

2022 HIGHER EDUCATION DIVERSITY, EQUITY, AND INCLUSION SURVEY





INTRODUCTION

As colleges and universities strive to meet the needs of a diverse student body, building an inclusive, equitable campus community has never been more important.

Additional factors have accelerated pressure on institutions to respond to equity gaps. Since 2020, college campuses across the U.S. have been deeply marked by the COVID-19 pandemic, extraordinary economic uncertainty, and social upheaval in response to systemic racism. All of this has increased the urgency for higher education to provide equitable education to all students.

One of the most effective ways institutions can foster diversity, equity, and inclusion (DEI) is by using data to inform their approaches and programs. Capturing and acknowledging student perspectives is key to unlocking strategies that tackle educational inequities and cultivate a welcoming environment — particularly for students from historically underrepresented and marginalized groups.

In January 2022, Hanover Research surveyed more than 1,000 undergraduate students around the U.S. about their perceptions of DEI at their colleges and universities. For this survey, references to the term “diversity” encompass a wide range of identities, including race, ethnicity, culture, gender, sexuality, religions, ability, and socioeconomic status.

The survey findings highlight how student experiences differ across populations and across institution types (such as two-year and four-year institutions). They provide an important thematic snapshot — at a national level — of how college students view their institutions’ support for DEI, including diversity in coursework, respect for different identities, and developing a campus climate that fosters belonging, safety, and support for all students.

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SURVEY FINDINGS OVERVIEW:

DEI IS IMPORTANT TO STUDENTS, BUT MORE MUST BE DONE

Overall, college and university students are overwhelmingly supportive of their campus's DEI work. Equity disparities and inclusion gaps, however, persist for many students, particularly across the lines of race, ethnicity, gender identity, and ability. Students believe colleges and universities can and must do more to implement deeper DEI initiatives that improve student connection, inclusion, and respect.



Importance of Diversity, Equity, and Inclusion

- All diversity and equity priorities are important to a clear majority of students, though ensuring a welcoming and safe environment for diverse students ranks highest.
- Most students believe their institution is taking DEI issues seriously, but a sizeable proportion think their institution still has room for improvement.
- First-generation college students are less likely to think their institution considers DEI important compared to students who are not the first in their family to go to college.



Instruction and Faculty

- Nearly one-third of students do not believe their coursework or instruction adequately incorporate diverse perspectives.
- Many students, regardless of identity, believe that the faculty population at their institution is not as diverse as it could be.



Inclusion and Connection

- More than half of students have felt negatively singled out at their institution based on their identity.
- Many students feel disconnected and isolated at their institution, with nearly a third feeling a sense of isolation or alienation due to an aspect of their identity.



Support and Resources

- Students believe that academic and career services are more readily available than childcare or mental health services, signaling that some students may have unmet basic needs or may not know how access all the campus resources that may be available to them.
- When it comes to support for special populations, students are least likely to agree that their institution respects their military or veteran status, disability, immigration status, or family obligations.



SPOTLIGHT:

A DIFFERENCE OF PERCEPTIONS

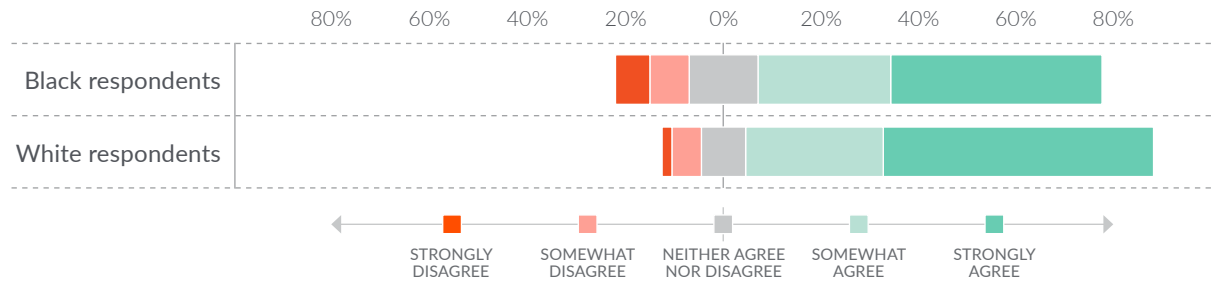
Our survey data showed striking disparities between how students of different races and gender identities view their experiences, along with differing perceptions among students at private and two-year institutions.

DISPARITIES BETWEEN BLACK AND WHITE STUDENTS

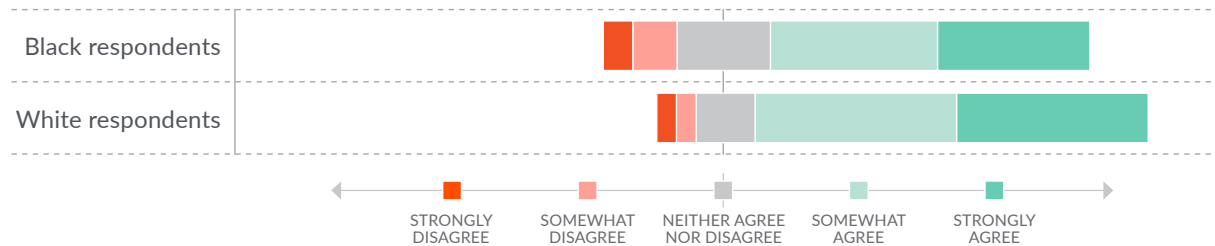
Compared to students from other racial and ethnic groups (particularly white students), Black students tend to have less positive perceptions of their institutions' efforts regarding diversity, equity, and inclusion. In particular, Black students are less likely than white students to agree that those with diverse backgrounds, identities, and experiences have equal access to academic opportunities (70% vs. 83%). They're also less likely to believe that adequate resources exist to support students from traditionally under-resourced groups (65% vs. 80%).

Interestingly, Black and white respondents both similarly ranked the importance of DEI improvement efforts. For example, 68% of white respondents believe it is very or extremely important to increase retention and recruitment of diverse faculty and staff, while 63% of Black respondents report the same.

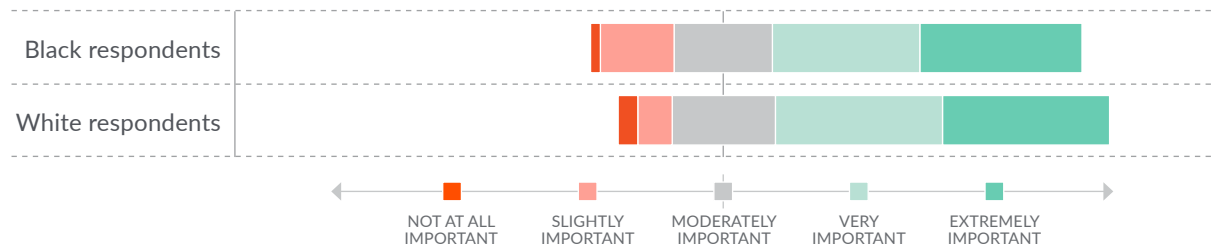
AT MY INSTITUTION, STUDENTS WITH DIVERSE BACKGROUNDS, IDENTITIES, AND EXPERIENCES HAVE EQUAL ACCESS TO ACADEMIC OPPORTUNITIES



AT MY INSTITUTION, ADEQUATE RESOURCES EXIST TO SUPPORT STUDENTS FROM TRADITIONALLY UNDER-RESOURCED GROUPS



HOW IMPORTANT IS IT FOR YOUR INSTITUTION TO PRIORITIZE INCREASING RECRUITMENT AND RETENTION OF FACULTY AND STAFF OF DIVERSE BACKGROUNDS?

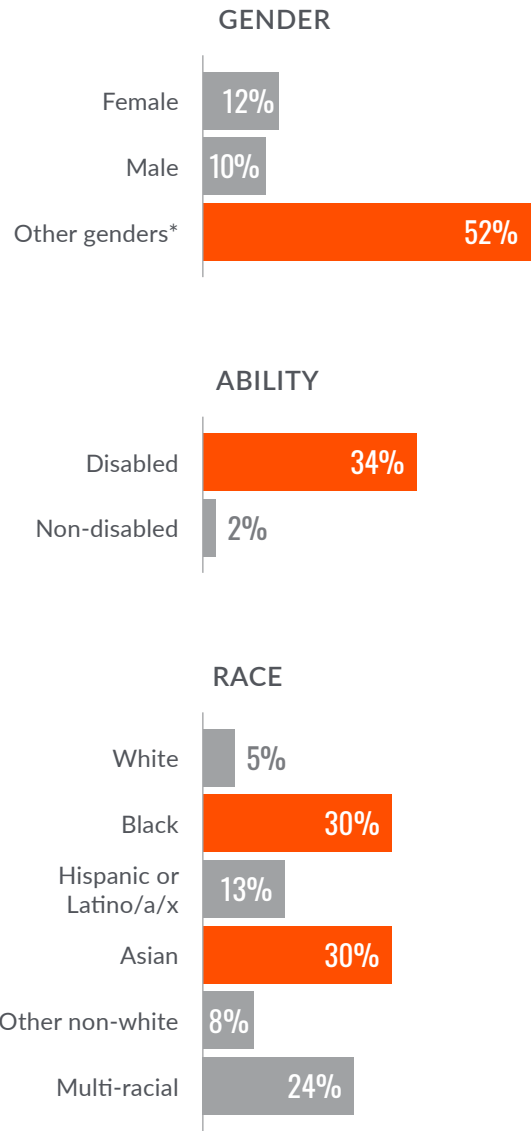


DISPARITIES BY GENDER IDENTITY

Those who identify as gender nonconforming are the most likely to have been singled out in a negative way based on their identity, with 78% of this population reporting such an incident. Black students (68%) and those with disabilities (67%) are the next most likely groups to have been singled out in a negative way for their identity.

