had witnessed or experienced hostile, harassing, or intimidating behavior. One in 10 reported being the victim of such behavior. The violator was most frequently another student, but about one-quarter of the time, respondents identified the violator as a UAB employee. Females, individuals who did not identify as heterosexual, juniors/seniors, and individuals identifying with genders other than male or female were more likely to report witnessing or experiencing such behaviors. Approximately 10% of students reported feeling nervous or afraid because of harassing or stalking behaviors from others.

4 SEXUAL MISCONDUCT: Respondents strongly agreed that sexual misconduct is not tolerated at UAB and that prevention of sexual assault on campus is an important priority. Nine out of 10 students reported that they would likely intervene in cases of sexual assault. However, between 15% and 30% of respondents reported that certain behaviors indicative of sexual misconduct were common on campus.

5 TRAINING REGARDING SEXUAL MISCONDUCT:

Almost half of responding students indicated that they had not received training about sexual misconduct at UAB. Freshmen and sophomores were twice as likely to have received training about sexual misconduct than graduate students. One-third of students indicated gaps in their understanding about policies, procedures, and resources regarding sexual assault.

6 FOOD AND SHELTER INSECURITY:

Approximately two-thirds of responding students reported that they had not recently experienced situations that indicated a level of insecurity about food or shelter. The remaining students reported experiencing some level of food or shelter insecurity. As many as 26% indicated that they had experienced some level of food insecurity, and up to 10% had experienced some level of shelter insecurity, including 2% who reported having been homeless.

Read in depth about each of these key findings beginning on page 11.

What are the survey's implications?

The results highlight both strengths and challenges in UAB's campus climate. While students perceived the climate as positive and generally respectful, UAB needs to address

- **perceptions of disrespect, especially racism, expressed by subgroups of students;**
- **the level of student experience with hostile and intimidating behavior;**
- **the involvement of UAB employees as perpetrators of hostile or intimidating behavior;**
- **training about sexual misconduct for upperclassmen and graduate students; and**
- **support to reduce food and shelter insecurity among students.**

Fortunately, the survey's data offers opportunities to intervene and to monitor improvement.

Read in depth about these reflections and recommendations on page 51.



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SURVEY DEVELOPMENT

Purpose

Universities across the nation employ climate surveys as part of a best-practice approach to the prevention of sexual assault and discrimination. Gaining insights into student perceptions is critical for developing a campus environment that is safe, welcoming, and engaging for all students. UAB recognizes that discrimination and harassment are complex issues that cannot be understood through a single survey. However, data gathered at multiple time points from a thoughtfully developed set of items provides information about contexts and circumstances that support the development or persistence of particular attitudes and beliefs. The data also sheds light on the resulting behavior, along with the consequences of that behavior among students. A better knowledge of the issues that students face can identify areas where UAB administrators, faculty, and staff can make systemic improvements.

Background and Process

The UAB Office of Diversity, Equity, and Inclusion and the Division of Student Affairs partnered with the Center for Educational Accountability (CEA), the Student Climate Survey Committee, and student representatives to develop the campus climate survey—the first of its kind at UAB. Together, this group was known as the Climate Survey Advisory Committee.

The CEA conducted an extensive literature review of existing climate surveys, examining them for relevance to UAB’s mission and for evidence of validity and reliability. Surveys included those developed by Cornell University, Northwestern University, Stanford University, the University of Chicago, the University of Michigan, the University of Virginia, the University of Wisconsin, and the United States Department of Justice’s Office on Violence Against Women. UAB chose domains and sample items for sexual assault/misconduct and diversity/inclusion from these instruments.

The CEA developed and refined a template of specifications that led to three main survey sections divided into multiple domains, as illustrated in these tables:

SEXUAL ASSAULT AND MISCONDUCT

1. Equity with Regard to Gender, Race, and Sexual Orientation
2. Tolerance of Disability Accommodation
3. Tolerance of Diversity of Opinions
4. Perceptions of Safety
5. Perceptions of Support
6. Perceptions of Environment
7. Perceptions of School Leadership Climate for Sexual Harassment and Sexual Assault Prevention and Response
8. Participation in Training
9. Awareness and Perceived Fairness of School Sexual Assault Policy and Resources
10. Perceptions of School Leadership Climate for Treatment of Sexual Assault Victims
11. Likelihood of Bystander Behavior to Prevent Sexual Misconduct
12. Perceptions of Student Norms Related to Sexual Misconduct: Student Misconduct.
13. Perceptions of Student Norms Related to Sexual Misconduct: Student Bystander Behavior and Involvement.
14. Personal Acceptance of Sexual Misconduct

DIVERSITY AND INCLUSION

1. Perceptions of Respectful Treatment
2. Classroom and Instructional Environment
3. Experiences with Hostile, Harassing, or Intimidating Behavior
4. Institutional Commitment to Diversity
5. Personal Skills and Values Related to Diversity and Inclusion

DEMOGRAPHICS	
1. Race/Ethnicity	
2. Gender	
3. Sexual Orientation	
4. Disability Status	
5. Relationship Status	
6. Student Level Affiliation	
7. Age Range	
8. School/Academic Unit	
9. Class Year	
10. Living On/Off Campus	
11. Transfer	
12. Online	
13. First Generation	
14. Basic Needs	
15. Military/Veteran Status	
16. Fraternity/Sorority	
17. Religion	

Once a set of items for each domain was developed and approved, the CEA selected a group of content reviewers comprised of students, staff, and faculty. A total of 64 faculty (n=12), staff (n=29), and students (n=23) reviewed items, response options, wording, and instructions. Many staff and faculty members were chosen because of their expertise in issues of diversity or sexual assault/misconduct.

Groups of about 10 reviewers received small sets of items within domains along with a survey asking them to rate whether the items were essential and clearly stated. Reviewers also could revise items, add items, and comment on issues they encountered.

Based on the reviews, the CEA recommended domain and item revisions to the Climate Survey Advisory Committee. The pilot version of the survey incorporated the adopted revisions.

Students graduating in the spring of 2019 were asked to participate in the first survey pilot. Pilot 1 contained three sections: “Demographics,” “Sexual Assault and Misconduct,” and “Diversity.” Three versions of the instrument, varied by section order, were distributed randomly. Students could complete either a mobile or laptop version of the instrument.

PILOT 1 WAS INTENDED TO ASSESS THE FOLLOWING:

1. Did students abandon the test at greater frequency with one version compared to another?
2. Was there a pattern in skipped items or feedback provided for problematic items?
3. How long did a typical student take to complete the instrument?

Participating students chose between the two versions (laptop and mobile) fairly evenly.

	BEGAN	FINISHED	%
MOBILE	150	81	54.0
LAPTOP	134	65	48.5

A few items received small changes based on the Pilot 1 data, although no concerning patterns emerged in the data that indicated an order bias or trends in skipped items. On average, students who completed the survey took about 15 minutes. Another round of the survey, Pilot 2, was distributed to students graduating in the summer of 2019. The table below summarizes response rates for each pilot:

VERSION	# STUDENTS RECRUITED	# STUDENTS THAT BEGAN / %	# OF STUDENTS THAT FINISHED / %	% THAT FINISHED
1	796	107 / 13.44%	46 / 42.99%	42.99%
2	800	87 / 10.88%	55 / 63.22%	63.22%
3	663	90 / 13.57%	45 / 50.0%	50.0%

All UAB undergraduate, graduate, and professional students received the final UAB Student Campus Climate Survey by email in October 2019. The survey was anonymous, with no link between students’ answers and their names, BlazerIDs, or other identifying information. The survey was closed at the end of October 2019.

SAMPLE AND DEMOGRAPHICS

Sample

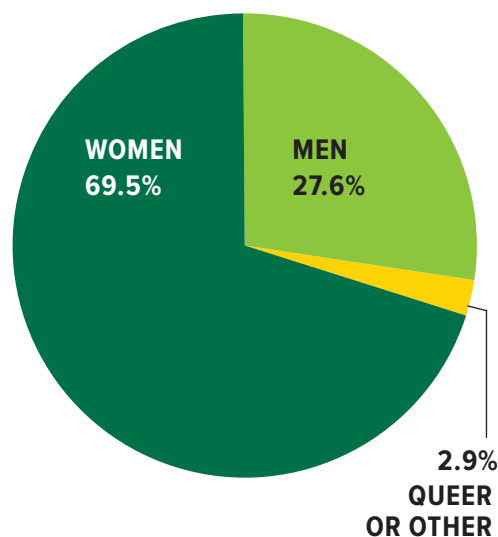
All undergraduate, graduate, and professional students enrolled in courses for credit in the 2019 fall semester received an email asking them to complete the survey. A total of 3,154 students opened the survey. However, only 2,733 students completed any items on the survey. The CEA examined data for the 2,733 surveys completed at least partially, as shown in the table:

SURVEY RESPONSE	TOTALS
COMPLETED MAJORITY OF SURVEY (95% +)	1,816
COMPLETED SOME OF SURVEY (2-95%)	917
OPENED SURVEY BUT ANSWERED 0 ITEMS	421
TOTAL	3,154

The survey's response rate was about 12.5%. Approximately one-third of students did not complete some or all of the demographic questions. However, statistical analyses of results indicated that findings for students who answered demographic questions were consistent with those for students who did not answer such questions.

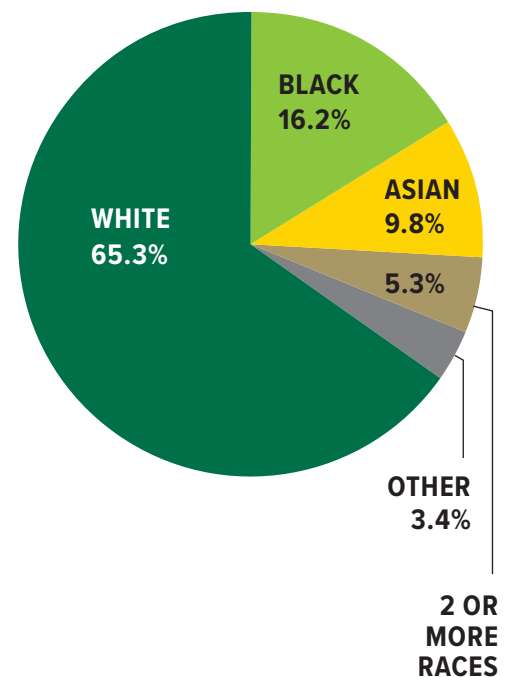
Nearly 70% of respondents who answered items about gender identified themselves as women, 27.6% identified as men, and 3% identified as gender queer or other.

GENDER BREAKDOWN



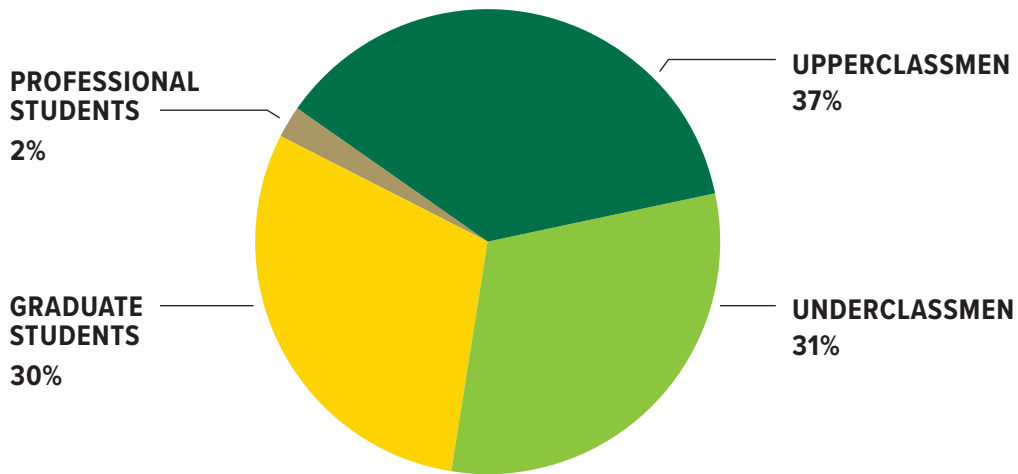
A little more than 65% of the survey sample who completed demographic items related to race indicated they were White. About 16% were Black/African American, and 9.8% identified as Asian. 5.3% indicated they were two or more races. And about 6% of respondents indicated they were international students.

RACE

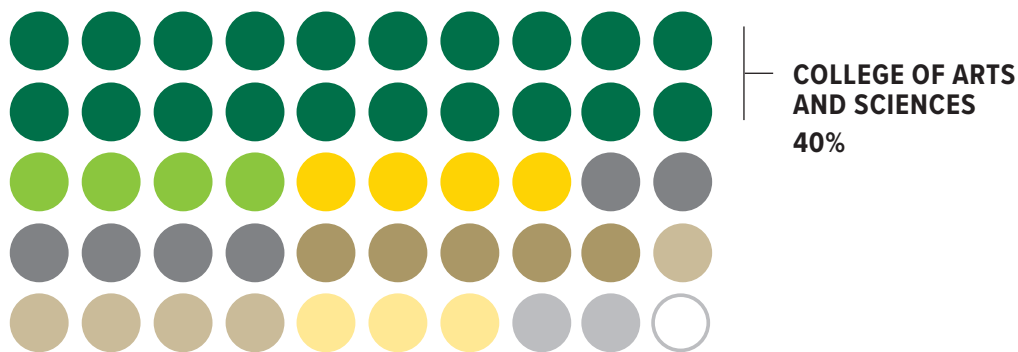


Students responding to the survey represented all schools. About 40% were from the College of Arts and Sciences. The fewest participants came from the schools of Dentistry, Optometry, and Medicine. 31% of respondents were undergraduate freshmen and sophomores, 37% were undergraduate juniors and seniors, and 30% were graduate students. Very few professional students (n=85) responded to the survey.

STUDENT AFFILIATION



SCHOOLS



Several other demographic items in the survey painted a rich picture of the student body and can help stakeholders understand differences in responses based on demographic characteristics. These included whether students lived on campus (21%), were part of a sorority or fraternity (8% in the sample, compared to 6% in the fall 2019 population of students), were enrolled in an online program (26%), identified as having a disability (11%, compared to between 3% and 6% in the fall 2019 population), or had moved more than two times in the past three months (4.5%).

Demographics

The following tables show the distribution of students enrolled in the fall of 2019 compared to survey respondents by demographic group (when demographic information for respondents was available). Not all students who completed some items on the survey completed the demographic items.

STUDENT CHARACTERISTICS	ELIGIBLE POPULATION		SURVEY RESPONDENTS	
	COUNT	PERCENT	COUNT	PERCENT
GENDER NOW (TOTAL)	22,079	100.0%	1,787	100.0%
FEMALE	13,862	62.8%	1,242	69.5%
MALE	8,217	37.2%	493	27.6%
GENDER QUEER	*	*	24	1.3%
OTHER	*	*	28	1.6%
FEDERAL RACIAL AND ETHNIC CATEGORIES:	22,080	100.0%	1,770	100.0%
AMERICAN INDIAN OR ALASKAN NATIVE	47	0.2%	9	0.5%
ASIAN	1,380	6.3%	174	9.8%
BLACK OR AFRICAN AMERICAN	4,622	20.9%	286	16.2
NATIVE HAWAIIAN OR PACIFIC ISLANDER	4	*	2	0.1%
WHITE	12,836	58.1%	1,156	65.3%
2 OR MORE RACES	781	3.5%	93	5.3%
OTHER	326	1.5%	50	2.8%
INTERNATIONAL	1107	5.0%	103	5.7%
HISPANIC/LATINX	977	4.4%	114	6.4%
STUDENT AFFILIATION (TOTAL)	22,080	100.0%	1,808	100.0%
UNDERGRADUATE	13,836	62.6%	1216	67.2%
GRADUATE	7,077	32.1%	540	29.9%
PROFESSIONAL	1,167	5.3%	52	2.9%
TRANSFER STUDENT	4,926	22.3%	276	22.6%
TOTAL	22,080	100.0%	3,155	100.0%



A comparison of enrolled students and students who completed the survey showed an overrepresentation of some students. For example, student respondents under the age of 22 made up 51% of survey respondents but 39% of the student population. White students made up 65% of survey respondents but 58% of the student population. And Asian students made up 10% of respondents but 6% of the student population. Black/African American students, who made up 16% of respondents but 21% of the population, were underrepresented.

Students also were overrepresented or

underrepresented based on school affiliation, as illustrated by table below.

The College of Arts and Sciences was overrepresented significantly, with 40% of survey respondents but 27% of the eligible student population. The School of Education, the School of Engineering, and the School of Public Health also were overrepresented. Underrepresented schools included the Collat School of Business, the School of Dentistry, the School of Medicine/Joint Health Sciences, and the School of Nursing.

SCHOOL/COLLEGE	ELIGIBLE POPULATION		SURVEY RESPONDENTS	
	COUNT	PERCENT	COUNT	PERCENT
ARTS AND SCIENCES	6,012	27.2%	719	40.0%
BUSINESS	3,363	15.2%	163	9.1%
DENTISTRY	299	1.4%	13	0.7%
ENGINEERING	1,426	6.5%	137	7.6%
EDUCATION	1,812	8.2%	232	12.9%
GRADUATE SCHOOL	158	0.7%	*	*
HEALTH PROFESSIONS	2,461	11.2%	172	9.6%
MEDICINE/JOINT HEALTH SCIENCES	1,055	4.8%	52	2.9%
NURSING	2,856	12.9%	172	9.6%
OPTOMETRY	207	0.9%	20	1.1%
PUBLIC HEALTH	797	3.6%	117	6.5%
TOTAL	20,446	100.0%	1,797	100.0%

METHODOLOGY

Data Analysis Procedures

The CEA downloaded data in November 2019 and conducted an initial descriptive statistical analysis on each survey item. From that data, the CEA ran cross-tabular calculations for items based on selected demographics to understand variance in response patterns by different groups of students. When the data indicated significant differences in responses based on factors such as gender, sexual orientation, race, time spent on campus, etc., the CEA conducted follow-up analyses to understand the differences better.

