



# St. John's University Diversity, Equity, and Inclusion All- Faculty Survey—May 2018

**OBSERVATIONS, FINDINGS, AND RECOMMENDATIONS**

ACADEMIC CENTER FOR EQUITY AND INCLUSION

Prepared with the assistance of Christopher D. Lee Ph.D. SPHR

# **Summary of Individual Observations, Findings Based Upon Observations, and Recommendations Based Upon the Patterns Uncovered in the Findings**

## **Executive Summary**

A data-gathering effort was commissioned by the Academic Center for Equity and Inclusion to uncover the sentiments of St. John's University faculty regarding diversity, equity, and inclusion (DEI). Specifically, the effort sought to learn what faculty knew about DEI, what they were currently doing in this arena, what they needed/wanted to help advance institutional goals, and the degree to which faculty thought that DEI was important to students, teaching and learning, and the institution. The results were to be used to inform potential next steps.

In addition to documenting the general sentiments of an 18-person committee charged with overseeing the data collection effort, 20 interviews were conducted with select faculty and leaders in the initial phase of the effort. The data from the interviews identified a few themes and lines of inquiry that were further investigated in a short, narrative survey sent to 40 representative faculty stakeholders from across the University. The results from the committee, the 20 interviews, and the 24 respondents to the survey were used to develop an all-faculty questionnaire. There were 379 responses to the survey. Therefore, nearly 450 personnel provided information about their views on DEI in the St. John's community. This results in a 33% response rate.

The general response patterns from the questionnaire are provided here. There were 68 Likert-Scale questions and one open-ended comment item on the questionnaire. Written comments were provided by 119 respondents. The comments proved to be informative and provide useful context and validation of the quantitative data collected in the questionnaire, and the information gathered from the narrative-survey and interviews. While there is a trove of data from the individual questions and their cross-tabulation by race/ethnicity, rank, tenure-status, employment status, and school/college, a comprehensive summary of these data is attempted here. In addition to a summary of each question, more than 150 additional noteworthy observations were gleaned from the data by demographic groupings. This data was used to support the approximately 60 findings. Twelve recommendations are proposed based upon the findings.

An overly simplified summary of the data would say that St. John's University faculty are proud of their community, supportive of the institution's mission, and are concerned for the quality of education provided to students. Nonetheless, they acknowledge that the community can and should improve in the areas of diversity, equity, and inclusion. Most think that a sustained community dialogue on DEI would be useful, are willing to participate in professional development to learn more about DEI, and want to use the ideas to improve student learning. Most think that there could be more faculty from underrepresented groups, and most are concerned about the general climate on campus with the aspiration that it be supportive of everyone regardless of their race, gender, nationality, or any other demography. There may be some underlying tensions around gender inclusion that were intimated in the data, but not fully investigated. Many believe the University's mission, Catholic foundation, student demographics,

and location present it with an opportunity to take a leadership role in advancing understanding related to DEI.

Notwithstanding the overall positive tenor of the findings, there appears to be many opportunities for refinement. Faculty in each data gathering phase were concerned that any initiative on DEI was a politically correct reaction to recent events and may not be an earnest effort on behalf of the University. While some are skeptics, most appear hopeful that the University is taking this effort seriously and that it will invest sustained time, effort, and resources into addressing concerns and seizing opportunities related to these topics. This skepticism seems well earned, as there is a wide range of perceptions about the quality of the community today, with a sizable minority who do not think there is a big problem to solve. This observation may be reflective of the apathy that many believe their peers have about making positive change.

There were some surprising and some predictable findings. Surprisingly, there was consistent support for the 'ideas' and 'principles' related to DEI across the board, but there was much more caution about how to apply these ideas—e.g., more support for the 'idea' that DEI is important, less support for 'we need to do more to recruit more diverse faculty' or 'affect the curriculum.' The faculty, writ large, is supportive of diversity on almost every measure, but there is variability by demographic groups. More senior, tenured, and White faculty had a utopian view of the institution than did junior, tenure-track, assistant and associate professors, and minority groups as individual categories of respondents. There were no cross-tabulations completed to attempt to reduce these individual subgroups into any monolith group. There are notable differences in responses by colleges/schools, with the reported climate in certain schools warranting some concern. The College of Pharmacy and Health Sciences appears to be a positive and healthy outlier on almost every measure of climate, culture, and support of DEI-related matters.

The recommendations offer a long list of specific items but do not attempt to provide overarching themes. What is missing from the recommendations is a host of specific suggestions that were offered by the more than 50 participants from the steering committee, interviewees, and respondents of the narrative survey. These results will be integrated with the recommendations provided here at a later time. The recommendations here are explicitly tied to the findings from the questionnaire so as to not appear arbitrary or unrelated.

In conclusion, this data-gathering effort provides rich fodder for taking positive steps to improve an already, and relatively speaking, exceptional community of earnest citizens who would dare to examine themselves critically for the purpose of finding opportunities for improvement. The disposition to dig deep and try hard to grow constantly is a hallmark of exceptional organizations. The community should be lauded for this effort. The biggest challenge may be articulating a clear business case that galvanizes action, a convincing vision that unites the community, and a challenge that propels the community toward taking a leadership role in this sensitive, but important, arena.

## FINDINGS

- A. The overall survey is positive with ample support for diversity, equity, and inclusion (DEI) matters—including expending time, effort, and resources in pursuit of them.
- B. Nearly everyone surveyed thinks the University could benefit from focusing on DEI issues.
- C. How to focus on DEI issues has a wider array of opinions with minorities, assistant and associate professors, and tenure-track faculty showing more support than others do.
- D. There is significant support for the notions that the Catholic faith and Vincentian traditions are intertwined with DEI principles, and the University’s mission and purpose are inherent to these ideas.
- E. There is widespread support of the notions that student demographics and the University’s location create an opportunity, if not an obligation, to take action on DEI issues. This perspective is not universal as senior faculty generally support this idea, just less robustly than others do.
- F. There is substantial support for the notion that the University should acknowledge and change to better support the diverse student population, though there is less support for changing the curriculum than for changing pedagogical practices.
- G. The vast majority of faculty (86%) believe the campus environment affects student learning, but only half are concerned about the climate on campus for student learning. The low number of concerned faculty could be because only 60% were aware of the 'specific concerns that students have raised on campus regarding DEI' recently.
- H. It is notable that as many as 53% of faculty who responded to the survey may be aware of incidents of racism or discrimination on campus. Only 47% disagreed with the statement ‘I am not aware of incidents of racism or other forms of discrimination with students at St. John’s.’
- I. An earlier finding from interviews and a narrative survey indicated that there was some apathy toward taking positive action regarding DEI. This may indeed be the case if only half of respondents are concerned about the climate, though as many as 53% might know of incidents of racism or other forms of discrimination at the University.
- J. Notwithstanding differences in perception, there is almost universal support for taking positive actions to address DEI issues, notably only 12% disagree that ‘the importance of DEI issues at this time demands a University response.’
- K. Individuals have a more favorable view of their own perspectives, abilities, and their need for training than others, and a more positive view of their own departments/units than their respective college/school (e.g., 72% are comfortable discussing DEI with their colleagues, but only 44% of colleagues are comfortable discussing DEI with them; our department has better climate and greater commitment to equity, diversity than our school/college, etc.).

