



COACHE REPORT

DIVERSITY AND INCLUSION

FLORIDA STATE UNIVERSITY

DEPARTMENT COLLEGIALITY

78%

FEMALE FACULTY

agree their department is collegial which is higher than peer group

UNDERREPRESENTED FACULTY AND FACULTY OF COLOR

76%

agree their department is collegial which is higher than peer group

FSU AS A PLACE TO WORK

60%

FACULTY OF COLOR

strongly recommend their department as a place to work

60%

FEMALE FACULTY

strongly recommend their department as a place to work

SENSE OF BELONGING

FACULTY OF COLOR

are satisfied with the sense of belonging in their department

62%

62%

FEMALE FACULTY

are satisfied with the sense of belonging in their department

VISIBLE LEADERSHIP FOR SUPPORT OF DIVERSITY AND INCLUSION

FACULTY OF COLOR

agree there is visible leadership for support of diversity and inclusion which is higher than peer group and national cohort

69%

FEMALE FACULTY

agree there is visible leadership for support of diversity and inclusion which is higher than peer group and national cohort

81%

WHAT IS DIVERSITY AND INCLUSION?

DEFINE

Diversity –

Encompasses all aspects of human differences and social identities and the range of similarities and differences among individuals. The range of diversity includes, but is not limited to race, ethnicity, sex, gender identity, socio-economic status, (dis)ability, national origin, age, military status, and political perspectives.

Inclusion –

The intentional, ongoing effort to ensure that individuals from a range of backgrounds fully participate in all aspects of organizational work, including decision-making processes. Fundamental to inclusion is collaboration, learning from differences, flexibility, and equity.

The COACHE faculty job satisfaction survey identifies twenty benchmarks. Four survey items that fall across three benchmarks are used to measure whether faculty perceive visible leadership on campus for the support and promotion of diversity on campus, a commitment to supporting and promoting diversity and inclusion among departmental colleagues, and a sense of belonging in their departments. The benchmarks assess faculty satisfaction with diversity and inclusion at FSU. The benchmarks at FSU can be compared to survey ratings from similar public research institutions identified as its national cohort. It should be noted, however, that no specific definition of diversity and inclusion is provided by COACHE so that each participant makes their own assumptions when taking the survey.

Diversity and inclusion can be likened to different aspects of attending a dance party...

Diversity is where everyone is *invited* to the party

Inclusion means that everyone gets to *contribute* to the playlist

FEMALE FACULTY: Respondents could indicate their gender as man or trans man; woman or trans woman; genderqueer or gender non-conforming; fill in an answer or decline to answer.

WHITE FACULTY: A person who indicates they are not Hispanic having origins in any of the original peoples of Europe.

FACULTY OF COLOR: For the purposes of the COACHE survey, an aggregated group composed of people who indicated their race/ethnicity as American Indian or Native Alaskan: A person having origins in any of the original peoples of North and South America (including Central America); Asian or Asian-American: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan and the Philippine Islands; Black or African-American: A person having origins in any of the black racial groups of Africa; Hispanic or Latino/a: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin; Native Hawaiian or Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands; Middle Eastern, Southwest Asian, or North African; Other.

ASIAN FACULTY: Asian or Asian-American: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan and the Philippine Islands.

UNDERREPRESENTED FACULTY: For the purposes of the COACHE survey, an aggregated group composed of people who indicated their race/ethnicity as: Black or African-American: A person having origins in any of the black racial groups of Africa; Hispanic or Latino/a: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin; American Indian or Native Alaskan: A person having origins in any of the original peoples of North and South America (including Central America); Native Hawaiian or Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands; Middle Eastern, Southwest Asian, or North African; Other.

