CFAES

CFAES Faculty and Staff Climate Survey Results

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COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

CFAES Faculty and Staff Climate Survey

- In fall 2021 the CFAES Office of Diversity, Equity, and Inclusion distributed a survey to all CFAES Faculty and staff with at least a .25% FTE. The survey asked about faculty and staff perceptions of the climate for diversity, equity, and inclusion at the college and department/unit level.

Faculty and Staff Climate Survey

- N=1979
- 1126 Female
- 852 Male
- 255 URM/BIPOC
- 1523 White
- 200 Undisclosed
- 1117 completed the survey
- 56% response rate
- 91% completion rate

- Who responded
- 249 Faculty
- 768 Staff
- Female 732
- Male 285
- URM/BIPOC 117
- White 647

Demographics of Respondents

Race/ethnicity

Race/ethnicity	Percent	Frequency
American Indian or Alaskan Native	0.47%	4
Asian or Asian-American (not of Hispanic origin)	4%	36
Black or African American (not of Hispanic origin)	3%	23
Hispanic or Latino (please share)	6%	47
Native Hawaiian or Other Pacific Islander	0%	0
White/Caucasian (not of Hispanic origin)	77%	647
Two or more races (please share)	2%	14
Prefer not to answer	9%	74
Total	100%	845

Sex

Answer	Percent	N
Male	35%	852
Female	60%	1126
Intersexed	0%	
Additional sex category (please specify)	0%	
Prefer not to answer	5%	
Total	100%	

Gender Identity or Expression

Answer	Percent	Frequency
Woman	60%	490
Male	34%	274
Nonbinary, questioning or unsure, trans man, trans woman, demi-gender	<1%	6
Prefer not to answer	6%	47
Total	100%	817

Sexual Orientation

Answer	Percent	Frequency
Straight/heterosexual	82%	658
Asexual	2%	13
Bisexual	2%	17
Gay	1%	11
Lesbian	2%	14
Pansexual, queer, questioning or uncertain, same gender loving	<1%	8
Prefer not to answer	10%	79
Total	100%	800

Perceptions of college leadership

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Question	Strongly disagree	Disagree	Agree	Strongly agree
Overall, I am satisfied with being an employee in the College of Food, Agricultural, and Environmental Sciences.	2%	9%	60%	28%
College leadership visibly supports diversity, equity, and inclusion.	2%	11%	55%	32%
College leadership fosters a civil environment.	2%	7%	61%	29%
CFAES leadership proactively addresses issues related to diversity, equity, and inclusion.	4%	13%	57%	27%

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Perceptions of the College

Question	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
CFAES is a welcoming environment for all faculty/staff.	2%	13%	51%	30%	3%
CFAES is a welcoming environment for all students.	2%	9%	42%	29%	19%
CFAES provides an environment that encourages open expression of ideas.	4%	14%	53%	26%	3%

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Perceptions of the College

Question	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
CFAES provides an environment that encourages open expression of differing beliefs.	5%	16%	48%	25%	4%
CFAES provides an environment that encourages open expression of opinions.	5%	17%	49%	24%	4%
CFAES is an inclusive environment.	3%	14%	53%	26%	4%

Experiences with Discrimination

Experience Discrimination	Yes	Frequency	No	Frequency
All respondents	11%	95	89%	788
White	8%	51	92%	592
URM/BIPOC	17%	17	83%	83
Female	12%	70	88%	530
Male	9%	25	91%	258

Experiences with Discrimination

Report Discrimination	Yes	Frequency	No	Frequency
All respondents	24%	23	76%	72
White	18%	9	82%	42
URM/BIPOC	35%	6	65%	11
Female	24%	17	76%	53
Male	24%	6	76%	25

Experiences with Discrimination

Reason	All	Freq	URM/ BIPOC	Freq	White	Freq	Fem	Freq	Male	Freq
Age	11%	15	3%	1	14%	10	10%	11	9%	4
Race/ ethnicity	13%	21	35%	12	3%	2	8%	9	26%	12
Sexual orientation	3%	5	0%	0	3%	2	5%	5	0	0
Gender identity or expression	24%	37	14%	5	34%	25	27%	30	15%	7
Veteran status	0%	0	0%	0	0%	0	0%	0	0%	0
Country of origin	6%	10	18%	6	0%	0	4%	4	13%	6
Religion	5%	8	3%	1	3%	2	5%	6	4%	3
Disability	1%	2	0	0	1%	1	2%	2	0%	0
Socioeconomic status	6%	9	3%	1	7%	5	5%	6	7%	3
Employment classification (position)	20%	31	12%	4	26%	19	21%	23	17%	8
Other, please explain	12%	18	12%	4	11%	8	13%	14	9%	4

