DIVERSITY AT USF
Campus Climate Survey Report
Spring 2010

Periodic Reports from the Office of the Associate Vice Provost for Diversity Engagement and Community Outreach

PERCEPTIONS OF DIVERSITY CLIMATE AT USF: FULL-TIME FACULTY

In the spring semester of 2010, the University conducted a survey of institutional climate among faculty, students, and staff. The University community was invited to respond to the anonymous survey distributed by EBI Inc. This report highlights some of the results as reported by full-time faculty (53 ethnic/racial minority faculty and 128 Whites; 100 women and 82 men). Future reports will cover responses by staff and students.

Overall Satisfaction

A larger percentage of White faculty (83%) feel strongly that they would recommend USF as a good place to work and the same is true, although in a somewhat smaller percentage, of ethnic/racial minority faculty (78%). Fairly similar percentages of White faculty (9%) and of faculty of color (11%) indicated varying levels of disagreement with that statement. Men (88%) were more likely to indicate that they would recommend USF as a good place to work than women faculty (75%) and this difference was statistically significant. Related to the above finding is the result that a higher percentage of White faculty (86%) felt strongly that they were welcomed at USF compared to a lower percentage (73%) of ethnic/racial minority faculty. There was also a difference in the percentage of men (86%) who reported feeling welcomed as compared to women (80%). While substantial percentages of faculty felt that USF was strongly committed to diversity, White faculty (86%) were more likely to report the presence of this institutional commitment than faculty of color (68%) and this difference was statistically significant. In terms of gender, men (88%) were more likely to report the presence of an institutional commitment to promoting diversity than women (75%), and this difference was also statistically significant. Similar differences were found in terms of faculty perceptions of the University’s involvement in promoting diversity (87% of Whites and 68% of faculty of color) or in developing a diverse environment (83% of Whites and 66% of faculty of color). Both of these differences in perceptions were statistically significant.

Relationship with Other Employees

A larger percentage of White faculty (85%) than of faculty of color (68%) reported feeling accepted by others and being treated fairly (84% of Whites and 66% of faculty of color) within the university, and these differences were statistically significant. At the same time, a larger percentage of men (88%) than of women (75%) reported high levels of agreement with the perception that they were accepted by others within the institution (this difference in responses was statistically significant). Although the difference was not statistically significant, a larger percentage of men (84%) than of women faculty
(73%) felt strongly that they have been treated fairly while at USF. Fairly similar percentages of White faculty (76%) and faculty of color (71%) reported feeling valued across the University while men (84%) were more likely to feel this way than women (65%), the difference in responses across gender were statistically significant. A related question asked faculty to evaluate if their ideas were respected by other at the University. Similar percentages of White faculty (79%) and of faculty of color (71%) reported strong agreement with this statement although there was a statistically significant difference across genders (70% of women and 85% of men).

Respondents were also asked to report on their relationships with co-workers instead of with the whole institution as reported above. The data showed that a larger percentage of White faculty (75%) reported a high degree of trust in their co-workers than ethnic/racial minority faculty (59%). Men (82%) were more likely to report this same type of relationship with coworkers than women (61%), and this latter difference was statistically significant. This same pattern of differences across gender and ethnicity/race were found for feelings of acceptance by co-workers although the differences were not statistically significant. Overall, 80% of White faculty felt highly accepted by co-workers compared to 67% of ethnic/racial minority faculty. Across genders, men (83%) felt more highly accepted than women (71%). Likewise, White faculty reported feeling more highly valued by their co-workers (78%) than ethnic/racial minority faculty (69%) and men (85%) reported feeling more highly valued than women (69%) with the difference across genders being statistically significant.

A substantial percentage of ethnic/racial minority faculty (18%) reported being treated unfairly by coworkers compared to 5% of White faculty and this difference was statistically significant. There were also differences, although not statistically significant, between women (11%) and men (6%) in their perceptions of being treated unfairly by coworkers.