- L. Most faculty are willing to engage in professional development to support DEI. There were considerable calls for more development opportunities and different kinds of delivery methods.
- M. An overwhelming majority see a role for the University in advancing and promoting racial understanding.
- N. A slight majority of faculty think the University should increase the number of full-time faculty from underrepresented populations and the University should spend time and effort in doing so.
- O. There was a clear and significant pattern of support for the 'ideas' related to DEI, though there was noticeably less support for any of the specific actions noted for putting these ideas into practice—e.g., recruiting and retaining faculty of color, curriculum change, etc.
- P. Almost all faculty support DEI ideas, though the support wanes when the focus is applied and actions are taken (e.g., 85% believe the University should promote racial understanding, are willing to attend training (77%), and think faculty should adjust their pedagogical approach (81%)). However, support for changing the curriculum (54%), increasing the representation of minority faculty (52%), and the idea that the faculty should look more demographically similar to students (45%), receive far lower support.
- Q. Nearly two-thirds of faculty indicate that they teach content related to DEI in their classes. More data gathering is needed around this question to determine the nature of the teaching content, in what amount it is delivered, and whether it is pedagogical or specific to their discipline/field of study.
- R. More data is needed to investigate the seemingly incompatible findings that faculty both 'treat all the students the same in their approach to instruction' and 'they adjust the instruction to reach all different types of students.'
- S. While 73% of faculty believe that the University could benefit from dialogue about DEI, an equal number think that their department or college/school does well in the areas of respect, equity, diversity and inclusion. A reasonable interpretation could be that they assume the problem/need is elsewhere.
- T. The majority of faculty could benefit from taking implicit bias assessments to inform their own perspectives.

### **Rank**

- U. Full-professors and instructors have similar views on most questions in contrast to assistant and associate professors. Assistant and associate professors have more concerns about the work environment, the fairness in practices, and they are more supportive of positive DEI interventions.

- V. Almost all assistant professors were supportive of curriculum change and adjusting to accommodate diverse student populations and DEI issues; a majority of associate professors were supportive as well. Yet, full professors were generally not supportive.
- W. While a large majority of assistant and associate professors were supportive, full professors also saw the diverse student body as an opportunity for the University to take a leadership role in DEI-related matters.
- X. Senior faculty are less aware of research on pedagogy related to DEI than are their peers.
- Y. Full professors and Whites did not show as much support for questions that dealt with the value of DEI scholarship, or its efficacy in the tenure and promotions process.
- Z. A healthy majority of faculty agree to participate in training on DEI, though slightly less than half of full professors agreed.
- AA. The tenure and promotion processes are not perceived to be fair by the majority of faculty, and not perceived to be so by large margins for many different subgroups of faculty.

### **Tenure Status**

- BB. Non-Tenure-Track Faculty had a far more positive view of the University than peers had, thought the University was fair, and were less supportive to DEI issues than peers were. Tenure-Track Faculty had more concerns about the work environment and were more supportive of DEI concepts than peers were.
- CC. Tenured faculty were generally less interested in change and had a more positive belief in the institutions' current practices.

### **College**

- DD. The faculties in the School of Law and The Peter J. Tobin College of Business do not think the University has as healthy an environment as other schools/colleges. Ironically, they are generally less supportive of DEI-related matters, less supportive of training, and are less supportive of questions about adjusting to the needs of students.
- EE. Overwhelmingly, the Law faculty do not think that the gender, race, or ethnic diversity of the University is appropriate by a wide margin.
- FF. Almost 2/3 of Law faculty did not answer the question about whether promotion and tenure processes were fair, which follows a generally pessimistic pattern of responses to most questions.
- GG. The Law faculty have concerns about a number of work-related matters.
- HH. The College of Pharmacy and Health Sciences seems to be a positive outlier on DEI issues on almost every measure. Respondents show high regard for the climate and practices within the school.

II. Almost two-thirds of faculty in St. John's College of Liberal Arts and Sciences were aware of racism or other forms of discrimination; therefore, not surprisingly, generally they are more supportive of the institution taking positive actions to address DEI issues than other colleges/schools.

### **Ethnicity**

JJ. There are noteworthy differences in the perceptions of the University environment and practices with Whites, full professors, and tenured faculty having starkly different perceptions than others.

KK. Minority groups had more concerns about DEI issues and felt the University was less fair and more biased than their majority counterparts thought.

LL. Minority groups were much more supportive of the University taking actions related to DEI (e.g., recruiting minority faculty, training, initiatives, etc.).

MM. Minority groups are roughly twice as likely to differ from Whites about whether the University has a healthy environment for all students to excel.

NN. Generally, minorities and assistant professors do not think tenure decisions are fair.

OO. Minorities show higher levels of support for the statement 'the University should increase the percentage of full-time faculty from underrepresented groups,' though only 48% of White faculty agree.

PP. White faculty think the University is fairer and more inclusive to race, religious views, sexual orientation, and other measures of organizational health than others think.

QQ. Asians seem to respond at a higher rate on many questions that made note of the difference in students and the need to adjust to them than others, such as, the curriculum should change to reflect the learning needs of the University's diverse student body (77%), as compared to Blacks (68%) and Whites (49%).

RR. Asian respondents appear more aggrieved than Black/African Americans on the work environment based upon their higher negative responses on almost every question of this type. As examples, they were more aware of perceived incidents of racism or other forms of discrimination on campus, and had higher agreement on questions that asked about the need for actions to address DEI concerns.

SS. Respondents who identified themselves as members of two or more races did not follow the norm of other ethnic groups, nor any discernible pattern of responses. They were pro-DEI on some indices, con on others, and inexplicable on yet others. As an example, only 69% were 'willing to participate in professional development to better assist me in teaching the diverse student population at St. John's,' when compared to 89% for Asians and Blacks, and 78% for Whites.

## **Gender**

TT. Half the faculty think gender diversity is appropriate and 40 percent think racial diversity is appropriate—though there are significant differences in how demographic groups see these questions, with Whites, full professors, and tenured faculty members seeing the status quo more favorably.

UU. Comments also make note of the absence of women in leadership roles, concerns about how there may be conscious or unconscious bias toward women across campus—and particularly noted the treatment of women by nonnative born US professionals on campus.

## **General Findings**

VV. Part-time faculty are generally more positive about the University's work environment than full-time faculty.

WW. There is solid support for the Academic Center for Equity and Inclusion.

XX. Many comments note that the survey appears to be a form of pretext, and that many decisions about the need and value of diversity were made before the survey started, or that the survey was an exercise in political correctness.

YY. There is a contingent of respondents who are generally skeptical of any diversity initiative.

ZZ. Several respondents mentioned concerns about reports being made about racist or sexist incidents, but there was no action taken.

AAA. There also seems to be a call for a formal mechanism for faculty, staff, and students to be able to report DEI-related concerns.

BBB. The absence of diversity in leadership and the clergy has been mentioned in comments across surveys.

CCC. There have been repeated expressions of hope that the University would take on a diversity initiative in a thoughtful and serious way and follow through, and not as a fleeting topic/issue du jour.

DDD. There is some concern that a focus on diversity is misplaced as the focus should be on excellence or other ideas; and words of caution and hope that the University would not seek to select future faculty based upon their race/ethnicity, in deference to merit.

EEE. Comments provide constant reminders to focus on the students and the mission, and not necessarily the faculty or diversity.

FFF. Many comments are concerned that we are overlooking the fact that the St. John's community is a great place with a few blemishes, and that there is an overreaction to recent events.

GGG. Many comments argue for expanding data gathering to include disability, gender-related questions, religion, national origin, and political views, etc.

