DIVERSITY, EQUITY, AND INCLUSION SURVEY

Prepared for Fort Hays State University
June 2021

HANOVER RESEARCH

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INTRODUCTION

OVERVIEW

KEY OBJECTIVES

- Understand student, faculty, and staff perceptions of FHSU effort to foster diversity, equity, and inclusion

- Assess perceptions of climate and experiences related to faculty and staff diversity, respect for varied identities, backgrounds, and experiences, sense of belongingness, equitable opportunities, and handling of harassment and discrimination

- Identify DEI-related strengths and areas for improvement

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in April through June of 2021 using the Qualtrics platform

- The analysis includes a total of 823 respondents following data cleaning

- Respondents were recruited through a contact list

RESPONDENT QUALIFICATIONS

- Must be a current undergraduate/graduate student, faculty, staff member, or administrator at FHSU

METHODOLOGY

- The results presented in this report include aggregate results as well as results segmented by stakeholder group, gender identity, and race/ethnicity.

- Some segment categories (e.g. race/ethnicity) are collapsed in this report due solely to small sample size to protect respondents' privacy.

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.

- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

- For full aggregate and segmented results, please consult the accompanying data supplement.

- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

- After data collection, Hanover identified and removed low-quality respondents.

- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

RECOMMENDATIONS & KEY FINDINGS

RECOMMENDATION

- **Continue efforts to increase recruitment of students, faculty, and staff from diverse backgrounds and identities.** Generally, respondents do not think the student body or pool of faculty and staff at FHSU is ethnically or racially diverse. FHSU should evaluate and improve existing marketing and recruitment strategies with DEI objectives in mind to attract students from diverse backgrounds and identities. Regarding faculty and staff hiring, Diverse Hiring in Higher Education may provide initial ideas to begin work in this area.

- **Provide students, faculty, and staff with additional resources and training to mitigate implicit bias related to gender, race, and marginalization of other groups.** Many faculty respondents do not feel FHSU works to eliminate implicit bias and systemic discrimination. Providing resources that help all community members appreciate their differences will demonstrate FHSU's commitment to the issue as well as help make sure these topics are appropriately addressed.

- **Empower non-academic/financial/career student support services to promote student awareness and usage.** Student respondents are generally aware of enrollment, financial aid, and career support services. However, they are less aware of other support resources and if those resources are applicable to their needs. Therefore, increased promotional efforts may help address this area.

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KEY FINDINGS: INSTITUTIONAL SUPPORT FOR DEI

Most respondents believe FHSU leaders consider diversity, equity, and inclusion to be very or extremely important (67%) and are supportive to foster DEI culture (66%). However, faculty respondents (44-49%) are statistically less likely to agree to both points compare to students (70-71%) and staff/administrators (61-66%).

How important do leaders within FHSU consider diversity, equity, and inclusion? (n=636)

- ■ Not important at all   ■ Slightly important
- ■ Moderately important   ■ Very important
- ■ Extremely important

9%	21%	39%	28%

0%   20%   40%   60%   80%   100%
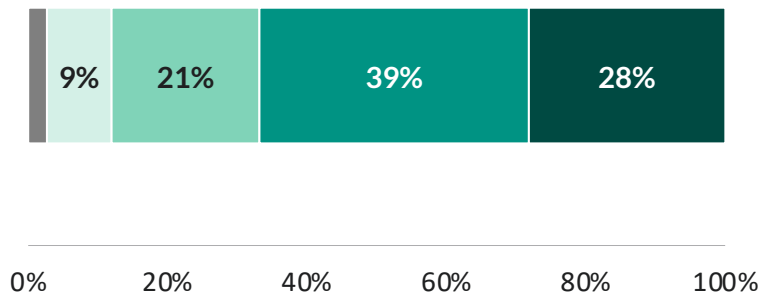
How supportive is FHSU of fostering a culture of diversity, equity, and inclusion at the school? (n=672)

- ■ Not supportive at all   ■ Slightly supportive
- ■ Moderately supportive   ■ Very supportive
- ■ Completely supportive

9%	22%	39%	27%

0%   20%   40%   60%   80%   100%

HR | HIGHER EDUCATION
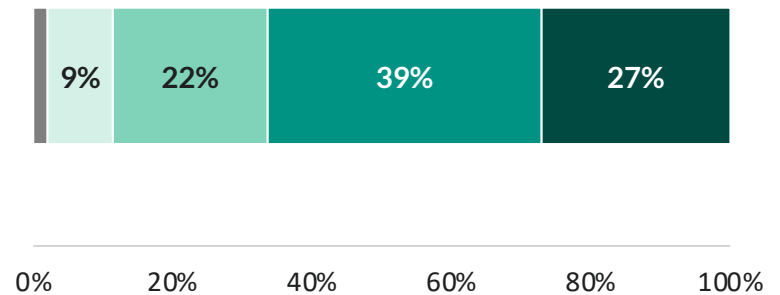
KEY FINDINGS: DIVERSITY IN COURSES

Majority of respondents report that FHSU instructors/faculty involve DEI topics into their classroom.
However, Hispanic/Latino respondents are less likely than White respondents to agree that the instructors use course materials from diverse perspectives (53% vs. 75%) or that they engage students in meaningful conversations about diversity (56% vs. 74%).

Please indicate the extent to which you disagree or agree with each of the following statements.
[My instructors/FHSU faculty]... - By Race

■ White (n=408-440)   ■ Hispanic or Latin(o/a/x) (n=37-39)

Statement	White	Hispanic or Latin(o/a/x)
...use course materials from diverse perspectives.*	75%	53%
...engage students in meaningful conversations about diversity.*	74%	56%
...encourage students to speak out against discrimination and racism.	65%	57%
...empower students to advocate for social justice.	68%	55%

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Note: An asterisk (*) indicates a statistically significant difference between respondent groups. Only the White and Hispanic/Latino segments were visualized to highlight statistically significant results. For the full segmented results, please consult the accompanying data supplement. Only student and faculty respondent answer this question.

KEY FINDINGS: ACADEMIC SUPPORT

Generally, respondents agree that FHSU readily provides various types of academic support. That said, 48% do not believe that developmental education courses help them succeed in school. Additionally, only 56% of Hispanic/Latino respondents agree that faculty readily accommodate diverse learning needs in the classroom.

Please indicate the extent to which you disagree or agree with the following statements about academic support.

