



Diversity, Equity, Inclusion, and Belonging Climate Survey

*Gauging the Current Climate of Diversity, Equity, Inclusion, and Belonging
in the University of Kansas School of Engineering*

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With input from the School of Engineering DEIB Committee

This report has been reviewed by the AD DEIB, Engineering leadership, and the School of Engineering DEIB Committee.

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Executive Summary

Overall, approximately 60% of students, staff, and faculty are satisfied or comfortable with the current DEIB climate, and approximately one-third are neutral, where “DEIB climate” is defined as the ‘shared perceptions about the behaviors that are expected and rewarded within your unit and/or the School of Engineering related to diversity, equity, inclusion and belonging.’ These results indicate that there is much room for improvement.

This report presents the findings from the climate surveys for the School of Engineering. Surveys were virtually administered to undergraduate students, graduate students, staff, and faculty in winter of 2022. Response rates exceeded the minimum threshold of 30% across the four surveys; the staff and faculty survey response rates were as high as 85%. Findings are considered to be representative albeit with some error, particularly for the undergraduate student survey that received a 35% response rate. Representation of each sample is discussed prior to presenting any of the findings. The four surveys asked questions about connectedness and climate, engagement, and hostile behavior. Student surveys had more closed-ended questions; staff and faculty surveys were nearly half-and-half with open- and closed-ended questions. The closed-ended questions are intended to be used longitudinally in subsequent waves of the climate survey to measure changes over time, whereas the open-ended questions provide suggestions on where improvements may be needed, and how they could be made. Summary statistics for all closed-ended questions are presented for all respondents for the student surveys. Identity-based differences are not presented in the summary statistics due to the extensiveness of the data. Summary statistics are presented for staff and faculty surveys separated by identity category. For all four surveys, findings from open-ended questions are reported by the total number of comments recorded, any themes identified across the comments, and a selection of quotes which support the identified themes.

Based on findings presented in this report, as well as the cross-sectional data and comments not shared here for brevity, we recommend the following actions for improving the DEIB climate in the School of Engineering:

- Prioritize the representation of underrepresented groups in positions of leadership in the School of Engineering, including at the staff, faculty, and administrative levels.
- Offer more social and professional development events for undergraduate and graduate students, ensuring that events are inclusive, broadly communicated, and accessible.* Build off of the success of department-hosted events to create shared identity and community at the School-level.
- Reopen the coffee shop in LEEP2 to provide sustenance and a place for fostering community and belonging in the School.*
- Launch and/or expand formal tutoring programs for undergraduate students.
- Launch and/or expand formal mentoring programs for undergraduate and graduate students.* As part of mentoring programs, provide guidance on post-graduation next steps for junior- and senior-level undergraduate and graduate students.
- Better advertise the Career Center to graduate students as a resource to them for guidance on resume and interview preparation, and other job search support.
- Empower identity-based student groups, particularly NSBE and SHPE, to engage a larger portion of students.*

- Destigmatize mental health support, and improve access to mental health support for all students.*
- Educate students, staff, and faculty on unconscious bias, and the importance of and how to report and be an active ally / intervener.*
- Use the results from this climate survey as motivation for staff and faculty to endorse DEIB-efforts; provide education to staff and faculty on how endorsing DEIB-efforts will make our campus better and how all will reap benefits in classrooms, laboratories, and with colleagues.
- Identify and incentivize participation in DEIB-related education and training opportunities.*
- Establish reward structure to highlight those who are intentionally and positively improving the DEIB climate in the School.*
- Take actions to demonstrate the value and appreciation of staff and faculty in the School, including through the promotion of work-life balance, limiting events hosted for staff and faculty outside of normal business hours, providing childcare when such events are hosted, hosting events specifically intended to demonstrate appreciation, offering hybrid work options when possible base on time of year and role responsibilities, encouraging staff and faculty to use their vacation time.*

Since February 2022 when the surveys closed, the School of Engineering has already made progress on the recommended actions marked with an asterisk above. The surveys and associated report are the first time the entire School of Engineering has had a climate assessment. The School of Engineering intends to administer a climate survey every two years to measure changes and identify any new needs and subsequent actions to continuously improve diversity, equity, inclusion, and belonging.

Introduction

This report presents the findings from the climate surveys for the School of Engineering. Surveys were virtually administered to undergraduate students, graduate students, staff, and faculty in winter of 2022. Response rates exceeded the minimum threshold of 30% across the four surveys; the staff and faculty survey response rates were as high as 85%. Findings are considered to be representative albeit with some error, particularly for the undergraduate student survey that received a 35% response rate. Representation of each sample is discussed prior to presenting any of the findings. The four surveys asked questions about connectedness and climate, engagement, and hostile behavior. Student surveys had more closed-ended questions; staff and faculty surveys were nearly half-and-half with open- and closed-ended questions. Summary statistics for all closed-ended questions are presented for all respondents for the student surveys. Identity-based differences are not presented in the summary statistics due to the extensiveness of the data. Summary statistics are presented for staff and faculty surveys separated by identity category. Staff and faculty were asked whether they identify as a (a) women, ethnic or racial minority (including Asian and Asian American), or LGBTQI+ person, or (b) they do not. The latter category thus represents cis-gender, white, straight, males. Importantly, and as noted on the survey, we recognize that different identities lead to different experiences, and so too does the intersectionality of identities. We grouped these identities together here to protect anonymity of responses while still having potential of identifying disparities across identities. Findings to closed-ended questions are presented showing differences in responses across these two identities given the significant difference observed in responses to many questions.

For all four surveys, findings from open-ended questions are reported by the total number of comments recorded, any themes identified in the comments, and a selection of quotes which support the identified themes. Fewer supporting quotes are provided for graduate students, staff, and faculty compared to undergraduate students given the total number of comments, subsequent ability to identify themes, and specificity of the comments and need to not compromise anonymity of the respondent.

The report is organized as followed: first the logistics of the surveys are presented, including recruitment and response rates. Then, the undergraduate student survey results are presented, followed by graduate student survey results, followed by staff survey results, followed by faculty survey results. The final section presents observations on findings across the four surveys, and recommendations for actions to take based on these findings. Two appendices provide copies of the recruitment emails and administered virtual surveys.

Survey Development, Administration, and Interpretation

Four surveys were designed in Qualtrics, one for undergraduate students, one for graduate students, one for staff, and one for faculty. The student surveys were nearly identical; the staff and faculty surveys were nearly identical. Individual surveys were designed to provide some catering to the different positions and experiences of the different samples and to help reduce any error in the data collection.

The two student surveys were initially design by Dr. Elaina J. Sutley, the Associate Dean for Diversity, Equity, Inclusion and Belonging in the School of Engineering, based on several climate surveys administered at other universities in the U.S., and published on their webpages. The staff and faculty

surveys were largely designed based on the faculty and staff survey that was administered to the Civil, Environmental, and Architectural Engineering (CEAE) department in the summer of 2020. The CEAE survey was designed by Dr. Sutley, Dr. Admin Husic, Dr. Molly McVey, and a graduate student representative, Stephanie Sikkila, as members of the CEAE Diversity and Equity Task Group. All four surveys administered at the School-level in winter 2022 were reviewed by the School-level DEIB Committee, which consists of Dr. Sutley, five faculty members, four staff members, three graduate students, and three undergraduate students. The faculty each represent one of the five departments in the School. The staff members include two department-level and two School-level staff. The three graduate students include liaisons for the Graduate Engineering Association, the Graduate Women and Allies Network, and one student not associated with either organization. The three undergraduate students include liaisons for the Engineering Student Council, IHAWKe, and one student not associated with either organization.

Recruitment

Each survey had its own weblink, and only the weblink to the undergraduate survey was sent to undergraduate students. Similarly, only the weblink to graduate students was sent to graduate students. Only staff received the staff survey weblink, and only faculty received the faculty survey weblink. Appendix A hosts copies of the generic recruitment emails sent to students, staff, and faculty.

Students were invited to participate in the survey by their department chairs via email. Not all chairs were able to send out the email on the day the survey opened. The recruitment message was drafted by the Associate Dean for Diversity, Equity, Inclusion and Belonging, although some chairs modified the message to give it a personal touch. At least one reminder email was sent out to all students. Three ‘complete a survey and have a brownie’ events were hosted in a central location in the engineering complex during the last week of the survey.

Staff and faculty were invited to participate in the survey by the Associate Dean for Diversity, Equity, Inclusion and Belonging. The recruitment message was sent out on January 12 to all staff and faculty; at least one reminder email was sent out before February 7.

Response Rates

The overall response rates to all four surveys are presented in Table 1.1. The department-level response rates are presented for undergraduate and graduate students in Tables 1.2 and 1.3, respectively. In each case, the population size is reported; population size is determined from institutional data. The response rate is calculated as the number of responses divided by the population size for a given category of respondent. Table 1.1 also provides the open and close dates of the surveys administered to undergraduate (UG) students, graduate (G) students, staff, and faculty. Different types of surveys consider different minimum thresholds for response rates. The goal for these surveys was to exceed 30%, which was achieved on all four surveys. At the department level, the minimum threshold was met for undergraduate and graduate students across all departments except for undergraduate students in Mechanical Engineering (23%). There are many potential reasons why response rates can vary across surveys and departments; a root cause is not suggested here.

Table 1.1. Overall response rates.

Respondent	Number of Responses	Population Size	Response Rate	Open Date	Close Date
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UG Student	899	2,554	35%	Jan. 14	Feb. 12
G Student	217	455	48%	Jan. 14	Feb. 12
Staff	60	71	85%	Jan. 12	Feb. 7
Faculty	95	110	86%	Jan. 12	Feb. 7

Table 1.2. Department-level response rates for undergraduate students.

Department	Number of Responses	Population Size	Response Rate
Aerospace Engineering	165	340	49%
Civil, Environmental and Architectural Engineering	136	374	36%
Chemical and Petroleum Engineering	191	350	55%
Electrical Engineering and Computer Science	286	859	33%
Mechanical Engineering	120	511	23%

Table 1.3. Department-level response rates for graduate students.

Department	Number of Responses	Population Size	Response Rate
Aerospace Engineering	24	44	55%
Civil, Environmental and Architectural Engineering	62	138	45%
Chemical and Petroleum Engineering	43	47	92%
Electrical Engineering and Computer Science	65	136	48%
Mechanical Engineering	23	54	43%

Undergraduate Student Sample Representation

The undergraduate student climate survey asked a series of demographic-style questions in order to understand representation in completed surveys across the School of Engineering, and to be able to assess equity across different identities. Table 1.4 presents the response rates for undergraduate students across various identities. The identity-based variables surveyed to undergraduate students include: department, anticipated graduation year, gender identity, racial and ethnic identity, citizenship or permanent resident card status, native language, LGBTQ+ community affiliation, military-affiliation, disability or registered accommodation status, and first-generation college student status. The number of responses is the number of survey respondents who identified with the identity-based variable. The proportion of respondents is the number of respondents for a given identity divided by the total number of respondents.

The population size is based on institutional data for the School of Engineering. The proportion in the School is calculated as the number of responses for a given identity divided by the population size for that identity. The School of Engineering does not have student data on non-binary or third gender, native language, or LGBTQ+ community affiliation to assess representation of these identities in completing the undergraduate student climate survey. Institutional data also does not consider anticipated graduation year, rather it identifies students through number of credit hours and categorizes as freshmen, sophomore, junior, or senior. In Table 1.4, graduation year is aligned with the institutional categories to compute approximate response rates. All other collected identities are compared here against institutional data to observe any sample biases in the responses. In some cases (e.g., Native American and Native Hawaiian, Pacific Islander), a proportion in the School is not calculated because the percentage would exceed 100%. This can happen because institutional data has a category for two or more races, which is not reflected in Table 1.4, as well as because some students are dual-enrolled as undergraduate and graduate students and may have filled out either or both surveys.

Table 1.4. Response rates for undergraduate students across various identities.

Identity-Based Variable	Number of Responses	Proportion of Respondents	Population Size*	Proportion in the School
Anticipated Graduate Year				
2022	177	20%	835	21%
2023	262	29%	536	49%
2024	217	24%	567	38%
2025	233	26%	616	38%
2026	10	1%	-	-
Gender Identity				
Female	307	34%	635	48%
Male	565	63%	1918	29%
Non-Binary / Third Gender	27	3%	-	-
Racial and Ethnic Identity				
Asian	185	19%	232	80%
Black, African American	45	5%	69	65%
Hispanic, Latinx	77	8%	219	35%
Native American	7	1%	3	-
Native Hawaiian, Pacific Islander	4	0.5%	2	-
White, Caucasian	625	65%	1660	38%
Not Listed	20	2%	11	-

U.S. Citizen or Permanent Resident	778	87%	2318	34%
Native English Speaker	753	84%	-	-
LGBTQ+	142	16%	-	-
Military-Affiliated	40	4%	102	39%
Disability or Registered Accommodation	61	7%	102	60%
First Generation College Student	163	18%	290	56%

*Data reported is based on the School of Engineering enrollment data. Not all identities from the climate survey are captured in the institutional data, and in other cases quantities of identities do not align.

Graduate Student Sample Representation

The graduate student climate survey asked a series of demographic-style questions in order to understand representation in completed surveys across the School of Engineering, and to be able to assess equity across different identities. Table 1.5 presents the response rates for graduate students across various identities. The identity-based variables surveyed to graduate students include: department, graduate degree track, graduate student position, gender identity, racial and ethnic identity, citizenship or permanent resident card status, native language, LGBTQ+ community affiliation, military-affiliation, and disability or registered accommodation status. The number of responses is the number of survey respondents who identified with the identity-based variable. The proportion of respondents is the number of respondents for a given identity divided by the total number of respondents. The population size is based on institutional data for the School of Engineering. The proportion in the School is calculated as the number of responses for a given identity divided by the population size for that identity. The School of Engineering does not have student data on non-binary or third gender, native language or LGBTQ+ community affiliation to assess representation of these identities in completing the graduate student climate survey. All other collected identities are compared here against institutional data to observe any sample biases in the responses. In some cases (e.g., Asian, and Black, African American), a proportion in the School is not calculated because the percentage would exceed 100%. This can happen because institutional data has a category for two or more races, which is not reflected in Table 1.5, as well as because some students are dual-enrolled as undergraduate and graduate students and may have filled out either or both surveys.

Table 1.5. Response rates for graduate students across various identities.

Identity-Based Variable	Number of Responses	Proportion of Respondents	Population Size*	Proportion in the School
Degree Track				
Masters	103	47%	240	43%
PhD	115	53%	265	43%
Gender Identity				
Female	68	31%	131	52%

Male	149	68%	360	41%
Non-binary/Third gender	1	0.5%	-	-
Race or Ethnicity				
Asian	80	35%	25	-
Black, African American	14	6%	8	-
Hispanic, Latinx	15	7%	16	94%
Native American	1	0.4%	1	100%
Native Hawaiian, Pacific Islander	2	0.9%	1	-
White	110	48%	196	56%
Not listed	7	3%	8	88%
U.S. Citizen or Permanent Resident	102	47%	329	31%
Native English Speaker	97	44%	-	-
LGBTQ+	10	5%	-	-
Military-Affiliated	2	1%	9	22%
Disability or Registered Accommodation	12	6%	23	52%

*Data reported is based on the School of Engineering enrollment data. Not all identities from the climate survey are captured in the institutional data, and in other cases quantities of identities do not align.

Staff Sample Representation

As shown in Table 1.1, the School of Engineering supports 71 staff members. Looking across this small number, there are few people, or even only individuals, who identify with a given set of identity intersections, e.g., white, male, and working in the Dean's office. To protect the anonymity of respondents on the staff climate survey, only two demographic-style questions were asked to respondents, including the primary reporting division and a single binary question (yes/no) on whether the respondent identified as a woman, as ethnic, as a racial minority, or as LGBTQ+. Figure 1.1 presents the proportion of respondents to the staff survey who identified in each identity category. Based on Fall 2021 institutional data, 73% identify as white and 47% identify as male; approximately 40% are classified as department-level staff. The School of Engineering does not have employee data on LGBTQ+ community affiliation to assess representation of these identities in completing the staff climate survey. Importantly, and as noted on the survey, we recognize that different identities lead to different experiences, and so too does the intersectionality of identities. We grouped these identities together here to protect anonymity of responses while still having potential of identifying disparities across identities.

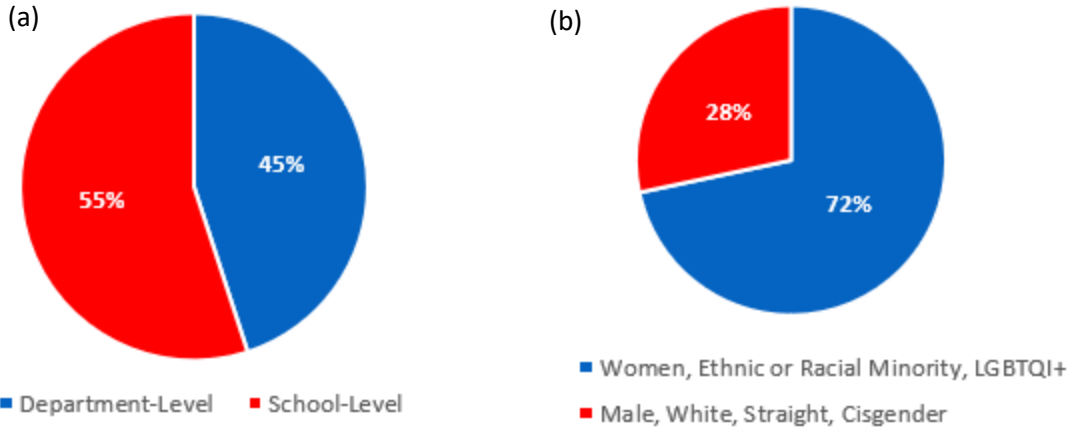


Figure 1.1. Proportion of staff respondents identifying as (a) Department-level versus School-level staff; and (b) as women, ethnic or racial minority, LGBTQI+ versus male, white, straight cisgender.

Faculty Sample Representation

As shown in Table 1.1, the School of Engineering supports 110 faculty members. Looking across this small number, there are few people, or even only individuals, who identify with a given set of identity intersections, e.g., white, female, assistant professor in a given department. To protect the anonymity of respondents on the faculty climate survey, only two demographic-style questions were asked to respondents, including the primary academic department and a single binary question (yes/no) on whether the respondent identified as a woman, as ethnic, as a racial minority, or as LGBTQI+. Figure 1.2 presents the proportion of respondents to the faculty survey who identified in each identity category. Based on Fall 2021 institutional data, 75% identify as white, 83% identify as male, 12% are in Aerospace Engineering (AE), 23% are in Civil, Environmental and Architectural Engineering (CEAE), 20% are in Chemical and Petroleum Engineering (CPE), 30% are in Electrical Engineering and Computer Science (EECS), and 15% are in Mechanical Engineering (ME). The School of Engineering does not have employee data on LGBTQI+ community affiliation to assess representation of these identities in completing the faculty climate survey. Importantly, and as noted on the survey, we recognize that different identities lead to different experiences, and so too does the intersectionality of identities. We grouped these identities together here to protect anonymity of responses while still having potential of identifying disparities across identities.

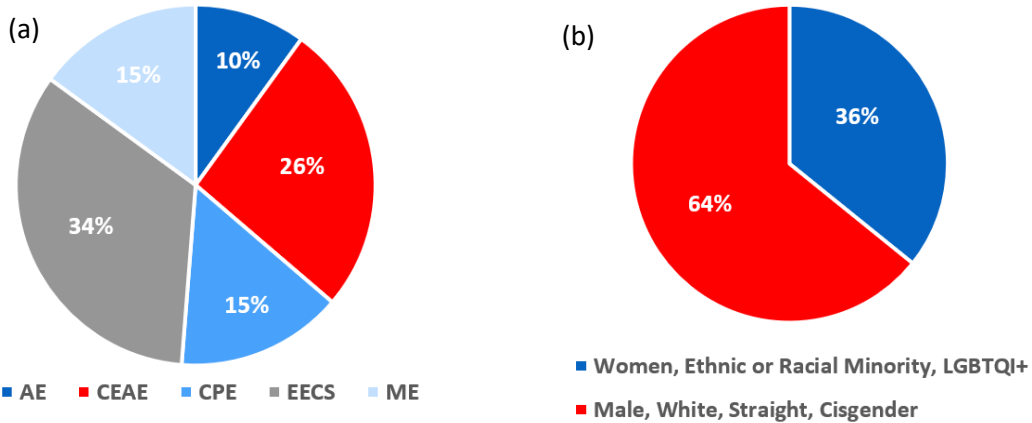


Figure 1.2. Proportion of faculty respondents (a) from across departments; and (b) identifying as women, ethnic or racial minority, LGBTQI+ versus male, white, straight, cisgender.

Interpreting Findings from this Report

Each individual who responded to the surveys represents only themselves in their responses. When less than 100% response rate is obtained, there will be some error in the findings towards how findings can be applied to the broader sample. Taking a look at the response rates across identities, presented in Tables 1.1 – 1.5 and Figures 1.1 and 1.2, the reader can have confidence in some degree of randomness and thus accurate representation in the respondents representing their broader sample, particularly where 30% response rates were achieved. The responses to the undergraduate student survey likely least represent the perspectives of mechanical engineering students (23%), and seniors across the School (21%), whereas there may be a slight over-representation of students identifying as Asian (80%), Black, African American (65%), or with a disability or registered accommodation (60%). The responses to the graduate student survey likely least represent the perspectives of Military-affiliated (22%) and U.S. citizens and permanent residents (31%), whereas they may be a slight over-representation of students in the Chemical and Petroleum Engineering department (92%). Although Native American and students whose race or ethnicity was not listed had high response rates, given the small population sizes, these identities are not assumed to be over-represented in the findings. Findings presented from the undergraduate and graduate student surveys do not dissect the data by identity-based categories. Such data was reviewed by the Associate Dean for Diversity, Equity, Inclusion and Belonging (DEIB), presented to Engineering leadership (Dean, other Associate Deans, and Department Chairs), presented to the DEIB Committee, and presented to IHAWKe student leadership. It was deemed too exhaustive to include in this report and would likely lead to fewer people reading the report given how many pages and plots it would add to the total length.

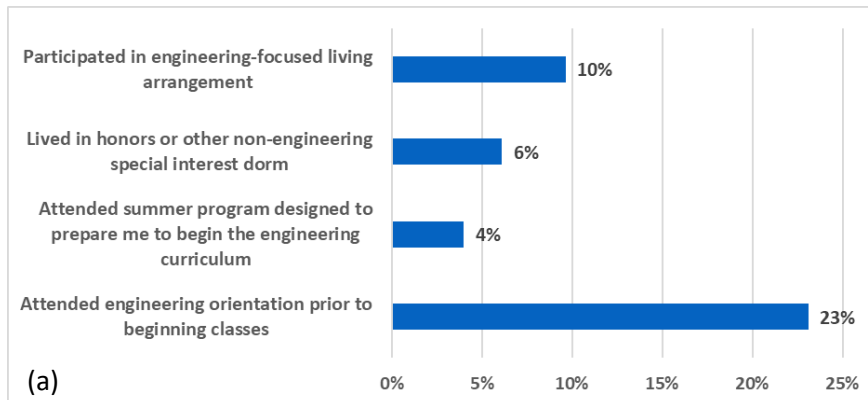
Staff and faculty response rates were overall very high (85% and 86%, respectively). Proportions across identities are well-aligned, to the extent such alignment is determinable based on institutional data. As such, survey results should be understood as being reflective of the whole School of Engineering with some error in the roughly 15% of staff and faculty who did not respond.

Undergraduate Student Survey Results

This section presents results of the survey administered to undergraduate students. The survey consisted of five sections: (1) diversity and demographics; (2) engagement and student success; (3) connectedness and climate; (4) hostile behavior; and (5) closing comments. Diversity and demographics were reported in this report in the section titled Response Rates. For the remaining four sections, the aggregate responses from all respondents are presented. After all survey responses are presented, a final section of the report titled ‘Observations and Recommended Actions’ shares recommended actions for the School of Engineering based on identity-based differences in responses and observations across surveys.

Engagement and Student Success

Figure 2.1 displays results for the question, ‘select all the activities in which you engaged in during the summer 2021 and fall 2021 semesters’ split across three different plots. As shown on the y-axis across the three sub-plots, this question listed 18 different academic and preparation activities for students to choose from. Figure 2.1a presents the affirmative response to prompts related to living situation and pre-semester activities. As shown only 4% of respondents participated in a summer program designed to prepare students for engineering curriculum, whereas 23% attended an engineering orientation. 16% of respondents lived in engineering-focused or other special interest living arrangement. Figure 2.1b presents the affirmative response to prompts related to professional development. As shown, only 2% of respondents participated in a study abroad program during the summer or fall of 2021, 15% worked in an internship or co-op position, and 20% held a research position. Additionally, 20% of respondents visited the Career Center for help with a job search, and 47% of respondents attended the Engineering Career Fair help in September 2021. Figure 2.1c presents the affirmative response to prompts related to engineering academics. As shown, 45% of respondents contacted parents or close friends about difficulties during the summer or fall of 2021. Only 12% received tutoring, and only 9% received advice from a mentor in a formal mentoring program. A majority of respondents sought help from other engineering students (61%), participated in study groups (53%), visited or emailed an advisor or advising center (70%), visited a course instructor during office hours (61%), and attended review sessions before exams (52%).



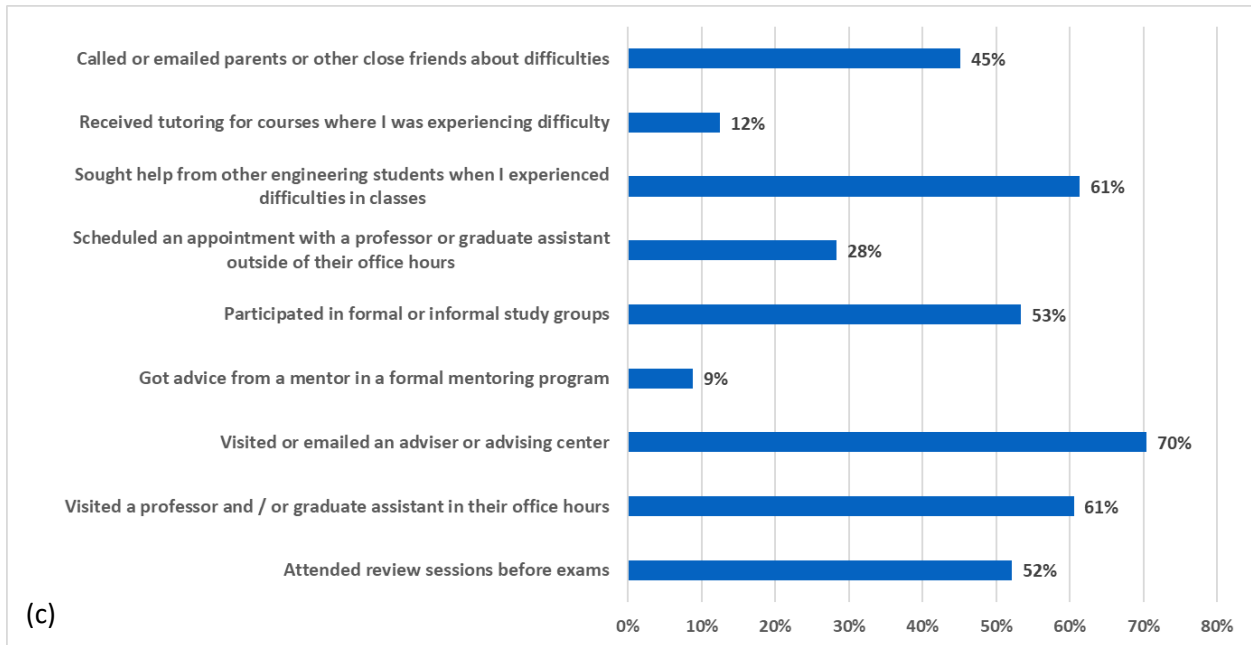
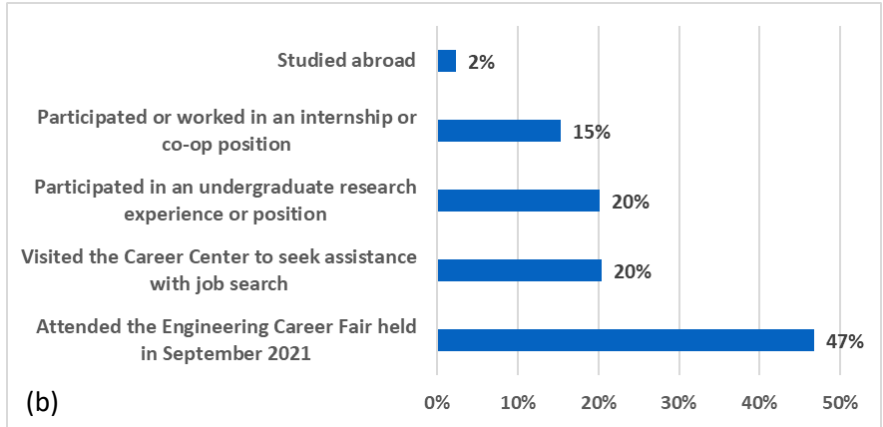


Figure 2.1. Engagement in academic and preparedness activities: (a) prompts related to living situation and pre-semester activities; (b) prompts related to professional development; (c) prompts related to seeking support.

Figure 2.2 displays results for the question, ‘for each activity indicate your level of involvement during the summer 2021 and fall 2021 semesters’. As shown on the x-axis, there were five co-curricular and academic activities listed for students to choose from. As shown in Figure 2.2, the majority of students do not engage in activities unless they are sponsored by their department. Few (<15% of respondents) participated in events more than once or twice during the summer and fall 2021 semesters.

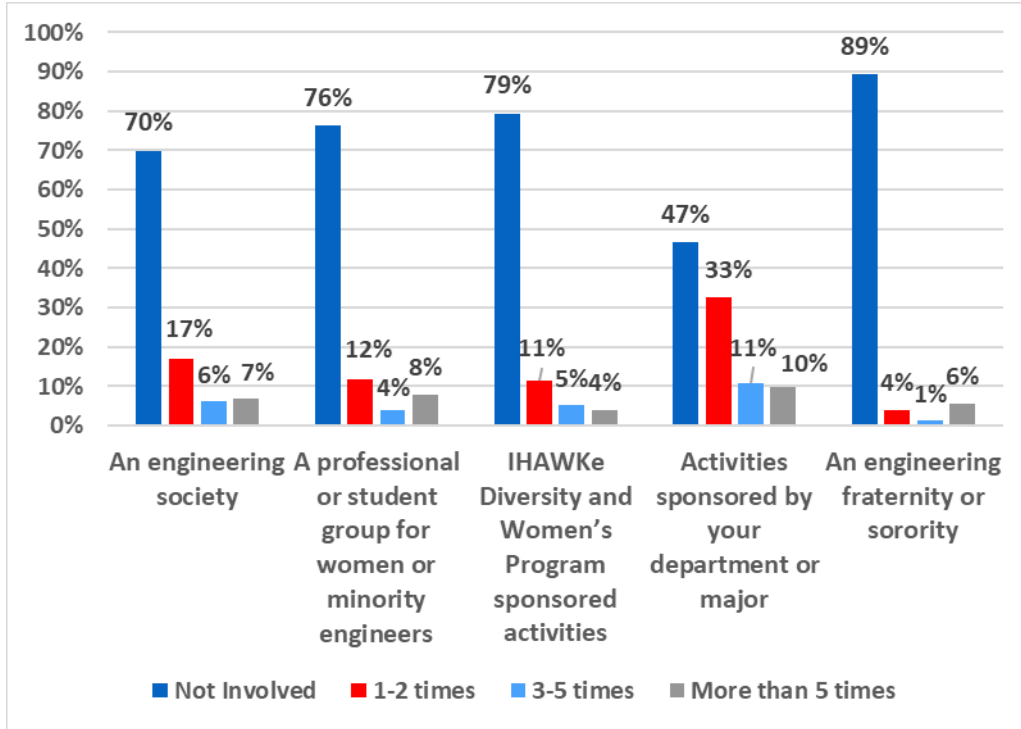


Figure 2.2. Engineering specific activities involvement level.