HHH. There were many skipped questions at the end of the survey as it turned its focus toward applying DEI principles from simply assessing DEI ideas. This pattern could be due to passive disagreement or survey fatigue. There is no available data to explain this occurrence.

## RECOMMENDATIONS

- I. Celebrate the positive St. John's community, mission, current diversity profile, welcoming nature, and other agreed-upon positives to provide context and a baseline for improvement. Acknowledge that the community is exceptional in comparison to many others, but aims to be better.
- II. Develop and publish a business case for taking action on diversity. Reasons can and should include connection to the mission and Vincentian values, student concerns as voiced, and the opportunity to take a leadership role given campus and community diversity, as well as leadership support.
- III. Take steps to create a climate and culture that allows all voices and concerns to be heard in a positive, productive, and nonadversarial manner. A proxy to host such conversations could focus on civility, community, religious tolerance, or other noble precepts that are a gentle and nonthreatening way of having sensitive conversations about culture, race, gender, equity, and inclusion.
- IV. a) Publish the findings from this data-gathering process in multiple methods, modes, and media (e.g., executive summary, reports, topical briefs, town halls, focus groups, etc.). b) Then appoint a cross-campus and cross-functional group to help interpret its findings and their meanings, and make recommendations for action. c) Share with the community the group's assessments and publish how those assessments will be used to improve the community. d) In a year, publish what became of the actions taken as a response to the survey and recommendations.
- V. Engage the College of Pharmacy and Health Sciences to uncover why it is a positive outlier in an attempt to replicate its successes.
- VI. Publish information about tenure and promotion processes, standards, actions, and records to dispel the negative perceptions of its fairness and efficacy.
- VII. Engage students to learn their opinions about how to improve the culture, climate, and support for DEI principles, diverse populations, and the community as a whole.
- VIII. Engage skeptics and senior faculty to understand fully their reticence about some of the DEI principles and actions.
- IX. Establish a talent management, recruitment, and retention initiative with diversity as only one of its elements and goals.
- X. Republish and further define the role and function of the Academic Center for Equity and Inclusion, establish a vision for its impact, and articulate what a 'leading role' with DEI might look like.
- XI. Start a faculty development series on diversity, equity, and inclusion subjects.
- XII. Follow through; ensure initiative is not a short, passive intervention without meaning.

## Observations By Question

**Response Scale: Strongly Disagree (SD), Disagree (D), Neither Agree, Nor Disagree (NAND), Agree (A), Strongly Agree (SA)**

1. Sixty percent of respondents were aware of the ‘specific concerns that students have raised on campus regarding DEI,’ which means four in 10 were not aware.
2. Only half of faculty respondents are ‘concerned about the climate on campus for student learning’ when strongly agreed and agreed are combined. (48% SA/A, 27% NAND, 25% D/SD).
3. The vast majority of respondents believe the campus environment—good or bad—affects student learning (86.36%).
4. Nearly 40% (38.23) do not agree that the ‘University has a healthy environment in which all students can excel, regardless of their background or identity.’ (SD 7.75, D 14.97, 15.51 NAND)
5. Nearly 47% of respondents are ‘not aware of incidents of racism or other forms of discrimination with students at St. John’s, which presumably means 53% of faculty may have concerns about racist incidents on campus (NAND 10.72, D 25.74, and SD 20.91).
6. Over half of respondents do not think that practices at ‘St. John’s advantage or disadvantage different groups’; 53% agree that that is not the case, 26% disagree, 20% are neutral
7. A bell curve pattern exists for the question of whether the ‘University’s climate is free of bias’ (42% disagree, 21% neutral, 38% agree).
8. There is substantial support for taking action; only 12.13% disagree that ‘the importance of DEI issues at this time demands a University response’ (SA 28.3, A 34.23, NAND 25.34).
9. Most agree that St. John’s demonstrates its commitment to inclusion; 69% agree; only 15% disagree, and 16% are neutral.
10. Most agree that St. John’s demonstrates its commitment to faculty diversity; 62% agree, 22% disagree, 16% are neutral.
11. Most believe there is a strong culture of respect at the institution; 65% agree, 21% disagree, 15% are neutral.
12. More than 73% think ‘the St. John’s community would benefit from having open and sustained conversations about diversity and other DEI-related subjects.’
13. More than 73% think ‘DEI concerns are at least as deserving of resources as other important campus concerns.’

14. About 68% report the culture in their ‘college/school demonstrates a commitment to inclusion.’
15. About 66% feel the culture in their ‘college/school is supportive of all faculty regardless of their diversity.’
16. About 64% feel the culture in their ‘college/school demonstrates a commitment to a climate of equity.’
17. About 72% feel the culture in their ‘college/school demonstrates a commitment to a climate of respect.’
18. About 75% feel their ‘college/school demonstrates a commitment to faculty diversity.’
19. About 76% feel the culture in their ‘department/unit demonstrates a commitment to inclusion.’
20. About 77% feel the culture in their ‘department/unit is supportive of all faculty regardless of their diversity.’
21. About 70% feel the culture in their ‘department/unit demonstrates a commitment to a climate of equity.’
22. About 77% feel the culture in their ‘department/unit demonstrates a commitment to a climate of respect.’
23. About 71% feel their ‘department/unit demonstrates its commitment to faculty diversity.’
24. There is substantial agreement, 82%, that the Catholic and Vincentian mission at St. John's University obligates us to advance the goals of DEI.
25. There is noteworthy agreement, 78%, with the statement that Vincentian traditions and DEI principles are intertwined.
26. There is noteworthy agreement, 79%, that ‘Because St. John’s mission is related to serving the underserved, the University should be proactive in addressing DEI in the student population, in scholarship, and in University governance and operations.’
27. While only 26% agreed with the statement, ‘The University's mission is self-evident, therefore a special initiative devoted to DEI is not necessary,’ 21% were neutral and 52% disagreed. If the neutrals and the agreed were taken together, then the community is divided nearly 50/50 on whether a special initiative related to DEI is needed.
28. There is wide support for the new center, with 62% agreeing and less than 10% disagreeing; the purpose of the Academic Center for Equity and Inclusion is to become the hub/portal for faculty to enhance their ability to create curricular content and pedagogical practices that meet the needs of our diverse students as well as our global community. I support the newly instituted ACEI.

29. There is universal agreement that the ‘St. John’s faculty help promote racial understanding,’ 85% agree and 3% disagree.
30. Faculty are very much willing to participate in professional development to better assist them in teaching the diverse student population at St. John’s, 77% agree and only 8% disagree.
31. There is widespread support for the idea that ‘Our pedagogical approaches should acknowledge the different needs of our student populations,’ 81% agree and 6% disagree.
32. There is also widespread support for the notion that the ‘University should adjust how it serves all students in a manner that best supports their success,’ 78% agree and 7% disagree.
33. ‘I support mandatory training on cultural and racial sensitivity for teaching faculty,’ 59% support, 19% are neutral, and 23% disagree.
34. Surprisingly, 62% say they ‘teach content related to DEI in my classes.’
35. Over 77% agree and say they ‘treat all students the same in how I approach instruction and instructional content.’
36. Despite 77% saying they teach all students the same, 83% agree and indicate that they ‘attempt to adjust my instructional approach to reach all different types of students.’
37. A majority of faculty indicate that they ‘have completed professional development related to instructional design that addresses how to teach different types of students,’ 53%—though 23% apparently have not, and 24% did not agree or disagree.
38. Over 72% of faculty indicate that they are comfortable addressing issues of DEI’ in their classroom.
39. Only half of faculty have ‘received professional development training on implicit bias,’ while 49% have not.
40. Only about 42% of faculty indicated that they ‘have taken at least one implicit bias test to assess my own viewpoints.’
41. A significant proportion of faculty, 72%, indicate that they are comfortable discussing DEI with their colleagues.
42. Surprisingly, despite 72% of faculty indicating that they are comfortable discussing DEI, they describe a significantly different picture of their colleagues and indicate that only 44% of ‘My colleagues are comfortable having DEI conversations with others and me. It is notable here that 40% neither agreed or nor disagreed with this statement. One of the highest NAND answers on the survey.