■ Strongly disagree ■ Somewhat disagree ■ Neither agree nor disagree ■ Somewhat agree ■ Strongly agree

Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Academic support is readily available to me. (n=585)			5%	24%	65%
I receive the same or similar opportunities for academic advising as my peers. (n=540)			7%	21%	67%
The courses I need to graduate are offered regularly. (n=594)		7%	6%	27%	59%
I receive the help I need to succeed in my courses. (n=598)		5%	9%	27%	57%
Faculty readily accommodate diverse learning needs in the classroom. (n=433)		6%	16%	30%	44%
When I first enrolled at FHSU, I took developmental education courses to help me succeed in school. (n=368)	35%	13%	11%	17%	25%

0%   20%   40%   60%   80%   100%

Note: Only student respondents answer this question.

KEY FINDINGS: STUDENT SUPPORT

Student respondents generally do not know about the surveyed non-academic/career student support services or think they are not applicable. Student respondents are generally aware of support in course enrollment (93%), financial aid (81%), and career services (69%). This result is common across gender and race segmentations.

Please indicate whether or not the following statements about student support apply to you.

■ Don't know or not applicable ■ No ■ Yes

Statement	Don't know or not applicable	No	Yes
I know how to get help enrolling for courses. (n=613)			93%
I know how to get help accessing financial aid. (n=613)	11%	8%	81%
I know how to access career services from FHSU. (n=613)	16%	14%	69%
I know how to access mental health care or counseling from FHSU. (n=613)	29%	16%	55%
FHSU has a food pantry. (n=613)	66%		31%
I know how to access disability services from FHSU. (n=613)	56%	16%	28%
FHSU offers transportation assistance. (n=613)	69%		26%
FHSU offers childcare assistance. (n=613)	76%		20%
I know how to access military and veteran services from FHSU. (n=613)	70%	12%	18%

0%   20%   40%   60%   80%   100%

HIGHER EDUCATION

Note: Only student respondents answer this question.

KEY FINDINGS: DIVERSITY OF STUDENT BODY

More than 80% of respondents agree that students with diverse backgrounds have equal access to academic opportunities, are engaged and involved on campus, and feel comfortable expressing differing points of view. Relatively fewer respondents express that the student population is racially/ethnically diverse (56%). Interestingly, only 49% of faculty respondents agree that the student body holds diverse ideological views and that only 45% agree students feel comfortable expressing differing points of view, which may corroborate with the lack of student body diversity.

Please indicate the extent to which you disagree or agree with the following statements. If you lack experience with one, select "Don't know or not applicable."
At FHSU...

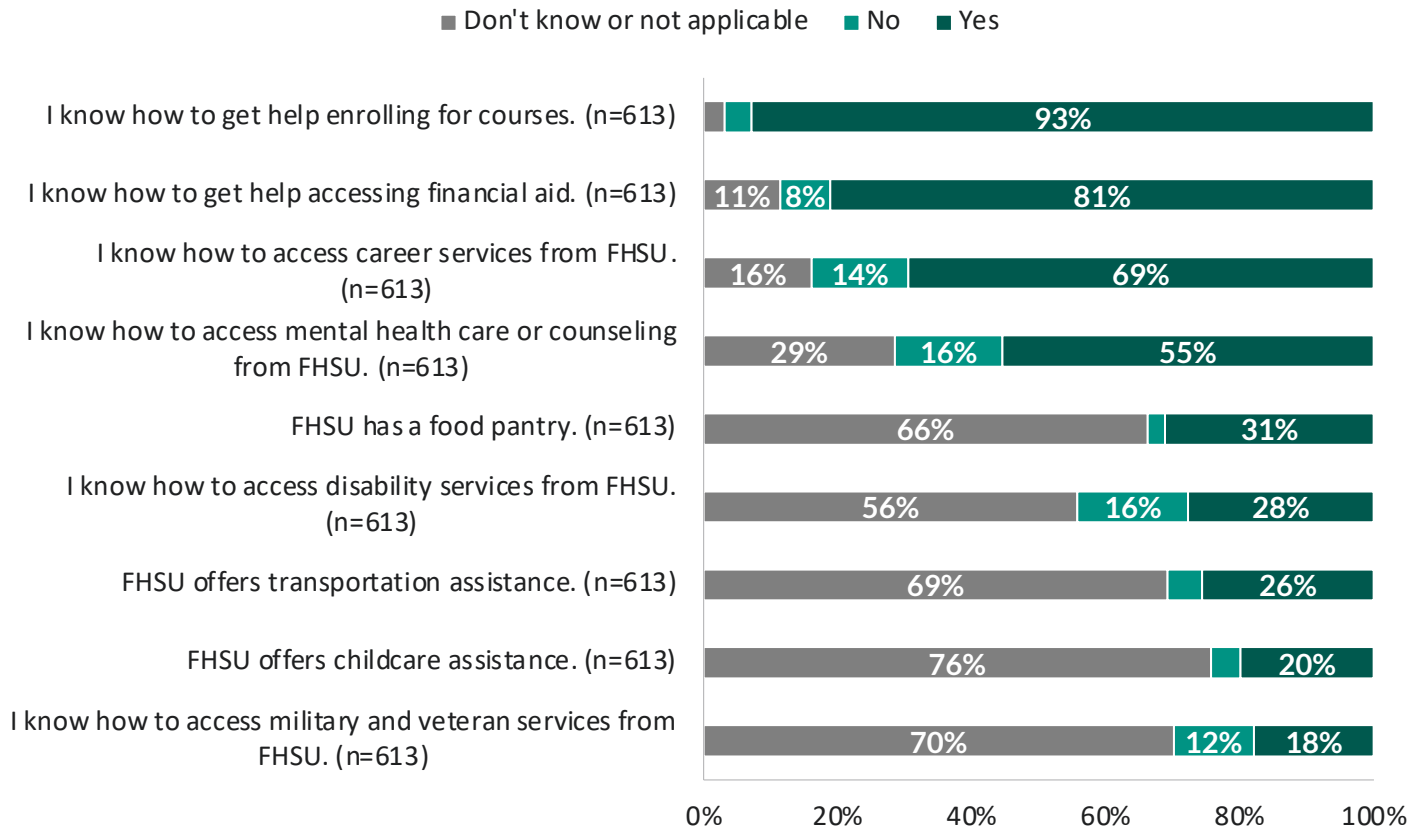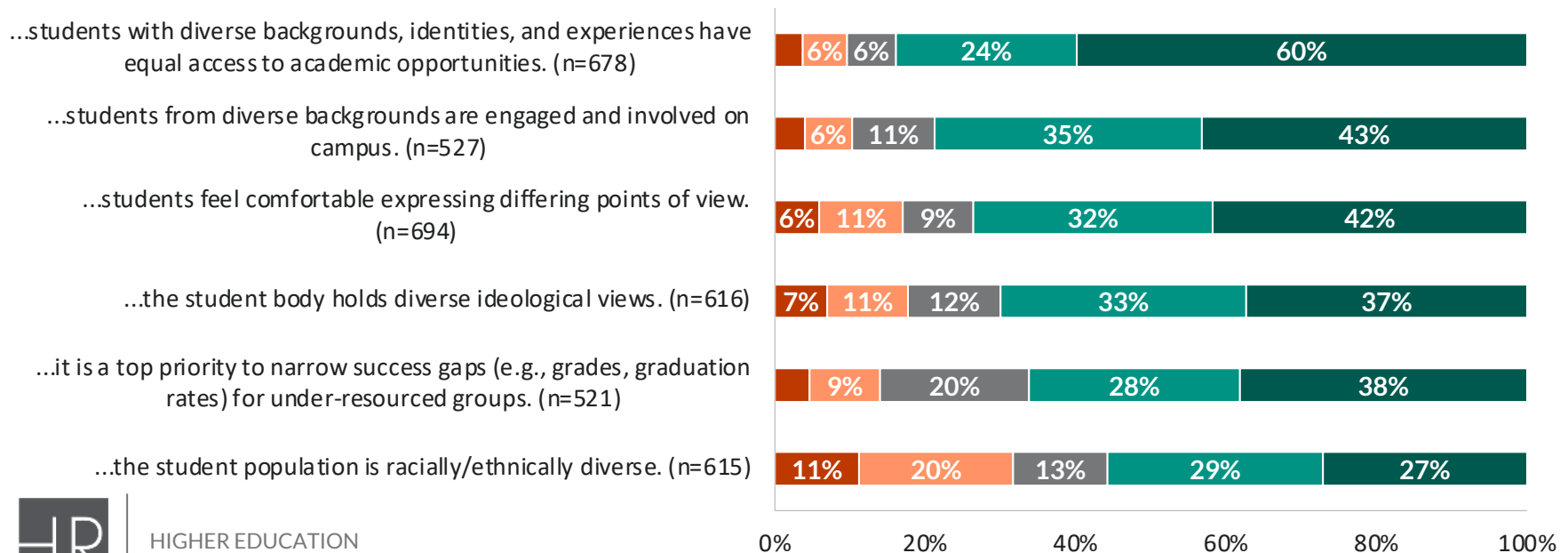■ Strongly disagree   ■ Somewhat disagree   ■ Neither agree nor disagree   ■ Somewhat agree   ■ Strongly agree

Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
...students with diverse backgrounds, identities, and experiences have equal access to academic opportunities. (n=678)		6%	6%	24%	60%
...students from diverse backgrounds are engaged and involved on campus. (n=527)		6%	11%	35%	43%
...students feel comfortable expressing differing points of view. (n=694)	6%	11%	9%	32%	42%
...the student body holds diverse ideological views. (n=616)	7%	11%	12%	33%	37%
...it is a top priority to narrow success gaps (e.g., grades, graduation rates) for under-resourced groups. (n=521)		9%	20%	28%	38%
...the student population is racially/ethnically diverse. (n=615)	11%	20%	13%	29%	27%

KEY FINDINGS: DIVERSITY OF FACULTY & STAFF

Respondents generally do not perceive that faculty/staff demographics reflect/exceed student diversity (56%) or as racially or ethnically diverse (63%), similar to the student body.

Please indicate the extent to which you disagree or agree with the following statements. If you lack experience with one, select "Don't know or not applicable."
At FHSU...

■ Strongly disagree ■ Somewhat disagree ■ Neither agree nor disagree ■ Somewhat agree ■ Strongly agree

Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
...staff members with diverse backgrounds, identities, and experiences have equal access to professional development opportunities. (n=178)		7%	15%	22%	55%
...faculty and staff from diverse backgrounds are engaged and involved on campus. (n=551)	6%	9%	13%	33%	40%
...the faculty/staff population is racially/ethnically diverse. (n=600)	12%	17%	10%	31%	32%
...current faculty demographics reflect or exceed the diversity of students. (n=514)	11%	16%	17%	29%	27%

Note: Only faculty and staff respondents answer this question.
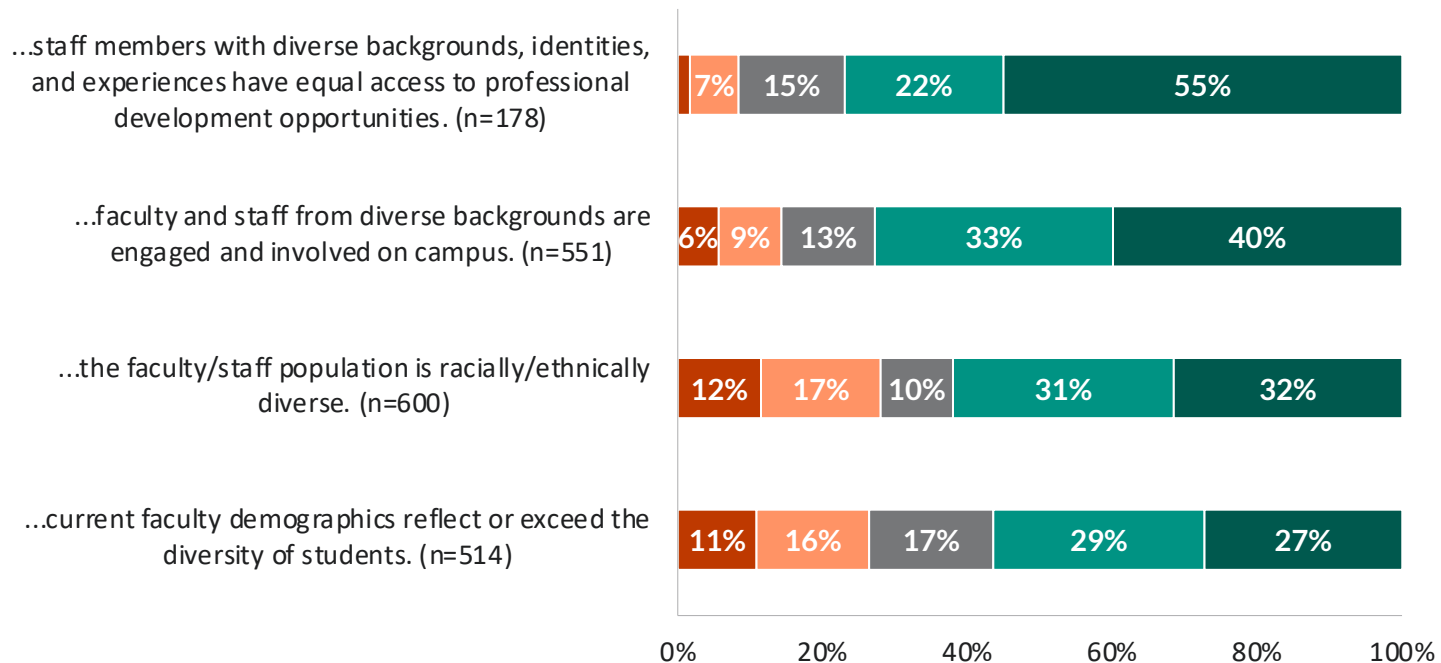
KEY FINDINGS: DIVERSITY OF HIRING/PROMOTION