Experiences with Harassment

Experience Harassment	Yes	Freq	No	Freq
All respondents	4%	39	96%	841
White	3%	21	97%	624
URM/BIPOC	6%	6	94%	95
Female	5%	31	95%	564
Male	3%	8	97%	277

Table 11

Report Harassment	Yes	Freq	No	Freq
All respondents	59%	23	40%	16
White	52%	11	48%	10
URM/BIPOC	50%	3	50%	3
Female	58%	18	42%	13
Male	63%	5	37%	3

Experiences with Harassment

Reason	All	Freq	URM/ BIPOC	Freq	White	Freq	Female	Freq	Male	Freq
Age	10%	6	8%	1	13%	3	12%	5	6%	1
Race/ethnicity	12%	7	25%	3	0	0	7%	3	25%	4
Sexual orientation	0%	0	0%	0	0%	0	0%	0	0%	0
Gender identity or expression	15%	9	17%	2	17%	4	17%	7	13%	2
Veteran status	0%	0	0%	0	0%	0	0%	0	0%	0
Country of origin	5%	3	8%	1	0%	0	2%	1	13%	2
Religion	3%	2	0%	0	0%	0	2%	1	6%	1
Disability	5%	3	0%	0	13%	3	7%	3	0%	0
Socioeconomic status	3%	2	0%	0	0%	0	2%	1	6%	1
Employment classification (position)	12%	7	17%	2	8%	2	14%	6	6%	1
Other, please explain	33%	19	25%	3	50%	12	36%	15	25%	4

Hearing Disparaging Remarks

- Most respondents, over 90% have not heard disparaging remarks made about colleagues' intersecting identities
- One category, politics, did have 15% of respondents indicate that they heard disparaging remarks based on politics

Disparaging Remarks

Question	% Yes	% No
Sex	5%	95%
Gender identity or expression	5%	95%
Country of origin	3%	97%
Disability	2%	98%
Politics	15%	85%
Religion	3%	97%
Age	8%	92%
Socioeconomic status	3%	97%
English as a second language	3%	97%
Veteran status	.11%	99.89%
Sexual orientation	3%	97%
Position within the college	9%	91%
Socioeconomic status	3%	96%
Physical appearance	5%	94%
Race/ethnicity	5%	95%

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Overall perception of departmental climate (Faculty)

Question	Strongly disagree	Disagree	Agree	Strongly agree
My colleagues value my research/scholarship.	3%	12%	46%	39%
My colleagues value my teaching.	3%	6%	45%	45%
My colleagues value my service.	4%	6%	45%	44%
I feel respected by fellow faculty in my department/unit.	3%	11%	42%	43%
I feel respected by staff within my department/unit.	1%	4%	40%	56%
I feel respected by students.	0.53%	2%	45%	52%
I feel a sense of belonging in my department/unit.	7%	14%	43%	35%

Table 15

Departmental Support (Faculty)

Question	Strongly disagree	Disagree	Agree	Strongly agree
My department chair has provided me with clear expectations related to the promotion/tenure process.	8%	18%	36%	38%
I have the opportunity to ask departmental colleagues questions related to promotion/tenure.	2%	7%	39%	52%
I have a functional relationship with my faculty mentor.	15%	10%	29%	46%
I feel comfortable asking my faculty mentor questions about promotion/tenure.	10%	7%	30%	52%
I feel supported by my department chair.	6%	6%	35%	52%
I am confident in my classroom management skills.	0.53%	2%	37%	60%
I have been invited to network with other faculty within the department.	5%	16%	38%	41%

Overall departmental climate (staff)

Question	Strongly disagree	Disagree	Agree	Strongly agree
My colleagues value my service.	3%	7%	45%	45%
I feel respected by colleagues in my department/unit/school.	3%	8%	48%	40%
I feel respected by fellow staff within my department/unit.	3%	5%	45%	47%
I feel respected by students.	3%	4%	40%	54%
I feel a sense of belonging in my department/unit/school.	4%	14%	44%	38%
My department/unit fosters an inclusive environment.	5%	11%	46%	37%

Open-ended question

- What actions can we as a college take to build a diverse, equitable, inclusive, and welcoming environment for all faculty, staff and students?