Figure 2.3a presents findings to the question, ‘after graduation, are you planning to attend graduate school’; Figure 2.3b presents findings to the question ‘do you have a job or funded position secured for after graduation’. The latter was only asked to students who indicated they were graduating in 2022 or 2023. As shown in Figure 2.3a, 25% of respondents are planning to attend graduate school after graduation; 23% already have a job secured for after graduation.

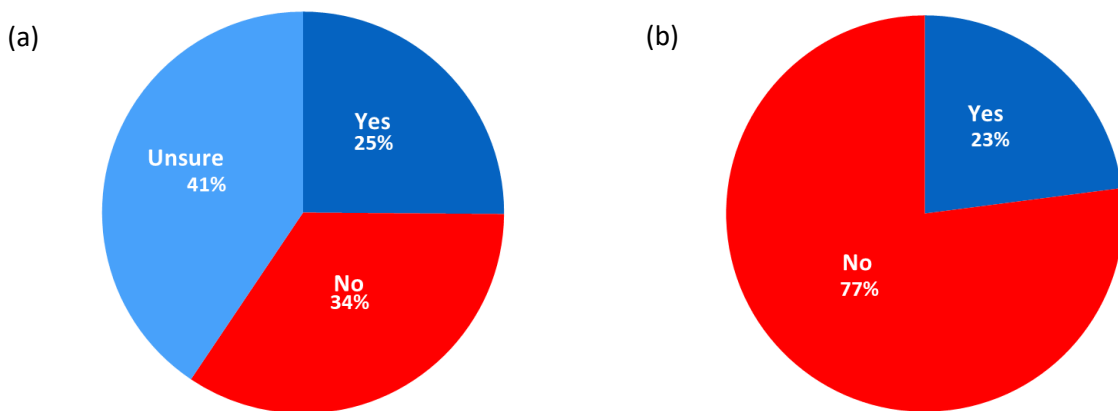


Figure 2.3. Plans for after graduation: (a) Intentions for attending graduate school by All Respondents; (b) position secured by Class of 2022 and 2023.

Connectedness and Climate

Figure 2.4 displays the results to the question, ‘how satisfied are you with the DEIB climate that you have experienced in the School of Engineering in the past six months’. A note was provided immediately after the question and before answers were presented that defined DEIB climate as “shared perceptions about the behaviors that are expected and rewarded within your Major, Department and/or the School of Engineering related to diversity, equity, inclusion and belonging.” As shown in Figure 2.4, 61% of respondents are satisfied (either somewhat or extremely), whereas 10% are dissatisfied (either somewhat or extremely). Nearly one third (29%) of respondents were neither satisfied or dissatisfied.

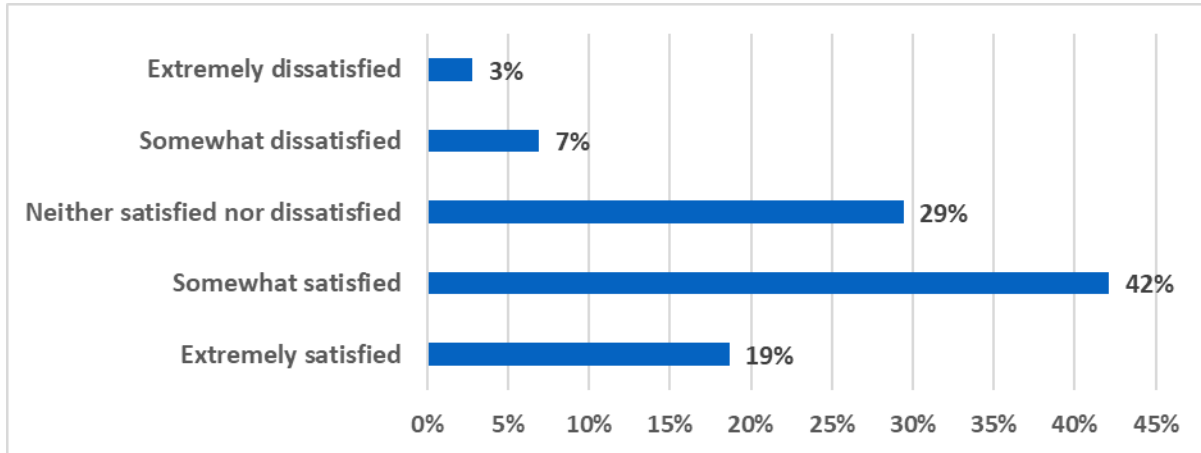


Figure 2.4. Overall satisfaction with DEIB climate.

Figure 2.5 provides respondents’ level of agreement with three prompts about whether they feel they are treated fairly and equitably in the School of Engineering, in engineering classrooms and classroom settings, and at engineering events. As shown in Figure 2.5, 85% of respondents indicate agreement with being treated fairly and equitably overall, 86% indicate agreement with being treated fairly and equitably in the classroom, and 79% indicate agreement with being treated fairly and equitably at engineering events. Across the board, small percentages of respondents (6%, 5%, and 4%, respectively) disagreed and thus feel like they are not treated fairly or equitably. Small percentages of respondents (8%, 7%, and 9%, respectively) neither agreed or disagreed. The final category (1%, 1%, and 8%, respectively) indicated the question was not applicable to them.

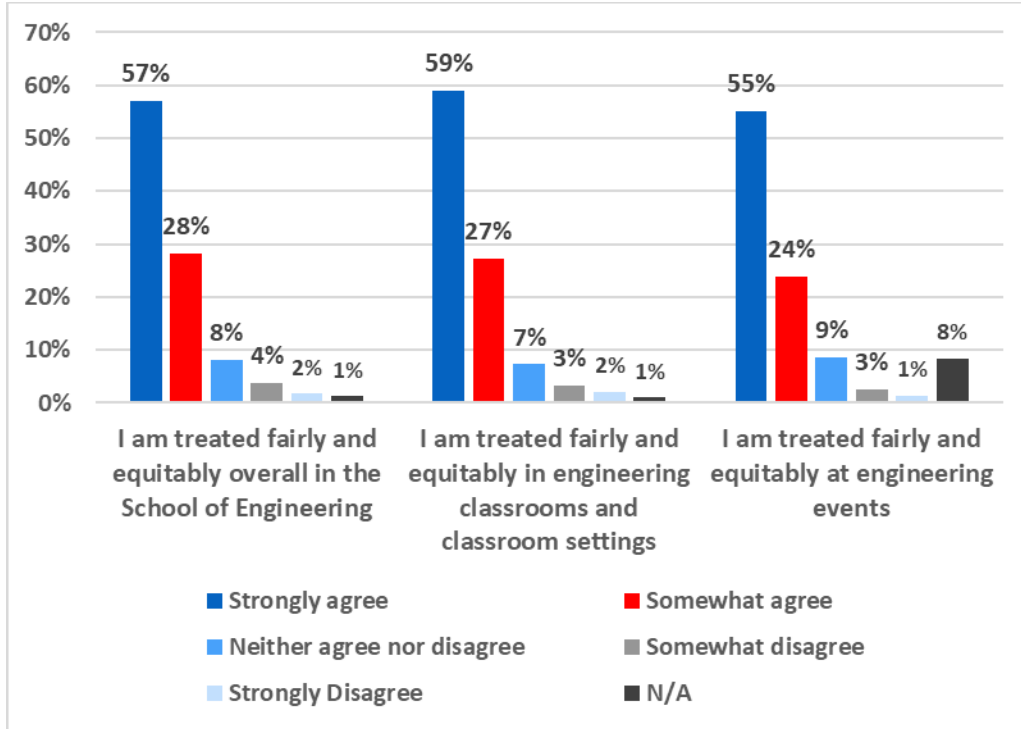


Figure 2.5. Perception of treatment in the School of Engineering, engineering classrooms, and at engineering events.

Figure 2.6 provides the frequency in which respondents felt different ways during the summer and fall 2021 semesters. These prompts are split across two plots, including positive feelings presented on the Figure 2.6a, and negative feelings presented on Figure 2.6b. As shown in Figure 2.6a, the majority of respondents often felt welcome at KU in Engineering (60%) and intellectually stimulated (69%); 10% and 4% indicated they rarely or never felt welcome or intellectually stimulated, respectively. Across positive feelings, students felt valued (42% often; 41% sometimes) and supported the least (36% often; 49% sometimes). Looking at Figure 2.6b, 53% and 33% feel concerned about balancing work and study time often and sometimes, respectively. Significant proportions of students felt left out (44%), disconnected (61%), and exhausted, depressed, anxious or hopeless (72%) often or some of the time during the fall and summer 2021 semesters.

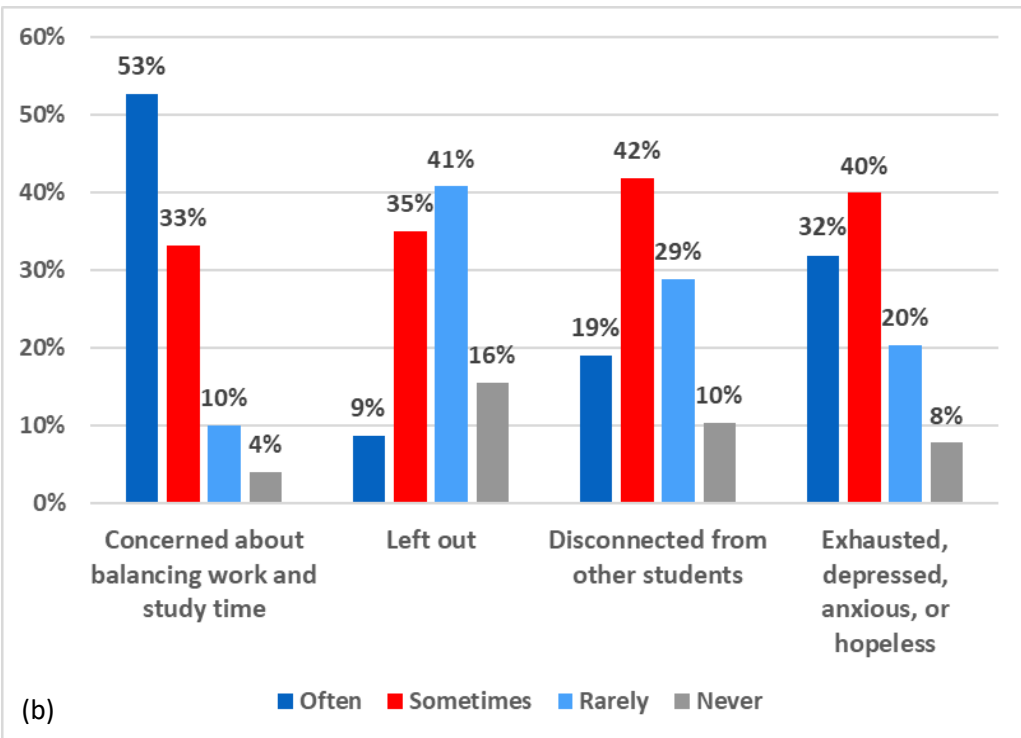
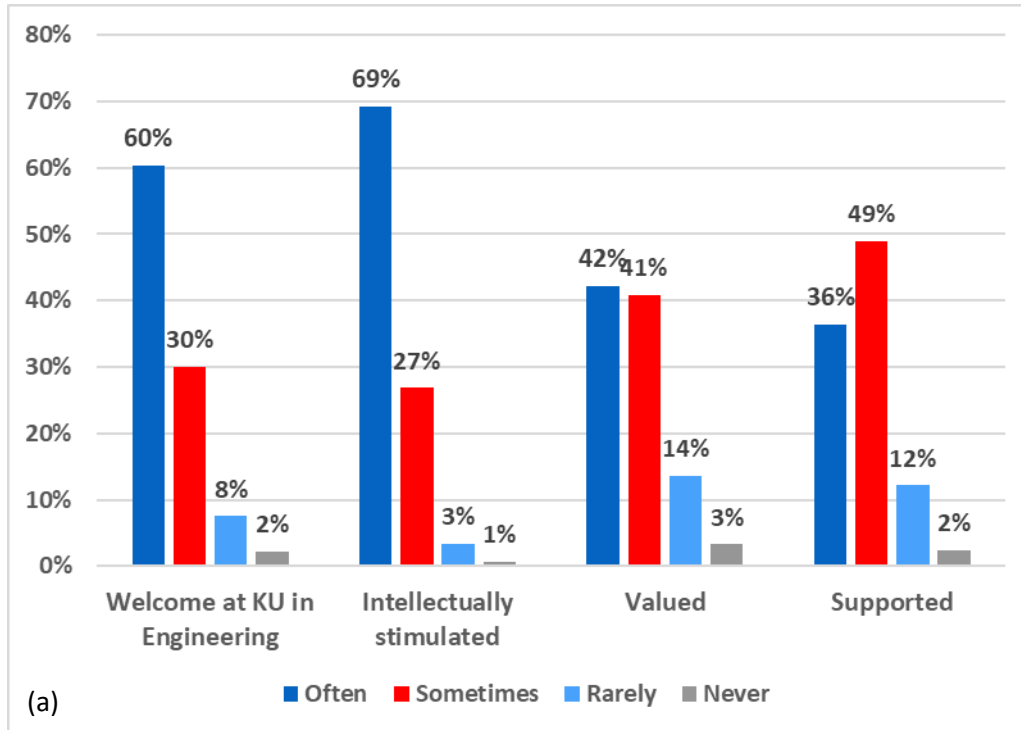


Figure 2.6. Climate and Connectedness: (a) responses to positive feelings; (b) responses to negative feelings.

Students were then asked what the School of Engineering or your department can do to help. A total of 436 responses were received to this open-ended question; 15 themes were identified and coded across the 436 comments. Many comments were coded as more than one theme. The 15 themes included 106

comments about changes to the classroom setting and/or grading, 58 requested more support for tutoring, study groups, scholarships and mental health, 49 comments were related to a need for better or more balanced work load expectations from their course instructors, 42 requested more events, 33 mentioned mental health either requesting support, requesting services, or requesting acknowledgement and de-stigmatization, 27 requested more events and/or support for a specific identity, 26 which offered praise for the work being done, 21 that referenced the COVID-19 pandemic, 23 suggested something should be done to build community, make connections and/or foster belonging broadly or generally, 19 that requested the coffee shop to be LEEP2 reopened, 19 related to new or more frequent communication channels about various things, 19 suggested that the change needed to happen with them personally, 7 comments were classified in an 'other' category, 6 mentioned having a specific problem, and 3 comments were anti-diversity or were in opposition of the survey. Example quotes supporting the five most commonly classified categories and that also represent common perspectives across comments flagged in those categories are provided for further explanation. Sub-themes related to changes to the classroom setting and/or grading included more flexibility during the pandemic, more coordination of tests and major projects across classes, providing tutoring and mental health resources, and for professors to show more care and/or empathy for their students. Identity-based comments most often called out more support and community-building for women, international students, and LGBTQI+ students.

"If engineering teachers empathized more with students and were more accommodating, that would make engineering classes more bearable."

"Have more realistic expectations of what students can achieve in a healthy amount of time. Remind teacher they are not the only class students take so assigning 30+ hours of work per week per class is harmful. say it "only took me 2 hours" does nothing when it takes students 10+ hours. Having students write a 40+ page report each week but reading them with a fine tooth comb like they had months to work on them is unhealthy for students mentally. grading on quality should consider time given and what is more important, the quality of content and what was being taught rather than grammar errors and formatting."

"Please be more lenient with absences due to covid exposure or a positive test and please require classes to have a virtual option/notes posted. Many professors are very strict about attendance, and it is very stressful during the pandemic."

"Having tutors available for a wider variety of classes could ensure help was readily available more often."

"Maybe assigning study groups similar to the study groups for the lower level classes, but not for a specific class. Ex. the School of Engineering or department forms study groups by major and year, and students get a designated time and place to study with and interact with other students (randomly assigned)."

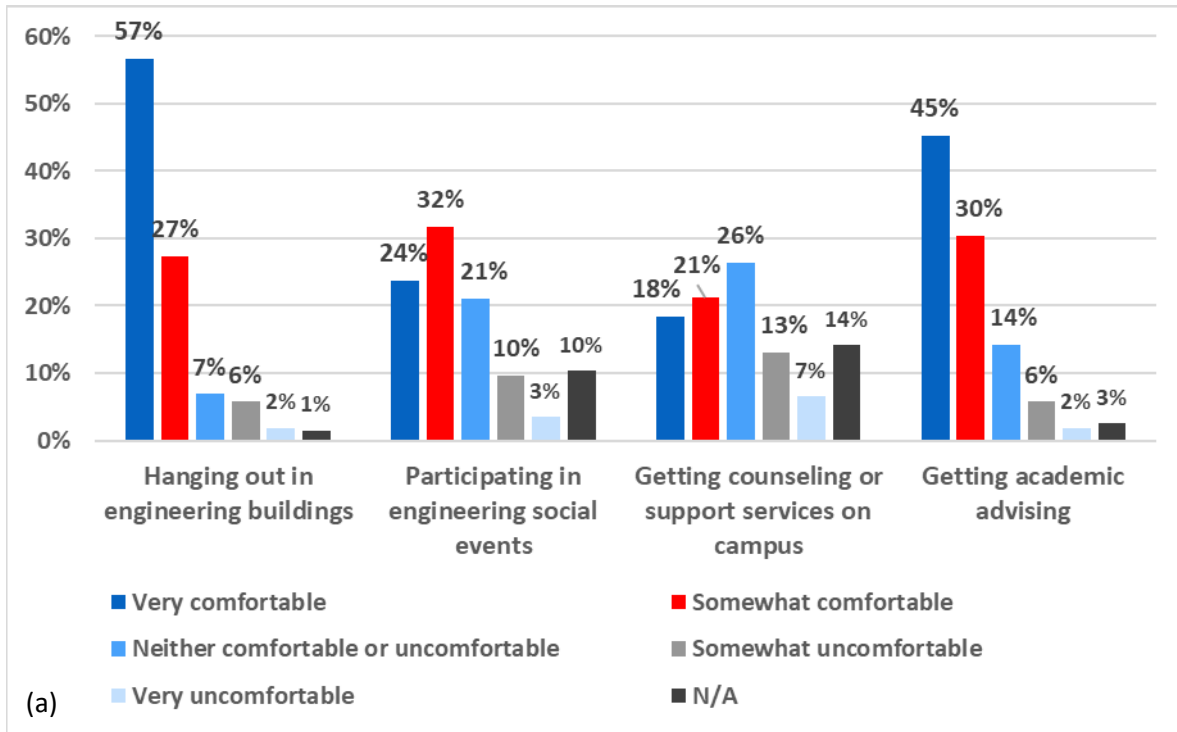
"Professors always say "I know you have other classes" but it often feels like everyone is pushing for their class to be our heaviest workload and it adds up really quickly."

"create work loads that aren't overwhelming, and require professors provide online resources especially with covid."

"Provide more opportunities for students to meet each other outside of class, not necessarily to study but to bond and provide an environment for students to form friendships or acquaintances"

“More mental health services or ways of reminding students that their class performance does not directly translate to their worth. Serving hot chocolate on a cold day/test day with a good message can improve mood, and therefore performance. Little gestures make a big difference to some people, and don't mean much to others, but that still is a net positive. Doing things to support the message that the school cares about their students makes people believe it instead of sounding so much like forced hallow propaganda. I also don't see top faculty go around and ask students how they are doing - low visibility like this can translate to disinterest in how students are.”

Figure 2.7 presents results from the multi-part question that asked respondents how comfortable they felt in eight different situations and settings during the past six months. As shown in Figures 2.7a and 2.7b, students were most comfortable (either very or somewhat) hanging out in the engineering buildings (84%), working on teams or in small groups with other students (82%), followed by interacting with instructors inside the classroom (80%), and getting academic advising support (75%). Respondents were least comfortable getting counseling or other support services on campus and speaking up in class, where 20% and 51% expressed being somewhat or very uncomfortable, respectively.



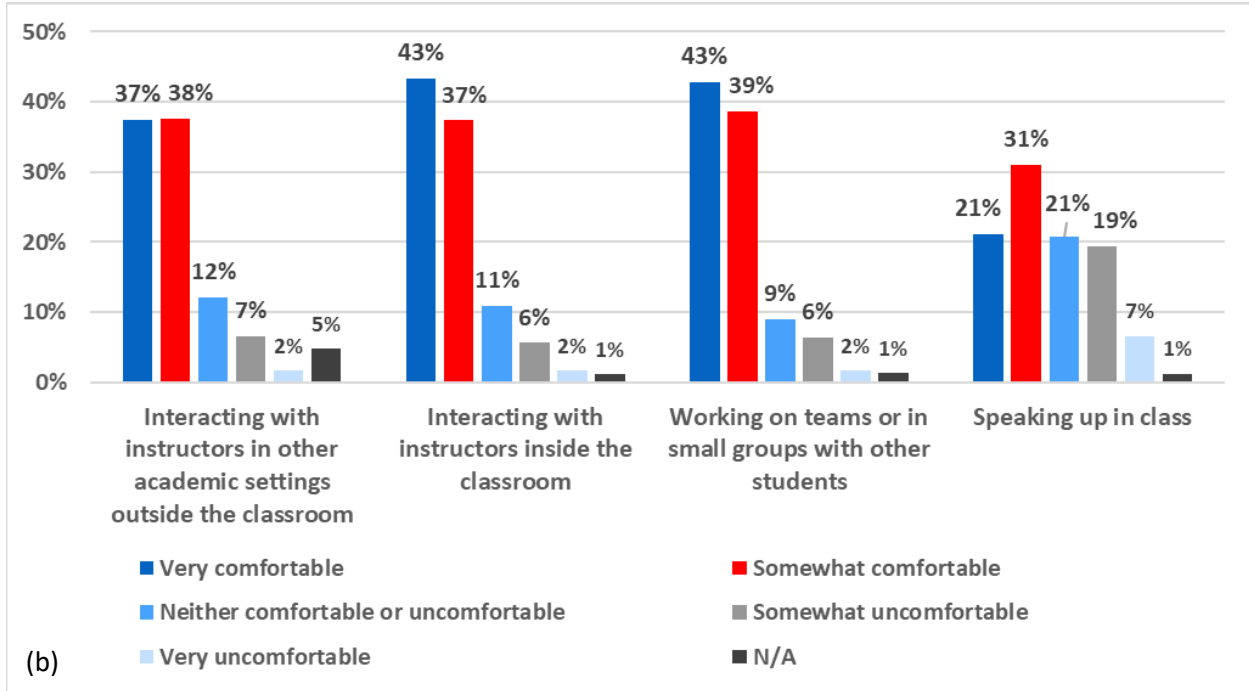


Figure 2.7. Comfort level in different situations and settings: (a) prompts 1 – 4; (b) prompts 5 – 8.

Students were then asked to explain their response, where 398 comments were recorded and coded into five themes: an ‘other’ category (130), comments referencing advising (38), comments about the classroom setting (34), praise (25), the COVID-19 pandemic (16), comments referring to mental health (13), comments about making connections (11), and identity-based comments (5). The ‘other’ category was flagged by 130 comments and consisted of notes like ‘N/A’, ‘I’m comfortable’, or comments about being shy or using their personality as a reason for why they feel more or less comfortable in various situations. Advising comments often included praise about the respondent’s advising experience, although there were a few comments about advisors being non-responsive to emails and creating unwelcoming advising sessions. Comments regarding the classroom setting mostly consisted of students explaining their comfort or discomfort speaking up in class and/or attending office hours. Many of these comments would suggest it is very professor-dependent, where some professors are very welcoming and encouraging, while others are not. Praise comments were general positive comments and not directed at any specific prompt. COVID-19 comments often referenced a lack of enforcement of the mask mandate making the respondent feel uncomfortable and/or because of the pandemic, the respondent did not feel comfortable being in large groups and/or at social events. Comments regarding mental health mostly noted the lack of resources or poor quality of resources available on campus. Comments regarding making connections were often positive, however, multiple students referenced transferring into KU or Engineering and finding it harder to make friends. Of the five identity-based comments, three were based around being marginalized as a woman, one referenced having to deal with homophobia from their classmates, and one was anti-diversity. Some supporting quotes demonstrating these themes follow.

“I have a great academic advisor. On the other hand most of my current professor are considered “GPA crushers” by graduate students. This could be uncomfortable for students and considerably more stressful knowing their current professor is trying to fail them.”

“I’m fine being in the Engineering Buildings and around other students. When it comes to professors I just have that general anxiety of not wanting to look like an idiot in front of them or the class. I’ve never used the support services and getting academic advising feels like just another thing to do when enrollment comes around.”

“There are very few women in my classes. I don’t want to make a fool of myself.”

”i almost constantly feel overlooked compared to the men in classes.”

“The academic/emotion counseling systems here are a joke. You have to pay a load of money just to see a counselor. KU expects broke college students to pay to get help for something might know they even have... such as anxiety or depression. There needs to be more academic and emotion support services given to students for free... especially at a school that prides themselves on being so supportive of everyone...”

Two subsequent open-ended questions were asked to respondents, including requesting them to list one place or group on campus in engineering where they feel most welcome or comfortable, and asking if there is any place or group on campus in engineering where they feel unwelcomed or uncomfortable. The question regarding places respondents feel comfortable received 676 responses, often citing LEEP2, the library, various classes, IHAWKe and other student organizations. The question regarding places respondents feel uncomfortable received 781 responses where 598 of the comments indicated ‘nowhere’. Of the 183 responses that did reference a location, several comments referenced discomfort because of mask wearing on campus, discomfort in the classroom, and discomfort at social events and/or different student organization meetings.

Figure 2.8 presents results to the multi-part question that asked respondents on their level of agreement with five different prompts. As shown in Figure 2.8, 58% of respondents strongly agree they are proud to be a KU Engineering student, and 29% somewhat agree. A combined 71% of respondents strongly or somewhat agree they have a sense of community in KU Engineering, and a combined 83% reported that they have made friends in KU Engineering. When prompted about diversity, a combined 72% agreed KU Engineering is diverse, whereas 15% disagreed, and a combined 89% agreed that being able to interact with individuals of diverse backgrounds will help them after college. Only 3% of respondents disagreed with the last prompt. Despite the high percentage of agreement with each of the five prompts, a seemingly high proportion (7 to 17%) neither agreed or disagreed with each prompt, and 1% indicated the prompts were not applicable to them.

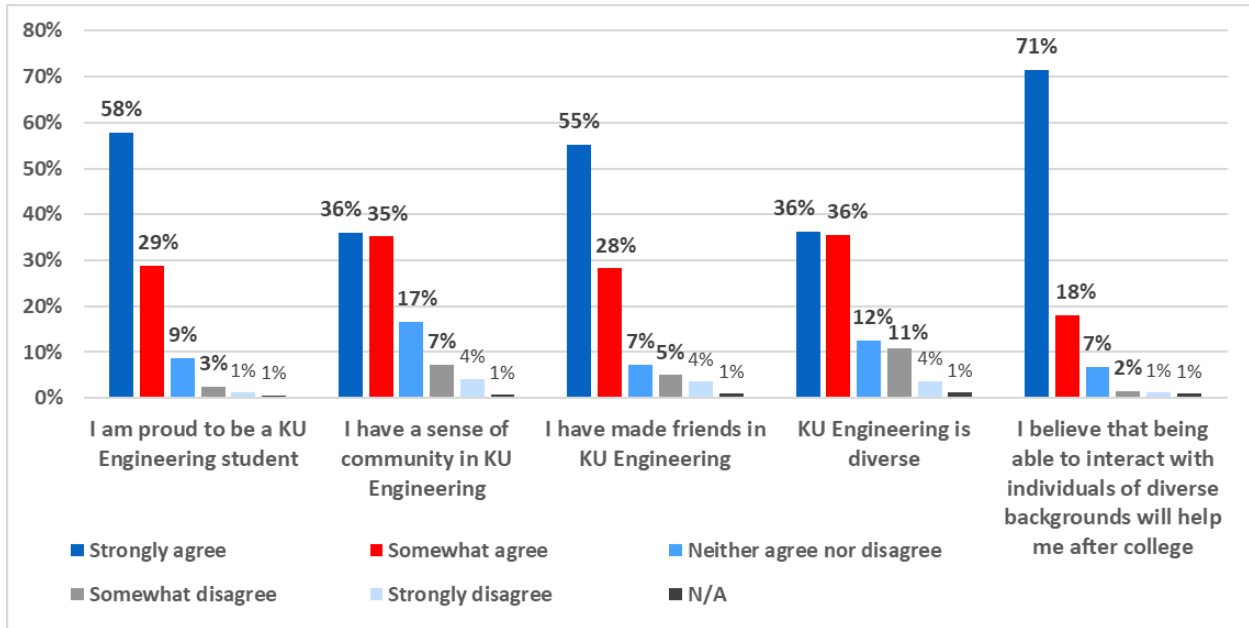


Figure 2.8. Agreement level with five different perspectives.

The final questions regarding connectedness and climate asked students if there is someone they think of as a mentor in KU Engineering and whether there are role models for them in KU Engineering. Respondents could select faculty, staff, administrators, graduate students, undergraduate students, other or no one in engineering. The results to these two questions are presented in Figure 2.9. As shown, it was more common for a respondent to indicate there were people they related to as role models, including 47% identified faculty and 47% identified undergraduate students. It was less common for respondents to indicate they had a mentor in KU Engineering; the highest proportion (36%) selected faculty members. 27% and 12% of respondents reported there is no one in KU Engineering they identify as a mentor or role model, respectively.