Most survey questions offered multipoint response scales. Analysis of the data compared responses in frequencies and percentages for demographic

groups by item. Chi-square analyses determined the existence of any significant differences between students from various demographic categories, and, where appropriate, a nonparametric Friedman's test was used to understand differences among demographic groups on items. For small sample sizes, certain response categories were combined into new categories to make comparisons. Although this report does not include the results from every statistical analysis, it does highlight areas with statistically significant differences.

Some questions asked students to describe their experiences or perceptions in an extended form (i.e., open-ended responses). These comments were reviewed using standard thematic analysis to enhance, develop, and support quantitative findings.

Limitations

Any analysis has inherent limitations. The results in this report reflect the attitudes and experiences of students who responded to the survey, which may or may not represent the attitudes and experiences of the student body as a whole. The results, which are presented according to major student demographic groups, also may not capture the complexity of students' identities, thoughts, feelings, and experiences. In addition, about one-

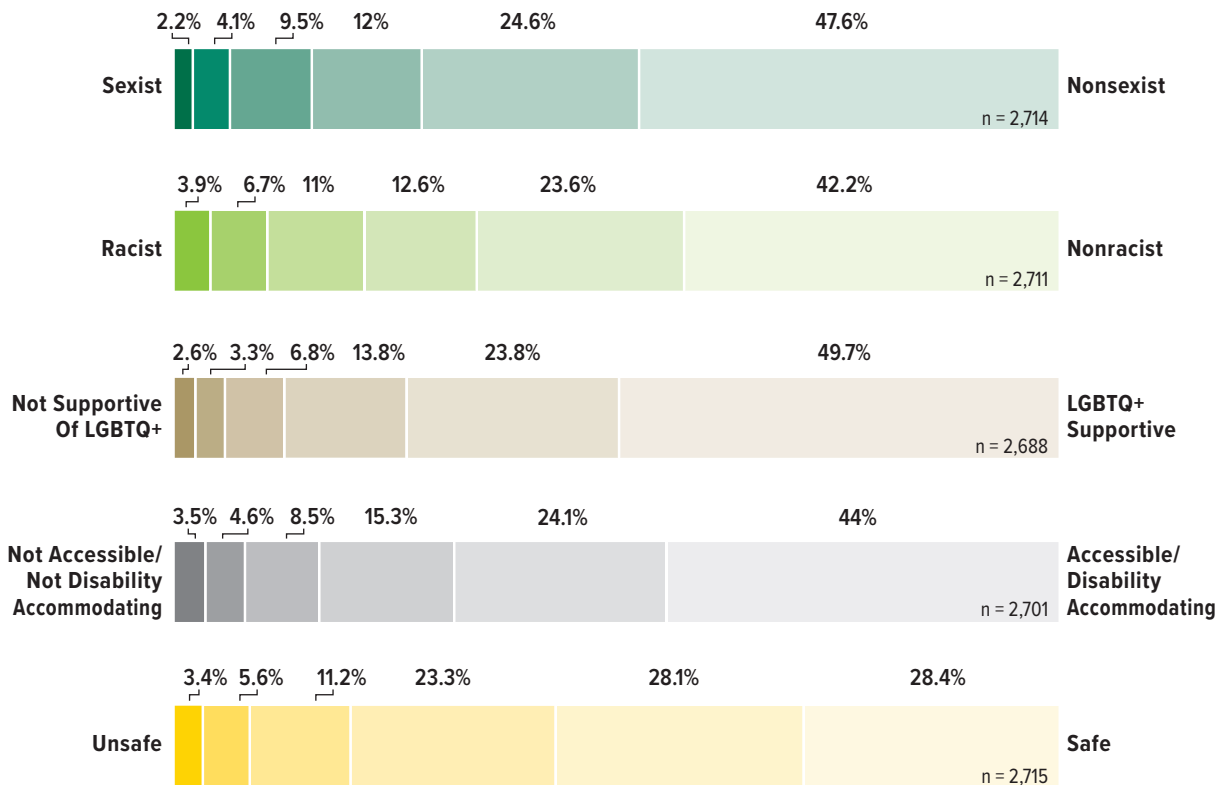
third of responding students did not complete the demographics section of the survey, which limits confidence in the accuracy of comparisons between groups. As with any survey, the subjectivity with which students interpret wording may have impacted how they responded. Although a rigorous review process took steps to minimize subjectivity, students interpret and perceive their experiences differently.

OVERALL CAMPUS CLIMATE

The degree to which students experience a sense of equity, representation, support, safety, and belonging likely has direct and indirect impacts on their social well-being as well as their academic development, persistence, and success. Students from different demographic sectors often experience climate in dramatically different ways. Therefore, it is important for UAB to examine their perceptions both overall and by demographic characteristics.

For the item summarizing student opinions of general campus climate, students rated five domains (sexism, racism, support for LGBTQ+, accessibility/accommodation for people with disabilities, and safety) on a six-point scale anchored at each end by positive and negative descriptions of the domain. Perceptions of the overall climate at UAB generally were positive, especially for majority groups. Less than 4% of responding students rated any general climate domains on the far negative end of the scale. However, ratings were somewhat less positive for some specific domains, as shown in the infographic:

OVERALL CAMPUS CLIMATE



More than 40% of students rated four of the five domains at the extreme positive end of the scale. The exception was the safety domain, which only 28.4% of students rated at the extreme positive end of the scale. Less than 4% of students rated any of the domains at the extreme negative end of the scale.

When the CEA combined the two positive, the two negative, and the two neutral responses, the positive responses accounted for approximately 70% of students on all domains except safety. Less than 10% of students rated any domain on the negative or extreme negative side of the scale, with the exception of the racist-nonracist domain. Between 20% and 25% of students indicated more moderate, neutral perceptions of climate on all domains except safety, for which more than one-third (34.5%) of students fell into the two center response categories, indicating considerable uncertainty about campus safety among respondents.

Sexist vs. Nonsexist

The majority of student respondents (about 72%) rated UAB in one of the two areas on the nonsexist side of the scale. About 21% of students fell in the middle of the scale. And 6% of student responses fell on the sexist side of the scale.

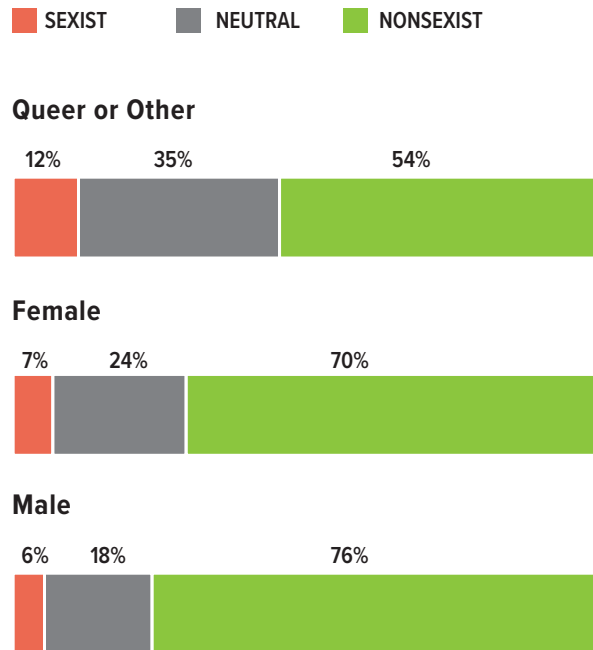
Professional and graduate students had a tendency to account for a larger percentage of negative responses than either of the undergraduate subgroups: freshmen/sophomores or juniors/seniors. For example, professional and graduate students made up 45% of the respondents on the sexist side of the scale but accounted for only 33% of the total population (excluding students who did not indicate their student status). Graduate and professional students also were less likely to be neutral on this item, with 38.5% of graduate and professional students in the neutral part of the scale as opposed to 61.5% of freshmen/sophomores and juniors/seniors. These differences were statistically significant ($p < .05$).

The ratings showed no statistical differences based on students' participation in the Greek system on campus, their international status, or their identification as Hispanic.

The analysis also showed no statistical differences based on gender. However, there were notable differences on each end of the scale: Slightly more female students (6.7%) rated the campus as sexist than male students (5.5%). A total of 18.2% of men were in the neutral part of the scale, compared with 23.7% of women. And 76.3% of men saw UAB as nonsexist, compared with 69.6% of women. While

overall differences were not statistically significant, the data appears to show that women were less likely to rate the university as nonsexist than men and more likely to be neutral. A total of 52 students identified as gender queer or other, and significantly more of these students rated the campus as sexist or neutral than those who identified as male or female.

SEXIST VS. NONSEXIST BY GENDER

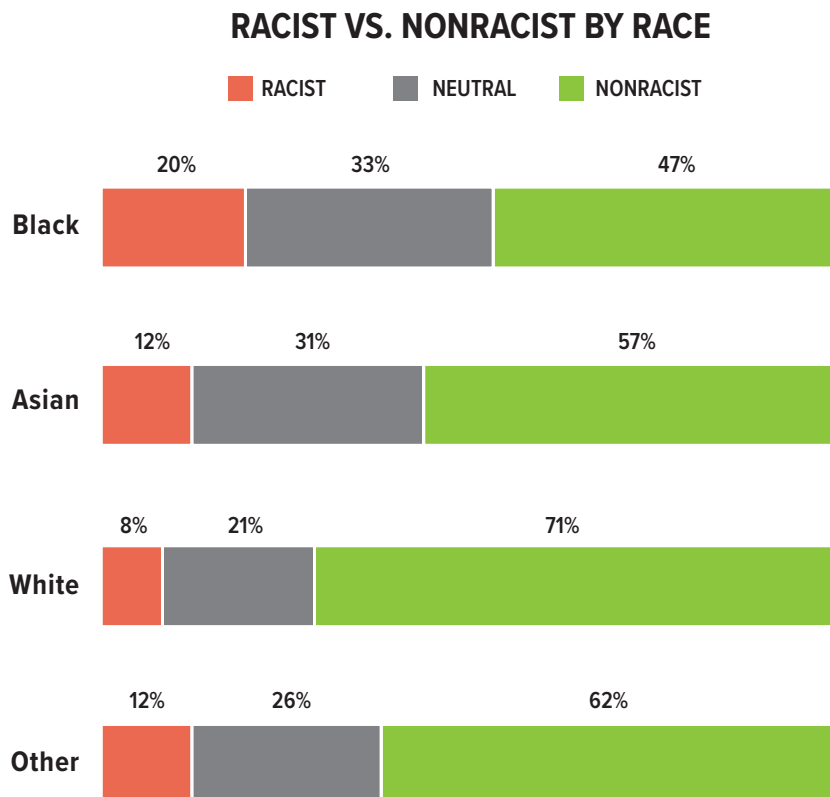


Response patterns also showed interesting differences in regard to race. Black students were more likely to rate UAB as sexist (9.2%) than White (6.2%) or Asian (4%) students. White students also viewed the campus as more nonsexist than either Black or Asian students, and they were less likely to rate this item in the middle, neutral sections (20.1%) of the scale than Black (28.5%) or Asian (26.5%) students. The differences were statistically significant ($p < .05$). American Indian, Pacific Islander, and some other race variables were removed from the analysis because of small sample sizes.

Racist vs. Nonracist

About 66% of students rated the campus as nonracist; 23.6% were in the middle, neutral part of the scale; and 10.6% rated the campus on the racist side. The ratings showed no statistical differences based on students' participation in the Greek system on campus, their international status, their designation as Hispanic, or their identification as graduate/professional students or graduate/professional students, freshmen/sophomores, or juniors/seniors..

Based on race, however, responses showed significant differences in perceptions of the university climate as racist or nonracist. Of the 10.6% of all students who rated the campus on the racist side of the scale, only 7.8% of White students perceived the campus to be racist. A total of 12.1% of Asian students and nearly 20% of Black students perceived the campus to be racist. Less than half (47%) of Black students rated the campus on the nonracist end of the scale.



The difference between Black/African American respondents and the overall population was statistically significant ($p < .05$). Asian respondents were not statistically different from the overall population on this item.

Results in regard to gender were mixed. A total of 8.0% of men responded on the racist side of the scale, which was statistically significantly different ($p < .05$) from the overall population, but women were not statistically different. More than 70% of men (71.3%), compared with 63.6% of women, responded on the nonracist side of the scale.

LGBTQ+ Supportive vs. Non-LGBTQ+ Supportive

Of all items in the “Overall Campus Climate” section, this item had the greatest number of respondents on the positive side of the scale, with 73.5% saying that UAB is LGBTQ+ supportive. Only 5.9% of students said UAB was not LGBTQ+ supportive. However, this item also had some of the most dramatic differences among groups.

Statistically, there were no differences based on students' year in school, their participation in the fraternity/sorority system, their designation as international students, or their identification as Hispanic. Additionally, there were no differences among races compared with the total population.

Differences were significant among students who identified as gender queer or other, as shown in the table:

SUPPORT RATINGS BY ORIENTATION

	OVERALL n	%	MAN n	%	WOMAN n	%	GENDER QUEER n	%	OTHER n	%
NOT SUPPORTIVE OF LGBTQ+	69	2.6%	13	2.7%	31	2.5%	0	0.0%	1	3.6%
2	90	3.3%	14	2.9%	48	3.9%	3	12.5%	2	7.1%
3	184	6.8%	32	6.6%	84	6.9%	6	25.0%	6	21.4%
4	371	13.8%	64	13.1%	170	13.9%	6	25.0%	5	17.9%
5	639	23.8%	112	23.0%	297	24.2%	4	16.7%	7	25.0%
LGBTQ+ SUPPORTIVE	1,335	49.7%	253	51.8%	595	48.6%	5	20.8%	7	25.0%
TOTAL	2,688	100%	488	100.0%	1,225	100.0%	24	100.0%	28	100%

Students who identified as gender queer or other were more likely to rate the campus as not supportive of LGBTQ+. The number of students (n=52) who identified as gender queer or other was quite small compared to those who identified as men and women.

Nearly three times as many students who identified as “not heterosexual” rated the overall climate as not supportive of LGBTQ+ (levels 1 and 2 combined) as compared to heterosexual students. Similar results were evident for students who identified as other. About 75% of heterosexual students rated the campus as supportive, which is substantially more than those who did not identify as heterosexual.

SEXIST VS. NONSEXIST BY GENDER

■ Not Supportive of LGBTQ+
 ■ Neutral
 ■ Supportive of LGBTQ+

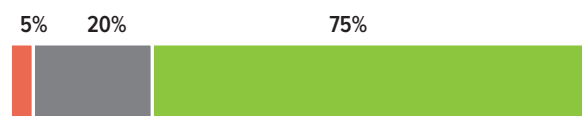
Other



Not Heterosexual



Heterosexual



Disability Accessible/Accommodating vs. Not Disability Accessible/Accommodating

The majority of students (68.1%) indicated that UAB was accessible and/or accommodating to students with disabilities. About 8.1% rated the campus on the negative side of the scale, and 23.8% were in the neutral area of responses. Overall, 11% of the survey respondents identified as having a disability.

Those who identified as having a disability had a starkly different response than those who did not when it came to rating UAB’s accommodation of disabilities.

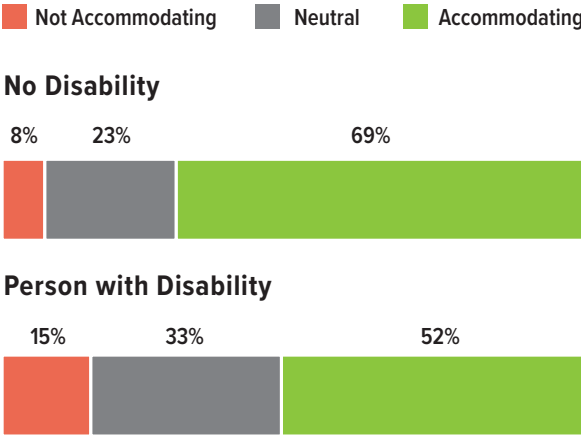
DO YOU IDENTIFY AS A PERSON WITH A DISABILITY	YES n	YES %	NO n	NO %
UAB IS NOT ACCESSIBLE/NOT ACCOMMODATING OF DISABILITY	11	5.5%	52	3.3%
2	20	10.0%	71	4.5%
3	35	17.4%	123	7.8%
4	31	15.4%	241	15.3%
5	51	25.4%	292	25.0%
UAB IS ACCESSIBLE/DISABILITY ACCOMMODATING	53	26.4%	693	44.1%
TOTAL	201	100.0%	1,573	100.0%

As seen in the table, 15.5% of people who reported having a disability rated the campus as not accommodating of disabilities, compared with 7.8% of those who reported not having a disability. Those who did not report a disability rated the campus as significantly more accommodating.

The CEA examined other demographic groups for differential patterns in responses to this item and found no statistical differences between responses from undergraduates and graduate/professional students, but they did see differences between freshmen/sophomores and all other students. Freshmen/sophomores were statistically more likely to find UAB accommodating of disabilities than other students.

That data showed no differences on this item based on race or gender. However, students active in the Greek system were statistically more likely to find UAB accessible and accommodating of disabilities (15.4%) than students who were not members of a fraternity or sorority (8%).

DISABILITY-RELATED RESPONSES



Safe vs. Unsafe

Students were less likely to rate UAB as safe (56.5%) as compared to other campus climate issues (such as whether the campus was racist, sexist, accommodating of disabilities, or LGBTQ+ supportive).

Interestingly, students did not perceive the campus to be unsafe. In fact, only 9% of students rated it as unsafe. Instead, they were more likely to rate UAB as neutral in regard to safety. This result stood out compared to students’ ratings for other items in this section of the survey.

