


2021 WELLNESS SURVEY REPORT

Prepared by the College of Engineering
Diversity, Equity and Inclusion Committee
April, 2021



 College of
Engineering

COLLEGE OF ENGINEERING WELLNESS AND BELONGING SURVEY: SPRING 2021

Pandemic-induced isolation, illness and loss, shocking instances of social and racial injustice and political polarization have taken a toll on all of us.

We have lost loved ones without being at their side during their last moments. We have seen young people, like Breonna Taylor, lose their lives to police brutality. Our Asian American friends and colleagues have experienced verbal and physical violence. Many of our families are being irreparably torn by political conflict. We have struggled to raise our children and care for our elders in this pandemic. It is hard to grasp how much we have experienced over this past year.

Separated from large parts of our support networks, we have been left to process what has happened largely on our own.

This period of disruption has affected our well-being and it has diminished the spirit of community that has characterized UK Engineering. We hope that better days are not far off, but we must be prepared to continue to cope.

To accelerate a return to more normal ways, we must shift away from reacting to events and toward proactive pursuit of our goals—as we were accustomed to doing. As a first step, the College Diversity Equity and Inclusion Committee collected information earlier this semester from students, staff and faculty to understand what our stressors have been, how they have affected us and how we have relied upon our resiliency to find ways to cope.

SURVEY MECHANICS AND DATA USE

The Diversity, Equity and Inclusion Committee (DEI) prepared and administered this on-line survey in January and February, 2021. The data collected do not contain identifiers and were collected anonymously. The committee recognized that some demographic populations are small in number and may make some groups more identifiable. Therefore, some groups were combined. For example, Black, Indigenous, person of color (BIPOC) was used to group Black, Latinx, Pacific Islanders, and Indigenous people. Additionally, the data were only sorted at the college level (no departmental identification was collected) to ensure groups of respondents were large enough so individual people's responses cannot be identified.

OUR COLLEGE DEMOGRAPHICS

The gender demographics and survey response rate for students in the College of Engineering can be seen in **Table 1**.

	COE Student Population	% of total populations	Number of survey responses	% of survey responses
Male	2559	77.4%	303	65.16%
Female	731	21.9%	128	27.53%
Transgender	NA	NA	6	1.29%
Nonbinary	NA	NA	6	1.29%
Genderqueer	NA	NA	1	0.22%
Gender non-conforming	NA	NA	3	0.65%
Genderfluid	NA	NA	3	0.65%
Agender	NA	NA	3	0.65%
Prefer not to answer	NA	NA	12	2.58%

As can be seen, the college consists of approximately 77% male students and 22% female students. Of the survey responses, about 65% of students identified themselves as male and 28% of students identified themselves as female. This represents a higher response rate from female students than male students within the college. A total of 16 students identified themselves as transgender, nonbinary, genderqueer, gender non-conforming, genderfluid and/or agender, representing approximately 3.5% of the survey respondents.

The racial demographics and survey response rate for students can be seen in **Table 2**.

	COE Student Population	% of total populations	Number of survey responses	% of survey responses
BIPOC	270	8.2%	128	28.26%
White	2898	87.6%	252	55.62%
Asian	139	3.7%	51	11.26%
Prefer not to answer	NA	NA	22	4.86%

Approximately 8% of students in the College of Engineering are BIPOC, 88% are White, and 4% are Asian. Of those that responded to the survey, approximately 28% were BIPOC, 56% were White and 11% were Asian. This represents a higher response rate from the BIPOC and Asian communities within the college.

The gender demographics and survey response rate for faculty in the College of Engineering can be seen in **Table 3**.

	Total among College of Engineering faculty	% of total faculty population	Number of faculty survey responses	% of survey responses
Male	134	78.4%	57	65.5%
Female	37	21.6%	24	27.6%
Queer	NA	NA	1	1.1%
Prefer not to answer	NA	NA	5	5.7%

While 78% of the faculty in the college are male, only 66% of those that responded to the survey identified themselves as male. As seen with the student population, this demonstrates a higher response rate from female faculty members, who represent 22% of the faculty in the college and 28% of the faculty that responded to the survey.

The racial demographics and survey response rate for faculty can be seen in **Table 4**.

