

Foster Student Diversity Climate Survey Results 2022

Summary

The Foster School of Business has a strategic priority of incorporating an inclusion, diversity, and equity perspective into every decision that we make. Periodic climate surveys are one way of tracking our progress towards these goals. This report summarizes findings from the 2022 Inclusive climate survey. Over 300 students participated in this survey in Spring 2022, including undergraduates and graduate students. Overall, the mean for diversity climate was 3.73 on a scale from 1-5. Although comparable to other scores for diversity climate in organizations, our goal at Foster is for everyone to experience a strong, positive diversity climate. On average, students perceive that Foster faculty treats them with respect and dignity (mean response of 6.03 on a 7 pt scale). Students who identify as Hispanic/Latino, first generation college students, women, those who checked multiple gender identity boxes, gay or lesbian, bisexual, and participants who preferred to self-describe their sexuality have significantly fewer positive perceptions of Foster when compared to students from traditionally dominant identity groups. These results will inform us of next steps towards how we create a positive and inclusive climate at the Foster School.

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Survey Description

The Foster Student Diversity Climate Survey was created to assess the diversity climate of the Foster School as perceived by Foster undergraduate and graduate students. The survey was administered in Spring Quarter 2022. 367 students provided data that constituted the final sample. Our final sample included 136 undergraduate students (7% response rate of all undergraduate students) and 187 graduate students (14% response rate of all graduate students).

Below are the definitions and means of the dependent variables assessed in the survey.

Diversity Climate - degree to which the Foster School of Business is thought to utilize fair policies and socially integrate all students, staff, and faculty.

- 12 items. Participants responded to the prompt: “considering each word to be opposite ends of the same scale, how would you rate the CLIMATE in Foster CLASSROOMS on a scale from one to five”: Items were: “Friendly-hostile”, “Concerned – Indifferent”, “Non-competitive – Competitive”, “Respectful – Disrespectful”, “Anti-Racist – Racist”, “Non-Sexist – Sexist”, “LGBTQ Friendly – Homophobic”, “Disability Friendly – Unaccommodating”, “Accepting of religious beliefs – Unaccepting of religious beliefs”, “Politically balanced – Politically biased”, “Not-biased – Biased”, “Not prejudiced – Prejudiced”

Main Takeaways

Potential Strengths

The 2022 survey was patterned after the 2018 survey from which the Foster Diversity Committee received strong feedback from students/ faculty/leadership to construct the survey.

367 Foster students provided demographic and perceptual measures for the survey. On average, participants reported that faculty treated them with respect and dignity (interpersonal justice; Mean = 6.03, on a scale from 1 to 7).

Opportunities for Improvement

Demographic results demonstrated that individuals who are Hispanic/Latino, first generation college students, undocumented, and undergraduate students appear to have less positive perceptions of Foster than do traditional majority groups.

With respect to gender identity, women and those who checked multiple boxes reported less positive reactions compared to men.

The mean for the diversity climate measure was 3.73 (on a scale from 1 to 5). This suggests that our diversity climate continues to have room for improvement to get our score closer to 5. Our overall goal at Foster is to create a strong, positive diversity climate for everyone.

- 1 to 5 scale; reverse-coded such that higher numbers indicate a more positive diversity climate. $\alpha^1 = .89$
- **Interpersonal Justice** – extent to which FACULTY treat Foster students with respect and dignity.
 - 4 items, “Do FACULTY in the Foster School of Business... treat you with respect?”, “...treat you with dignity”, “...treat you in a polite manner” “...refrain from improper remarks or comments.”
 - 1 = Strongly Disagree – 5 = Strongly Agree; $\alpha = .89$
- **Comfort Participating in Class** – the extent to which students feel comfortable participating in Foster classes.
 - 6 items, “In general, I feel comfortable participating in classes at Foster”, “Faculty help create an environment in which I feel comfortable participating in classes at Foster”, “I feel comfortable participating in groups or teams”, “Other students help create an environment in which I feel comfortable participating”, “I have been involved in interpersonal disagreements with my foster classmates,” “I feel comfortable leading discussion in classes”
 - 1 = Strongly Disagree – 7 = Strongly Agree; $\alpha = .80$

	Diversity Climate	Interpersonal Justice	Comfort Participating In Class
	1-5 scale	1-7 scale	1-7 scale
Mean	3.73	6.03	5.26
Standard Deviation	0.71	1.08	1.08

The mean for interpersonal justice was relatively high – 6.03 on a 1-7 scale. This suggests that on average Foster students perceive that they are treated with respect and dignity by Foster faculty. The mean for diversity climate is relatively low, 3.73 on a 1-5 scale. Although this mean may be comparable with means for diversity climate measured in other organizations, Foster prides itself on being outstanding. Our overall goal at Foster is to have a strong, positive, inclusive climate. We aim to improve each of the above scores over time.