	MORE NEGATIVE	MORE NEUTRAL	MORE POSITIVE
SEXIST VS. NONSEXIST	6.3%	21.5%	72.2%
RACIST VS. NONRACIST	10.6%	23.6%	65.8%
NOT SUPPORTIVE OF LGBTQ+ VS. SUPPORTIVE OF LGBTQ+	5.9%	20.6%	73.5%
NOT ACCESSIBLE/NOT ACCOMMODATING OF DISABILITY VS. ACCESSIBLE/DISABILITY ACCOMMODATING	8.1%	23.8%	68.1%
UNSAFE VS. SAFE	9.0%	34.5%	56.5%

Response patterns showed notable differences among demographic groups, such as a statistically significant difference between the way freshmen/sophomores viewed campus safety and the way juniors/seniors and graduate/professional students did. Freshmen/sophomores were significantly more likely to view the campus as safe (65.1%) and less likely to view the campus as neutral (27.9%) in regard to safety.

While the data showed no differences between students who reported living on campus as compared with students who reported living off campus, there were significant differences between students who were enrolled in an online program vs. students who reported taking in-person classes. Online students viewed campus as significantly safer than in-person students. The results showed no differences in safety ratings based on Greek affiliation, distance from

campus, or international student status.

The CEA found that students who identified as having a disability were more likely to rate the campus as not safe than students who did not identify as having a disability (14% vs. 7%). These differences were statistically significant ($p < .05$).

Although students who identified as Hispanic were no different from other students in regard to how unsafe they viewed the campus, they were significantly more likely to report the campus as safe than other students (79.3%) and less likely to be neutral about safety.

The data showed no significant differences among racial groups and none based on sexual orientation. However, there were significant differences between men vs. the population (excluding unknowns) and women vs. the population (excluding unknowns).

RESPONSES BY GENDER

	N	MORE NEGATIVE	MORE NEUTRAL	MORE POSITIVE
MEN	490	7.8%	25.3%	66.9%
WOMEN	1,237	8.1%	37.9%	54.1%
GENDER QUEER	24	16.7%	41.7%	41.7%
OTHER	28	14.2%	32.1%	53.5%
UNKNOWN	936	10.4%	34.7%	54.9%
TOTAL	2,715	9.0%	34.5%	56.5%

Men reported UAB to be significantly more safe than women. They were also significantly less likely to be neutral about safety than those who identified as women. In addition, students with a gender identity

other than male or female were more likely to rate the campus as not safe than male or female students (15% vs. 8%).

DIVERSITY AND INCLUSION

Perceptions of Respectful Treatment

One goal of college is to encourage students to embrace diverse perspectives, engage in academic and social activities that inspire them to appreciate differences, and treat other people with respect. The summary below outlines responses from UAB students who rated the degree of respectful treatment for students of different cultures, backgrounds, and experiences:

PLEASE INDICATE HOW RESPECTFULLY EACH OF THE FOLLOWING GROUPS IS TREATED AT UAB.

ITEM	EXTREMELY DISRESPECTFULLY	SOMEWHAT DISRESPECTFULLY	NEITHER	SOMEWHAT RESPECTFULLY	EXTREMELY RESPECTFULLY	DON'T KNOW
FEMALE STUDENTS	20 1.1%	124 6.6%	152 8.1%	644 34.1%	799 42.3%	149 7.9%
MALE STUDENTS	14 0.7%	35 1.9%	130 6.9%	495 26.2%	1,037 55.0%	176 9.3%
STUDENTS OF DIFFERENT RACES OR ETHNICITIES	56 3.0%	174 9.2%	147 7.8%	573 30.3%	789 41.8%	150 7.9%
LGBTQ+ STUDENTS	41 2.2%	138 7.3%	184 9.8%	531 28.1%	711 37.7%	282 14.9%
STUDENTS WITH DISABILITIES	41 2.2%	122 6.5%	172 9.1%	472 25.0%	834 44.2%	245 13.0%
STUDENTS OF DIFFERENT RELIGIONS	43 2.3%	177 9.4%	174 9.2%	494 26.2%	756 40.0%	244 12.9%
INTERNATIONAL STUDENTS	35 1.9%	126 6.7%	170 9.0%	479 25.4%	823 43.6%	255 13.5%
STUDENTS WITH DIFFERENT POLITICAL VIEWS	127 6.7%	309 16.4%	338 17.9%	432 22.9%	421 22.3%	260 13.8%
STUDENTS FROM LOW-INCOME BACKGROUNDS	52 2.8%	152 8.1%	232 12.3%	466 24.7%	680 36.0%	305 16.2%
STUDENTS WHO ARE VETERANS	13 0.7%	29 1.5%	182 9.7%	355 18.8%	840 44.6%	465 24.7%
STUDENTS FOR WHOM ENGLISH IS NOT THEIR FIRST LANGUAGE	37 2.0%	184 9.8%	227 12.0%	474 25.1%	637 33.8%	328 17.4%
OLDER STUDENTS	25 1.3%	120 6.4%	225 12.0%	473 25.2%	745 39.6%	292 15.5%

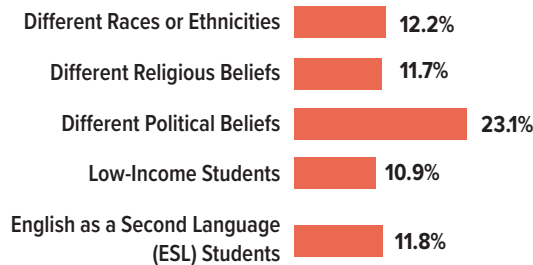
RESPECT/TREATMENT BY GROUPS

More than 75% of students indicated that all groups except one were treated extremely or somewhat respectfully. Respondents reported that male students and veterans were treated most respectfully. By far, respondents regarded students with different political views as the group treated most disrespectfully.



GROUPS TREATED DISRESPECTFULLY

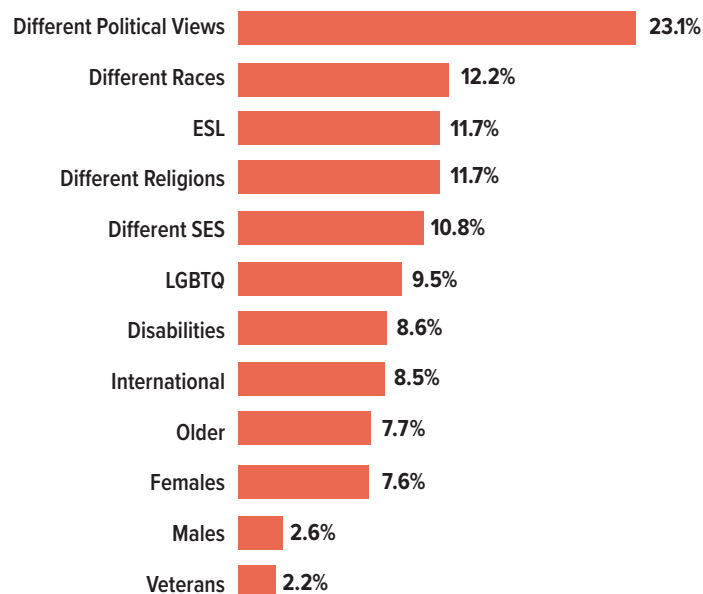
More than 10% of respondents said that the following groups of students were treated extremely or somewhat disrespectfully:



Less than 10% of respondents said that female, male, LGBTQ+, disabled, international, veteran, and older students were treated extremely or somewhat disrespectfully. The percentage of students who indicated that LGBTQ+ students were treated somewhat or extremely disrespectfully was a little less than 10%.

While more than 10% of students rated the treatment of several different groups of students as disrespectful, almost one-quarter of students rated the treatment of students with different political views as extremely or somewhat disrespectful. Nearly 7% of students felt that students with different political beliefs were treated extremely disrespectfully, and another 16% felt that they were treated somewhat disrespectfully. This result was more than double the number of students who felt that any other student group was treated disrespectfully. A Friedman's test (a nonparametric test similar to an analysis of variance, or ANOVA, test) found statistically significant differences between the responses for different political views and all other items.

DISRESPECT BY GROUP



Students from racial minority groups were about twice as likely to rate the treatment of students of different races as disrespectful than White students did. Among Black/African American students, 22% reported that students of different racial groups were treated disrespectfully. The survey showed similar results for students with disabilities. While only 7% of students who did not identify as having a disability rated the treatment of students with disabilities as disrespectful, 21% of students who reported having a disability felt the treatment of students with disabilities was disrespectful.

More than a quarter of students (27%) who identified as gender queer or other rated the

treatment of LGBTQ+ students as disrespectful, compared with 10% of female students and 8% of male students. And significantly more students who identified as not heterosexual (20%) or other (24%) rated the treatment of LGBTQ+ students as disrespectful than students who identified as heterosexual (7%).

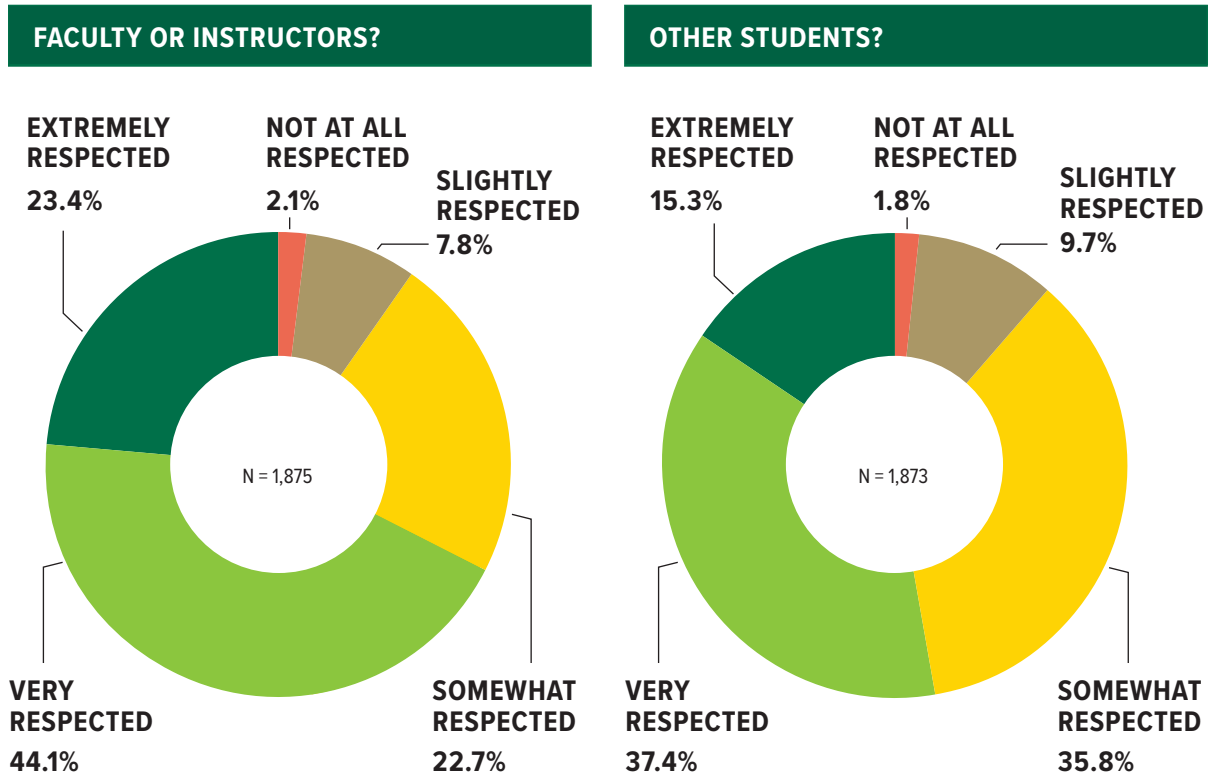
Students also rated respectful treatment in the classroom. These items asked students to consider the degree of respect they felt their comments and questions received from instructors and other students. The table below summarizes their responses:

TREATMENT IN THE CLASSROOM

	NOT AT ALL RESPECTED	SLIGHTLY RESPECTED	SOMEWHAT RESPECTED	VERY RESPECTED	EXTREMELY RESPECTED
FROM YOUR FACULTY AND INSTRUCTORS	39 2.1%	146 7.8%	426 22.7%	826 44.1%	438 23.4%
FROM OTHER STUDENTS	34 1.8%	181 9.7%	670 35.8%	701 37.4%	287 15.3%

Students reported that faculty respected their comments and questions more than other students respected them. A Friedman's test revealed that the differences in students' responses about respect from instructors and respect from other students were statistically significant ($p < .05$).

HOW MUCH DO YOU FEEL YOUR COMMENTS/QUESTIONS ARE RESPECTED BY



Undergraduate students, as a group, responded to these items statistically differently than graduate students. Undergraduates reported feeling significantly less respected by both instructors and other students than graduate students did.

Students in an online program were slightly more positive about respect from instructors and students than their in-person program peers. Statistically, online students were significantly less likely to feel somewhat respected and extremely respected by instructors and students when compared with students not enrolled in an online program.

For the faculty item, African American students, when compared to all other groups, chose the “disrespected” side of the scale significantly more than other students. However, the data showed no differences for the student item. Responses from students who identified as Hispanic or Latinx showed no statistical differences with responses from students who did not identify as Hispanic/Latinx.

Students also reported on another indicator of respectful treatment: whether and how often they felt expected to represent their identity’s “point of view” in class. Summary frequency and percentages appear in the adjacent table. Only students who answered “yes” to the first item were directed to the second item.

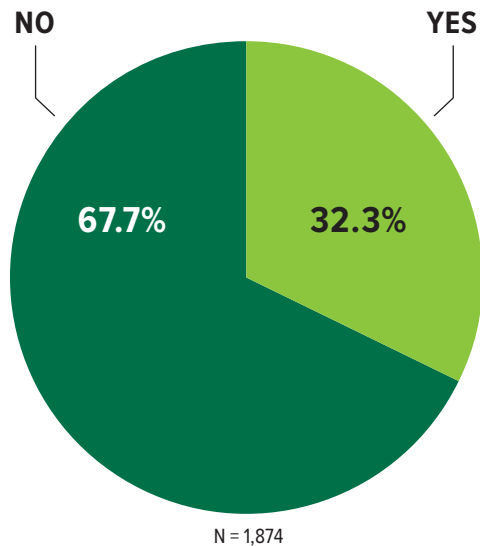
DURING THIS SEMESTER, HAVE YOU EVER FELT EXPECTED TO REPRESENT THE “POINT OF VIEW” OF YOUR IDENTITY (YOUR RACE, ETHNICITY, GENDER, SEXUAL ORIENTATION, DISABILITY, RELIGION, SOCIOECONOMIC STATUS, OR COUNTRY OF ORIGIN) IN YOUR CLASSES?

	OVERALL N	%
YES	605	32.3%
NO	1,269	67.7%
TOTAL	1,874	100.0%
HOW OFTEN HAVE YOU FELT THIS WAY?	OVERALL N	%
ALMOST NEVER	26	4.3%
RARELY	129	21.5%
SOMETIMES	284	47.3%
VERY OFTEN	127	21.2%
EXTREMELY OFTEN	34	5.7%
TOTAL	600	100.0%

About one-third (32.3%) of student respondents reported that they had been expected to represent

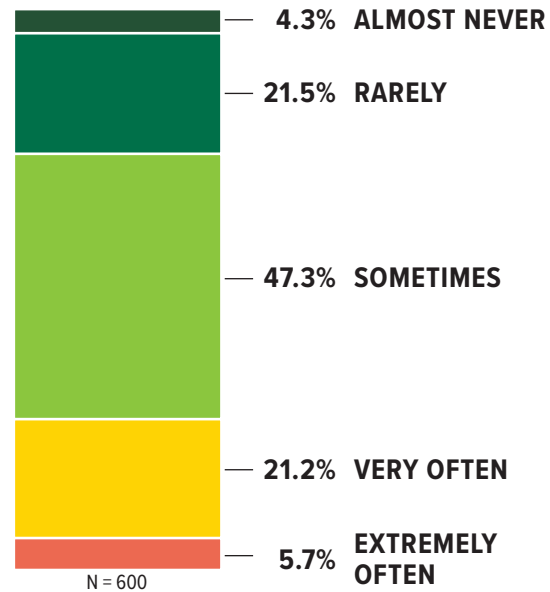
their identity's point of view. Of those 605 students, 27% reported feeling that way extremely or very often.

DURING THIS SEMESTER, HAVE YOU EVER FELT EXPECTED TO REPRESENT THE "POINT OF VIEW" OF YOUR IDENTITY IN YOUR CLASSES?



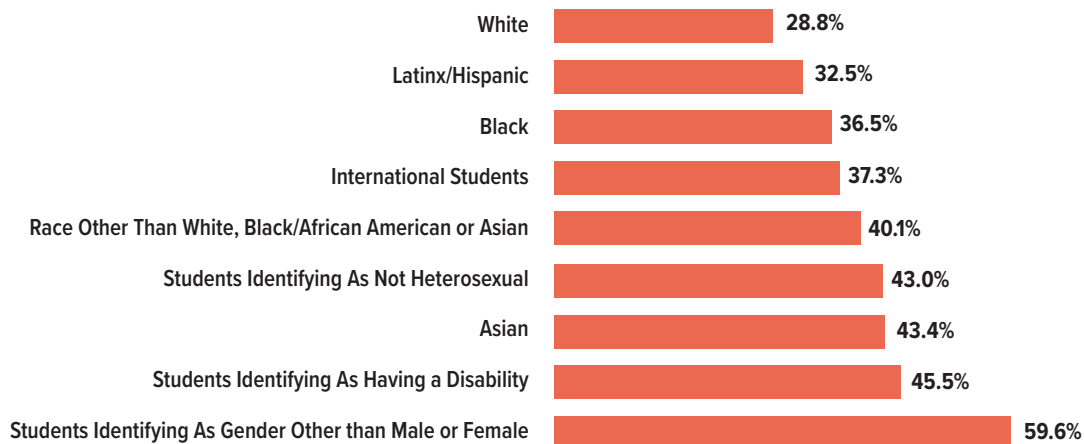
Respondents in some groups reported feeling that way at a higher rate than others. In fact, for some groups, well over one-third of students reported that they had been asked to represent their identity's point

HOW OFTEN HAVE YOU FELT THIS WAY?



of view within the past semester. White students felt this way significantly less often than many other students.

