



The State of Diversity, Equity and Inclusion (DEI) at Augusta University

Results of the 2020 AU Campus Climate Survey: Appendix

Office of Diversity and Inclusion

October 2021



This document is an appendix to the report, *The State of Diversity, Equity and Inclusion (DEI) at Augusta University: Results of the 2020 AU Campus Climate Survey*. It provides detailed tables of additional survey results to help guide AU’s DEI efforts.

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SECTION 1: DEMOGRAPHICS

Table 1A. Student demographics

Demographic characteristic	Frequency	
	Survey respondents (N = 696)	AU student body (N = 9,274)
Status		
Undergraduate	88%	61%
Freshman*	25%	23%
Sophomore*	23%	22%
Junior*	23%	25%
Senior*	29%	30%
Master’s degree-seeking	8%	19%
Doctoral	2%	21%
Non-degree-seeking	2%	2%
Gender identity		
Woman	73%	63%
Man	23%	37%
Transgender man	< 1%	data unavailable
Non-binary/non-conforming	2%	data unavailable
Prefer not to answer	2%	not applicable
LGBTQIA+	12%	data unavailable
Age		
25 or younger	83%	69%
26-30	6%	16%
31 or older	10%	15%
Race/ethnicity		
European American/White	45%	54%
African America/Black	31%	21%
Asian American	11%	10%
Hispanic/Latinx	7%	8%
Native American/Alaska Native	< 1%	< 1%
Multiracial	5%	5%
Born in United States	92%	97%
International	< 1%	2%
First-generation college student	22%	12%
Pell grant-eligible	22%	40%
Have a disability	7%	data unavailable
Veteran	5%	2%

* Percentages are expressed as a percentage of undergraduate respondents/students, rather than a percentage of all respondents/students.

Table 1B. Employee respondent demographics

Demographic characteristic	Frequency (N = 712)
Role	
Staff	66%
Faculty	25%
Administrator	5%
Faculty administrator	4%
Time at AU	
5 years or less	32%
6-15 years	23%
16 years or more	44%
Academic unit	
Enrollment and Student Affairs	20%
Pamplin College of Arts, Humanities and Social Sciences	18%
Instruction and Innovation	14%
Gender identity	
Woman	64%
Man	35%
Non-binary/non-conforming	< 1%
LGBTQIA+	7%
Race/ethnicity	
European American/White	70%
African American/Black	20%
Asian American	3%
Hispanic/Latinx	2%
Native American/Alaska Native	2%
Native Hawaiian/Pacific Islander	< 1%
Multiracial	3%
Have a disability	7%
Veteran	8%

Table 1C. Roles of faculty respondents

Role	Frequency (N = 173)
Full professor	14%
Associate professor	23%
Assistant professor	23%
Lecturer	15%
Part-time or adjunct faculty	16%

Table 1D. Roles of administrator respondents

Role	Frequency (N = 64)
Associate/assistant vice president, department head or unit director	78%
Senior executive (president, chancellor, provost, vice president or dean)	22%

SECTION 2: OPEN COMMUNICATION

Table 2A. Student satisfaction with AU communication

	Percent satisfied	
	Undergraduate and NHP graduate students (N = 663)	Health Sciences students (N = 379)
Open campus dialogue sessions	51%	38%
Meetings between students and administrators	63%	47%
Social media engagement	63%	42%
Easy communication with faculty	77%	65%

SECTION 3: INCLUSIVE & EQUITABLE CAMPUS

Table 3A. Employee feelings of being welcome on campus

As a(n) _____ I feel (welcome/a sense of belonging) on campus.	Percent agreeing or strongly agreeing with statement*	
	Summerville employees	Health Sciences employees
Veteran	81%	58%
Person with a disability	71%	46%
BIPOC	70%	40%
International employee	82%	73%

*Response requested only from individuals who identified as a member each group: veteran N = 53; person with disability N = 76; BIPOC N = 397; international N = 33. LGBTQIA+ respondents were not asked this question. Their sense of belonging was assessed with alternative questions, such as whether they could freely express their identity on campus.