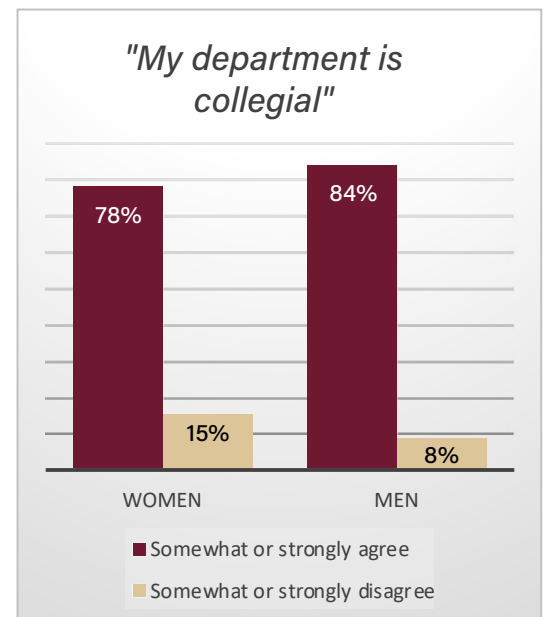
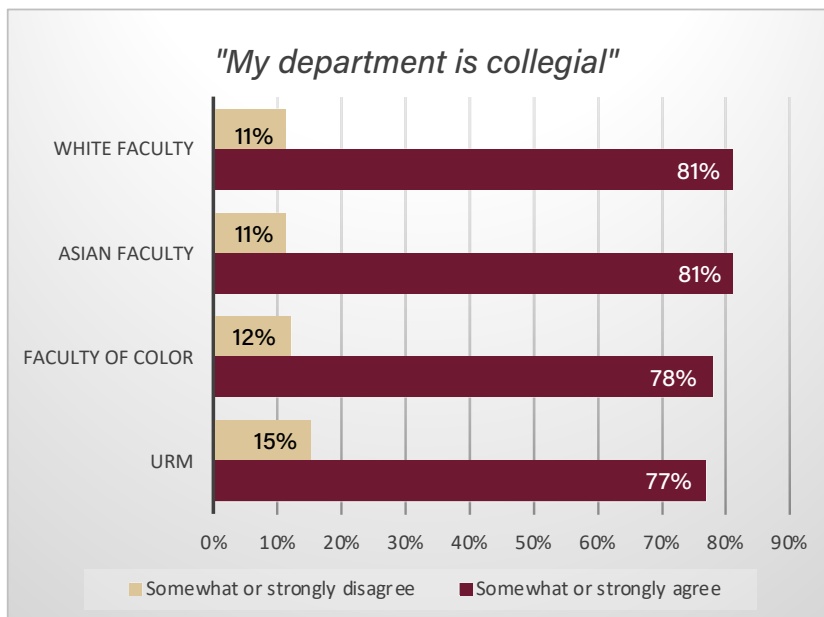
AREAS OF STRENGTH

DEPARTMENT COLLEGIALITY

Faculty are employed by institutions, but they spend most of their time in departments, where group dynamics have perhaps the greatest influence on faculty satisfaction and morale. We highlight one broad area in which faculty judge the departments in which they work: collegiality.

While many factors comprise faculty members' opinions about departmental collegiality, COACHE data has shown that faculty are especially cognizant of their sense of "fit" among their personal interactions in their units, their ability to count on others pitching in, and their perception of support for work/life balance. There is no substitute for a collegial department when it comes to faculty satisfaction, and campus leaders—both faculty and administrators—can create opportunities for more and better informal engagement.