Less than half of the faculty and staff/administrator respondents believe FHSU does not have applicant/admit pools that reflect or exceed the diversity of feeder schools (45%).

Please indicate the extent to which you disagree or agree with the following statements about faculty and staff diversity.
FHSU...

■ Strongly disagree ■ Somewhat disagree ■ Neither agree nor disagree ■ Somewhat agree ■ Strongly agree

Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
...hires faculty members from diverse backgrounds. (n=169)	7%	12%	11%	34%	36%
...has outreach and admissions processes that attract diverse populations. (n=150)		13%	16%	33%	34%
...promotes faculty members from diverse backgrounds. (n=162)	8%	7%	19%	28%	38%
...promotes staff members from diverse backgrounds. (n=157)	8%	10%	20%	25%	37%
...hires staff members from diverse backgrounds. (n=174)	9%	16%	18%	26%	30%
...has applicant and admit pools that reflect or exceed the diversity of its feeder schools. (n=121)	15%	22%	17%	23%	22%

0%   20%   40%   60%   80%   100%

HIGHER EDUCATION   Note: Only faculty and staff respondents answer this question.

KEY FINDINGS: RESPECT FOR IDENTITY

Generally, respondents affirm that FHSU respects the surveyed aspects of identities or backgrounds (70-87%). Relatively fewer respondents agree that FHSU respects their disability (70%), political affiliation/philosophy (70%), and immigration status (73%). Only 77% of Hispanic/Latino respondents agree that FHSU respects their level of education while 90% of White respondents agree. Additionally, 67% of Hispanic/Latino respondents agree that FHSU respects their physical appearance while 83% of White respondents agree.
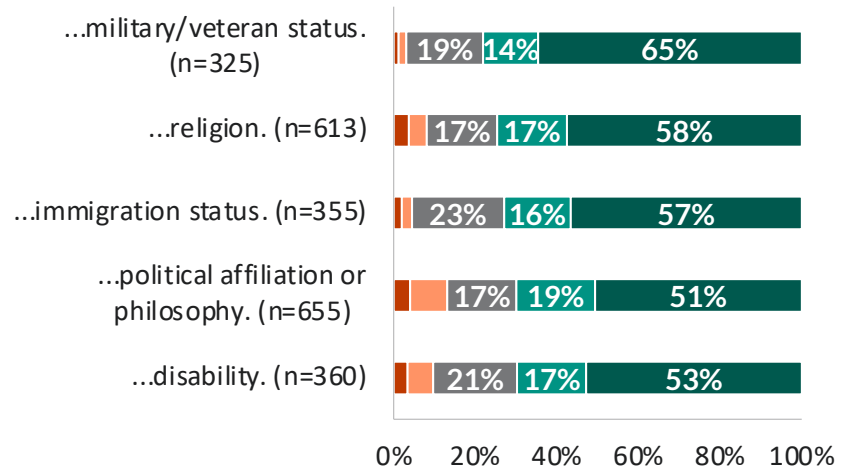
Please indicate the extent to which you disagree or agree with the following statements.
FHSU respects my...

Top 5 Most Highly Rated

- ■ Strongly disagree
- ■ Somewhat disagree
- ■ Neither agree nor disagree
- ■ Somewhat agree
- ■ Strongly agree

…level of education. (n=767)	20% / 66%
…age. (n=760)	19% / 66%
…gender. (n=730)	18% / 65%
…family obligations. (n=739)	23% / 59%
…national origin. (n=610)	15% / 70%

Bottom 5 Least Highly Rated

- ■ Strongly disagree
- ■ Somewhat disagree
- ■ Neither agree nor disagree
- ■ Somewhat agree
- ■ Strongly agree

…military/veteran status. (n=325)	19% / 14% / 65%
…religion. (n=613)	17% / 17% / 58%
…immigration status. (n=355)	23% / 16% / 57%
…political affiliation or philosophy. (n=655)	17% / 19% / 51%
…disability. (n=360)	21% / 17% / 53%

Note: Only the top and bottom five aspects were visualized. For the full segmented results, please consult the accompanying data supplement.

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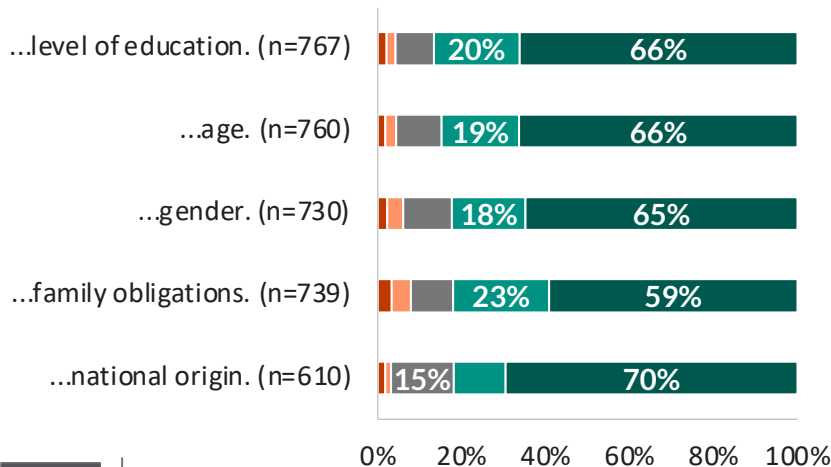
KEY FINDINGS: REPORTING DISCRIMINATION