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**Social Environment**

When asked how often co-workers made disparaging remarks about the respondent, White faculty were less likely (10%) to indicate a frequency of “very often” than ethnic/racial minority faculty (15%) and likewise, men (7%) were less likely to indicate this type of environment than women (15%). Nevertheless, both White (64%) and ethnic/racial minority faculty (63%) indicated that their co-workers never made insensitive or disparaging remarks about others in their presence. Women (57%) were less likely to indicate the occurrence of this behavior never occurring (57%) than men (70%). When asked specifically about insensitive remarks based on people’s ethnicity/race, larger percentages of White faculty (95%) expressed never having heard such comments than faculty of color (78%). Men (96%) were also more likely to report never having heard insensitive remarks based on people’s gender than women (82%).

White full-time faculty (93%) reported that there were no interracial tensions at USF compared to 78% of ethnic/racial minority faculty. Men (96%) were more likely to report the absence of interracial tensions than women (82%).
Work Relationships

Both White (83%) and ethnic/racial minority faculty (79%) indicated that their immediate supervisor (the person they report to) treated them fairly and similar results were found for men (84%) and women (80%). The results were similar when faculty were asked to indicate to what degree their supervisors treated them with respect with high percentages of faculty reporting being treated with respect and Whites (86%) reporting somewhat higher levels of experiencing respect than ethnic/racial minority faculty (79%) and men (88%) more than women (80%). Likewise, similar percentages of White (69%) and ethnic/racial minority faculty (66%) felt that their supervisors cared highly for them as persons although men (74%) were more likely to report this type of relationship than women (65%).

When asked about feelings of isolation when conducting group work, ethnic/racial minority faculty were more likely to report high levels of isolation (18%) than White faculty (7%) and women (11%) more than men (7%).

A substantial difference was found between the percentage of ethnic/racial minority faculty (75%) and White faculty (99%) who reported feeling that their ethnicity/race was not related to their contributions to the University being devalued. A similar gap in perceptions was found across genders where a high percentage of men (96%) reported that their contributions were not devalued because of their gender compared to women (72%). Sexuality, religious identification, political ideology did not show similar effects on perceptions of how faculty of either gender perceived their contributions to USF being valued by others.

Equal Treatment

Faculty were asked to report to what extent they are treated equally at the University regardless of a number of personal characteristics. Only 70% of ethnic/racial faculty reported perceptions of being treated equally regardless of race/ethnicity compared to 94% of Whites. A similar gap was found among the percentage of women (71%) who reported being treated equally regardless of their gender as compared to men (93%).

Intercultural Sensitivities

White faculty (85%) were more likely to indicate high frequency of modeling of intercultural sensitivity by fellow faculty than ethnic/racial minority faculty (73%) and men (90%) more than women (73%). Nevertheless, similar percentages of White (87%) and ethnic/racial minority faculty (83%) indicated high levels of use of inclusive language. This was not true across genders with men (93%) being more likely to be in agreement than women (80%).

Faculty of color (30%) reported frequently being asked to speak within the University on behalf of other individuals of their own race/ethnicity. Higher percentages of women (17%) also reported being asked for other women than was true of men (4%) being asked to represent men in discussions or presentations.
White faculty (66%) were slightly more likely than ethnic/racial minority faculty (59%) to indicate that the experience of a diverse work environment led to believe in the value of learning about diverse others. Both White (66%) and faculty of color (64%) reported that their experiences of working in a diverse environment helped them develop a commitment to combating discrimination, to develop a belief that differences do not need interfere with meaningful relationships (65% of Whites and 62% of faculty of color), to examine their assumptions about others (62% of Whites and 62% of faculty of color), and to work more effectively with people who differ from themselves in terms of race/ethnicity (52% of Whites and 51% of faculty of color). A substantial percentage of White faculty (39%) and of faculty of color (33%) reported that their attitudes toward people of different races/ethnicities had changed since becoming part of USF.

NOTE: These results are a selection of findings obtained through the EBI climate survey applied in spring 2010 to all full-time faculty. Respondents included 53 self-identified faculty of color and 128 self-identified White faculty. The labels “faculty of color,” “ethnic/racial minority faculty,” and “White faculty” are used as labels of convenience based on self-identification provided by the respondents in the survey. Because of small samples and a relatively small population, results should be interpreted with caution. Percentages are rounded-off to the nearest whole digit. Detailed results can be found at: www.usfca.edu/oia.