43. 'I am aware of the body of research that links pedagogical approaches to improved learning outcomes for both minority and majority students.' Over one-third, 37%, did not agree or neither agreed or disagreed to this statement, with 10% skipping this question as well.
44. It is noteworthy that 26% did not agree with the statement that 'I am aware of the body of research indicating that a one-size-fits-all approach to pedagogy disadvantages different types of learners.'
45. Most faculty agreed or strongly agreed, 75%, with the statement that 'I am aware of the body of research that addresses the scholarship of race and gender, and how social structures advantage some groups and disadvantage others.'
46. Half of faculty think that that the 'gender diversity of St. John's faculty is appropriate,' Fifty-one percent agreed, 28% NAND, and 22% disagreed.
47. Only 41% of faculty think that the 'racial and ethnic diversity of St. John's faculty is appropriate;' A full 34% disagreed and a sizeable 25% NAND. Taken together, almost 60% would not agree that the diversity mix is appropriate.
48. Sixty percent of faculty think St. John's institutional culture supports all faculty regardless of their diversity.
49. Sixty-four percent of faculty indicate 'the culture among faculty for religious differences is inclusive.' A notable 23% NAND and 11% of respondents skipped this question rather than NAND.
50. The culture among faculty for differences in sexual orientation is inclusive. It is noteworthy that 36% neither agreed nor disagreed with this answer, the highest response on this question, on the survey. Forty-three percent agreed or strongly agreed.
51. While 57% of faculty agreed or strongly agreed with the statement, 'Scholarship that incorporates DEI principles should receive credit equivalent to all other areas of scholarship in the promotion and tenure process, almost a third, 30.42% NAND.
52. There is slightly more support for the idea that 'Service that incorporates DEI principles should be acknowledged and receive credit in promotion and tenure processes, than the previous question with 62% agreed, and 25.30 NAND.
53. The response to the 'Promotion and tenure decisions are fair for all faculty regardless of diversity' is noteworthy. The largest number of respondents (38.44%) NAND. Just over 28% agree, and almost 17% strongly agreed. Again, here, like with many other delicate topics, there was a sizeable number of respondents, 12%, who skipped the question.
54. Fifty-two percent of respondents think that the 'University should increase the number and percentage of full-time faculty from underrepresented populations'; however, 35% NAND and 13% skipped the question.

55. Most faculty do not believe the ‘University has appropriate mechanisms for recruiting faculty of color.’ It is notable that 47.58% neither agreed nor disagreed, only 32% agreed, and 20% disagreed. The disagreed taken with the neutrals would show a sizable 68% not agreeing with the statement.
56. Half the faculty, 52%, think that ‘St. John’s needs to do more to recruit and retain a diverse faculty.’ However, 37% did not agree or disagree and 13% skipped the question.
57. ‘The make-up of the teaching faculty should be demographically more similar to our student population’ showed 45% supportive of the statement, 35% NAND, 19% disagreeing of those who answered the question.
58. About 40% of respondents indicate that their ‘department or unit has appropriate mechanisms for recruiting faculty of color.’ It is noteworthy that 43% NAND.
59. The responses to question 59 roughly mirrors the previous question, with faculty having similar responses for their college/school as their departments. The responses were 34% agreeing, 47% NAND, and 16% disagreeing. Here again, 13% skipped the question.
60. A significant majority of respondents (66%) did not have an expressed opinion about the statement, ‘The University provides appropriate mechanisms for crafting NOV’s for diversity hires,’ 20% agreed, and 13% disagreed.
61. Half the faculty (55%) agreed with the statement ‘The University should devote time, effort, and resources to increasing the diversity of its teaching faculty.’ However, a sizable one-third did not agree or disagree.
62. Half the faculty (54%) agreed that the ‘curriculum should include content related to DEI-related subject matter.’ In addition, nearly a third, 30%, were neutral to the statement.
63. Like the curriculum change subject question, almost 51% agreed, and almost 30% were neutral, to the statement, ‘The curriculum should change to reflect the learning needs of the University’s diverse student body.’
64. ‘Our diverse student body creates an opportunity for the faculty to take a leadership role in DEI curriculum’; it is notable that 47% agreed with the statement and another 17% strongly agreed, for a total of 64% supporting this idea. Notwithstanding the near 2/3 support, 28% were neutral.
65. Forty-seven percent of respondents agreed with the statement, ‘Students at the University should be considered drivers for DEI curriculum development and change,’ while 32% were neutral and 20% disagreed.
66. A whopping 54% of respondents agreed and another 23% strongly agreed with the statement that ‘Our diverse student body creates an opportunity for the University to study and advance

the understanding of DEI in college and universities,' yielding 75% of faculty expressing support for this idea. It is especially notable that only 3% disagreed with this idea.

67. Almost 76% of faculty agreed with the statement 'Issues related to DEI are legitimate matters of scholarship and they should be researched.'

68. Given the University's metropolitan location and its student demographics, I would support the University taking a leadership role in advancing scholarship and pedagogy about DEI; 74% of faculty support this statement.

### **BY SCHOOL\*—NOTABLE OBSERVATIONS (See corresponding question above)**

1. The awareness of 'specific concerns that students have raised on campus recently regarding DEI' varies significantly by school. Faculty in St. John's College of Liberal Arts and Sciences are aware (74%); however, faculty in Law and Business are not—only 40% and 37% agreed or strongly agreed.

2. Concern for the climate on campus and its effect on student learning loosely follows the awareness of student interest, with those aware of issues having more concern than those who were not aware. However, those who NAND were sizeable in percentage, 27%, and second only to those who agreed, 28%, overall.

4. Faculty in Pharmacy (85%), the College of Professional Studies (79%), and Tobin (75%) had the highest agreement with the statement that the University has a healthy environment in which all students can excel, regardless of their background or identity. St. John's College of Liberal Arts and Sciences (50%), the Law School (50%), and library (34%) registered the lowest agreement for this statement—though the number of participants from the Law School and library were low, 10 and 6, respectively.

5. An alarming nearly 62% of faculty in St. John's College of Liberal Arts and Sciences disagreed with the statement that they were 'not aware of incidents of racism or other forms of discrimination with students at St. John's.' While not positive, the other colleges ranged from 27% in Pharmacy to 50% in the library, and with the schools of Law and Education, were reported at 40%.

6. Nearly 58% of faculty in St. John's College of Liberal Arts and Sciences disagreed with the statement that the 'University's climate is free of bias.'

10. Fifty percent of the faculty in Law disagreed with the statement that 'St. John's demonstrates its commitment to faculty diversity' far higher than other schools.

11. Sixty percent of the faculty in Law disagreed with the statement that 'there is a strong culture of respect at this institution,' far higher than other schools.

