THERE IS GENERAL AGREEMENT ABOUT THE IMPORTANCE OF DIVERSITY ON CAMPUS AND A GENERAL SENSE OF RESPECT FOR DIVERSE GROUPS. HOWEVER, THE PERCEIVED LEVEL OF RESPECT FOR DIVERSE GROUPS VARIES BY RESPONDING GROUP.

FINDING 2
Students were least likely to report spending time with students from different countries, different political views, or different sexual orientations.

2/3 of students reported spending time very often or extremely often with people of different religious beliefs, races, and social classes.
Most students reported that UAB employees and students are extremely or very committed to diversity.

16% of students indicated that administrators were slightly committed or not at all committed to diversity.
85% of Students Value Sensitivity to Diverse Perspectives
79% Value UAB having a strong commitment to Diversity
65% are Extremely or Very Committed to Diversity

UAB Students are Extremely Committed or Very Committed to Diversity (65%)
Extremely or Very Important that UAB has a Strong Commitment to Diversity (79%)
Being Sensitive to the Perspectives of Others is Extremely or Very Important (85%)
Over 75% of students indicated that all groups with the exception of those with "Different Political Views" were treated extremely or somewhat respectfully.
While over 10% of students rated the treatment of students of several different groups as disrespectful, almost one-quarter of responding students rated the treatment of students with different political views as extremely or somewhat disrespectful.
Students from Racial Minority Groups were About Twice as Likely to Rate the Treatment of Students of Different Racial Groups as Disrespectful Than Were White Students.
More Students Who Identify as Having a Disability Rate the Treatment of Individuals with Disabilities as Disrespectful Than Do Students Who Do Not Identify as Having a Disability.
Students identifying as “Gender Queer” or “Other Gender Identity” were more likely to rate the treatment of LGBTQ+ students as disrespectful than students identifying as male or female.
More Students Identifying as Not Heterosexual or Other Sexual Identity Rated the Treatment of LGBTQ+ Students as Disrespectful than Did Heterosexual Students.
Over One-Third of Respondents in Some Groups Reported That They Have Been Expected to Represent the “Point of View” of Their Identity in Class

- **White**: 28.8%
- **LatinX/Hispanic**: 32.5%
- **Black**: 36.5%
- **International Students**: 37.3%
- **Race Other than White, Black/African American or Asian**: 40.1%
- **Students Identifying as Not Heterosexual**: 43%
- **Asian**: 43.4%
- **Students Identifying as Having a Disability**: 45.5%
- **Students Identifying as Gender Other than Male or Female**: 59.6%

27% of students who felt that they were expected to represent their “identity point of view” in class (n=600), felt that way “very often” or “extremely often”
Students Reported More Respect From Instructors than from Students for Comments Made in Class

Respect for Class Comments from Students:
- No/Little Respect: 11.5%
- Some Respect: 35.8%
- Much Respect: 52.7%

Respect for Class Comments from Faculty/Instructors:
- No/Little Respect: 9.9%
- Some Respect: 22.6%
- Much Respect: 67.5%