UCR Department of Entomology Climate Survey Results

2022-2023

This survey was created and administered, and the resulting report generated by, the following members of the Department of Entomology's Diversity, Equity, and Inclusivity (DEI) committee:

i.   Dr. S. Hollis Woodard (Chair, Faculty Representative)
ii. Paige Mejia (Staff Representative)
iii. Genesis Chong (Student Representative)
iv. Magda P. Argueta-Guzmán (Student Representative)
v.   Dr. Claudinéia Costa (Postdoctoral Representative)
vi. Dr. Valeh Ebrahimi (Postdoctoral Representative)
vii. Dr. Kerry Mauck (Faculty Representative)
viii. Dr. Ysabel Giraldo (Faculty Representative)

Introduction

Climate surveys are a tool for assessing perspectives and opinions within groups, on issues related to diversity, equity, inclusivity, and justice. These surveys perhaps hold their greatest value when they are administered across years, in which case they can be used to systematically collect data that may reflect changes in group climate through time. This survey will be administered annually to the department and results will be reported through the annual Climate Survey Report. The Climate Survey Report will provide minimal interpretation of survey data, based on interpretations and opinions of the DEI Committee members. Beyond this, we leave interpretations open to department members.

The survey was created in 2022 by the Department of Entomology's Diversity, Equity, and Inclusivity Committee. It is heavily designed after the UCR Department of Biology's climate survey, which was itself modeled after climate surveys from other UC campuses. The survey was designed to protect identities within the department. Respondents were able to identify which departmental category they belonged to (i.e., undergraduate student) but beyond this, were asked no identifying questions. The survey is administered through Qualtrics, which removes any additional identifying information (such as email addresses) from responses. Based on this, no one in the department, including DEI committee members, can connect any survey responses to individuals within the department. Additionally, data from the survey are not shared outside of the DEI committee. All survey data are stored securely in the UCR Google Drive in a folder owned by Hollis Woodard.

Administration and participation

The inaugural survey (outlined in this report) was released on April 29, 2022 via departmental emails that contained a link to a Qualtrics survey. A total of 60 department members responded to the survey (Table 1). Overwhelmingly, the largest numbers of respondents were either graduate students (41.67% of all respondents) or academic faculty (28.33% of respondents).

Table 1: Summary of survey respondents. Percent of total respondents = percent respondents within this category relative to all survey respondents; Percent of total in department = percent respondents within this category relative to the total number in the department, with the total number in parentheses. Some values are absent for the latter column because these values are more dynamic and more difficult to obtain; values that are provided are based on the number as of summer 2022.

Departmental category	N	Percent of total respondents	Percent of total in department
Undergraduate student	4	6.67%	12.12% (33)
Graduate student	25	41.67%	67.57% (37)
Non-laboratory staff	1	1.67%	0.09% (11)
Laboratory staff	3	5%	0.08% (39)

Postdoctoral researcher	3	5%	17.65% (17)
Academic non-faculty	2	3.33%	0.1% (20)
Academic faculty	17	28.33%	62.96% (27)
Affiliate or volunteer	1	1.67%	
Other	4	6.67%	

Results

All of the following statements could be assessed by respondents using 7-point Likert scales, where the following possible responses were provided (in order): Strongly Disagree, Disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Agree, or Strongly agree.

Respondents were not required to identify as one of the departmental categories (listed in Table 1, below) to take the survey. This is why some graphs include "Did not respond" as a category. The following figures show results for only two departmental categories: graduate students and faculty. This was done because there was very low survey participation by other groups within the department.

Statement 1: The department is diverse.

The department is diverse

	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	3	0
Agree	4	2
Somewhat agree	7	5
Neither agree nor disagree	1	2
Somewhat disagree	6	7
Disagree	2	1
Strongly disagree	2	0
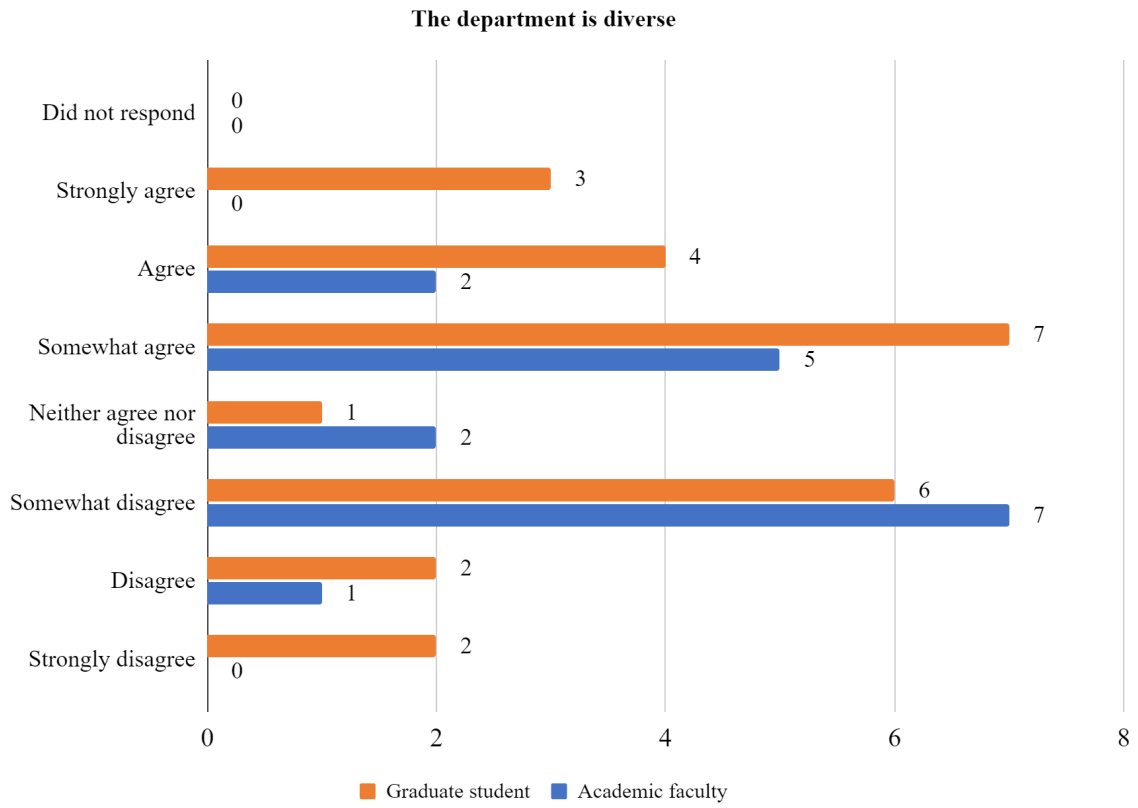
Statement 2: The department is equitable.