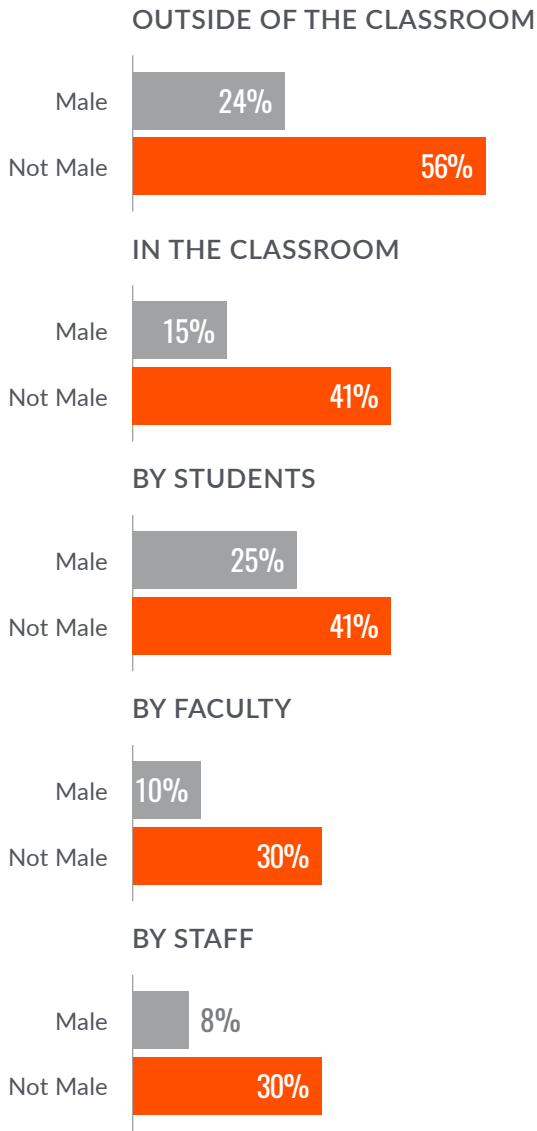


ON THE BASIS OF WHICH ASPECTS OF YOUR IDENTITY HAVE YOU FELT SINGLED OUT IN A NEGATIVE CONTEXT AT YOUR INSTITUTION?



*Non-binary, gender-nonconforming, not listed, or prefer not to say

IN WHICH SITUATIONS HAVE YOU FELT SINGLED OUT IN A NEGATIVE CONTEXT AT YOUR INSTITUTION ON THE BASIS OF YOUR IDENTITY?



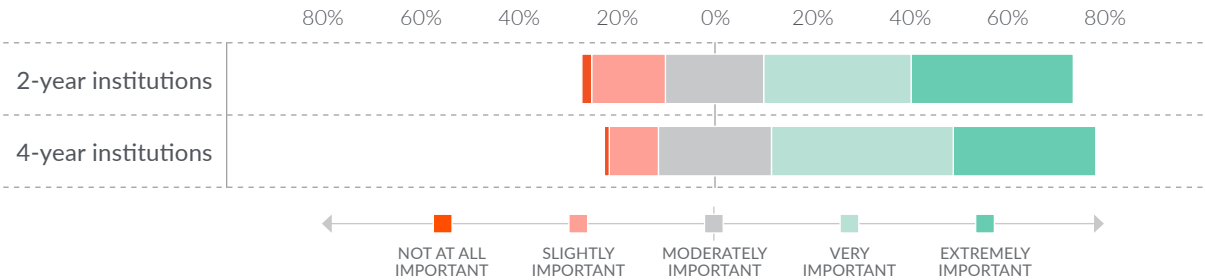
PRIVATE AND TWO-YEAR STUDENTS SIGNAL LESS CAMPUS RESPONSIVENESS

Students at four-year institutions tend to have more positive perceptions of their institution’s support of diversity, equity, and inclusion than those at two-year institutions. Similarly, students at public colleges or universities tend to have more positive perceptions of their institution’s support than those at private institutions.

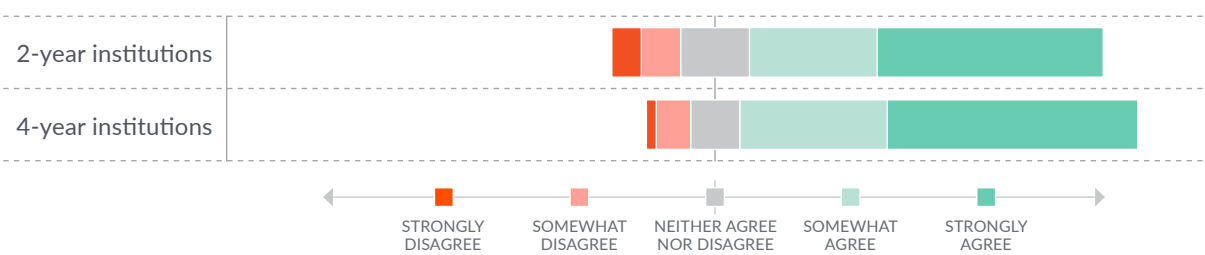
For example, students at four-year institutions are more likely than those at two-year institutions to believe their school considers diversity, equity, and inclusion issues to be very or extremely important (67% vs 58%). These students are also more likely than their two-year institution counterparts to agree that students with diverse backgrounds, identities, and experiences have equal access to academic opportunities (81% vs 72%).

(Continued on next page)

HOW IMPORTANT DO YOUR INSTITUTION'S LEADERS CONSIDER DIVERSITY, EQUITY, AND INCLUSION?



AT MY INSTITUTION, STUDENTS WITH DIVERSE BACKGROUNDS, IDENTITIES, AND EXPERIENCES HAVE EQUAL ACCESS TO ACADEMIC OPPORTUNITIES

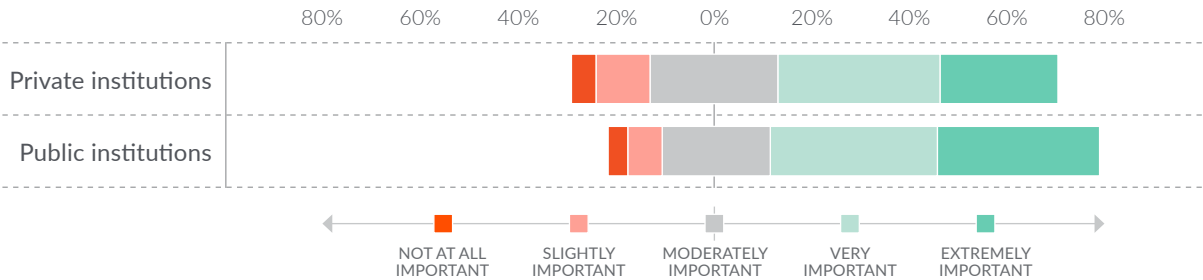


SPOTLIGHT: A DIFFERENCE OF PERCEPTIONS

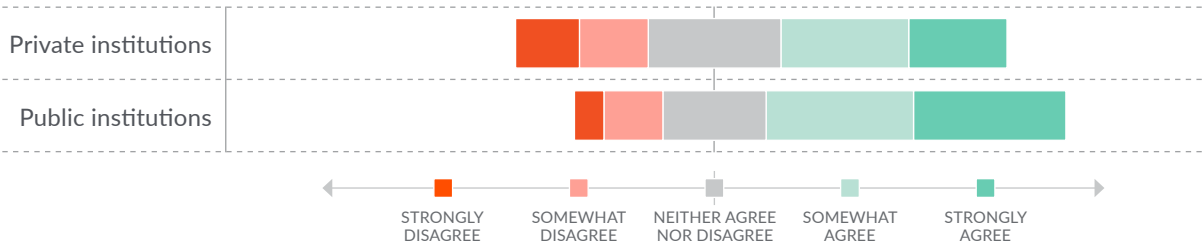
In addition, students at public institutions are more likely than those at private institutions to report that their school prioritizes funding for programs and resources supporting historically disadvantaged student subgroups (67% vs 57%). Students at public institutions are also more likely to agree that their institution provides adequate childcare (61% vs 46%) and transportation services (68% vs 61%).



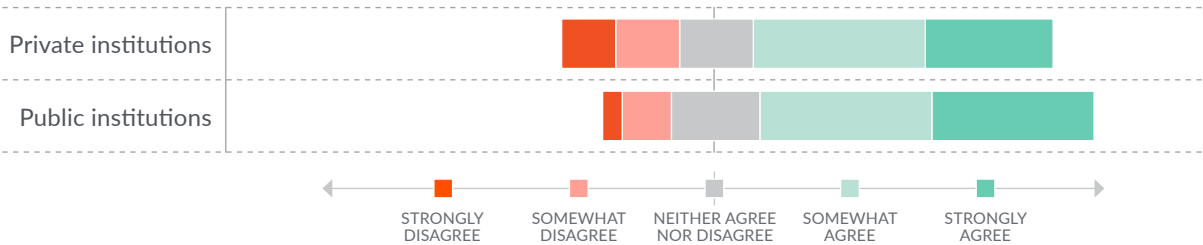
AT MY INSTITUTION, PRIORITIZING FUNDING FOR PROGRAMS AND RESOURCES THAT SUPPORT HISTORICALLY DISADVANTAGED STUDENT SUBGROUPS IS...