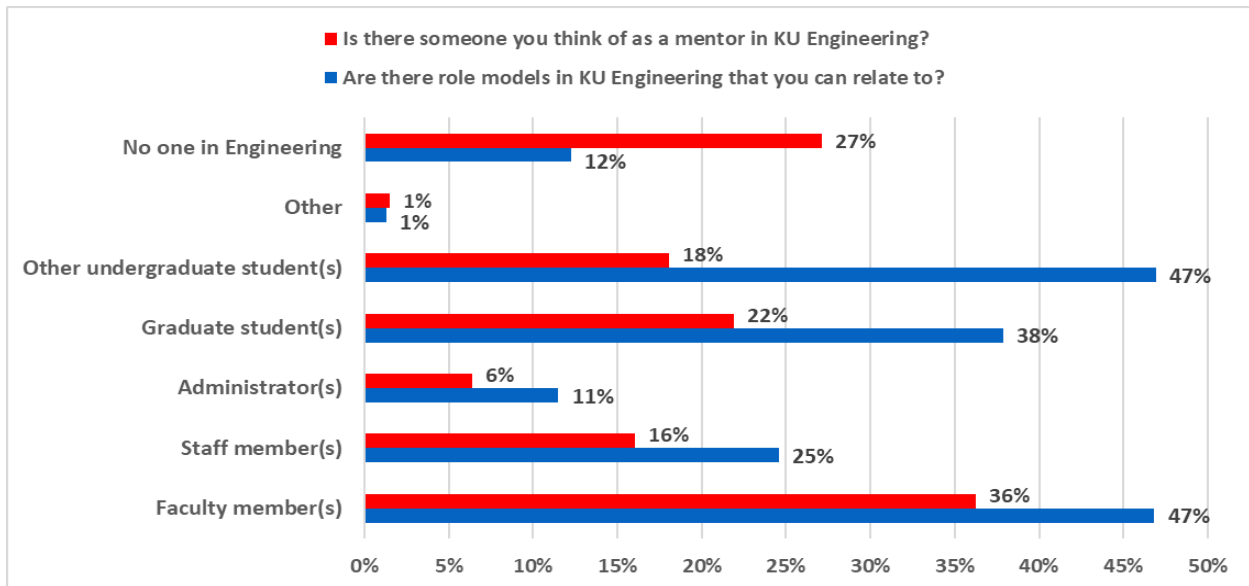


Figure 2.9. Mentors and role models in KU Engineering.

Hostile Behavior

Two sets of four questions were asked to about hostile behavior. The first set of questions was based on the respondent’s personal experience; the second set of questions was based on what the respondent has or has not witnessed. The four questions in each set were otherwise identical. The responses are presented in Figures 2.10 through 2.13. Figure 2.10 presents responses to the first question which asked ‘Within the past five years, have you [personally experienced OR witnessed] any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, or religion?’ Respondents were then instructed to select all answer choices that apply. Of the 775 undergraduate students who replied to the first question in each set, 25% answered YES to having personally experienced and 29% answered YES to having witnessed. As shown in Figure 2.10, the majority of respondents answered NO to the question. Of those who answered YES, such hostile behavior mostly occurred outside of the School, followed by inside the School, and then inside the respondent’s Department. The second, third, and fourth questions were only asked to those who answered YES to the first question. Figure 2.11 presents the respondent’s perceived basis of the hostile behavior, where gender identity was the most common selection, followed by race, ethnicity, and sexual orientation. Figure 2.12 presents the respondent’s identification of the source of the hostile behavior, where students were the most common selection, followed by ‘other’, faculty, and unsure. Figure 2.13 presents the final question regarding whether the hostile behavior was intervened or reported. As shown in Figure 2.13, the majority of respondents answered NO. Only 18% and 27% were intervened and 9% and 12% were reported, for hostile behaviors that were personally experienced or witnessed, respectively. Following the question set, the survey displayed a note to any respondent who answered yes to the first question in either set, that read ‘We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to directly follow up with these types of offenses reported through this survey, we strongly encourage you to report the situation with the Office of Institutional Opportunity & Access (IOA) on campus.’

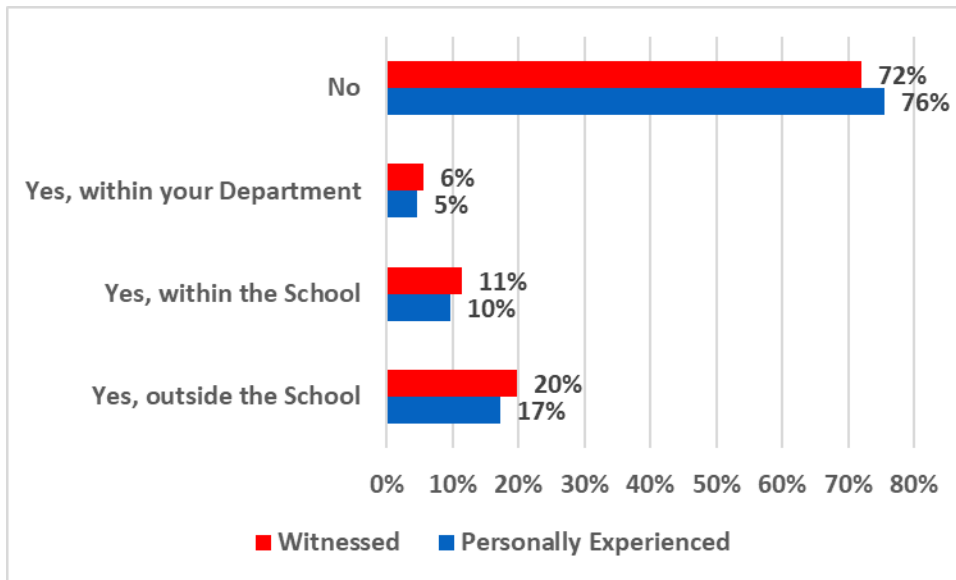


Figure 2.10. Personal experience with and witness of hostile behavior.

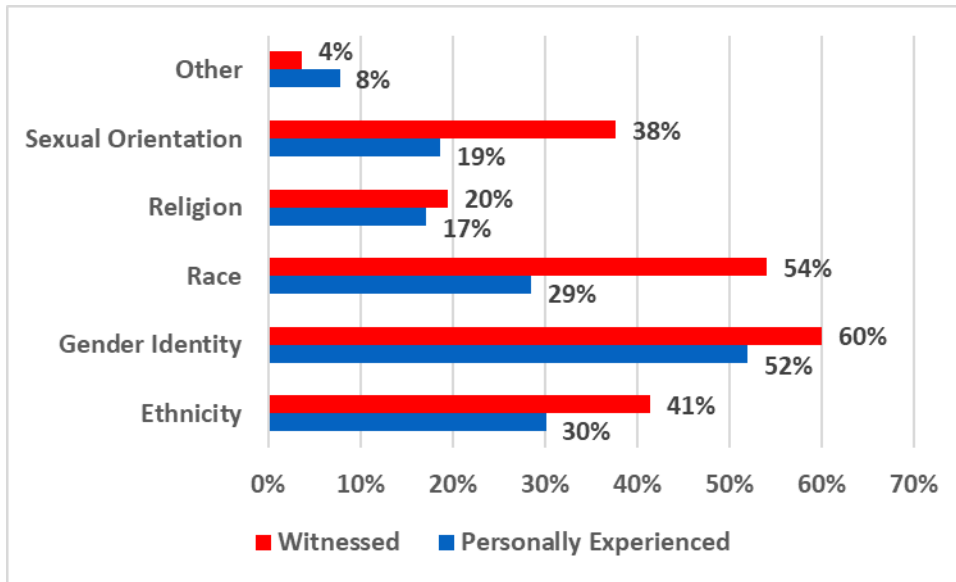


Figure 2.11. Perceived basis of personal experience with and witness of hostile behavior.

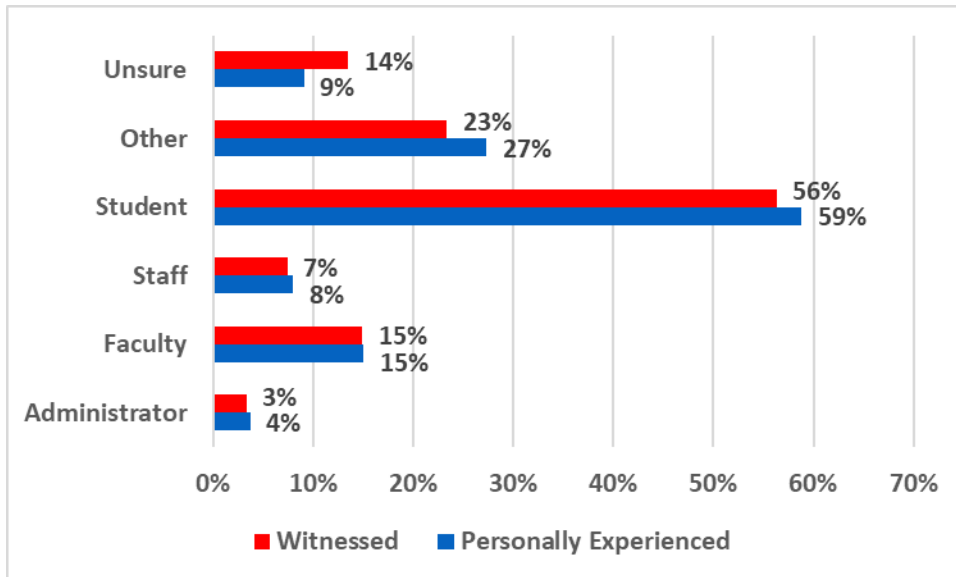


Figure 2.12. Source of personal experience with and witness of hostile behavior.

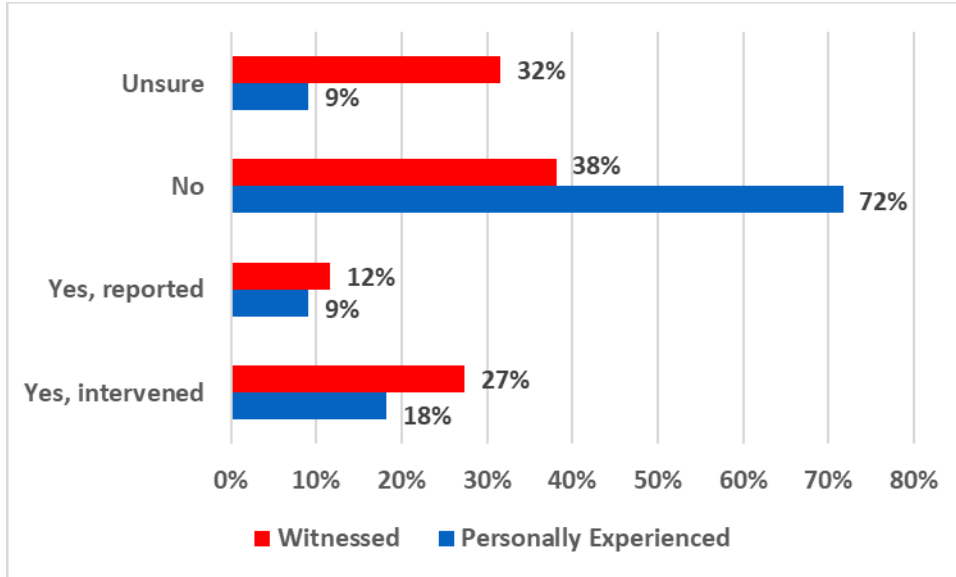


Figure 2.13. Intervention and reporting outcome of personal experience with and witness of hostile behavior.

Closing Comments

Students were asked two final open-ended questions, including for them to make any additional comments regarding DEIB in their department, and in the School of Engineering. Responses to the School of Engineering focused question are shared here, where 146 responses were received to this open-ended question. Nine themes were identified and coded across comments, including positive/praise-based comments (55), comments requesting to improve inclusivity (27), not applicable comments that stated 'none' or 'nothing really' (24), an 'other' category (20), comments requesting more kindness, help, or empathy from staff and faculty (7), comments requesting to increase diversity (7), comments suggesting that DEIB is not needed and/or that it was clear many students were early in their learning and thus did not understand why DEIB was needed (7), comments referencing the COVID-19 pandemic (6), and comments calling out a specific problem (3). The following quotes are provided in support of these themes.

"As stated before the school of engineering and SAC proctoring do not always mesh well. If professors could be more mindful of alternative testing and note taking that would be wonderful :)"

"Needs more lgbtq role models in the Engineering department, lack of representation causes more homophobia within groups of students which aren't recognized."

"I hesitate to participate in ihawke, msp, women engineers, and other similar activities because I feel like some of my peers, already, do not take me seriously because I am a Latina girl. I want to be seen as their equal, but associating myself with groups based solely on my physical identity seems counterproductive. I like how diverse the engineering school is, but I don't like how little interaction there is between different groups of people. I believe that is why a few students seem to have incredibly bad manners when it comes to interacting with different students. Most of my male peers will not take a seat next to female student they don't know unless it's one of the last options. So usually most of the girls sit all together or I sit in a

row/table all to myself. This is can feel incredibly isolating and discouraging, though, I am sure they do this with malice."

"I think it would be nice if there was a faculty, staff and students gathering for the females in engineering. It would be empowering and beneficial for the females that struggle as a minority in engineering."

"I think the School of Engineering does make an effort to promote DEIB, and that the DEIB climate in the School is good in some areas but lacking in others. For example, in my experience it seems that there is quite a bit of diversity in terms of racial/ethnic background and nationality, and people are usually fairly accepting about this, but sometimes there are areas in which I think they could be more understanding, such as not judging international students/faculty for speaking with accents. I also think that women and LGBTQ people are pretty underrepresented in engineering, and that tolerance towards LGBTQ students (especially those who are trans and/or nonbinary) is an area in need of improvement."

"For background, I am a female white American and have done a lot of research on racism and its effects in our country. I am not perfect but do my best to be anti racist, listen to, and include all kinds of people. I have noticed that many people feel attacked for being white, or while searching for scholarships feel like they were left out/disadvantaged because they were not a minority, or like the BLM movement says that white people's lives matter less. Obviously these perceptions are dangerous and ill informed, but many white people are not exposed to comprehensive education on why it is so important for the opportunities to be created for people who don't have their privileges. Recognizing the burden of education should not fall solely on people of color, the education team or resources should reflect that. A white male talking to other white men about why recognizing privilege is important is more effective than any other demographic, I imagine. More engineers = a better world, and we can make the table bigger without crowding anyone out, I just don't see these being directly addressed right now, and am concerned that people will continue these misperceptions moving forward."

"Occasionally students will make harsh comments on a peer or professor purely due to their race or immigrant status. That is the most often DEIB concern that I witness."

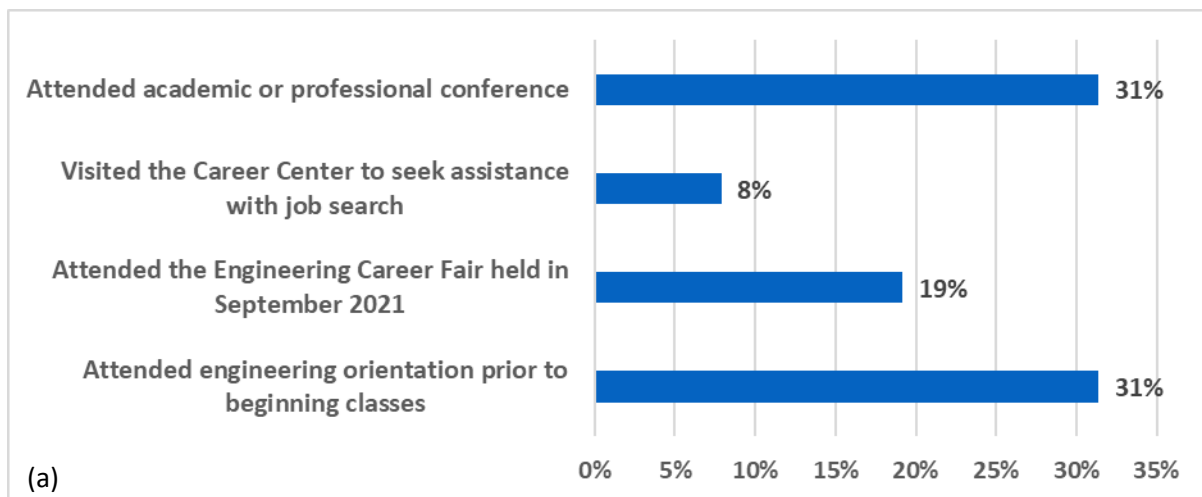
"As someone who had a "real job" for several years before attending KU, I think it might just be good to explicitly say the words "If you say X joke in a corporate work environment, you will see consequences and may be fired." I don't want to Zoomer bash because I saw it with my generation too, but many 18-21 year olds don't realize that their snide remarks whispered to a friend could cost them large sums of money if overheard by the wrong person."

Graduate Student Survey Results

This section presents results of the survey administered to graduate students. The survey consisted of five sections: (1) diversity and demographics; (2) engagement and student success; (3) connectedness and climate; (4) hostile behavior; and (5) closing comments. Diversity and demographics were reported in this report in the section titled Response Rates. For the remaining four sections, the aggregate responses from all respondents are presented. After all survey responses are presented, a final section of the report titled ‘Observations and Recommended Actions’ shares recommended actions for the School of Engineering based on identity-based differences in responses and observations across surveys.

Engagement and Student Success

Figure 3.1 displays results for the question, ‘select all the activities in which you engaged in during the summer 2021 and fall 2021 semesters’ split across three different plots. As shown on the y-axis across the three sub-plots, this question listed 11 different academic and preparation activities for students to choose from. Figure 3.1a presents the affirmative responses to prompts related to professional development, where 31% reported they had attended an academic or professional conference and engineering orientation before classes, 19% attended the Career Fair in September 2021, and 8% visited the Career Center to seek assistance with their job search. Figure 3.1b presents the affirmative responses to seven prompts related to seeking support, where 62% indicated they visited a professor and/or graduate assistant in their office hours, 53% visited or email and advisor or advising center, 49% scheduled an appointment with a professor or graduate assistant outside of their office hours, and 46% sought help from other engineering students when experiencing difficulties with classes. Only 9% got advice from a mentor in a formal mentoring program, 27% participated in formal or informal study groups, and 35% called or email parents or close friends about difficulties.



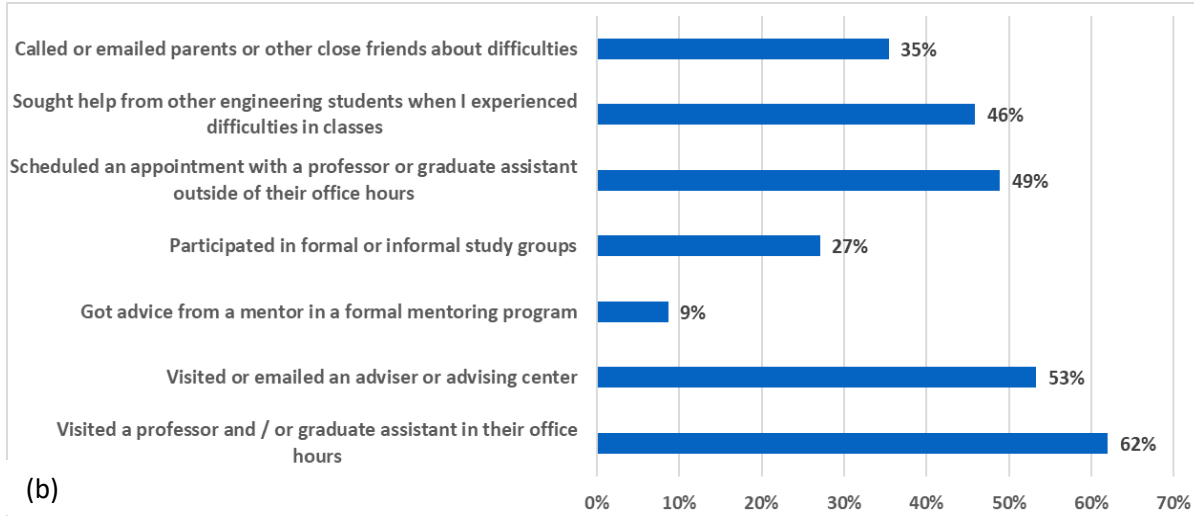


Figure 3.1. Engagement in academic and preparedness activities: (a) prompts related to professional development; (b) prompts related to seeking support.

Figure 3.2 displays results for the question, ‘for each activity indicate your level of involvement during the summer 2021 and fall 2021 semesters’. As shown on the x-axis, there were five co-curricular and academic activities listed for students to choose from. As shown in Figure 3.2, the majority of respondents indicated they were not involved in any of the activities. Activities sponsored by the respondent’s department or major had the highest participation rates, followed by events sponsored by the Graduate Engineering Association.

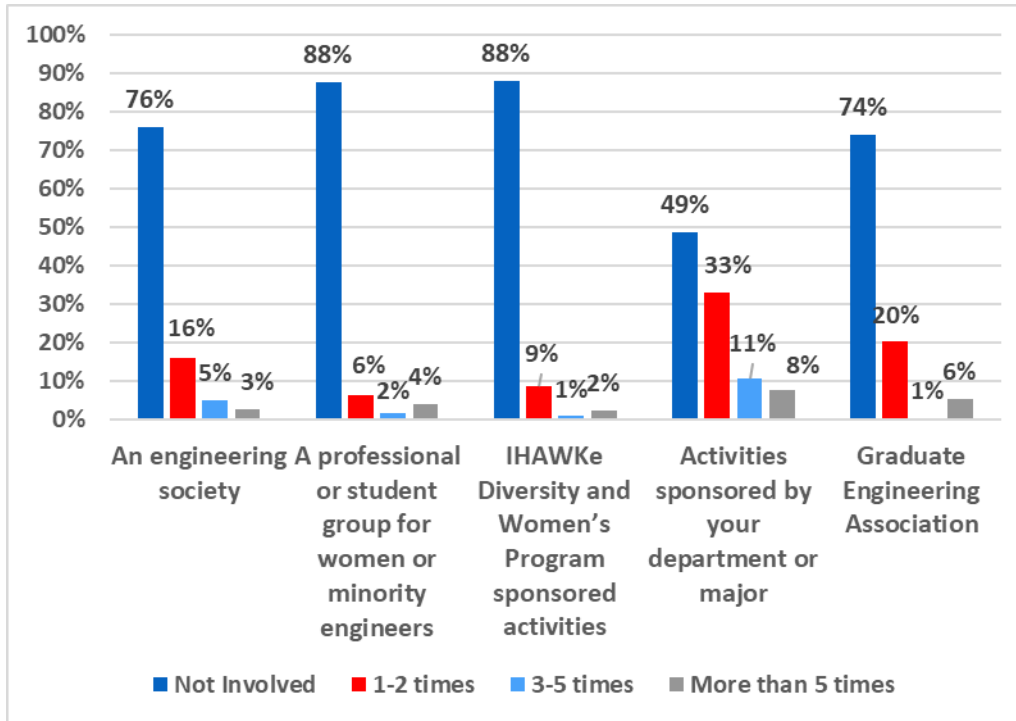


Figure 3.2. Engineering specific activities involvement level.

Figure 3.3a presents findings to the question, ‘after graduation, what is your intended next step’. As shown, more than half (57%) of respondents selected to obtain an engineering-related job in industry, followed by 15% obtaining an engineering-related job in academia, followed by 13% who were not sure yet. A small proportion (9%) indicated plans to continue for additional graduate education, obtain an engineering-related job in government (5%), and obtain a job outside of engineering (2%). All respondents were then asked ‘do you have a job or funded position secured for after graduation’. As shown in Figure 3.3b, 82% answered no and 18% answered yes.

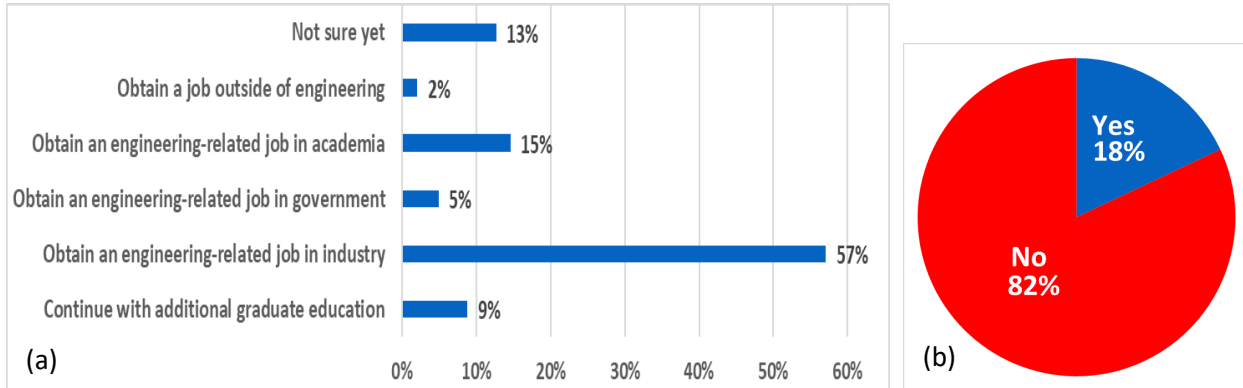


Figure 3.3. Plans for after graduation: (a) intentions for attending graduate school; (b) whether position has been secured.

Connectedness and Climate

Figure 3.4 displays the results to the question, ‘how satisfied are you with the DEIB climate that you have experienced in the School of Engineering in the past six months’. A note was provided immediately after the question and before answers were presented that defined DEIB climate as “shared perceptions about the behaviors that are expected and rewarded within your Major, Department and/or the School of Engineering related to diversity, equity, inclusion and belonging.” As shown in Figure 3.4, 29% reported being extremely satisfied and 38% reported being somewhat satisfied. Nearly one-third (27%) selected neither satisfied or dissatisfied, and 6% were dissatisfied to some extent, including 2% who were extremely dissatisfied.

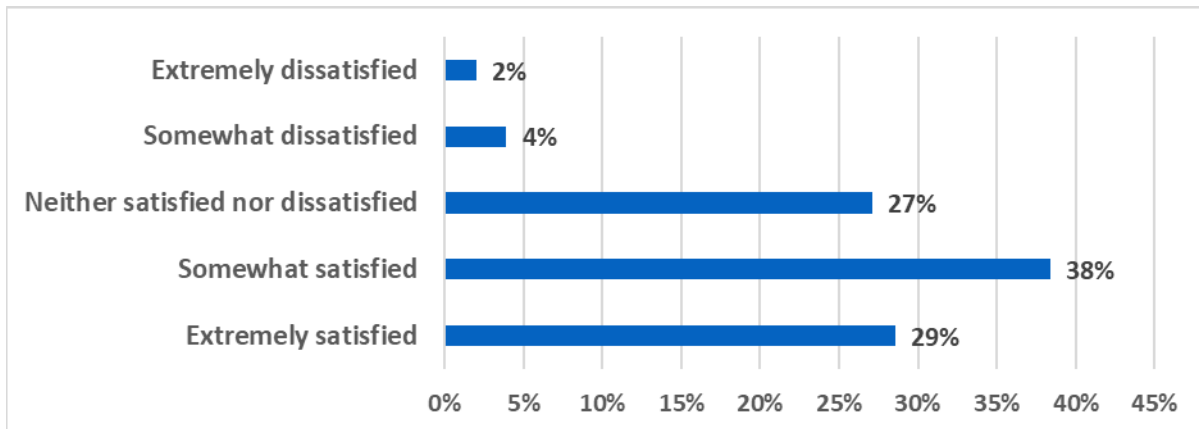


Figure 3.4. Overall satisfaction with DEIB climate.

Figure 3.5 provides respondents’ level of agreement with three prompts about whether they feel they are treated fairly and equitably in the School of Engineering, in engineering classrooms and classroom settings, at engineering events, and in their research group. As shown in Figure 3.5, 68% strongly agreed with being treated fairly and equitably in engineering classrooms and classroom settings and in their research group, 61% strongly agreed with being treated fairly and equitably at engineering events, and 60% strongly agreed with being treated fairly and equitably overall in the School of Engineering. Between 2% and 3% strongly disagreed and between 2% and 4% somewhat disagreed with all four prompts. A small portion responded as not applicable (between 2% and 10%) and neither agreeing or disagreeing (5% to 10%).

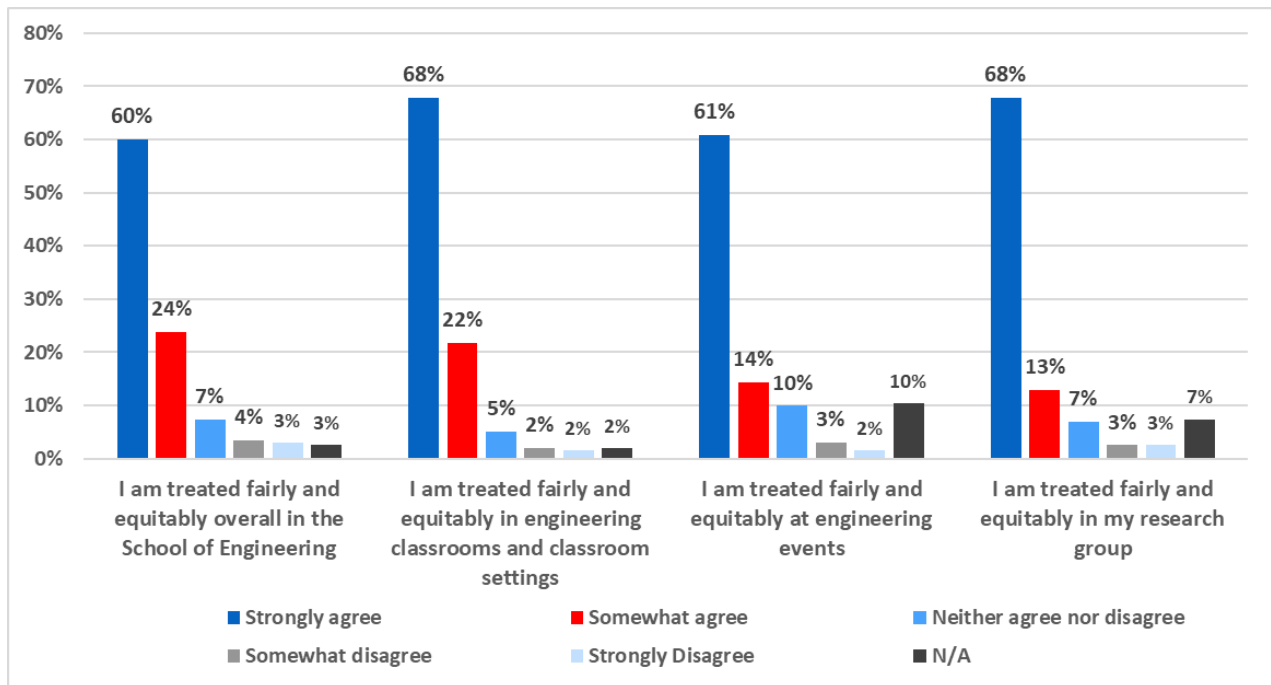


Figure 3.5. Perception of treatment in the School of Engineering, engineering classrooms, and at engineering events.

Figure 3.6 provides the frequency in which respondents felt different ways during the fall 2021 semester. These prompts are split across two plots, including more positive feelings presented in Figure 3.6a, and more negative feelings presented in Figure 3.6b. As shown in Figure 3.6a, 67% often felt welcome at KU in Engineering and intellectually stimulated, 55% often felt supported, and 53% often felt valued. Between 1% to 3% never and between 3% to 10% rarely felt welcome, intellectually stimulated, valued, or supported. As shown in Figure 3.6b, 45% often and 41% often and sometimes felt concerned about balancing work and study time. The second feelings most frequently felt were exhausted, depressed, anxious, or hopeless (20% often, 50% sometimes). While 2% of students never felt concerned about balancing work and study time, between 11% to 31% reported never feeling exhausted, depressed, anxious, or hopeless, disconnected from other students, stress or doubt related to their degree, left out, or stress about funding for their entire graduate degree.

