

2017 COACHE Faculty Job Satisfaction Survey Analysis: FACULTY DIVERSITY Custom Questions

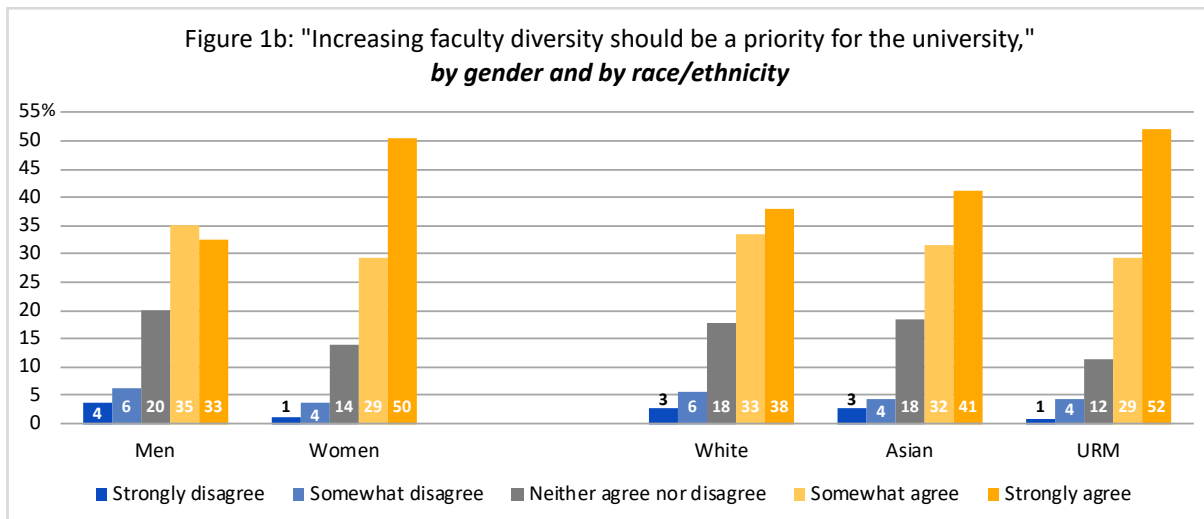
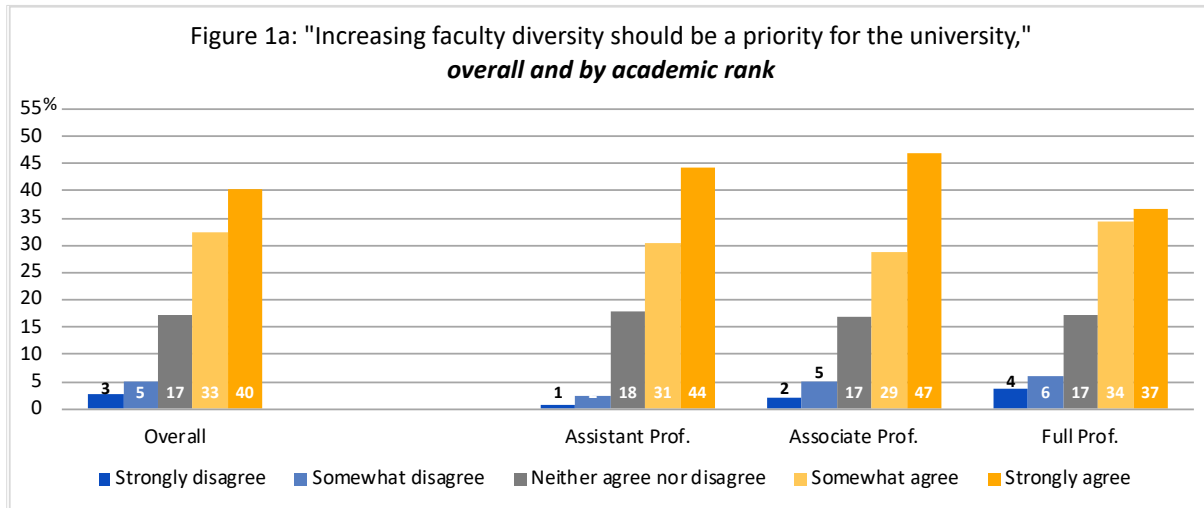
Increasing diversity among faculty at UC Davis has been a university priority for many years and the campus has engaged in multiple initiatives to diversify faculty hiring and to create inclusive and equitable policies, practices and work climates. The 2017 UC Davis COACHE Faculty Job Satisfaction Survey provided an opportunity to query faculty about their perceptions of university efforts to increase diversity among faculty. This report presents an analysis of faculty responses to those survey items.¹

