Introduction
Compositional diversity, or increasing the diversity of the student population only in numbers, is not enough to provide an inclusive environment conducing to the success of all students (Hurtado 2008). Inclusive excellence (Williams 2008), a model where higher education leaders consider how their campus environments can meet the needs of today’s highly diverse population, leads to the academic excellence of all students and success in a diverse, intercultural society.

This research aims to understand the experiences of all undergraduate majors and graduate students with respect to diversity, equity and inclusion (DEI) at the School of Environmental Sustainability (SES). The project analyzes how students’ perceptions of SES’s diversity climate and experiences of discrimination or inclusion vary across different social identities including gender, race, ethnicity, sexual orientation, disability status, political beliefs, religion, and socioeconomic status. The results will inform SES in its efforts to foster a more diverse, equitable, and inclusive learning environment where all students thrive.

Methods
We conducted a literature review on diversity climate and inclusive excellence in higher education. Then we created a survey for SES students including comprehensive identity questions (Fig. 1), perceptions of the diversity climate, and experiences of validation, belonging, inclusion, discrimination and bias. We adapted survey items from the Higher Education Research Institute and Loyola PhD student Moriah Johnson. The survey was piloted with 13 student volunteers in January 2021. The results and students’ feedback were used to modify the survey and demonstrate analyses that can be conducted when administered with the wider student body. The results will then be reported to the DEI committee to develop future steps to increase inclusivity and promote diversity and equity within the school.

Literature Cited

Future Directions
The DEI Climate Survey will be distributed to all 394 undergraduate majors and 88 graduate students in the School of Environmental Sustainability. We will then analyze this data to produce more accurate findings that are representative of the student body. The results will then be reported to the DEI committee to develop future steps to increase inclusivity and promote diversity and equity within the school.

Acknowledgments
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Table 1. Descriptive statistics of Constructs (N=13)

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<th>Constructs and Definitions</th>
<th>Descriptive Statistics</th>
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<tr>
<td>General Interpersonal Validation</td>
<td>Mean = 1.76, SD = .75</td>
<td>On average students agree or somewhat agree that they are interpersonally validated</td>
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<tr>
<td>Sense of Belonging</td>
<td>Mean = 2.08, SD = .72</td>
<td>On average students somewhat agree to feeling a sense of belonging</td>
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<tr>
<td>Co-curricular Participation</td>
<td>Mean = 3.65, SD = .71</td>
<td>On average students sometimes or seldom participate in co-curricular activities</td>
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<tr>
<td>Inclusion in Curriculum</td>
<td>Mean = 2.72, SD = .64</td>
<td>On average students have had 2-4 courses that offer a focus on diversity</td>
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Figure 1. Predictor Variables. Facets of Students Identity asked about in DEI Climate Survey.

Figure 2. Race of pilot respondents.

Figure 3. Gender of pilot respondents.

Figure 4. Sexual orientation of pilot respondents.

Figure 5. Box plots showing difference in response to Race and Ethnicity: a) Sense of Belonging (N=12; p-value < 0.05), and b) Co-Curricular Participation (N=13; p-value < 0.05).

Interpretation: The Mann-Whitney U showed that White European participants agree to feeling a sense of belonging (x̄ = 1.41 ± 0.48), and participants with Other Race and Ethnic identities somewhat agreed or where neutral to feelings of sense of belonging (x̄ = 2.56 ± 0.35). White European participants sometimes participate in co-curricular activities (x̄ = 2.92 ± 0.24), and participants with Other Race and Ethnic identities seldom participate in co-curricular activities (x̄ = 3.95 ± 0.62). Gender and Sexual Orientation did not predict differences in student's responses to constructs.