14. Seventy percent of the faculty in Law disagreed with the statement that 'The culture in my college/school demonstrates a commitment to inclusion,' far higher than other schools, with the next closest response at 24%. It is especially noteworthy that 91% of faculty in Pharmacy agreed with the statement and 78% in CPS agreed as well.

15. Sixty percent of the faculty in Law disagreed with the statement that 'The culture in my college/school is supportive of all faculty regardless of their diversity,' far higher than other schools, with the next closest response at 26%. It is especially noteworthy that 94% of faculty in Pharmacy agreed with the statement.

16. Seventy percent of the faculty in Law disagreed or strongly disagreed with the statement that ‘The culture in my college/school demonstrates a commitment to a climate of equity,’ far higher than other schools, with the next closest response at 33%. It is especially noteworthy that 88% of faculty in Pharmacy agreed with the statement.
17. Seventy percent of the faculty in Law disagreed or strongly disagreed with the statement that ‘The culture in my college/school demonstrates a commitment to a climate of respect,’ far higher than other schools, with the next closest response at 20%. It is especially noteworthy that 84% of faculty in Pharmacy agreed with the statement.
18. The agreement (A/SA) with the statement, ‘My college/school demonstrates a commitment to faculty diversity,’ was as follows: the College of Pharmacy (89%), The School of Education (74%), CPS (67%), Tobin (61%), St. John’s College (57%), Law (50%), Library (50%).
19. ‘The culture in my department/unit demonstrates a commitment to inclusion’ ranged from 75% to 94%, except for Law (40%) and the Library (50%). It is notable that 60% of law respondents disagreed or strongly disagreed.
20. The response to the question the ‘culture in my department/unit is supportive of all faculty regardless of their diversity,’ parallels many of the other questions of this type, Pharmacy’s (94%) responses are notably high and Law’s (60%) notably low.
21. The response to the question, ‘The culture in my department/unit demonstrates a commitment to a climate of equity,’ mirrors many of the other questions of this type, Pharmacy’s (91%) responses are notably high and Law’s (60%) notably low.
22. The response to the question, ‘The culture in my department/unit demonstrates a commitment to a climate of equity,’ follows many of the other questions of this type, Pharmacy’s (94%) responses are notably high and Law’s (60%) notably low.
30. While there is very widespread agreement with the statement, ‘I am willing to participate in professional development to better assist me in teaching the diverse student population at St. John’s,’ only 58% of faculty in business agreed, compared to incidences as high as 87% in other schools.
31. Fifty-five percent of faculty in Law NAND with the statement, ‘Our pedagogical approaches should acknowledge the different needs of our student populations,’ with the remainder agreeing.
32. Only about 50% of faculty in Business and Law show support for the statement that the ‘University should adjust to serve all students in a manner that best supports their success’; this is far lower than other schools, where the average agreement is between 76–91%.
36. There is less agreement with the statement, ‘I attempt to adjust my instructional approach to reach all different types of students,’ in business and law than other schools, with 72% and 60% agreement.
37. Almost 40% of Business faculty neither agreed nor disagreed with the statement, ‘I am comfortable addressing issues of DEI in my classroom,’ almost twice as high as faculty from other schools, while responding similarly to other choices.
39. It is noteworthy that 80% of faculty in Law have not received any ‘professional development training on implicit bias.’ Sixty-six and sixty percent in Health Sciences and Business have not as well.
41. Fifty percent of the Law School faculty are not ‘comfortable discussing DEI’ with their colleagues.
46. Only 20% of Law School faculty think the ‘gender diversity of St. John’s faculty is appropriate,’ less than half the rate of colleagues.

47. Only 10% of Law School faculty think the ‘racial and ethnic diversity of St. John’s faculty is appropriate,’ less than a quarter of the rate of colleagues.
48. Only 30% of Law School faculty think the ‘racial and ethnic diversity of St. John’s faculty is appropriate,’ about half the rate of colleagues.
50. Only 20% of Law School faculty think ‘The culture among faculty for differences in sexual orientation is inclusive,’ about a third to half the rate of colleagues.
51. Scholarship that incorporates DEI principles should receive credit equivalent to other areas of scholarship in the promotion and tenure process is about the same in all schools except business, with only 33% agreeing there compared to 48 to 64% elsewhere.
52. On average, about 20% of faculty disagreed with the statement that ‘promotion and tenure decisions are fair for all faculty regardless of diversity.’ However, 60% of Law faculty NAND.
53. Forty percent of Law faculty disagreed and 40% NAND with the statement, ‘The University has appropriate mechanisms for recruiting faculty of color.’
56. On average, about 50% of faculty agreed with the statement, ‘St. John’s needs to do more to recruit and retain a diverse faculty.’ However, 64% and 44% of faculty in Pharmacy and Education NAND.
58. While generally faculty did not think that their ‘department or unit has appropriate mechanisms for recruiting faculty of color,’ 68% of faculty in Education NAND.
61. While roughly 40 to 70% of faculty think the ‘University should devote time, effort, and resources to increasing the diversity of its teaching faculty,’ 55% of the faculty in Pharmacy NAND with the statement.
63. Only 25% of Business faculty respondents agreed that the ‘curriculum should change to reflect the learning needs of the University’s diverse student body,’ in comparison to 42 to 67% of peers.
65. Views on whether ‘Students at the University should be considered drivers for DEI curriculum development and change’ varies widely by school, with support at 20% in Law and 25% in business and 52 and 63% in St. John’s College.
68. While there is general support for the idea that given ‘the University’s metropolitan location and its student demographics, I would support the University taking a leadership role in advancing scholarship and pedagogy about DEI,’ support varies from 54% in business to 86% in St. John’s College.

\* The Library was left out of several comparators as the incidence response rate of only six faculty members makes a statistically sound comparison impractical.

### **BY FT/PT STATUS–NOTABLE OBSERVATIONS (See corresponding question above)**

1. Full-time faculty are predictable more aware of specific concerns that students have raised on campus recently regarding DEI (72/43%).
2. Full-time faculty are predictably more concerned about the climate on campus for student learning.
3. Part-time faculty think the environment on campus is healthier than full-time faculty (77/53%).

5. Part-time faculty are less aware of incidents of racism or other forms of discrimination of campus (55/33%).
6. While 34% of full-time faculty disagreed with the statement, ‘do NOT think that practices at St. John’s advantage or disadvantage different groups,’ only 13% of part-time faculty disagreed.
7. The University's climate is free of bias; FT=26% agreed and PT=50% agreed.
10. St. John’s demonstrates its commitment to faculty diversity; FT=48% and PT=71% agreed.
11. There is a strong culture of respect at this institution; 57/77 agreed.
16. The culture in my college/school demonstrates a commitment to a climate of equity; 58/74% agreed.
17. The culture in my college/school demonstrates a commitment to a climate of respect; 64/83% agreed.
27. Full-time faculty disagreed more strongly (61%) than part-time faculty (43%) to the statement ‘the University's mission is self-evident, therefore a special initiative devoted to DEI is not necessary.’
37. Interestingly, more part-time faculty (63%) indicate that ‘In addition to graduate studies in my discipline, I have completed professional development related to instructional design that addresses how to teach different types of students,’ than full-time faculty (48%).
47. Forty-three percent of full-time faculty disagree that the ‘racial and ethnic diversity of St. John’s faculty is appropriate as compared to only 20% of part-time faculty; likewise, only 33% of full-time faculty compared to 54% part-time faculty agree.
48. A difference exist in how full- and part-time faculty respond to the statement ‘St. John’s institutional culture supports all faculty regardless of their diversity;’ 53/70% agreed.
50. A difference exist in how full- and part-time faculty respond to the statement ‘The culture among faculty for differences in sexual orientation is inclusive; 53/70% agreed.
54. Fifty-six percent of full-time faculty and 45% of part-time faculty agree that the ‘University should increase the number and percentage of full-time faculty from underrepresented populations.’
56. Full-time faculty are more favorable to the statement ‘St. John’s needs to do more to recruit and retain a diverse faculty’ than part-time faculty (60/42% agreed).
61. Full-time faculty are more favorable to the statement the ‘University should devote time, effort, and resources to increasing the diversity of its teaching faculty (61/51% agreed).