The department is equitable

Response	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	3	3
Agree	10	10
Somewhat agree	4	3
Neither agree nor disagree	0	1
Somewhat disagree	6	0
Disagree	2	0
Strongly disagree	0	0

Legend: ■ Graduate student ■ Academic faculty
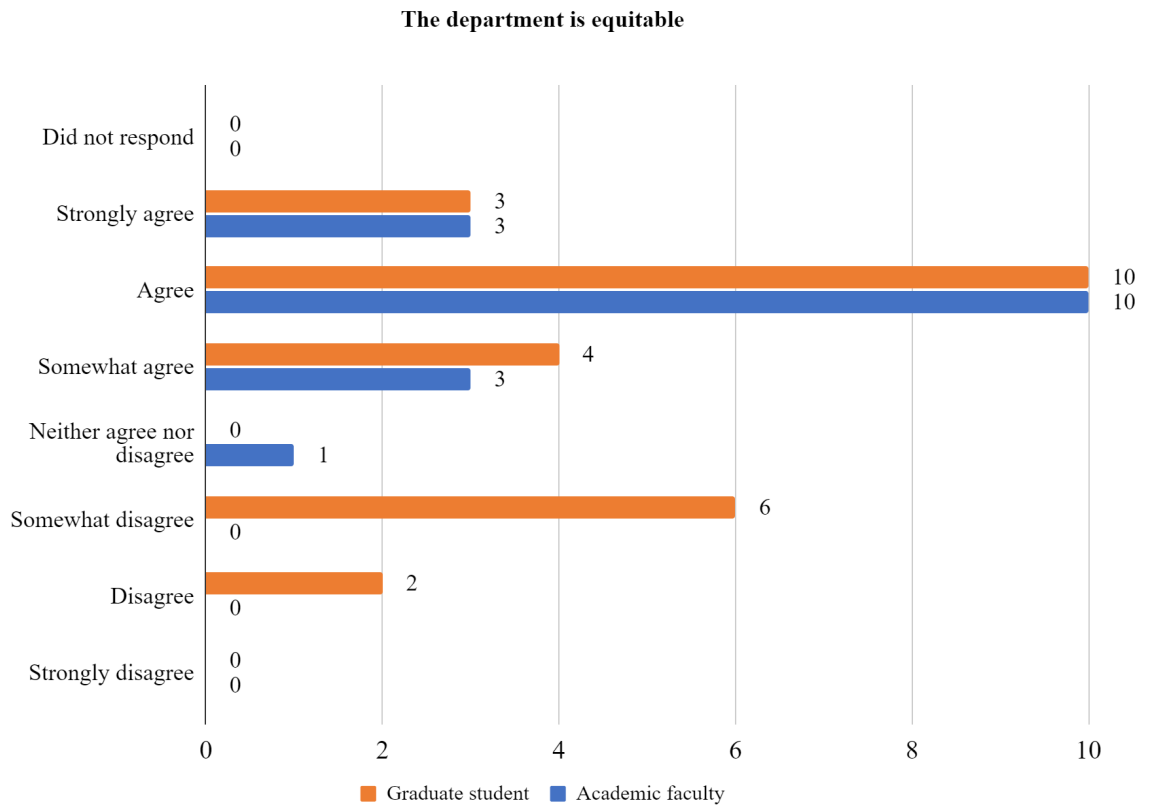
Statement 3: The department is inclusive.

The department is inclusive

	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	4	3
Agree	8	9
Somewhat agree	6	5
Neither agree nor disagree	0	0
Somewhat disagree	5	0
Disagree	2	0
Strongly disagree	0	0

■ Graduate student ■ Academic faculty
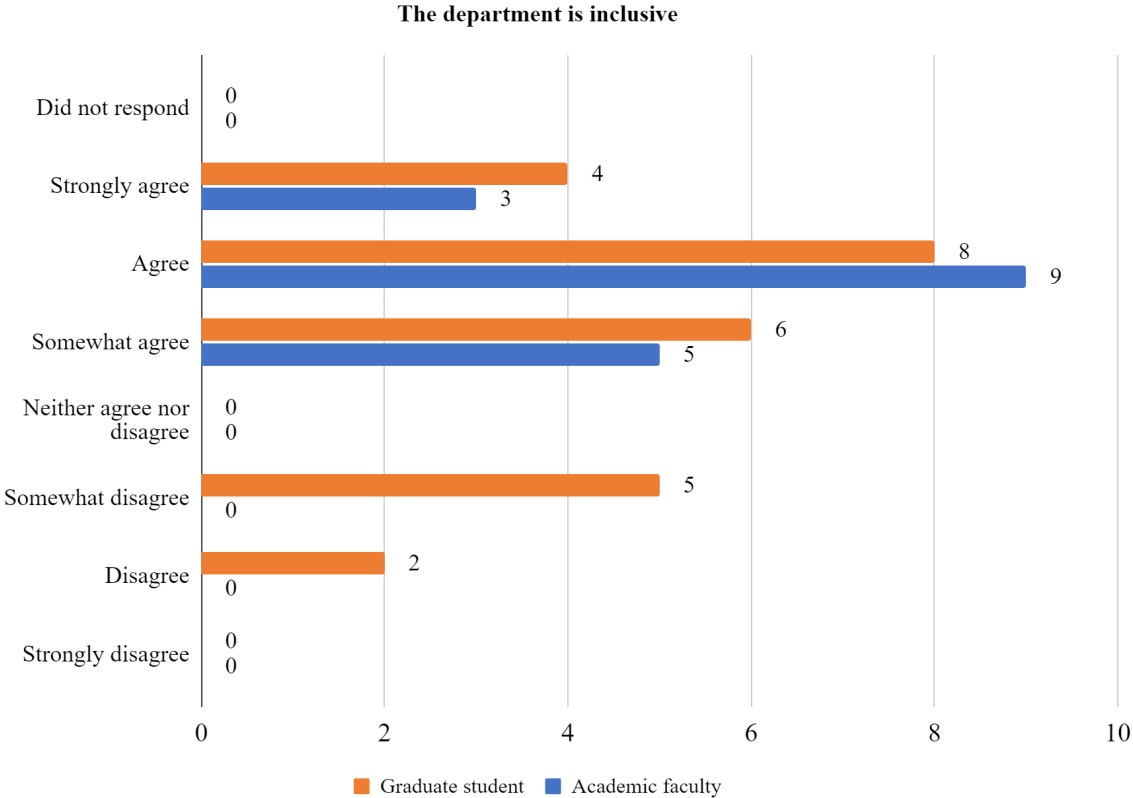
Statement 4: The department has a strong commitment to diversity, equity, and inclusion.