Only 62% of faculty and staff/administrator respondents feel confident that reporting harassment/discrimination would not negatively affect them professionally. Relatedly, 74% of respondents did not felt singled out in a negative context at FHSU on the basis of their identity in any of the surveyed situations.
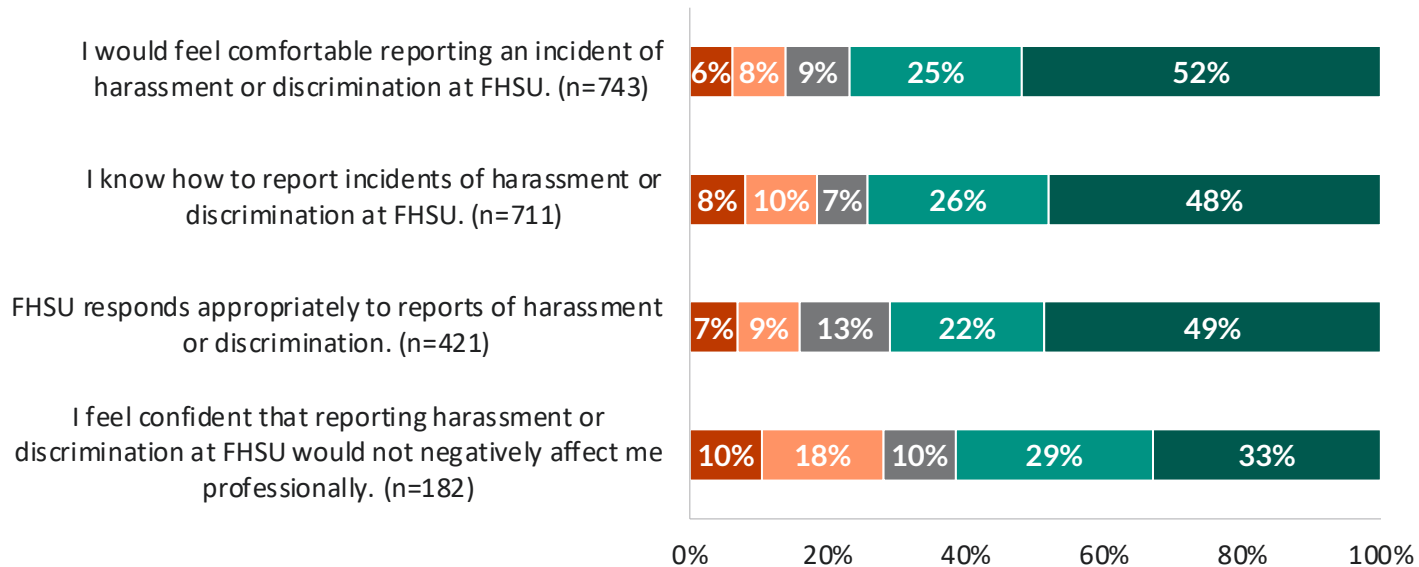
Please indicate the extent to which you disagree or agree with the following statements

■ Strongly disagree ■ Somewhat disagree ■ Neither agree nor disagree ■ Somewhat agree ■ Strongly agree

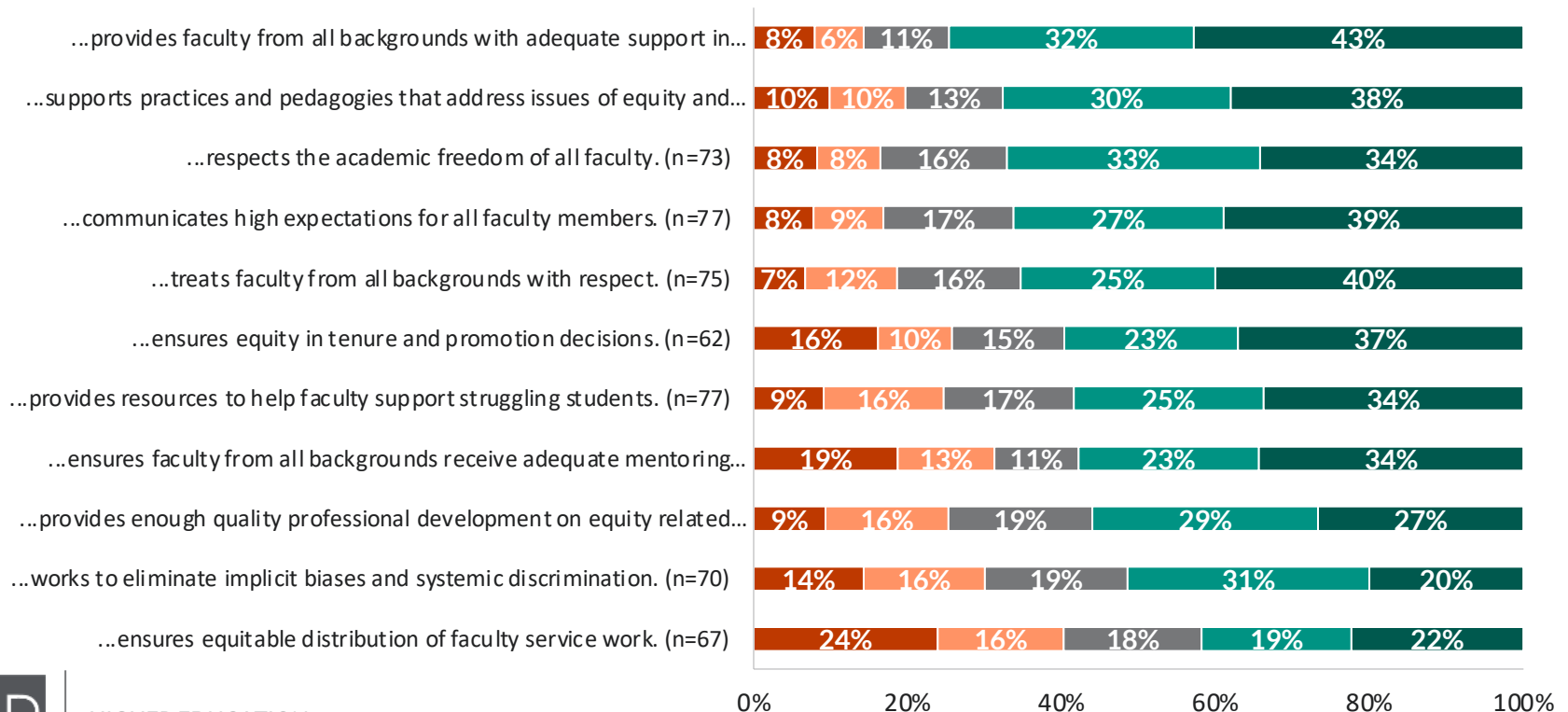| Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I would feel comfortable reporting an incident of harassment or discrimination at FHSU. (n=743)	6%	8%	9%	25%	52%
I know how to report incidents of harassment or discrimination at FHSU. (n=711)	8%	10%	7%	26%	48%
FHSU responds appropriately to reports of harassment or discrimination. (n=421)	7%	9%	13%	22%	49%
I feel confident that reporting harassment or discrimination at FHSU would not negatively affect me professionally. (n=182)	10%	18%	10%	29%	33%