**BY RACE/ETHNICITY–NOTABLE OBSERVATIONS (See corresponding question above)**

Since there are not significant numbers of minorities responding to the survey, results should be viewed with caution, however, as a collective group, their responses may carry more weight when compared to White or Caucasian respondents. For faculty who answered the question about race, the racial designation indicated was as follows: Asian 18, Black or African American 19, Native Hawaiian or Pacific Islander 1, White or Caucasian 211, and Two or More Races 32.

2. Minorities are far greater concerned than Whites that ‘Given the recent events related to DEI, I am concerned about the climate on campus for student learning;’ the percent who agreed are Asian – 76%, Black – 79%, Two or More Races – 53%, and White – 43%.
4. ‘I think that the University has a healthy environment in which all students can excel, regardless of their background or identity’; percent who agreed are Asian – 50%, Black – 47%, Two or More Races – 53%, and White – 67%.
5. There is notable concern for Asian respondents in comparison to others to the statement, ‘I am not aware of incidents of racism or other forms of discrimination with students at St. John’s.’ The percentage who disagreed are Asian – 61%, Black – 42%, Two or More Races – 44%, and White – 48%. Forty-four percent of Asians strongly disagreed with this statement.
6. ‘I do NOT think that practices at St. John’s advantage or disadvantage different groups’ has wide variability by ethnic group; percent who disagreed are Asian – 39%, Black – 48%, Two or More Races – 44%, and White – 21%. White respondent’s disagreement is roughly half of the minority groups as a collective.
7. ‘The University’s climate is free of bias’ has wide variability by ethnic group; percent who disagreed are Asian – 61%, Black – 58%, Two or More Races – 44%, and White – 40%.
8. ‘The importance of DEI issues at this time demands a University response’ has wide variability by ethnic group; percent who agreed are Asian – 83%, Black – 72%, Two or More Races – 57%, and White – 63%.
9. ‘St. John’s demonstrates its commitment to inclusion’ has wide variability by ethnic group; percent who agreed are Asian – 56%, Black – 44%, Two or More Races – 68%, and White – 73%.
10. ‘St. John’s demonstrates its commitment to faculty diversity’ has wide variability by ethnic group; percent who agreed are Asian – 61%, Black – 53%, Two or More Races – 54%, and White – 65%.
12. It is notable that 100% of black faculty agreed, but only 75% of White faculty agreed, with the statement, ‘The St. John’s community would benefit from having open and sustained conversations about diversity and other DEI-related subjects.’ The percent who agreed are Asian – 89% and no disagreements, Black – 100%, Two or More Races – 62%, and White – 75%.
13. ‘DEI concerns are at least as deserving of resources as are other important campus concerns’ has wide variability by ethnic group; percent who agreed are Asian – 94%, Black – 84%, Two or More Races – 69%, and White – 75%.
14. ‘The culture in my college/school demonstrates a commitment to inclusion’ has wide variability by ethnic group; percent who disagreed are Asian – 34%, Black – 21%, Two or More Races – 23%, and White – 15%.
15. ‘The culture in my college/school demonstrates a commitment to inclusion’ has wide variability by ethnic group; percent who disagreed are Asian – 33%, Black – 29%, Two or More Races – 26%, and White – 19%.
16. ‘The culture in my college/school demonstrates a commitment to a climate of equity’ has wide variability by ethnic group; percent who disagreed are Asian – 50%, Black – 32%, Two or More Races – 27%, and White – 22%.
17. ‘The culture in my college/school demonstrates a commitment to a climate of equity’ has wide variability by ethnic group; percent who disagreed are Asian – 50%, Black – 32%, Two or More Races – 27%, and White – 22%.
18. Asian populations experience the work environment differently than other populations as evident by the response to this statement and others: ‘The culture in my college/school

demonstrates a commitment to a climate of respect’; percent who disagreed are Asian – 30%, Black – 16%, Two or More Races – 19%, and White – 16%.

18. ‘My college/school demonstrates a commitment to faculty diversity’ has wide variability by ethnic group; percent who disagreed are Asian – 45%, Black – 37%, Two or More Races – 26%, and White – 17%.

19. There is widespread belief that their ‘department/unit demonstrates a commitment to inclusion,’ yet a quarter of Asian faculty disagree; percent who disagreed are Asian – 28%, Black – 5%, Two or More Races – 12%, and White – 15%. It is also notable that 73% of Blacks agree and only 5% disagree with this statement.

23 ‘My department/unit demonstrates its commitment to faculty diversity,’ has wide variability by ethnic group; percent who disagreed are Asian – 17%, Black – 26%, Two or More Races – 19%, and White – 13%.

26. There is as much or more support by Whites for the statement, ‘Because St. John’s mission is related to serving the underserved, the University should be proactive in addressing DEI in the student population, in scholarship, and in University governance and operations,’ than some minority groups; percent who agreed are Asian – 94%, Black – 79%, Two or More Races – 69%, and White – 85%.

27. ‘The University’s mission is self-evident, therefore a special initiative devoted to DEI is not necessary,’ has wide variability by ethnic group; percent who disagreed are Asian – 56%, Black – 74%, Two or More Races – 52%, and White – 53%.

27. ‘The purpose of the Academic Center for Equity and Inclusion is to become the hub/portal for faculty to enhance their ability to create curricular content and pedagogical practices that meet the needs of our diverse students as well as our global community. I support the newly instituted ACEI,’ has wide variability by ethnic group; percent who agreed are Asian – 89%, Black – 85%, Two or More Races – 60%, and White – 64%.

30. The two or more races category seems counterintuitive as only 69% are ‘willing to participate in professional development to better assist me in teaching the diverse student population at St. John’s,’ when compared to 89% for Asians and Blacks, and 78% for Whites.

31. ‘Our pedagogical approaches should acknowledge the different needs of our student populations,’ has wide variability by ethnic group; percent who disagreed are Asian – 100%, Black – 90%, Two or More Races – 78%, and White – 80%.

33. ‘I support mandatory training on cultural and racial sensitivity for teaching faculty,’ has wide variability by ethnic group; percent who agreed are Asian – 78%, Black – 90%, Two or More Races – 54%, and White – 59%.

37. ‘In addition to graduate studies in my discipline, I have completed professional development related to instructional design that addresses how to teach different types of students’; percent who agreed are Asian – 39%, Black – 74%, Two or More Races – 66%, and White – 52%.

39. ‘I have received professional development training on implicit bias’; percent who agreed are Asian – 34%, Black – 63%, Two or More Races – 38%, and White – 53%.

40. ‘I have taken at least one implicit bias test to assess my own viewpoints’; percent who agreed are Asian – 28%, Black – 47%, Two or More Races – 41%, and White – 44%.

43. ‘I am aware of the body of research that links pedagogical approaches to improved learning outcomes for both minority and majority students’; percent who agreed are Asian – 61%, Black – 58%, Two or More Races – 19%, and White – 13%.