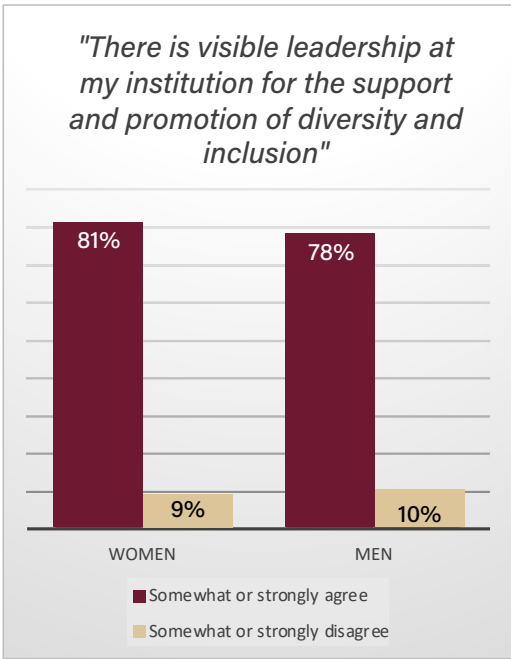
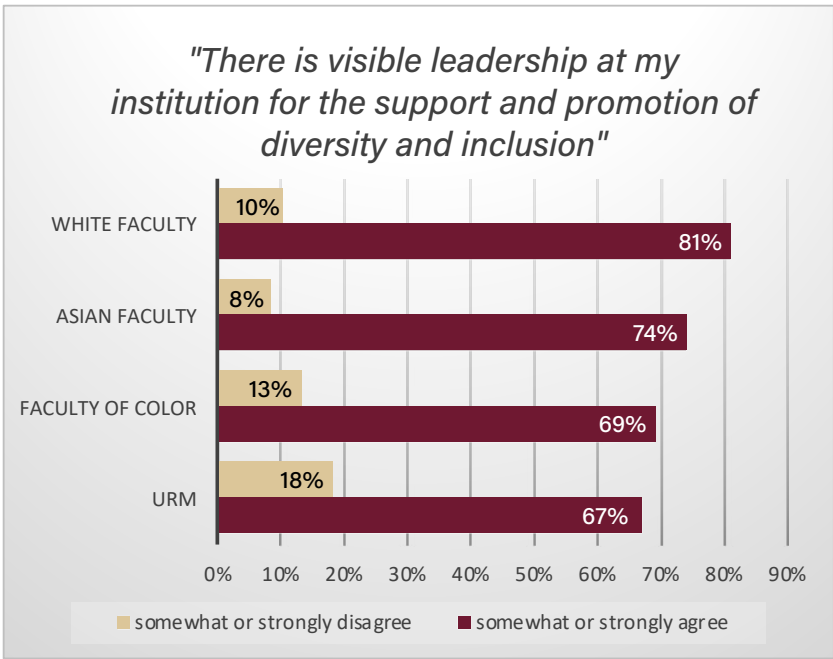
Florida State faculty across all racial groups report high levels of agreement with collegiality within their department. Similarly, 78% of people self-identifying as women and 84% of people self-identifying as men viewed their department as collegial. Due to inadequate sample sizes, we were unable to report detailed information on individuals identifying as non-binary.



AREAS OF STRENGTH CONTINUED

VISIBLE LEADERSHIP IN SUPPORT OF DIVERSITY AND INCLUSION

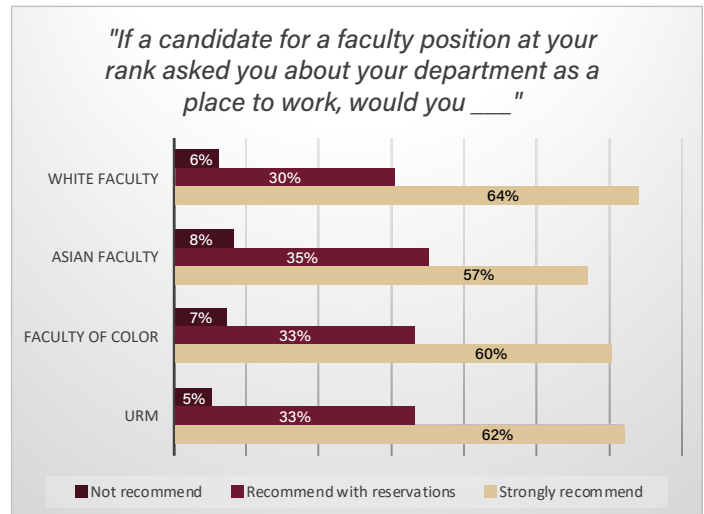
Overall, faculty strongly agree there is visible leadership in support of diversity and inclusion at Florida State; however, compared to their white colleagues, underrepresented minority faculty report lower agreement. These rates are higher than the peer group and national cohort. Asked to consider the same question, 81% of self-identifying women report strong agreement. These rates suggest that faculty have positive perceptions of leaders who are front-facing and espouse FSU's commitment to diversity and inclusion. This is likely due to several key factors: the broad visibility and communication of the university's diversity and inclusion strategic plan, the number of women who occupy executive leadership positions at the university, and dedicated resources and staff for diversity and inclusion related initiatives. In terms of leadership in support of diversity and inclusion, expectations are voiced consistently at FSU.