KEY FINDINGS: FACULTY PERCEPTION OF DEI

Most faculty respondents do not believe that FHSU ensures equitable distribution of faculty services work (42%). Further, only 51% of faculty respondents believe FHSU works to eliminate implicit biases and systemic discrimination.

Please indicate the extent to which you disagree or agree with the following statements.
FHSU…

■ Strongly disagree   ■ Somewhat disagree   ■ Neither agree nor disagree   ■ Somewhat agree   ■ Strongly agree

Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
…provides faculty from all backgrounds with adequate support in…	8%	6%	11%	32%	43%
…supports practices and pedagogies that address issues of equity and…	10%	10%	13%	30%	38%
…respects the academic freedom of all faculty. (n=73)	8%	8%	16%	33%	34%
…communicates high expectations for all faculty members. (n=77)	8%	9%	17%	27%	39%
…treats faculty from all backgrounds with respect. (n=75)	7%	12%	16%	25%	40%
…ensures equity in tenure and promotion decisions. (n=62)	16%	10%	15%	23%	37%
…provides resources to help faculty support struggling students. (n=77)	9%	16%	17%	25%	34%
…ensures faculty from all backgrounds receive adequate mentoring…	19%	13%	11%	23%	34%
…provides enough quality professional development on equity related…	9%	16%	19%	29%	27%
…works to eliminate implicit biases and systemic discrimination. (n=70)	14%	16%	19%	31%	20%
…ensures equitable distribution of faculty service work. (n=67)	24%	16%	18%	19%	22%

0%   20%   40%   60%   80%   100%

HR HIGHER EDUCATION   Note: Only faculty respondents answer this question.
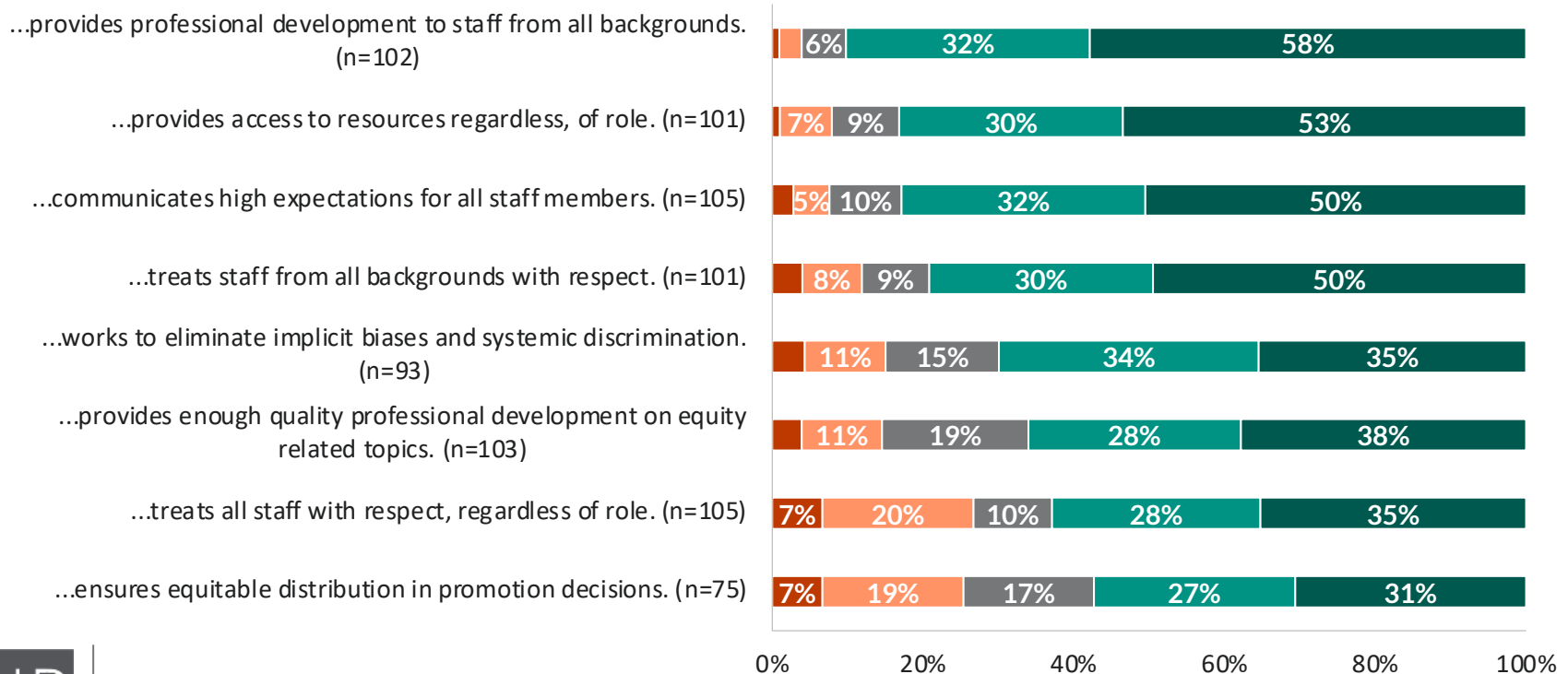
KEY FINDINGS: STAFF PERCEPTION OF DEI

Only 57% of staff/administrator respondents agree that FHSU ensures equitable distribution in promotion decisions.