SUBGROUP BREAKDOWN



Students who identified as Asian answered "yes" to the item at a rate of 43.4%, compared to 36.5% of Black or African American students and 28.8% of White students. About 45% of students who identified as two or more races answered "yes" to the item. The differences were statistically significant ($p < .05$).

Although men and women answered the item

statistically similarly (about 28% answered "yes"), two-thirds (66.7%) of students who identified as gender queer answered "yes" to this item, and more than half of students who identified as other answered "yes." And almost half (45.5%) of students who reported having a disability answered "yes" about being asked to represent their identity's point of view.

Student and Institutional Commitment to Diversity

Students answered several questions about the time they spent with diverse groups of students, the importance of sensitivity to other people’s perspectives, and their feelings about UAB’s institutional commitment to diversity. Nearly all students (93%) felt that it was at least somewhat important that UAB has a strong commitment to diversity.

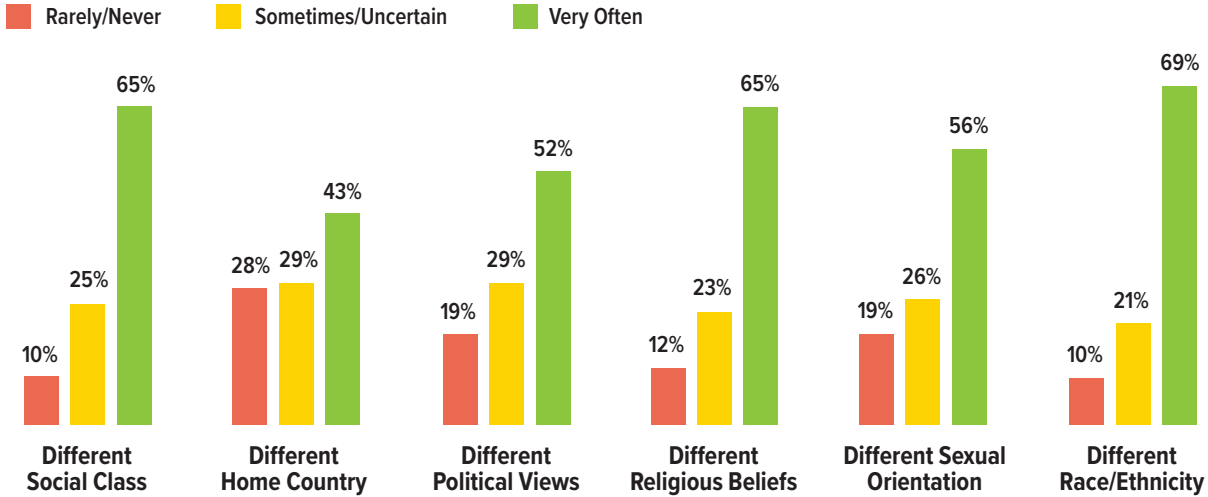
When asked how often they spent time with students who are different from them, the vast majority of students gave these responses: sometimes, often, or extremely often. The table below summarizes their responses:

DURING THE CURRENT SCHOOL YEAR, HOW OFTEN HAVE YOU SPENT TIME WITH PEOPLE FROM THE FOLLOWING GROUPS OUTSIDE OF CLASS?

ITEM	NEVER	RARELY	SOMETIMES	VERY OFTEN	EXTREMELY OFTEN	DON'T KNOW
STUDENTS WHO ARE OF A RACE OR ETHNICITY OTHER THAN YOUR OWN	56 3.1%	123 6.8%	353 19.6%	506 28.2%	737 41.0%	22 1.2%
STUDENTS WHO HAVE A SEXUAL ORIENTATION OTHER THAN YOUR OWN	135 7.5%	198 11.0%	380 21.1%	442 24.6%	561 31.2%	81 4.5%
STUDENTS WHO HAVE RELIGIOUS OR SPIRITUAL BELIEFS OTHER THAN YOUR OWN	77 4.3%	138 7.7%	342 19.1%	519 28.9%	651 36.3%	67 3.7%
STUDENTS WHO HAVE POLITICAL VIEWS OTHER THAN YOUR OWN	103 5.7%	244 13.6%	418 23.3%	484 27.0%	452 25.2%	94 5.2%
STUDENTS WHO ARE FROM A COUNTRY OTHER THAN YOUR OWN	169 9.4%	326 18.2%	473 26.4%	379 21.1%	396 22.1%	51 2.8%
STUDENTS WHO ARE FROM A SOCIAL CLASS OR ECONOMIC STATUS OTHER THAN YOUR OWN	64 3.6%	116 6.5%	354 19.7%	565 31.5%	592 33.0%	102 5.7%

About two-thirds of students reported that they spent time very often or extremely often with students of different religious beliefs, races, and social classes. Students were least likely to report spending time with students from different countries, students with different political views, and students of different sexual orientations.

TIME SPENT WITH DIVERSE STUDENTS

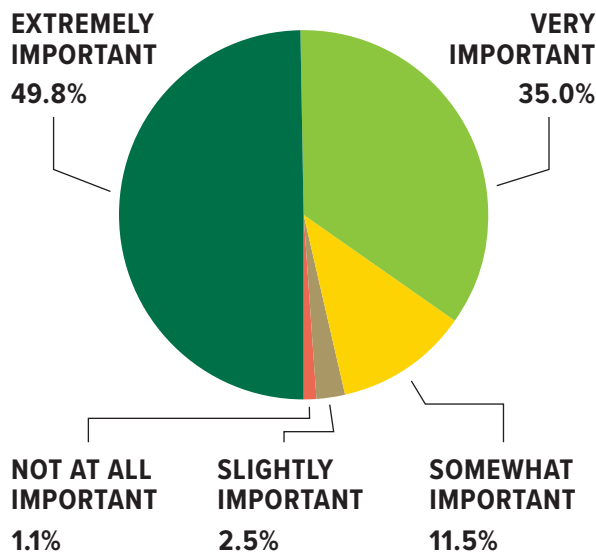


Students also rated the importance of being sensitive to other people’s perspectives. A large majority of students (85%) responded that it was extremely or very important.

When asked about their own commitment to diversity, significantly fewer students answered that

they were extremely or very committed. However, students felt that it was extremely or very important that UAB has a strong commitment to diversity, which indicates that they value diversity at the institutional level.

HOW IMPORTANT IS IT TO BE SENSITIVE TO OTHERS’ PERSPECTIVES?



UAB Students Are Extremely Committed or Very Committed to Diversity



Extremely or Very Important That UAB Has a Strong Commitment to Diversity



Being Sensitive to the Perspectives of Others Is Extremely or Very Important



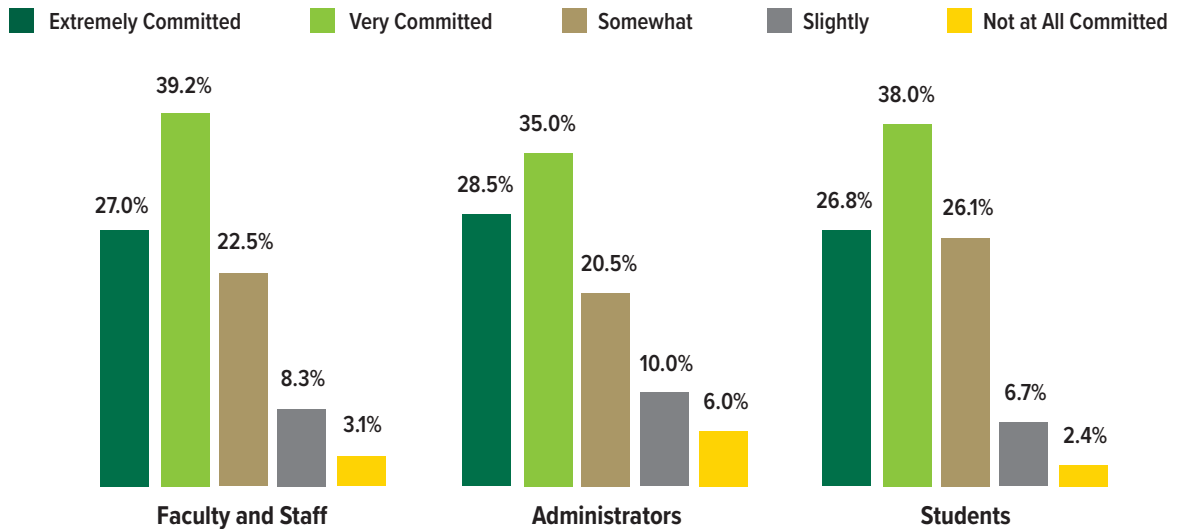
Most students also believed that UAB faculty, staff, administrators, and other students were very or extremely committed to diversity.

FREQUENCIES AND PERCENTAGES RELATED TO DIVERSITY COMMITMENT

ITEM	NOT AT ALL COMMITTED	SLIGHTLY COMMITTED	SOMEWHAT COMMITTED	VERY COMMITTED	EXTREMELY COMMITTED
HOW COMMITTED DO YOU FEEL UAB FACULTY AND STAFF ARE TO DIVERSITY?	55 3.1%	149 8.3%	404 22.5%	705 39.2%	485 27.0%
HOW COMMITTED DO YOU FEEL UAB ADMINISTRATORS ARE TO DIVERSITY?	108 6.0%	179 10.0%	369 20.5%	629 35.0%	511 28.5%
HOW COMMITTED DO YOU FEEL UAB STUDENTS ARE TO DIVERSITY?	44 2.4%	121 6.7%	468 26.1%	682 38.0%	481 26.8%

Around 65% of respondents felt that UAB was very or extremely committed to diversity, as reflected in their ratings for faculty/staff (66.2%), administrators (63.5%), and students (64.8%). On the other end of the scale, more students believed that administrators were not at all or slightly committed to diversity (16%) than students who believed faculty/staff and students were not at all or slightly committed (11.4%).

COMMITMENT TO DIVERSITY



Although results were mostly positive for the overall group, subgroups of students responded differently. For example, the students' year in school appeared to relate to their beliefs about faculty/staff commitment to diversity.

DIVERSITY COMMITMENT BY YEAR IN SCHOOL

HOW COMMITTED DO YOU FEEL UAB FACULTY AND STAFF ARE TO DIVERSITY?	NOT AT ALL COMMITTED	SLIGHTLY COMMITTED	SOMEWHAT COMMITTED	VERY COMMITTED	EXTREMELY COMMITTED
FRESHMEN/SOPHOMORES	9 1.6%	25 4.5%	128 23.0%	230 41.4%	164 29.5%
JUNIORS/SENIORS	21 3.2%	62 9.5%	147 22.4%	246 37.5%	180 27.4%
GRADUATE STUDENTS	20 3.8%	56 10.5%	116 21.8%	210 39.5%	129 24.3%

The pattern held true for items about administrator commitment and student commitment. In comparison to junior/senior students or graduate students, freshman/sophomore students tended to report that staff, faculty, administrators, and other students were more committed to diversity.

Race related to other dramatic differences. The table below represents response patterns for students who identified as Black or African American:

DIVERSITY COMMITMENT RESPONSES FROM BLACK/AFRICAN AMERICAN STUDENTS

ITEM	NOT AT ALL COMMITTED	SLIGHTLY COMMITTED	SOMEWHAT COMMITTED	VERY COMMITTED	EXTREMELY COMMITTED
HOW COMMITTED DO YOU FEEL UAB FACULTY AND STAFF ARE TO DIVERSITY?	21 7.4%	34 11.9%	90 31.6%	97 34.0%	43 15.1%
HOW COMMITTED DO YOU FEEL UAB ADMINISTRATORS ARE TO DIVERSITY?	25 8.8%	51 17.9%	73 25.6%	94 33.0%	42 14.7%
HOW COMMITTED DO YOU FEEL UAB STUDENTS ARE TO DIVERSITY?	19 6.7%	28 9.9%	82 28.9%	96 33.8%	59 20.8%

The percentage of Black or African American students who reported that UAB is not at all or slightly committed to diversity was significantly higher than the overall population of student respondents. More than one-quarter of Black students (26.7%) felt that UAB administrators were not at all committed to diversity, compared to only 6% of the overall population. Almost 20% of Black students also thought that faculty/staff were not at all committed to diversity, and 16.6% felt that students were not at all committed. These differences were statistically significant (p<.05).

Asian students, students of two or more races, and students who identified as Hispanic were more likely than White students to say that UAB administrators, faculty/staff, and students were not at all or only slightly committed to diversity—although the differences were not as stark as they were for Black/African American students. Similarly, students who identified as gender queer/other or who reported having a disability were less likely than those who identified as male or female to say that administrators, faculty/staff, and students were committed to diversity. These differences were all statistically significant (p<.05).

HOSTILE, HARASSING, AND INTIMIDATING BEHAVIOR

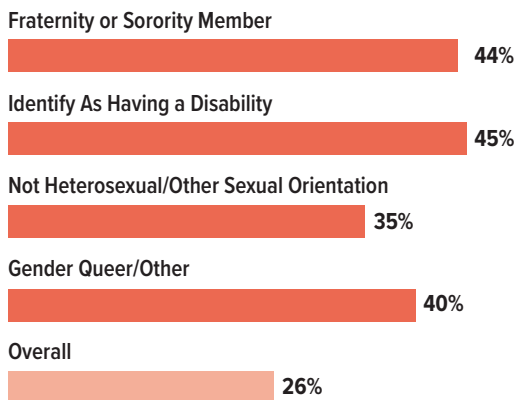
Incidents of Hostile, Harassing, and Intimidating Behavior

The survey asked students if they had experienced or witnessed any acts of hostile, harassing, or intimidating behavior. Students answering “yes” were prompted to provide additional information and had the opportunity to share their experiences.

AT UAB, HAVE YOU EVER PERSONALLY EXPERIENCED OR PERSONALLY WITNESSED ANYTHING YOU WOULD CONSIDER TO BE AN ACT OF HOSTILE, HARASSING, OR INTIMIDATING BEHAVIOR?	OVERALL	
	N	%
YES	493	26.3%
NO	1,381	73.7%
TOTAL	1,874	100.0%

A little more than 25% of students reported that they had witnessed or experienced such behavior. Several subgroups of students reported even higher rates of witnessing or experiencing these behaviors.

SUBGROUP BREAKDOWN



As seen above, 40% or more of students who identified as members of a sorority or fraternity, as having a disability, or as gender queer or other reported witnessing or experiencing at least one instance of intimidating, harassing, or hostile behavior. Additionally, 35% of students who identified as a sexual orientation other than heterosexual reported witnessing at least one instance of such behavior.

When asked about the target of the behavior, student respondents mentioned themselves most frequently. “Another student” was the second most common response.

WHO WAS THE TARGET OF THE HOSTILE, HARASSING, OR INTIMIDATING BEHAVIOR THAT YOU EXPERIENCED OR WITNESSED?

	#	%
ME	212	44.0%
ANOTHER STUDENT	170	35.3%
TEACHING ASSISTANT	1	0.2%
GRADUATE STUDENT	19	3.9%
A FACULTY MEMBER/INSTRUCTOR	8	1.7%
ADVISOR	0	0.0%
OTHER UAB EMPLOYEE	16	3.3%
A STRANGER	23	4.8%
OTHER, PLEASE TELL US	33	6.8%
TOTAL	482	100%

Almost half (44%) of students reporting an incident were the target of the incident—representing about 10% of the total population of student respondents. Another 35% of students said the incident happened to another student. Some responses explained under “other, please tell us” included pedestrians, drivers, campus graffiti, flyers and posters, conservatives, and LGBTQ+ people.

Students most frequently reported that other students committed the incident.

WHO COMMITTED THE INCIDENT?

	#	%
ANOTHER STUDENT	202	42.1%
TEACHING ASSISTANT	15	3.1%
GRADUATE STUDENT	16	3.3%
A FACULTY MEMBER/INSTRUCTOR	87	18.1%
ADVISOR	5	1.0%
OTHER UAB EMPLOYEE	45	9.4%
A STRANGER	63	13.1%
UNKNOWN	23	4.8%
OTHER, PLEASE TELL US	24	5.0%
TOTAL	480	100.0%

Although “another student” was the most common response, accounting for 42% of answers, respondents mentioned faculty members/instructors (18%), other UAB employees (9%), and strangers (7%) at a notable rate. “Other, please tell us” responses included an activist group, a landlord, a visitor to campus, a driver, a resident assistant, a student’s former partner, a patient, a postdoctoral scholar, and an administrator.

More than 20% of respondents said that the incident occurred in a UAB classroom.

WHERE DID IT OCCUR?

	#	%
CLASSROOM	103	21.6%
FACULTY OR STAFF OFFICE	47	9.9%
UAB RESIDENCE HALL	54	11.3%
FRATERNITY OR SORORITY HOUSE	5	1.1%
OTHER OFF-CAMPUS HOUSING	28	5.9%
CAMPUS BUS	2	0.4%
SPORTING EVENT	5	1.1%
DINING HALL	4	0.8%
HILL STUDENT CENTER	37	7.8%
LIBRARY	15	3.2%
CAMPUS RECREATION CENTER	2	0.4%
STUDENT ORG. OFFICE OR EVENT	17	3.6%
OTHER, PLEASE TELL US	157	33.0%

In addition to classroom incidents, 10% of incidents occurred in the office of a faculty or staff member. Another 11% occurred in a residence hall, and 6% of incidents took place in off-campus housing. The Hill Student Center, mentioned in 37 student responses, was the site of approximately 8% of incidents. The 157 students who selected “other, please tell us” reported incidents occurring on walkways between or just outside campus buildings; on the Campus Green; in labs or study/conference rooms; at bus stops; and in UAB lobbies, parking decks, and hallways. Several students also mentioned online, email, and social media platforms as the sites where incidents occurred.