The department has a strong commitment to diversity, equity, and inclusion

Response	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	4	4
Agree	8	10
Somewhat agree	5	3
Neither agree nor disagree	1	0
Somewhat disagree	7	0
Disagree	0	0
Strongly disagree	0	0

■ Graduate student   ■ Academic faculty
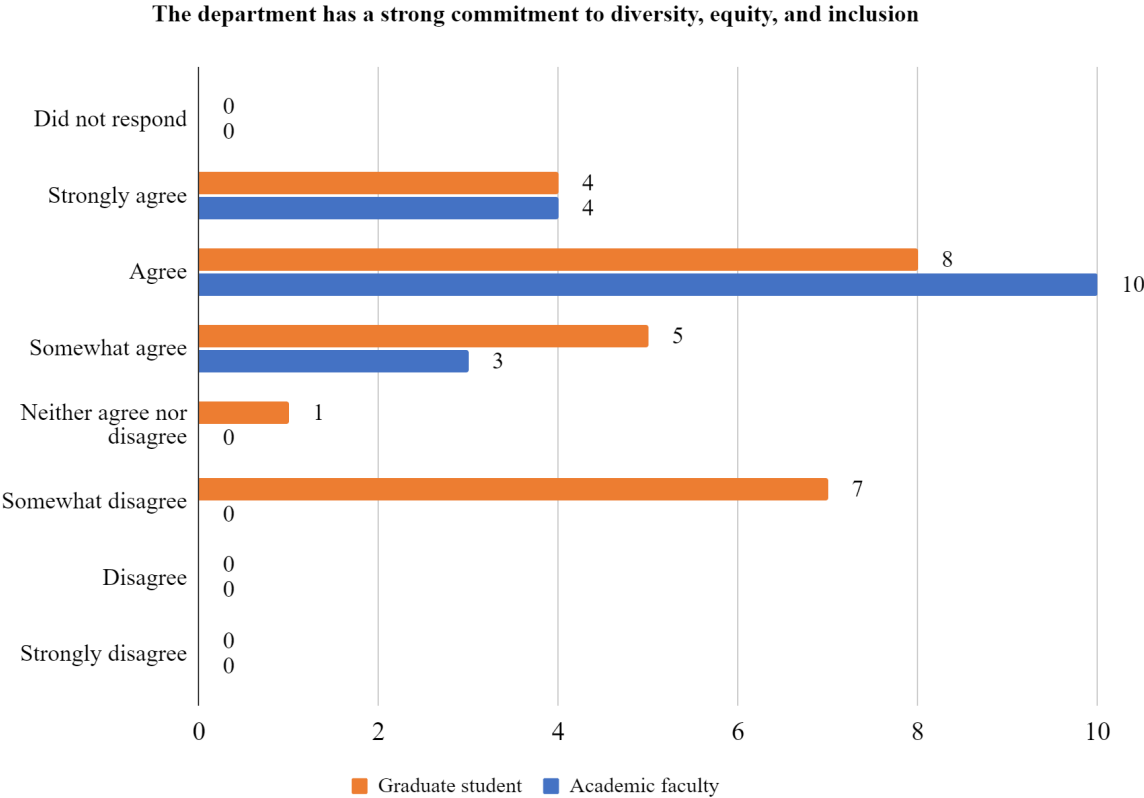
Statement 5: I feel safe in the department and that the department is a safe place for people with a diversity of identities.

I feel safe in the department and that the department is a safe place for people with a diversity of identities

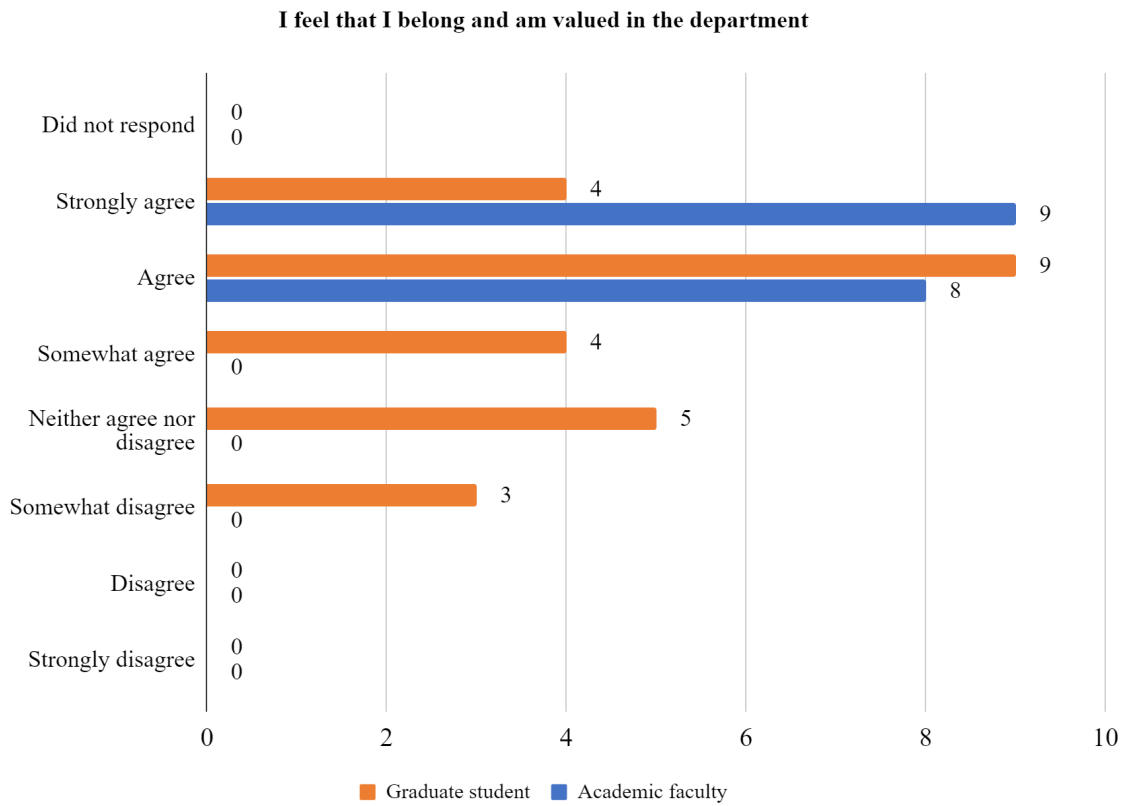

Graduate student ■ Academic faculty
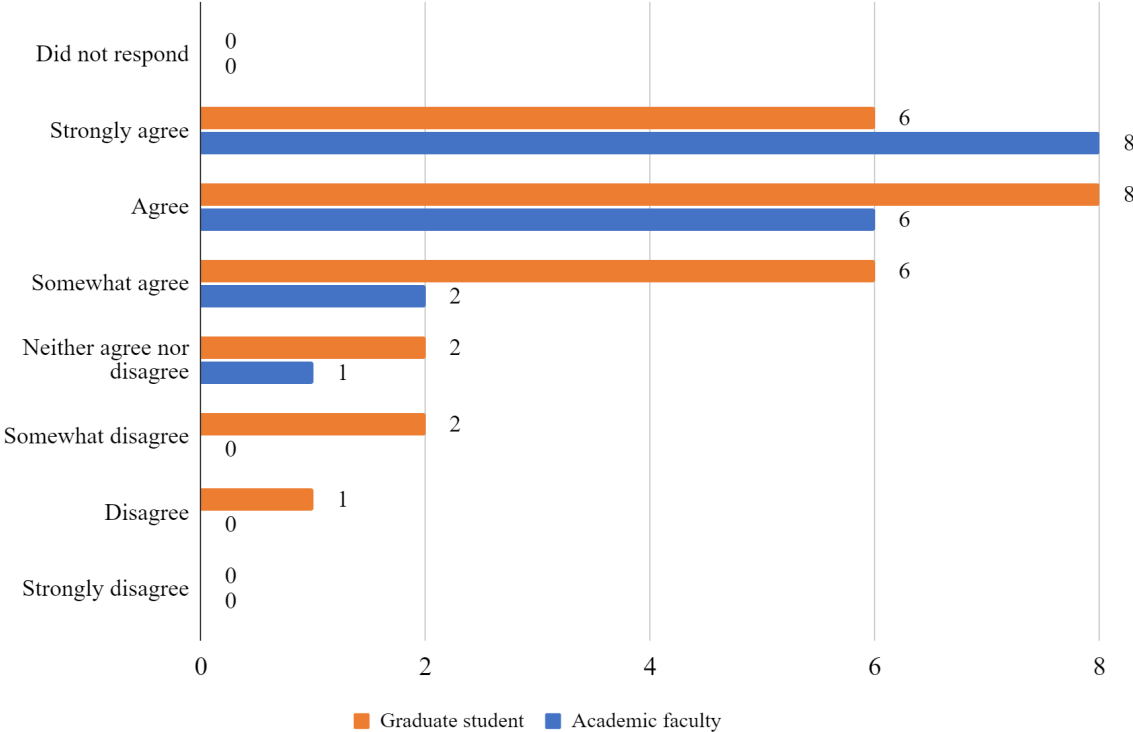
Statement 6: I feel that I belong and am valued in the department.

