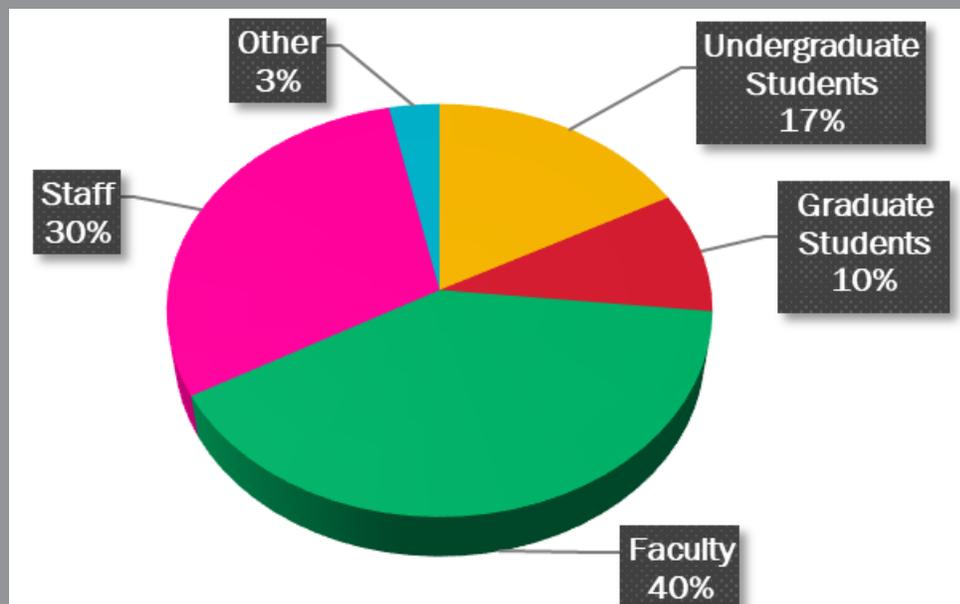


Climate Survey Report

The survey was conducted to create a baseline for understanding perceptions of the current inclusion, diversity, equity, and access climate of the College of Agricultural and Life Sciences (CALs). The results included in this report serve as a highlight of the results.

Survey respondents were asked to report their current role within CALs. Over 70% of the survey respondents were currently employed in CALs as faculty or staff. It is a recommendation of the committee to work to increase recruitment efforts for a higher response rate from undergraduate and graduate students in future surveys. Responses can be viewed in Graph 1.

Graph 1. Role within CALs of respondents (n=274)



It is U of I policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment.

Survey Distribution

- The CALs Climate Survey was distributed between May 3-21, 2021 to all undergraduate students, graduate students, faculty, and staff both on and off campus in the College of Agricultural and Life Sciences.
- Recruitment was conducted via email and data was collected utilizing an anonymous Qualtrics survey.
- All responses were optional to all questions.

Response Fast Facts

- 274 individuals participated in the survey
- There were no significant or practical differences between responses based on collected demographics.

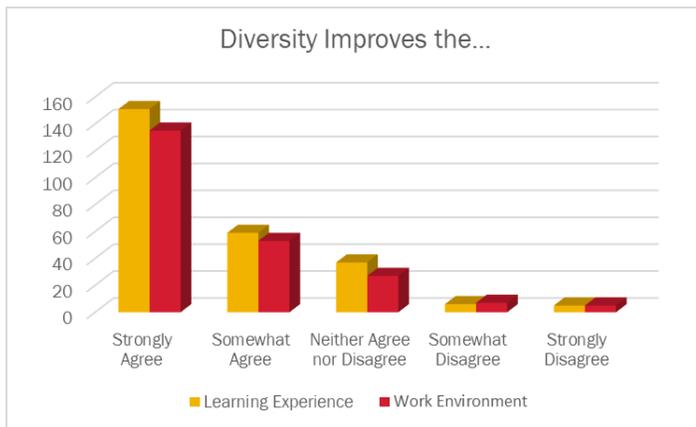


The results from this report have yielded action items and initiatives to improve the overall climate in CALS. These initiatives are available on the CALS IDEA Committee website.



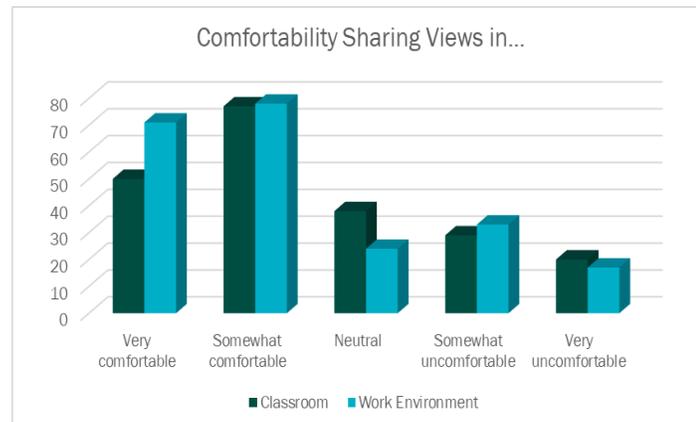
Respondents were asked to indicate if they believe diversity within CALS improves the learning experience and work environment on a Likert scale from strongly agree to strongly disagree. The majority of participants believe that diversity does improve the learning experience and work environment. Results are displayed in Graph 2.

Graph 2.



Participants were asked how comfortable they are sharing their views on diversity, equity, access, and inclusion in the classroom and work environment on a Likert scale from very comfortable to very uncomfortable. It was concluded that this comfortability varied and is an area for improvement. Results are displayed in Graph 3.