	Total among College of Engineering faculty	% of total faculty population	Number of faculty survey responses	% of survey responses
BIPOC	9	5.3%	7	8.13%
White	115	67.3%	55	63.95%
Asian	47	27.5%	14	16.27%
Prefer not to answer	NA	NA	10	11.62%

The faculty within the college are approximately 5% BIPOC, 67% White and 28% Asian. Of those that responded to the survey, 8% were BIPOC, 64% were White and 16% were Asian. Additionally, 12% preferred not to disclose their race. This represents a higher response rate for BIPOC faculty (6 out of 7 BIPOC faculty in the college responded to the survey) and a lower response rate for Asian faculty.

The gender demographics and survey response rate for faculty in the College of Engineering can be seen in **Table 5**.

	Total among College of Engineering staff	% of total staff population	Number of staff survey responses	% of survey responses
Male	94	51.6%	43	47.25%
Female	88	48.4%	39	42.85%
Queer	NA	NA	1	1.09%
Prefer not to answer	NA	NA	8	8.79%

The staff in the college are approximately 52% male and 48% female. The response rate by gender was consistent with the gender demographics within the college, with 44% of respondents identifying themselves as male, 44% of respondents identifying themselves as female and 12% of respondents choosing not to identify their gender.

The racial demographics and survey response rate for staff can be seen in **Table 6**.

	Total among College of Engineering staff	% of total staff population	Number of staff survey responses	% of survey responses
BIPOC	5	2.7%	2	2.32%
White	162	89.0%	73	84.88%
Asian	15	8.3%	1	1.16%
Prefer not to answer	NA	NA	8	9.30%

Approximately 89% of staff within the college are White, with 3% BIPOC and 8% Asian. Of those who responded to the survey, 2% were BIPOC, 85% were White, 1% were Asian and 9% choose not to disclose their racial identity. This represents a decreased response rate for the Asian staff members within the college.

RESULTS

Table 7: COE % of students, staff, and faculty who report childcare and/or eldercare duties (i.e. columns total to 100%).

	Students	Staff	Faculty
Yes, Childcare	4%	30%	42%
Yes, Eldercare	2%	13%	2%
Yes, Both	1%	1%	6%
No	93%	56%	50%

TOP 5 STRESSORS

Student Mental Health

1. **Social Isolation** ▶
2. Anxiety
3. Uncertainty about future
4. Political instability
5. Fear of illness for family

1. Are there any other stressors that have impacted your mental health or well-being?

"Social isolation, especially during the winter. Makes it hard to be motivated to do anything (eat, shower, work, etc.)"

Student Success in School

1. Finding a job after graduation
2. Finding an internship or co-op
3. Time commitment to learning
4. **Lack of connection** ▶
5. Transition to hybrid learning

4. Overall, which stressors most significantly impacted your ability to be successful as a student?

"Lack of connection with my fellow students, the constant schoolwork that felt like twice as much during a normal time, and the crushing feeling that the semester felt the same expectation wise from professors even though nothing about the Fall was normal."

Staff Mental Health

1. **Political instability** ▶
2. Fear of illness for family
3. Social justice issues
4. Uncertainty about the future
5. Anxiety

1. Are there any other stressors that have impacted your mental health or well-being?

"Primarily difference in viewpoints of the pandemic from my boss and coworkers."

Staff Success at Work

1. **Budget concerns** ▶
2. Concern about student well-being
3. Lack of work-life balance
4. Lack of connection
5. Job security

1. Overall, which stressors most significantly impacted your ability to be successful at your job?

"Unknown budget situation leading to concerns over layoffs or terminations."

Faculty Mental Health

1. **Political instability** ▶
2. Social justice issues
3. Fear of illness for family
4. Change in lifestyle
5. Social isolation

1. Are there any other stressors that have impacted your mental health or well-being?

"Primarily the negative discourse existing on the college campus for respecting the views from everyone: left or right political beliefs, religious backgrounds, etc. There is a fear that stating one's belief could result in negative consequences in regard to employment and promotion decisions."

Faculty Success at Work

1. **Lack of connection** ▶
2. Concern about student well-being
3. Time for scholarly work
4. Budget concerns
5. Lack of work-life balance

1. Overall, which stressors most significantly impacted your ability to be successful at your job?

"Not really being able to interact with and work with students."