Please indicate the extent to which you disagree or agree with the following statements.
FHSU...

■ Strongly disagree ■ Somewhat disagree ■ Neither agree nor disagree ■ Somewhat agree ■ Strongly agree

Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
...provides professional development to staff from all backgrounds. (n=102)			6%	32%	58%
...provides access to resources regardless, of role. (n=101)		7%	9%	30%	53%
...communicates high expectations for all staff members. (n=105)		5%	10%	32%	50%
...treats staff from all backgrounds with respect. (n=101)		8%	9%	30%	50%
...works to eliminate implicit biases and systemic discrimination. (n=93)		11%	15%	34%	35%
...provides enough quality professional development on equity related topics. (n=103)		11%	19%	28%	38%
...treats all staff with respect, regardless of role. (n=105)	7%	20%	10%	28%	35%
...ensures equitable distribution in promotion decisions. (n=75)	7%	19%	17%	27%	31%

0%   20%   40%   60%   80%   100%

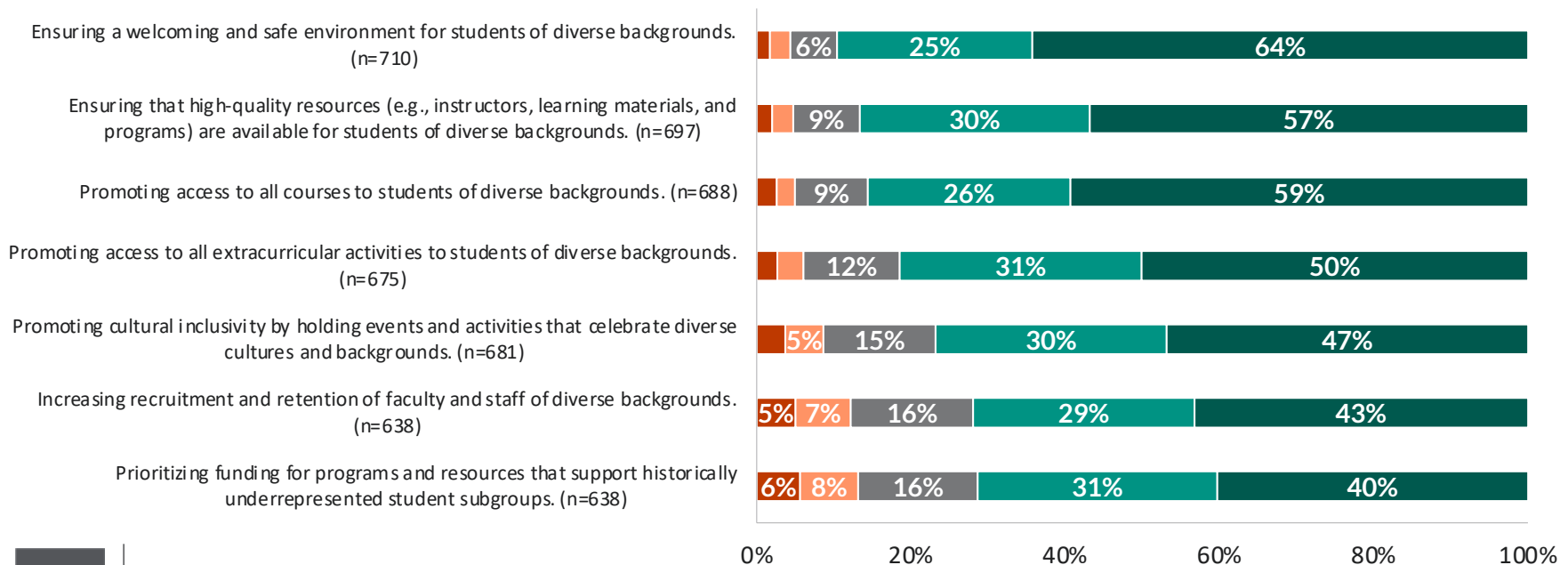Note: Only staff/administrator respondents answer this question.

KEY FINDINGS: IMPORTANCE OF DEI EFFORTS

Respondents generally agree that FHSU should prioritize ensuring a welcoming and safe environment (90%) and high-quality resources are available to students of diverse backgrounds (87%). Respondents express less desire to prioritize funding for programs (71%) or increase recruitment and retention of faculty and staff of diverse backgrounds (72%). Interesting, female respondents (75%) and Hispanic/Latino respondents (85%) report higher importance to recruitment and retention than male respondents (69%) and White respondents (73%).

How important is it for FHSU to prioritize efforts to improve each of the following to support diversity and equity in education for students of diverse backgrounds?

Legend: ■ Not at all important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important

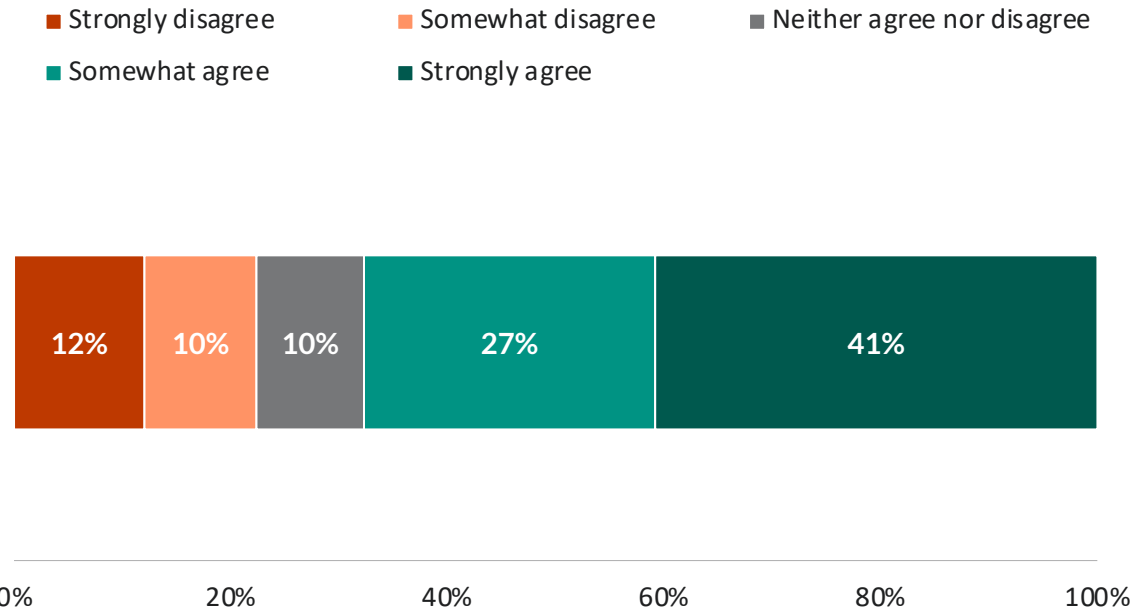| Category	Moderately important	Very important	Extremely important
Ensuring a welcoming and safe environment for students of diverse backgrounds. (n=710)	6%	25%	64%
Ensuring that high-quality resources (e.g., instructors, learning materials, and programs) are available for students of diverse backgrounds. (n=697)	9%	30%	57%
Promoting access to all courses to students of diverse backgrounds. (n=688)	9%	26%	59%
Promoting access to all extracurricular activities to students of diverse backgrounds. (n=675)	12%	31%	50%
Promoting cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds. (n=681)	5% / 15%	30%	47%
Increasing recruitment and retention of faculty and staff of diverse backgrounds. (n=638)	5% / 7% / 16%	29%	43%
Prioritizing funding for programs and resources that support historically underrepresented student subgroups. (n=638)	6% / 8% / 16%	31%	40%