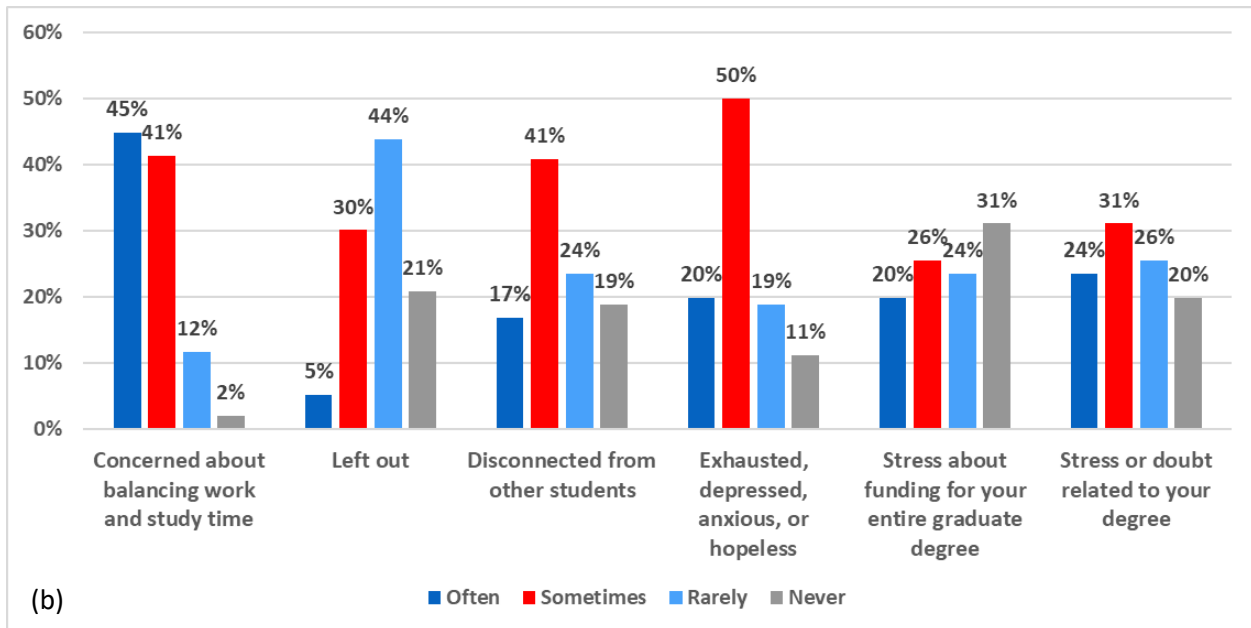
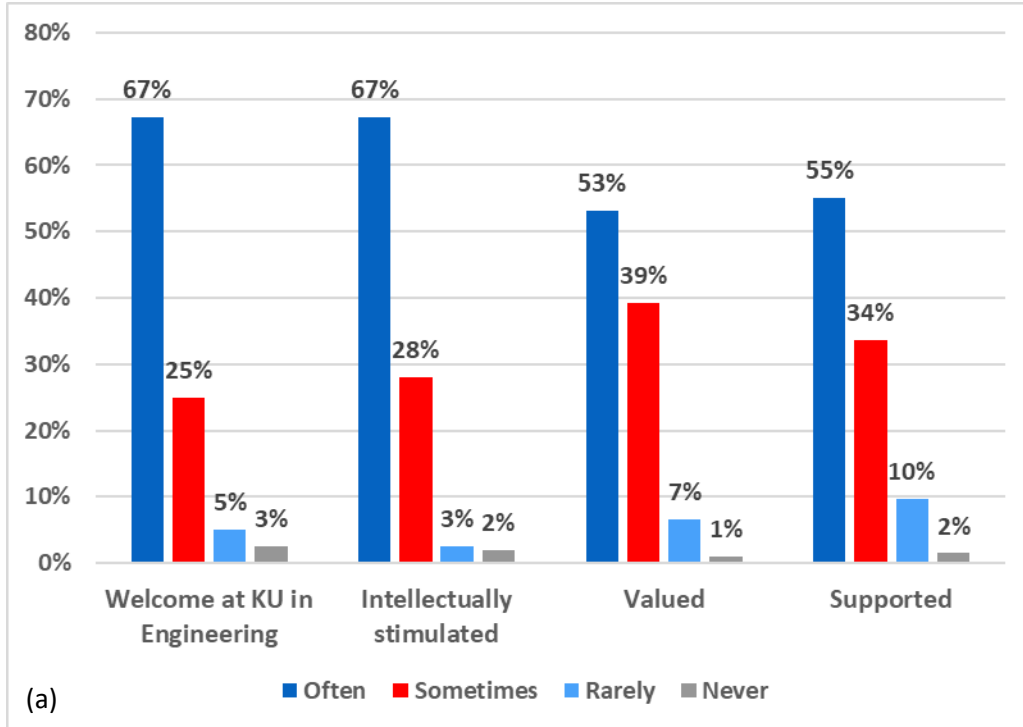


Figure 3.6. Climate and Connectedness: (a) responses to positive feelings; (b) responses to negative feelings.

Students were then asked what the School of Engineering or your department can do to help, where 87 responses were received to this open-ended question. Comments were classified and coded into 10 categories, including comments flagged as N/A (22), requests for events (19), an ‘other’ category (16), comments related to funding and/or job security (14), requests for more inclusivity (8), reference to classroom settings (6), comments suggesting personal reasons (4), comments about workload (4), and

comments referencing mental health (3). The requests for events most often requested social and community-building events, and a few requested events for professional development, such as seminars. The other category included comments about the pandemic, making friends, and individual comments of significant range. Comments related to funding and job security often requested more opportunities to receive funding, requests for an increase in salary, more security around their GRA/GTA position, and more support in finding a job after graduation. Comments requesting more inclusivity were either general, calling out a need for inclusive programming for international students, and more inclusivity and support for bioengineering students. A selection of quotes supporting these themes follow.

“I think engineering is doing its best but most stress comes from beyond engineering department. GTA / GRA remuneration means we barely make. Most of us have accrued credit card debt. To help us focus this really needs to be addressed. But I think this goes to the overall university policy makers. Thanks.”

“Our school may hold more graduate students activities or study groups to build up students relationship and research collaboration.”

“More inclusive and welcoming environment. Understanding student needs and their struggles.”

Figure 3.7 presents results from the multi-part question that asked respondents how comfortable they felt in eight different situations and settings during the past six months. Prompts are not categorically separated, but are presented on different plots to improve readability. As shown in Figures 3.7a and 3.7b, more than 60% feel very comfortable interacting with instructors in academic settings inside and outside the classroom. More than 50% feel very comfortable speaking up in their research group, hanging out in engineering buildings, and getting academic and/or research advising. No respondents felt very uncomfortable interacting with instructors in academic settings outside the classroom, whereas between 1% to 3% were very uncomfortable doing any of the other activities. Overall, getting counseling or support services on campus, followed by participating in engineering social events, received the lowest proportions of respondents indicating any level of comfort.

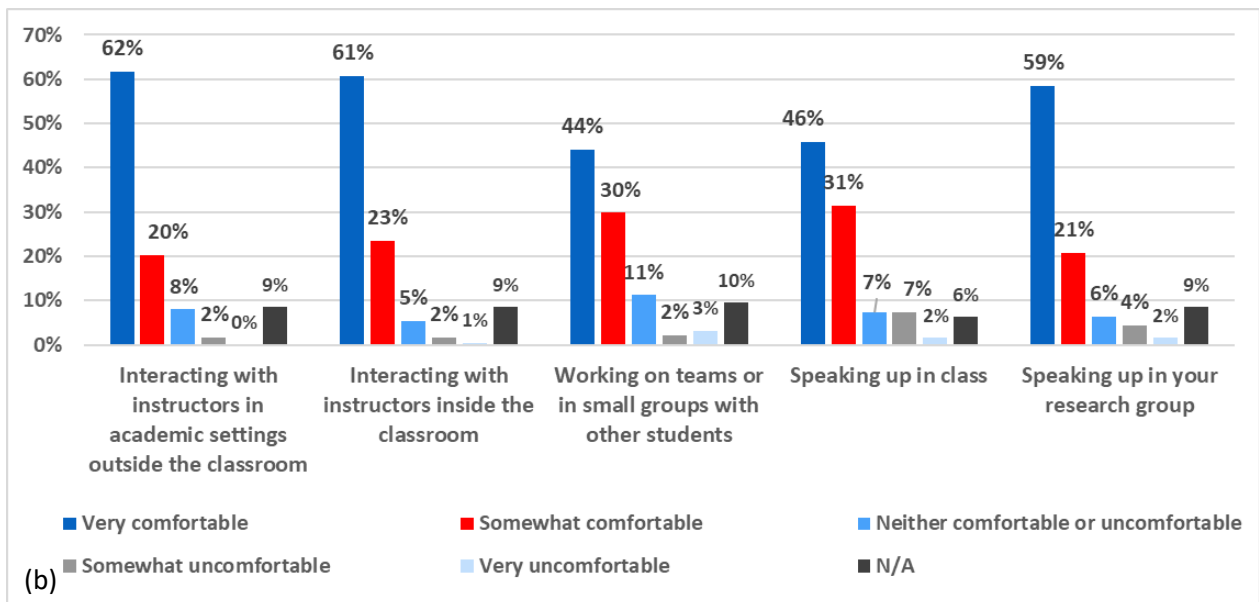
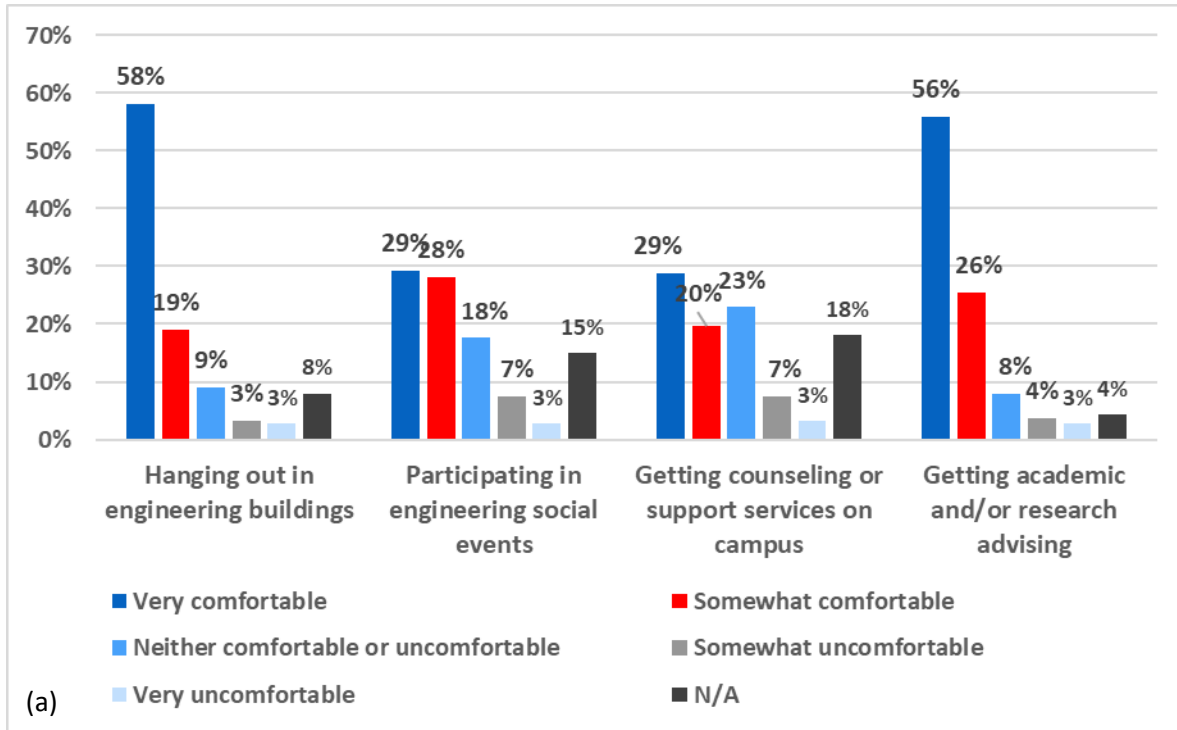


Figure 3.7. Comfort level in different situations and settings: (a) prompts 1 – 4; (b) prompts 5 – 8.

Students were then asked to explain their response, where 62 comments were recorded, where 36 were flagged as not applicable and/or clarification that the respondent feels comfortable. Of the remaining 26 comments, four categories were coded: mental health (8), an 'other' category (6), confidence as a function of classroom or research group environment (5), and COVID-19 references (5).

“The penalty for missing a CAPS appointment seems extreme. If i need to cancel because of work or study, then i feel like im stuck between a rock and a hard place.”

“Ever since I started in engineering, my extroverted personality has become more and more introverted. Now I struggle to hold conversations with some of my peers, which makes it difficult to work in groups. This on top of being a woman in engineering, where in previous classes my ideas were not taken seriously.”

“Reopening the coffee shop in LEEP2 would be a significant morale boost!”

“I am still nervous about COVID interactions.”

Two subsequent open-ended questions were asked to respondents, including requesting them to list one place or group on campus in engineering where they feel most welcome or comfortable, and asking if there is any place or group on campus in engineering where they feel unwelcomed or uncomfortable. The question regarding places respondents feel comfortable received 152 responses, where research lab and research group, LEEP2 and Eaton Hall, and various professor offices were the most common places to be called out. The question regarding places respondents feel uncomfortable received 134 responses, where 118 comments were flagged as ‘no’, ‘nowhere’, ‘n/a’. Of the remaining 16 comments, there were several mentions of spaces with multiple people or where things were to be ‘passed around’ presumably in reference to potential risk from the COVID-19 pandemic, as well as comments about social events, and ‘with some professors’ was noted multiple times.

Figure 3.8 presents results to the multi-part question that asked respondents their level of agreement with five different prompts. As shown in Figure 3.8, 78% of respondents strongly agree that being able to interact with individuals of diverse backgrounds will help them after college, although only 49% strongly agree that KU Engineering is diverse. Combining agreement categories (combining strongly agree with somewhat agree), 93% agree that being able to interact with individuals of diverse backgrounds will help them after college, 90% agree they feel proud to be a KU Engineering student, 84% agree they have made friends in KU Engineering, 80% agree KU Engineering is diverse, and 71% agree they have a sense of community in KU Engineering. Between 3% to 11% disagree to some extent with each prompt; the highest disagreement (1%) was with having a sense of community in KU Engineering.

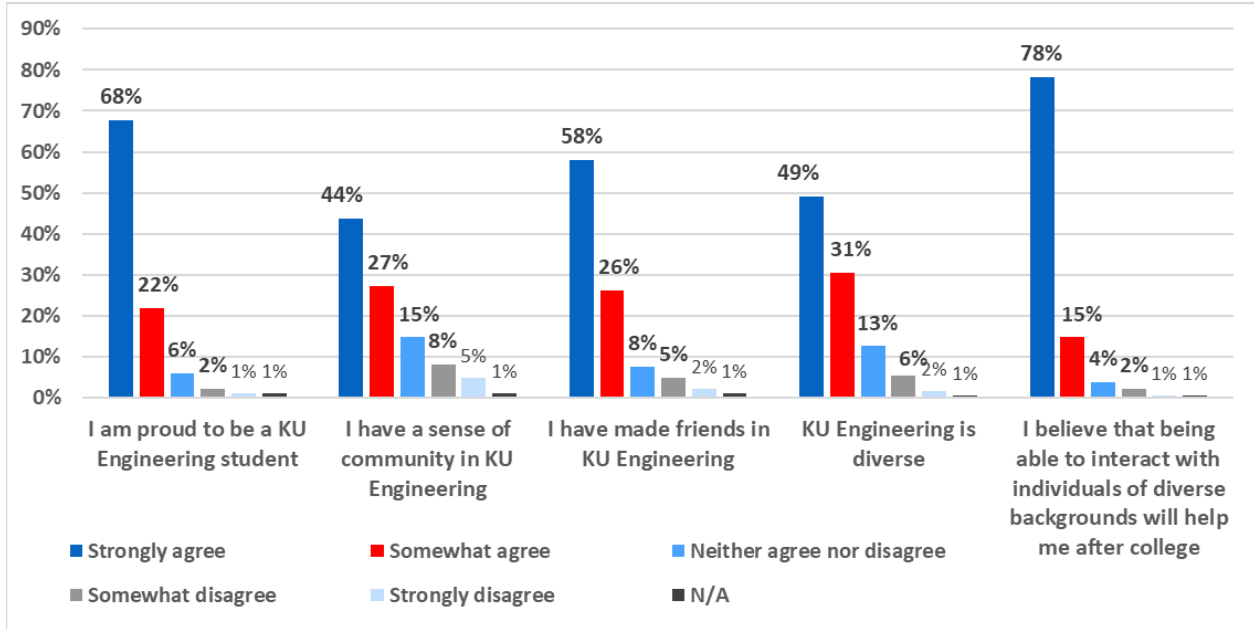


Figure 3.8. Agreement level with five different perspectives.

The final questions regarding connectedness and climate asked students if there is someone they think of as a mentor in KU Engineering and whether there are role models for them in KU Engineering. Respondents could select faculty, staff, administrators, graduate students, undergraduate students, other or no one in engineering. The results to these two questions are presented in Figure 3.9. As shown, approximately two-thirds identified faculty members as mentors and role models. Approximately half (52%) identified other graduate students as role models, and one-fourth identified staff as role models. It was more common for respondents to identify role models than mentors, where faculty (69%), followed by graduate students (28%), followed by staff (13%), were also the most common selection for mentors.

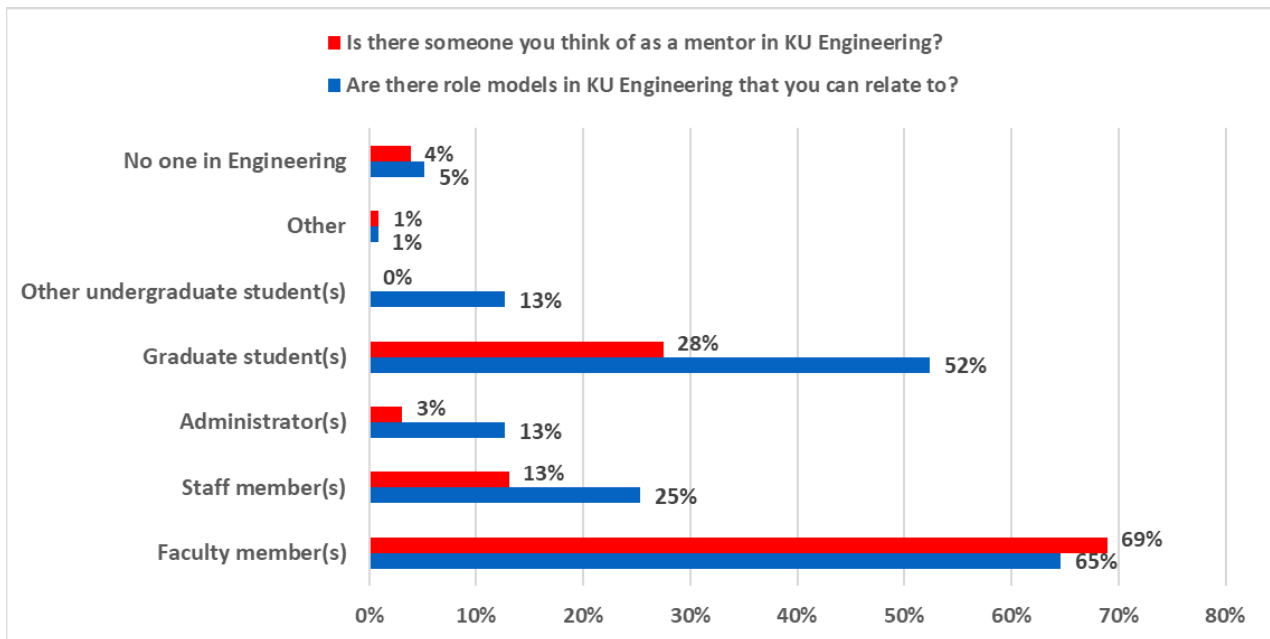


Figure 3.9. Mentors and role models in KU Engineering.**Hostile Behavior**

Two sets of four questions were asked to about hostile behavior. The first set of questions was based on the respondent's personal experience; the second set of questions was based on what the respondent has or has not witnessed. The four questions in each set were otherwise identical. The responses are presented in Figures 3.10 through 3.13. Figure 3.10 presents responses to the first question which asked 'Within the past five years, have you [personally experienced OR witnessed] any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, or religion?' Respondents were then instructed to select all answer choices that apply. Of the 183 graduate students who replied to the first question in each set, 29% answered YES to having personally experienced and 34% answered YES to having witnessed. As shown in Figure 3.10, the majority of respondents answered NO to this first question in each set. Of those who answered YES, such hostile behavior mostly occurred outside of the School, followed by inside the respondent's Department, and then inside the School. The second, third, and fourth questions were only asked to those who answered YES to the first question. Figure 3.11 presents the respondent's perceived basis of the hostile behavior, where race and gender identity were the most common selections, followed by ethnicity, and religion. Figure 3.12 presents the respondent's identification of the source of the hostile behavior, where 'other' was the most common selection, followed by faculty and students. Figure 3.13 presents the final question regarding whether the hostile behavior was intervened or reported. As shown in Figure 3.13, the majority of respondents answered NO. Only 22% and 34% were intervened and 2% and 16% were reported, for hostile behaviors that were personally experienced or witnessed, respectively. Following the question set, the survey displayed a note to any respondent who answered yes to the first question in either set, that read 'We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to directly follow up with these types of offenses reported through this survey, we strongly encourage you to report the situation with the Office of Institutional Opportunity & Access (IOA) on campus.'

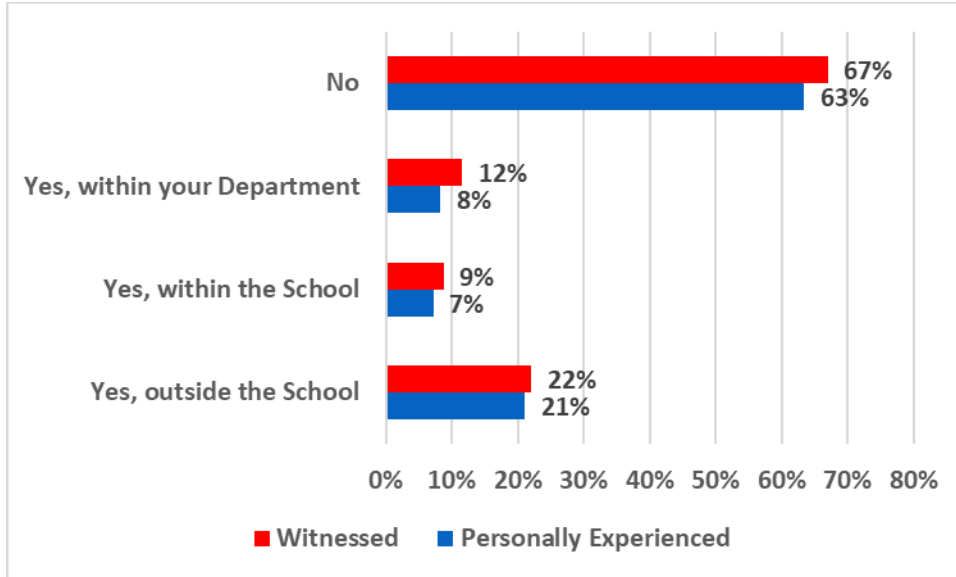


Figure 3.10. Personal experience with and witness of hostile behavior.

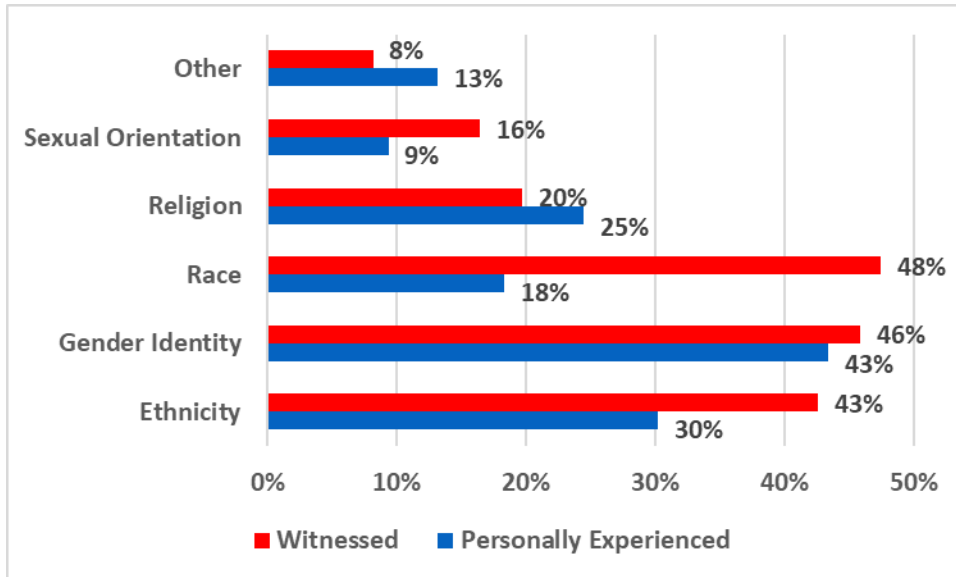


Figure 3.11. Perceived basis of personal experience with and witness of hostile behavior.

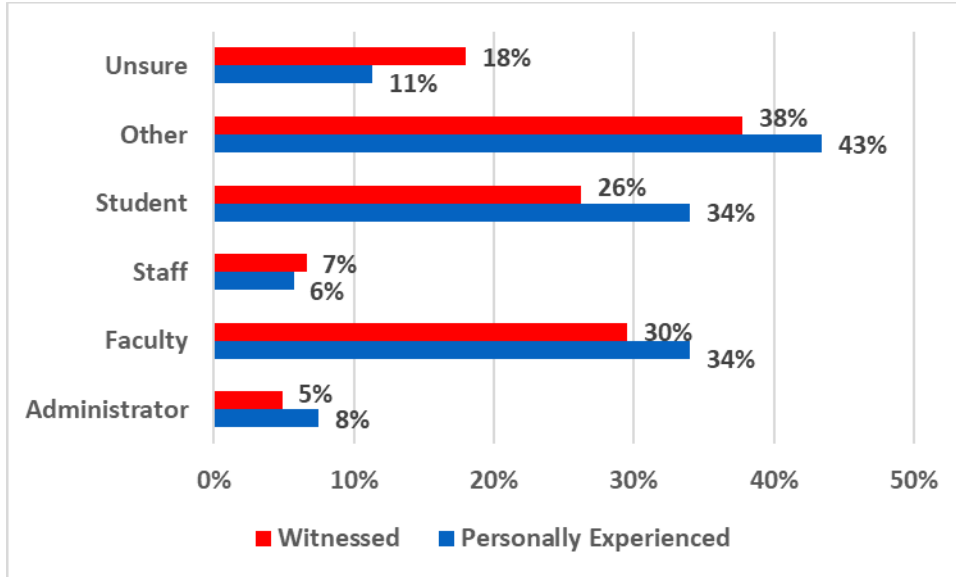


Figure 3.12. Source of personal experience with and witness of hostile behavior.

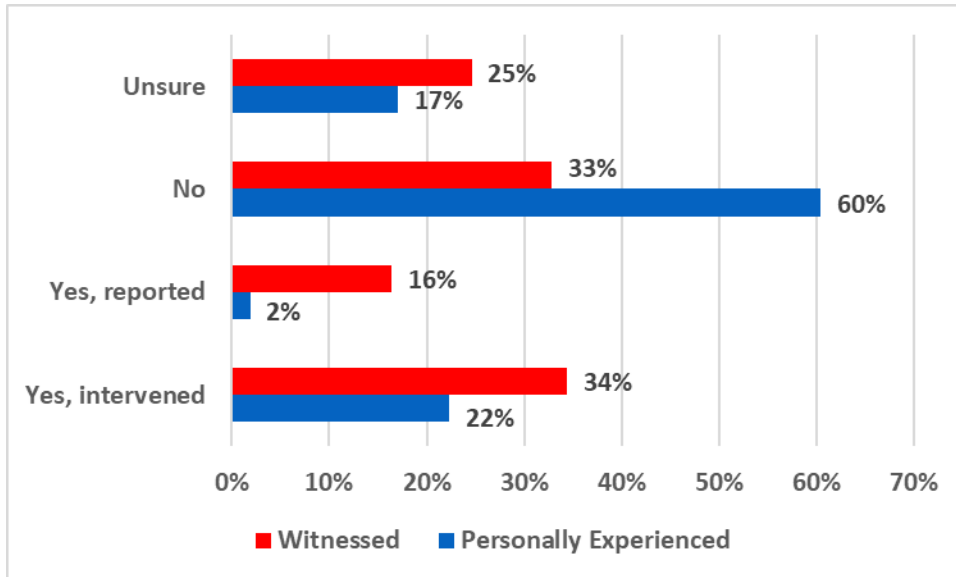


Figure 3.13. Intervention and reporting outcome of personal experience with and witness of hostile behavior.

Closing Comments

Students were asked two final open-ended questions, including for them to make any additional comments regarding DEIB in their department, and in the School of Engineering. Responses to the School of Engineering focused question are shared here, where 45 comments were recorded. Of the 45, 17 comments were flagged as n/a or overall praise, 10 were flagged as a theme ‘more to be done’, 8 were

flagged in an 'other' category, 7 requested more events, 2 called out needed support for international students. For the 'more to be done' category, some comments were general, actually stating that more can always be done; other comments were specific and offered suggestions on what could be done, including recruitment strategies that target diverse students and educational opportunities for current students to promote inclusivity. The 'other' category consisted of one-off comments, including a comment about the pandemic and bringing the coffee shop in LEEP2 back. The following quotes are provided in support of the themes identified.

"Thank you for your efforts to care for people."

"Everything is fine. (I really enjoy those days when we have an event with food, or games, or gathering around together)"

"More effort should be made to accommodate students outside of those with registered disabilities. As someone recently diagnosed with autism, I see students struggling with similar issues but are unaware that help is even a possibility, and the process to get accommodation takes too long to help them immediately."

"School wide research talks or "chalk talks" would be a good way to promote diverse professors/grad students across the School could promote inter disciplinary research but also feelings of recognition. This may only work on departmental level though. I think departmental mentoring programs would be a strong, small way to foster feelings of inclusion."

"I think more places to get food inside engineering would be really helpful to all students. As someone who worked in one of the old coffee shops in engineering, it seemed to me that students enjoyed how it was in such close proximity and it was a place to meet new people in the engineering community."