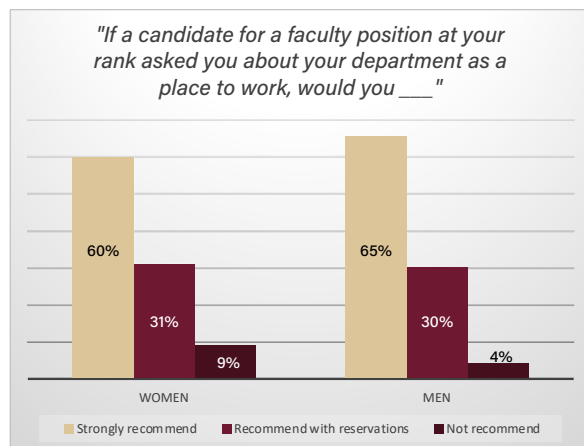
AREAS OF GROWTH & IMPROVEMENT

FSU AS A PLACE TO WORK

While more than half of faculty across all racial groups reported they would strongly recommend their department as a place to work, there are some notable differences to highlight. Nearly 35% of all faculty indicated they would recommend their department, but with reservations. Compared to their white colleagues, these same groups were less likely overall to recommend their department as a place to work.



GENDER DIFFERENCES



Overall, 31% of people self-identifying as women and 30% of people identifying as men would recommend with reservations their department as a place to work. Due to inadequate sample sizes, we were unable to report detailed information on individuals identifying as non-binary. Women had higher levels of reservations with 9% reporting they would not recommend their department as a place to work, compared to only 4% of men. In addition, fewer women than men reported they would strongly recommend their department as a place to work.

QUESTIONS TO ASK FROM THESE DATA



1. Why are underrepresented minority faculty and women less likely to recommend FSU as a place to work to job candidates?
2. Why are underrepresented minority faculty and women less satisfied with their sense of belonging at FSU?

AREAS OF GROWTH & IMPROVEMENT CONTINUED

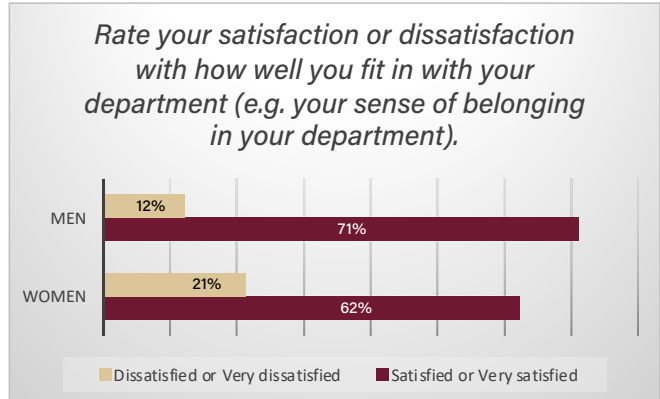
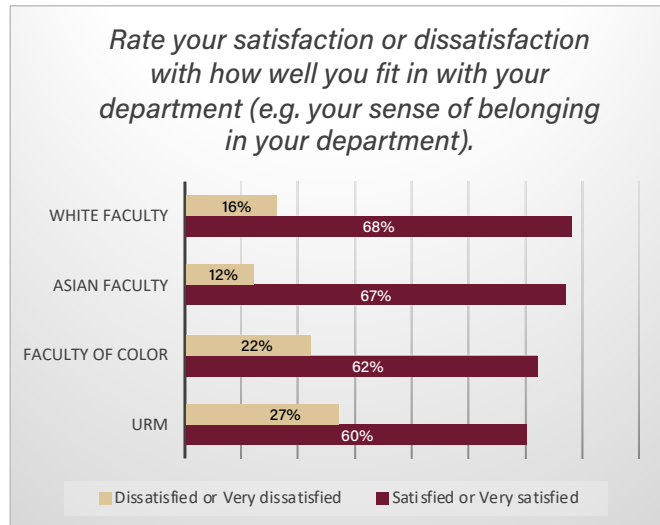
SENSE OF BELONGING