47. ‘The racial and ethnic diversity of St. John’s faculty is appropriate’ has wide variability by ethnic group; percent who disagreed are Asian – 50%, Black – 53%, Two or More Races – 38%, and White – 32%.
48. ‘St. John’s institutional culture supports all faculty regardless of their diversity’ has wide variability by ethnic group; percent who disagreed are Asian – 39%, Black – 37%, Two or More Races – 21%, and White – 22%.
49. ‘The culture among faculty for religious differences is inclusive’ has wide variability by ethnic group; percent who disagreed are Asian – 23%, Black – 37%, Two or More Races – 13%, and White – 13%.
53. Minorities do not think the tenure decisions are as fair as Whites think they are, according to the responses to the survey. For the statement, ‘Promotion and tenure decisions are fair for all faculty regardless of diversity,’ percent who disagreed are Asian – 39%, Black – 32%, Two or More Races – 28%, and White – 12%.
54. ‘The University should increase the number and percentage of full-time faculty from underrepresented populations,’ has wide variability by ethnic group; percent who agreed are Asian – 78%, Black – 84%, Two or More Races – 58%, and White – 48%.
56. ‘St. John’s needs to do more to recruit and retain a diverse faculty,’ has wide variability by ethnic group; percent who agreed are Asian – 78%, Black – 95%, Two or More Races – 55%, and White – 50%. It is noteworthy that 41% of White faculty neither agreed nor disagreed.
57. ‘The make-up of the teaching faculty should be demographically more like our student population’; percent who agreed are Asian – 56%, Black – 79%, Two or More Races – 45%, and White – 46%. It is noteworthy that 36% of White faculty neither agreed nor disagreed.
61. ‘The University should devote time, effort, and resources to increasing the diversity of its teaching faculty’; percent who agreed are Asian – 67%, Black – 89%, Two or More Races – 56%, and White – 58%. It is noteworthy that 33% of White faculty neither agreed nor disagreed.
62. ‘The curriculum should include content related to DEI-related subject matter’ has wide variability by ethnic group; percent who agreed are Asian – 59%, Black – 84%, Two or More Races – 47%, and White – 55%. It is noteworthy that 41% of White faculty neither agreed nor disagreed.
63. ‘The curriculum should change to reflect the learning needs of the University’s diverse student body’; percent who agreed are Asian – 77%, Black – 68%, Two or More Races – 53%, and White – 49%. It is noteworthy that 41% of White faculty neither agreed nor disagreed.
64. ‘Our diverse student body creates an opportunity for the faculty to take a leadership role in DEI curriculum’; percent who agreed are Asian – 83%, Black – 79%, Two or More Races – 34%, and White – 66%. It is noteworthy that 41% of White faculty neither agreed nor disagreed.
68. ‘Given the University’s metropolitan location and its student demographics, I would support the University taking a leadership role in advancing scholarship and pedagogy about DEI’ has wide variability by ethnic group; percent who agreed are Asian – 94%, Black – 74%, Two or More Races – 66%, and White – 74%.

## **BY LOCATION–NOTABLE OBSERVATIONS**

There were not enough participants who responded to the question about location to make any meaningful observations based upon campus/center.

## **BY RANK–NOTABLE OBSERVATIONS (See corresponding question above)**

4. ‘I think that the University has a healthy environment in which all students can excel, regardless of their background or identity’; Professor – 65%, Associate – 61%, Assistant – 51%, Instructor – 85%, Other – 59%.
5. ‘I am not aware of incidents of racism or other forms of discrimination with students at St. John’s’; Professor – 47%, Associate – 38%, Assistant – 32%, Instructor – 65%, Other – 41%.
6. ‘I do NOT think that practices at St. John’s advantage or disadvantage different groups.’ Professor – 60%, Associate – 49%, Assistant – 45%, Instructor – 65%, Other – 55%.
7. ‘The University’s climate is free of bias’; percent who disagreed, Professor – 37%, Associate – 50%, Assistant – 54%, Instructor – 20%, Other – 36%.
- 8 – 26. Professors and Instructors are consistently more optimistic and likely to think the environment and student learning are better than Assistant and Associate Professors.
27. ‘The University’s mission is self-evident, therefore a special initiative devoted to DEI is not necessary’; percent who disagreed, Professor – 50%, Associate – 59%, Assistant – 63%, Instructor – 44%, Other – 37%.
28. ‘The purpose of the Academic Center for Equity and Inclusion is to become the hub/portal for faculty to enhance their ability to create curricular content and pedagogical practices that meet the needs of our diverse students as well as our global community. I support the newly instituted ACEI’; percent who agreed, Professor – 50%, Associate – 68%, Assistant – 75%, Instructor – 68%, Other – 59%.
32. ‘The University should adjust serve all students in a manner that best supports their success’; percent who agreed, Professor – 70%, Associate – 83%, Assistant – 92%, Instructor – 71%, Other – 73%.
33. ‘I support mandatory training on cultural and racial sensitivity for teaching faculty’; percent who agreed, Professor – 46%, Associate – 61%, Assistant – 73%, Instructor – 68%, Other – 64%.
37. ‘In addition to graduate studies in my discipline, I have completed professional development related to instructional design that addresses how to teach different types of students’; percent who agreed, Professor – 46%, Associate – 51%, Assistant – 64%, Instructor – 65%, Other – 59%.
39. Surprisingly, fewer Assistant Professors indicate that they ‘have received professional development training on implicit bias’ than full Professors; Professor – 49%, Associate – 54%, Assistant – 41%, Instructor – 59%, Other – 50%.
42. Surprisingly, fewer Assistant Professors indicate that ‘My colleagues are comfortable having DEI conversations with others and me’ than all other groups; Professor – 52%, Associate – 47%, Assistant – 36%, Instructor – 50%, Other – 41%. It is noteworthy that 32–45% of respondents by rank NAND with the statement.
44. More junior faculty tend to agree with the statement, ‘I am aware of the body of research indicating that a one-size-fits-all approach to pedagogy disadvantages different types of learners’; Professor – 60%, Associate – 78%, Assistant – 81%, Instructor – 71%, Other – 73%.

45. Professors and instructors are more similar in view than assistant and associate professors. I am aware of the body of research that addresses the scholarship of race and gender, and how social structures advantage some groups and disadvantage others; percent who agreed, Professor – 66%, Associate – 82%, Assistant – 83%, Instructor – 68%, Other – 64%.

46. ‘The gender diversity of St. John’s faculty is appropriate’; percent who agreed, Professor – 49%, Associate – 49%, Assistant – 56%, Instructor – 63%, Other – 36%.

47. Fewer faculty agree that the racial and ethnic diversity at St. John’s is appropriate as compared to gender. ‘The racial and ethnic diversity of St. John’s faculty is appropriate’; percent who agreed, Professor – 37%, Associate – 38%, Assistant – 47%, Instructor – 59%, Other – 32%. It is notable that most instructors think that gender and racial balance at St. John’s is okay.

48. Given Instructors have a more positive take on race and gender, it is not surprising that they also feel the ‘St. John’s institutional culture supports all faculty regardless of their diversity’ more so than others do. Percent who agreed, Professor – 62%, Associate – 53%, Assistant – 55%, Instructor – 82%, Other – 55%.

50. ‘The culture among faculty for differences in sexual orientation is inclusive’; percent who agreed, Professor – 44%, Associate – 37%, Assistant – 47, Instructor – 56%, Other – 41%.