Stalking and Harassment

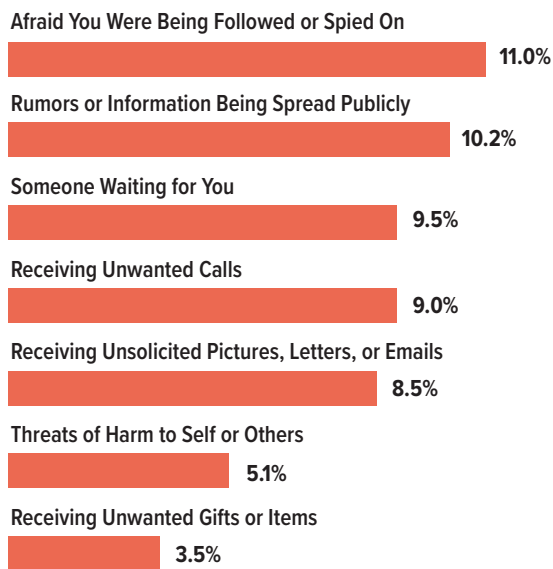
Students reported on their experiences with stalking and harassment behaviors. The table below shows the percentage of students responding whether they had felt nervous or afraid because of someone who repeatedly engaged in a series of intimidating behaviors:

AT UAB, HAVE YOU EVER FELT NERVOUS OR AFRAID BECAUSE OF SOMEONE WHO REPEATEDLY:

ITEM	YES	NO
MADE UNWANTED PHONE CALLS TO YOU?	176 9.0%	1,777 91.0%
SENT YOU UNSOLICITED PICTURES, LETTERS, EMAILS, OR OTHER WRITTEN CORRESPONDENCE?	166 8.5%	1,785 91.5%
FOLLOWED OR SPIED ON YOU?	215 11.0%	1,735 89.0%
SHOWED UP AT PLACES WHERE YOU WERE OR WAITED OUTSIDE FOR YOU WITHOUT CAUSE?	186 9.5%	1,762 90.5%
LEFT YOU UNWANTED GIFTS, FLOWERS, OR OTHER ITEMS?	69 3.5%	1,878 96.5%
POSTED INFORMATION OR SPREAD RUMORS ABOUT YOU USING WORD OF MOUTH, THE INTERNET, OR OTHER PUBLIC FORUM?	198 10.2%	1,750 89.8%
THREATENED TO HARM YOU, A FAMILY MEMBER, FRIEND, COWORKER, OR PET?	99 5.1%	1,851 94.9%

As seen in the table, the vast majority of student respondents had not experienced any of the described behaviors. Spying/being followed and public rumors were the most commonly reported fears—both indicated by a little more than 10% of students. Receiving unwanted gifts and direct threats of harm were the incidents that respondents cited the least.

EXPERIENCES WITH STALKING OR HARASSMENT BEHAVIORS



Compared to the average for respondents, approximately twice as many students in certain underrepresented groups reported feeling nervous/afraid due to at least one of the described threats. These groups included the following:

- Muslim students;
- Students of races other than White;
- Black/African American students;
- Asian students;
- students who did not identify as heterosexual; and
- students with disabilities.

For example, while approximately 9% of all respondents reported being nervous/afraid due to unwanted calls, 18% of individuals with disabilities reported being nervous for that reason. The data showed similar results for all of the groups listed above for at least one behavior presented on the survey.

Responses to these items showed other notable, statistically significant differences. Compared to the average for respondents, students in fraternities or sororities were twice as likely to report feeling

nervous because of at least one of the threats. Statistically, they were significantly more likely to respond “yes” about feeling afraid as a result of experiencing the following behaviors, in comparison to students who reported not being a fraternity or sorority member:

- receiving unwanted phone calls;
- receiving unsolicited pictures, letters, emails, or other written correspondence;
- being followed or spied upon; or
- having information or rumors about you shared by word of mouth, the Internet, or another public forum.

Juniors/seniors were significantly more likely than freshmen/sophomores to report that others had shared information or rumors about them by word of mouth, the Internet, or another public forum. International students also were statistically more likely to respond the same way on that item. Students who reported living off campus were significantly more likely than students living on campus to say they had felt afraid because someone had made unwanted calls to them.

Students who identified as gender queer or other answered these items very differently than those who identified as male or female. For example, 7.9% of men and 9% of women said they felt afraid because someone had repeatedly made unwanted phone calls to them, but 25% (six of 24) of those who identified as gender queer said they felt afraid for this reason. This pattern was fairly stable across all of the items. The difference stands out even more when comparing men and women to each other because the data showed no statistical differences on any of the items. The sample size for the gender queer group was very small, however.

SEXUAL ASSAULT AND MISCONDUCT

Perceptions of Leadership

Students rated their perceptions of UAB leadership in the prevention of sexual assault and misconduct as well as responsiveness to complaints. At least 75% of students strongly agreed or agreed with positive statements about UAB’s commitment, services, and education for these issues. The table summarizes responses to the items:

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS. PLEASE ANSWER AS BEST AS YOU CAN WHEN THINKING ABOUT UAB:

ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
SEXUAL HARASSMENT IS NOT TOLERATED AT UAB	1,289 52.5%	960 39.1%	167 6.8%	38 1.5%
SEXUAL ASSAULT PREVENTION IS AN IMPORTANT GOAL AT UAB	1,183 48.3%	1,029 42.1%	202 8.3%	33 1.3%
UAB EDUCATES STUDENTS ABOUT SEXUAL ASSAULT (WHAT CONSENT MEANS, HOW TO DEFINE SEXUAL ASSAULT, ETC.)	915 37.4%	1,014 41.4%	433 17.7%	87 3.6%
UAB DOES EVERYTHING POSSIBLE TO PREVENT SEXUAL ASSAULT FROM HAPPENING	734 30.1%	1,094 44.8%	501 20.5%	113 4.6%
UAB PROVIDES APPROPRIATE SERVICES TO VICTIMS OF SEXUAL ASSAULT	809 33.5%	1,260 52.1%	288 11.9%	60 2.5%

As seen in the table, the vast majority of responding students agreed or strongly agreed that:

- sexual harassment is not tolerated at UAB (92%);
- sexual assault prevention is an important goal of UAB (90%); and
- UAB provides appropriate services to victims of sexual assault (86%).

The items with the lowest level of agreement from students were “UAB does everything possible to prevent sexual assault from happening” and “UAB educates students about sexual assault.” While more than 85% of students agreed or strongly agreed with all other items, 75% of students agreed or strongly agreed that UAB does everything possible to prevent sexual assault, and 79% of students agreed or strongly agreed that UAB educates students about sexual assault.

Students from different subgroups responded to the items differently. In general, undergraduate students were more likely to agree with the statements. For example, more than 90% of undergraduates agreed or strongly agreed that UAB educates students about sexual assault. However, only 70% of graduate students responded the same.

Around 80% of heterosexual students agreed or strongly agreed that UAB educates students about sexual assault, but approximately 70% of students identifying as not heterosexual or other sexual orientation agreed or strongly agreed. About 90% of male students and 82% of females agreed or strongly agreed that UAB does everything it can to prevent sexual assault. However, only 58% of students identifying as gender queer or other agreed or strongly agreed that UAB does everything it can to prevent sexual assault.

Concerning UAB's response to sexual assault, most students agreed or strongly agreed that UAB would take their case seriously (85%), protect their privacy (90%), and treat them with respect (90%).

IF I WERE SEXUALLY ASSAULTED, I BELIEVE UAB WOULD:

ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
TAKE MY CASE SERIOUSLY	884 39.5%	1,012 45.2%	264 11.8%	79 3.5%
PROTECT MY PRIVACY	985 44.0%	1,038 46.4%	159 7.1%	57 2.5%
TREAT ME WITH RESPECT	952 42.6%	1,057 47.3%	175 7.8%	51 2.3%

Statistically, freshmen/sophomores were significantly more likely to agree or strongly agree with the statements than either juniors/seniors or graduate students. Graduate students and juniors/seniors answered two of the items similarly but gave statistically different responses about whether UAB would take their case seriously. Approximately 78% of juniors/seniors agreed or strongly agreed, as opposed to 84% of graduate students.

International students also were statistically more likely to strongly agree or agree with the statements than other students.

ITEM	INTERNATIONAL STUDENTS		NOT INTERNATIONAL STUDENTS	
	STRONGLY AGREE/ AGREE	DISAGREE/ STRONGLY DISAGREE	STRONGLY AGREE/ AGREE	DISAGREE/ STRONGLY DISAGREE
TAKE MY CASE SERIOUSLY	97 94.2%	6 5.9%	1,407 83.4%	280 16.6%
PROTECT MY PRIVACY	99 96.1%	4 3.9%	1,508 89.4%	178 10.6%
TREAT ME WITH RESPECT	100 98.0%	2 2.0%	1,503 89.3%	181 10.7%

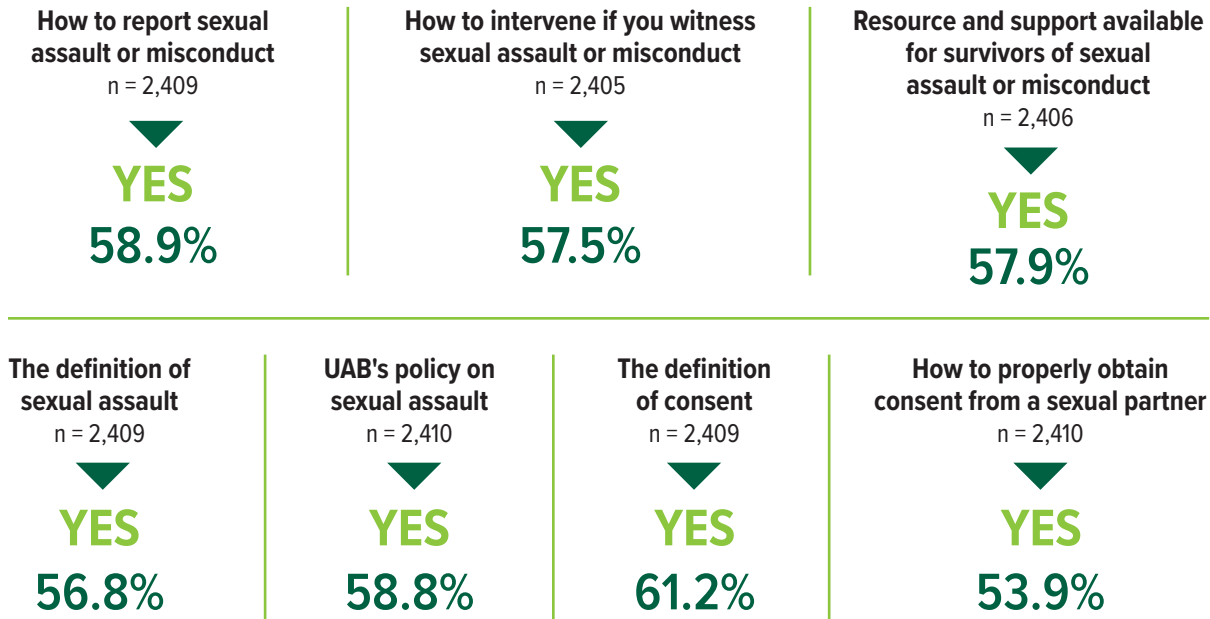
Black/African American students were statistically less likely to strongly agree or agree that, if they were sexually assaulted, UAB would take their case seriously (80.7%) than Asian (86.8%) or White (85.5%) students. Asian students strongly agreed or agreed on the other two items more than all other groups combined. The differences were statistically significant between Asian students and Black/African American students on the item asking whether UAB would respect their privacy—and between Asian students and White students on the item asking whether UAB would treat them with respect.

The data showed no statistical differences between men and women when combining responses of “strongly agree” and “agree” and also “strongly disagree” and “disagree” for any of the items. Women were less likely to strongly agree with each of the items. For example, 45.7% of men strongly agreed that, if they were sexually assaulted, UAB would take their case seriously, compared to 36.8% of women. Students who identified as either gender queer or other were statistically different from men but not from women on each of the three items.

Education and Training

Students were asked about opportunities to attend workshops and training about policies and procedures regarding sexual assault and misconduct. They also rated their level of understanding of definitions, rules, and regulations regarding sexual assault and harassment.

Specifically, students were asked if they knew the following:



About 40% of student respondents indicated they had not attended any workshops or training that covered the definition of sexual assault, the definition of consent, the way to obtain consent from a partner, UAB's policies regarding sexual assault, the procedure for reporting sexual assault, the way to intervene as a witness, and resources for survivors. The following table shows the breakdown by frequency and percentage of respondents answering "yes" or "no" for each item:

HAVE YOU EVER ATTENDED AN ASSEMBLY, WORKSHOP, OR ANY OTHER TYPE OF TRAINING OR CLASSES OFFERED BY UAB THAT COVERED:

ITEM	YES	NO
THE DEFINITION OF SEXUAL ASSAULT?	1,368 56.8%	1,041 43.2%
UAB'S POLICY ON SEXUAL ASSAULT?	1,417 58.8%	993 41.2%
THE DEFINITION OF CONSENT?	1,475 61.2%	934 29.6%
HOW TO PROPERLY OBTAIN CONSENT FROM A SEXUAL PARTNER?	1,298 53.9%	1,112 46.1%
HOW TO REPORT SEXUAL ASSAULT OR MISCONDUCT?	1,419 58.9%	990 41.1%
HOW TO INTERVENE IF YOU WITNESS SEXUAL ASSAULT OR MISCONDUCT?	1,382 57.5%	1,023 42.5%
RESOURCES AND SUPPORT AVAILABLE FOR SURVIVORS OF SEXUAL ASSAULT OR MISCONDUCT?	1,394 57.9%	1,012 42.1%

A total of 711 students—about 30% of respondents—selected “no” for each item.

The data showed stark differences in the ways different subgroups of students responded—including statistically significant differences between undergraduate and graduate students, and specifically between freshmen/sophomores and other students. For example, undergraduates were most likely to have attended training (about 80%), and graduate students were least likely to have attended training (about 40%). While approximately 30% of overall students disagreed or strongly disagreed that they understood UAB’s policies and procedures for addressing sexual assault, knew the resources and support available for people who are assaulted,

and knew how to seek help and support if someone they knew were sexually assaulted, the rates of disagreement were about 40% for graduate students and only about 15% for underclassmen.

Students who said they lived on campus and those who lived off campus showed similar differences. The data also showed differences between transfer students and other students. Students living off campus and transfer students were less likely to report having attended training. While the junior/senior group and the transfer and off-campus groups overlapped significantly, it was notable that transfer students responded in a significantly different way to the items about education and training.

HAVE YOU EVER ATTENDED AN ASSEMBLY, WORKSHOP, OR ANY OTHER TYPE OF TRAINING OR CLASSES OFFERED BY UAB THAT COVERED:

ITEM	TRANSFER STUDENT		NOT A TRANSFER STUDENT	
	YES	NO	YES	NO
THE DEFINITION OF SEXUAL ASSAULT?	120 43.6%	155 56.4%	675 71.7%	266 28.3%
UAB’S POLICY ON SEXUAL ASSAULT?	128 46.5%	147 53.5%	691 73.4%	251 26.6%
THE DEFINITION OF CONSENT?	133 48.4%	142 51.6%	738 61.2%	203 21.6%
HOW TO PROPERLY OBTAIN CONSENT FROM A SEXUAL PARTNER?	116 42.2%	159 57.8%	672 71.3%	270 28.7%
HOW TO REPORT SEXUAL ASSAULT OR MISCONDUCT?	135 49.1%	140 50.9%	674 71.5%	268 28.5%
HOW TO INTERVENE IF YOU WITNESS SEXUAL ASSAULT OR MISCONDUCT?	123 44.7%	152 55.3%	700 74.5%	239 25.5%
RESOURCES AND SUPPORT AVAILABLE FOR SURVIVORS OF SEXUAL ASSAULT OR MISCONDUCT?	127 46.2%	148 53.8%	673 71.6%	267 28.4%

Students also provided insights about their understanding of UAB policies and procedures, available resources and support, and where to find help if they needed it. They also rated the fairness of policies and procedures.

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS, ANSWERING AS BEST AS YOU CAN WHEN THINKING ABOUT UAB:

ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I UNDERSTAND UAB’S POLICIES AND PROCEDURES FOR ADDRESSING REPORTED INCIDENTS OF SEXUAL ASSAULT	800 34.2%	895 38.3%	539 23.1%	104 4.4%
I KNOW WHAT RESOURCES AND SUPPORT ARE AVAILABLE FOR PEOPLE WHO EXPERIENCE SEXUAL ASSAULT	782 33.5%	866 37.1%	568 24.3%	119 5.1%
IF SOMEONE I KNEW WERE SEXUALLY ASSAULTED, I KNOW WHAT TO DO TO SEEK HELP AND SUPPORT FROM UAB	747 32.0%	816 35.0%	625 26.8%	145 6.2%
AT UAB, CONSEQUENCES FOR COMMITTING SEXUAL ASSAULT ARE FAIR	737 32.3%	1,061 46.5%	387 16.9%	99 4.3%

A little more than two-thirds of students agreed or strongly agreed that they understood UAB policies and procedures, were aware of available resources, and knew how to seek help and support. That means well over a quarter of students disagreed or strongly disagreed with the first three statements.

Freshmen/sophomores answered statistically differently from the rest of the population. They were more likely to agree or strongly agree. For example, 85.4% of freshman/sophomore respondents either strongly agreed or agreed with the first item, compared with 70.4% of juniors/seniors and 60.1% of graduate students. The differences were statistically significant and sustained across all three items. Along the same lines, juniors/seniors were statistically more likely to agree with the first three items than graduate students.

Students involved in a fraternity or sorority were statistically more likely to agree or strongly agree with the three items regarding policies, resources, and seeking support. For example, 90.5% of students who identified as active in the Greek system either strongly agreed or agreed that they understood UAB’s policies and procedures for addressing sexual assault, compared with 71.5% of students not involved with a sorority or fraternity.