TOP 5 RESPONSES FOR MITIGATING STRESS

Student

1. Talking with friends/family
2. Exercise
3. TV/Movies
4. Video games
5. Walking

Staff

1. Walking
2. Talking with friends/family
3. TV/Movies
4. Time with pets
5. Exercise

Faculty

1. Exercise
2. Walking
3. Talking with friends/family
4. TV/Movies
5. Reading

SUMMARY

For mental health stressors, students, faculty and staff all listed political instability, fear of illness in the family, and change of lifestyle/uncertainty about the future in their top five stressors, although the order of these stressors changed based on job function. Additionally, faculty and staff mentioned social justice issues as a top 5 mental health stressor.

For stress related to their ability to be successful in class or on the job, lack of connection appeared in all three sub-groups. Faculty and staff shared concerns over student well-being, and work-life balance, while the remainder of the students' stressors were related to future jobs or class modality.

The DEI committee will use the survey as a building block to understand the perspectives of student, staff, and faculty around creating safe environments that are conducive to learning and growth. These survey results represent the first step by the DEI committee to provide metrics quantifying the climate, culture and its impact on diverse persons. We will use these survey results to develop annual programming around DEI events and awards as detailed in the 2019 Diversity & Inclusion Plan—so please stay tuned.

COLLEGE OF ENGINEERING STUDENT RESOURCES

www.engr.uky.edu/student-resources

UNIVERSITY HEALTH AND WELLNESS RESOURCES FOR FACULTY AND STAFF

www.uky.edu/hr/wellness

UNIVERSITY DIVERSITY AND INCLUSION RESOURCES

www.uky.edu/inclusiveexcellence

2019 COLLEGE OF ENGINEERING DIVERSITY & INCLUSION ACTION PLAN

www.engr.uky.edu/2019-action-plan

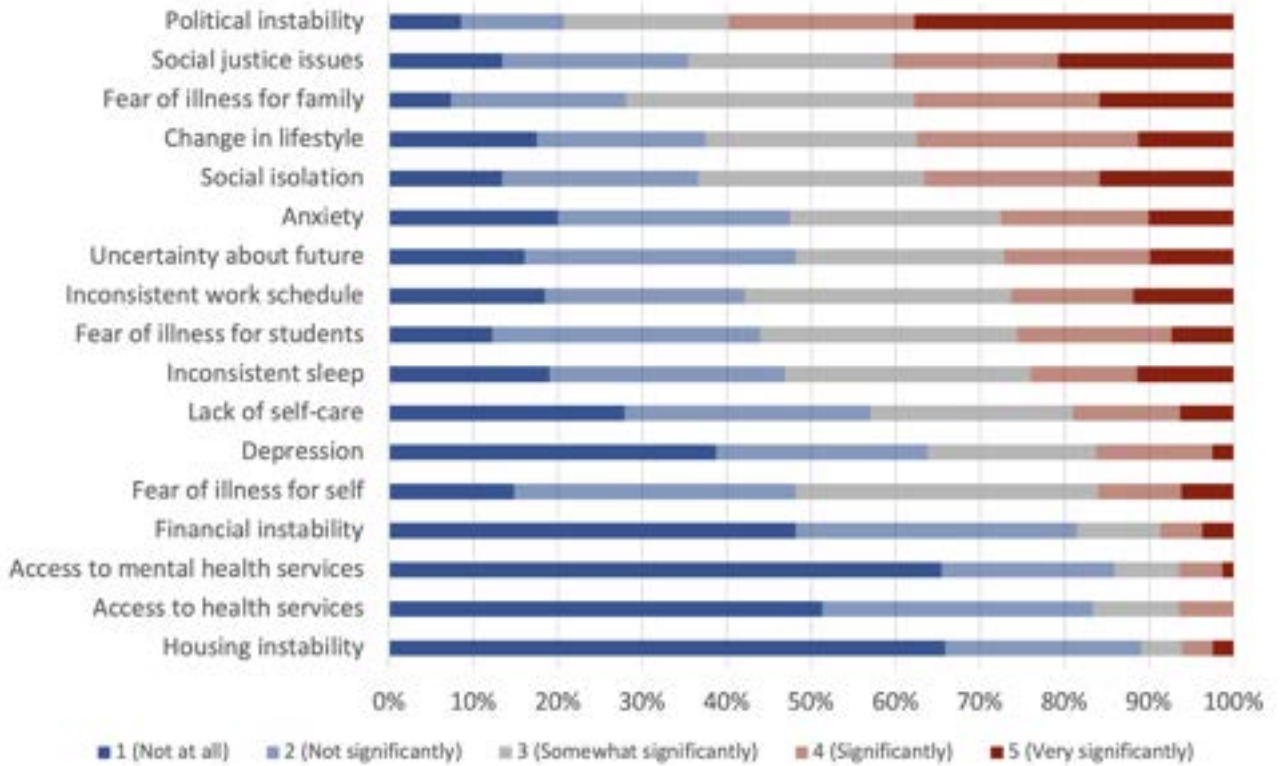
THE DIVERSITY, EQUITY AND INCLUSION COMMITTEE