Table 3B. Student attitudes about inclusion and equity on campus

	Undergraduate and NHP graduate students (N = 699)	Health Sciences students (N = 404)
	Percent agreeing or strongly agreeing with statement	
There is a great sense of belonging on campus.	47%	48%
The faculty creates a safe and welcoming environment for everyone in the classroom.	81%	(not asked)
I feel safe among other students expressing my views and opinions in the classroom.	69%	(not asked)
Support for my advancement and success is evident in my classes.	69%	65%
Faculty accept my points of view even if they disagree with them.	56%	(not asked)
Students of all backgrounds are interacting together in the classroom on campus.	75%	(not asked)
This is a hostile study/living environment.	10%	16%
I want to leave this campus.	14%	(not asked)
Promoting diversity and inclusion is important to campus leadership.	86%	88%
	Percent responding that item is very or somewhat integrated	
Classroom/lab activities are racially/ethnically integrated.	(not asked)	68%
Student activities are racially/ethnically integrated.	59%	61%
Meetings with parents and families are racially/ethnically integrated.	(not asked)	50%

SECTION 4: DEI KNOWLEDGE

Table 3C. Employee attitudes about inclusion and equity on campus

	Summerville employees (N = 646)	Health Sciences employees (N = 634)
Percent responding that item is very or somewhat important		
Diversity and inclusion are important to campus leadership.	77%	87%
Percent responding very or somewhat well		
The university promotes racial/cultural interactions...	57%	(not asked)
Percent indicating that item is very or somewhat integrated		
Campus activities are racially/ethnically integrated.	74%	49%
Student activities are racially/ethnically integrated.	56%	49%
Faculty meetings are racially/ethnically integrated.	54%	65%
Meetings with administrators are racially/ethnically integrated.	49%	53%
Employee events on campus are racially/ethnically integrated.	63%	(not asked)
Percent agreeing or strongly agreeing with statement		
There is a great sense of belonging.	56%	50%
Everyone works as a team.	50%	50%
My performance evaluations are fair and impartial.	69%	71%
This is a hostile working environment.	9%	15%
I want to quit my job.	10%	(not asked)
I am satisfied with my interactions with coworkers/colleagues.	88%	86%

Table 4A. Student and employee attitudes about importance of DEI training

The following groups should be required to participate in mandatory diversity training:	Percent agreeing or strongly agreeing with statement			
	Undergraduate and NHP graduate students (N = 694)	Summerville employees (N = 666)	Health Sciences students (N = 404)	Health Sciences employees (N = 665)
Administrative leadership	86%	85%	85%	81%
Faculty	85%	81%	85%	79%
Staff	84%	80%	82%	77%
Campus police	86%	88%	85%	85%
Students	75%	75%	76%	76%

SECTION 5: DIVERSE RECRUITMENT & RETENTION

Table 5A. Employee attitudes about diversity-related hiring and admissions processes

	Percent agreeing or strongly agreeing with statement	
	Summerville employees (N = 614)	Health Sciences employees (N = 583)
My department/unit hosted an event for diverse employees on campus.	16%	24%
My department/unit participated in an institutional diversity hiring plan.	28%	38%
My department/unit participated in a diverse employee exchange program.	8%	21%
Diversity-related research, teaching and community service are considered in the hiring process.	17%	27%
The policy to improve campus climate via diverse hiring is effective.	29%	30%
There are effective measures in place to reduce the amount of bias in admissions and placement practices.	27%	31%
Our school anticipates the emergence of demographic shifts and makes adjustments.	20%	19%

SECTION 6: DEI STRATEGIC PLANNING

Table 6A. Employee perceptions of AU's diversity planning efforts

	Percent agreeing or strongly agreeing with statement	
	Summerville employees (N = 245)	Health Sciences employees (N = 284)
I appreciate oversight of DEI efforts by a central senior administrative office.	56%	(not asked)
Senior leadership establishes the campus vision for diversity.	67%	72%
Senior leadership creates a culture of accountability.	55%	59%
Senior leadership shows a visible commitment to campus diversity.	62%	67%
The university has an institutional diversity plan.	39%	46%
A written diversity plan is required in my department/unit.	14%	20%
We have a way to effectively measure our department/unit's diversity success.	27%	34%
There is adequate financial support to drive campus diversity efforts.	30%	34%

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