PERSPECTIVES ON FACULTY DIVERSITY AS A UNIVERSITY PRIORITY:

To assess faculty perspectives on whether the university should prioritize faculty diversity, the survey respondents were asked to report their level of agreement with the following statement:

- *Increasing faculty diversity should be a priority for the university.*

As the survey results presented in Figure 1a show, faculty overwhelmingly agree that increasing faculty diversity should be a priority for UC Davis. Overall, 73% of respondents agree – with 40% agreeing “strongly” and 33% agreeing “somewhat” – that faculty diversity should be prioritized. Positive endorsement of prioritizing faculty diversity is consistent among faculty of all ranks, but it is most prevalent among assistant and associate professors.



¹ Distributions in this report are based on 950 valid responses received for these survey questions (total number of responses = 1,112). Sample sizes for faculty subpopulations are: 524 full, 202 associate, and 167 assistant professors; 529 men, 421 women; 689 Whites, 136 Asian/Asian-Americans, and 113 Underrepresented Minorities. See Appendix Table 1 for response rates by rank, gender and race/ethnicity.

Faculty in all demographic groups report very strong support for prioritizing faculty diversity (Figure 1b), and this support is greatest among women and URM faculty. Fifty percent of women “strongly agree” and another 29% “somewhat agree” that increasing faculty diversity should be a priority for the university, compared to 33% “strongly agree” and 35% “somewhat agree” among men. Among URM faculty, a total of 81% agree that faculty diversity should be a university priority, with 52% report strong agreement. Men, Whites, and Asian/Asian-American faculty are more likely than women and URM faculty to report that they “neither agree nor disagree” with prioritizing faculty diversity.

PERSPECTIVES ON UNIVERSITY POLICIES AIMED AT INCREASING FACULTY DIVERSITY:

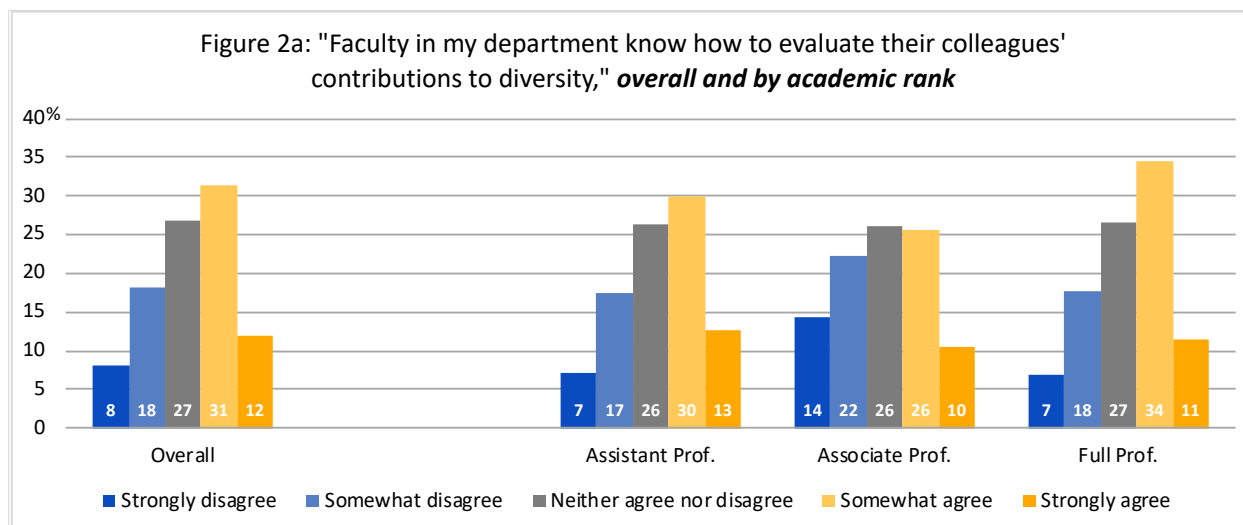
The 2017 COACHE survey included two questions that were intended to assess faculty perspectives on two recently-adopted policies aimed at increasing faculty diversity: evaluation of faculty contributions to diversity in the merit and promotion process, and the use of contribution to diversity statements in the faculty hiring process. Survey respondents were asked to report their level of agreement with the following statements:

- *Faculty in my department know how to evaluate their colleagues’ contributions to diversity.*
- *Requiring diversity statements from job applicants is a useful tool in the faculty search process.*

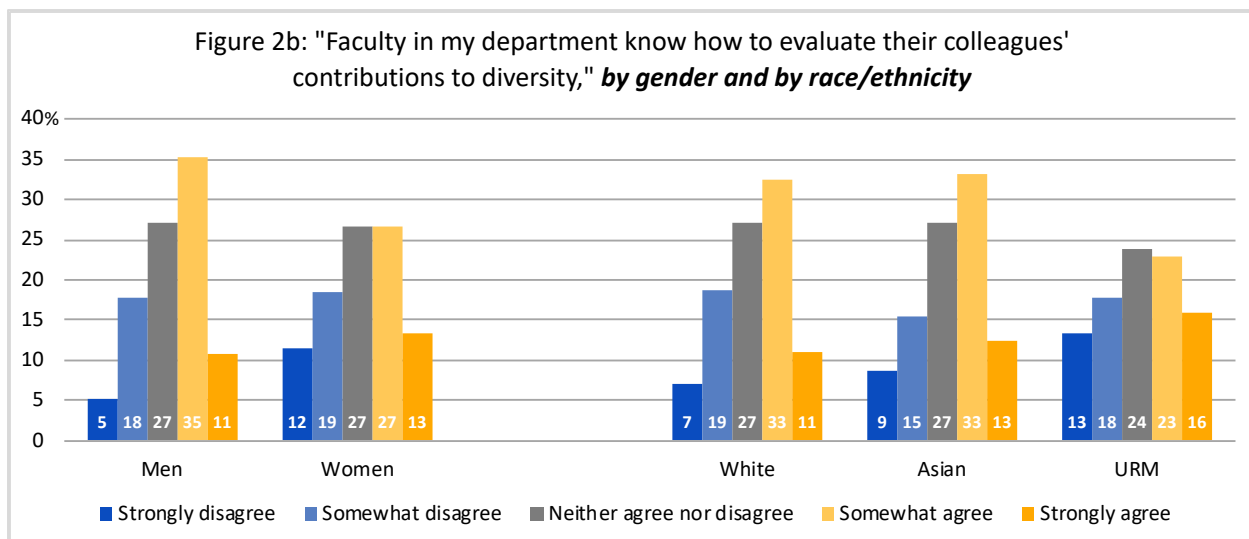
Faculty evaluation of contributions to diversity:

Figure 2a presents the survey results measuring UC Davis faculty members’ perception of their colleagues’ ability to assess faculty contributions to diversity for the full sample of survey respondents and separately by faculty rank. On average, faculty are more positive than negative on this issue, but the results indicate that (1) a significant proportion (26%) of faculty are not confident that their colleagues know how to assess contributions to diversity, and (2) that a large proportion of faculty (27%) respond “neither agree nor disagree,” indicating that they are unsure of or unable to assess their colleagues’ ability to evaluate faculty contributions to diversity.

Associate professors are significantly more likely than assistant and full professors to disagree (both “strongly” and “somewhat”) that their colleagues know how to evaluate contributions to diversity.