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Open-ended question

- Over arching themes
    - Hiring/salary/retention (mentioned 112 times)
    - Training/programming/networking (mentioned 99 times)
    - Stakeholders and or funders limiting DEI/compensation for DEI work (mentioned 22 times)
    - Other including, Workday, Career Roadmap and other concerns (69 mentions)

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Faculty and Staff Focus Group Themes

- 6 faculty groups held during the month of January
- 12 staff groups held during the month of February
- All sessions were 60 minutes
- All were conducted via Zoom
- Up to 13 participants as few as 3
- Total of 101 faculty and staff participants

Q 1:What are your impressions of CFAES when it comes to DEI?

- There were statements regarding us being “behind other institutions”, “slow to respond to this issue”, and that the college gives “lip service”/ “performative/transactional actions” related to DEI.
- The concept of “entrenched” attitudes regarding various identities surfaced.

Q 1:What are your impressions of CFAES when it comes to DEI?

- Most agreed that we have some good things in place and there is a desire to do better, but we need to continue and to do more to enhance the college climate.
- Have seen more females in leadership positions
- "…I have appreciated the messaging and the fact that, like Kathy your role exists in the College. And the principles of Community and in our department that we have a committee looking at how can we be supported as faculty and staff".

Q 1:What are your impressions of CFAES when it comes to DEI?

- Strong ties to the agricultural community and commodity groups was brought up as a pro and a con due to the fact that they
    - “tend to be very white and male” creating a hesitancy to “say things or take positions that might be offensive to our stakeholder groups in the state (sic)”.
    - “I see forward movement, but it seems like there are some external pressures that slow down progress oftentimes like there are some stakeholders that maybe are not on board with diversity, equity and inclusion efforts, and so I think that it seems like it thwarts progress a lot of times”

Q 1:What are your impressions of CFAES when it comes to DEI?

- Funding structure surfaced as a concern
- Concerns related to hiring practices were brought up and examples provided of URM candidates being in the pool and either not being interviewed or being interviewed and then not hired-sometimes due to stakeholder input.

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Q 1:What are your impressions of CFAES when it comes to DEI?

- Poor undergraduate student recruitment practices that do not reach URM students.

- We need to engage more with students around DEI and recruit and retain a more diverse student body.

- There is apathy toward DEI by some of our colleagues.

Q 2:What makes an inclusive climate?

- Feeling of safety and belonging-being able to bring your whole self to work.
- Seeing people who represent visible diversity/representation.
- Recognizing contributions of all CFAES employees e.g., faculty and staff.
- Having DEI infused in everything that we do not just as an after thought or as a reactive approach, “Issues of equity and inclusion would be a part of all of our conversations, not just the ones that are related to DEI work”.

Q 2:What makes an inclusive climate?

- Having intentional conversations about DEI when making decisions at all levels.
- “Providing faculty initiatives to hire a diverse group of lab techs, graduate students. . .”.
- Building accountability for leaders related to DEI-how diverse is your unit, how do you contribute to building a diverse and inclusive environment.
- Celebrating leaders who are working toward increasing diversity in hiring and programming.

Q 2:What makes an inclusive climate?

- Practicing faculty governance (When asked about Faculty Advisory Council it was deemed as another layer of bureaucracy that was used to deny access to the Dean).

Q 2:What makes an inclusive climate?

- Focus on international faculty and celebrating their success and contributions to the college.
- Transparency
- “Being respected equally as my male counterparts”.
- “Encouraging and fostering people’s curiosity about different backgrounds and communicating and making sure people are told that their voices and experiences are important”.

Q 3:How can the college demonstrate that there is value for DEI?

- Administration being more vocal about DEI.
- Being mindful of academic snobbery and how it may impact hiring and even undergraduate recruitment.
- Targeted campaign toward non-traditional students.
- Stronger outreach to HBCUs, Hispanic Serving Institutions, Tribal Colleges, and schools with a diverse student population.
- When building relationships especially with HBCUs, Hispanic Serving Institutions, and Tribal Colleges make sure it's a two-way street not just taking from them e.g., implement faculty exchange programs.

