Faculty Diversity Survey Results

Survey Purpose

The purpose of this survey, conceived by the Faculty Diversity & Equity Committee (FDEC), was to determine the faculty’s perceptions of diversity, and their diversity-related experiences at this university. Students in committee member Steve Ugbah’s Marketing Research class collected data for this study during the Winter Quarter 2005 on the Hayward campus of CSUEB. Data were collected using a self-administered, highly structured survey questionnaire consisting of 56 items. Two survey items were open-ended questions. A total of 264 surveys were completed for this study.

Highlights

Strengths

- Generally, faculty respondents feel that the CSUEB is welcoming and friendly.
- Respondents are comfortable at CSUEB. They feel accepted by faculty, staff, and students from different racial/ethnic backgrounds. They are also comfortable with other faculty regardless of their disability status, gender, race/ethnicity, age, religious affiliation, or sexual orientation.
- Faculty respondents tend to believe that their input is fairly well respected.
- Almost all faculty report positive interactions with other faculty and staff whose race/ethnicity differs from their own.
- All respondents are open to relationships with people from different backgrounds and almost three-quarters report that their closest CSUEB friends are from a mixture of racial/ethnic backgrounds.
- Respondents report that their departments support integrating diversity-related issues into their courses.
- Most respondents report that CSUEB hiring process is used consistently with internal and external faculty candidates of color.
**Reporting Standards**

All data are reported in aggregate form to protect the confidentiality of all respondents. Any reported group comparisons meet statistical standards of significance at the .05 probability level or less.

**Response Rate**

264 out of 290 faculty members, both full and part-time

**Demographics**

*By College:*  College of Science (38%), College of Letters Arts and Social Sciences (27%), College of Business & Economics (17%), College of Education & Allied Studies (14%), and Library (2%).

*By Race/Ethnicity:*  White or Caucasian (56%), Asian American (14%), Hispanic/Latino (13%), Black or African American (8%), International (4%), Alaskan Native/American Indian (3%), and Native Hawaiian/Pacific Islander (2%), and no particular racial or ethnic group (1%).

*By Gender:*  Female (52%); Male (48%).

**Results**

Diversity is very important to almost all respondents (97.2%).

**Diversity Definition** Survey respondents “strongly agree” that the following components should be included in CSUEB’s definition of diversity: Ethnicity, race, gender, disability status, age, sexual orientation, and religious affiliation. The three components that faculty feel most strongly about including in the diversity definition are race, ethnicity, and gender.

**Overall CSUEB Environment** Mean scores indicate that respondents feel that CSUEB is generally welcoming.

Faculty respondents generally agree that CSUEB is welcoming to male faculty (78% “strongly” or “moderately agree”), followed by white faculty (77.4%), female faculty (67.7%), and faculty of color (66.6%).

Over half of the faculty respondents “strongly agree” that CSUEB is welcoming to male faculty and white faculty (Table 1).

Over fifty percent of respondents report that CSUEB is not welcoming for faculty members who have a disability, or are lesbian, gay, or bisexual.
Table 1:
Overall percent of faculty reporting that they “strongly agree” that CSUEB is Welcoming to...

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Male faculty</td>
<td>51.6%</td>
</tr>
<tr>
<td>White faculty</td>
<td>51.0%</td>
</tr>
<tr>
<td>Female faculty</td>
<td>37.3%</td>
</tr>
<tr>
<td>Faculty of color</td>
<td>32.3%</td>
</tr>
<tr>
<td>Faculty with disabilities</td>
<td>24.8%</td>
</tr>
<tr>
<td>Lesbian, gay, and bisexual faculty</td>
<td>20.2%</td>
</tr>
</tbody>
</table>

Specific Aspects of CSUEB Environment

Generally, respondents feel that CSUEB is a friendly place. Faculty also report that CSUEB is “respectful” and “inclusive.” Of the environmental characteristics investigated, faculty are least likely to feel that CSUEB is “not ageist,” “cooperative,” “communicative” and “non-homophobic.”

Over fifty percent (55.2%) of the respondents feel that they do not know where to go if they had diversity-related concerns.

Over fifty percent (51.2%) feel that CSUEB should do more to hire faculty members of color.

Campus Diversity

A majority of the faculty (73.9%) “strongly” or “moderately agree” that there are an adequate number of people on campus who have the same sexual orientation as they do.

Over fifty percent of the faculty (57%) “strongly” or “moderately agree” that there are an adequate number of faculty members on campus who reflect their ethnic or racial background.

Further, over fifty percent of the faculty (53%) “strongly” or “moderately agree” that the composition of faculty should mirror the overall CSUEB student body.

When asked about how CSUEB publications such as The View, The Pioneer, etc., have enhanced their understanding of different groups of faculty, less than 50 percent indicated that these publications enhanced their understanding of different groups of faculty.
A majority of the faculty perceive CSUEB to be committed to enhancing diversity in terms of race/ethnicity (74.5%) and gender (63.2%). In contrast, less than 50 percent believe that CSUEB is committed to diversity in terms of age, disability status, sexual orientation, or religious affiliation.

**CSUEB Hiring Process**

Less than 50 percent of faculty “moderately” or “strongly agree” that the hiring process at CSUEB is used consistently for all internal and external candidates of color.

**Interactions with Faculty, Staff, and Students**

Faculty members generally feel positive about their interactions with other faculty, staff, and students. They report feeling that these interactions are “approachable,” “accepted,” “helpful,” and “understanding.”

A majority of the faculty feel accepted by CSUEB students whose racial or ethnic background differs from their own (87.3%), by CSUEB staff whose racial or ethnic background differs from their own (84.5%), and by CSUEB faculty whose racial or ethnic background differs from their own (74.7%). Also, faculty members do not attempt to de-emphasize their racial/ethnic background to get along with other faculty.

**Perceptions of How CSUEB Members View Faculty**

Faculty members generally feel that the university community views them as “hardworking” and “respected.” However, they moderately feel that they are “integral to the campus.”

A majority of faculty (92%) “moderately” or “strongly agree” that they would be comfortable socializing with a person who is of a different race/ethnicity than their own; that they would work on projects with faculty members of a different race/ethnicity (83.7%); and that their input is respected, even if it differs from the input of others (63.2%).

A majority of faculty do not feel they are excluded from informal social gatherings held by their departments/units.
CSUEB Faculty Choices

Faculty are open to relationships with people from different backgrounds. A majority (62.5%) of our faculty’s closest friends are a mixture of racial/ethnic backgrounds.

Faculty report that they would challenge those who make derogatory comments, and that they are less likely to repeat derogatory jokes.

A majority of faculty report they would feel comfortable with displays of affection regardless of the couples’ sexual orientation.

Experiences of Discrimination or Harassment

Faculty have experienced discrimination or harassment at CSUEB in the past 12 months from all university constituencies. The sources of discrimination include students (17.6%), administrators (16.9%), faculty in one’s home department (16.9%), faculty outside the department (15.4%), staff outside the department (12.6%), and staff in the department (11.1%).