International students gave statistically different responses to the first two items in this section. For example, 84.4% of international students strongly agreed or agreed that they knew about resources and support for people who experienced sexual assault, compared with 71.3% of other students.

While the data showed no statistical differences based on race, it did show significant differences based on gender. On all three items, students who identified as men strongly agreed or agreed in significantly different ways than students who identified as women. Specifically, males were more likely to strongly agree about each statement than females or gender queer/other respondents, and they were less likely to disagree than either group. However, the small sample size for the gender queer/other group makes definitive conclusions problematic. The tendency for significant differences to emerge among responses from individuals who identify as gender queer or other indicates a need for further exploration.

Close to 80% of students agreed or strongly agreed that the consequences for committing assault were fair. The results showed no differences between undergraduate students and graduate students on this item, and no differences based on race. However,

students who identified as male responded differently than those who identified as female, gender queer, or other. Significantly fewer women and gender

queer/other students agreed or strongly agreed that consequences for committing assault were fair.

Likelihood of Reporting

Students were asked if they were likely to reach out to administrators, faculty, campus crisis centers, or campus police if they were sexually assaulted. The table below summarizes their responses:

HOW LIKELY OR UNLIKELY WOULD YOU BE TO GO TO OR GET IN TOUCH WITH THE FOLLOWING GROUPS OR ORGANIZATIONS AT UAB IF YOU WERE SEXUALLY ASSAULTED?

ITEM	VERY LIKELY	LIKELY	NOT LIKELY	NOT AT ALL LIKELY
UAB ADMINISTRATORS, FACULTY, OR STAFF	613 27.5%	736 33.0%	645 28.9%	239 10.7%
A UAB CRISIS CENTER, HELPLINE, HOSPITAL OR A HEALTH CARE CENTER	1,124 50.4%	813 36.5%	224 10.0%	69 3.1%
UAB CAMPUS POLICE	1,041 46.6%	719 32.2%	320 14.3%	153 6.9%

As a whole, students reported that they were least likely to reach out to UAB administrators, faculty, or staff and most likely to reach out to a UAB crisis center, help line, hospital, or health care center. Most concerning is that 13.1% of students reported that they were not likely or not likely at all to reach out to a UAB crisis center, help line, hospital, or health care center. More than 20% said they were not likely or not likely at all to reach out to UAB campus police.

Juniors/seniors were significantly less likely than freshmen/sophomores or graduate students to reach out to campus police or a health care center or crisis center. International students were significantly more likely than other students to contact UAB administrators, faculty, and staff as well as a UAB crisis center, help line, hospital, or health care center. Asian students were statistically more likely to

consult a faculty member or administrator than non-Asian students, with 70% very likely or likely to reach out to faculty vs. 60% overall.

Women were statistically less likely than men to contact UAB administrators, faculty, or staff, but they were not different in their likelihood to reach out to a UAB crisis or health care center or UAB campus police. Students who identified as gender queer or other were statistically similar to students who identified as men or women in their likelihood to contact administrators or faculty or to reach out to a crisis center, help line, hospital, or health care center. However, students who identified as gender queer or other were statistically significantly less likely than those identifying as men and women to contact UAB campus police.

Bystander Behavior

The items in this section of the survey asked students about the likelihood that they would intervene if they witnessed someone in a sexually abusive situation or a situation with the potential to escalate into an incident of sexual misconduct or assault. The table below summarizes their responses:

PLEASE INDICATE HOW LIKELY OR UNLIKELY YOU ARE TO DO EACH OF THE FOLLOWING THINGS. PLEASE THINK ABOUT THE SITUATION AND ANSWER AS BEST AS YOU CAN:

ITEM	VERY LIKELY	LIKELY	NOT LIKELY	NOT AT ALL LIKELY
If you suspect that one of your friends might be in an abusive relationship, how likely are you to ask them if they are being mistreated?	1,360 61.5%	785 35.5%	61 2.8%	5 0.2%
If you see someone you don't know who looks uncomfortable and is being touched, grabbed, or pinched in a sexual way, how likely are you to speak up or help in some other way?	1,071 48.5%	916 41.4%	206 9.3%	17 0.8%
If you think someone is leading a person who is obviously drunk away to have sex, how likely are you to say or do something to intervene?	1,120 50.7%	831 37.6%	240 10.9%	17 0.8%
If someone tells you that s/he had sex with a person who was passed out, how likely are you to report the incident to a campus administrator or police?	1,130 51.3%	731 33.2%	304 13.8%	38 1.7%

Almost all students (97%) said they would be very likely or likely to ask a friend about being mistreated if they suspected an abusive situation. Nearly 90% of students were likely or very likely to intervene if they saw someone who was uncomfortable with being touched or grabbed, or if they saw someone who was drunk being led into a dangerous situation. Students were least likely to report to police if someone said he/she had sex with a person who was drunk or passed out, although the likelihood was still high at 84.5%.

Graduate students were statistically less likely than undergraduate students to intervene on behalf of a stranger (items 2-4) but were similar in their likelihood to confront a friend suspected of being in an abusive relationship. Students in the Greek system were significantly more likely to intervene on behalf of a stranger being touched, pinched, or grabbed than students who were not in a fraternity or sorority. Black/African American students were statistically less likely than other races to intervene on behalf of a stranger being touched, pinched, or grabbed in a sexual way. Women were statistically more likely than men to ask a friend about mistreatment in a relationship.

LIKELIHOOD OF INTERVENING

If you think someone is leading a person who is obviously drunk away to have sex, how likely are you to say or do something to intervene?



If you see someone you don't know who looks uncomfortable and is being touched, grabbed, or pinched in a sexual way, how likely are you to speak up or help in some other way?



If you suspect that one of your friends might be in an abusive relationship, how likely are you to ask them if they are being mistreated?



Sexual Misconduct on Campus

In rating their agreement or disagreement with seven statements, students shared some concerning perceptions about the prevalence of certain behaviors on campus. They indicated that sexual misconduct may occur fairly frequently when alcohol is involved and also in day-to-day situations (e.g., in social media interactions or intimidation/harassment through name calling and jokes). The table below summarizes student responses:

ITEM	VERY LIKELY	LIKELY	NOT LIKELY	NOT AT ALL LIKELY
AT UAB, IT IS COMMON FOR STUDENTS TO SPREAD PRIVATE SEXUAL COMMENTS, PHOTOS, OR VIDEOS (IN PERSON OR BY TEXT, E-MAIL, OR SOCIAL MEDIA)	164 8.3%	412 20.9%	979 49.6%	418 21.2%
AT UAB, IT IS COMMON FOR STUDENTS TO CALL LGBTQ+ STUDENTS NEGATIVE NAMES	79 4.0%	241 12.2%	1,076 54.4%	581 29.4%
AT UAB, A LOT OF SEXUAL ASSAULT HAPPENS WHEN STUDENTS CAN'T PROVIDE CONSENT BECAUSE THEY ARE PASSED OUT, UNCONSCIOUS, ASLEEP, OR OTHERWISE INCAPACITATED	104 5.3%	458 23.5%	1,003 51.4%	387 19.8%
AT UAB, IT IS COMMON FOR STUDENTS TO MAKE JOKES ABOUT SEXUAL ASSAULT	113 5.7%	364 18.5%	1,001 50.9%	489 24.9%
AT UAB, WHEN STUDENTS MAKE SEXUAL COMMENTS, JOKES, OR GESTURES, OTHER STUDENTS STAND UP TO THEM	165 8.4%	802 41.0%	795 40.6%	196 10.0%
AT UAB, STUDENTS ARE KNOWLEDGEABLE ABOUT THE TOPIC OF SEXUAL ASSAULT (HOW IT IS DEFINED, HOW OFTEN IT OCCURS, WHAT THE LEGAL CONSEQUENCES ARE, ETC.)	406 20.8%	1,001 51.2%	427 21.9%	120 6.1%
AT UAB, IF SOMEONE IS TRYING TO HAVE UNWANTED SEXUAL CONTACT WITH ANOTHER, STUDENTS WILL INTERVENE TO TRY TO STOP IT	321 16.5%	1,097 56.4%	444 22.8%	82 4.2%

In this section of the survey, 73% of students agreed or strongly agreed they would intervene to stop an incident of unwanted sexual contact, and slightly less than half (49%) agreed or strongly agreed that UAB students stand up to other students who make sexual comments, jokes, or gestures. These results contrast with the high percentage of students who indicated their proclivity to intervene in the “Bystander Behavior” section of the survey.

Many students agreed that UAB students commonly spread private sexual comments, photos, or videos (29.2%) and make jokes about sexual assault (24.3%). Fewer students agreed that students commonly called LGBTQ+ students negative names (16.2%).

At UAB, it is common for students to spread private sexual comments, photos, or videos (in person, or by text, e-mail, or social media).



At UAB, it is common for students to make jokes about sexual assault.



At UAB, it is common for students to LGBTQ+ students negative names.



Students who were active in a sorority or fraternity answered some of the items in this section differently than students who were not in a fraternity or sorority:

ITEM	ACTIVE FRATERNITY/ SORORITY STUDENT		NOT AN ACTIVE FRATERNITY/ SORORITY STUDENT	
	STRONGLY AGREE/AGREE	DISAGREE/ STRONGLY DISAGREE	STRONGLY AGREE/AGREE	DISAGREE/ STRONGLY DISAGREE
AT UAB, IT IS COMMON FOR STUDENTS TO SPREAD PRIVATE SEXUAL COMMENTS, PHOTOS, OR VIDEOS (IN PERSON OR BY TEXT, E-MAIL, OR SOCIAL MEDIA)	65 45.8%	77 64.2%	442 27.9%	1,168 72.1%
AT UAB, IT IS COMMON FOR STUDENTS TO CALL LGBTQ+ STUDENTS NEGATIVE NAMES	35 24.6%	103 73.4%	245 15.1%	1,380 84.9%
AT UAB, A LOT OF SEXUAL ASSAULT HAPPENS WHEN STUDENTS CAN'T PROVIDE CONSENT BECAUSE THEY ARE PASSED OUT, UNCONSCIOUS, ASLEEP, OR OTHERWISE INCAPACITATED	53 38.1%	86 61.9%	449 28.0%	1,156 72.0%
AT UAB, IT IS COMMON FOR STUDENTS TO MAKE JOKES ABOUT SEXUAL ASSAULT	49 35.0%	91 65.0%	384 23.7%	1,235 76.3%

Statistically, students in the Greek system were significantly more inclined to agree or strongly agree that UAB students commonly spread private comments, photos, and videos; call LGBTQ+ students derogatory names; and make jokes about sexual assault. They were also significantly more likely to agree that at UAB, a lot of sexual assault happens while students can't consent. In fact, 38% of the 139 students active in a fraternity or sorority who responded to the item indicated that this type of assault was common.

Black and African American students were significantly more likely than other students to agree that UAB students commonly call LGBTQ+ students negative names, and White students were significantly more likely to disagree with that statement than other students. The data showed no notable differences for international students or for students who identified as Hispanic or Latinx.

Women were significantly more likely than men to agree or strongly agree that at UAB, a lot of sexual assault happens when students can't provide consent because they are passed out, unconscious, asleep, or otherwise incapacitated. In fact, 31.5% of women agreed, compared with 21.8% of men. Responses to the item regarding jokes about sexual assault showed a similar pattern: More than one-quarter (26.9%) of women agreed or strongly agreed with the statement, and only 17.5% of men did. Men were significantly more likely than women to agree that students would intervene if someone were trying to have unwanted sexual contact with another. In this

case, 78% of men agreed, compared with 70.6% of women. These gender-based differences stood out because the survey as a whole identified fewer areas than expected where, statistically, men and women answered items in significantly different ways.



Attitudes and Beliefs

The attitudes and beliefs that students hold about acceptable and unacceptable behaviors provide an important context for their experiences with sexual misconduct. In this part of the survey, students considered statements designed to capture their tolerance for certain behaviors. The following table summarizes the results:

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS:

ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
PEOPLE GET TOO OFFENDED BY SEXUAL COMMENTS, JOKES, OR GESTURES	154 7.8%	353 18.0%	921 46.9%	534 27.2%
IT DOESN'T REALLY HURT ANYONE TO SHARE SEXUAL COMMENTS OR PHOTOS OF PEOPLE WITHOUT THEIR KNOWLEDGE (IN PERSON, E-MAIL, TEXT, SOCIAL MEDIA, ETC.)	30 1.5%	34 1.7%	377 19.2%	1,525 77.6%
PEOPLE WHO ARE SEXUALLY ASSAULTED WHILE THEY ARE DRUNK ARE AT LEAST SOMEWHAT RESPONSIBLE FOR PUTTING THEMSELVES IN THAT POSITION	55 2.8%	225 11.5%	486 24.8%	1,195 60.9%
IT IS NECESSARY TO GET CONSENT BEFORE SEXUAL ACTIVITY EVEN IF YOU ARE IN A RELATIONSHIP WITH THAT PERSON	1,477 75.3%	382 19.5%	42 2.1%	61 3.1%
ACCUSATIONS OF SEXUAL ASSAULT ARE OFTEN USED BY ONE PERSON AS A WAY TO GET BACK AT THE OTHER	126 6.4%	405 20.7%	869 44.4%	556 28.4%
A LOT OF TIMES, WHAT PEOPLE CALL SEXUAL ASSAULT IS ACTUALLY CONSENSUAL SEX THAT THEY REGRETTED AFTERWARDS	90 4.6%	306 15.6%	830 42.4%	732 37.4%

More than 90% of students agreed that obtaining consent before sexual activity was necessary, and they disagreed that no one was hurt by sharing sexual photos without consent. However, close to 15% of students agreed or strongly agreed that people who were assaulted while drunk were somewhat responsible. One in five students (20%) felt that many times, sexual assault was actually consensual sex that people later regretted. And 27% of students agreed that people often used accusations of sexual assault to retaliate against someone.

Accusations of sexual assault are often used by one person as a way to get back at the other.



People get too offended by sexual comments, jokes, or gestures.



A lot of times, what people call sexual assault is actually consensual sex that they regretted afterwards.



People who are sexually assaulted while they are drunk are at least somewhat responsible for putting themselves in that position.



It doesn't really hurt anyone to share sexual comments or photos of people without their knowledge (in person, e-mail, text, social media, etc.).



Undergraduate and graduate students responded to these items with fewer statistical differences than in other survey sections. However, graduate students were statistically significantly more likely than undergraduates to agree or strongly agree that accusations of sexual assault are often used as retaliation, and that many times, sexual assault was actually consensual sex that people later regretted.

More prominent, however, were differences in the views between students who were and weren't active in the Greek system. The two groups of students differed significantly on five items:

ITEM	ACTIVE FRATERNITY/ SORORITY STUDENT		NOT AN ACTIVE FRATERNITY/ SORORITY STUDENT	
	STRONGLY AGREE/AGREE	DISAGREE/ STRONGLY DISAGREE	STRONGLY AGREE/AGREE	DISAGREE/ STRONGLY DISAGREE
PEOPLE GET TOO OFFENDED BY SEXUAL COMMENTS, JOKES, OR GESTURES	52 36.4%	91 63.6%	399 24.2%	1,249 75.8%
IT DOESN'T REALLY HURT ANYONE TO SHARE SEXUAL COMMENTS OR PHOTOS OF PEOPLE WITHOUT THEIR KNOWLEDGE (IN PERSON, E-MAIL, TEXT, SOCIAL MEDIA, ETC.)	17 11.9%	126 88.1%	34 2.0%	1,614 98.0%
PEOPLE WHO ARE SEXUALLY ASSAULTED WHILE THEY ARE DRUNK ARE AT LEAST SOMEWHAT RESPONSIBLE FOR PUTTING THEMSELVES IN THAT POSITION	35 24.7%	106 75.3%	216 13.1%	1,429 86.9%
ACCUSATIONS OF SEXUAL ASSAULT ARE OFTEN USED BY ONE PERSON AS A WAY TO GET BACK AT THE OTHER	50 35.2%	92 64.8%	424 25.8%	1,217 74.2%
A LOT OF TIMES, WHAT PEOPLE CALL SEXUAL ASSAULT IS ACTUALLY CONSENSUAL SEX THAT THEY REGRETTED AFTERWARDS	46 32.4%	96 67.6%	311 18.9%	1,334 81.1%

Students active in a fraternity or sorority were more likely to agree or strongly agree that people are too offended by jokes and gestures, that nobody is hurt by sharing sexual comments, that people who are assaulted while drunk are somewhat responsible, that sexual assault is often consensual sex regretted later,

and that accusations of assault are often used by one person to retaliate against another.

The differences between international students and other students were more dramatic than those between students active in the Greek system and their peers.

ITEM	INTERNATIONAL STUDENT		NOT AN INTERNATIONAL STUDENT	
	STRONGLY AGREE/AGREE	DISAGREE/STRONGLY DISAGREE	STRONGLY AGREE/AGREE	DISAGREE/STRONGLY DISAGREE
PEOPLE GET TOO OFFENDED BY SEXUAL COMMENTS, JOKES, OR GESTURES	53 53.0%	47 47.0%	395 23.5%	1,288 76.5%
IT DOESN'T REALLY HURT ANYONE TO SHARE SEXUAL COMMENTS OR PHOTOS OF PEOPLE WITHOUT THEIR KNOWLEDGE (IN PERSON, E-MAIL, TEXT, SOCIAL MEDIA, ETC.)	11 11.0%	89 89.0%	40 2.3%	1,646 97.7%
PEOPLE WHO ARE SEXUALLY ASSAULTED WHILE THEY ARE DRUNK ARE AT LEAST SOMEWHAT RESPONSIBLE FOR PUTTING THEMSELVES IN THAT POSITION	31 31.0%	69 69.0%	219 13.1%	1,463 87.1%
IT IS NECESSARY TO GET CONSENT BEFORE SEXUAL ACTIVITY EVEN IF YOU ARE IN A RELATIONSHIP WITH THAT PERSON	86 86.0%	14 14.0%	1,609 95.6%	74 4.4%
ACCUSATIONS OF SEXUAL ASSAULT ARE OFTEN USED BY ONE PERSON AS A WAY TO GET BACK AT THE OTHER	42 42.0%	58 58.0%	430 25.6%	1,248 74.4%
A LOT OF TIMES, WHAT PEOPLE CALL SEXUAL ASSAULT IS ACTUALLY CONSENSUAL SEX THAT THEY REGRETTED AFTERWARDS	30 30.0%	70 70.0%	326 19.4%	1,356 80.6%

More than half of international students (52%) believed people are too offended by sexual comments, jokes, and gestures. And 42% of international students agreed or strongly agreed that accusations of sexual assault were often used by one person to retaliate against another. As with other aspects of this survey, the relatively small sample sizes for students involved in Greek life and for international students may result in findings that are not representative of the population.