Q 3:How can the college demonstrate that there is value for DEI?

- Addressing the DEI tax often placed on URM and female faculty.
- Value DEI work in the P and T process or offer additional compensation for those engaging in DEI work.
- Having DEI embedded in APT and POA documents “are incredibly powerful signals…” “moving APT documents to formally reflect that, so now it’s why aren’t you doing that, rather than why are you doing it (DEI)”. “Altering the College APT to shift the burden from candidates who have to say 'sorry, I supported DEI' to candidates having to say 'sorry, I didn't actively support DEI”.

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Q 3:How can the college demonstrate that there is value for DEI?

- Value staff as much as faculty.
- Amplifying URM faculty research and voices.
- Develop strong retention strategies for female and URM faculty and staff.
- Reliance on senior faculty and administrators to set a tone for establishing a welcoming environment and building diversity and equity and holding them accountable.
- Broadening stakeholder groups.

Q 3:How can the college demonstrate that there is value for DEI?

- Diversifying all college committees to ensure URM and International faculty representation.
- Acknowledging and addressing power disparities.
- Investing in hires (faculty and staff) that are tied to DEI.
- Mandatory DEI training like Report=Support.
- Continue to provide a budget for DEI.
- Ensure pay equity (faculty and staff)

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Q 3:How can the college demonstrate that there is value for DEI?

- Being aware that not everyone celebrates Christmas and when having a party during that time not focusing it on Christmas decorations and practices associated solely with the Christmas Holiday.
- Avoid scheduling college events on non-Christian major holidays.
- Networking opportunities for folks engaged in DEI work.
- Authenticity from leaders related to DEI.

Q 3:How can the college demonstrate that there is value for DEI?

- DEI effort as part of the AMCP process require DEI effort and annual reporting changing the APT and POA processes.

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Q 4:What should we have asked that we did not?

- How engaging in DEI work can be exhausting and how is it rewarded?
- What might we be afraid of in moving DEI forward?
- Reaching out to nontraditional stakeholders.
- Addressing negative student interactions-students saying horrible things about each other.
- Leaders not being held accountable for lack of support for DEI.
- The fact that having a DEI Office does not negate others responsibility to DEI efforts.

Q 4:What should we have asked that we did not?

- Addressing invisible diversity and being mindful of how needs might vary.
- Not having formal prayers at our events (respondent indicated that it was not a college level event but one that was still associated with our college).

Questions?

Departmental Audit October 20 2:00

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Departmental audits

Kathy Lechman, PhD, Assistant Dean and Director

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AND ENVIRONMENTAL SCIENCES

Departmental Audits

- Evolved as a compromise based on student demands for an external audit- developed from a variety of resources and literature.
- Each unit was provided data on the demographics of faculty, staff, and students including salary and years of service for faculty and staff.
- Units were asked to address
  - What groups are underrepresented for their department
  - Hiring practices within the department
  - How pay equity is achieved/maintained

Departmental Audits

- Promotion and tenure
- Onboarding of new faculty
- Same questions were addressed for staff
- Students
    - Recruitment and retention strategies
    - Types of support available to students including mental health services
    - Approach to ensuring the curriculum is reflective of diverse perspectives

Departmental Audits

- General Questions
- How is the importance of DEI communicated to faculty, staff, and students in your department/unit?
- How are goals related to DEI incorporated into the department/unit's strategic plan?
- How does the department/unit ensure DEI is addressed during performance reviews?
- Does the department/unit have a DEI committee or council?
  - If yes, what is the composition and how do they function within the department/unit?

Departmental Audits

- Departments-10 out of 11
- Nonacademic/support units-6 out of 7

Observations

- For many of our departments/units BIPOC are underrepresented in faculty and staff ranks.
- For some departments, women are still underrepresented.
- For most departments/units, rubrics based on the position description are used consistently in screening applicants at the faculty level.
- Interview questions are standardized for faculty searches. Questions include discipline specific as well as those addressing other attributes identified in the position description like communication, experiences with teaching and mentoring, conflict resolution, etc.