Demographic Differences

Results were analyzed by comparing mean perceptual measures by demographics (gender, race/ethnicity, sexual orientation, scholastic demographics, and first-generation college students.

Based on the small sample size and purpose of this report, we used a series of ANOVAs to determine statistical significance across demographic groups. We conducted least square difference tests to

¹ Alpha is an indication of reliability or accuracy of a scale. Alphas above .7 suggest that the scale is reliable.

examine statistically significant results when more than 2 groups were present. We found many statistically significant results. Only statistically significant results are presented below.

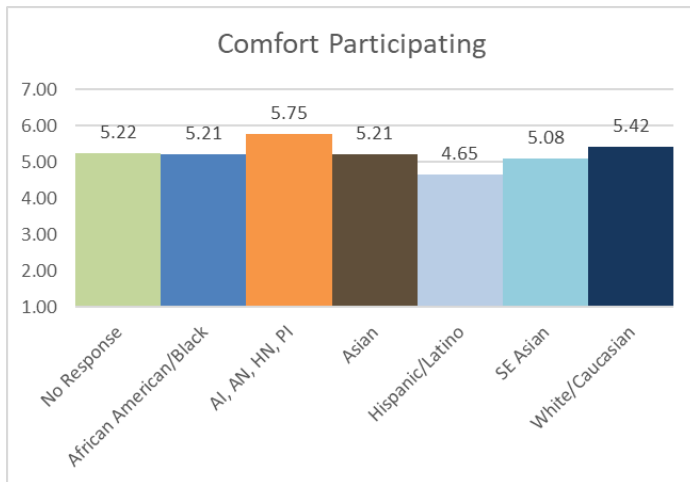
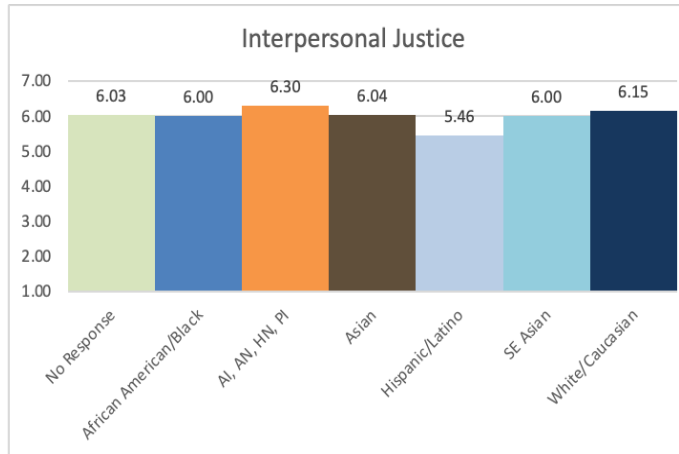
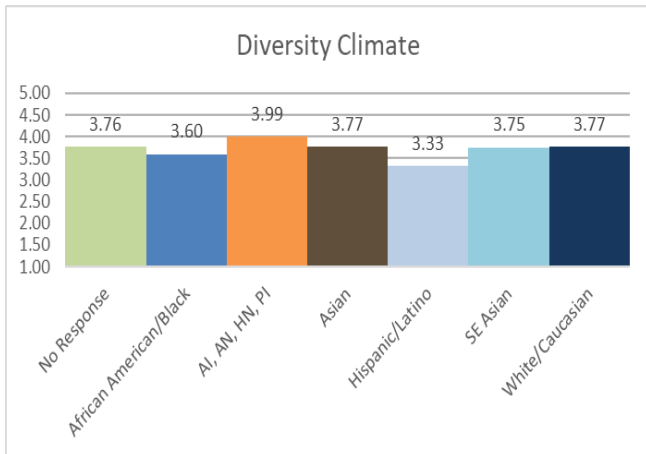
As with most statistical tests, one is able to detect statistically significant differences when a) the sample size or number of participants within groups is higher and b) the difference between mean scores is larger. In observing some of the findings below you might discover that some mean differences seem large but are not noted as statistically significant (potentially due to low sample size). We note that a low number of responses from groups also suggests that there is a strong need to increase recruitment and retention efforts for members of these groups. In addition, you might discover that some mean differences seem small but are noted as statistically significant (potentially due to high sample size).

How do social identities impact the Foster experience?