ADEQUATE CHILDCARE IS AVAILABLE TO ME AT MY INSTITUTION



ADEQUATE TRANSPORTATION ASSISTANCE IS AVAILABLE TO ME AT MY INSTITUTION





KEY FINDINGS

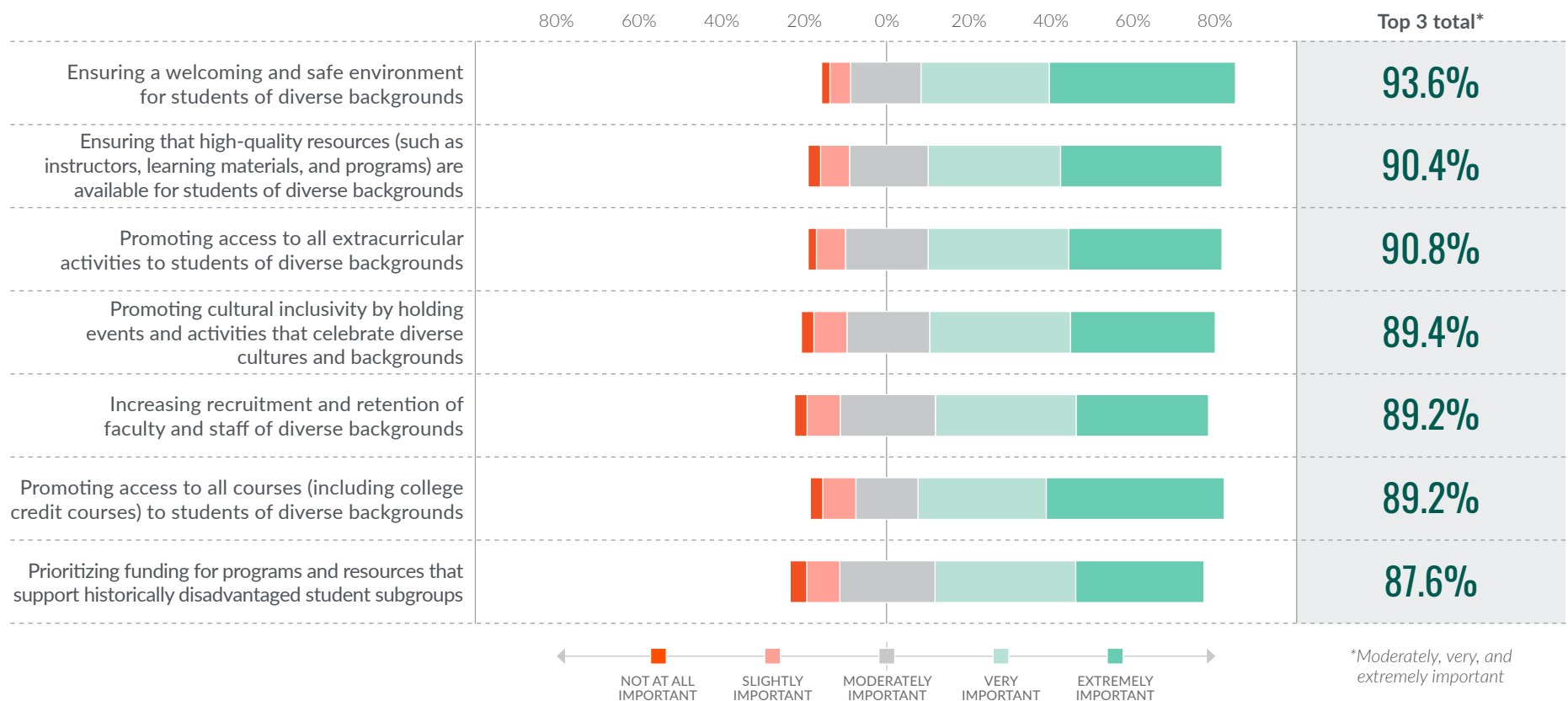
While college students largely have a favorable view of their institutions' DEI efforts, they continue to experience disparities and disconnections on and off campus. This indicates that institutions can do more to ensure students feel that they're accepted, connected, and treated fairly and equitably.

KEY FINDINGS

IMPORTANCE OF DIVERSITY, EQUITY, AND INCLUSION

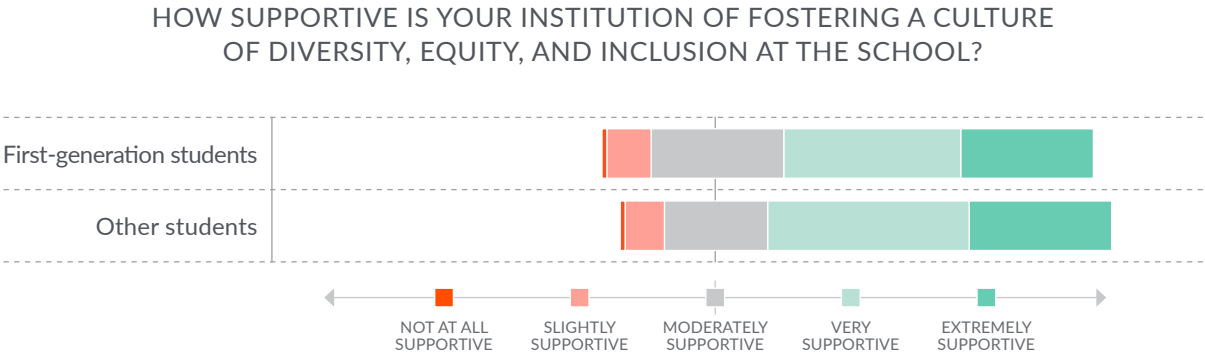
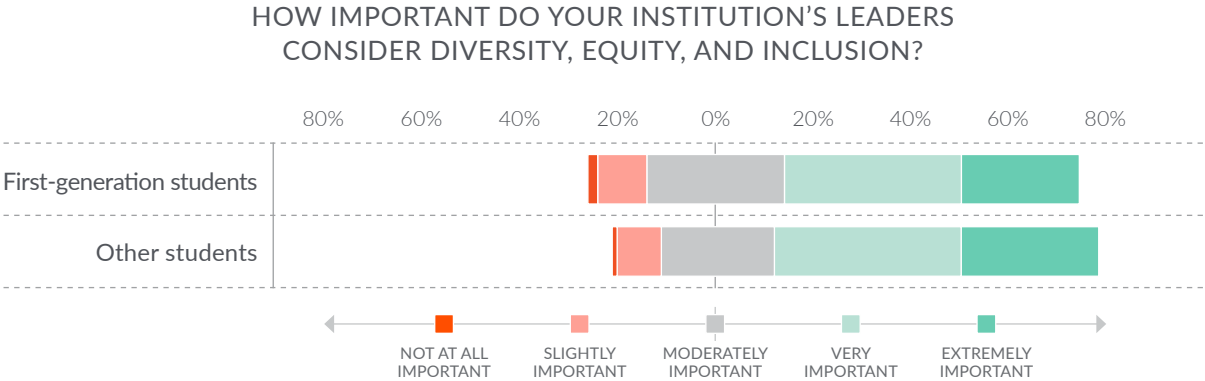
Diversity and equity priorities are important to a clear majority of students. Of a wide range of DEI-related priorities, ensuring a welcoming and safe environment for diverse students ranks highest. In addition, 88% of students consider it important for institutions to prioritize funding for programs and resources that support historically disadvantaged student subgroups and 90% agree it is important to increase recruitment and retention of faculty and staff of diverse backgrounds.

HOW IMPORTANT IS IT FOR YOUR INSTITUTION TO PRIORITIZE EFFORTS TO IMPROVE EACH OF THE FOLLOWING TO SUPPORT DIVERSITY AND EQUITY IN EDUCATION FOR STUDENTS OF DIVERSE BACKGROUND?



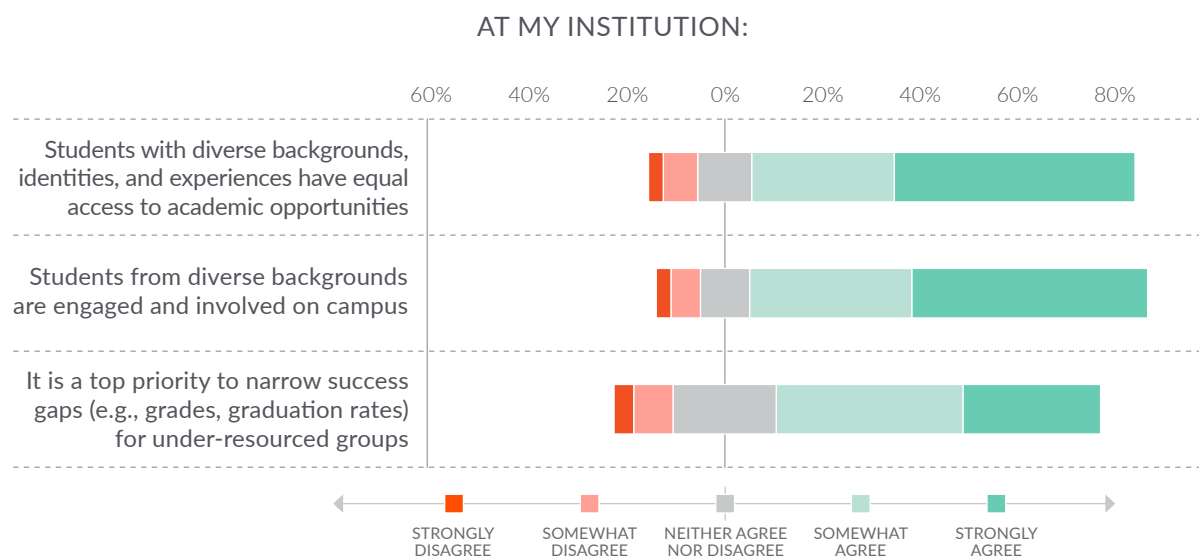


Notably, first-generation college students — who are also more likely to attend community college — are less likely to believe their institutional leaders consider DEI important (60% compared to 67% of non-first-generation students). These students are also less likely to believe their institution is supportive of fostering a culture of DEI (64% compared to 70%), potentially indicating a need for institutions, particularly community colleges, to further assist first-generation students in developing a stronger sense of belonging on campus.