Observations

- Significant reliance on personal networks for recruitment which often results in hiring very similar individuals applying and being hired versus URM/BIPOC especially in staff positions.
- Some departments consult with HR to ensure pay equity.
- Some departments have DEI committees (HCS, ACEL, FST,AEDE ad hoc).
- A few departments did not address the staff section which had similar questions as the faculty section-can be perceived that staff are not as important as faculty

Best Practices

- When there is limited diversity (racial/ethnic/sex) some departments have asked faculty from other departments to serve on search committees as well as engaging with non-faculty and graduate students to ensure diversity on search committees.
- Including potential contributions to DEI as one of the primary qualifications that candidates were evaluated against in addition to potential to contribute to teaching and mentoring and research potential.
- Department wide DEI training-ideally staff are also included but that is not always the case.
- Animal Sciences assigns URM/BIPOC students a URM/BOPOC peer mentor from the department to assist with belonging.

Best Practices

- Buckeyes In Your Corner – This is a monthly program that focuses on providing our students with a healthy outlet for stress, or mental health education, and connecting students with their peers as well as our staff/faculty within the department and college.
- Animal Sciences Connect Site – Allows animal science students to create profiles and connect to other students looking to connect in the same way.
- Animal Sciences Letter Project – Students that are in need of support or uplifting words can submit their first name and address and have a team of letter writers that create cards that are then packaged together and sent to that student.
- Some departments have a diversity tab on their websites (Animal Sciences, Extension is working on it, FABE, SENR)
- Departments with DEI workgroups/taskforces/committees/councils-ACEL, FST, HCS

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Best Practices

- ACEL-DEI committee-workshops and field trips
- AEDE-internal climate survey completed by Task Force on Diversity, Equity, and Inclusion-establishing a POA committee focused on DEI
- Animal Sciences-great student support-recent community building event that will be held again in spring
- ATI-Continuing to promote Principles of Community
- Extension-new faculty on boarding process, new staff onboarding through LOD, DEI web page to be launched
  - DEI advisory committee being launched
- FABE-DEI on web page
- FST-IDEA committee
- HCS-Forming a standing committee based on the ad hoc the addressed the audit
- Plant Path-Monthly department wide DEI discussions and 4 session series from Drake Institute-also engaging with ODI Inclusive Excellence Team Certificate Program
- SENR-Chief Diversity Officer

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Recommendations

- Increase efforts to engage with DEI groups that are part of professional organizations to assist with recruitment of new URM/BIPOC faculty.
- Encourage all departments to have a section related to commitment to DEI on their departmental web pages, at the minimum a link to the CFAES DEI web page. Principles of Community can also be linked and or referenced on department's websites.
- Inclusive Excellence training is a positive step, and we need to take it farther. Encourage search committees to utilize URM/BIPOC focused data bases-this can be in conjunction with the CFAES DEI Office since we are aware of all faculty searches.

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Recommendations

- When departments/units learn of an opening conducting a demographic audit of the department to identify who and what areas might be underrepresented is a best practice. Recruitment plans can in part be developed to identify groups and research areas that can be targeted for the open position.
- Reminding faculty and staff that we should always be recruiting meaning when attending professional organization meetings be on the look out for diverse talent that we may want to recruit to CFAES.
- Solidify department/unit mentoring and work to incorporate culturally responsive approaches to mentoring faculty, staff, and students.

Recommendations

- Staff applicants should also be screened using a rubric based on the position description.
- Consider implementing college-level exit interviews for faculty and staff.
- Continue to share information about our embedded counselors at various stages of student careers in CFAES.
- CFAES DEI Action Council work with CFAES HRBP to develop guidance on addressing DEI in performance reviews.
- Continue the Inclusive Excellence requirement for those participating as search committee members for faculty positions and consider instituting Inclusive Excellence for staff searches (this impacts the Department of Extension the most as they tend to hire the most staff positions).

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Recommendations

- Request a DEI statement for staff level positions like we do for faculty (at least Program Manager and higher).
- All units/departments engage with the CFAES Office of DEI-custom training is available.
- All faculty and staff encouraged to participate in internal and external DEI opportunities
- Some department specific faculty onboarding. I know SAD does this for new faculty at the college level, but many departments do not offer anything.
- Have a diversity tab on the college website with a DEIJ commitment statement (the Action Council can draft this).

Recommendations

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