I feel that I belong and am valued in the department

	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	4	9
Agree	9	8
Somewhat agree	4	0
Neither agree nor disagree	5	0
Somewhat disagree	3	0
Disagree	0	0
Strongly disagree	0	0

Statement 7: I have had, or have witnessed, negative experiences based on identity.

I have had, or have witnessed, negative experiences based on identity

Did not respond — Graduate student: 1, Academic faculty: 0
Strongly agree — Graduate student: 1, Academic faculty: 0
Agree — Graduate student: 6, Academic faculty: 3
Somewhat agree — Graduate student: 7, Academic faculty: 2
Neither agree nor disagree — Graduate student: 1, Academic faculty: 2
Somewhat disagree — Graduate student: 0, Academic faculty: 0
Disagree — Graduate student: 3, Academic faculty: 5
Strongly disagree — Graduate student: 6, Academic faculty: 5

■ Graduate student   ■ Academic faculty

Statement 8: Department leaders set the tone for creating and engaging and inclusive environment.

Department leaders set the tone for creating an engaging and inclusive environment

Legend: Graduate student (orange), Academic faculty (blue)

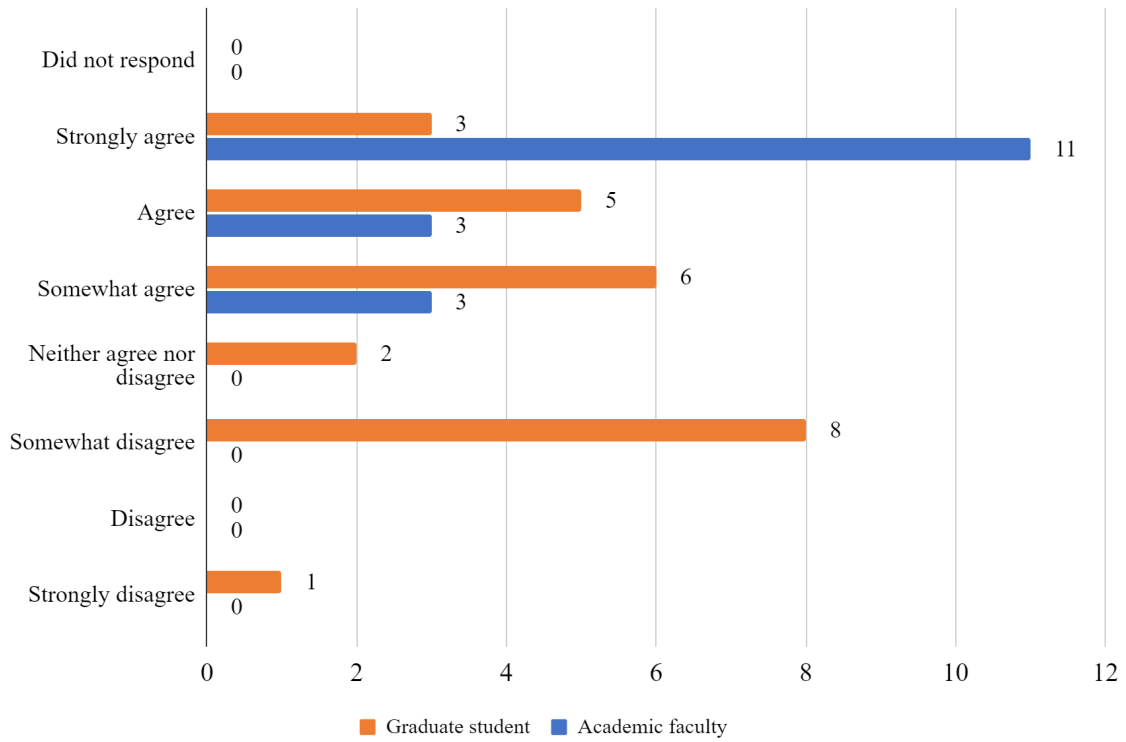| Category	Graduate student	Academic faculty
Did not respond	1	0
Strongly agree	7	5
Agree	5	7
Somewhat agree	3	3
Neither agree nor disagree	6	2
Somewhat disagree	1	0
Disagree	2	0
Strongly disagree	0	0
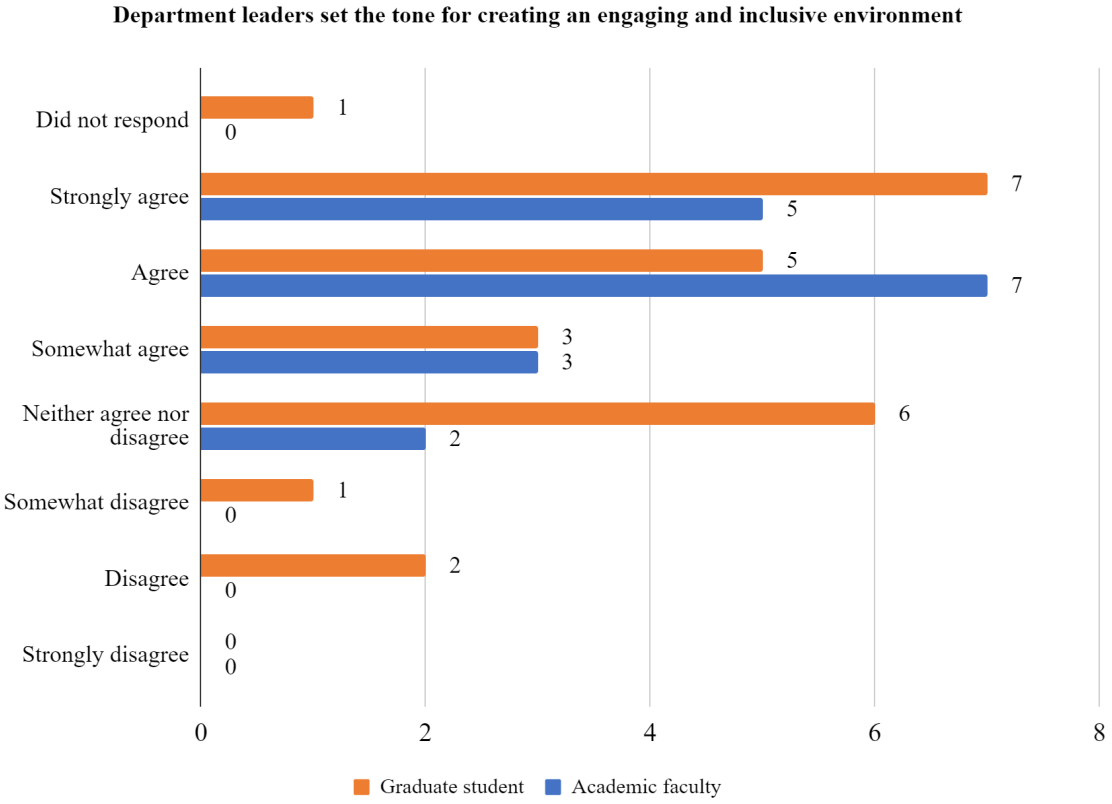
Statement 9: The department encourages and values contributions to diversity, equity, and inclusion.