The COACHE survey asked faculty members to rate their sense of belonging in their department. This survey question taps into faculty satisfaction or dissatisfaction with how well they fit.

According to Carr and colleagues¹, 40% of people say that they feel isolated at work, and the result has been lower organizational commitment and engagement. U.S. businesses spend nearly \$8 billion each year on diversity and inclusion (D&I) trainings that miss the mark because they neglect the need to feel included. Recent research from Betterup shows that if workers feel like they belong, companies reap substantial bottom-line benefits: better job performance, lower turnover risk, and fewer sick days. They also found high belongingness was linked to an impressive 56% increase in job performance, a 50% reduction in turnover intentions, and a 75% lower in sick days taken by employees. For FSU who employs approximately 15,000 people, this could result in annual savings in the millions.

At FSU COACHE results showed that faculty of color and underrepresented minority faculty, compared to their white colleagues, were less satisfied with their sense of belonging in their department.

While “fit” is often problematic in hiring and promotion, research suggests that a faculty member’s feelings of fit produce workplace benefits such as greater job satisfaction and likelihood of retention. The advantages of fit, we find, are enjoyed more often by white faculty, who to a greater extent than any other racial or ethnic category report feeling satisfied or very satisfied (68 percent) with their fit—their sense of belonging in their departments. Similarly, male faculty members report feeling a stronger sense of fit relative to female colleagues’ satisfaction in their



department (71%). Similarly, female colleagues report being more dissatisfied with their sense of belonging relative to their male colleagues (21%). Thus, it is conceivable that the lack of a sense of belonging among underrepresented minority faculty, faculty of color, and women explains why they are also more likely to report reservations with recommending FSU as a place to work. Previous research¹ suggests individuals who lack a sense of belonging at work are less likely to recommend their place of work to others.

¹Carr, E. W., Reece, A., Kellerman, G. R., & Robichaux, A. (2019). The value of belonging at work. Harvard business review, 16.

NEXT STEPS FOR IMPROVING DIVERSITY AND INCLUSION AT FSU

Engagement of faculty and academic leaders in discussions of the results is critical to implementing effective and sustainable changes that will support faculty success. We are scheduling meetings with faculty groups, as well as with Chairs and Deans, to review and discuss the COACHE results. We hope that these meetings will produce faculty-driven plans for making FSU an even better academic home for our faculty

As we seek to improve diversity and inclusion at FSU and further the university's strategic goals, we have identified several important areas for development:

1

Prioritize diversity and inclusion in faculty mentoring and advancement by building on existing resources and planning new ones to foster an equitable climate for faculty.

2

Invest in and relaunch faculty affinity groups.

3

Continue to **assess** faculty perceptions of diversity and inclusion through multiple methodologies.

4

Implement diversity and inclusion metrics for hiring and retention efforts.

5

Promote diversity and inclusion during onboarding processes. Map expectations and welcome the new hire into the unit/department/program community.

ADDITIONAL RESOURCES CAN BE FOUND AT [FDA.FSU.EDU](https://fda.fsu.edu)

We look forward to engaging with colleagues about diversity and inclusion at FSU.