Students who identified as Hispanic or Latinx showed no statistical differences on any of these items. However, in comparison to Asian students or students of other ethnic groups (combined), African American/Black students and White students were significantly less likely to agree or strongly agree that people are too offended by sexual comments, jokes, and gestures and that students who are sexually assaulted while drunk bear some responsibility.

While more than 90% of all ethnic groups disagreed that sharing sexual comments or photos of people without their knowledge does not hurt anyone, Asian

students (8%) were more likely than White students (2%) to agree or strongly agree with the statement.

Differences by gender were statistically significant ($p < .05$) on four of the six items. Men (40%) were more than twice as likely as women (19.4%) or those who identified as gender queer or other (19.6%) to believe that people are too offended by sexual jokes and gestures. Men were twice as likely as women to believe that people assaulted while drunk were partially responsible (21.7% for men, 10.8% for women, and 13.7% for gender queer/other) and that assault was often consensual sex regretted later (31.9% for men, 15% for women, and 17.6% for gender queer/other). About 37.8% of men agreed or strongly agreed that accusations of assault were used to retaliate against someone, compared to 22.3% of women and 15.6% of students who identified as gender queer/other.

FOOD AND SHELTER INSECURITY

On many college and university campuses, some students face ongoing challenges in maintaining safe shelter and affording nutritionally adequate food on a consistent basis. These hurdles could have a dramatic impact on academic performance and persistence, and the problem may be worse among demographic groups such as African Americans and LGBTQ+ students.

The survey asked students to indicate which statements applied to them during the past 12 months:

- **I sometimes could not afford to eat a balanced diet.**
- **I sometimes worried that my food would run out before I could afford to buy more.**
- **I have gone without eating for a day because I could not afford food.**
- **I have eaten less than I thought I should because I could not afford to buy food.**
- **I did not pay, or I underpaid, a utility bill due to financial hardship.**
- **I did not pay, or I underpaid, rent/mortgage due to financial hardship.**
- **I have been homeless.**
- **I have moved in with people (even for a short time) because of financial reasons.**
- **None of the above describes me.**

Almost two-thirds of the 1,709 students who responded (64%) said that none of the statements described them. However, about 10% of students reported that they had experienced some level of shelter insecurity, and more than 10% reported that they had experienced some form of food insecurity in the past year.

A little more than one-quarter of students reported that they sometimes could not afford to eat a balanced diet, and almost 10% said they had gone without eating for a day because they could not afford food. These results are important indicators of food insecurity that contribute to students' success in supporting themselves in college. For the nearly 20% of students who reported worrying that their food would run out before they could afford to buy more, the stress of managing financial commitments might impact their academic performance and their attitudes about the UAB community. Similar concerns, although not nearly as pronounced, emerged in students' responses about housing and shelter.

FOOD INSECURITY

I sometimes could not afford to eat a balanced diet.



I have eaten less than I thought I should because I could not afford to buy food.



I sometimes worried that my food would run out before I could afford to buy more.



I have gone without eating for a day because I could not afford food.



SHELTER INSECURITY

I did not pay, or I underpaid, a utility bill due to financial hardship



I have moved in with people (even for a short time) because of financial reasons



I did not pay, or I underpaid, rent/mortgage due to financial hardship



I have moved two or more times in the previous three months



I have been homeless



About 10% of students had not paid, or they underpaid, a bill because of financial hardship. Less than 10% of students had moved in with others, not paid rent, or moved two or more times in the previous three months. Only 2% of students reported having been homeless—a result much lower than the projected national rate of homelessness on college campuses, which is believed to hover around 10%.

OPEN-ENDED ITEMS

The survey contained two open-ended items that allowed students to make broad, free-response comments about diversity issues on campus and to offer ideas for improvements. One item asked students to share experiences related to diversity and inclusion in their classes. The other asked for two things that would improve UAB's campus climate. The responses from undergraduate, graduate, and professional students provided a deeper understanding of their experiences and revealed suggestions for ways to make UAB safer, more welcoming, and more inclusive.

CEA researchers read through all comments to identify key themes and then sorted comments according to those themes. Because of the relatively small sample of qualitative comments, and because the goal of the qualitative analysis was to enhance overall ideas from the quantitative data, the CEA did not disaggregate comments by demographic groups. Where appropriate, quotes from the qualitative comments are included below to illustrate themes. The CEA left all wording intact, including student

misspellings, use of uppercase and lowercase letters, punctuation or lack thereof, etc.

Diversity and Inclusion

Students were asked, "Are there any experiences (positive or negative) you have had in your classes related to diversity or inclusion that you would like to share with us?" Of the 329 comments from students, about 20% of the comments were positive, about 10% were a mix of positive and negative comments, 5% were neutral or not relevant to the question, and the remaining 65% were critical or negative.

The number of students sharing positive experiences or making broad comments about their satisfaction with UAB's diversity efforts was notable, especially given the item's optional and open-ended nature, its presence near the end of the survey, and the response (a little more than 12% of the students who completed other survey sections) relative to the total sample.

- *All of my professors and TAs are very respectful to the students and care about their wellbeing. I have a class with people of different points of view, ideas, and backgrounds and they are all respected.*
- *Being an African American student there is always the fear of being discriminated against however, UAB faculty, staff, and students have all made me feel welcome!*
- *Even though I was South Asian and a dropout from a different school, I felt like I was part of the group. This is a very good feeling.*
- *Everyone is very respecting. UAB is a very culturally diverse and well rounded community*
- *I am so proud to go to a school that represents sexual assault victims and victims of hate crimes. As a sexual assault victim, I appreciate the measures being made to ensure these crimes get reported, and also the free counseling is such a beautiful opportunity to offer. You are amazing, and I am so proud to be a Blazer.*
- *I find that most students that I have classes with are open to helping each other learn, especially foreign students and those that have disabilities. I notice how everyone feels included and if a student for some reason is excluded from an activity, professors try their best to make those people included and make them feel appreciated within their classes.*
- *I love that UAB is so inclusive! I am an avid ally for the LGBT+ community, so I was so happy to see all of the pride flags out on the green. I also have severe issues with anxiety and depression, and I have been able to find a great counselor at the Student Health and Wellness Center. I was also able to bring my emotional support animal to UAB, which has been awesome. While I have definitely had a few bumps in the road, every one--including faculty--have checked up on me to make sure that I am okay. It feels so nice to know that the people here truly care about your well-being.*
- *I think our professors work very hard to accommodate students of various cultures as well as international students. I embrace that, but sometimes feel as if all of us could*

benefit from the same show of respect and accommodations. I gave dear friends from other countries that I would not have known without my connection to UAB. It has provided opportunities for me to grow and learn from them in amazing ways. Having respectful conversations and interactions is so important.

Although many students shared positive experiences and comments, the vast majority of students expressed some level of concern or dissatisfaction, or they shared a negative experience related to issues of diversity. The CEA sorted comments into three levels of intensity, with subthemes within those levels: unintentional insensitivity from other students and faculty resulting from a lack of education or understanding, more overt acts of disrespect laced with anger and hostility, and institutional issues and decisions that tended to marginalize groups of students through modeling or policy.

INSENSITIVITY AND LACK OF UNDERSTANDING:

Respondents described situations in which faculty or other students inadvertently offended them—actions the respondents believed were the result of a lack of understanding. Students reported being ignored, overlooked, dismissed, and stereotyped. Many students said they had felt pressured to represent their race, gender, or sexual orientation in class. Others said they were placed “on the spot” at times and made to feel responsible for educating others in a classroom about issues of discrimination. The quantitative results earlier in this report also highlight this finding.

Students referred to instances when professors, employees, or other students made assumptions about them based on their race or gender.

- *As a female laboratory instructor of smaller stature, I have had multiple instances where male students have talked down to me, disrespected my authority as an instructor, attempted to physically intimidate me, and made threatening comments and gestures towards me. I have had issues with one male faculty member repeatedly talking down to me and providing nonconstructive negative feedback in an aggressive and unhealthy manor at UAB.*

- *I've had racist and misogynistic lab partners, people I've sat next to in class, even professors who don't really care what I have to say or already expect me to not do as well as the other students.*
- *I have a professor who tends to tokenize students of color, putting them on the spot to represent their entire race. She very transparently tries to ward off any labels of racism by making comments that equate to "but I have friends who are black."*
- *I have been asked to share the "point of view" of my race several times in meetings (but not in class). I have also been asked rather offensive questions pertaining to my race. I have heard comments made about non-native English speakers, and questions that I think might be offensive to women.*
- *Had a professor that would make racist "jokes" and give bad examples involving LGBT people. I don't think he meant any harm, but it's frustrating when people speak about what they don't understand.*

Transgender and LGBTQ+ students described instances when a faculty member asked them to clarify their gender identity. They pointed to a lack of understanding and education on the part of the faculty.

- *I've had a few classes that mention LGBTQ+ subjects where the professor doesn't seem to be well educated on using pronouns.*
- *A classmate addressed by their birth name rather than the one they have transitioned to that fits their gender identity*
- *I've had professors question why I put my pronouns on Blazernet, ask if it was a joke, and then for 2 years now have used the wrong ones towards me.*
- *Lack of acknowledgement of trans or nonbinary people, such as professors defaulting pronouns (when otherwise is listed) and saying things such as "you females"*
- *Please stop forcing people to go around the room and recite their pronouns. It makes me very*

uncomfortable and instead, we can discuss how to communicate with people when we don't know their pronouns.

- *An English class where I was asked to put my pronoun on my shirt and announce to the class what I would like to be classified as the professor had good intentions but the only person in the room that thought it was necessary was the professor we were all very uncomfortable*

Some students mentioned a sense of invisibility. While they did not believe that the administration, faculty, or students actively discriminated against them, they felt unseen at UAB.

- *As a homeless student, I am almost never thought of when considering class activities and perspectives. Therefore, I'm very isolated and singled out when I have to say something.*
- *Being rated lower on team/group projects even when amount of effort and work was the same*
- *Giving a response, then ignored by group. Then a male or white student gives the same response and is praised*
- *As a Jewish student I have faced many problems regarding taking specific days off for religious holidays. This semester and in semesters prior, I have run into the problem of professors scheduling Exams on holidays in which it is prohibited for Jews to work. I believe that sending out a list of days to professors and inform them to not schedule Exams on those days would be very helpful. Because many times missed exams are not allowed to be made up, and the policy for a missed exam is just doubling your final grade which adds a lot of unnecessary pressure to students.*
- *Students with obvious disabilities are often ignored or overlooked when asking questions or making comments.*
- *As a person Registered with DSS, in every class I have ever been in, not once has a professor followed up with me and asked if they are providing the accommodations I need/am registered for and how things are going. Often times I feel like a annoyance or a liability to the professor when I ask for accommodations*

Students expressed a desire for administrators and faculty to take a more active role in facilitating conversations among students rather than placing the burden on individuals to educate the community. But they also cautioned that faculty and administrators needed a better understanding of the issues themselves to be able to do that effectively. Students recommended better monitoring of the ways in which issues are handled across campus.

OVERT DISRESPECT, ANGER, AND HOSTILITY:

While the majority of student comments were measured in nature, between one-quarter and one-third of students expressed deep frustration with being actively disrespected, treated unfairly, or feeling silenced and offended. Some described hostile and demeaning comments about women. Others described generational discrimination. Some referenced incidents directed toward international students or students whose first language is not English, who were shamed, scolded, or “called out” for being difficult to understand. Students were unequivocal about perceptions of race-based hatred on campus, particularly white supremacy.

- *Why do you care about the climate of UAB but not about the white supremacists? A majority of my answers reflect my thoughts on white supremacy on campus.*
- *The way the faculty and administration has treated the presence of the white supremacy groups on campus is frankly just shameful, and the ignorance they've exhibited is beyond embarrassing.*
- *How can someone Claim to be a white nationalist who thinks some races are inferior treat students of different races fairly? They cannot and it is not freedom of speech which is a citizens right. Racist employees should be held to a higher standard. An employee who states publicly if they think some races are inferior to others is essentially saying they have not the ability to work with people of other races. They are also stating they cannot treat students of other races fairly. UAB has a perception problem if it continues to allow White nationalist employees to remain employed at this institution.*

- *can I get an...uh... white supremacy on campus addressed or something*
- *Get white supremacy off this campus*
- *My TA is a self-proclaimed white supremacist, and it gives me a lot of anxiety to have him present in the classroom.*

Students also shared multiple stories of divisiveness and anger related to perceptions of overt prejudice against politically conservative students. Students were frustrated by instructors or peers who assumed that an entire class shared liberal political views. Religious, moderate, conservative, or nonliberal students felt that they were singled out, treated unfairly, expected to conform, and/or dismissed entirely. Students described classes in which faculty did not moderate discussions or hold back strong personal opinions in regard to politics. Some also felt they had to shift their own writing and assignments to assimilate with the professors' perspective because they feared a lower grade if they did not.

- *Trump supporters are frequently disrespected, shamed, and persecuted for their political beliefs.*
- *Right wing opinions are regularly shot down or cut-off in virtually all humanities courses.*
- *Sometimes I feel like some of my assignments require me to alter my political views. If I were to answer conservatively, then I would receive a lower grade.*
- *I feel that as an older, more conservative student that I must tilt my papers, discussions and other student works submitted to a liberal point of view otherwise my grades are negatively affected.*
- *This is more in general/not specifically in class... I am a Christian and identify as a republic/conservative individual. I somewhat feel as if what I believe is looked upon as stupid and it is often difficult to express what I believe without any backlash. I think a lot of students are simply stuck in their ways of thinking because the majority of UAB believes that way, but as a minority in some of my beliefs (Christian and republic/conservative), I feel like my opinion and way of life isn't respected among other peoples at*

UAB. Specifically, people think I hate people who are in the LGBTQ+ community. I don't. I definitely don't agree with it, but I am not one to judge them for how they choose to live their lives. That is all.

- *I feel like I am automatically assumed to be a bad person if I have a different political opinion than another person at UAB and that it will ruin my reputation or I will be shamed for not conforming*

MARGINALIZATION DUE TO POLICIES AND PROCEDURES:

Another theme that arose from the open-ended comments was the notion that certain UAB policies and procedures, or a lack of understanding of those procedures, perpetuated marginalization among some groups of students. Students sometimes perceived this marginalization with race or gender, but it was mentioned more frequently among groups of students who felt unnoticed by the administration or who felt they were on the fringe of their classes, social circles, and campus.

- *In general, videos posted to social media accounts via UAB are never captioned (for hearing impaired/deaf students). Captions are rarely on public/shared TVs, UAB events don't automatically have accommodations for people like me (I always have to ask and arrange in advance).*
- *Again, trans students cannot change their names on their one cards.*
- *I am just a female in engineering*
- *I think that we should embrace each other's differences, but I also think there is a time and a place. I understand we want everyone to feel welcome but in my personal opinion I think there are only 2 groups that the school spends the most time making sure they feel welcomed and that is the African American community and the LGBTQ community. Again, I want everyone to feel welcome just as much as the school does but I think it is a bit ridiculous how much they are "welcomed" vs. other races and communities.*
- *I feel I represent a low socioeconomic status and an older group of students. I was not allowed to participate in a class due to a rule that was not provided in the syllabus. The rule claimed that*

because of safety reasons if I missed the "lecture" portion of the class I couldn't participate. This is despite the fact that all of the safety information for the class is made available prior to the class online and we are required to read it and make notes. Because of my economic status I can't afford to live in the Birmingham area and have to drive an hour to classes. Traffic congestion is very bad and so are parking options for commuting students. In an attempt to get to class early enough to not miss too much I parked in an area where I wasn't in the way of other vehicles but was considered "in the drive." I received a citation for this as well and also didn't get to participate in the class. Had I known of the unspoken rule I would've spent time to find an appropriate parking spot. Now I have to not only be concerned with failing the course due to a 1 absence limit, but also with how I'm going to afford the citation I received as well. It's frustrating to see how so much of UAB is catered to students who can afford to live on campus and so little effort is put into addressing the needs of students that live a good distance off-campus. Students like myself need more than just a room in the student center to relax and doughnuts on Wednesday. For a university that claims to care about inclusiveness, it sure doesn't seem to include the needs of those that don't fit the typical college student that comes from a good socioeconomic background.