The department encourages and values contributions to diversity, equity, and inclusion

Response	Graduate student	Academic faculty
Did not respond	1	0
Strongly agree	6	6
Agree	3	8
Somewhat agree	11	3
Neither agree nor disagree	2	0
Somewhat disagree	2	0
Disagree	0	0
Strongly disagree	0	0

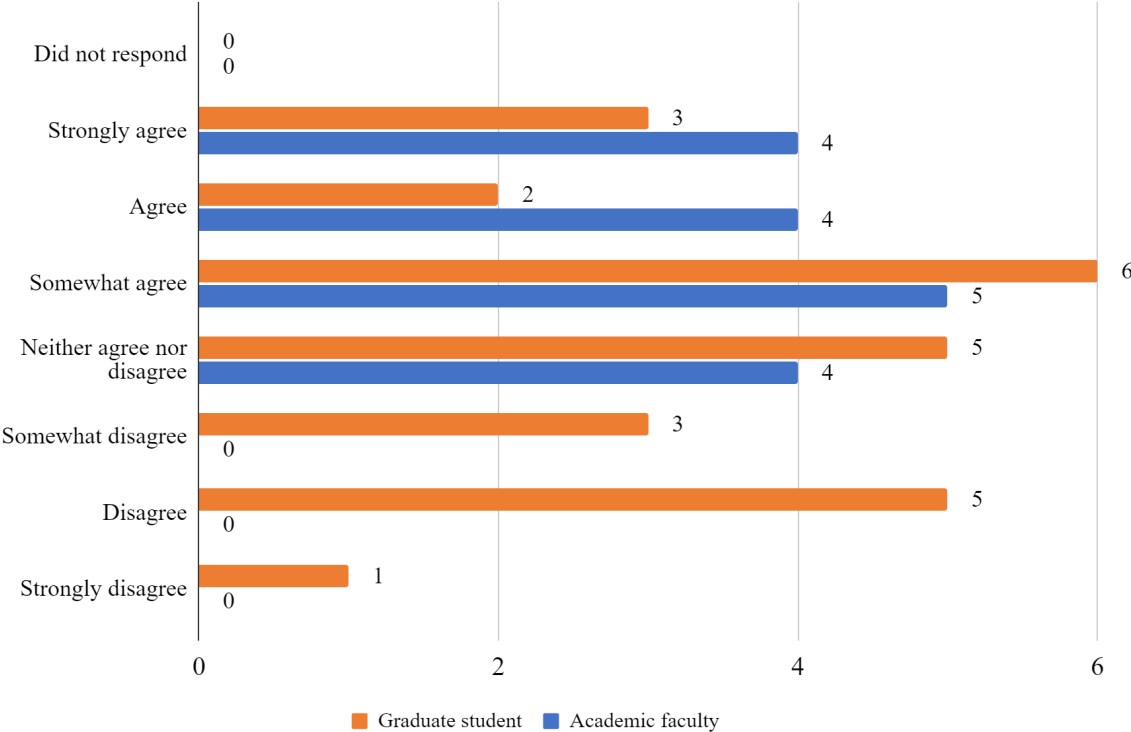■ Graduate student ■ Academic faculty
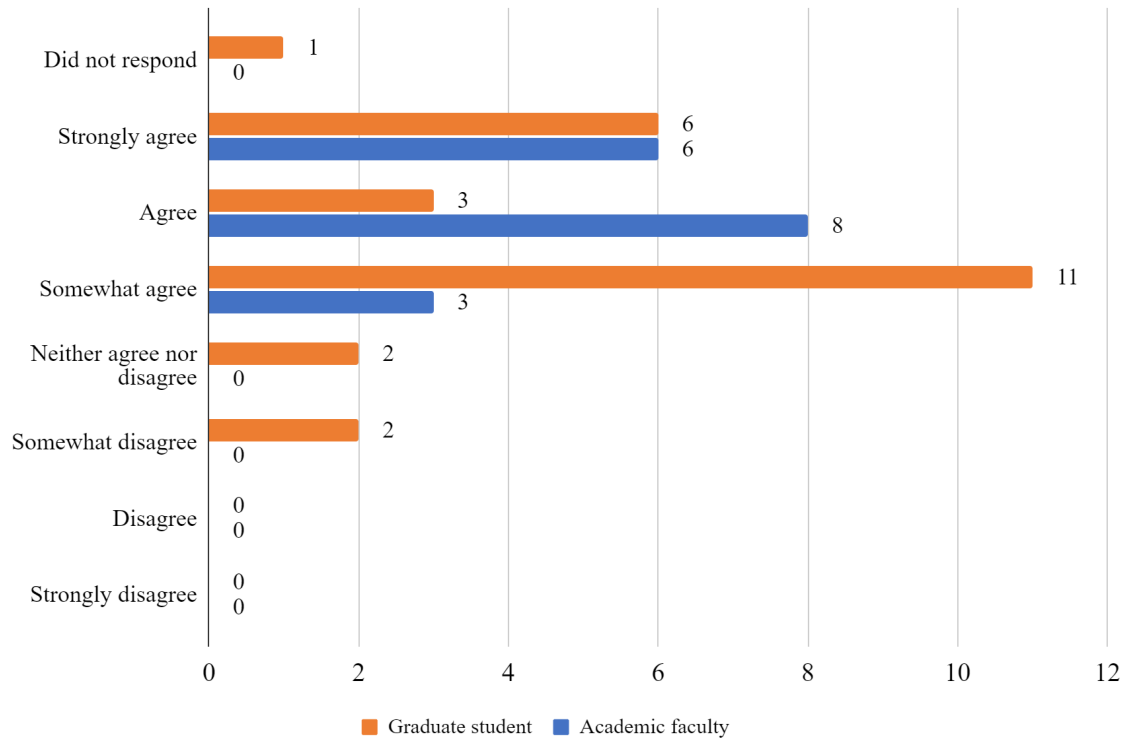
Statement 10: I feel comfortable discussing diversity, equity, and inclusion issues and can do so without fear of negative consequences.