KEY FINDINGS: IMPORTANCE OF DIVERSITY, EQUITY, AND INCLUSION

Most students believe their institution is taking issues of diversity, equity, and inclusion seriously, but a sizeable proportion think their institutions still have room for improvement. For example, 78% of students agree that students with diverse backgrounds, identities, and experiences have equal access to academic opportunities and 81% agree those students are engaged and involved on campus. Yet only 66% agree that their institutions make it a top priority to narrow success gaps for under-resourced student groups.



RELATED READING

- **2021 State of Prospective Student Enrollment:** Find out what matters most to prospective students when selecting an institution.
- **2022 Trends in Higher Education:** Learn about this year's emerging trends in DEI, academic portfolios, enrollment strategies, and more.

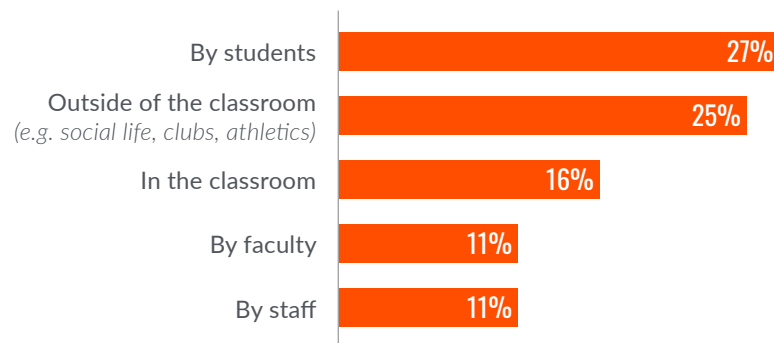


KEY FINDINGS

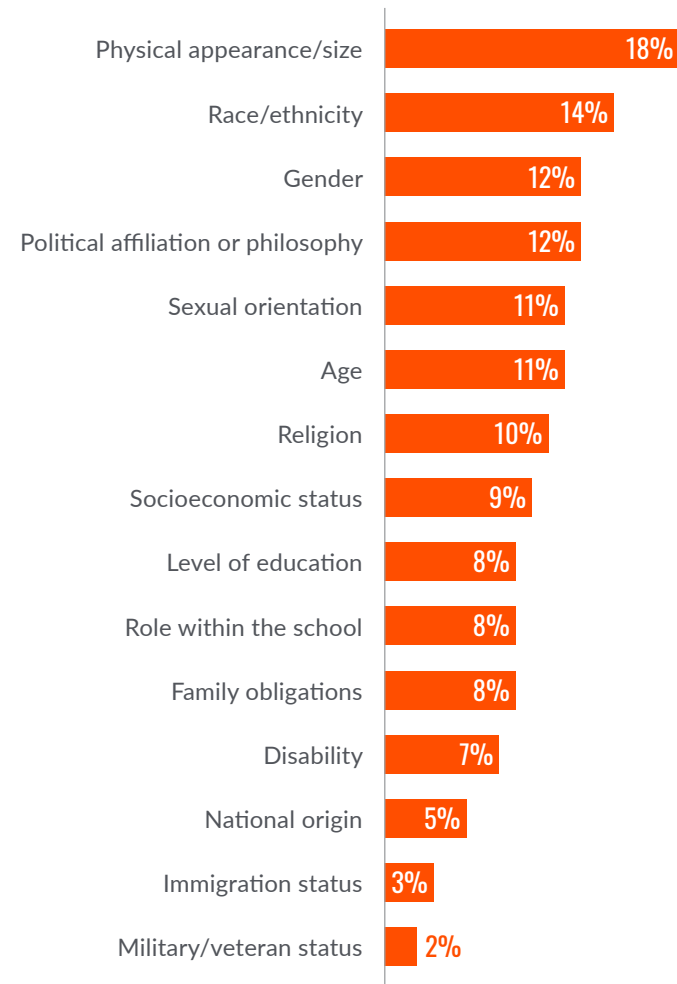
EXPERIENCES OF INCLUSION AND CONNECTION

More than half of students have felt singled out in a negative context at their institution based on their identity (54%). Students are most likely to feel singled out by other students or when they are outside of the classroom. They are most likely to be singled out based on their physical appearance, size, race, or ethnicity. A smaller percentage report having felt singled out based on their gender, political affiliation or philosophy, sexual orientation, or age.

IN WHICH SITUATIONS HAVE YOU FELT SINGLED OUT IN A NEGATIVE CONTEXT AT YOUR INSTITUTION ON THE BASIS OF YOUR IDENTITY?



ON THE BASIS OF WHICH ASPECTS OF YOUR IDENTITY HAVE YOU FELT SINGLED OUT IN A NEGATIVE CONTEXT AT YOUR INSTITUTION?

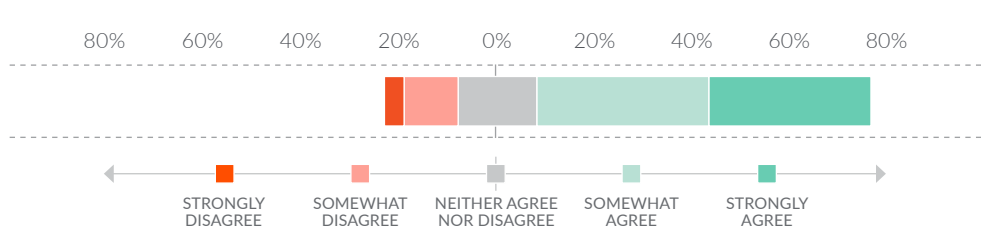


KEY FINDINGS: EXPERIENCES OF INCLUSION AND CONNECTION

Many students feel disconnected and isolated at their institution. Although the vast majority of students say they feel welcome and respected at their institution, only 69% somewhat or strongly agree that they feel connected to their peers. In addition, nearly one-third of students feel a sense of isolation or alienation at their institution because of an aspect of their identity, or they felt they had to change or hide an aspect of their identity to fit in on a monthly, weekly, or daily basis.

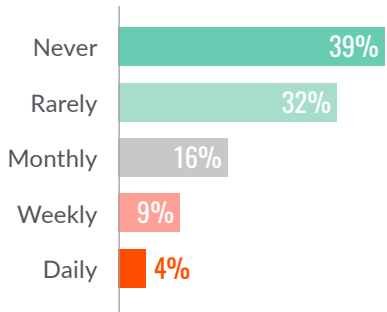


AT MY INSTITUTION, I FEEL CONNECTED TO MY PEERS

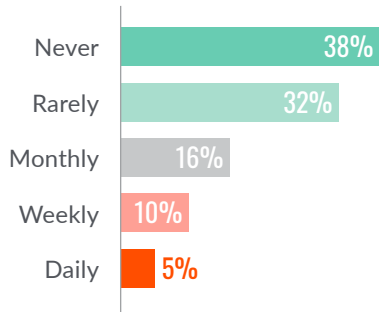


WITHIN THE LAST 12 MONTHS, HOW OFTEN HAVE YOU:

FELT A SENSE OF ISOLATION OR ALIENATION WHILE AT YOUR INSTITUTION DUE TO AN ASPECT OF YOUR IDENTITY?



FELT YOU HAD TO CHANGE OR HIDE AN ASPECT OF YOUR IDENTITY TO “FIT IN” AT YOUR INSTITUTION?



RELATED READING

- **Creating a Sense of Belonging for All Students:** An analysis of best practices for fostering student inclusion and belonging
- **National Admitted Student Survey:** Dig deeper into the perceptions and values of students enrolling in higher education.

KEY FINDINGS

INSTRUCTION AND FACULTY

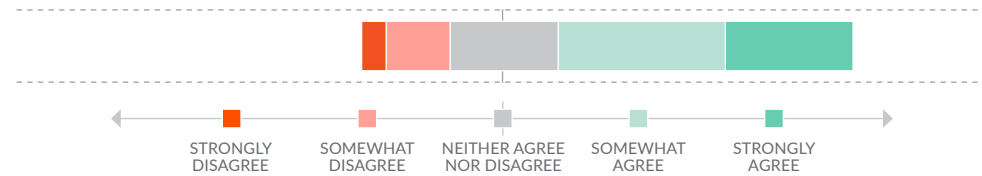
Many students believe that the faculty population at their institution is not as diverse as it could be. Only 69% of students agree that the faculty and staff population at their institutions are racially and ethnically diverse. Even fewer agree that current faculty demographics reflect or exceed the diversity of students.

This perception also varies by institution type. Only 63% of students at private institutions somewhat or strongly agree their faculty and staff are diverse, compared to 71% of students at public institutions.