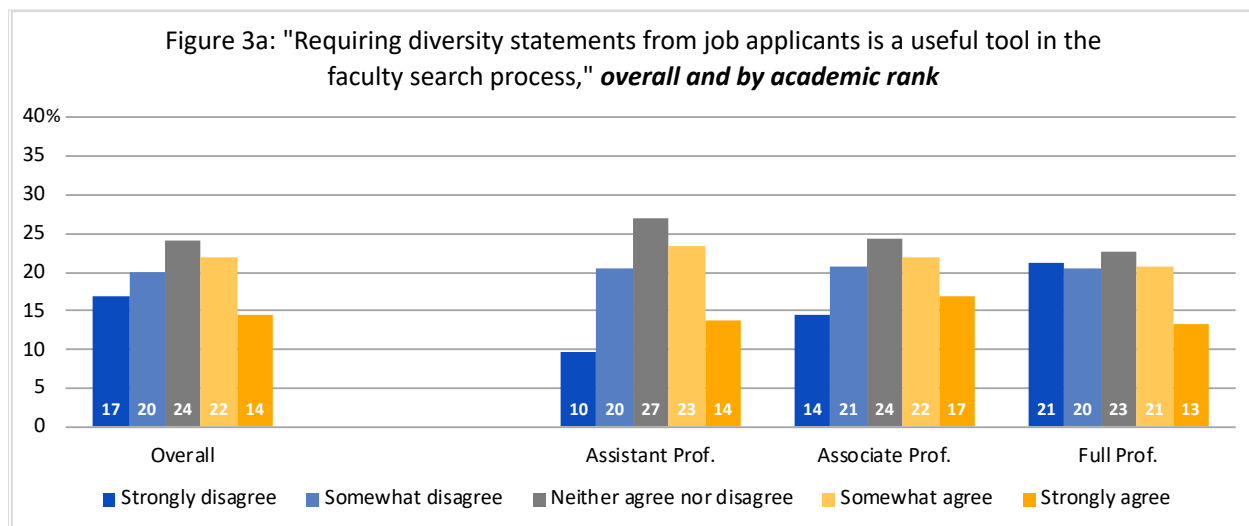


The results presented in Figure 2b show that women and URM faculty are less likely than men, Whites and Asian/Asian-American faculty to agree (combining the “strongly” and “somewhat” response categories) and more likely to “strongly disagree” that their colleagues know how to evaluate contributions to diversity.

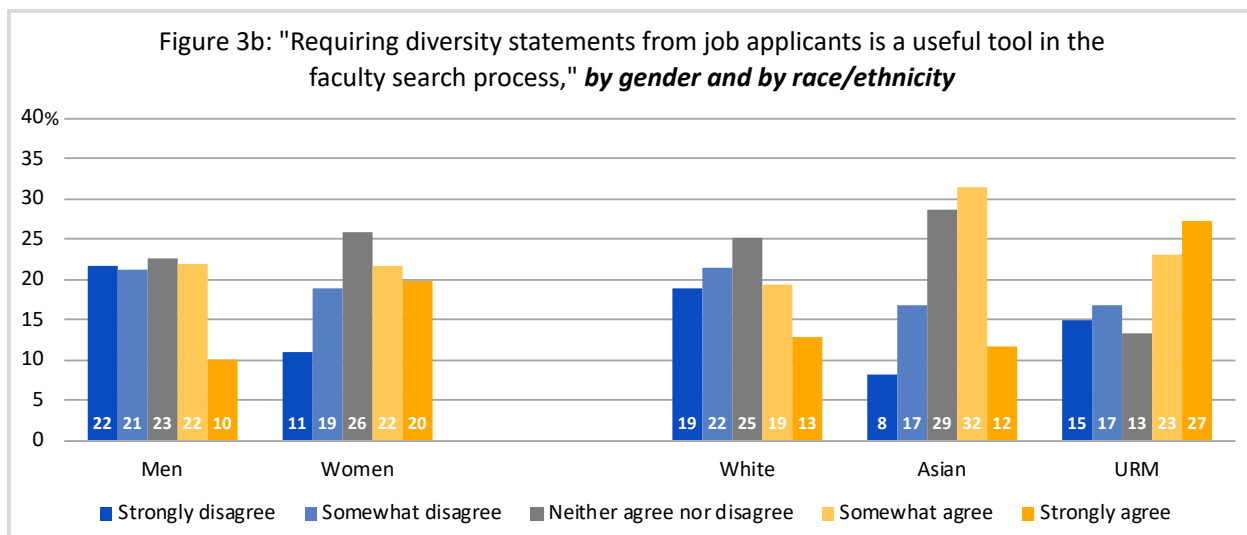


Requiring diversity statements in faculty hiring:

Figure 3a presents the survey results measuring UC Davis faculty members' perspectives on whether "requiring diversity statements from job applicants is a useful tool in the faculty search process." Overall, the survey responses were evenly split between the "agree" and "disagree" response categories: 37% of faculty "disagree," 36% "agree" and 24% "neither agree nor disagree" that requiring diversity statements from faculty job applicants is a promising way to increase faculty diversity. There is little variation by faculty rank in the proportion of faculty who "somewhat disagree," "neither agree nor disagree," and "somewhat agree" with the use of diversity statements in faculty hiring. But the proportion of faculty who "strongly disagree" with the diversity statement requirement is significantly greater among full professors (21%) than for any other group of faculty.



The results presented in Figure 3b show that faculty support for the use of diversity statements in the academic hiring process varies significantly by gender and race/ethnicity. Women are much more likely than men to "strongly" agree (20% of women versus 10% of men) with the diversity statement requirement, while men are twice as likely as women (22% versus 11%) to "strongly disagree" with this policy. White faculty are the most likely to "strongly disagree" or "somewhat disagree" (41%) with the diversity statement requirement, while URM faculty (50%) and Asian/Asian-American faculty (44%) are more likely to report "somewhat" or "strongly" agreeing with the diversity statement requirement.