I feel comfortable discussing diversity, equity, and inclusion issues and can do so without fear of negative consequences

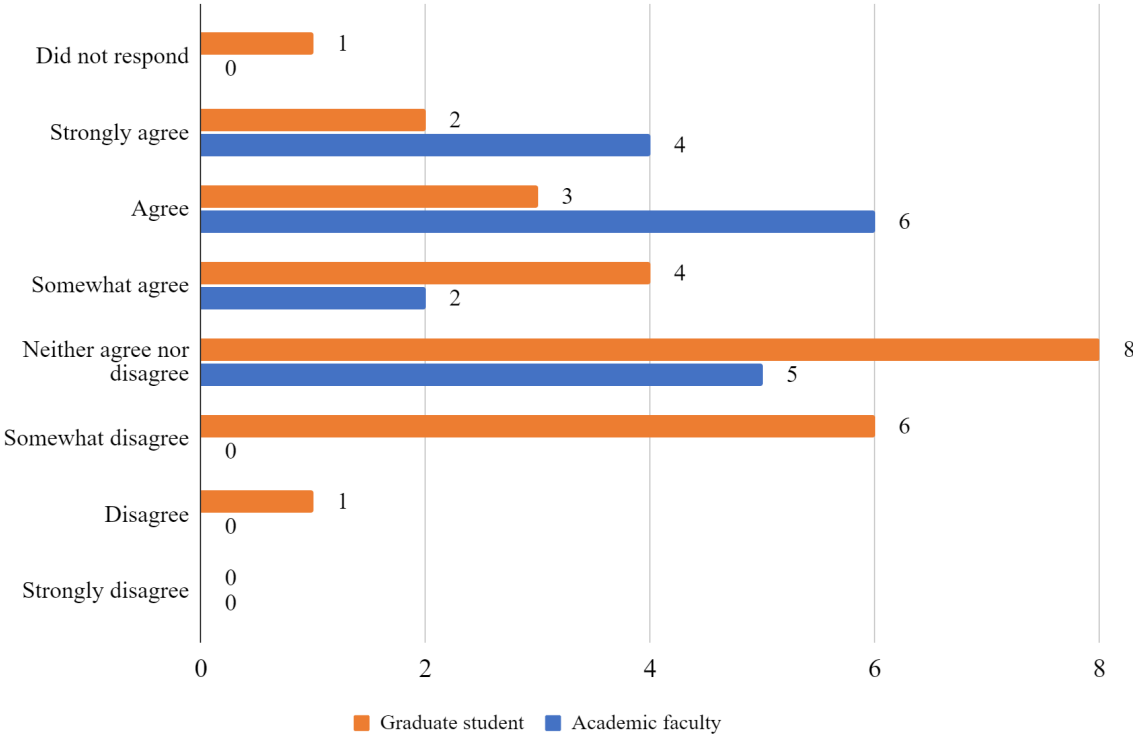| Response	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	3	11
Agree	5	3
Somewhat agree	6	3
Neither agree nor disagree	2	0
Somewhat disagree	8	0
Disagree	0	0
Strongly disagree	1	0

Graduate student ■ Academic faculty

Statement 11: I know how to access support and help in diversity, equity, and inclusion issues within and outside the department.

I know how to access support and help in diversity, equity, and inclusion issues within and outside the department

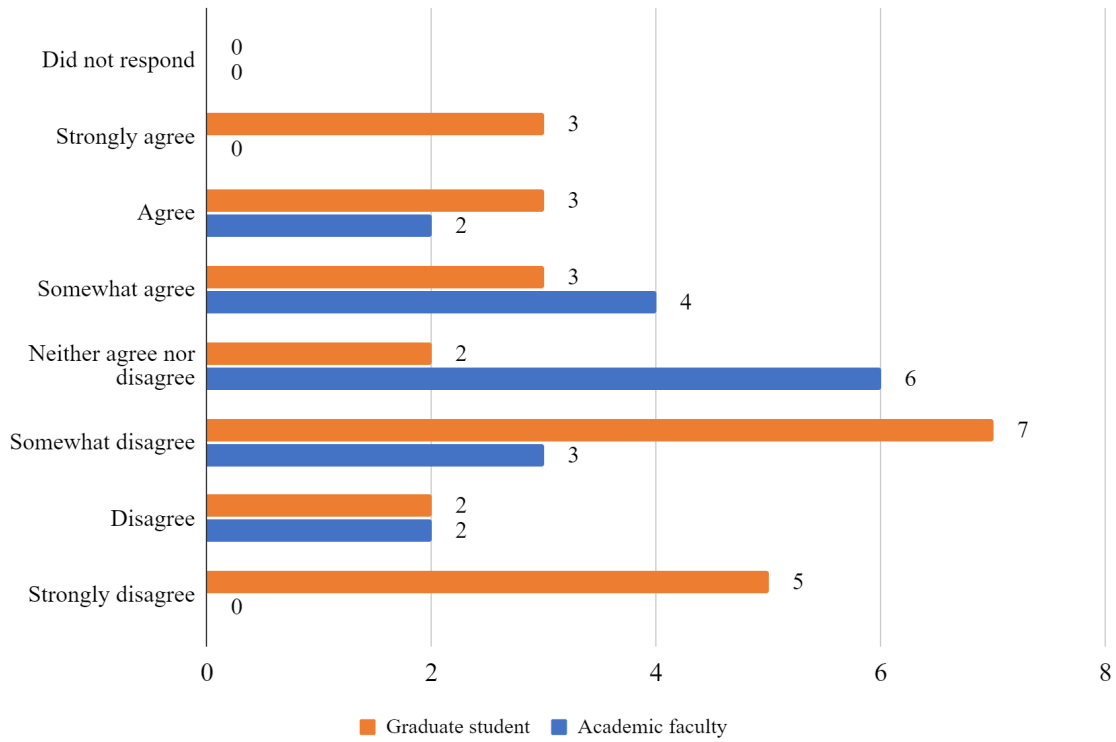|	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	3	4
Agree	2	4
Somewhat agree	6	5
Neither agree nor disagree	5	4
Somewhat disagree	3	0
Disagree	5	0
Strongly disagree	1	0

Statement 12: If issues of insensitivity, exclusion, disrespect, or harassment arise in the department, they are addressed directly and in a timely fashion.