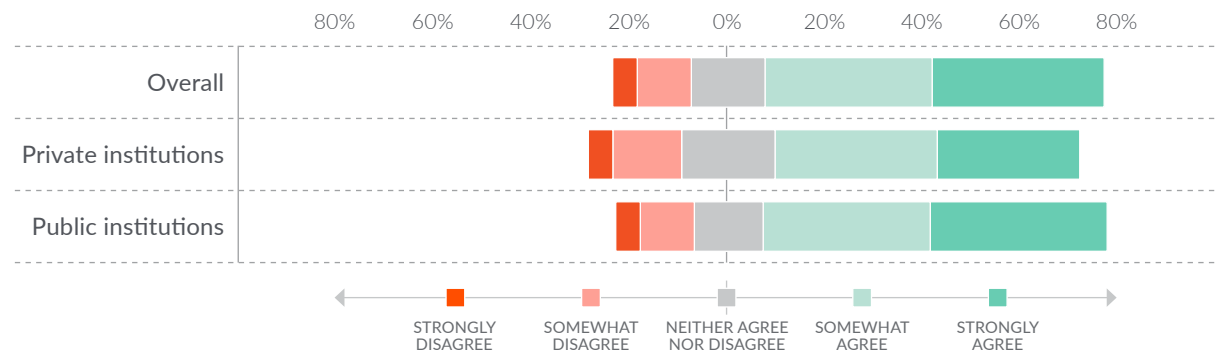
For 90% of students, increasing recruitment and retention of diverse faculty ranks as a moderately, very, or extremely important initiative.

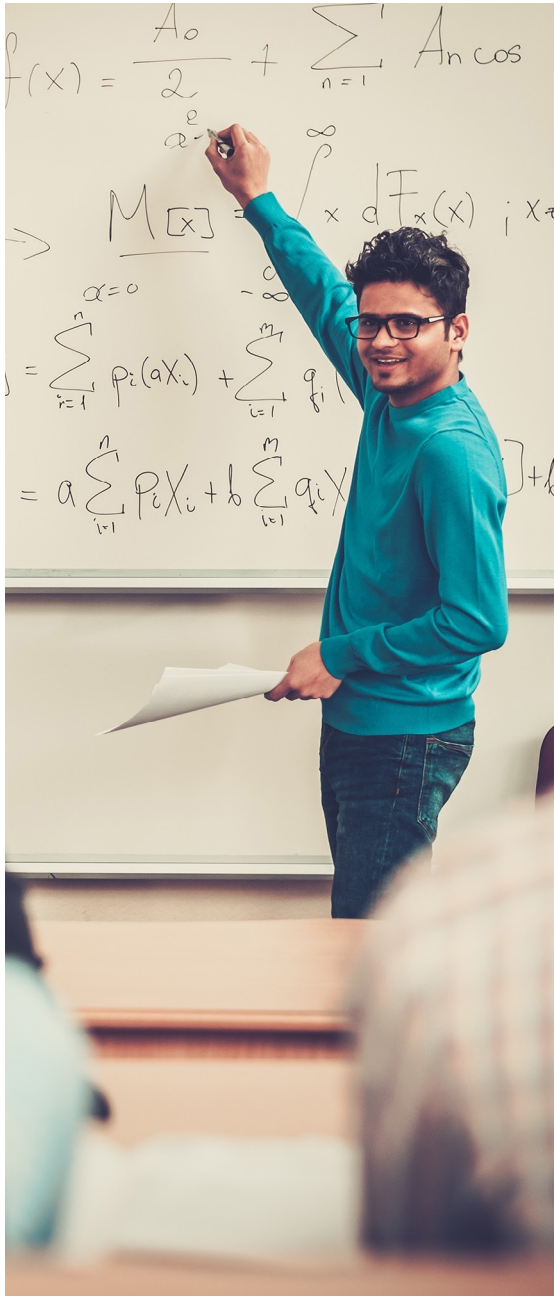
AT MY INSTITUTION, CURRENT FACULTY DEMOGRAPHICS REFLECT OR EXCEED THE DIVERSITY OF STUDENTS.

On a scale from "strongly disagree" to "strongly agree"

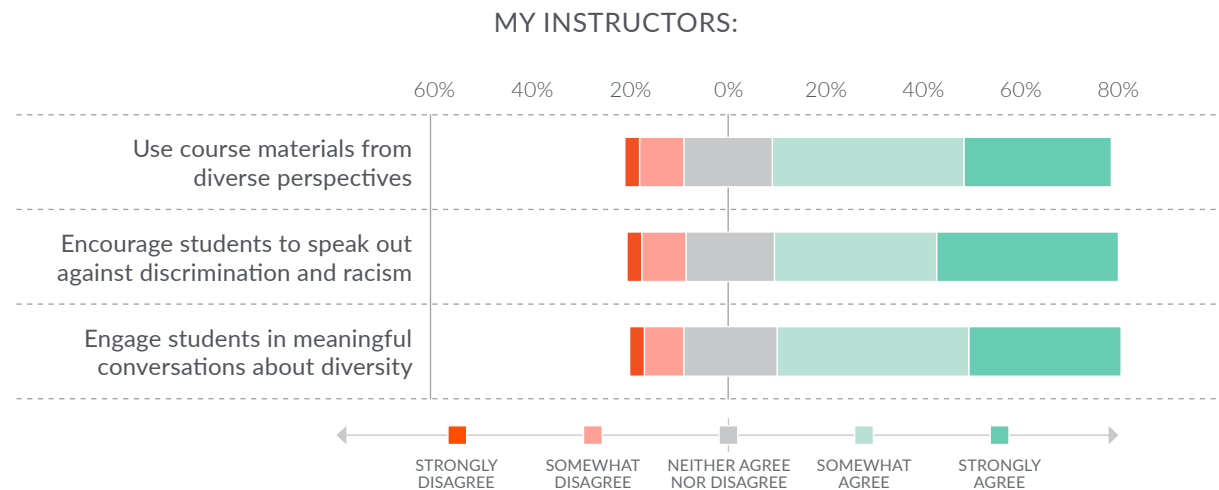


AT MY INSTITUTION, THE FACULTY/STAFF POPULATION IS RACIALLY/ETHNICALLY DIVERSE.





Nearly one-third of students do not believe their coursework or instruction adequately incorporate diverse perspectives. However, a similar percentage of students agree that their instructors encourage students to speak out against discrimination and racism as well as engage students in meaningful conversations about diversity.



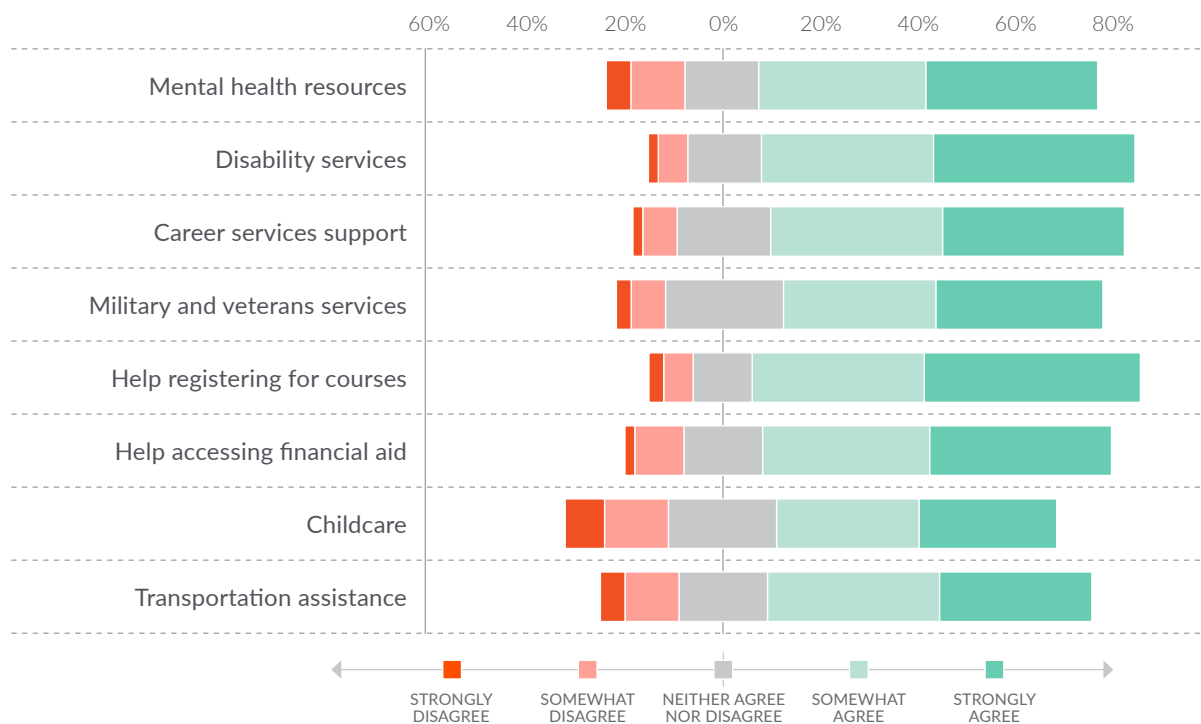
RELATED READING

- **Best Practices for Faculty Diversity:** A set of best practices for hiring, supporting, and retaining diverse faculty members
- **Benchmarking DEI Committees:** An analysis of best practices for forming and operationalizing effective campus DEI committees

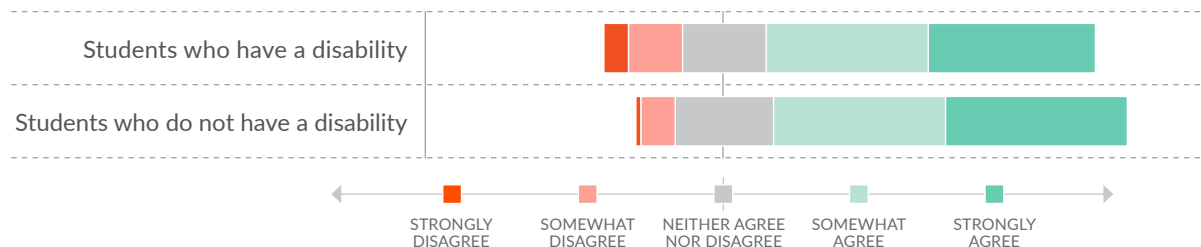
KEY FINDINGS SUPPORT AND RESOURCES

Academic and career support are more readily available to students than childcare or mental health services, which could signal that some students are facing unmet basic needs. Interestingly, students with disabilities are most likely to disagree that their institution provides adequate mental health services (23% compared to 14% of students with no reported disability), which is particularly relevant given that more than half of students reporting having a disability characterize their disability as a mental health disorder. Nearly 80% of students agree, however, that their institution provides adequate help registering for courses and adequate career services.