Staff Survey Results

This section presents results of the survey administered to staff. The survey consisted of five sections: (1) diversity and demographics; (2) connectedness and climate; (3) engagement in DEIB activities; (4) hostile behavior; and (5) closing comments. Diversity and demographics were reported in this report in the section titled Response Rates. For Connectedness and Climate, Engagement in DEIB Activities, and Hostile Behavior, we present results separated by respondents who identify as either women, ethnic, racial minority (including Asian and Asian American), or LGBTQI+ versus those who do not. The latter category thus represents cis-gender, white, straight, males. Importantly, and as noted on the survey, we recognize that different identities lead to different experiences, and so too does the intersectionality of identities. We grouped these identities together here to protect anonymity of responses while still having potential of identifying disparities across identities. For Closing Comments, two open-ended questions were asked on the survey; themes and supporting quotes from the School-level question is presented at the end of the reporting of the staff survey. After all survey responses are presented, a final section of the report titled 'Observations and Recommended Actions' shares recommended actions for the School of Engineering based on identity-based differences in responses and observations across surveys.

Connectedness and Climate

Figure 4.1 displays results to the question, 'how often do you feel equally valued to other staff in the School of Engineering.' As shown, approximately one-third of respondents reported feeling valued equally to other staff all of the time, most of the time, or sometimes. There was little different across identity categories, however, women, ethnic or racial minority, LGBTQI+ respondents reported more often feeling valued 'most of the time' (40%) compared to 'sometimes' (28%) relative to their counterpart identity (male, white, straight, cisgender) who responded 29% and 35%, respectively. Across both identities, 5 to 6% responded as rarely feeling equally valued, and no one responded never feeling equally valued. Considering the total aggregate responses, 28% reported feeling equally valued to other staff all of the time. The question was followed by an open-ended question asking respondents who did not answer 'all of the time' to please explain why they do not feel valued equally to other staff. A total of 28 responses were recorded from the open-ended question, including 5 which stated 'N/A'. Of the remaining 23 responses, none were positive but rather pointed to issues. Five themes emerged including 10 comments pointing to a hierarchical structure leading to those at the top treating those at the bottom as lesser than, 6 comments regarding inconsistent information and/or inconsistent standards being held across staff in different roles, 4 comments about compensation and different access to raises, and an 'other' category with one-off comments, including pointing to gender bias, confusion about assignments, and being newer to their position. Two quotes supporting these themes are provided.

"We have our different levels and there are some staff members who make it known that they have a higher title."

"I'm not rewarded for applying myself or contributing my skills."

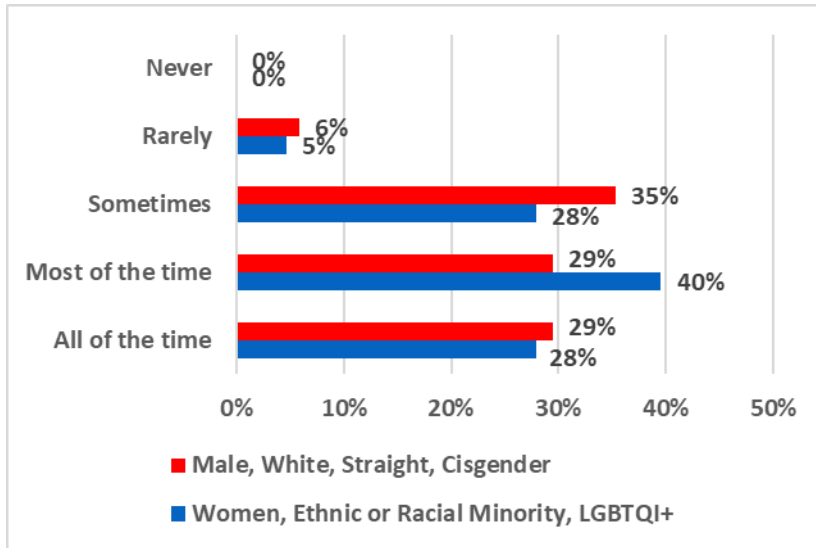


Figure 4.1. Frequency of feeling valued equally compared to other staff in the School of Engineering.

Figure 4.2 displays results to the question ‘compared to faculty in the School of Engineering, do you feel more, less, or equally valued.’ As shown, the majority of respondents reported feeling less valued than faculty. No one reported feeling more valued than faculty. Women, ethnic or racial minority, LGBTQI+ respondents were slightly more likely to feel less valued (70%) compared to male, white, straight, cisgender respondents (65%). Considering the total aggregate responses, 32% reported feeling equally valued to faculty. The question was followed by an open-ended question asking respondents who did not answer ‘equally valued’ to please explain why they do not feel valued equally to faculty. A total of 25 responses were received from the open-ended question, including several comments suggesting staff are more dispensable and/or less is done to retain them, differences in treatment and flexibility permitted during the COVID-19 pandemic, differences in having influence on policy and/or decisions, and several comments that pointed to differences in required education and thus value to the School. Three representative and supporting quotes follow.

“It is a well known fact, staff are much more dispensable than faculty. Additionally, I work very hard at my job, and my time is paid for at a fraction of what faculty make. Paying staff so much less than faculty sends a clear message. Especially since I do have a graduate degree.”

“Staff have less say in university decisions and changes than faculty.”

“Staff is here to support faculty, we're not PhD's so that makes sense.”

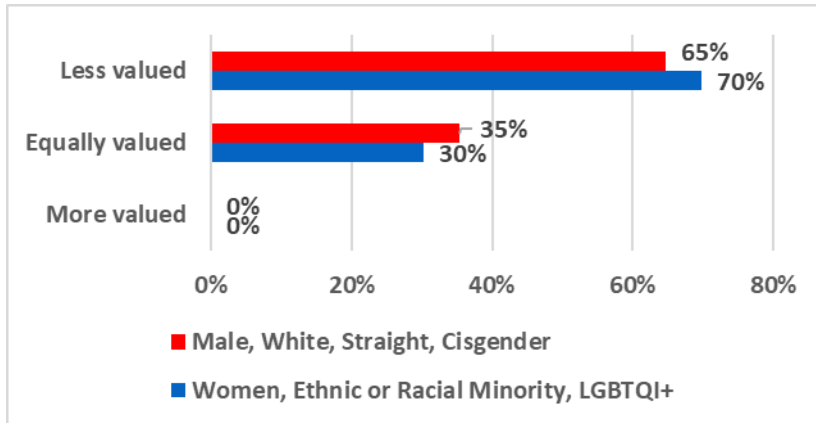


Figure 4.2. Perception of value relative to faculty in the School of Engineering.

Figure 4.3 displays results to the question ‘in the past six months, how often are you satisfied with your work-life balance.’ As shown, approximately half of respondents reported feeling satisfied with work-life balance most of the time. No respondents reported never feeling satisfied with work-life balance. Women, ethnic or racial minority, LGBTQI+ respondents reported feeling satisfied slightly less frequently than male, white, straight, cisgender respondents. Considering the total aggregate responses, 21% reported feeling satisfied with work-life balance all of the time. An open-ended question followed asking respondents what their reporting unit or the School could do to help the respondent reach or maintain a better work-life balance. A total of 30 responses were recorded to the open-ended question, including many comments requesting more flexible, remote, and/or hybrid work options, several comments pointing to difficulty associated with taking vacation time, and a few comments regarding clarification of roles and responsibilities and/or the need for more staff to spread out the workload better. Three representative and supporting quotes follow.

“Have somebody else do my work while I’m on vacation or out sick so I don’t come back to more stress than had I not taken a vacation.”

“Allow the option for remote work, perform evaluations of job descriptions and update or remove tasks to spread out work more equitably, hire more support staff so work is spread more evenly, have a policy of early out on Friday afternoons in the summer (the School of Business does this), and actively encourage staff to use vacation time rather than letting it max out.”

“Have an accurate view of staff workload.”

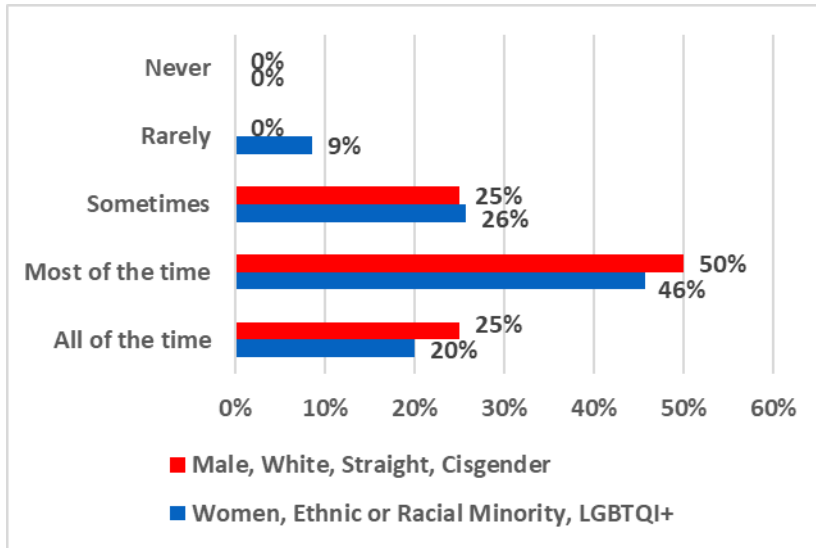


Figure 4.3. Frequency of feeling satisfied with work-life balance.

Figure 4.4 displays responses to the question ‘do you think that service responsibilities are fairly distributed in your unit’. Immediately following the question, examples were listed, including additional training and participating in committees. As shown, half of respondents answered yes indicating they do think service responsibilities are fairly distributed. For the other half of respondents, women, ethnic or racial minority, LGBTQI+ respondents were more likely to answer no (23%) whereas male, white, straight, cisgender respondents were more likely to answer unsure (42%). An open-ended question followed, asking respondents what could be done to improve the distribution of service responsibilities. A total of 26 responses were recorded from the open-ended question, including 11 which indicated N/A, unsure, or nothing needing to be done. The remaining 15 comments pointed to transparency, communication that helped others understand service commitments across their team, and hiring more staff. Comments were short (e.g., “transparency”) and/or one-off as opposed to being representative and thus not provided here.

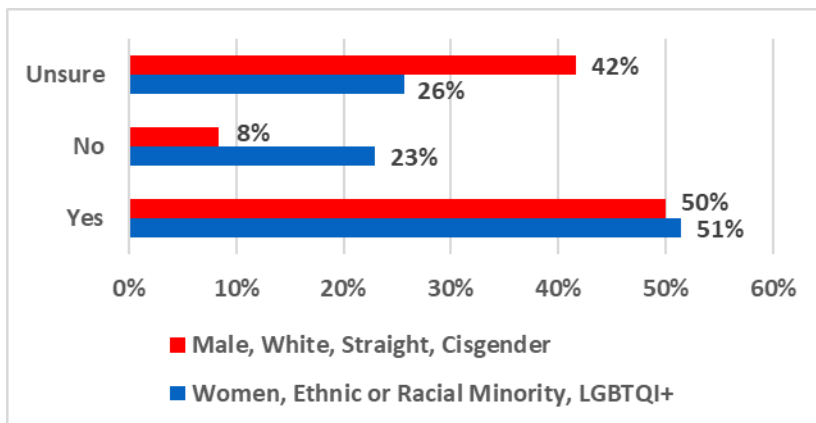


Figure 4.4. Perception whether service responsibilities are fairly distributed.

Figure 4.5 displays responses to the question ‘do you think that the DEIB-training administered through KU to members in your unit is sufficient.’ As shown, approximately half of respondents answered yes

indicating that they do think the training is sufficient. For the other half of respondents, women, ethnic or racial minority, LGBTQI+ respondents were more likely to answer no (26%) whereas male, white, straight, cisgender respondents were more likely to answer unsure (42%). If the respondent did not answer yes, they were then asked why do they think the training is not sufficient. A total of 18 responses were recorded from the open-ended question, including several comments pointing to the virtual nature of the training not being engaging or impactful, the people who need training don't participate or opt-in, and not seeing any positive change / improvement as a result of the training and thus it can't be considered sufficient. Two supporting quotes follow.

“Because the staff and faculty who truly need it are not forced to do the training. The people who care about diversity are already taking advantage of all available opportunities.”

“I think it's very easy for folks to click through an online training or pre-recorded webinar and not get much out of the material. I think live trainings, in-person or online, that require engagement and interaction would be a helpful addition to the current online training.”

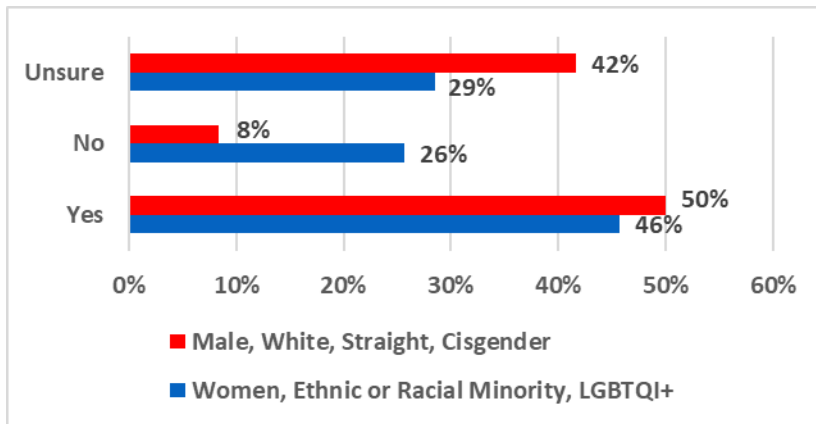


Figure 4.5. Perception whether KU-administered DEIB-training is sufficient.

Figure 4.6 presents the findings from the question ‘what is your comfort level with having DEIB become a part of your annual review’. A note immediately followed stating ‘in this scenario, expectations and parameters for evaluating DEIB would be clearly communicated’. As shown, women, ethnic or racial minority, LGBTQI+ respondents were most likely to answer comfortable (65%) followed by neutral (24%) followed by uncomfortable (12%). Male, white, straight, cisgender respondents were similarly most likely to respond comfortable (42%), followed by neutral (33%), followed by uncomfortably (25%). Thus, approximately twice as many male, white, straight, cisgender respondents (proportionally) were uncomfortable making DEIB part of their annual review. An open-ended question followed for all respondents asking to please explain your level of comfort with having DEIB as part of your annual review. A total of 27 responses were recorded from the open-ended question. The vast majority of comments were in support of including DEIB as part of evaluation criteria, mostly citing that they are already doing the work and thus should be evaluated for it and/or they think doing such would be the only way to see positive change in the School. Some comments alluded to skepticism in the ability to measure and/or objectively evaluate DEIB, and a couple of comments were in opposition.

“I already make DEIB work a priority, so officially including it in my goals/expectations would make me feel better about taking working time to engage in activities like the whiteness in the workplace training and other such opportunities.”

“I would like to see examples of how it would be a part of the annual review. I think I would be comfortable with it if I had examples to look at.”

“I think this would be a very challenging area to evaluate objectively.”

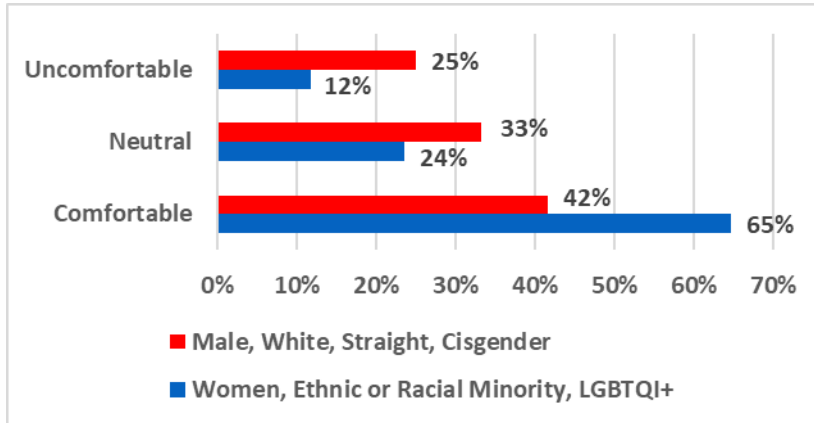


Figure 4.6. Comfort-level with having DEIB become a part of annual review.

Figure 4.7 displays findings to the question ‘overall, what is your level of comfort with the DEIB climate in your unit’. A note immediately followed which defined DEIB climate as ‘DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your unit and/or the School of Engineering related to diversity, equity, inclusion and belonging.’ As shown, 52% of women, ethnic or racial minority, LGBTQI+ respondents answered comfortable, compared to 67% of male, white, straight, cisgender respondents. Women, ethnic or racial minority, LGBTQI+ respondents were more likely to answer uncomfortable (15%) compared to male, white, straight, cisgender respondents (8%). Approximately 31% of all respondents responded as neutral. An open-ended question followed for all respondents asking to please explain their level of comfort with the DEIB climate. A total of 25 responses were recorded from the open-ended question. A few themes emerged, including satisfaction with the current climate, suggestions that there needs to be accountability for offenders, that issues still remain, and a few comments requesting structures that would support better connections or foster belonging. Three quotes are provided below in support of these themes.

“I feel comfortable sharing experiences and observations with peers and appropriate supervisors.”

“I would be more comfortable with the climate if the offenders faced any sort of consequences whatsoever.”

“The DEI part seems to be handled well, but belonging is lacking. New people have to seek out training, connections, and advice on their own because there is not a built in support structure (mentorships?) that encourage connection.”

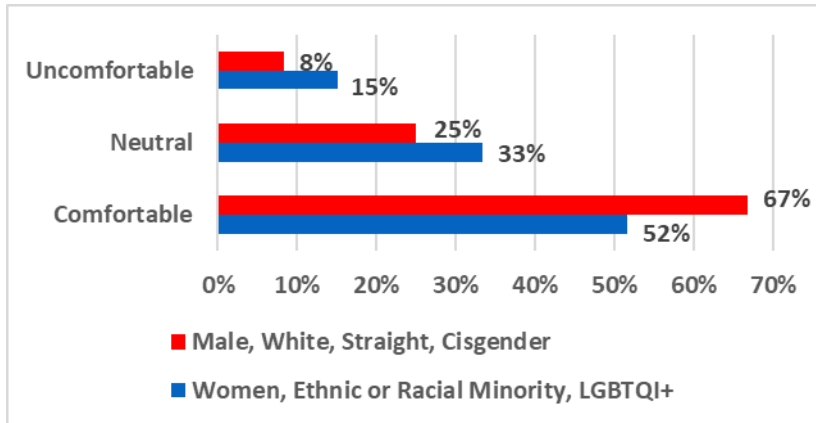


Figure 4.7. Comfort-level with DEIB climate in your reporting unit.

Engagement in DEIB Activities

This section of the survey asked staff questions to gauge the proportion of the staff who are already contributing to or participating in voluntary activities that support an inclusive climate. Importantly, a limited question set was asked, and thus while these responses are helpful they do not cover all aspects or activities that should be considered for fostering an inclusive climate.

Staff were asked if they include gender pronouns in their communications with several options to choose from. Figure 4.8 displays the affirmative responses showing that women, ethnic or racial minority, LGBTQI+ respondents were most likely to include their pronouns in their email signatures (31%) or not include them at all (31%), followed by including them in verbal introductions (24%). Male, white, straight, cisgender respondents were most likely to not include gender pronouns in any communication (39%), and when they do, zoom names and verbal introductions (11%) were more common.

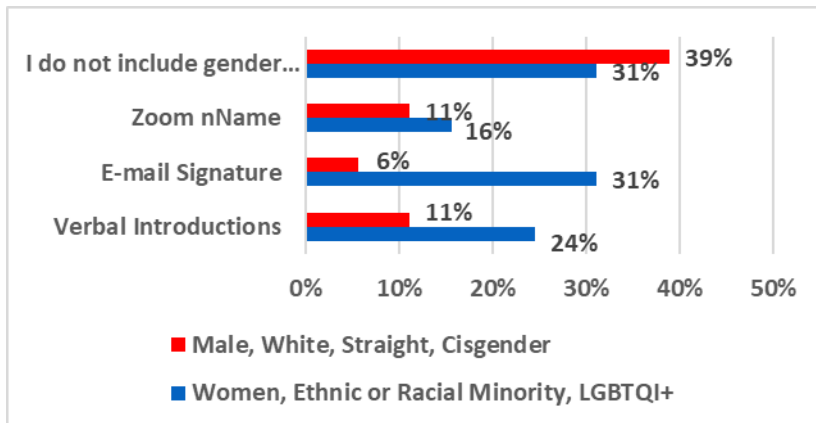


Figure 4.8. Communication sources where respondent includes their gender pronouns.

Staff were then asked two questions related to DEIB training. First, staff were asked if they had ever taken Safe Zone training offered through KU Center for Sexuality and Gender Diversity. Second, staff were asked if in the past 12 months, whether they had voluntarily attended at least one diversity event or optional training. Examples were provided immediately following the second question, listing example diversity

events as Ibram X. Kendi lecture at the Lied Center on How to be an AntiRacist, or the Tilford Conference on Diversity and Multiculturalism, and listing optional trainings as Unpacking Whiteness in the Workplace or Compassionate Communication training series offered by KU. Affirmative responses are shown in Figure 4.9, where 56% of women, ethnic or racial minority, LGBTQI+ respondents have attended Safe Zone training before, compared to 39% of male, white, straight, cisgender respondents. Similarly more (33% compared to 22%) women, ethnic or racial minority, LGBTQI+ of respondents reported attending a voluntary training or event in the past 12 months. For those who answered yes to the second question, an open-ended question followed asked to please specify which event(s) and training(s) they had attended. A total of 16 responses were recorded, including multiple mentions of the Ibram X. Kendi lecture, Unpacking Whiteness in the Workplace, Compassionate Communication training, and SOE events.

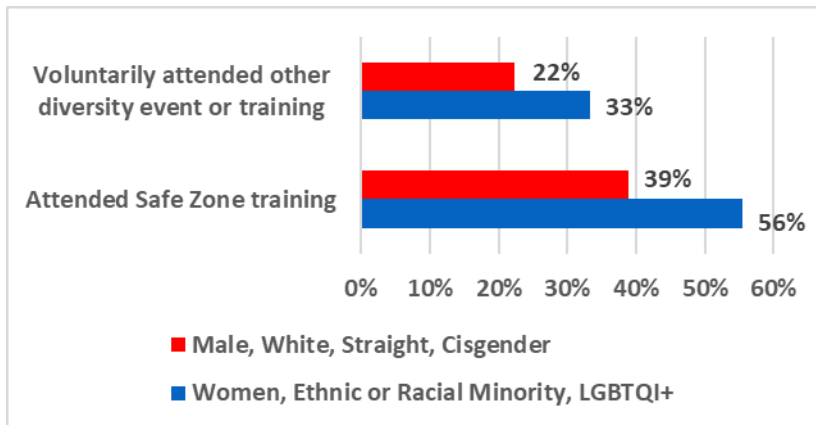


Figure 4.9. Voluntary participation in Safe Zone and other diversity events or trainings in the past six months.

The last question in this survey section asked respondents how often do they lead discussions on race, equity, and diversity in their division or unit. Figure 4.10 displays responses, where one respondent answered regularly. A little over one-third of respondents responded as never, where this response was slightly more common for male, white, straight, cisgender respondents (39% compared to 33%). Overall, women, ethnic or racial minority, LGBTQI+ respondents were more likely to lead discussions on race, equity, and diversity ever compared to their counterpart.

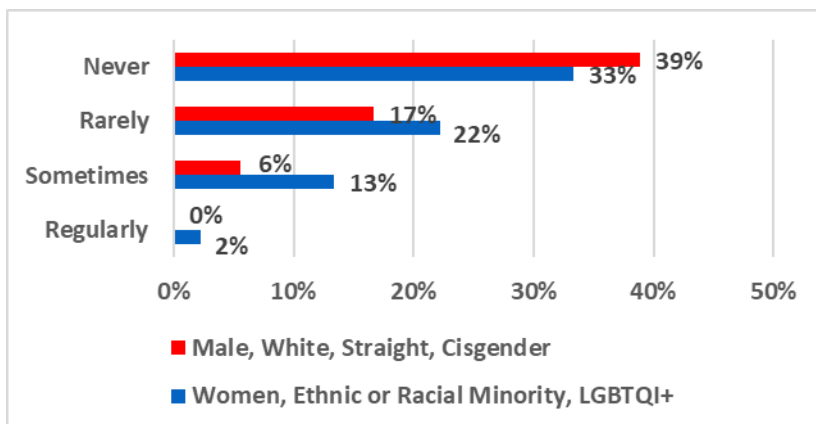


Figure 4.10. Frequency respondent leads discussions on race, equity, and diversity in their division or unit.

Hostile Behavior

Similar to the student surveys, staff were asked two sets of four questions about hostile behavior. The first set of questions was based on the respondent's personal experience; the second set of questions was based on what the respondent has or has not witnessed. The four questions in each set are otherwise identical. The responses are presented in Figures 4.11 through 4.14. Figure 4.11 presents responses to the first question which asked 'Within the past five years, have you [personally experienced OR witnessed] any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, or religion?' Respondents were then instructed to select all answer choices that apply. Of the 43 staff who replied to the first question in each set, 44% answered YES to having personally experienced and 33% answered YES to having witnessed. As shown in Figure 4.11, the majority of respondents answered NO to this first question in each set. Of those who answered YES, such hostile behavior mostly occurred within the School, followed by inside the respondent's Department, and then outside the School. The second, third, and fourth questions were only asked to those who answered YES to the first question. Figure 4.12 presents the respondent's perceived basis of the hostile behavior, where those who had personal experience were most likely to identify job classification or position (63%), followed by gender identity (47%), followed by ethnicity (16%) as the basis, and those who had witnessed were most likely to identify gender identity (64%), followed by race (43%), followed by ethnicity and job classification or position (36%). Figure 4.13 presents the respondent's identification of the source of the hostile behavior, where faculty members (37%) were most commonly selected by those with personal experience, followed by staff members (32%), followed by administrators (26%). Staff, faculty, and administrators were identified by 43% of respondents who had witnessed hostile behavior, and 36% identified students as the source for the hostile behavior they witnessed. Figure 4.14 presents the final question regarding whether the hostile behavior was intervened or reported. As shown in Figure 4.14, the majority of respondents who had personal experiences answered NO (58%). Only 16% and 7% were intervened whereas 16% and 36% were reported, for hostile behaviors that were personally experienced or witnessed, respectively. Following the question set, the survey displayed a note to any respondent who answered yes to the first question in either set, that read 'We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to directly follow up with these types of offenses reported through this survey, we strongly

encourage you to report the situation with the Office of Institutional Opportunity & Access (IOA) on campus.'

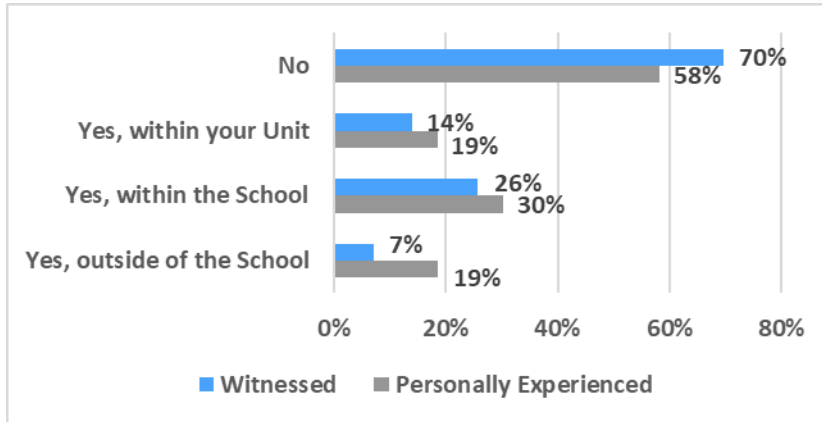


Figure 4.11. Personal experience with and witness of hostile behavior.

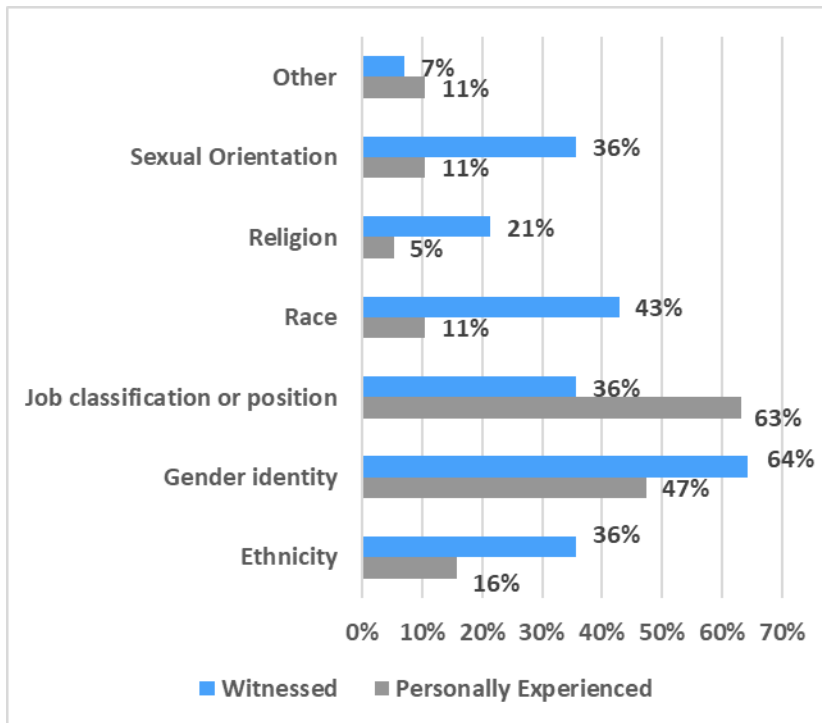


Figure 4.12. Perceived basis of personal experience with and witness of hostile.

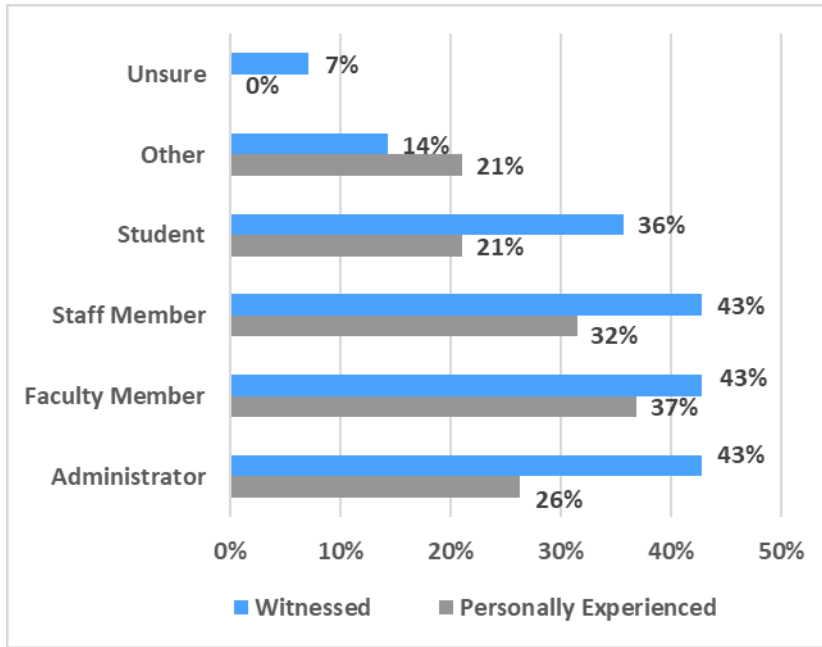


Figure 4.13. Source of personal experience with and witness of hostile behavior.