If issues of insensitivity, exclusion, disrespect, or harassment arise in the department, they are addressed directly and in a timely fashion

Response	Graduate student	Academic faculty
Did not respond	1	0
Strongly agree	2	4
Agree	3	6
Somewhat agree	4	2
Neither agree nor disagree	8	5
Somewhat disagree	6	0
Disagree	1	0
Strongly disagree	0	0

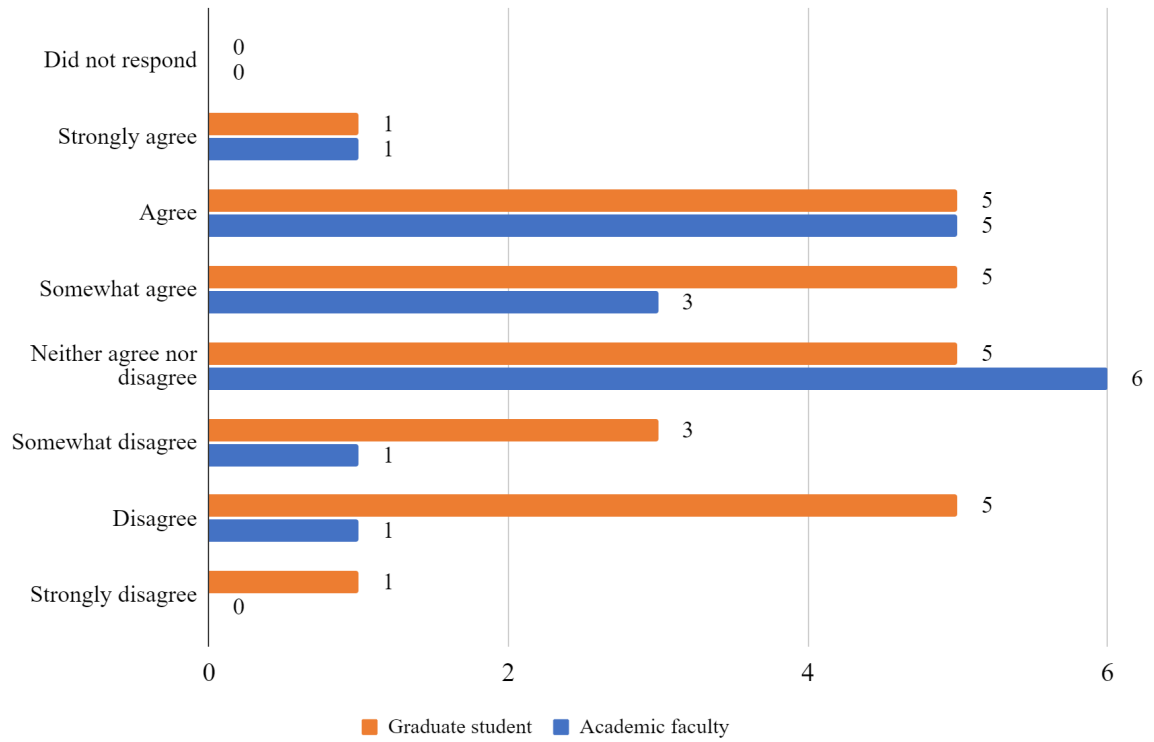Legend: ■ Graduate student ■ Academic faculty

Statement 13: The department provides sufficient diversity, equity, and inclusion education.

The department provides sufficient diversity, equity, and inclusion education

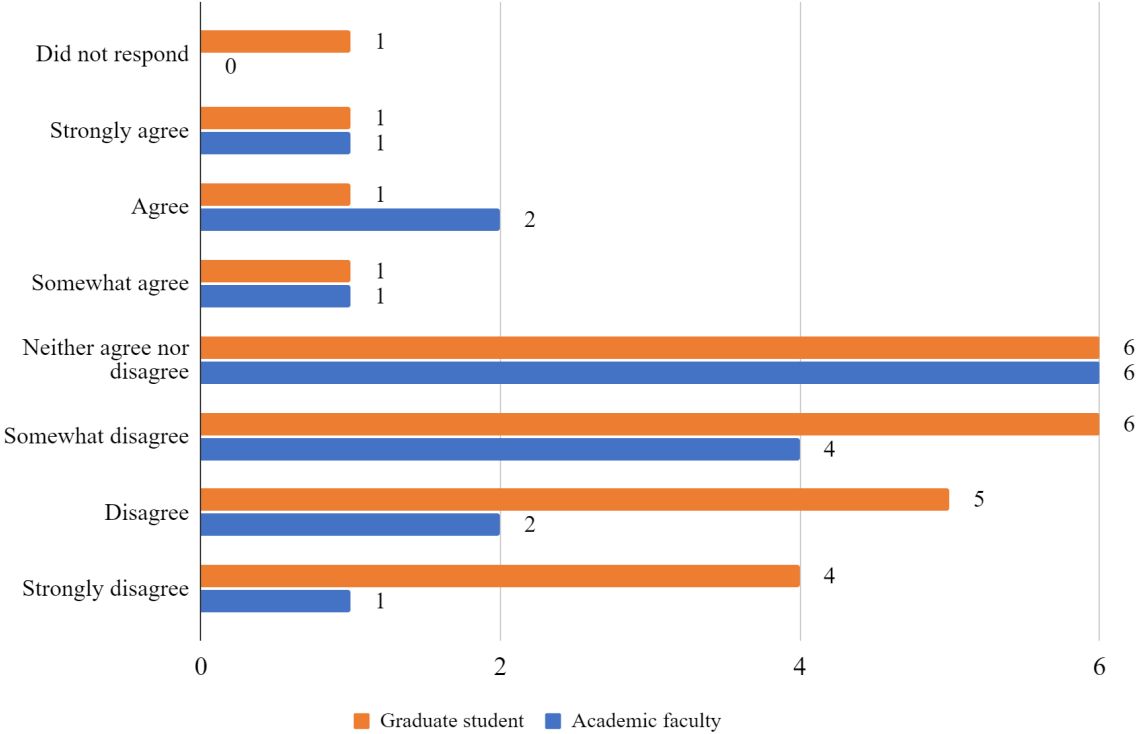| Response	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	3	0
Agree	3	2
Somewhat agree	3	4
Neither agree nor disagree	2	6
Somewhat disagree	7	3
Disagree	2	2
Strongly disagree	5	0

Graduate student   Academic faculty

Statement 14: All instructors in the department are comfortable with, and competent in, working with diverse groups of students.

All instructors in the department are comfortable with, and competent in, working with diverse groups of students

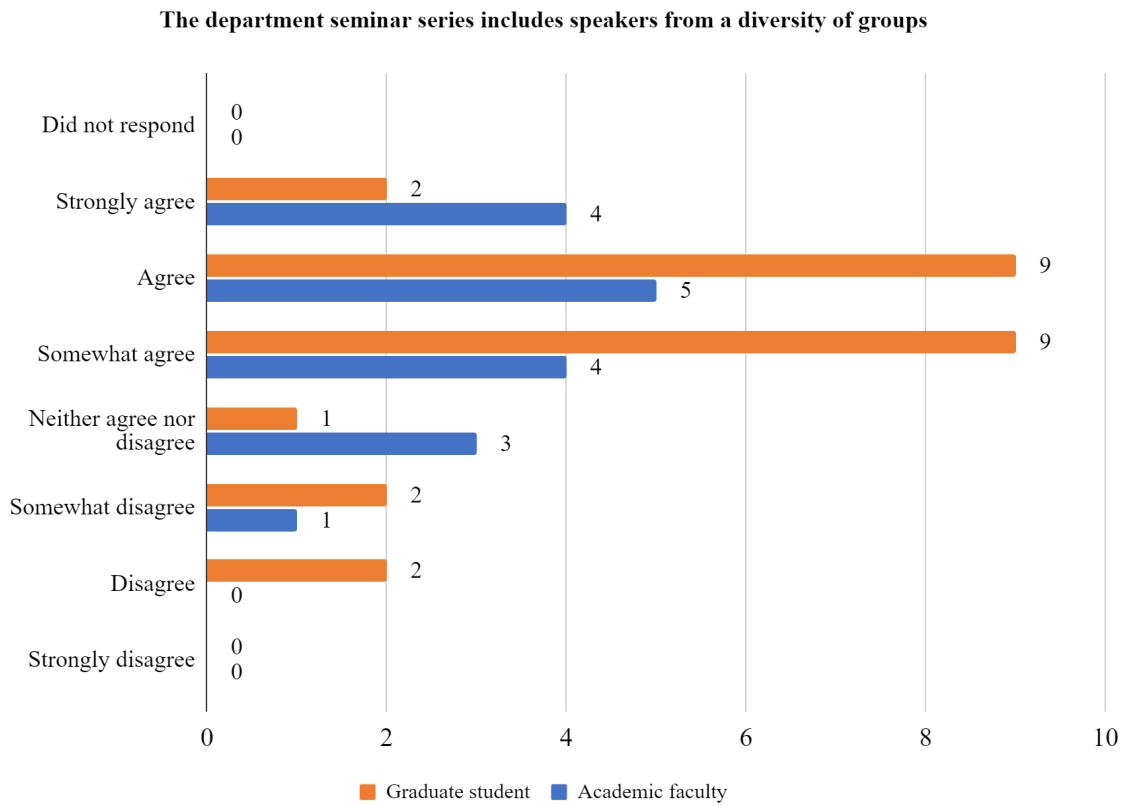| Response	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	1	1
Agree	5	5
Somewhat agree	5	3
Neither agree nor disagree	5	6
Somewhat disagree	3	1
Disagree	5	1
Strongly disagree	1	0