Participants from the following races/ethnicities provided responses:

- African American/Black = 14 (4%)
- American Indian, Alaska Native, Native Hawaiian, Other Native Pacific Islander = 30 (8%)
 - Please note that to protect anonymity, participant responses were combined from these groups. We note that individuals from these groups likely have different identities and that the low number of responses from these groups also suggests that there is a strong need to increase recruitment efforts to these groups.
- Southeast Asian = 39 (11%)
- Hispanic/Latino 38 (10%)
- Asian = 67 (18%)
- White/Caucasian = 118 (32%)
- No Response = 45 (12%)

Self-reported racial and ethnic identity had a statistically significant effect on the diversity climate, interpersonal justice, and comfort participating in class. Specifically, Hispanic/Latino participants reported significantly lower diversity climate, interpersonal justice, and comfort participating in class compared to all other races/ethnicities except African American/Black participants for diversity climate and African American/Black and Southeast Asian for interpersonal justice and comfort participating in class. In addition, Southeast Asian participants reported significantly lower comfort participating as compared to participants who were American Indian, Alaska Native, Native Hawaiian and Other Native Pacific Islander.



Gender

One hundred eighty women, 115 men, 17 individuals self-identified as non-binary/preferred not to say responded to the survey. For diversity climate, means for each group were significantly different from one another. Those who selected multiple boxes reported significantly lower interpersonal justice than women and men. Women and those who selected multiple boxes reported significantly lower perceptions of comfort participating in class than men.



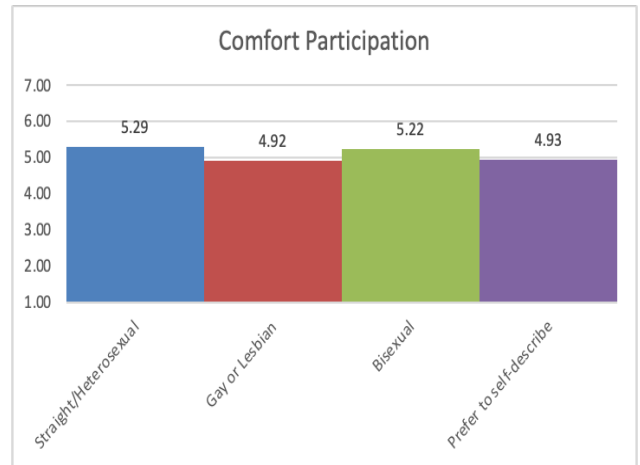
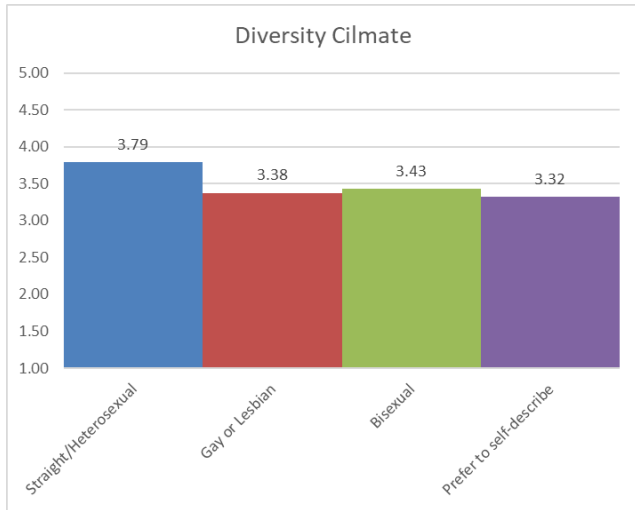
- Please note that to protect anonymity, participant responses from those that identified as ‘non-binary’ and those that ‘preferred not to say’ were combined and are represented by the “multiple boxes selected” group. We note that individuals from these groups likely have different identities and that the low number of responses from these groups also suggests that there is a strong need to increase recruitment efforts to these groups.

Sexual Orientation

Participants from the following sexual orientations provided responses:

- Gay/Lesbian = 15
- Bisexual = 15
- Preferred to self-describe = 16
- Straight/Heterosexual = 257