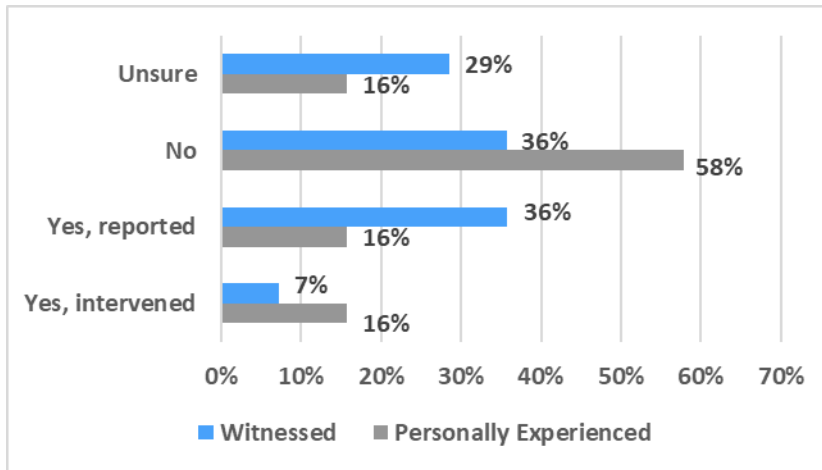


Figure 4.14. Intervention and reporting outcome of personal experience with and witness of hostile behavior.

Closing Comments

Staff were asked two final open-ended questions, including for them to make any additional comments regarding DEIB in their reporting division or unit, and in the School of Engineering. Responses to the School of Engineering focused question are shared here, where ten comments were recorded. Of these ten, a few comments offered praise and satisfaction with the survey and approach of the DEIB office, other comments reiterated earlier points, including needing to hold offenders accountable, the need for more

formal training, and the need for pay equity. Two positive quotes are provided below. Other comments were very specific, and thus not quoted here to promote anonymity of respondents.

"I'm happy to see KU taking a proactive approach to DEIB in the SOE with training, experiential training, and online. This is a step in the collective right direction!"

"I appreciate that the new SoE DEIB leadership is taking a more inclusive approach to what diversity is."

Faculty Survey Results

This section presents results of the survey administered to faculty. The survey consisted of five sections: (1) diversity and demographics; (2) connectedness and climate; (3) engagement in DEIB activities; (4) hostile behavior; and (5) closing comments. Diversity and demographics were reported in this report in the section titled Response Rates. For Connectedness and Climate, Engagement in DEIB Activities, and Hostile Behavior, we present results separated by respondents who identify as either women, ethnic, racial minority (including Asian and Asian American), or LGBTQI+ versus those who do not. The latter category thus represents cis-gender, white, straight, males. Importantly, and as noted on the survey, we recognize that different identities lead to different experiences, and so too does the intersectionality of identities. We grouped these identities together here to protect anonymity of responses while still having potential of identifying disparities across identities. For Closing Comments, two open-ended questions were asked on the survey; themes and supporting quotes from the School-level question is presented at the end of the reporting of the faculty survey. After all survey responses are presented, a final section of the report titled ‘Observations and Recommended Actions’ shares recommended actions for the School of Engineering based on identity-based differences in responses and observations across surveys.

Connectedness and Climate

Figure 5.1 displays results to the question, ‘how often do you feel equally valued to other faculty in your Department.’ As shown, male, white, straight, cisgender respondents were more likely to report feeling valued equally to other faculty all of the time (41%) compared to women, ethnic or racial minority, LGBTQI+ respondents (26%). Over one-third of respondents reported feeling valued equally to other faculty most of the time. Across both identities, approximately 8% responded as rarely feeling equally valued, and no one responded as never feeling equally valued. Considering the total aggregate responses, 36% reported feeling valued equally to other faculty all of the time. A second similar question asked respondents ‘how often do you feel valued equally to other faculty in the School of Engineering.’ Responses to the second question are provided in Figure 5.2, where answers are very similar across the two questions. Male, white, straight, cisgender respondents were more likely to report feeling valued equally to other faculty all of the time (44%) compared to women, ethnic or racial minority, LGBTQI+ respondents (29%). Both categories of respondents were slightly more likely to feel valued equally to other faculty in the School all of the time relative to their department (39% for total aggregate response). Over one-third of respondents reported feeling valued equally to other faculty most of the time. Across both identities, approximately 8% responded as rarely feeling equally valued, and no one responded as never feeling equally valued. The questions were followed by an open-ended question asking respondents who did not answer ‘all of the time’ to please explain why they do not feel valued equally to other faculty. A total of 52 responses were recorded, where 14 comments consisted of ‘N/A’ or ‘I don’t’ or ‘no response’. Of the remaining 38 comments, six themes were identified and coded: feeling overlooked (13), identity-based (8), reward structure (8), research-based (5), position or rank (3), salary (3). Comments coded as ‘feeling overlooked’ tended to be generalized (see first quote below), whereas comments coded as identity-based called out feeling less valued because of being non-white, a woman, or an immigrant (see second quote below). Comments coded for reward structure often directly stated ‘reward structure’ or referred to how teaching versus research is rewarded, many of the comments were more of less neutral and a few expressed frustrations. Research-based comments directly called out differences in the amount or source of research dollars received and how that is directly tied to value. Three comments called out the respondent’s position (not being tenure track), or directly called out negative treatment from senior

faculty. Finally, three comments made short notes about ‘lower salaries’ and tying that to their feeling of being valued compared to others.

“At times, I feel like I am being talked down to and my opinion is not being considered. A few tend to talk without listening (and interrupt me when I am talking).”

“Some of the senior, white faculties feel very privileged and sometime give you the feeling that you do not belong here.”

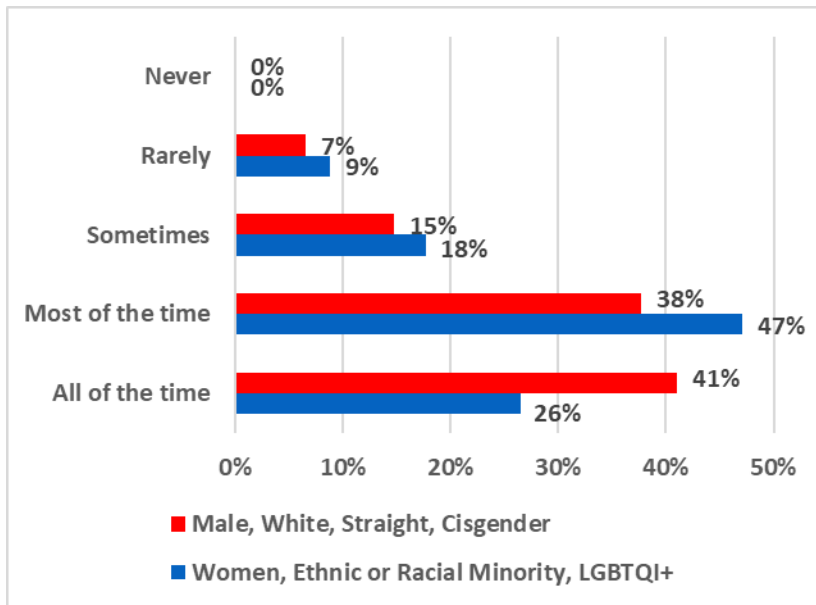


Figure 5.1. Frequency of feeling valued equally compared to other faculty in their Department.

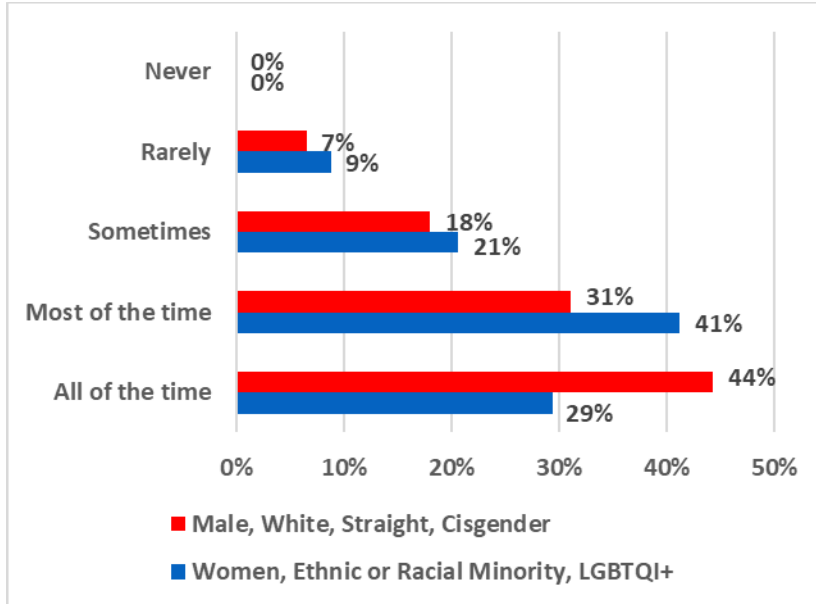


Figure 5.2. Frequency of feeling valued equally compared to other faculty in the School of Engineering.

Figure 5.3 displays results to the question ‘in the past six months, how often are you satisfied with your work-life balance.’ As shown, women, ethnic or racial minority, LGBTQI+ respondents were not likely to respond ‘all of the time’ (3%), and most often respondent sometimes (41%) followed by most of the time (38%). Even 7% of women, ethnic or racial minority, LGBTQI+ respondents answered never. For male, white, straight cisgender respondents, 12% responded all of the time, 45% responded most of the time, 29% responded sometimes, 14% responded rarely, and 0% responded never. Considering the total aggregate responses, 9% reported feeling satisfied with work-life balance all of the time. An open-ended question followed asking respondents what their Department or the School could do to help the respondent reach or maintain a better work-life balance. A total of 62 comments were recorded, where 13 were flagged as ‘nothing’, ‘unknown’, and the like. The remaining 49 comments were coded into five themes, including an ‘other’ category (17), requests for more staff (10), requests for more faculty and/or GTAs (15), suggestions around expectations, including clear definitions, transparency, and lowering expectations during the pandemic and under current budget cuts (10), and comments about recognition of family life and reducing or eliminating after hours and weekend requests (5). The ‘other’ category included comments about the pandemic, personal reasons not explained, and requests for better messaging and communication. Four quotes are provided that support some of these themes.

“have more staff and faculty hires to support both research and teaching.”

“I feel that expectations are increasing but resources are decreasing. This makes me feel that I am never doing enough and even when I am not working, I feel that I should be working.”

“COVID times have made it really hard, particularly if you have young children. Workloads have doubled while demands on the life side are also up as we manage school closures, quarantines, etc. It was rough before, it is rougher now. There is a constant pressure to do more, get more grants in particular, and what one is already doing, particularly on the teaching side is not acknowledged. Also, the supports have diminished, everything from IT to custodial supports are less than they were in the past.”

“An honest and fair assessment of workloads. Reasonable expectations in balance of research/teaching/service. For example, no credit is given for teaching/developing a new class. Also, assessing effective teaching (e.g. CTE’s Benchmarks project) should be part of a complete faculty performance review.”

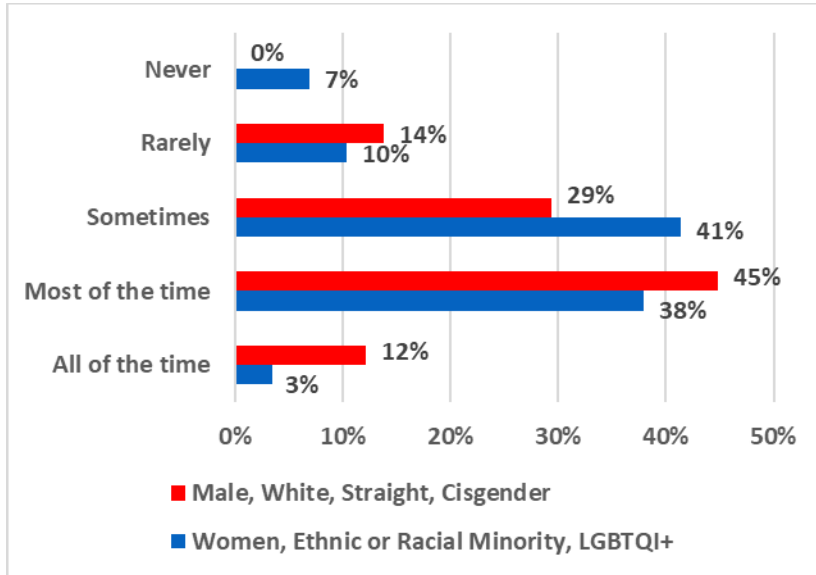


Figure 5.3. Frequency of feeling satisfied with work-life balance.

Figure 5.4 displays responses to the question ‘do you think that service responsibilities are fairly distributed in your Department’. As shown, women, ethnic or racial minority, LGBTQI+ respondents were less likely to answer yes (48%) than male, white, straight, cisgender respondents (63%), however, the majority of respondents (58%) responded yes. Similar proportions (approximately 17%) of respondents across identity categories were unsure. One-third of women, ethnic or racial minority, LGBTQI+ respondents answered no. An open-ended question followed, asking respondents what could either their Department or the School do to improve the distribution of service responsibilities. A total of 51 responses were recorded, where 20 were coded as ‘nothing’, ‘unknown’, or ‘N/A’. Of the remaining 31 comments, six themes were identified and coded, including comments indicating the reward structure needed to be redesigned to recognize differences in amount of service and quality of service (12), requesting a more transparent process for evaluating and distributing service responsibilities (10), comments that explicitly called out differences in quality of effort and how quality of effort should be considered (7), comments suggesting the service load distribution is good as-is (6), an ‘other’ category with three one-off comments (3), and requests for more staff or faculty to help spread out the workload (2). Three supporting quotes follow.

“The people who do a good job tend to find themselves doing more. The formal assignments are generally fairly distributed, but the informal ones, which are often more work, go to the same people.”

“I think <removed> department pay attention to the fair distribution of the service distribution. As a general comment, it is important to recognize the different level of services, e.g. external (State, Nation and International) and internal (department, school or and university) as well as their intensity. Some of the external services, take a lot of time, however they are critical for the institutional scientific reputation and recognition, and there could be incentives to support such services.”

“I honestly am not sure. It could be more transparent. Unfortunately, a lot of faculty who have lower service commitments because it's not necessarily their forte. Perhaps service should just matter more and be rewarded/recognized in meaningful ways.”

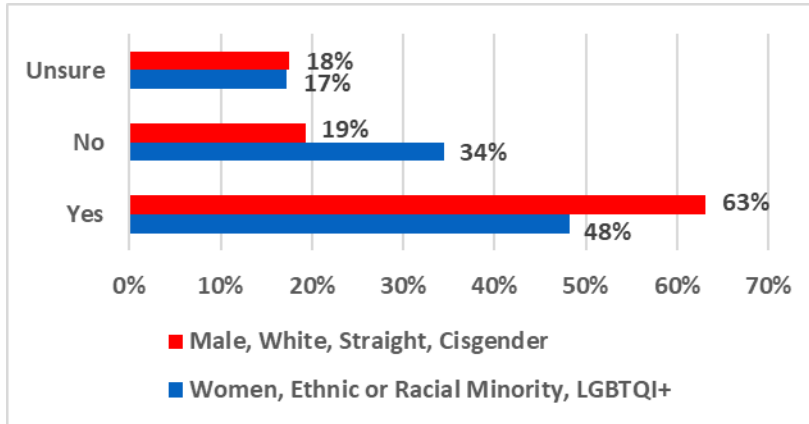


Figure 5.4. Perception of whether service responsibilities are fairly distributed.

Figure 5.5 displays responses to the question ‘do you think that the DEIB-training administered through KU to members in your unit is sufficient.’ As shown, 67% of male, white, straight, cisgender respondents answered yes and 11% answered no, whereas 45% of women, ethnic or racial minority, LGBTQI+ persons responded yes, and 34% responded no. Approximately 22% of all respondents were unsure. If the respondent did not answer yes, they were then asked why do they think the training is not sufficient. A total of 29 responses were recorded, where seven made notes of ‘unsure’. Of the remaining 22 comments, four themes were identified and coded including, comments suggesting the training is ineffective (11), comments stating there is no required training (6), comments flagged in an ‘other’ category with one-off comments (5), and comments suggesting that there is always more work to be done (2). Two quotes are provided below in support of these themes.

“It is not nearly enough to instill any kind of change. Currently it is nothing more than a box to check off. Too many faculty are not open to change.”

“Without real assessment and deep commitment, a few directives will not cause changes.”

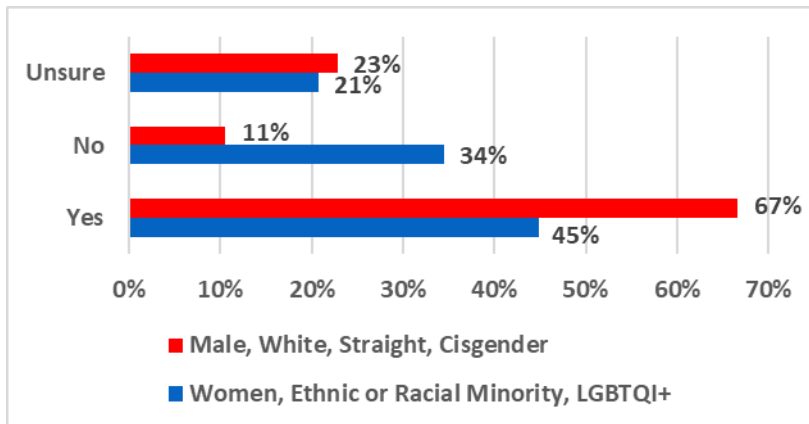


Figure 5.5. Perception whether KU-administered DEIB-training is sufficient.

Figure 5.6 presents the findings from the question ‘what is your comfort level with having DEIB become a part of your annual review’. A note immediately followed stating ‘in this scenario, expectations and parameters for evaluating DEIB would be clearly communicated’. As shown, women, ethnic or racial minority, LGBTQI+ respondents were slightly more likely to answer neutral (41%) than comfortable (38%), where 21% responded as uncomfortable. Male, white, straight, cisgender respondents were most likely to respond uncomfortable (48%) followed by neutral (36%), followed by comfortable (16%). Thus, more than twice as many male, white, straight, cisgender respondents (proportionally) were uncomfortable making DEIB part of their annual review. An open-ended question followed for all respondents asking to please explain your level of comfort with having DEIB as part of your annual review. A total of 58 responses were recorded; 10 themes were identified and coded. Themes included needing examples of parameters, metrics, and/or goals (16); comments suggesting it was too difficult and/or subjective to measure to be part of annual evaluation (12); an ‘other’ category that included mostly one-off comments and a few comments that suggested workloads were already overwhelming and should not be added to (12); comments suggesting DEIB should be part of everything we do, where some of these implied it should be placed with service requirements, others suggested it should be part of evaluating research, teaching, and service (11); comments suggesting it must become part of an evaluation if we ever want to see change (8); comments stating that doing such would be ineffective or actually have an adverse effect on advancing DEIB, where comments most often cited it becoming a check-box routine (6); comments suggesting the respondent is already doing the work so they should get credit for it (4); comments suggesting it would be inappropriate due to political reasons or historical reasons (3); and comments suggesting concerns in line with white fragility and how being white may be held against them in an evaluation (2). Quotes are provided below in support of these themes.

“I understand the importance, but I see it as being quite subjective (yes, even with you saying that “parameters for evaluating DEIB would be clearly communicated”) an evaluation based on who the department chair would be and their priorities for the department.”

“I’m unsure of this as a separate metric. I fear it would be similar to bean counting. In general, I’d like to see more evaluation at doing things better. DEIB evaluation criteria could be incorporated into existing categories of research, teaching and service since DEIB plays an important role in all three.”

“I don’t know why I would be uncomfortable with being asked about my diversity efforts.”

“I agree DEIB is important. It can be part of the service but not separately in my opinion.”

“Until I see the metrics for evaluating such a thing I would be hesitant to include it in something that could cost me my livelihood.”

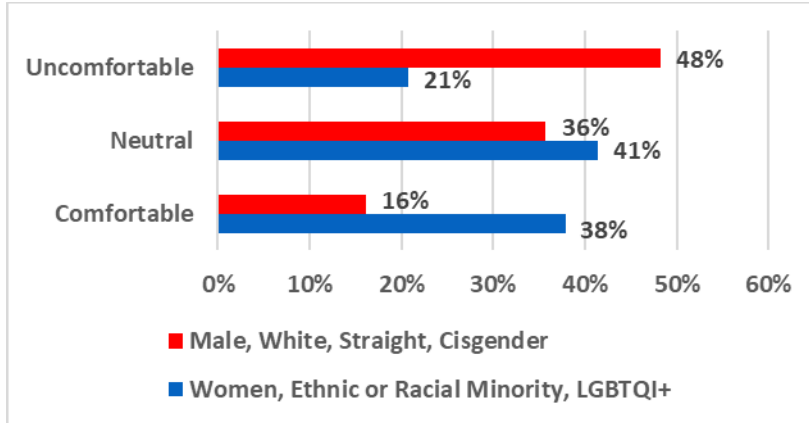


Figure 5.6. Comfort-level with having DEIB become a part of annual review.

Figure 5.7 displays findings to the question ‘overall, what is your level of comfort with the DEIB climate in your unit’. A note immediately followed which defined DEIB climate as ‘DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your unit and/or the School of Engineering related to diversity, equity, inclusion and belonging.’ As shown, 28% of women, ethnic or racial minority, LGBTQI+ respondents answered comfortable, compared to 69% of male, white, straight, cisgender respondents. Women, ethnic or racial minority, LGBTQI+ respondents were most likely to respond as neutral (48%). Both categories of respondents were least likely to respond uncomfortable, although women, ethnic or racial minority, LGBTQI+ were five times more likely to respond as uncomfortable (24%) compared to male, white, straight, cisgender respondents (5%).

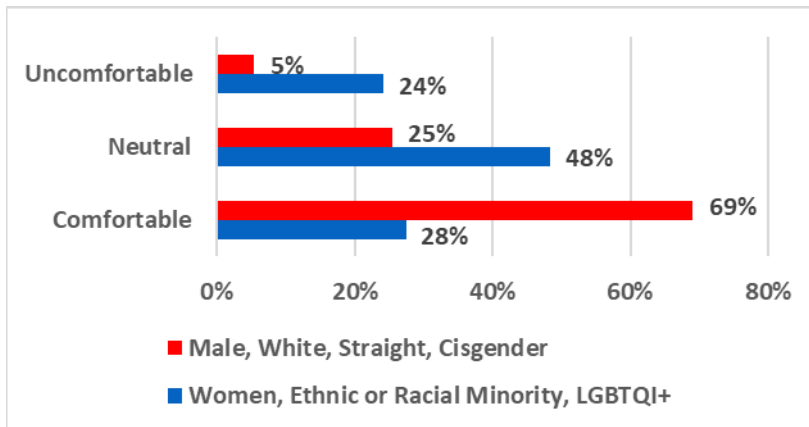


Figure 5.7. Comfort-level with DEIB climate in your reporting unit.

An open-ended question followed for all respondents asking to please explain their level of comfort with the DEIB climate. A total of 50 responses were recorded and coded into 9 themes, including two comments as N/A. The remaining eight themes included comments indicating that that climate is good (23); comments indicating that a few individuals with DEIB issues disrupt the overall DEIB climate (8); comments indicating that more diversity, particularly amongst faculty, was necessary in order to have a better DEIB climate (6); comments stating that dissatisfaction with the DEIB climate stems from there not being anything formal about identifying or improving DEIB and no reward or punishment for good work or wrong-doings (4); comments indicating that not everyone feels valued and other comments on a lack

of fairness (4); comments stating that the School and/or their Department needs more buy-in to improve DEIB climate (3); comments indicating that there is always room for improvement (3); and comments flagged as other (3). Quotes are provided below in support of these themes.

"We have a good department with great people, but we are not as diverse as we should be."

"It depends on the individual faculty. I am very comfortable with some faculty like my chair, but very uncomfortable with some other faculty."

"Everyone is respectful. But people with cultural similarity find it easier to communicate and relate, which at times translates into greater opportunities."

"The Department's DEIB climate seems to be okay. I have not seen any signs of discrimination or isolation."

"Overall I am comfortable. However, some faculty have exhibited poor behavior with respect to DEIB. My perception is that we talk about DEIB (and most people think it's important), but when it comes to rewarding/punishing good/bad behavior, there is nothing to back up the talk."

"It is my perception that only a small fraction of faculty in our department think about DEIB."

"[My department] is trying, and that matters a lot to me. Sure is a lot of work to be done yet, but unfortunately, attitudes/reactions among some seem to be worsening with increased attention to DEIB. Maybe that is a misperception on my part, I am not sure. But the gulf between those who are trying/care and those who don't necessarily think DEIB is something that needs constant attention/work seems to be widening."

"I think our department has done a good job over the last 20 years of fostering female faculty members. There have been faculty who were in no way supportive, but they are no longer at KU. We clearly need to recruit more minority faculty, but I believe that if we are successful in doing so, the current faculty would support and respect such persons."

Engagement in DEIB Activities

This section of the survey asked faculty questions to gauge the proportion of the faculty who are already contributing to or participating in voluntary activities that support an inclusive climate. Importantly, a limited question set was asked, and thus while these responses are helpful in gaging engagement in DEIB activities, the questions asked are not exhaustive and do not cover all aspects or activities that should be considered for fostering an inclusive climate.

Faculty were asked if they include gender pronouns in their communications with several options to choose from. Figure 5.8 displays the affirmative responses showing that women, ethnic or racial minority, LGBTQI+ respondents were most likely to include their pronouns in their email signatures (31%) followed by their verbal introductions (24%), followed by not including them at all (18%). Male, white, straight, cisgender respondents were most likely to not include gender pronouns in any communication (43%), and when they do, email signatures (21%) followed by verbal introductions and syllabus (13%) were most common. More than twice as many male, white, straight, cisgender respondents reported not including gender pronouns in their communications compared to women, ethnic or racial minority, LGBTQI+ respondents.

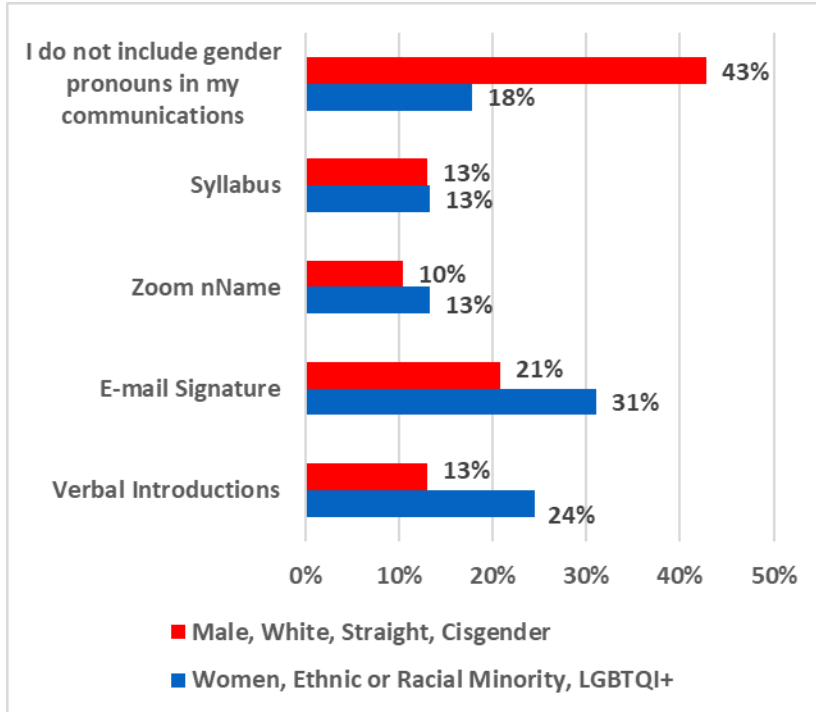


Figure 5.8. Communication sources where respondent includes their gender pronouns.

Faculty were then asked a series of yes/no questions related to the incorporation of diversity in various activities, and their participation in various inclusivity-promoting activities. Figure 5.9 presents the affirmative responses to the eight prompts. The majority of respondents, regardless of identity category, currently employ a women, ethnic, racial minority or LGBTQI+ person in their research group, have a diversity statement on their syllabus, and provide an opportunity for students to share their preferred name, pronouns, or interests at the beginning of the semester. Women, ethnic or racial minority, LGBTQI+ respondents were more likely to currently employ a woman, ethnic, racial minority, or LGBTQI+ person in their research group (78% compared to 63%), have attended safe zone training (64% compared to 49%), use the Center for Teaching Excellence (CTE) or other resources to design DEIB-integrated curriculum (29% compared to 26%), require a textbook written by a woman, ethnic person, racial minority, or LGBTQI+ person (67% compared to 48%), and have a diversity statement on their syllabus (82% compared to 58%) compared to male, white, straight, cisgender respondents. Male, white, straight, cisgender respondents were more likely to have hosted a guest lecturer who is a woman, ethnic person, racial minority or LGBTQI+ person (67% compared to 48%) and more likely to provide an opportunity for students to share their preferred name, pronouns, or interests at the beginning of the semester (70% compared to 57%). The same proportion of respondents (43%) regardless of identity category have voluntarily attended a diversity event or training other than Safe Zone training in the past 12 months. For those who answered yes to this latter prompt about attending another diversity event or training, an open-ended question followed asking to please specify which event(s) and training(s) they had attended. A total of 30 responses were recorded, including five comments that stated Safe Zone training or N/A. Other activities included external seminars, NSF Game Changers, events from respective professional societies, the Ibram X. Kendi lecture on How to be an Antiracist, the KU Compassionate Communication series, and the Tilford Conference, among others.