- *Most faculty and students alike are not inclusive when it comes to students with disabilities. I have heard students in my program make comments that those who test with DSS "receive an advantage" as well as comments that students with disabilities should not be in a healthcare training program. Faculty have also made similar comments and are hesitant to accommodate. I feel I am always the student in the room responsible for addressing the accessibility of different classroom activities or scheduled events. Its become the joke that I always ask "Is it accessible?". I shouldn't be asking that question and holding faculty accountable. Faculty should be proactively addressing these concerns. It can be frustrating that their refusal to create safe spaces for those with disabilities is taken as "an opportunity for education" by administration and DSS when they have been educated for the past two years and their attitudes and behaviors have not changed.*

- *I feel like UAB administration does not support Hispanic/LatinX students. The faculty are fine.*
- *Diversity should be reflected not only in numbers diverse students but how international students are treated and engaged with the American colleagues. Programs and initiatives to promote this are quite low. Focus on racial assault should be prioritized as much as sexual assault.*
- *As a student returning from having cancer and now has limited mobility, I find the disabled parking is insufficient. I have also found that the disabled parking is as far as humanly possible from both the elevators and the bathrooms in all the buildings.*
- *Please hire more female professors especially in the math, cs, and eng departments. I have had a total of ONE engineering professor and I am a senior. It is not enough to just have a strong diversity in the student body, you need to make sure you reflect this in the faculty and staff as well. Do better.*

Student comments showed evidence of feelings of dread, frustration, anger, and anxiety as a result of experiences with insensitivity, stereotyping, hostility, and discrimination. They also included a call to hold faculty, staff, and students accountable for their behavior and to take a stand against prejudice and unkind treatment. Across all themes, students appeared to be ready for deeper discussions about diversity. Multiple students mentioned the need for more conversations to address issues.

Students were quick to name specific courses and professors who had made a positive impact on them by allowing for authentic, respectful engagement in discussions that addressed diversity. Some pointed out that they appreciated being asked about their experience. Others noted in the comments that they felt ill equipped and reticent to answer the questions because they were part of a majority group and did not feel marginalized. And a few questioned whether asking students to identify themselves on the survey by race, gender, ethnicity, disability status, sexual orientation, or international student status was counter to the notion of inclusivity and represented a lack of sensitivity on UAB's part.

Improve Campus Climate

Students were asked, "If there were two actions

that UAB could take to improve campus climate for all students, what would they be?" A total of 562 students responded to the item—about 20% of the sample of students who completed the other sections of the survey and significantly more than the 329 students who completed the open-ended item about diversity in classes. The respondents shared a range of responses, and most of their ideas were respectful, thoughtful, and articulate suggestions, although some were broad in nature and seemed more like commentary than actionable recommendations. Still, the comments highlighted some of the pressing issues that students face—issues that impact their perceptions of the campus climate.

The CEA organized suggestions and comments around three main themes. The first was a request for more training and accountability for faculty, staff, and students related to insensitivity, disrespect, and marginalization. The second was a call for more resources to support all students on campus, including specific requests for enhanced safety measures. And the third was a push for the administration to model diversity in its employment decisions, its policies, and its development of opportunities for students to engage in thoughtful, meaningful dialogue about tolerance and inclusion.

TRAINING AND ACCOUNTABILITY:

Students felt strongly that ongoing diversity training should be mandatory for faculty, staff, and students. Citing widespread insensitivity—and sometimes blindness—toward some underrepresented groups of students, they pushed to educate faculty and staff in social justice issues, tolerance, diversity, and inclusion. They also recommended that all students be required to take courses that address intolerance and discrimination, and some advocated for a mechanism to report violations and offenses related to unfair treatment.

- *Have extensive university-wide diversity and inclusion trainings, followed by questionnaires to improve the trainings over time and (2) form a committee made up of faculty, staff, and students that can evaluate instances of misconduct and evaluate how effective the university is at encouraging and upholding diversity (similar to the committee that was formed at UNC Chapel Hill), and ways to improve effectiveness.*
- *The sexual misconduct training was great. UAB can provide a training or trainings like that for*

what to do when you feel like you or someone else is being mistreated based on their race, ethnicity, sexual orientation, religious beliefs, political views, country of origin, or social class.

- *Requiring diversity training and/or cultural education for all faculty, staff, and students that incorporates all the other UAB groups mentioned (if the training is not conducted with everyone together)*
- *I would suggest that faculty and staff be required to take diversity/microaggression training often and include real cases that happen on campus as examples of what not to do. I would also have an forum (possibly online) where students can report incidents (anonymously).*
- *Make all students and faculty go through a mandatory culturally competency training and be aware of classifying ALL lower income communities as communities of color. This is mostly true, but I am white and my family is very low-income. We struggle too.*

Students also recommended that UAB hold faculty and administrators accountable for incidents of racial hostility, sexual misconduct, and discrimination against international students, LGBTQ+ students, and students with disabilities. The comments indicate that students expect the administration to take a more proactive role in promoting—even enforcing—tolerance on campus and that UAB should be more transparent in acknowledging offenses and take more action against policy violations.

Students demanded clear, commensurate consequences for those engaging in hateful speech or behavior and much better support and resources for victims of unfair treatment. These ideas and suggestions were especially evident in comments referencing “white supremacists” and “neo-Nazis.” A search of the comments revealed 15 references to “Nazis,” which accounts for about 2% of the 562 students who answered this item. The term was used in conjunction with “white supremacist” in some comments. The term “white supremacist” or “white supremacy” appeared in 58 comments, representing a little more than 10% of the total students who responded to this item. In no way do these sentiments represent the majority of students who responded. However, the use of the terms may indicate a serious, widespread issue

bubbling up within the student population. The survey’s release in 2019 coincided with a period of concern about individuals supporting white supremacy on or near campus.

- *Transparency in the thought process of how UAB deal’s with issues on campus (i.e. white supremacy)*
- *All graduate students and faculty should have to submit written statements on diversity as part of applying to positions at UAB and these statements should be weighed heavily when choosing which graduate students to admit to programs at UAB or which faculty to hire in order to avoid the presence of neo-nazi faculty and graduate students in positions of authority over others on UAB’s campus.*
- *Do not claim to be an inclusive, diverse school if you have white supremacists in positions of power unless you actually address the problem that ensures the students who make your school diverse feel safe.*
- *take a more active stance on racial and lgbtq equality. get rid of nazis and white supremacists on staff, and get rid of staff that are openly discriminatory in the classroom. take away power of student leaders who are homophobic, racist or sexist as well. punish those who are committing sexual assault. free speech is not the same as the right to oppress.*
- *Terminate faculty and staff that support white supremacy*
- *UAB MUST acknowledge the issue of white supremacy on campus and take action to protect students of color and other marginalized groups. UAB cannot keep marketing itself as diverse if it is willing to risk the lives and safety of its diverse student body.*

Students reported feeling dismissed or overlooked by UAB, illustrated by many comments that began, “be more inclusive of,” “be mindful of,” “be aware of,” “be serious about,” “actually follow up with,” “actually do something about,” “actually care about,” “maybe make a statement about,” “more awareness of,” “more access to,” “more support for,” etc. In particular, students

mentioned that they wanted more focus on religious and political tolerance and acceptance from professors, teaching assistants, and other students. Many felt that they were singled out and treated unfairly for their political opinions. They emphasized the importance of a college campus being a place where a multitude of perspectives are considered and respected.

- *Conservative viewpoints are taught to be outdated and of little importance. It would be nice to learn both sides of the argument. I consider myself middle of the road politically, but all I learn about is democratic and liberal viewpoints. I don't disagree with these viewpoints, but I want the full picture in any education.*
- *Make it a policy where teachers are ALLOWED to give their viewpoints, but NOT ALLOWED to be condescending towards the opposing viewpoint.*
- *Allow all voices to be heard-liberal.....conservativeChristiannon-religious.*
- *Be more vocal to the community at large about the level of diversity on the campus in more than just racial makeup - things like disabilities, religions, sexual orientations.*
- *Reinforce diversity by informing students that this includes people who have different political views which should be respected just the same as minorities or people with different religions.*

CALL FOR RESOURCES:

Students identified areas of need that would benefit from UAB resources that support diversity and inclusion. They made multiple requests for condom dispensers in restrooms and residence halls to support safe sex on campus. Other students requested feminine hygiene products in restrooms, and some complained that academic buildings did not include enough gender-neutral restrooms. They raised concerns about campus sidewalks, buildings, parking lots, and restrooms that were not easily accessible for students with disabilities. Several times, respondents mentioned that students should be allowed to change their names on their ONE Cards. Other suggestions included expanding campus food options for international students and providing guides to help students from different countries adjust and feel welcome at UAB.

- *Currently, there are only a few gender-neutral restrooms on campus. Specifically, the neutral restroom in the health and wellness building is also the disability restroom which is not large enough to fit some wheelchairs. causing these groups to share vital resources as well as not having enough of these restrooms in the first place causes a lot of trans people to avoid restrooms or travel between buildings to find a restroom they feel safe entering.*

Some of the most frequently requested resources involved campus safety. Several students suggested a crisis text line and a way to report offensive or discriminatory behavior without fear of repercussions. Others mentioned developing more “safe spaces” for student groups.

- *Create a safe space where students of diverse backgrounds can interact with each other. Make sure that students know they can express concerns to teachers and administration.*
- *Create a space dedicated to LGBTQ students with at least one full time staff person. Provide more than just Safe Zone.*
- *Allowing for safe spaces based on identity*

To bring awareness to the issue of women’s safety and the safety of other gender identities, students also advocated for more training about sexual harassment and misconduct and actions victims should take.

- *More seminars and conferences about sexual assault*
- *UAB could offer more assemblies, classes, or speakers about sexual harassment.*
- *More notices about sexual harassment and what to do as a victim, witness, or predator.*
- *Increase access to educational resources specific to sexual minorities.*

Students talked about the importance of increasing the police presence on campus, designing parking decks and lots with better

lighting in more populated areas, offering safety escorts around the clock, locking buildings and requiring a ONE Card for entry, controlling vehicle traffic on campus, and expanding transit routes to help ensure students' physical safety.

- *Have safety instructions for active shooter emergencies; have multiple vehicle for the Blazer Escort Service*
- *Better responding time for a police escort and the need for more installed cameras around campus.*
- *Improve student safety on campus, including but not limited to restricted access to buildings (all buildings - need badge access)*
- *Run the buses longer at night. I have friends with late classes who have to walk very far to their car alone at like 9 pm. One of them talked to their TA about it and now the TA drives her to her car for safety.*
- *Spread awareness of sexual assault/harrasment/discrimination and how UAB can help women feel safer on campus.*
- *Improve safety on-campus- police presence, cameras, GOOD LIGHTING on the sidewalks and streets, better sidewalks, etc.*

MODEL DIVERSITY AND INCLUSION:

Students voiced concerns that the university talks about diversity but does not model diversity. They called for more demographic diversity among the faculty, staff, students, and administration. Many students suggested that UAB needs more LGBTQ+ faculty, more international faculty, more women, and more minorities.

- *Stop giving lip service to your "commitment to diversity" and PROVE it. Hiring diverse faculty and staff, putting POC in leadership roles (chairs, deans, etc.), creating more incentives for diverse students to attend (i.e. scholarships and better retention support), are a few things that will help.*
- *Hire more women, poc, and lgbtq+ identifying folks.*
- *Hire more diverse professors; advocate for natural*

inclusion and diversity

- *Do not hire people who do not uphold the mission of the school! Students applying to the medical school here at UAB are often required to answer how they are a good fit for UAB based on the mission statement of the school. They answer how they support diversity and inclusion. If this is a criteria for students, why is it not a criteria for professors, graduate students who will act as TAs, and anyone who will be working as a part of UAB's campus?*
- *Hire more professors that are non-white and non-heterosexual.*
- *Hire more diverse faculty and faculty administrators*

Students also requested more programs aimed at promoting discourse among students of different races, ethnicities, gender identities, sexual orientations, abilities and disabilities, socioeconomic status, ages, political beliefs, religious beliefs, and life experiences. They wanted more opportunities for people to confront their own biases openly. Many of their suggestions revolved around increasing the number of campus forums, classes, free events on the Campus Green, guest speakers, community service project opportunities, campuswide diversity fairs, mixers, and cultural events.

- *Host events on the green that everyone can attend and appreciate (not JUST Greek life events). I think it would boost our community through involvement and interactions with other students.*
- *Coursework that covers these topics, make students talk about, make staff talk about it*
- *Hosting open diversity panels/mic nights where students can come and voice their opinions on their experiences related to UAB + implement restaurants/cafes on campus of different cultures and cuisines instead of second-rate "Chinese" food or multicultural events that only last a day. (Longterm celebration of cultures represented at UAB)*

Overall, students recommended more authentic initiatives and programs with opportunities to engage the campus in genuine conversations that would

deepen their connection to and understanding of other students. They wanted such experiences not only for themselves but also for faculty, staff, and administrators, with the goal of increasing respect and sensitivity for individual differences at every level at UAB. Despite describing a wide array of

negative experiences, students offered many concrete, thoughtful suggestions for improving the campus climate, which indicates a level of investment in helping to build a safe, welcoming, inclusive community.

REFLECTIONS AND RECOMMENDATIONS

The survey results revealed areas of strength in UAB's campus climate and identified areas for improvement. Both the strengths and the challenges represent opportunities for growth within the university.

STRENGTHS

- The majority of students rate the overall climate positively across different dimensions.
- The majority of students spend time with diverse groups of students and consider the campus to be committed to diversity and respectful of all subgroups.
- The majority of students have not witnessed or experienced hostile, harassing, or intimidating behavior.
- Almost all students report that sexual assault is not tolerated on the campus and that sexual assault prevention is an important goal.
- Almost all sophomores and juniors report that they were trained about definitions, policies, and resources regarding sexual assault and misconduct.

CHALLENGES

- Less than half of Black/African American students rated the campus climate as nonracist.
- While most students rated the climate as safe, many students were uncertain about safety on campus.
- Almost one in four students rated the treatment of individuals with different political views as disrespectful or very disrespectful.
- Students who identified as having a disability appeared to be a vulnerable group in terms of accessibility/accommodation, respect, and experiencing or witnessing hostile behaviors.
- Many students were not receiving training about sexual assault or misconduct.
- UAB employees were reported as the violators in approximately one-quarter of the incidents of hostile, harassing, or intimidating behavior.
- Disparities exist between majority and minority/disadvantaged groups in perceptions of overall campus climate and respectful treatment.
- In their open-ended responses, students indicated that they encountered insensitivity, hostility, and marginalization associated with diverse identities or beliefs.
- The survey's response rate was lower than desired, and the limited response to demographic items makes understanding differences in perceptions and experiences difficult.
- Relatively small sample sizes for some groups may result in statistical conclusions for groups that may not be representative of the population. An increase in response rates and a more comprehensive completion of demographic information in subsequent surveys would help address this weakness.

RECOMMENDATIONS

- ▶ The student body is diverse, and students reported spending time with diverse groups. However, students were less likely to report spending time with international students, students of different political views, or students of different sexual orientations. Given the portion of students reporting disrespectful treatment of students with different political views, an immediate goal may be to structure opportunities within and outside of classes for discussions about politics and tolerance. Subsequent discussions could focus on issues of inclusion related to international students, students with disabilities, and students of varying sexual orientations.
- ▶ The survey showed that 11% of responding students rated the climate as racist, which is concerning for a campus as diverse as UAB. This result illustrates a need for dialogue within and outside classrooms to address perceptions of racism—and particularly to address disparities between White students and minority students about those perceptions.
- ▶ More than one-third of responding students were unsure or undecided whether the campus was safe or not safe. That level of ambiguity did not exist for any other marker of overall campus climate. In conjunction with the 9% of students who rated the campus as unsafe, the uncertainty suggests a need to understand the factors that contribute to a sense of safety on campus, to promote rigorous communication about campus statistics related to those factors, and to bolster efforts to ensure campus safety.
- ▶ Open-ended responses revealed strong student opinions about the need for training and accountability related to disrespectful behavior from faculty, staff, and students; improved availability of resources to encourage safe sex and student safety on campus; and more efforts by leadership to model diversity and inclusion and promote dialogue on such topics.
- ▶ Examining differences in student responses by school/college may provide insight into effective policies and procedures. Documenting strategies relating to inclusion and misconduct that campus units (and peer universities) apply successfully may aid the development of targeted initiatives for the overall campus and for individual schools. (See the UAB Student Campus Climate Survey College/School Tables document for more information.)
- ▶ Juniors/seniors and graduate students were less likely than freshmen/sophomores to report that they had attended training about sexual assault and misconduct. The Graduate School has taken steps to address this gap for graduate students. Including modules for transfer students may be helpful if such training will not be required in transfer orientation.
- ▶ Approximately 25% of students reported that certain behaviors that would be considered misconduct are common on campus. Students reported that, as individuals, they would be likely to intervene in situations of sexual misconduct, but they were somewhat less likely to agree that other students would intervene. Discussions within and outside classes to identify and understand the factors that promote tolerance for unacceptable behavior—and reduce the confidence that others will intervene—may reduce the likelihood of misconduct (including stalking-type behaviors), mitigate feelings of fear/anxiety associated with such behaviors, and improve the sense of safety on campus.
- ▶ While the majority of harassing and intimidating behavior was attributable to other students, the rate of such behaviors attributed to UAB employees was almost 25%. This finding suggests the need for mechanisms for students to report such episodes confidentially; clarification of the nature and severity of the behaviors; and, if necessary, employee training about expectations for student interactions and strategies for de-escalation of student-employee conflicts.

Because the 2019 campus climate survey was the first to be distributed to all UAB students, it provides important baseline information about overall climate, perceptions of diversity, student experiences with misconduct, and needs for training and food/shelter security. The CEA recommends repeating a component of this survey (overall climate and demographics along with either diversity or misconduct) every fall or every other fall. With this schedule, students would anticipate the survey as a routine fall occurrence, and students and administrators would anticipate results highlighting the impact of policies and interventions during the spring. Making the survey a regular part of campus data gathering and reporting should increase student confidence in the survey's value, the anonymity of responses, and the inclusion of their voices in

establishing responses to the data.

A regular schedule also should clarify the importance of obtaining complete data and a comprehensive campus response. Promoting the survey's significance to student groups, faculty, and school administrators will be crucial for encouraging the highest possible response rate. Student groups may feel a greater sense of ownership of the survey data and its completeness if UAB engages them to help identify and implement strategies for responding to the data. Collecting accurate demographic information from students will be critical for understanding the groups that are most vulnerable in regard to inclusion and misconduct—and that need the most immediate support. The data also will help gauge the effectiveness of that support.



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