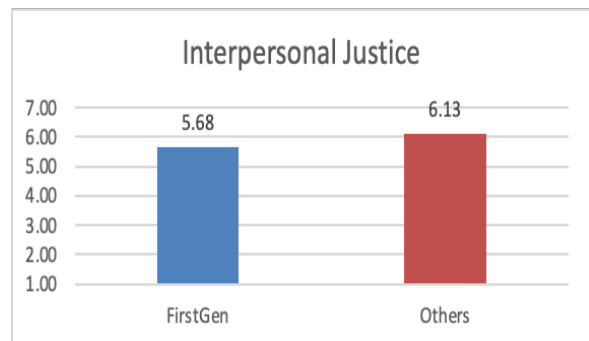
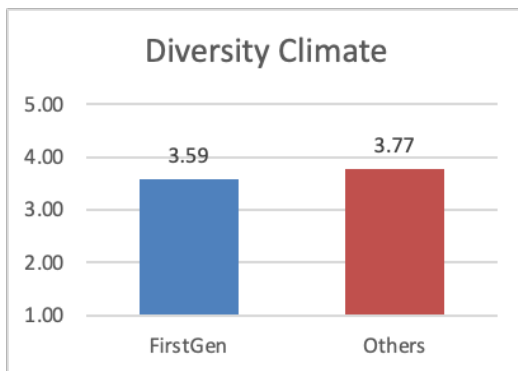
Sexuality had a statistically significant impact on diversity climate, but not on interpersonal justice and comfort participating in class. For the diversity climate, participants who were straight/heterosexual reported significantly higher diversity climate perceptions than gay or lesbian participants, bisexual participants, and those who preferred to self-describe.

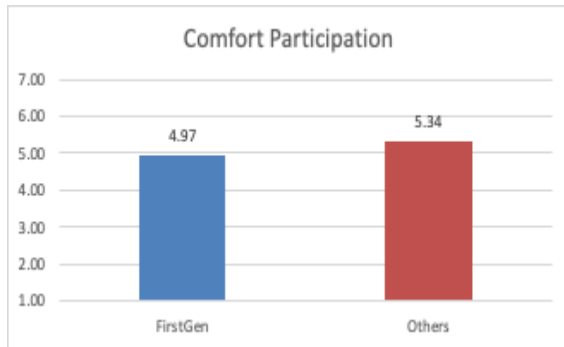


- Please note that to protect anonymity, participant responses from those that identified as 'preferred to self-describe' or 'preferred not to say' were combined and are represented by the "preferred to self-described" group. We note that individuals from these groups likely have different identities and that the low number of responses from these groups also suggests that there is a strong need to increase recruitment efforts to these groups.

First Generation College Student Results

Seventy-five students who participated in the survey were the first in their family to go to college; 273 students were not. Those who were the first in their families reported significantly lower scores in terms of diversity climate, interpersonal justice, and comfort in participating in class.





Top

Interventions

In the survey, students had the opportunity to rank thirteen different interventions² related to diversity and inclusion from 1 = most important to 13 = least important (lower numbers indicate more important interventions). Below are the top-rated interventions by students in order of importance.

1. Diversity Training for Faculty and Staff (Mean = 4.00, SD = 2.82)
2. Diversity of Foster Faculty (Mean = 4.08; SD = 2.59)
3. Diversity of Foster Students (Mean = 4.26; SD = 2.89)
4. DEI Sessions for Foster Students (Mean = 5.53; SD = 2.92)
5. Diversity of Foster Staff (Mean = 5.59; SD = 2.64)

Comparison to the 2018 Study

Comparing the 2022 study to the original study completed in 2018 is challenging due to a number of factors, including what our collective history has wrought in the recent past. The ramifications of COVID-19, the increase and virulence of hate crimes and the rise in mental health needs are part of the fabric of our lives more so than ever before. However, there are theme of which we need to be mindful:

- Diversity Climate (explained on page 2) in the 2022 survey was not significantly different from the diversity climate reported from participants in 2018 (2022 mean = 3.73, SD = .71; 2018 mean = 3.75, SD = .67).
- Interpersonal Justice was significantly higher in the 2018 survey versus the 2022 survey (2022 mean = 6.03, SD = 1.08; 2018 mean = 6.38, SD = .86). Please note that the interpersonal justice mean from

² The other interventions assessed were a. Diversity of examples in texts and cases (i.e., protagonists with gender/race/ethnicity diversity), b. In-class DEI discussions, c. DEI topics woven into current required Foster Classes; d. Create safe space/room for reflection and support; e. DEI electives at Foster; f. Increase funding for DEI Initiatives; g. DEI required classes at Foster, h. In class DEI discussions, i. Other intervention (please specify).

the 2018 survey was transformed to a 1-7 scale so that comparisons could be made because the 2018 measure was on a 1-5 scale and the 2022 measure was on a 1-7 scale.

- Comfort Participating in Class was significantly higher in the 2018 survey versus the 2022 survey (2022 mean = 5.26, SD = 1.08; 2018 mean = 5.89, SD = 1.21).

Next Steps

The DEI Team will partner with students, faculty, staff, and Foster leadership to use the results from this survey to develop a multi-year strategic plan. This plan will detail goals and accountability mechanisms to help improve the diversity climate at Foster and will be developed over the next academic year (2023-2024). Look for updates and engage with your DEI Team members if you have questions. Thank you!