MEETS:	Twice monthly
FUNCTION:	Increase diversity within the college and increase the sense of belonging for all people within the college.
CHAired BY:	Sue Nokes
VICE CHAired BY:	Micaha Dean
MEMBERS/ATTENDEES:	Rudy Buchheit, Sue Nokes, Kim Anderson, Mike Renfro, Shakira Hobbs, Sarah Wilson, Susan Herrick, Derrick Meads, Micaha Dean, Taunya Phillips, Isabel Escobar, Natalie Fields, Honor Hare, K'Lynn King, Savannah Lewis, Robyn Morefield, Peyton Schroeder, Maria Serrano, Alea Smith

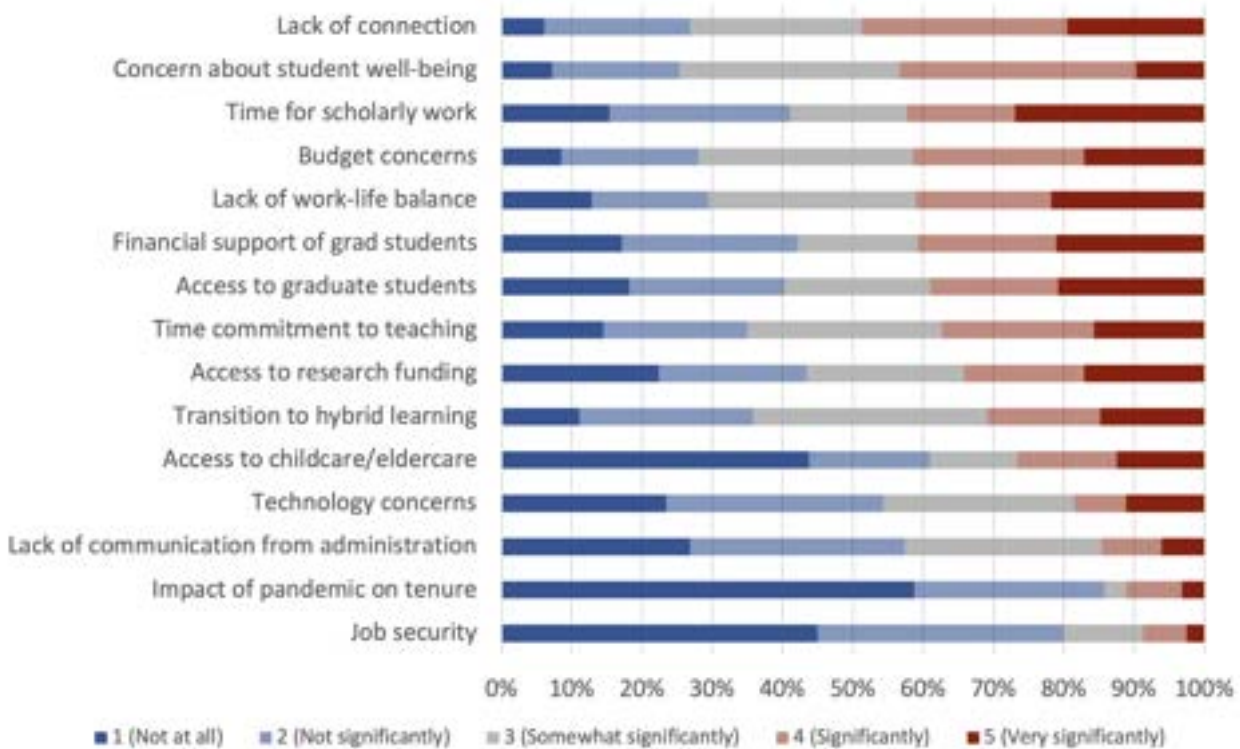
APPENDIX

Faculty stressors ordered by sum of significant and very significant.