ARE ADEQUATE STUDENT SERVICES AVAILABLE AT YOUR INSTITUTION?



ADEQUATE DISABILITY SERVICES ARE AVAILABLE TO ME AT MY INSTITUTION



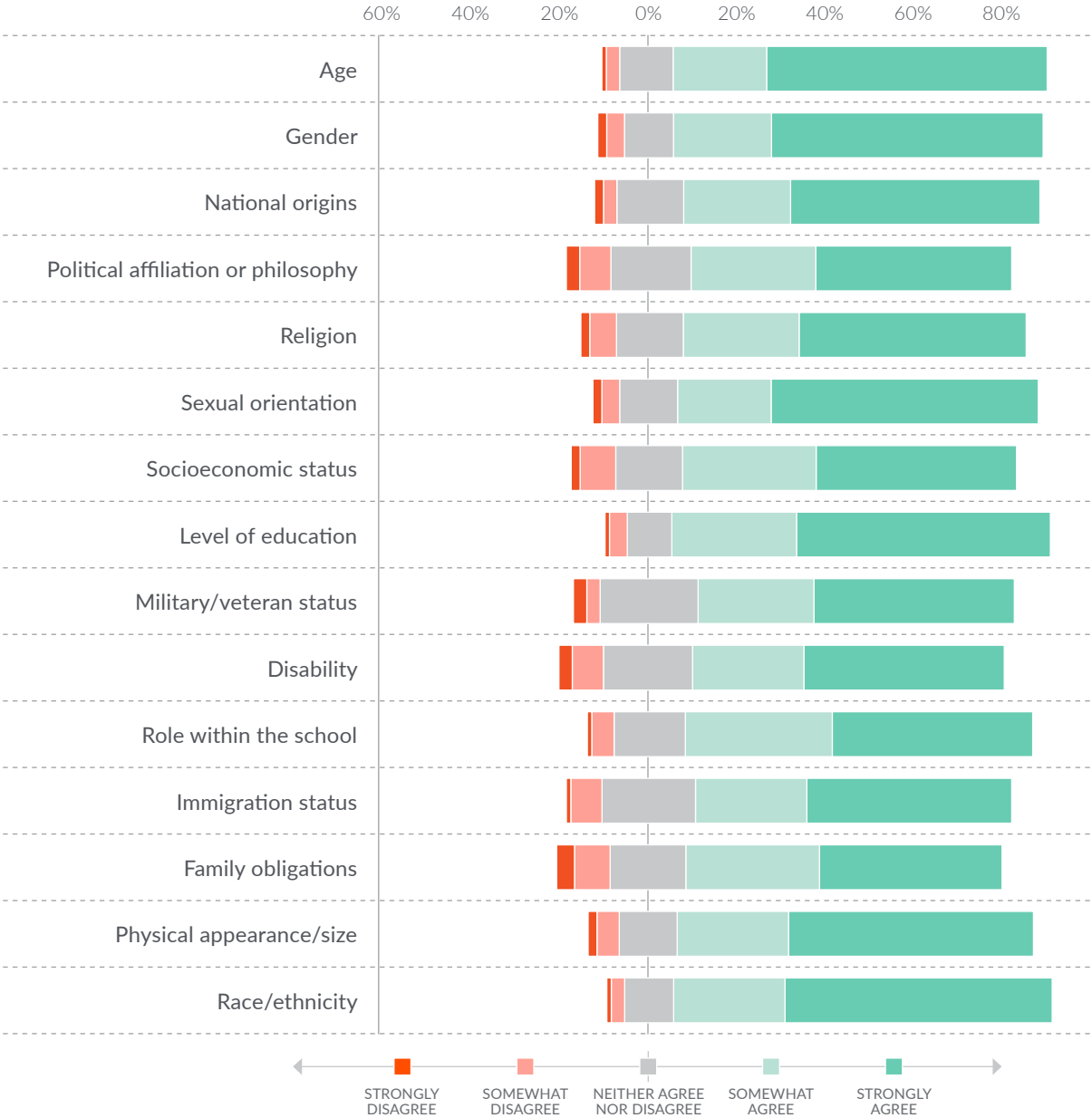
KEY FINDINGS: SUPPORT AND RESOURCES

Many students expressed doubt about whether their institution respects their military or veteran status, disability, immigration status, or family obligations. Only slightly more agree that their institution respects their political affiliation or philosophy. Interestingly, students are most likely to agree that their institution respects their race or ethnicity (85%), though this percentage is lower for Black students (78%) than for white students (88%).

RELATED READING

- **The Struggle of Student Retention:** This infographic outlines why students leave, ways to identify at-risk students, and the practices that keep students enrolled.
- **Meeting the Needs of an Increasingly Diverse Student Population:** In this webinar, hear a panel of community college leaders discuss creating a culture of trust and communication.

MY INSTITUTION RESPECTS MY:



CONCLUSION

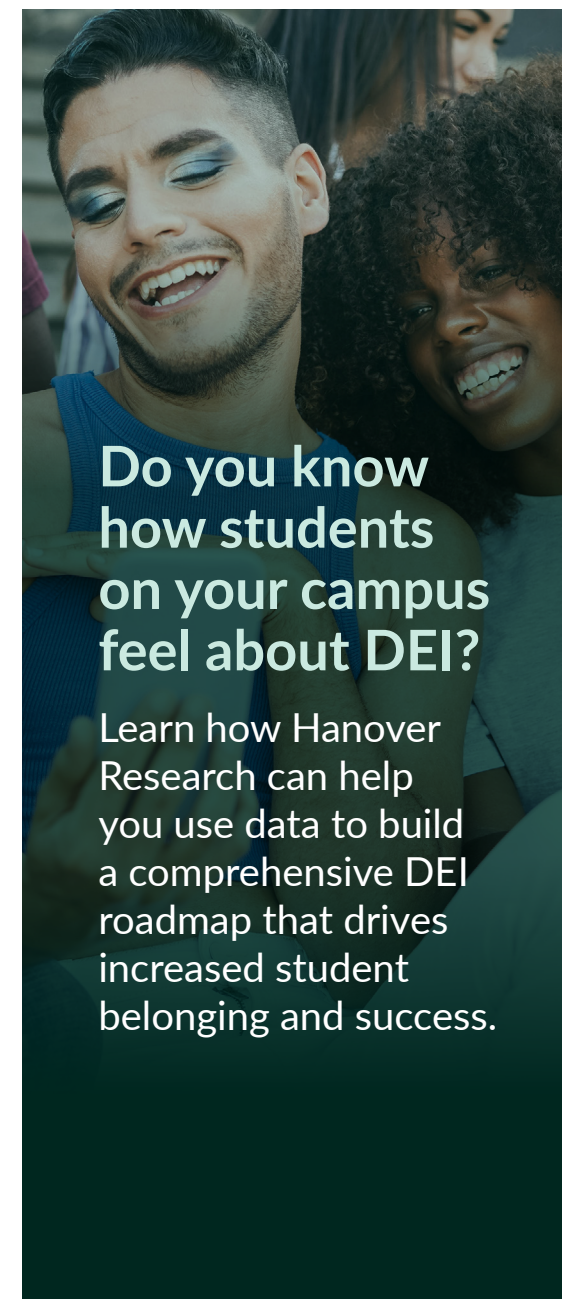
There's an interesting parallel between DEI discussions and data: Neither is enough to achieve change on its own.

You can have all the data in the world, but unless you act on it, that data is wasted. Likewise, you can discuss diversity for hours upon hours and generate countless ideas. But until you act on those discussions and ideas, then true change will remain out of grasp.

Making gains in DEI requires strategic action and a plan backed by meaningful data and insights. That's what we've aimed to provide with our annual DEI survey, through which we've learned:

- Black students feel that the resources available to under-resourced groups are inadequate (*page 6*).
- 67% of students with disabilities feel they've been negatively singled out because of their identity (*page 7*).
- Students at two-year universities are less likely to agree that diverse students have equal access to academic opportunities (*page 8*).
- Nearly 1/3 of students do not believe their coursework or instruction adequately incorporates diverse perspectives (*page 17*).

While discussions around diversity, equity, and inclusion have proven challenging — even at times fraught with discord — there's no denying an overarching truth of the subject: DEI matters to students across the board. And while many acknowledge their universities' efforts to address DEI issues, their survey responses also make it clear that more must be done.



**Do you know
how students
on your campus
feel about DEI?**

Learn how Hanover
Research can help
you use data to build
a comprehensive DEI
roadmap that drives
increased student
belonging and success.

APPENDIX A: SURVEY OVERVIEW AND METHODOLOGY

SURVEY OVERVIEW AND METHODOLOGY

Survey Administration and Sample

- The survey was administered online in January of 2022 using the Qualtrics platform.
- The analysis includes a total of 1,096 respondents following data cleaning.
- Respondents were recruited through a panel company.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis to focus on respondents who did express an opinion.