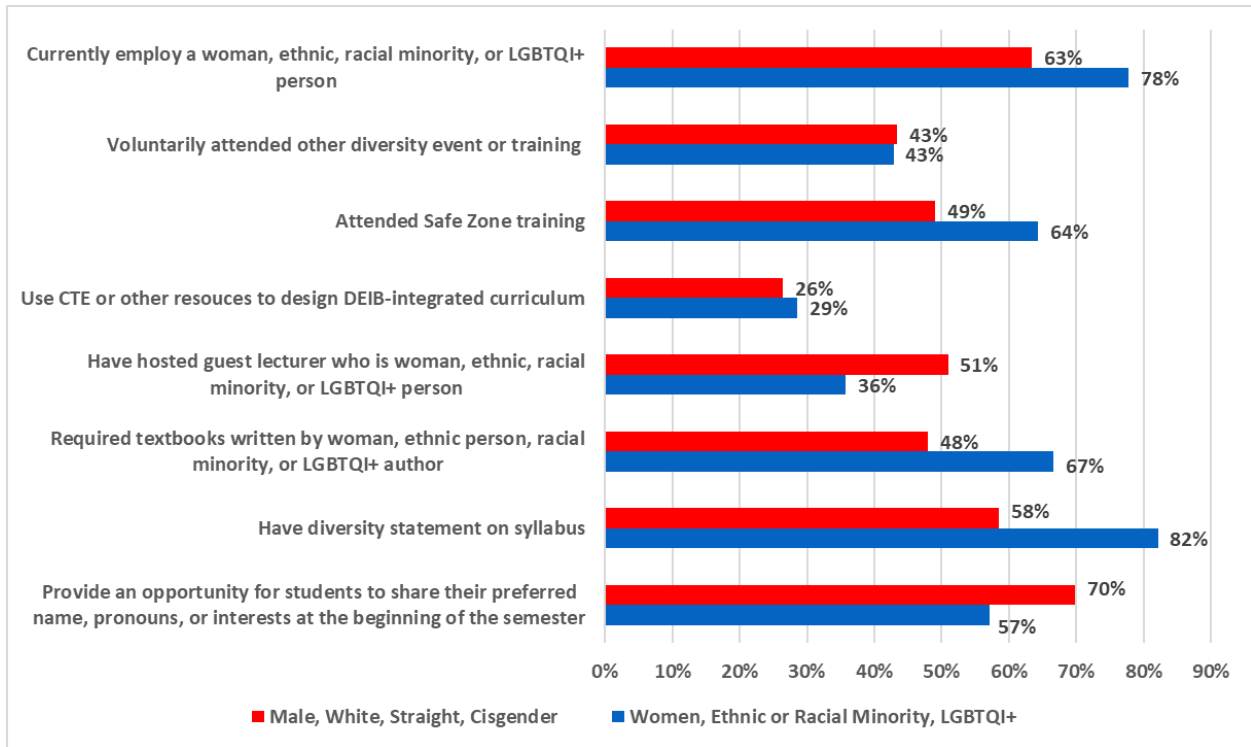


Figure 5.9. Participation and engagement with various inclusivity-promoting activities – affirmative responses.

The prompts reported in Figure 5.9 were not asked exactly consecutively. Subsequent, associated questions followed some prompts for additional information. Figure 5.10 presents responses to the question ‘approximately what portion of the readings you assign are authored by women, ethnic or racial minorities, or LGBTQI+ people.’ As shown, no one responded as more than two-thirds, and approximately half responded to each of the other categories. Women, ethnic or racial minority, LGBTQI+ respondents were more likely to respond in the lower category of less than 33% (50% compared to 42%) compared to male, white, straight, cisgender respondents.

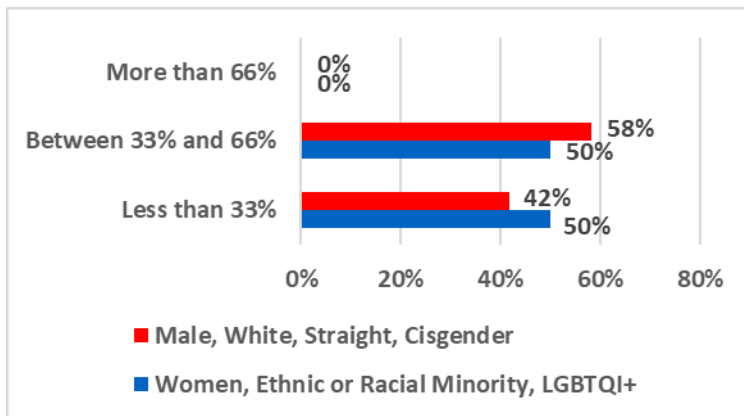


Figure 5.10. Proportion of assigned readings that are authored by women, ethnic or racial minority, or LGBTQI+ authors.

Figure 5.11 presents responses to the question ‘how often do they lead discussions on race, equity, and diversity in your research group’. As shown, both categories of respondents were most likely to answer rarely (43% of all respondents). Women, ethnic or racial minority, LGBTQI+ respondents were more likely to answer regularly (15% compared to 8%) and sometimes (22% compared to 8%) compared to male, white, straight, cisgender respondents. There was also a larger proportion (19% versus 7%) of male, white, straight, cisgender respondents who answered N/A for not applicable to imply they do not have a research group.

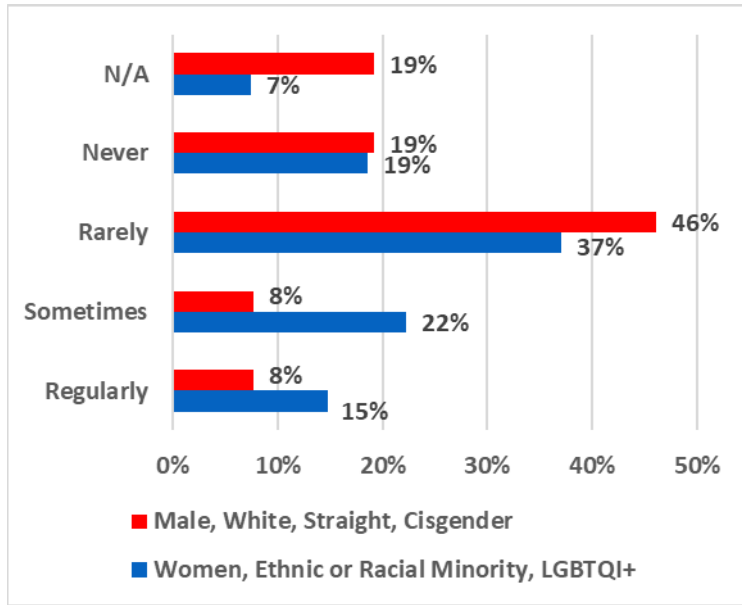


Figure 5.11. Frequency respondent leads discussions on race, equity, and diversity in their research group.

The final question in this section of the survey asked respondents ‘not including yourself, of your last five peer-reviewed publications, how many have a woman, ethnic person, racial minority, or LGBTQI+ person listed as a co-author.’ As shown in Figure 5.12, the most common response was five, from approximately half of women, ethnic or racial minority, LGBTQI+ respondents and nearly one-third of male, white, straight, cisgender respondents. Overall, women, ethnic or racial minority, LGBTQI+ respondents were more likely to have more of their recent publications with other women, ethnic people, racial minority, LGBTQI+ persons.

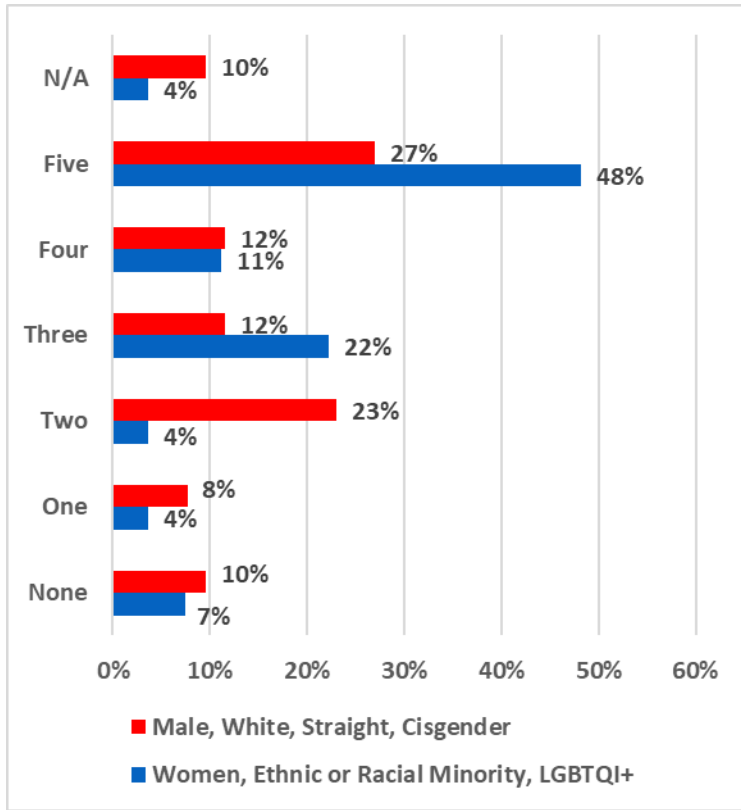


Figure 5.12. Number of last five peer-reviewed publications that were co-authored with a woman, ethnic person, racial minority of LGBTQI+ author.

Hostile Behavior

Similar to the student and staff surveys, faculty were asked two sets of four questions about hostile behavior. The first set of questions was based on the respondent’s personal experience; the second set of questions was based on what the respondent has or has not witnessed. The four questions in each set are otherwise identical. The responses are presented in Figures 5.13 through 5.16. Figure 5.13 presents responses to the first question which asked ‘Within the past five years, have you [personally experienced OR witnessed] any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, or religion?’ Respondents were then instructed to select all answer choices that apply. Of the 80 faculty who replied to the first question in each set, 42% answered YES to having personally experienced and 48% answered YES to having witnessed. As shown in Figure 5.13, the majority of respondents answered NO to this first question in each set (approximately 63% of all respondents). Of those who answered YES, such hostile behavior evenly occurred outside of the School (29% witnessed; 21% personally experienced) and within the respondent’s Department (28% witnessed; 20% personally experienced), followed by inside the School. The second, third, and fourth questions were only asked to those who answered YES to the first question. Figure 5.14 presents the respondent’s perceived basis of the hostile behavior, where those who had the personal experience most often selected job classification or position and gender identity (35%), followed by race (24%) and ethnicity (21%). Those who witnessed, most often selected race (45%), following by gender identity (42%), job classification or position (37%), and ethnicity (34%). Figure 5.15 presents the respondent’s identification of the source of the hostile behavior, where faculty member (47%) was the most common selection, followed by

administrator and other. Figure 5.16 presents the final question regarding whether the hostile behavior was intervened or reported. As shown in Figure 5.16, the majority of respondents answered NO. Only 9% and 29% were intervened and 3% and 26% were reported, for hostile behaviors that were personally experienced or witnessed, respectively. Following the question set, the survey displayed a note to any respondent who answered yes to the first question in either set, that read ‘We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to directly follow up with these types of offenses reported through this survey, we strongly encourage you to report the situation with the Office of Institutional Opportunity & Access (IOA) on campus.’

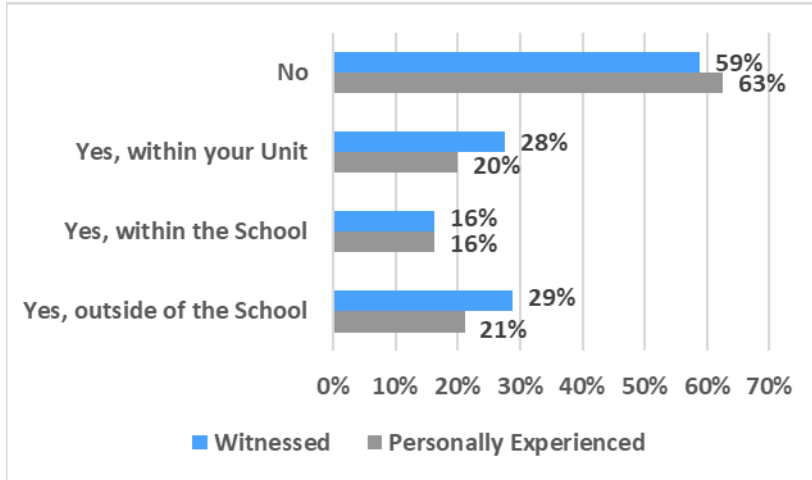


Figure 5.13. Personal experience with and witness of hostile behavior.

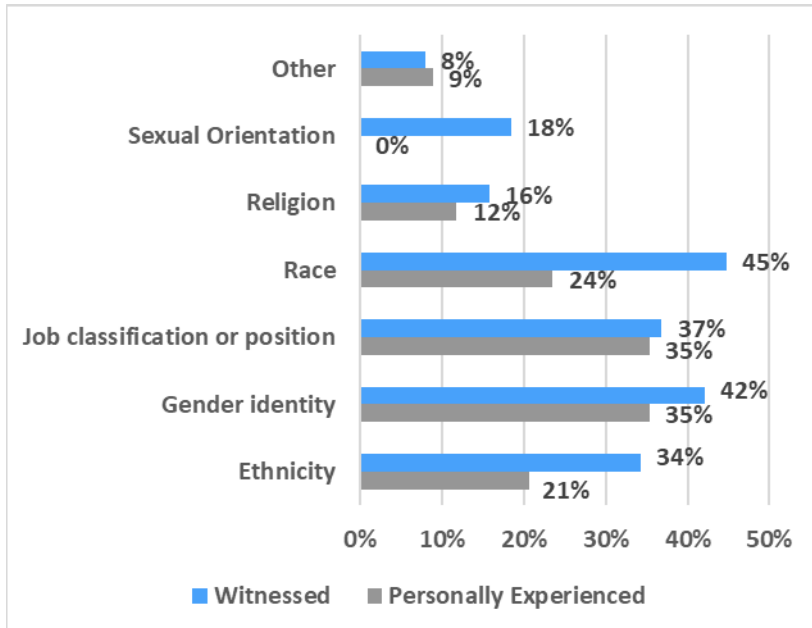


Figure 5.14. Perceived basis of personal experience with and witness of hostile behavior.

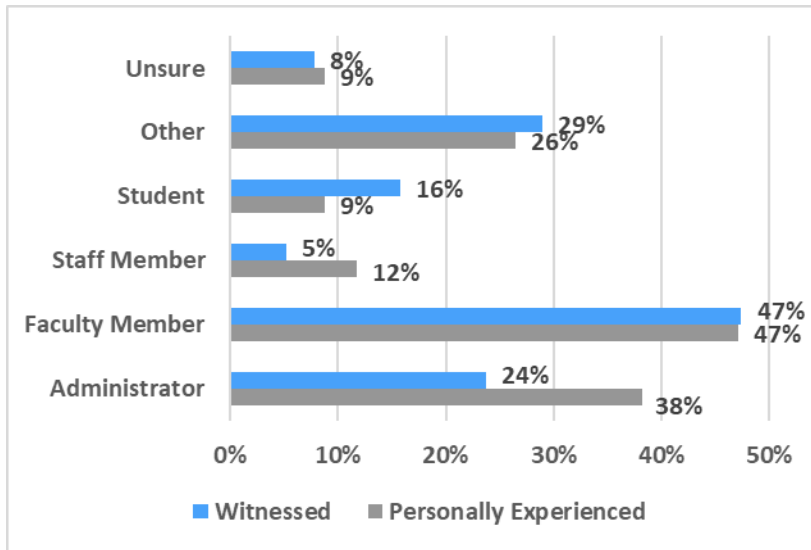


Figure 5.15. Source of personal experience with and witness of hostile behavior.

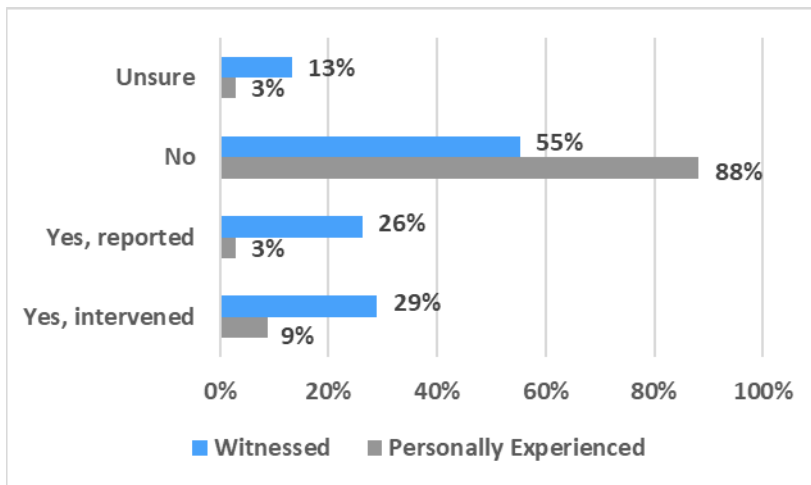


Figure 5.16. Intervention and reporting outcome of personal experience with and witness of hostile behavior.

Closing Comments

Faculty were asked two final open-ended questions, including for them to make any additional comments regarding DEIB in their reporting division or unit, and in the School of Engineering. Responses to the School of Engineering focused question are shared here, where 22 responses were recorded and six of which were comments such as ‘N/A’ or ‘nothing’. The 16 remaining responses were somewhat polarized, either articulating support for the new visibility of DEIB activity at the School level (10), articulating fear or frustration at the new visibility of DEIB activity at the School level (5), or something else (1). Supporting quotes are provided below.

"I am excited about the direction of the DEIB program and look forward to new opportunities and activities at the School level."

"Efforts at the school level have, until this year, been less visible than at the department level. The increased visibility of school-level work is welcome."

"I mostly feel comfortable with the culture regarding DEIB in the School. One improvement that could be made, however, would be to celebrate more accomplishments of the faculty, staff, and students in the School. This would provide additional visibility to accomplishments by diverse individuals."

"The roll out of DEIB is frightening. I don't feel we are doing anything wrong as faculty, but it appears we can be harshly punished for not understanding policies or requirements that we might not even know existed. I have seen high ranking officials relieved/resign due to DEIB issues and the churn causes doubts about job security. Ultimately, I just want to do my job well, and the unpredictability around DEIB requirements have, at a minimum, pulled me from my work multiple times. I am all for supporting diversity, but am absolutely terrified that I could lose my job based on the perceptions of others; of which I have little to no control."

"I'm getting DEIB burnout."

Observations and Recommended Actions

The four surveys asked many questions to get a thorough understanding of the current climate in the School of Engineering. Undergraduate students and graduate students reported high overall satisfaction with the DEIB climate (61% and 67%, respectively as satisfied and 10% and 6% as dissatisfied), where dissatisfaction was randomly distributed across identities. The high proportion of student respondents responding as neutral (29% undergraduates; 27% graduates) is somewhat troublesome and indicates that the School should be intentional about education and programming related to climate. Subsequent questions show stronger levels of a positive climate, including that 85% of undergraduates agree (6% disagree) they are treated fairly in the School of Engineering, and 87% feel proud to be a KU Engineering student (4% do not feel proud). Also of note is the very high percentage of undergraduate respondents who reported feeling comfortable interacting with instructors inside the classroom (80% comfortable; 8% uncomfortable) and outside the classroom in academic settings (75% comfortable; 9% uncomfortable). Similarly, 84% of graduate students agree (7% disagree) they are treated fairly in the School of Engineering, 90% feel proud to be a KU Engineering student (3% do not feel proud), 84% feel comfortable interacting with instructors inside the classroom (3% feel uncomfortable) and 82% feel comfortable interacting with instructors outside the classroom in academic settings (2% feel uncomfortable). There were several themes identified across student surveys, including a need for mental health support, bad experiences with CAPS, mostly positive comments towards advising, requests for more events, requests to bring back a coffee shop in LEEP2, issues making accommodations for students with registered disabilities, and identified needs for more support and inclusion for international and transfer students, women, and LGBTQI+ persons.

Staff and faculty showed similar trends to students in their response to the question on DEIB climate; approximately 60% of staff and 53% of faculty were comfortable, and about one-third were neutral. Similar to students, the high proportion of respondents responding as neutral is somewhat troublesome and indicates that the School should be intentional about education and programming related to climate. Increasing the proportion of staff and faculty who are comfortable with the climate in the School of Engineering should become an urgent priority; responses to open-ended questions help point to how that can be done. Importantly, both surveys demonstrated that many staff and faculty are opting-in to additional trainings and activities that support inclusion. These numbers were not 100%, and thus point to areas of improvement. Staff responses also indicated they do not feel valued equally to each other or faculty, and thus pointing to areas for improvement in the School. Across staff and faculty surveys, there were several themes identified as well, including calls to increase diversity, challenges with work-life balance, need for transparency and a reward structure for those who do intentionally and positively contribute to increasing diversity, equity, inclusion and belonging and fostering a better climate for all.

Across all four surveys there were many notes about the impact of the pandemic on mental health, on engagement, on work-life balance, and the like. There was also a lack of reporting discriminatory behaviors, where many of such offenses were noted to occur within the School. Looking at questions related to hostile behavior, students were most likely to perceive the basis of such acts being due to gender identity, race, or ethnicity. Staff and faculty were most likely to perceive the basis of such acts as being due to job classification or position and gender identity.

Based on findings presented in this report, as well as the cross-sectional data and comments not shared here for brevity, we recommend the following actions for improving the DEIB climate in the School of Engineering:

- Prioritize the representation of underrepresented groups in positions of leadership in the School of Engineering, including at the staff, faculty, and administrative levels.
- Offer more social and professional development events for undergraduate and graduate students, ensuring that events are inclusive, broadly communicated, and accessible.* Build off of the success of department-hosted events to create shared identity and community at the School-level.
- Reopen the coffee shop in LEEP2 to provide sustenance and a place for fostering community and belonging in the School.*
- Launch and/or expand formal tutoring programs for undergraduate students.
- Launch and/or expand formal mentoring programs for undergraduate and graduate students.* As part of mentoring programs, provide guidance on post-graduation next steps for junior- and senior-level undergraduate and graduate students.
- Better advertise the Career Center to graduate students as a resource to them for guidance on resume and interview preparation, and other job search support.
- Empower identity-based student groups, particularly NSBE and SHPE, to engage a larger portion of students.*
- Destigmatize mental health support, and improve access to mental health support for all students.*
- Educate students, staff, and faculty on unconscious bias, and the importance of and how to report and be an active ally / intervener.*
- Use the results from this climate survey as motivation for staff and faculty to endorse DEIB-efforts; provide education to staff and faculty on how endorsing DEIB-efforts will make our campus better and how all will reap benefits in classrooms, laboratories, and with colleagues.
- Identify and incentivize participation in DEIB-related education and training opportunities.*
- Establish reward structure to highlight those who are intentionally and positively improving the DEIB climate in the School.*
- Take actions to demonstrate the value and appreciation of staff and faculty in the School, including through the promotion of work-life balance, limiting events hosted for staff and faculty outside of normal business hours, providing childcare when such events are hosted, hosting events specifically intended to demonstrate appreciation, offering hybrid work options when possible base on time of year and role responsibilities, encouraging staff and faculty to use their vacation time.*
- Continue to increase diversity in students, staff, and faculty.

As a final closing comment, it took the better part of a year to finalize and share this report. However, results were reviewed immediately and continuously, and have already been acted upon in many ways. Since the February 2022 when the surveys closed, the School of Engineering has already made progress on the recommended actions flagged with an asterisk above. These surveys and associated report are the first time the entire School of Engineering has had a climate assessment. The School of Engineering intends to administer a climate survey every two years to measure changes and identify any new needs and subsequent actions to continue improving diversity, equity, inclusion, and belonging.

Appendix A: Recruitment Emails

Undergraduate Student Recruitment

Dear <Department> Undergraduate Students,

Hello and happy new year! I hope you had a wonderful winter break and that you were able to relax and recharge while staying safe and health. We are very excited to welcome you back to campus this semester, and wish you a happy start to the semester.

In the <Department>, we value each of you, and want to create a space, policies, and practices that are representative, equitable, and inclusive. As such, I've teamed up with the School of Engineering Associate Dean for Diversity, Equity, Inclusion and Belonging, Dr. Elaina Sutley, to administer a climate survey to better understand the current climate for students in our department so that I can make improvements with specific insight from you. We anticipate that most students will be able to complete the survey within 20 minutes. Please complete the survey by February 4, 2022.

Access the survey here: <weblink removed>

Advancing DEIB takes all of us. As described below – we are planning to identify priorities for acting in direct response of the survey. Thus, we need as robust of input as possible – we need ALL students to complete the survey so that we are most accurately responding to all of you. We intend to execute a similar survey each year to measure progress longitudinally.

Anonymity and what we will do with survey responses:

One thing you will notice is that we are not asking for personally identifiable information to protect anonymity while also asking for enough information for us to understand what specific actions may be most needed. The survey asks a series of closed-ended questions for us to evaluate specific metrics and measure changes over time, and open-ended questions for us to have a clear picture on what actions are needed to foster a more inclusive climate. A summary of findings and recommendations will be communicated back to all students so that you know your time spent filling out this survey was effectively used to help us create a more inclusive climate.

The final question allows you to provide your email address if you would like to schedule a follow-up interview based on your survey responses OR to reach out directly to the Associate Dean for DEIB, Dr. Elaina Sutley. This is completely optional.

What is climate and why is evaluating climate important:

In this context, "climate" refers to students' shared perceptions about the behaviors that are expected and rewarded within our organization. We are particularly interested in understanding how each student member experiences belonging as a valued member of our department and the School of Engineering.

Thank you so much for providing us with your valuable input.

Graduate Student Recruitment

Dear <Department> Graduate Students,

Hello and happy new year! I hope you had a wonderful winter break and that you were able to relax and recharge while staying safe and health. We are very excited to welcome you back to campus this semester, and wish you a happy start to the semester.

In the <Department>, we value each of you, and want to create a space, policies, and practices that are representative, equitable, and inclusive. As such, I've teamed up with the School of Engineering Associate Dean for Diversity, Equity, Inclusion and Belonging, Dr. Elaina Sutley, to administer a climate survey to better understand the current climate for students in our department so that I can make improvements with specific insight from you. We anticipate that most students will be able to complete the survey within 20 minutes. Please complete the survey by February 4, 2022.

Access the survey here: <weblink removed>

Advancing DEIB takes all of us. As described below – we are planning to identify priorities for acting in direct response of the survey. Thus, we need as robust of input as possible – we need ALL students to complete the survey so that we are most accurately responding to all of you. We intend to execute a similar survey each year to measure progress longitudinally.

Anonymity and what we will do with survey responses:

One thing you will notice is that we are not asking for personally identifiable information to protect anonymity while also asking for enough information for us to understand what specific actions may be most needed. The survey asks a series of closed-ended questions for us to evaluate specific metrics and measure changes over time, and open-ended questions for us to have a clear picture on what actions are needed to foster a more inclusive climate. A summary of findings and recommendations will be communicated back to all students so that you know your time spent filling out this survey was effectively used to help us create a more inclusive climate.

The final question allows you to provide your email address if you would like to schedule a follow-up interview based on your survey responses OR to reach out directly to the Associate Dean for DEIB, Dr. Elaina Sutley. This is completely optional.

What is climate and why is evaluating climate important:

In this context, "climate" refers to students' shared perceptions about the behaviors that are expected and rewarded within our organization. We are particularly interested in understanding how each student member experiences belonging as a valued member of our department and the School of Engineering.

Thank you so much for providing us with your valuable input.

Staff Recruitment

Dear Staff members,

At the end of the Fall 2021 semester, I mentioned via email that the School's DEIB committee was putting together a climate survey for students, staff, and faculty. I'm reaching out now with a request for you to complete the climate survey designed specifically for staff. We anticipate that most staff members will be able to complete the survey within 10 to 15 minutes.

Access the survey here: <weblink removed>

Anonymity and what we will do with survey responses:

One thing you will notice is that we have specifically designed the survey to help protect anonymity while also asking for enough information for us to understand what specific actions may be most needed across the different divisions and units. Identifying your specific unit is optional. If you feel comfortable to identify your specific unit, please do; that will help us cater the results more specific to each unit. The survey asks a series of closed-ended questions for us to evaluate specific metrics and measure changes over time, and open-ended questions for us to have a clear picture on what actions are needed to foster a more inclusive climate in the School. Only the Associate Dean for DEIB, Elaina Sutley, will be able to see the raw results of the survey. Aggregate results will be prepared and shared with the School's DEIB Committee. The DEIB Committee will prepare reports for each division, unit (as possible), and collectively for the School with recommendations on next steps for responding to the survey. A summary of findings and recommendations will be communicated back to all staff so that you know your time spent filling out this survey was effectively used to help us create a more inclusive environment in the School of Engineering.

What is climate and why is evaluating climate important:

In this context, "climate" refers to employees' shared perceptions about the behaviors that are expected and rewarded within our organization. We are particularly interested in understanding how each staff member experiences belonging as a valued member of the School of Engineering, and how each staff member feels that their uniqueness is valued and integrated.

Advancing DEIB takes all of us. As described above – we are planning to identify priorities for acting in direct response of the survey. Thus, we need as robust of input as possible – we need ALL staff members in the School of Engineering to complete the survey so that we are most accurately responding to all of you. We intend to execute a similar survey each year to measure progress longitudinally.

Thank you so much for providing us with your valuable input.

Faculty Recruitment

Dear Faculty,

At the end of the Fall 2021 semester, I mentioned via email that the School's DEIB committee was putting together a climate survey for students, staff, and faculty. I'm reaching out now with a request for you to complete the climate survey designed specifically for faculty. We anticipate that most faculty will be able to complete the survey within 10 to 15 minutes.

Access the survey here: <weblink removed>

Anonymity and what we will do with survey responses:

One thing you will notice is that we have specifically designed the survey to help protect anonymity while also asking for enough information for us to understand what specific actions may be most needed across the different departments. The survey asks a series of closed-ended questions for us to evaluate specific metrics and measure changes over time, and open-ended questions for us to have a clear picture on what actions are needed to foster a more inclusive climate in the School. Only the School's DEIB office (Elaina Sutley and Palvih Bhana) will be able to see the raw results of the survey. Aggregate results will be prepared and shared with the School's DEIB Committee. The DEIB Committee will prepare reports for each department and collectively for the School with recommendations on next steps for responding to the survey. A summary of findings and recommendations will be communicated back to all faculty so that you know your time spent filling out this survey was effectively used to help us create a more inclusive environment in the School of Engineering.

What is climate and why is evaluating climate important:

In this context, "climate" refers to employees' shared perceptions about the behaviors that are expected and rewarded within our organization. We are particularly interested in understanding how each faculty member experiences belonging as a valued member of the School of Engineering, and how each faculty member feels that their uniqueness is valued and integrated.

Advancing DEIB takes all of us. As described above – we are planning to identify priorities for acting in direct response of the survey. Thus, we need as robust of input as possible – we need ALL faculty in the School of Engineering to complete the survey so that we are most accurately responding to all of you. We intend to execute a similar survey each year to measure progress longitudinally.

Thank you so much for providing us with your valuable input.

Appendix B: Survey Questions

SOE Undergraduate Student Climate Survey

Start of Block: Default Question Block

Q1 The questions on this survey are intended to gauge the current climate of diversity, equity, inclusion and belonging in the School of Engineering. This specific survey is only being sent to undergraduate students. A similar version is being sent to graduate students, staff, and engineering faculty.

For the purposes of this survey, DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your Major, Department and/or the School of Engineering related to diversity, equity, inclusion and belonging.

Please answer questions based on the past six months unless otherwise specified.

Page Break

Q2 The first set of questions are to capture diversity and demographic characteristics.

Q3 What is your academic department?