MENTAL HEALTH RELATED FACULTY STRESSORS



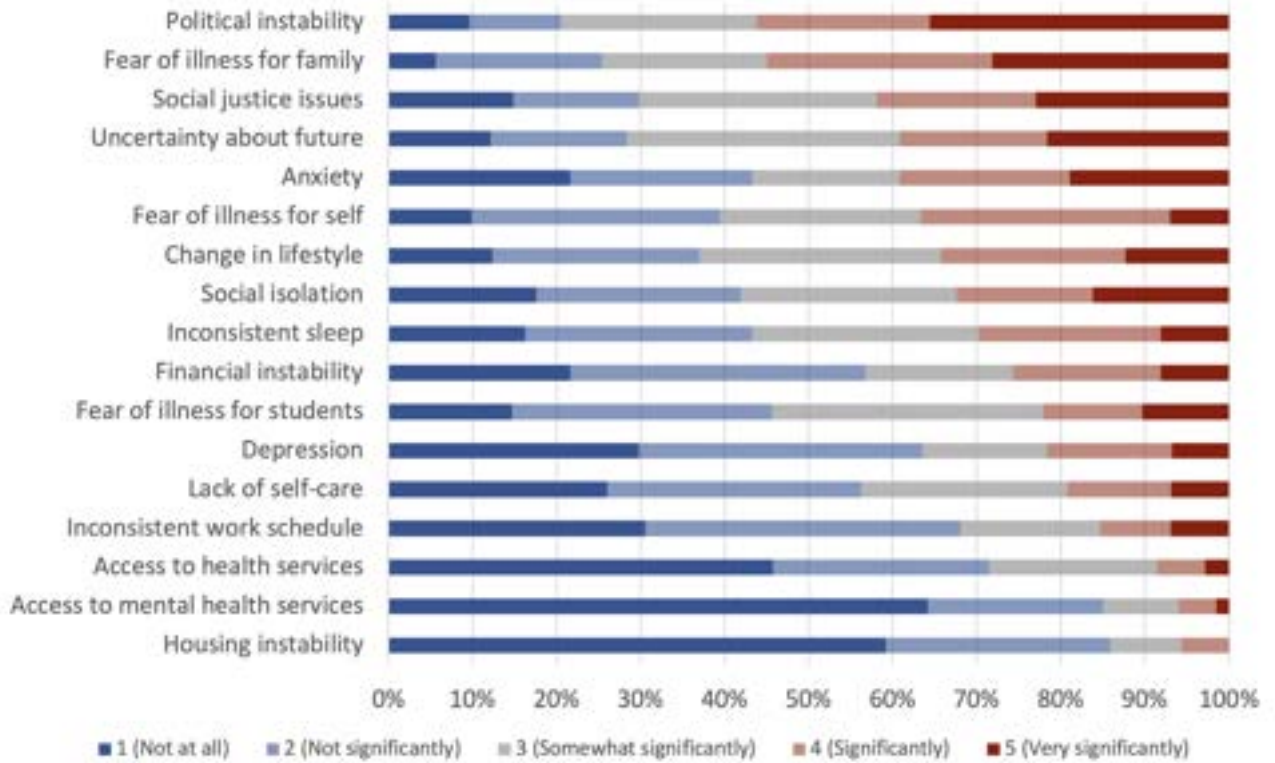
WORK RELATED FACULTY STRESSORS



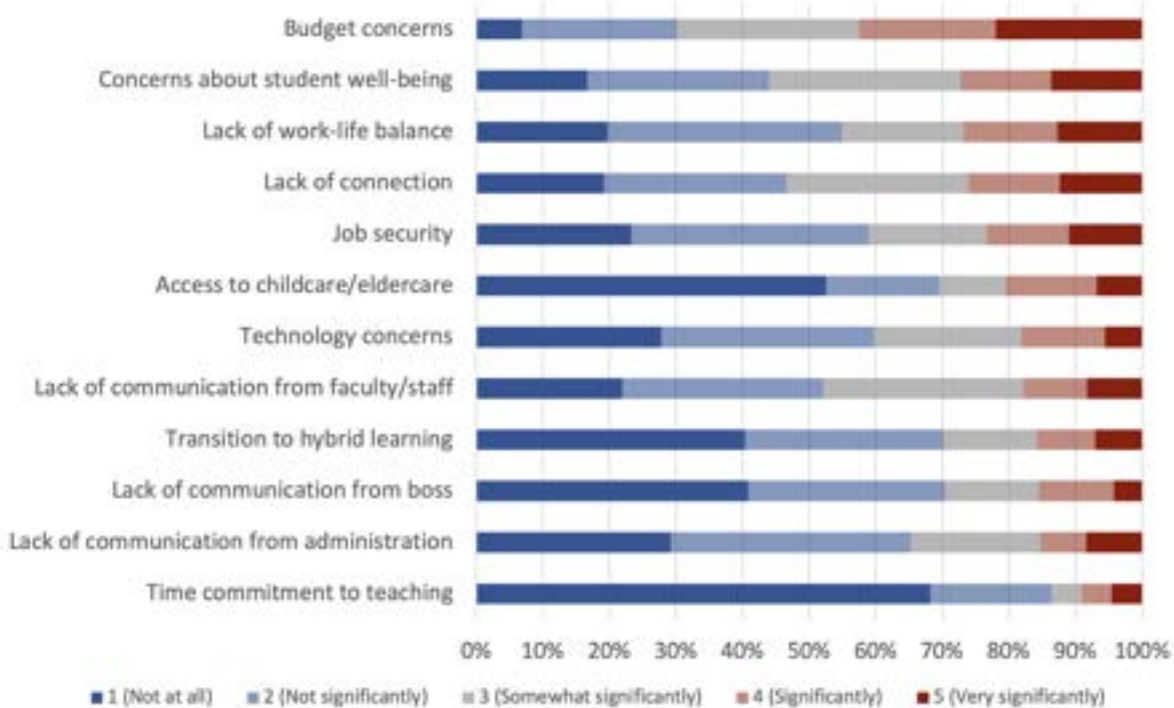
APPENDIX

Staff stressors ordered by sum of significant and very significant.