Respondent Qualifications

- Must be at least 18 years old
- Must live in the United States
- Must be a current student at a college or university






Methodology

- The results presented in this report include aggregate results as well as results segmented by race/ethnicity, two- or four-year institution, private or public institution, and gender.
- 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.
- Statistically significant difference (95% confidence level) between groups is noted with an asterisk.
- After data collection, Hanover identified and removed low quality respondents.

RESPONDENT CHARACTERISTICS










Gender

WITH WHICH OF THE FOLLOWING GENDER IDENTITIES DO YOU MOST IDENTIFY?

Sample Size	1,096	
Female	809	 74%
Male	260	 24%
Non-binary/Gender-nonconforming	26	 2%
Not listed/Prefer to self-describe	1	 0%
Prefer not to respond	0	 0%













Race/Ethnicity

WITH WHICH OF THE FOLLOWING CATEGORIES DO YOU IDENTIFY? PLEASE SELECT ALL THAT APPLY.

Sample Size	1,096	
White	669	 61%
Black or African American	218	 20%
Hispanic or Latin(o/a/x)	192	 18%
Asian	112	 10%
American Indian or Alaskan Native	19	 2%
Middle Eastern or North African	15	 1%
Native Hawaiian or Pacific Islander	14	 1%
Not listed/Prefer to self-describe	10	 1%
Prefer not to respond	10	 1%




Religion

DO YOU IDENTIFY WITH ANY OF THE FOLLOWING RELIGIONS? PLEASE SELECT ALL THAT APPLY.








Sample Size	1,096	
Christian – Catholic	327	 30%
Atheist/Agnostic	182	 17%
Christian – Protestant	170	 16%
Christian – Latter-Day Saint/Mormon	38	 3%
Buddhist	31	 3%
Jewish	29	 3%
Muslim	29	 3%
Hindu	14	 1%
Sikh	4	 0%
Not listed	60	 5%
None of the above	170	 16%
Prefer not to respond	83	 8%

Disability

DO YOU HAVE A DISABILITY?









Sample Size	1,096	
Yes	145	 13%
No	924	 84%
Prefer not to respond	27	 2%

PLEASE SPECIFY YOUR DISABILITY.
PLEASE SELECT ALL THAT APPLY.

Sample Size	145	
A mental health disorder	80	 55%
A learning disability (e.g., ADHD, dyslexia)	78	 54%
Another disability or impairment not listed	25	 17%
A developmental disorder (e.g., autism spectrum disorder)	23	 16%
A mobility impairment	19	 13%
A sensory impairment (vision or hearing)	14	 10%
Prefer not to respond	4	 3%

Sexual Orientation

DO YOU IDENTIFY WITH ANY OF THE FOLLOWING
RELIGIONS? PLEASE SELECT ALL THAT APPLY.

Sample Size	1,096	
Straight or heterosexual	758	 69%
Bisexual or pansexual	199	 18%
Gay or lesbian	46	 4%
Asexual	38	 3%
Unsure	23	 2%
Queer	14	 1%
Not listed/Prefer to self-describe	7	 1%
Prefer not to respond	11	 1%

Family History

DID YOUR PARENT(S)/GUARDIAN(S)
GRADUATE FROM COLLEGE?

Sample Size	1,096	
Yes, both	411	38%
Yes, one parent/guardian	314	29%
No	339	31%
Don't know	23	2%
Prefer not to respond	9	1%

Military Status

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR MILITARY
STATUS? PLEASE SELECT ALL THAT APPLY.

Sample Size	1,096	
None	917	84%
Military family member	130	12%
National Guard	16	1%
Reserves	12	1%
Veteran	12	1%
Active duty	8	1%
Prefer not to respond	13	1%

Institution

DO YOU ATTEND A 2- OR 4-YEAR INSTITUTION?

Sample Size	1,096	
2-year community or technical college	359	33%
4-year college/university	737	67%

WHICH OF THE FOLLOWING BEST DESCRIBES
YOUR INSTITUTION?

Sample Size	1,096	
Public	809	74%
Private, for-profit	148	14%
Private, not-for-profit	84	8%
I'm not sure	55	5%

APPENDIX B: SUPPLEMENTAL CHARTS

IMPORTANCE OF DEI

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

Ensuring that high-quality resources (such as instructors, learning materials, and programs) are available for students of diverse backgrounds

Sample Size	1,059	
Not at all important	27	3%
Slightly important	74	7%
Moderately important	203	19%
Very important	343	32%
Extremely important	412	39%
Top 2	755	71%

Prioritizing funding for programs and resources that support historically disadvantaged student subgroups

Sample Size	1,011	
Not at all important	44	4%
Slightly important	81	8%
Moderately important	235	23%
Very important	340	34%
Extremely important	311	31%
Top 2	651	64%

Promoting access to all courses (including college credit courses) to students of diverse backgrounds

Sample Size	343	
Not at all important	11	3%
Slightly important	26	8%
Moderately important	51	15%
Very important	105	31%
Extremely important	150	44%
Top 2	255	74%

Ensuring a welcoming and safe environment for students of diverse backgrounds

Sample Size	1,065	
Not at all important	18	2%
Slightly important	50	5%
Moderately important	176	17%
Very important	331	31%
Extremely important	490	46%
Top 2	821	77%

Increasing recruitment and retention of faculty and staff of diverse backgrounds

Sample Size	1,011	
Not at all important	30	3%
Slightly important	79	8%
Moderately important	232	23%
Very important	351	35%
Extremely important	319	32%
Top 2	670	66%

Promoting access to all extracurricular activities to students of diverse backgrounds

Sample Size	1,047	
Not at all important	25	2%
Slightly important	71	7%
Moderately important	208	20%
Very important	353	34%
Extremely important	390	37%
Top 2	743	71%

Promoting cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds

Sample Size	1,049	
Not at all important	29	3%
Slightly important	82	8%
Moderately important	209	20%
Very important	356	34%
Extremely important	373	36%
Top 2	729	69%

At my institution:

Students with diverse backgrounds, identities, and experiences have equal access to academic opportunities

Sample Size	1,072	
Strongly disagree	35	3%
Somewhat disagree	78	7%
Neither agree nor disagree	120	11%
Somewhat agree	309	29%
Strongly agree	530	49%
Top 2	839	78%

Students from diverse backgrounds are engaged and involved on campus

Sample Size	1,065	
Strongly disagree	32	3%
Somewhat disagree	59	6%
Neither agree nor disagree	111	10%
Somewhat agree	350	33%
Strongly agree	513	48%
Top 2	863	81%

It is a top priority to narrow success gaps (e.g., grades, graduation rates) for under-resourced groups

Sample Size	1,001	
Strongly disagree	40	4%
Somewhat disagree	82	8%
Neither agree nor disagree	215	21%
Somewhat agree	380	38%
Strongly agree	284	28%
Top 2	664	66%

Institutional leadership

How important do your institution's leaders consider diversity, equity, and inclusion?

	TOPLINE		NON-1 ST GENERATION STUDENTS		1 ST GENERATION STUDENTS	
	Sample Size	1,065	Sample Size	707	Sample Size	329
	#	%	#	%	#	%
Not important at all	16	2%	7	1%	6	2%
Slightly important	100	9%	66	9%	32	10%
Moderately important	265	25%	163	23%	93	28%
Very important	397	37%	272	38%	118	36%
Extremely important	286	27%	199	28%	80	24%
Top 2	683	64%	471	67%	198	60%

How supportive is your institution of fostering a culture of diversity, equity, and inclusion at the school?

	TOPLINE		NON-1 ST GENERATION STUDENTS		1 ST GENERATION STUDENTS	
	Sample Size	1,069	Sample Size	712	Sample Size	328
	#	%	#	%	#	%
Not supportive at all	11	1%	8	1%	2	1%
Slightly supportive	87	8%	56	8%	29	9%
Moderately supportive	246	23%	149	21%	88	27%
Very supportive	423	40%	292	41%	121	37%
Completely supportive	302	28%	207	29%	88	27%
Top 2	725	68%	499	70%	209	64%

EXPERIENCES OF INCLUSION AND CONNECTION

In which situations have you felt singled out in a negative context at your institution on the basis of your identity (e.g., age, gender, race/ethnicity)? Please select all that apply.

Sample Size	1,096	
By students	301	27%
Outside of the classroom (e.g., social life, clubs, athletics)	278	25%
In the classroom	170	16%
By faculty	121	11%
By staff	116	11%
None of the above	505	46%

On the basis of which aspects of your identity have you felt singled out in a negative context at your institution? Please select all that apply.

Sample Size	1,096	
Physical appearance/size	200	18%
Race/Ethnicity	155	14%
Gender	135	12%
Political affiliation or philosophy	134	12%
Sexual orientation	124	11%
Age	123	11%
Religion	112	10%
Socioeconomic status	94	9%
Level of education	84	8%
Role within the school	83	8%
Family obligations	83	8%
Disability	75	7%
National origin	53	5%
Immigration status	37	3%
Military/Veteran status	22	2%
None of the above	413	38%

Within the last 12 months, how often have you felt a sense of isolation or alienation while at your institution due to an aspect of your identity?

Sample Size	1,096	
Never	431	39%
Rarely	352	32%
Monthly	171	16%
Weekly	98	9%
Daily	44	4%
Top 2	142	13%

Within the last 12 months, how often have you felt you had to change or hide an aspect of your identity to “fit in” at your institution?

Sample Size	1,096	
Never	418	38%
Rarely	346	32%
Monthly	171	16%
Weekly	107	10%
Daily	54	5%
Top 2	161	15%

At my institution I feel connected to my peers.