KEY FINDINGS: EVENT PARTICIPATION ACCESS

Most respondents have not participated in FHSU events/activities related to DEI (63%). Respondents generally consider all organization/department-sponsored events are accessible to participants with disabilities (68%).

In the past 12 months, have you participated in an event or activity held by FHSU aimed at promoting diversity, equity, and inclusion at the school? (n=821)

Yes	29%
No	63%
Unsure	8%

0% 20% 40% 60% 80% 100%
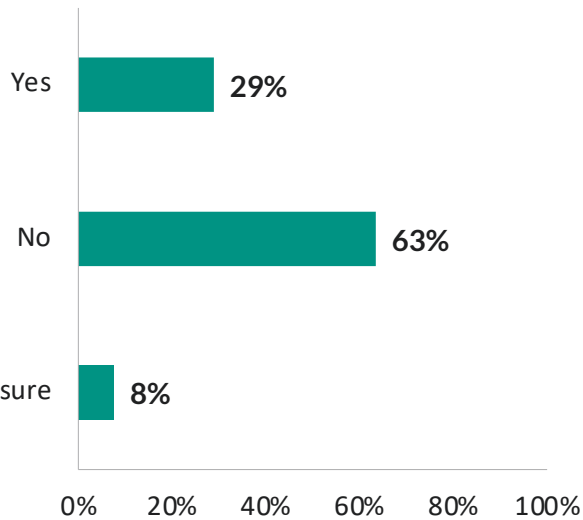
Please indicate the extent to which you disagree or agree with the following statement:
All organization/department-sponsored events at FHSU accessible to participants with disabilities. (n=424)

■ Strongly disagree   ■ Somewhat disagree   ■ Neither agree nor disagree
■ Somewhat agree   ■ Strongly agree

12%	10%	10%	27%	41%

0% 20% 40% 60% 80% 100%

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RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS

Age (n=823)

Under 18	1%
18 to 24	30%
25 to 34	18%
35 to 44	24%
45 to 54	15%
55 to 64	9%
65 to 74	2%
75+	1<1

Stakeholder Group (n=823)

Student	77%
Faculty	10%
Staff/Administrator	13%

Faculty Role (n=86)

Assistant professor	29%
Instructor	22%
Associate professor	14%
Professor	13%
Adjunct/part-time faculty	8%
Lecturer	7%
Other faculty	7%

Staff Role (n=107)

Administration and other offices (e.g., admissions, business office)	47%
Student and campus services (e.g., residential life, student health, IT)	33%
Facilities support and security (e.g., maintenance, university police)	7%
Dean	3%
President	0%
Provost	0%
Chancellor	0%
Other	11%

Years Employed (n=193)

Less than 1 year	8%
1 to 3 years	25%
4 to 6 years	21%
7 to 9 years	8%
10 years or more	37%

Enrollment Year (n=630)

Prior to 2015	5%
2015	3%
2016	3%
2017	8%
2018	13%
2019	27%
2020	32%
2021	7%

RESPONDENT CHARACTERISTICS

Gender (n=787)

Female	66%
Male	27%
Non-binary/Gender non-conforming	2%
Not listed/Prefer to self-describe	1%
Prefer not to respond	4%

Race/Ethnicity (n=787)

White	80%
Hispanic or Latin(o/a/x)	9%
Black or African American	5%
American Indian or Alaska Native	4%
Asian	3%
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	<1%
Not listed/Prefer to self-describe	2%
Prefer not to respond	5%

Religious Affiliation (n=282)

Christian - Protestant	28%
Christian - Catholic	25%
Atheist/Agnostic	16%
Muslim	2%
Christian - Latter-Day Saint/Mormon	1%
Buddhist	1%
Jewish	1%
Hindu	<1%
Sikh	<1%
Not listed (specify, if desired):	9%
None of the above	10%
Prefer not to respond	11%

Disability Status (n=787)

Yes	12%
No	81%
Prefer not to respond	7%

Disability (n=94)

A mental health disorder	44%
A learning disability (e.g., ADHD, dyslexia)	37%
A sensory impairment (vision or hearing)	16%
A mobility impairment	15%
Autism/autism spectrum	10%
Another disability or impairment not listed	22%
Prefer not to respond	9%

Sexual Orientation (n=787)

Straight or heterosexual	77%
Bisexual or pansexual	6%
Asexual	4%
Gay or lesbian	3%
Queer	2%
Unsure	2%
Not listed/Prefer to self-describe	1%
Prefer not to respond	6%

RESPONDENT CHARACTERISTICS

Parent/Guardian Graduate from College (n=787)

Yes, both	27%
Yes, one parent/guardian	27%
No	43%
Don't know	1%
Prefer not to respond	2%

Military Status (n=786)

Military family member	10%
Veteran	4%
Active duty	1%
National Guard	<1%
Reserves	<1%
None	82%
Prefer not to respond	3%

HIGHER EDUCATION

Thank you.

CONTACT

Michael Rodgers
Content Director, Higher Education

E: mrodgers@hanoverresearch.com

P: 202.499.6734

🌐 hanoverresearch.com

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