51. Full professors’ view on ‘Scholarship that incorporates DEI principles should receive credit equivalent to all other areas of scholarship in the promotion and tenure process’ is substantially different than that of assistant and associate professors; percent who agreed, Professor – 47%, Associate – 62%, Assistant – 66, Instructor – 53%, Other – 45%.

52. Full professors’ view on ‘Service that incorporates DEI principles should be acknowledged and receive credit in promotion and tenure processes’; percent who agreed, Professor – 47%, Associate – 74%, Assistant – 76, Instructor – 62%, Other – 55%.

53. More junior faculty do not think that ‘Promotion and tenure decisions are fair for all faculty regardless of diversity’; percent who agreed, Professor – 53%, Associate – 47%, Assistant – 32, Instructor – 41%, Other – 36%. It is noteworthy that 47% of assistant professors and 53% of instructors NAND. Likewise, 37% of professors NAND.

54. ‘The University should increase the number and percentage of full-time faculty from underrepresented populations,’ has wide variability by rank; percent who agreed, Professor – 49%, Associate – 60%, Assistant – 56, Instructor – 41%, Other – 36%.

55. Perceptions vary widely on whether the ‘University has appropriate mechanisms for recruiting faculty of color.’ Professors have the most positive view (36%), more so than assistant and associate professors, yet a full two-thirds of assistant professors neither agreed nor disagreed with the statement and only 22% agreed.

56. Professors and Instructors again have different views than assistant and associate professors regarding the question ‘St. John’s needs to do more to recruit and retain a diverse faculty’; percent who agreed, Professor – 49%, Associate – 66%, Assistant – 59, Instructor – 26%, Other – 32%.

57. The important question of whether the ‘make-up of the teaching faculty should be demographically more like our student population’ has wide variability by rank. The percent who agreed, Professor – 40%, Associate – 53%, Assistant – 57, Instructor – 41%, Other – 27%.

58. ‘My department or unit has appropriate mechanisms for recruiting faculty of color’ has wide variability by rank, with professors having a much more positive view than assistant professors. Instructors (59%) largely NAND. Percent who agreed, Professor – 47%, Associate – 47%, Assistant – 27, Instructor – 38%, Other – 32%.

59. ‘My college/school has appropriate mechanisms for recruiting faculty of color’ has wide variability by rank, with professors having a much more positive view than assistant professors . Instructors (66%) largely NAND and largely mirrors department/unit question. Percent who agreed, Professor – 43%, Associate – 41%, Assistant – 24%, Instructor – 33%, Other – 27%.
61. ‘The University should devote time, effort, and resources to increasing the diversity of its teaching faculty’ has wide variability by rank, with associate and assistant professors supporting the statement by a higher margin than professors and instructors. Percent who agreed, Professor – 51%, Associate – 66%, Assistant – 66%, Instructor – 41%, Other – 45%. It is notable, however, that even a majority of full professors agree with the statement.
62. The statement, ‘Curriculum should include content related to DEI-related subject matter,’ has wide variability by rank, with more junior professors being more positively disposed. The percent who agreed is as follows: Professor – 43%, Associate – 60%, Assistant – 64%, Instructor – 56%, Other – 41%.
63. The statement, ‘The curriculum should change to reflect the learning needs of the University’s diverse student body,’ has wide variability by rank, with more junior professors being more positively disposed. Percent who agreed: Professor – 39%, Associate – 54%, Assistant – 64%, Instructor – 44%, Other – 45%.
64. The majority of faculty support, yet junior professors are more favorable to the notion that ‘our diverse student body creates an opportunity for the faculty to take a leadership role in DEI curriculum.’ Percent who agreed: Professor – 58%, Associate – 67%, Assistant – 72%, Instructor – 71%, Other – 45%.
65. The statement, ‘Students at the University should be considered drivers for DEI curriculum development and change,’ has wide variability by rank, with more junior professors being more positively disposed. The percent who agreed is as follows: Professor – 34%, Associate – 53%, Assistant – 56%, Instructor – 53%, Other – 32%.

#### **BY TENURE STATUS–NOTABLE OBSERVATIONS (See corresponding question above)**

- 1 and 2. Non-tenure track faculty are less aware of the concerns of students and therefore are less concerned by the climate on campus than tenured and tenure track faculty by 25 percentage points.
4. Non-tenure track faculty have a much more favorable view of the environment on campus than peers: 77% positive to 65% and 46%, respectively.
5. Non-tenure track faculty are less aware of incidents of racism or other forms of discrimination on campus.
6. The statement ‘I do NOT think that practices at St. John’s advantage or disadvantage different groups’ has wide variability by tenure status, with tenure track faculty not as supportive. Percent who agreed: Tenured – 51%, Tenure-Track – 37%, Not Tenure-Track – 64%.
- 7-8. Non-Tenure-Track faculty think the University’s climate is free of bias more so than peers, therefore are less inclined to think the University should act.
- 10-18. Non-Tenure-Track faculty have more positive views of the institution than peers.
- 19-23. Tenure-Track faculty think that their department and school have a more favorable climate for diversity, equity, and inclusion than their peers do.
- 24-26. Tenure-Track faculty are slightly more supportive of the University’s mission and DEI.
34. Fewer Non-Tenure-Track faculty teach content related to DEI in their classes.

36. Tenure-Track faculty are less likely to agree to the statement, ‘I attempt to adjust my instructional approach to reach all different types of students.’
37. Tenure-Track faculty are less likely to agree to the statement, ‘In addition to graduate studies in my discipline, I have completed professional development related to instructional design that addresses how to teach different types of students.’
47. There is wide variability in responses to the statement ‘The racial and ethnic diversity of St. John’s faculty is appropriate, by tenure status.’ Percent who agreed: Tenured – 31%, Tenure-Track – 41%, Non-Tenure-Track – 53%.
48. ‘Non-tenure track faculty have a more favorable view of the University’s culture of support for faculty regardless of diversity.’ Percent who agreed: Tenured – 53%, Tenure-Track – 50%, Non-Tenure-Track – 70%.
52. There is wide variability in responses to the statement, ‘Service that incorporates DEI principles should be acknowledged and receive credit in promotion and tenure processes.’ Percent who agreed: Tenured – 63%, Tenure-Track – 78%, Not Tenure-Track – 63%.
53. Tenure-Track do not think the University is as fair in tenure decisions, regardless of diversity as Tenured Faculty. Percent who agreed: Tenured – 51%, Tenure-Track – 34%, Not Tenure-Track – 38%.
54. There is wide variability in responses to the statement, ‘University should increase the number and percentage of full-time faculty from underrepresented populations.’ Percent who agreed: Tenured – 58%, Tenure-Track – 48%, Not Tenure-Track – 45%. It is notable that tenured members supported the statement more so than tenure-track faculty.
55. Non-Tenure-Track faculty are far less supportive of the statement, ‘St. John’s needs to do more to recruit and retain a diverse faculty.’ Percent who agreed: Tenured – 62%, Tenure-Track – 59%, Non-Tenure-Track – 39%.
- 58-59. There is wide variability in responses to the statement, ‘My department or unit has appropriate mechanisms for recruiting faculty of color.’ Percent who agreed: Tenured – 51/42%, Tenure-Track – 34/37%, Non-Tenure-Track – 30/28%. Tenured faculty have a more positive view of their department and school’s efforts.
- 62-63. Tenure-Track faculty are more supportive than their peers of the idea that the curriculum should change to meet the needs of a diverse student population.