MENTAL HEALTH RELATED STAFF STRESSORS



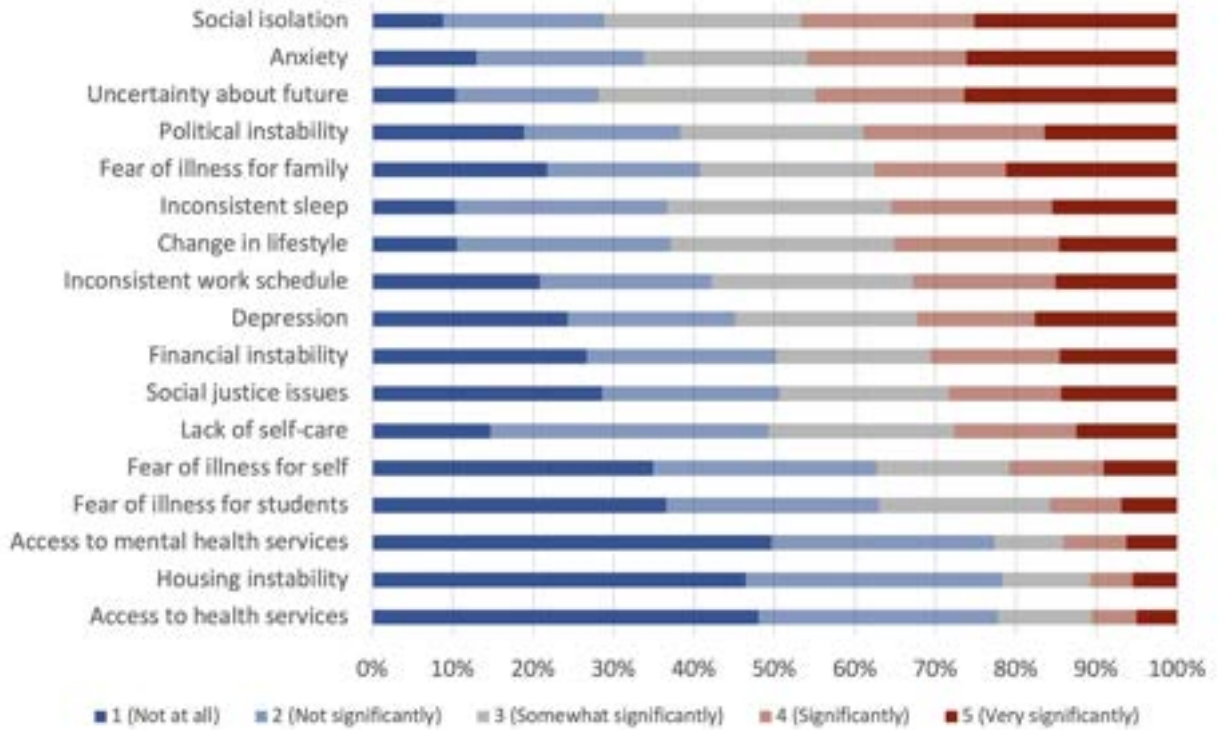
WORK RELATED STAFF STRESSORS



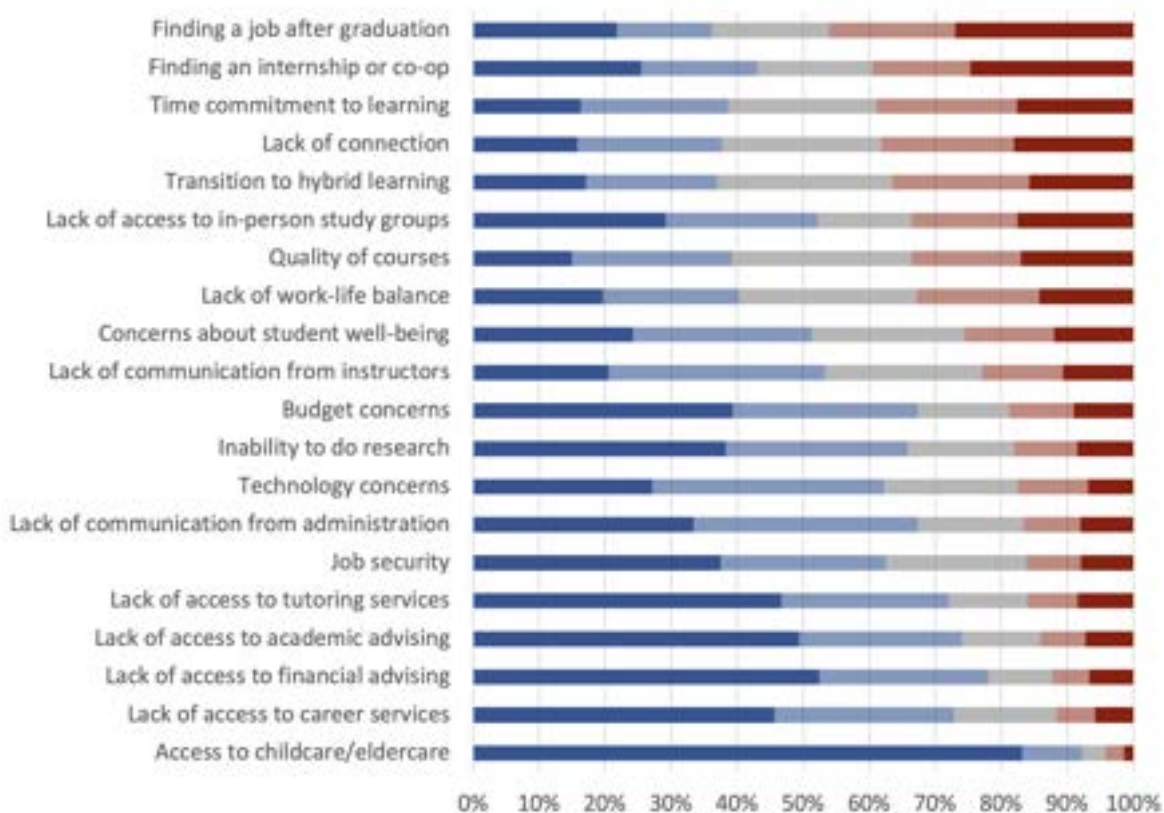
APPENDIX

Student stressors ordered by sum of significant and very significant.

MENTAL HEALTH RELATED STUDENT STRESSORS



SCHOOL RELATED STUDENT STRESSORS



APPENDIX

Activities respondents used to relieve stress.

ACTIVITIES USED TO RELIEVE STRESS