Graph 3.



Participants were asked to indicate their level of agreement with ten statements regarding feeling a sense of belonging, the commitment to inclusion, diversity, equity, and access, and prioritization of diversity in both recruitment and retention on a scale from strongly agree to strongly disagree. Responses indicated that the majority of participants either strongly or somewhat agree with most of the statements. Diversity as a priority in recruitment and retention both had a high number of individuals who felt neutral about efforts. The results also indicate additional efforts are needed to continue increasing IDEA efforts in CALS. Results are displayed in Graph 3 on page 3.

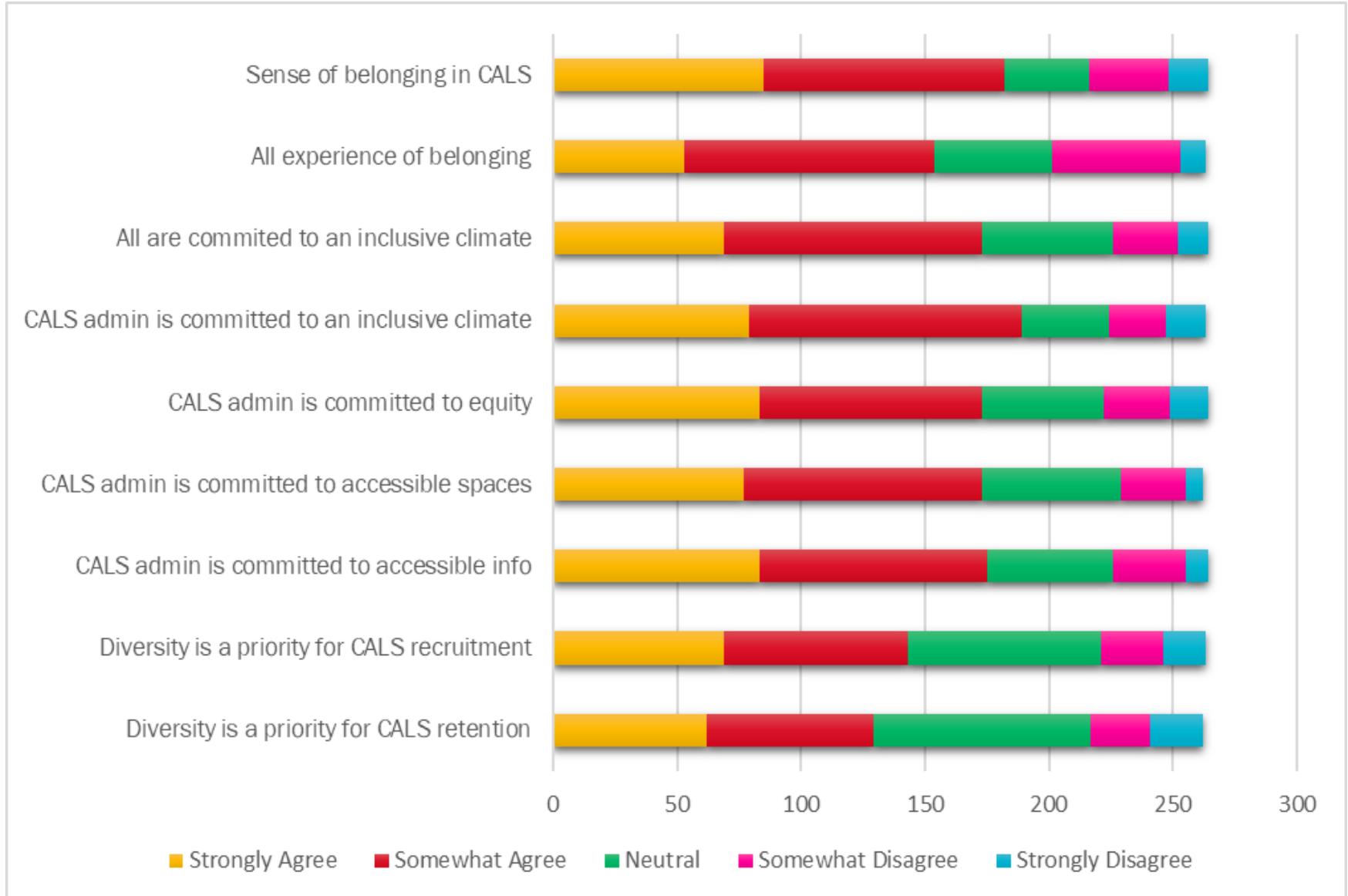
Respondents were also asked about times they've heard, observed, or experienced someone make an insensitive or disparaging remark in relation to a variety of statements on a scale from never to very often. The majority of participants indicated never for all statements. However, the results also indicated a need to continue reducing these experiences, particularly in relation to political affiliation/view. Results are displayed in Graph 4 on page 4.

Qualitative Themes

The survey provided a space for participants to include recommendations for improvement and additional comments. Major themes from responses:

- Increasing the understanding of gender discrimination and understanding biases
- Create a plan and utilize results
- Increased recruitment and retention efforts for students and in reaching diverse clientele through Extension
- Create spaces for students to feel welcome from all majors
- Ensure all political affiliations and views are respected viewpoints
- Considering diversity outside of physical attributes to include views and opinions

Graph 4. Participants indicated their level of agreement with each of the following categories.



Graph 5. Respondents indicated how often they have heard, observed, or experienced someone make an insensitive or disparaging remark about the following categories