FACULTY FEEDBACK ABOUT EFFORTS TO INCREASE EQUITY, DIVERSITY AND INCLUSION

The UC Davis faculty were asked, *“What feedback would you give to the leadership of your college, school, or of the university about their efforts to increase equity, diversity and inclusion at UC Davis?”*

This question solicited open-ended responses, and a total of 491² faculty provided responses, some of which were lengthy. Results presented here are based on the coding and analysis of the verbatim responses.³ The results indicate that faculty think of diversity, inclusion, and equity at UC Davis in many distinct ways. In answering this question, faculty spoke of a variety of issues including representation, compensation, and collegiality. Most commonly, however, respondents spoke about the demographic or intellectual diversity of UC Davis faculty or students.

Three broad categories of content emerged from the comments the faculty provided: overall feedback about university efforts; recommendations for how to improve university efforts; and concerns about efforts aimed at increasing equity, diversity and inclusion.

Overall evaluation of university equity, diversity and inclusion efforts:

Of the 491 responses, 199 (40%) indicated that faculty **are supportive of institutional efforts to increase equity, diversity and inclusion** at UC Davis, while 7 respondents (1.4%) stated that diversity is not an issue, has already been achieved, or should not “be a goal in itself.”

Twenty-seven percent of all responses (133 respondents), explicitly conveyed **satisfaction** with the University’s efforts to advance these goals. (e.g., *“Changes in this area in the past 10 years have been very positive. Keep doing what you are doing,”* *“The efforts are strong, visible, slowly making progress,”* *“This is a strength of our community and the efforts are greatly appreciated.”*)

Twelve percent (59 respondents), characterized the current efforts to increase diversity and inclusion as **inadequate and in need of improvement**. (e.g., *“They have not done enough;”* *“Diversity is valued rhetorically, but I see little actual progress;”* *“I applaud efforts to increase diversity, but we also need to keep educating our entire community on why and how it’s valuable... and we need to increase our efforts to support and sustain diverse community members, not just get them here.”*)

² See Appendix Table 2 for response rates by rank, gender and race/ethnicity

³ Initial codes for this analysis were derived from the question posed in the COACH survey (i.e., overall feedback and recommendations). Following a grounded theory approach to data coding and management (e.g. Charmaz, 2006), open-coding techniques were also used in the initial round of coding in order to identify themes emerging from the data. Subsequent rounds of focused coding were then used to flesh out salient themes in greater detail.

Responses from 39 faculty (8% of all responses) suggested that the University **should scale back their efforts at increasing diversity**. Reasons for this recommendation included feeling that diversity and inclusion efforts are not needed or have become over-emphasized at UC Davis. Most respondents who took this stance reported feeling that UC Davis already enjoys a diverse community, or that the university has more pressing issues to which it should attend. (e.g., *"It is fine as is. We also have other issues to address - lack of classroom space is long overdue to be addressed," "...our college is already diverse and we should not have to take courses to ensure that we are inclusive."*)

Recommended changes to university efforts to increase faculty diversity:

Sixty percent of faculty respondents (297 responses) provided either explicit or implied suggestions for changing or improving current diversity and inclusion practices at UC Davis. Recommendations vary widely across many different aspects of faculty work and life at UC Davis. The most commonly suggested dimensions for improvement include:

- **increase programmatic focus on faculty retention** (e.g., *"The focus is often on recruitment, but retaining the diversity of our faculty ... is essential;" "Retention is just as important as recruitment."*)
- **improve faculty mentorship programs** (e.g., *"... there needs to be much more effective thinking around cohorts and an active and sustained practice of mentoring and welcoming diverse individuals;" "make sure resources are available (funding and faculty time) for mentoring new faculty;" "Recruit more underrepresented minorities and support them with mentoring, grant writing and research support during their pre-tenure years."*)
- **extend policies and practices, such as implicit bias training, to graduate and undergraduate students** (e.g., *"...What's missing is the training for undergraduates: the primary way that our teaching is evaluated continues to be student evaluations, but these are well documented to have gender and racial biases. Not only would better conveying to our undergraduates how teaching evaluations are used and the ways that implicit bias can affect them lead to improved equity in teaching evaluation, it would improve our undergraduate learning in terms of how to be future model citizens."*)
- **greater attention to cultivating appreciation of diversity efforts at the departmental level** (e.g., *"I do not feel that equity, diversity and inclusion are valued at the level of my department," "It would be useful to know as a faculty how [contributions to diversity] is evaluated during Merit & Promotion. Many faculty don't spend much time on this [diversity] statement and therefore there is the worry that they don't value it when making their recommendations to Merit and Promotion at the Departmental level."*)
- **expand the focus of diversity beyond demography and/or identity** (e.g., *"teach faculty what 'diversity of thought' is all about. Consciousness of this aspect of diversity is sorely lacking. Diversity in most faculty's minds is about identity politics and that is only one aspect of diversity," "recognize that diversity is infinitely more complex than 'ticking a bunch of boxes' ... Diversity comes in many forms and attunes to many facets of human experience and scholarship, from ethnicity to gender, to socio-cultural background and educational profile, to research foci and voice."*)
- **improving policies to address structural impediments to diversity** (e.g., *"Equity increases for salary have been a good start, but I think there is still more to be done in that respect. I still can't afford a house here;" "Support more spousal hire programs, and specialized centers on campus."*)
- **invest in diversifying "the pipeline"** (e.g., *"Invest more in the efforts to recruit diverse graduate students. There is far too little financial support for putting extra efforts toward recruiting or for supporting diverse students if they come. The 'lip service' of wanting to diversify the pipeline is meaningless without devoting extra resources towards doing so;" "Keep it up, starting with more funding at undergrad and graduate level. It's very hard to recruit diverse STEM faculty when the pipeline narrowed before ever getting here."*)

Concerns about university efforts to increase faculty diversity:

Faculty respondents expressed a number of concerns about the current university efforts to promote diversity among faculty.

The most common concern expressed by faculty was that institutional efforts to increase faculty diversity had already, or could potentially, erode the quality of UC Davis as an academic institution. In full, 48 faculty (10%) raised the concern of diminished university quality in their comments. (e.g., *“The search of institutional excellence seems to have taken a back seat to the search for diversity. Unless excellence is elevated to the same level as diversity, I expect UC Davis will remain a mediocre institution for decades to come;”* *“They are skating on thin ice in sacrificing quality for diversity. Good people without diverse backgrounds—not their fault—are being disadvantaged”*)

The second most common concern related to discrimination or bias in hiring, promotion, and evaluation. Thirty-one (6%) faculty responses expressed concern about how existing efforts to diversify faculty may prompt discrimination:

- The majority of these comments **identified members of underrepresented groups as being disadvantaged** in these situations (e.g., *“focus on diversity can become offensive. As a woman I will never want to hear that I was ‘a diversity hire’ (and I have heard it). Sometimes I feel it gets emphasized so much that it trumps the importance of merit;”* *“Underrepresented faculty and students often feel beleaguered and subjected to massive forms of bias. There are no avenues or arenas for recourse. The situation is in some instances explosive. If the university does not act quickly and effectively the situation will continue to deteriorate especially in the current political climate.”*)
- Eight respondents (26% of the responses addressing discrimination or bias) stated that **diversity and inclusion practices have led to reverse discrimination** at UC Davis (e.g., *“The efforts to pursue diversity are laudable but are getting to a level of political correctness that does not reflect reality and actually enforces a reverse prejudice of opinions;”* *“UC Davis is outstanding in these efforts, but the thinking is also becoming close-minded on these matters too ... There is a real sense of fear and a silencing of voices now. Reversing the dominant hierarchy seems to be the goal rather than soft-landing at true multicultural diversity.”*)

APPENDIX: Custom Question Response Rates by Rank, Gender and Race/Ethnicity

Appendix Table 1: Response rates for closed-ended questions about faculty diversity

	Question Responses	Question Response Rate	Question Response Rate Among Survey Respondents	Survey Response Rate
Assistant	167	28%	67%	42%
Associate	202	39%	84%	47%
Full	524	41%	87%	47%
Male	529	36%	85%	42%
Female	421	45%	86%	53%
White	689	43%	87%	49%
Asian	136	28%	79%	35%
URM	113	37%	75%	50%

Appendix Table 2: Response rates for open-ended questions about faculty diversity

	Question Responses (Provided comments)	Question Response Rate	Question Response Rate Among Survey Respondents	Survey Response Rate
Assistant	79	13%	32%	42%
Associate	115	22%	48%	47%
Full	292	23%	49%	47%
Male	263	18%	42%	42%
Female	228	25%	47%	53%
White	368	23%	47%	49%
Asian	52	11%	30%	35%
URM	71	24%	47%	50%