- Aerospace Engineering (7)
 - Chemical and Petroleum Engineering (8)
 - Civil, Environmental and Architectural Engineering (9)
 - Electrical Engineering and Computer Science (10)
 - Mechanical Engineering (11)
-

Q4 What is your anticipated graduation year?

- 2022 (1)
 - 2023 (2)
 - 2024 (3)
 - 2025 (4)
 - 2026 (5)
-

Q6 What is your gender identity?

- Male (1)
 - Female (2)
 - Non-binary / third gender (3)
-

Q7 What is your racial and ethnic identity? (select all that apply)

- Asian (1)
 - Black, African American (2)
 - Hispanic, Latinx (3)
 - Native American (4)
 - Native Hawaiian, Pacific Islander (5)
 - White (6)
 - Not listed (7) _____
-

Q15 Are you a U.S. citizen or hold a Permanent Resident Card (Green card)?

- Yes (1)
 - No (2)
-

Q16 Is English your native language?

- Yes (1)
 - No (2)
-

Q8 Do you identify as a member of the LGBTQ+ community?

Yes (1)

No (2)

Q9 Are you active military, veteran, or otherwise identify as Military-Affiliated?

Yes (1)

No (2)

Q10 Do you have a disability or registered accommodation with the KU Student Access Center?

Yes (1)

No (2)

Q11 Are you a first-generation college student?

Note: a first-generation college student is a student whose parent(s) did not complete a four-year college or university degree.

Yes (1)

No (2)

Page Break

Q12

The next set of questions are to evaluate engagement.

Q13 The following is a list of engineering activities (co-curricular and academic).

For each activity indicate your level of involvement during the Summer 2021 and Fall 2021 semesters.

	Not Involved (1)	1-2 times (2)	3-5 times (3)	More than 5 times (4)
An engineering society (e.g. American Society of Mechanical Engineers) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A professional or student group for women or minority engineers (e.g. SWE, NSBE) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IHAWKe Diversity and Women's Program sponsored activities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities (social or academic) sponsored by your department or major (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An engineering fraternity or sorority (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q14 The following is a list of academic and/or preparation activities. Choose all the activities in which you engaged in during the Summer 2021 and Fall 2021 semesters.

- Attended engineering orientation prior to beginning classes (1)
- Attended summer program designed to prepare me to begin the engineering curriculum (2)
- Lived in honors or other non-engineering special interest dorm (3)
- Participated in engineering-focused living arrangement (e.g. dorm, engineering fraternity) (4)
- Attended the Engineering Career Fair held in September 2021 (5)
- Attended review sessions before exams (6)
- Visited a professor and / or graduate assistant in their office hours (7)
- Visited or emailed an adviser or advising center (8)
- Visited the Career Center to seek assistance with job search (e.g. permanent, internship or co-op) (9)
- Participated in an undergraduate research experience or position (10)
- Participated or worked in an internship or co-op position (11)
- Studied abroad (12)
- Got advice from a mentor in a formal mentoring program (13)
- Participated in formal or informal study groups (14)
- Scheduled an appointment with a professor and / or graduate assistant outside of their office hours (15)

Sought help from other engineering students when I experienced difficulties in classes (16)

Received tutoring for courses where I was experiencing difficulty (17)

Called or emailed parents or other close friends about difficulties (18)

Page Break

Q17 After graduation, are you planning to attend graduate school?

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If What is your anticipated graduation year? = 2022

Or What is your anticipated graduation year? = 2023

Q18 Do you have a job or funded position secured for after graduation?

- Yes (1)
- No (2)

End of Block: Default Question Block

Start of Block: Block 1

Q20 These next set of questions are to evaluate connectedness and climate.

Q21 How satisfied are you with the DEIB climate that you have experienced in the School of Engineering in the past 6 months?

Note: DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your Major, Department and/or the School of Engineering related to diversity, equity, inclusion and belonging.

- Extremely satisfied (1)
- Somewhat satisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat dissatisfied (4)
- Extremely dissatisfied (5)

Page Break

Q22 Indicate how strongly you agree or disagree with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly Disagree (5)	N/A (6)
I am treated fairly and equitably overall in the School of Engineering (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated fairly and equitably in engineering classrooms and classroom settings (e.g., labs, recitation sessions) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated fairly and equitably at engineering events (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q23 During the Fall 2021 semester, how often did you feel:

	Often (1)	Sometimes (2)	Rarely (3)	Never (4)
Welcome at KU in Engineering (like you belong here) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectually stimulated (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valued (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerned about balancing work and study time (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left out (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disconnected from other students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhausted, depressed, anxious, or hopeless (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Considering your responses to the previous question, what can the School of Engineering or your department do to help?

Page Break

Q25 In the past six months, how COMFORTABLE have you felt in each of the following situations in the School of Engineering

	Very comfortable (1)	Somewhat comfortable (2)	Neither comfortable or uncomfortable (3)	Somewhat uncomfortable (4)	Very uncomfortable (5)	N/A (6)
Hanging out in engineering buildings (Eaton, LEEP2, Learned, M2SEC, Spahr) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with course instructors during office hours or in other academic settings outside the classroom (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with course instructors inside the classroom (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on teams or in small groups with other students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in engineering social events (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking up in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(6)

Getting
counseling
or support
services on
campus (7)

Getting
academic
advising (8)

Q26 Please explain your responses to the previous question.

Page Break

Q27 Please list the ONE place or group ON CAMPUS in ENGINEERING where you feel most welcome or comfortable.

Q28 Is there a place or group ON CAMPUS in ENGINEERING where you feel particularly unwelcomed or uncomfortable?

Page Break

Q30 Indicate how strongly you agree or disagree with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	N/A (6)
I am proud to be a KU Engineering student (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a sense of community in KU Engineering (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KU Engineering is diverse (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made friends in KU Engineering (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that being able to interact with individuals of diverse backgrounds will help me after college (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break

Q31 Are there role models in KU Engineering that you can relate to? (select all that apply)

- Faculty member(s) (1)
 - Staff member(s) (2)
 - Administrator(s) (3)
 - Graduate student(s) (4)
 - Other undergraduate student(s) (5)
 - Other (6) _____
 - There are no role models that I relate to in KU Engineering (7)
-

Q33 Is there someone you think of as a mentor in KU Engineering? (select all that apply)

- Faculty member(s) (1)
 - Staff member(s) (2)
 - Administrator(s) (3)
 - Graduate student(s) (4)
 - Other undergraduate student(s) (5)
 - Other (6) _____
 - There is no one that I think of as a mentor in KU Engineering (7)
-

Page Break

Q34 Within the past five years, have you **personally experienced** any exclusionary, intimidating, offensive, and/or hostile conduct because of your gender identity, sexual orientation, race, ethnicity, or religion? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Department (3)
- No (4)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q35 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Race (3)
- Religion (4)
- Sexual Orientation (5)
- Other (6) _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q36 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty member (2)
- Staff member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q37 Did you or anyone else intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
 - Yes, reported (2)
 - No (3)
 - Unsure (4)
-

Q38 Within the past five years, have you **witnessed** any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, or religion? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Department (3)
- No (4)

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q39 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Race (3)
- Religion (4)
- Sexual Orientation (5)
- Other (6) _____

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q40 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty member (2)
- Staff member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... !=
No*

Q41 Did you or anyone else intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
- Yes, reported (2)
- No (3)
- Unsure (4)

Page Break _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

*Or Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or...
!= No*

Q42 We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to follow up with these types of offenses reported through this survey, we strongly encourage you to report any situation with the Office of Institutional Opportunity & Access (IOA) on campus.

Page Break

Q43 Just three final questions.

Q44 Please use the space below to make any additional comments you have regarding DEIB in your department.

Q45 Please use the space below to make any additional comments you have regarding DEIB in the School of Engineering.

Q46 If you would like to participate in a follow-up discussion with the Associate Dean for Diversity, Equity, Inclusion and Belonging, Dr. Sutley, regarding your responses, please provide your name and email address in the box below OR email Dr. Sutley directly at enjsutley@ku.edu.

Page Break

Q47 Thank you for participating in the School of Engineering Undergraduate Student Climate Survey!

End of Block: Block 1

SOE Graduate Student Climate Survey

Start of Block: Default Question Block

Q1 The questions on this survey are intended to gauge the current climate of diversity, equity, inclusion and belonging in the School of Engineering. This specific survey is only being sent to graduate students. A similar version is being sent to undergraduate students, staff, and engineering faculty.

For the purposes of this survey, DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your Major, Department and/or the School of Engineering related to diversity, equity, inclusion and belonging.

Please answer questions based on the past six months unless otherwise specified.

Page Break

Q2 The first set of questions are to capture diversity and demographic characteristics.

Q3 What is your academic department?

- Aerospace Engineering (8)
 - Chemical and Petroleum Engineering (9)
 - Civil, Environmental and Architectural Engineering (10)
 - Electrical Engineering and Computer Science (11)
 - Mechanical Engineering (12)
-

Q4 Are you working towards a Masters degree or PhD?

- Masters (1)
 - PhD (2)
-

Q5 Which of the following best describes your position as a graduate student in the Fall 2021 semester?

- Graduate Teaching Assistant (GTA) (1)
- Graduate Research Assistant (GRA) (2)
- Funded through fellowship (3)
- Funded through foreign government (4)
- Working full- or part-time off campus (5)
- Other (6) _____

Q6 What is your gender identity?

- Male (1)
 - Female (2)
 - Non-binary / third gender (3)
-

Q7 What is your racial and ethnic identity? (select all that apply)

- Asian (1)
 - Black, African American (2)
 - Hispanic, Latinx (3)
 - Native American (4)
 - Native Hawaiian, Pacific Islander (5)
 - White (6)
 - Not listed (7) _____
-

Q15 Are you a U.S. citizen or hold a Permanent Resident Card (Green card)?

- Yes (1)
 - No (2)
-

Q16 Is English your native language?

Yes (1)

No (2)

Q8 Do you identify as queer or trans?

Yes (1)

No (2)

Q9 Are you active military, veteran, or otherwise identify as Military-Affiliated?

Yes (1)

No (2)

Q10 Do you have a disability or registered accommodation with the KU Student Access Center?

Yes (1)

No (2)

Q11 Are you a first-generation college student?

Note: a first-generation college student is a student whose parent(s) did not complete a four-year college or university degree.

Yes (1)

No (2)

Q12

The next set of questions are to evaluate engagement.

Q13 The following is a list of engineering activities (co-curricular and academic).

For each activity indicate your level of involvement during the Summer 2021 and Fall 2021 semesters.

	Not Involved (1)	1-2 times (2)	3-5 times (3)	More than 5 times (4)
GEA (Graduate Engineering Association) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An engineering society (e.g. American Society of Mechanical Engineers) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A professional or student group for women or minority engineers (e.g. SWE, NSBE) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IHAWKe Diversity and Women's Program sponsored activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities (social or academic) sponsored by your department or major (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q14 The following is a list of academic and/or preparation activities. Choose all the activities in which you engaged in during the Summer 2021 and Fall 2021 semesters.

- Attended engineering orientation prior to beginning classes (1)
- Attended the Engineering Career Fair held in September 2021 (2)
- Attended academic or professional conference (3)
- Visited a professor and / or graduate assistant in their office hours (4)
- Visited or emailed an adviser or advising center (5)
- Visited the Career Center to seek assistance with job search (e.g. permanent, internship or co-op) (6)
- Got advice from a mentor in a formal mentoring program (7)
- Participated in formal or informal study groups (8)
- Scheduled an appointment with a professor and / or graduate assistant outside of their office hours (9)
- Sought help from other engineering students when I experienced difficulties in classes (10)
- Called or emailed parents or other close friends about difficulties (11)

Page Break

Q17 After graduation, what is your intended next step?

- Continue with additional graduate education (1)
 - Obtain an engineering-related job in industry (2)
 - Obtain an engineering-related job in government (3)
 - Obtain an engineering-related job in academia (4)
 - Obtain a job outside of engineering (5)
 - Not sure yet (6)
-

Q18 Do you have a job or funded position secured for after graduation?

- Yes (1)
- No (2)

End of Block: Default Question Block

Start of Block: Block 1

Q20 These next set of questions are to evaluate connectedness and climate.

Q21 How satisfied are you with the DEIB climate that you have experienced in the School of Engineering in the past 6 months?

Note: DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your Major, Department and/or the School of Engineering related to diversity, equity, inclusion and belonging.

- Extremely satisfied (1)
- Somewhat satisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat dissatisfied (4)
- Extremely dissatisfied (5)

Page Break

Q22 Indicate how strongly you agree or disagree with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly Disagree (5)	N/A (6)
I am treated fairly and equitably overall in the School of Engineering (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated fairly and equitably in engineering classrooms and classroom settings (e.g., labs, recitation sessions) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated fairly and equitably at engineering events (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated fairly and equitably in my research group (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q23 During the Fall 2021 semester, how often did you feel:

	Often (1)	Sometimes (2)	Rarely (3)	Never (4)
Welcome at KU in Engineering (like you belong here) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectually stimulated (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valued (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerned about balancing work and study time (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left out (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disconnected from other students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhausted, depressed, anxious, or hopeless (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress about funding for your entire graduate degree (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress or doubt related to your degree (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Considering your responses to the previous question, what can the School of Engineering or your department do to help?

Page Break

Q25 In the past six months, how COMFORTABLE have you felt in each of the following situations in the School of Engineering

	Very comfortable (1)	Somewhat comfortable (2)	Neither comfortable or uncomfortable (3)	Somewhat uncomfortable (4)	Very uncomfortable (5)	N/A (6)
Hanging out in engineering buildings (Eaton, LEEP2, Learned, M2SEC, Spahr) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with course instructors during office hours or in other academic settings outside the classroom (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with course instructors inside the classroom (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on teams or in small groups with other students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in engineering social events (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking up in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(6)

Speaking up in your research group (7)

Getting counseling or support services on campus (8)

Getting academic and/or research advising (9)

Q26 Please explain your responses to the previous question.

Page Break

Q27 Please list the ONE place or group ON CAMPUS in ENGINEERING where you feel most welcome or comfortable.

Q28 Is there a place or group ON CAMPUS in ENGINEERING where you feel particularly unwelcomed or uncomfortable?

Page Break

Q30 Indicate how strongly you agree or disagree with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly Disagree (5)	N/A (6)
I am proud to be a KU Engineering student (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a sense of community in KU Engineering (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KU Engineering is diverse (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made friends in KU Engineering (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that being able to interact with individuals of diverse backgrounds will help me after college (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break

Q31 Are there role models in KU Engineering that you can relate to? (select all that apply)

- Faculty member(s) (1)
 - Staff member(s) (2)
 - Administrator(s) (3)
 - Other graduate student(s) (4)
 - Undergraduate student(s) (5)
 - Other (6) _____
 - There are no role models that I relate to in KU Engineering (7)
-

Q33 Is there someone you think of as a mentor in KU Engineering? (select all that apply)

- Faculty member(s) (1)
 - Staff member(s) (2)
 - Administrator(s) (3)
 - Other graduate student(s) (4)
 - Undergraduate student(s) (5)
 - Other (6) _____
 - There is no one that I think of as a mentor in KU Engineering (7)
-

Page Break

Q34 Within the past five years, have you **personally experienced** any exclusionary, intimidating, offensive, and/or hostile conduct because of your gender identity, sexual orientation, race, ethnicity, or religion? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Department (3)
- No (4)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q35 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Race (3)
- Religion (4)
- Sexual Orientation (5)
- Other (6) _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q36 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty member (2)
- Staff member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q37 Did you or anyone else intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
 - Yes, reported (2)
 - No (3)
 - Unsure (4)
-

Q38 Within the past five years, have you **witnessed** any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, or religion? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Department (3)
- No (4)

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q39 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Race (3)
- Religion (4)
- Sexual Orientation (5)
- Other (6) _____

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q40 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty member (2)
- Staff member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... !=
No*

Q41 Did you or anyone else intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
- Yes, reported (2)
- No (3)
- Unsure (4)

Page Break _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

*Or Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or...
!= No*

Q42 We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to follow up with these types of offenses reported through this survey, we strongly encourage you to report any situation with the Office of Institutional Opportunity & Access (IOA) on campus.

Page Break

Q43 Just three final questions.

Q44 Please use the space below to make any additional comments you have regarding DEIB in your department.

Q45 Please use the space below to make any additional comments you have regarding DEIB in the School.

Q46 If you would like to participate in a follow-up discussion with the Associate Dean for Diversity, Equity, Inclusion and Belonging, Dr. Sutley, regarding your responses, please provide your name and email address in the box below OR email Dr. Sutley directly at enjsutley@ku.edu.

Page Break

Q47 Thank you for participating in the School of Engineering Graduate Student Climate Survey!

End of Block: Block 1

SOE Staff Climate Survey

Start of Block: Default Question Block

Q1 The following set of questions are intended to gauge the current climate of diversity, equity, inclusion and belonging in the School of Engineering. This specific survey is only being sent to staff. A similar version is being sent to faculty, undergraduate students, and graduate students.

For the purposes of this survey, DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your Reporting Division, Unit and/or the School of Engineering related to diversity, equity, inclusion and belonging.

Please answer questions based on the past six months unless otherwise specified.

Page Break

Q2 What is your primary reporting division?

- Academic Departmental Staff (e.g., Aerospace Engineering Department) (1)
- School of Engineering Staff (e.g., Academic Affairs, Deans Office, DEIB) (2)

Q44 If comfortable, please write in your primary reporting unit.

Page Break

Q3 Do you identify as a woman, as ethnic, as a racial minority, or as LGBTQI+?

Note: Ethnic and racial minorities include, but are not limited to Black, Asian, LatinX, Native Hawaiian, Pacific Islander, and Indigenous Americans.

Note: We recognize that different identities lead to different experiences, and so too does the intersectionality of identities. We group these together here to protect anonymity of responses.

Yes (1)

No (2)

Page Break

Q4 How often do you feel equally valued to other staff in the School of Engineering?

- All of the time (6)
 - Most of the time (7)
 - Sometimes (8)
 - Rarely (9)
 - Never (10)
-

Q5 Compared to faculty in the School of Engineering, do you feel more, less, or equally valued?

- More valued (1)
 - Equally valued (2)
 - Less valued (3)
-

Display This Question:

If How often do you feel equally valued to other staff in the School of Engineering? != All of the time

Q6 Please explain why you do not feel valued equally to other staff in the School all of the time.

Display This Question:

If Compared to faculty in the School of Engineering, do you feel more, less, or equally valued? != Equally valued

Q45 Please explain why you do not feel valued equally to faculty in the School.

Page Break

Q7 In the past six months, how often are you satisfied with your work-life balance?

- All of the time (1)
 - Most of the time (2)
 - Sometimes (3)
 - Rarely (4)
 - Never (5)
-

Q9 What could either your reporting unit or the School do to help you reach or maintain a better work-life balance?

Page Break

Q10 Do you think that service responsibilities are fairly distributed in your unit?
(Examples of service responsibilities may include additional training and participating in committees)

Yes (1)

No (2)

Unsure (3)

Q11 What could be done to improve the distribution of service responsibilities?

Page Break

Q12 Do you think that the DEIB-training administered through KU to members in your unit is sufficient?

Yes (1)

No (2)

Unsure (3)

Display This Question:

*If Do you think that the DEIB-training administered through KU to members in your unit is sufficient?
!= Yes*

Q13 Why do you think the current training is not sufficient?

Page Break

Q14 What is your comfort level with having DEIB become a part of your annual review?
Note: In this scenario, expectations and parameters for evaluating DEIB would be clearly communicated.

- Comfortable (1)
 - Neutral (2)
 - Uncomfortable (3)
-

Q15 Please explain your answer to the previous question on your level of comfort with having DEIB as part of your annual review.

Page Break

Q16 Overall, what is your level of comfort with the DEIB climate in your unit?

Note: DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your unit and/or the School of Engineering related to diversity, equity, inclusion and belonging.

- Comfortable (1)
 - Neutral (2)
 - Uncomfortable (3)
-

Q17 Please explain your level of comfort with the DEIB climate.

Page Break

Q18 Within the past five years, have you **personally experienced** any exclusionary, intimidating, offensive, and/or hostile conduct because of your gender identity, sexual orientation, race, ethnicity, religion, or job classification? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Unit (3)
- No (4)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q19 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Job classification or position (3)
- Race (4)
- Religion (5)
- Sexual Orientation (6)
- Other (7) _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q46 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty Member (2)
- Staff Member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q20 Did anyone intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
- Yes, reported (2)
- No (3)
- Unsure (4)

Page Break

Q21 Within the past five years, have you **witnessed** any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, religion, or job classification? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Department (3)
- No (4)

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q22 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Job classification or position (3)
- Race (4)
- Religion (5)
- Sexual Orientation (6)
- Other (7) _____

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q47 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty Member (2)
- Staff Member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... !=
No*

Q23 Did anyone intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
- Yes, reported (2)
- No (3)
- Unsure (4)

Page Break _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

*Or Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or...
!= No*

Q24 We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to directly follow up with these types of offenses reported through this survey, we strongly encourage you to report the situation with the Office of Institutional Opportunity & Access (IOA) on campus.

End of Block: Default Question Block

Start of Block: Block 1

Q25 These next set of questions are intended to understand how DEIB may already be incorporated into your division or unit.

Q26 Do you include gender pronouns in your communications? Example: he/him/his (select all that apply)

- verbal introductions (1)
- e-mail signature (2)
- zoom name (3)
- I do not include gender pronouns in my communications (4)

Page Break

Q33 Have you ever taken Safe Zone training offered through KU Center for Sexuality and Gender Diversity?

- Yes (1)
 - No (2)
-

Q34 In the 12 months, have you voluntarily attended at least one diversity event or optional training? (e.g., A diversity event might be the Ibram X. Kendi lecture at the Lied Center on How to be an AntiRacist, or the Tilford Conference of Diversity and Multiculturalism. An optional training might be the Unpacking Whiteness in the Workplace or Compassionate Communication training series offered by KU).

- Yes (1)
 - No (2)
-

Display This Question:

If In the 12 months, have you voluntarily attended at least one diversity event or optional training... = Yes

Q35 Please specify which event(s) and training(s) you attended.

Q48 How often do you lead discussions on race, equity, and diversity in your division or unit?

- Regularly (1)
 - Sometimes (2)
 - Rarely (3)
 - Never (4)
-

Q39 Please use the space below to make any additional comments you have regarding DEIB in your reporting division or unit.

Q40 Please use the space below to make any additional comments you have regarding DEIB in the School.

End of Block: Block 1

Start of Block: Block 2

Q41 Thank you for participating in the School of Engineering Staff Climate Survey!

End of Block: Block 2

SOE Faculty Climate Survey

Start of Block: Default Question Block

Q1 The following set of questions are intended to gauge the current climate of diversity, equity, inclusion and belonging in the School of Engineering. This specific survey is only being sent to faculty. A similar version is being sent to staff, undergraduate students, and graduate students.

For the purposes of this survey, DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your Department and/or the School of Engineering related to diversity, equity, inclusion and belonging.

Please answer questions based on the past six months unless otherwise specified.

Page Break

Q2 What is your primary academic department?

- Aerospace Engineering (1)
- Chemical and Petroleum Engineering (2)
- Civil, Environmental and Architectural Engineering (3)
- Electrical Engineering and Computer Science (4)
- Engineering Physics (5)
- Mechanical Engineering (6)

Page Break

Q3 Do you identify as a woman, as ethnic, as a racial minority, or as LGBTQI+?

Note: Ethnic and racial minorities include, but are not limited to Black, Asian, LatinX, Native Hawaiian, Pacific Islander, and Indigenous Americans.

Note: We recognize that different identities lead to different experiences, and so too does the intersectionality of identities. We group these together here to protect anonymity of responses.

Yes (1)

No (2)

Page Break

Q4 How often do you feel valued equally to other faculty in your department?

- All of the time (1)
 - Most of the time (2)
 - Sometimes (3)
 - Rarely (4)
 - Never (5)
-

Q5 How often do you feel valued equally to other faculty in the School of Engineering?

- All of the time (1)
 - Most of the time (2)
 - Sometimes (3)
 - Rarely (4)
 - Never (5)
-

Display This Question:

*If How often do you feel valued equally to other faculty in your department? != All of the time
Or How often do you feel valued equally to other faculty in the School of Engineering? != All of the time*

Q6 Please explain why you do not feel valued equally to other faculty in your department or the School all of the time.

Page Break

Q7 In the past six months, how often are you satisfied with your work-life balance?

- All of the time (1)
 - Most of the time (2)
 - Sometimes (3)
 - Rarely (4)
 - Never (5)
-

Q9 What could either your Department or the School do to help you reach or maintain a better work-life balance?

Page Break

Q10 Do you think that service responsibilities are fairly distributed in your department?

Yes (1)

No (2)

Unsure (3)

Q11 What could be done to improve the distribution of service responsibilities?

Page Break

Q12 Do you think that the DEIB-training administered through KU to members in your department is sufficient?

Yes (1)

No (2)

Unsure (3)

Display This Question:

If Do you think that the DEIB-training administered through KU to members in your department is suff... != Yes

Q13 Why do you think the current training is not sufficient?

Page Break

Q14 What is your comfort level with having DEIB become a part of your annual review in a similar way as research, teaching, and service?

Note: DEIB would be separate from service, and in this scenario, parameters for evaluating DEIB would be clearly communicated.

- Comfortable (1)
- Neutral (2)
- Uncomfortable (3)

Q15 Please explain your answer to the previous question on your level of comfort with having DEIB as part of your annual review.

Page Break

Q16 Overall, what is your level of comfort with the DEIB climate in your department?

Note: DEIB climate refers to shared perceptions about the behaviors that are expected and rewarded within your department and/or the School of Engineering related to diversity, equity, inclusion and belonging.

- Comfortable (1)
 - Neutral (2)
 - Uncomfortable (3)
-

Q17 Please explain your level of comfort with the DEIB climate.

Page Break

Q18 Within the past five years, have you **personally experienced** any exclusionary, intimidating, offensive, and/or hostile conduct because of your gender identity, sexual orientation, race, ethnicity, religion, or job classification? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Department (3)
- No (4)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q19 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Job classification or position (3)
- Race (4)
- Religion (5)
- Sexual Orientation (6)
- Other (7) _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q44 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty Member (2)
- Staff Member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

Q20 Did anyone intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
- Yes, reported (2)
- No (3)
- Unsure (4)

Page Break

Q21 Within the past five years, have you **witnessed** any exclusionary, intimidating, offensive, and/or hostile conduct because of gender identity, sexual orientation, race, ethnicity, religion, or job classification? (select all that apply)

- Yes, outside of the School (1)
- Yes, within the School (2)
- Yes, within your Department (3)
- No (4)

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q22 What do you believe was the basis of the conduct? (select all that apply)

- Ethnicity (1)
- Gender identity (2)
- Job classification or position (3)
- Race (4)
- Religion (5)
- Sexual Orientation (6)
- Other (7) _____

Display This Question:

If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... != No

Q45 Please identify the source of the conduct. (select all that apply)

- Administrator (1)
- Faculty Member (2)
- Staff Member (3)
- Student (4)
- Other (5) _____
- Unsure (6)

Display This Question:

*If Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or... !=
No*

Q23 Did anyone intervene to stop or report the behavior? (select all that apply)

- Yes, intervened (1)
- Yes, reported (2)
- No (3)
- Unsure (4)

Page Break _____

Display This Question:

*If Within the past five years, have you personally experienced any exclusionary, intimidating, offen...
!= No*

*Or Within the past five years, have you witnessed any exclusionary, intimidating, offensive, and/or...
!= No*

Q24 We are so sorry to hear that you have either experienced or witnessed these actions, and appreciate you sharing your experience. While we are not intending to directly follow up with these types of offenses reported through this survey, we strongly encourage you to report the situation with the Office of Institutional Opportunity & Access (IOA) on campus.

End of Block: Default Question Block

Start of Block: Block 1

Q25 These next set of questions are intended to understand how DEIB may already be incorporated into your department's classes and various research groups. Please consider the courses you teach collectively when responding to these questions. That is, your chosen response should reflect the average response if you were to answer for each of your classes individually.

Q26 Do you include gender pronouns in your communications? Example: he/him/his (select all that apply)

- verbal introductions (1)
 - e-mail signature (2)
 - zoom name (3)
 - syllabus (4)
 - I do not include gender pronouns in my communications (5)
-

Q27 Do you provide an opportunity for students to share with you their preferred name, pronouns, or interests at the beginning of the semester?

- Yes (1)
 - No (2)
-

Q28 Do you have a diversity statement in your syllabus?

- Yes (1)
 - No (2)
-

Q29 To your knowledge, are any of your required textbooks or assigned readings written by a woman, an ethnic person, racial minority or LGBTQI+ person?

- Yes (1)
 - No (2)
 - I don't know (3)
 - N/A (no required reading material) (4)
-

Display This Question:

If To your knowledge, are any of your required textbooks or assigned readings written by a woman, an... = Yes

Q30 Approximately what portion of the readings you assign are authored by women, ethnic or racial minorities, or LGBTQI+ people?

- Less than 33% (1)
- Between 33% and 66% (2)
- More than 66% (3)

Q31 In the last 3 years, have you hosted a guest lecturer who is a woman, an ethnic or racial minority, or LGBTQI+ person?

- Yes (1)
 - No (2)
 - N/A (I have not hosted any guest lectures) (3)
-

Q32 Have you used the Center for Teaching Excellence or other resources to design curriculum that incorporates DEIB?

- Yes (1)
 - No (2)
-

Page Break

Q33 Have you ever taken Safe Zone training offered through KU Center for Sexuality and Gender Diversity?

Yes (1)

No (2)

Q34 In the 12 months, have you voluntarily attended at least one diversity event or optional training? (e.g., A diversity event might be the Ibram X. Kendi lecture at the Lied Center on How to be an AntiRacist, or the Tilford Conference of Diversity and Multiculturalism. An optional training might be the Unpacking Whiteness in the Workplace or Compassionate Communication training series offered by KU).

Yes (1)

No (2)

Display This Question:

If In the 12 months, have you voluntarily attended at least one diversity event or optional training... = Yes

Q35 Please specify which event(s) and training(s) you attended.

Page Break

Q36 Do you currently employ any women, ethnic person, racial minorities, or LGBTQI+ people in your research group?

- Yes (1)
 - No (2)
 - N/A (no employed researchers) (3)
-

Q37 How often do you lead discussions on race, equity, and diversity in your research group?

- Regularly (1)
 - Occasionally (2)
 - Rarely (3)
 - Never (4)
 - N/A (no research group) (5)
-

Q38 Not counting yourself, of your last five peer-reviewed publications, how many have a woman, ethnic person, racial minority, or LGBTQI+ person listed as a co-author?

- None (1)
- One (2)
- Two (3)
- Three (4)
- Four (5)
- Five (6)
- N/A (I do not publish) (7)

Page Break

Q39 Please use the space below to make any additional comments you have regarding DEIB in your department.

Q40 Please use the space below to make any additional comments you have regarding DEIB in the School.

End of Block: Block 1

Start of Block: Block 2

Q41 Thank you for participating in the School of Engineering Faculty Climate Survey!

End of Block: Block 2