■ Graduate student ■ Academic faculty

Statement 15: Course offerings within the Entomology major explicitly address diversity, equity, and inclusion issues as they relate to the field of study.

Course offerings within the Entomology major explicitly address diversity, equity, and inclusion issues as they relate to the field of study
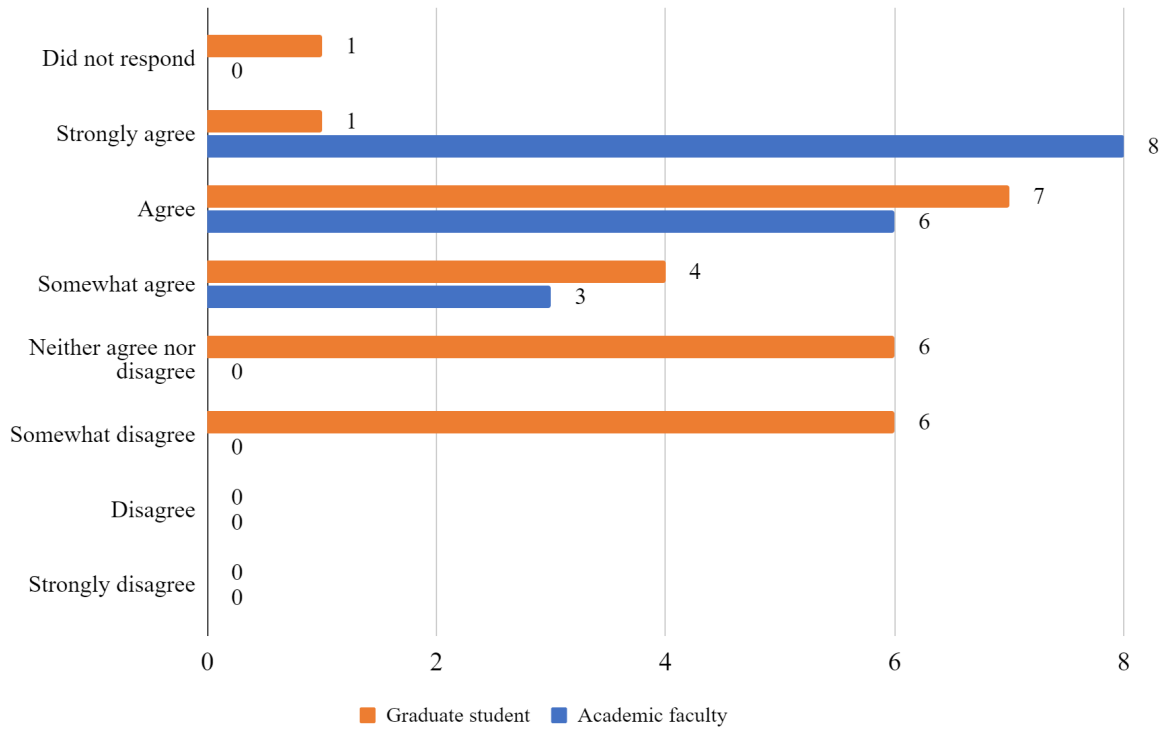

Response	Graduate student	Academic faculty
Did not respond	1	0
Strongly agree	1	1
Agree	1	2
Somewhat agree	1	1
Neither agree nor disagree	6	6
Somewhat disagree	6	4
Disagree	5	2
Strongly disagree	4	1

Statement 16: The department seminar series includes speakers from a diversity of groups.

The department seminar series includes speakers from a diversity of groups

	Graduate student	Academic faculty
Did not respond	0	0
Strongly agree	2	4
Agree	9	5
Somewhat agree	9	4
Neither agree nor disagree	1	3
Somewhat disagree	2	1
Disagree	2	0
Strongly disagree	0	0

Statement 17: The department tries to remove bias in its recruitment of faculty, staff, and students and actively seeks to diversify applicant pools.

The department tries to remove bias in its recruitment of faculty, staff, and students and actively seeks to diversify applicant pools

Response	Graduate student	Academic faculty
Did not respond	1	0
Strongly agree	1	8
Agree	7	6
Somewhat agree	4	3
Neither agree nor disagree	6	0
Somewhat disagree	6	0
Disagree	0	0
Strongly disagree	0	0

Legend: Graduate student, Academic faculty

Interpretation of survey results

Overall, the survey results were skewed largely positive. However, the DEI Committee recognizes that a goal of the department is to make positive changes such that no one answers negatively, in particular to foundational questions such as whether respondents feel safe and included in the department.

The following are two clear areas for departmental growth and improvement, based on the survey results.

1. Increasing the number of respondents. We received few responses from members of nearly all departmental categories (including undergraduate students, non-laboratory staff, laboratory staff, postdoctoral researchers, academic non-faculty, affiliate or volunteer). In future iterations of the survey we will advertise more broadly, including through signage in the Entomology Building. We also recognize that more efforts must be made to serve, support, and include these vital members of our department.

2. Improving DEI education in the department. We see an interest in and need for improving DEI awareness and education within the department. For example, many faculty and graduate student respondents believe that curriculum within the department can better incorporate DEI issues (Statement 15). We also believe a graduate DEI seminar would be beneficial for the department.

UCR campus resources for DEI education can be found at the UCR's Office of Diversity, Equity & Inclusion (https://diversity.ucr.edu/). Our campus holds an annual 8-month DEI training program, the Chancellor's Making Excellence Inclusive Program, for faculty and staff, and a Graduate Student Diversity Certificate Program for graduate students (https://diversity.ucr.edu/mei).

To address any questions, comments, or suggestions regarding this survey, please email Hollis Woodard: hollis.woodard@ucr.edu.