Sample Size	1,080	
Strongly disagree	41	4%
Somewhat disagree	123	11%
Neither agree nor disagree	174	16%
Somewhat agree	382	35%
Strongly agree	360	33%
Top 2	742	69%

INSTRUCTION AND FACULTY

At my institution:

The faculty/staff population is racially/ethnically diverse

	TOPLINE		2-YEAR INSTITUTION		4-YEAR INSTITUTION	
	Sample Size	1,064	Sample Size	341	Sample Size	686
	#	%	#	%	#	%
Strongly disagree	50	5%	19	6%	37	5%
Somewhat disagree	120	11%	31	9%	101	15%
Neither agree nor disagree	163	15%	73	21%	152	22%
Somewhat agree	363	34%	130	38%	222	32%
Strongly agree	368	35%	88	26%	174	25%
Top 2	731	69%	218	64%	396	58%

Current faculty demographics reflect or exceed the diversity of students

Sample Size	1,027	
Strongly disagree	56	5%
Somewhat disagree	132	13%
Neither agree nor disagree	225	22%
Somewhat agree	352	34%
Strongly agree	262	26%
Top 2	614	60%

Faculty and staff from diverse backgrounds are engaged and involved on campus

Sample Size	1,056	
Strongly disagree	38	4%
Somewhat disagree	92	9%
Neither agree nor disagree	161	15%
Somewhat agree	391	37%
Strongly agree	374	35%
Top 2	765	72%

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

Increasing recruitment and retention of faculty and staff of diverse backgrounds

Sample Size	1,011	
Not at all important	30	3%
Slightly important	79	8%
Moderately important	232	23%
Very important	351	35%
Extremely important	319	32%
Top 2	670	66%

My instructors:

Use course materials from diverse perspectives

Sample Size	1,067	
Strongly disagree	36	3%
Somewhat disagree	94	9%
Neither agree nor disagree	194	18%
Somewhat agree	421	39%
Strongly agree	322	30%
Top 2	743	70%

Engage students in meaningful conversations about diversity

Sample Size	1,070	
Strongly disagree	37	3%
Somewhat disagree	83	8%
Neither agree nor disagree	206	19%
Somewhat agree	413	39%
Strongly agree	331	31%
Top 2	744	70%

Encourage students to speak out against discrimination and racism

Sample Size	1,061	
Strongly disagree	30	3%
Somewhat disagree	91	9%
Neither agree nor disagree	190	18%
Somewhat agree	350	33%
Strongly agree	400	38%
Top 2	750	71%

SUPPORT AND RESOURCES

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

Adequate mental health resources are available to me at my institution

Sample Size	1,013	
Strongly disagree	46	5%
Somewhat disagree	108	11%
Neither agree nor disagree	157	15%
Somewhat agree	349	34%
Strongly agree	353	35%
Top 2	702	69%

Adequate career services support is available to me at my institution

Sample Size	1,027	
Strongly disagree	24	2%
Somewhat disagree	63	6%
Neither agree nor disagree	153	15%
Somewhat agree	362	35%
Strongly agree	425	41%
Top 2	787	77%

Adequate military and veteran services are available to me at my institution

Sample Size	690	
Strongly disagree	21	3%
Somewhat disagree	50	7%
Neither agree nor disagree	166	24%
Somewhat agree	217	31%
Strongly agree	236	34%
Top 2	453	66%

Adequate help registering for courses is available to me at my institution

Sample Size	1,067	
Strongly disagree	34	3%
Somewhat disagree	66	6%
Neither agree nor disagree	125	12%
Somewhat agree	374	35%
Strongly agree	468	44%
Top 2	842	79%

Adequate help accessing financial aid is available to me at my institution

Sample Size	1,039	
Strongly disagree	25	2%
Somewhat disagree	108	10%
Neither agree nor disagree	166	16%
Somewhat agree	358	34%
Strongly agree	382	37%
Top 2	740	71%

Adequate childcare is available to me at my institution

Sample Size	697	
Strongly disagree	54	8%
Somewhat disagree	88	13%
Neither agree nor disagree	156	22%
Somewhat agree	204	29%
Strongly agree	195	28%
Top 2	399	57%

Adequate transportation assistance is available to me at my institution

Sample Size	960	
Strongly disagree	51	5%
Somewhat disagree	104	11%
Neither agree nor disagree	169	18%
Somewhat agree	334	35%
Strongly agree	302	31%
Top 2	636	66%

Adequate disability services are available to me at my institution

	TOPLINE		NOT DISABLED		DISABLED	
	Sample Size		Sample Size		Sample Size	
	#	%	#	%	#	%
Strongly disagree	18	2%	10	1%	7	5%
Somewhat disagree	62	7%	47	7%	14	11%
Neither agree nor disagree	161	19%	135	20%	22	17%
Somewhat agree	291	35%	239	35%	44	33%
Strongly agree	310	37%	255	37%	46	35%
Top 2	601	71%	494	72%	90	68%

My institution respects my:

Age

Sample Size	1,068	
Strongly disagree	11	1%
Somewhat disagree	31	3%
Neither agree nor disagree	127	12%
Somewhat agree	229	21%
Strongly agree	670	63%
Top 2	899	84%

Gender

Sample Size	1,070	
Strongly disagree	19	2%
Somewhat disagree	40	4%
Neither agree nor disagree	117	11%
Somewhat agree	239	22%
Strongly agree	655	61%
Top 2	894	84%

National origin

Sample Size	1,003	
Strongly disagree	18	2%
Somewhat disagree	33	3%
Neither agree nor disagree	150	15%
Somewhat agree	240	24%
Strongly agree	562	56%
Top 2	802	80%

Political affiliation or philosophy

Sample Size	1,022	
Strongly disagree	27	3%
Somewhat disagree	76	7%
Neither agree nor disagree	179	18%
Somewhat agree	289	28%
Strongly agree	451	44%
Top 2	740	72%

Religion

Sample Size	988	
Strongly disagree	15	2%
Somewhat disagree	61	6%
Neither agree nor disagree	151	15%
Somewhat agree	259	26%
Strongly agree	502	51%
Top 2	761	77%

Sexual orientation

Sample Size	1,034	
Strongly disagree	17	2%
Somewhat disagree	46	4%
Neither agree nor disagree	132	13%
Somewhat agree	221	21%
Strongly agree	618	60%
Top 2	839	81%

Socioeconomic status

Sample Size	1,024	
Strongly disagree	25	2%
Somewhat disagree	77	8%
Neither agree nor disagree	153	15%
Somewhat agree	305	30%
Strongly agree	464	45%
Top 2	769	75%

Level of education

Sample Size	1,070	
Strongly disagree	12	1%
Somewhat disagree	41	4%
Neither agree nor disagree	110	10%
Somewhat agree	296	28%
Strongly agree	611	57%
Top 2	907	85%

Military/veteran status

Sample Size	686	
Strongly disagree	22	3%
Somewhat disagree	24	3%
Neither agree nor disagree	150	22%
Somewhat agree	181	26%
Strongly agree	309	45%
Top 2	490	71%

My institution respects my: (cont.)

Disability

Sample Size	803	
Strongly disagree	22	3%
Somewhat disagree	54	7%
Neither agree nor disagree	159	20%
Somewhat agree	199	25%
Strongly agree	369	46%
Top 2	568	71%

Role within the school

Sample Size	1,042	
Strongly disagree	11	1%
Somewhat disagree	48	5%
Neither agree nor disagree	162	16%
Somewhat agree	341	33%
Strongly agree	480	46%
Top 2	821	79%

Immigration status

Sample Size	745	
Strongly disagree	11	1%
Somewhat disagree	49	7%
Neither agree nor disagree	156	21%
Somewhat agree	186	25%
Strongly agree	343	46%
Top 2	529	71%

Family obligations

Sample Size	1,016	
Strongly disagree	37	4%
Somewhat disagree	78	8%
Neither agree nor disagree	175	17%
Somewhat agree	306	30%
Strongly agree	420	41%
Top 2	726	71%

Physical appearance/size

Sample Size	1,043	
Strongly disagree	21	2%
Somewhat disagree	48	5%
Neither agree nor disagree	135	13%
Somewhat agree	261	25%
Strongly agree	578	55%
Top 2	839	80%

Race/ethnicity

	TOPLINE		WHITE		BLACK OR AFRICAN AMERICAN		HISPANIC OR LATIN(O/A/X)		ASIAN		OTHER NON-WHITE		MULTI-RACIAL	
	Sample	1,058	Sample	529	Sample	168	Sample	112	Sample	84	Sample	11	Sample	139
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Strongly disagree	12	1%	6	1%	3	2%	1	1%	0	0%	0	0%	2	1%
Somewhat disagree	33	3%	17	3%	8	5%	1	1%	3	4%	0	0%	4	3%
Neither agree nor disagree	118	11%	42	8%	26	15%	17	15%	9	11%	3	27%	17	12%
Somewhat agree	261	25%	118	22%	54	32%	26	23%	23	27%	4	36%	35	25%
Strongly agree	634	60%	346	65%	77	46%	67	60%	49	58%	4	36%	81	58%
Top 2	895	85%	464	88%	131	78%	93	83%	72	86%	8	73%	116	83%



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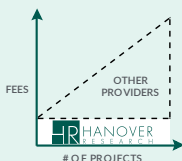
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Headquarters

4401 Wilson Blvd.
9th Floor
Arlington, VA 22203
(202) 559-0050

Charlottesville

609 E Market Street,
Suite 302
Charlottesville, VA 22902

