



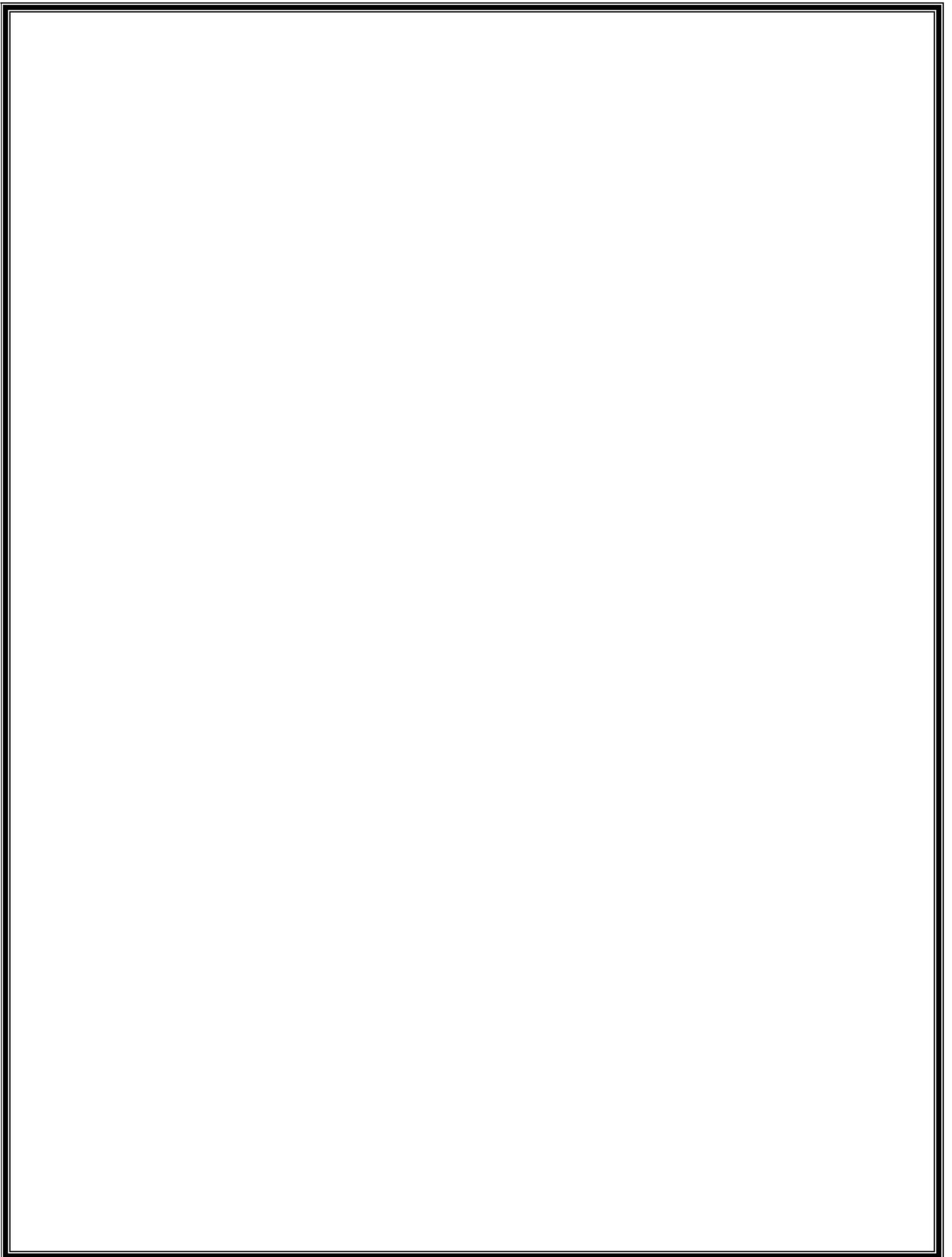
2022 Faculty Climate Assessment Survey Summary

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Academic
Effectiveness



2022 Faculty Climate Assessment Survey Report

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Faculty

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Executive Summary

All faculty (academic and research) and postdoctoral fellows were invited to participate in the Georgia Tech Climate Assessment Survey. Of the 4,667 faculty and postdoctoral fellows invited to participate in the survey, 720 responded for an overall response rate of 15.4 percent. Some of the highlight findings from the report are as follows:

- Overall, faculty were moderately satisfied with the support they receive from both their colleagues and their supervisors, with over 80% indicating they are very or somewhat satisfied with *understanding that individuals have different personal responsibilities* from both their colleague (82.7 percent) and their supervisors (84.9 percent). Faculty were less satisfied with support for *mentoring for leadership positions at GT or beyond*, from both their supervisors (58.9 percent) and their colleagues (57.1 percent)
 - Women tended to be less satisfied than men, particularly in *understanding that individuals have different personal responsibilities and mentoring for leadership positions at GT or beyond*
 - Faculty who identified as White report on average higher levels of satisfaction with their interactions with colleagues and supervisors, while faculty included in the BIPOC/Multiracial group tend to report lower levels of satisfaction across all items. Black/African American respondents were more satisfied with both their colleagues and supervisors for *assistance with establishing a network of professional contacts*.
- The majority of faculty (85.9 percent) agreed that *diversity is integral to Georgia Tech's ability to successfully fulfill its mission*. In addition, 78.4 percent of respondents agreed that GT was a *comfortable and inclusive environment*, and 70.6 percent expressed being *satisfied with their workload balance as it relates to their career goals*. Faculty were less satisfied with *clarity about the promotion and tenure process* (58.6 percent), and *clarity of grievances processes* (48.3 percent).
 - Women were significantly less likely than Men to agree that *adequate processes are in place to address grievances and clarity exists about the grievance process*.
 - Black/African American and White faculty members were more likely to agree that *Georgia Tech is a comfortable and inclusive environment, and that they feel valued and respected by the Georgia Tech community* compared to Asian/Asian American and Other BIPOC/Multiracial faculty members.
- Comparing the different classifications of faculty, Tenured & Tenure track broadly less satisfied compared to all other groups.

Background

The 2022 Climate Assessment Survey is the third iteration of the Climate Assessment Survey that was created and conducted in 2013. In Spring 2012, Provost Rafael L. Bras charged a Climate Assessment Task Force (CATF) to develop a survey to help define, measure, and assess Georgia Tech’s progress toward the goals articulated in its Strategic Plan:

We aspire to be an Institute that pursues excellence and embraces and leverages diversity in all of its forms. In the years ahead, we must continue to enhance a culture of collegiality, close collaboration, global perspective, intercultural sensitivity and respect, and thoughtful interaction among a community of scholars that includes all of our students, faculty, and staff...

(Georgia Institute of Technology, 2010, p. 5)

The CATF was chaired by Archie Ervin, Vice President for Institute Diversity, and co-chaired by Jonathan Gordon, Director of the Office of Assessment (OOA). The task force was comprised of faculty, staff, and students and was tasked with developing a survey instrument that would assess the lived experiences, perceptions, and knowledge of faculty, staff, and students with respect to the following issue areas:

- *a culture of collegiality*
- *close collaboration*
- *global perspective*
- *intercultural sensitivity and respect*
- *thoughtful interaction among a diverse community of scholars that includes all of our students, faculty, and staff*

The 2022 version of the climate survey was modified by a subcommittee of President Ángel Cabrera’s GT Diversity, Equity, and Inclusion Committee (GTDEIC) to improve the clarity and logical consistency of the survey, and align it to the principal values and goals of our new 2030 Institute Strategic Plan (ISP). The 2030 ISP sees Georgia Tech’s mission as “developing leaders who advance technology and improve the human condition.”

The results of this survey will help us better understand the experiences of members of the Georgia Tech community and inform what strategies are necessary for ensuring that we are building an inclusive, supportive, and welcoming environment for everyone.

Survey Methodology and Quality Assurance

Faculty¹ were invited by email to participate in the Georgia Tech Climate Assessment Survey in February and March of 2022. Two reminders were sent to increase response rates. Of the 4,667 faculty and postdoctoral fellows invited to participate in the survey, 720 responded for an overall response rate of 15.4 percent and a sampling error (95 percent confidence interval) of 3.4 percent. Chi Square Goodness of Fit Tests ($p < .01$) revealed that the respondents were not representative of the overall faculty population in terms of gender identity, faculty classification, division, or ethnicity. The Institute results in this report are weighted on all these factors to portray the population more accurately.²

¹ Tenured/tenure-track faculty, instructors, research faculty, and all post-doctoral employees were included in the survey population.

² The weighting slightly “overcounts” colleges with lower response rates and “undercounts” colleges with higher response rates. The specific weighting scheme is available upon request from the Office of Academic Effectiveness.

Table 1. Faculty demographics

	Respondent Frequency	Valid Respondent Percent³	Faculty Population Percent
Gender Identity			
Men	359	58.5	74.4
Women	252	41.0	25.1
Nonbinary & other identities	3	0.4	0.3
Not specified	106	n/a	
Ethnicity			
Hispanic or Latino/a/x	36	5.0	3.7
Not Hispanic or Latino/a/x	619	86.0	76.9
Not specified	65	9.0	19.4
Race			
Asian or Asian American	54	9.2	17.4
Black or African American	44	7.5	5.8
White or European American	463	78.6	64.8
Other ⁴	49	8.3	10.9
Not specified	110	n/a	n/a
Faculty Classification			
Research Faculty	379	54.1	51.2
Full Professor	104	14.8	10.5
Associate Professor	43	6.1	5.5
Assistant Professor	27	3.9	4.6
Non-Tenure Track	105	15.0	19.4
Postdoctoral Fellow	34	4.9	7.2
Other	9	1.3	0.7
College / Division			
Computing	21	2.9	8.5
Design	34	4.7	3.2
Engineering	113	15.7	20.7
Ivan Allen College	62	8.6	6.1
Scheller College of Business	22	3.1	2.2
Sciences	73	10.2	9.5
Libraries & Information Center	19	2.6	0.5
Professional Education GTPE	5	0.7	2.5
GTRI	288	40.2	38.5
GTRC or OSP	7	1.0	1.5
Enterprise Innovation Institute (EI2)	18	2.5	2.5
Interdisciplinary Research	12	1.7	1.9
Other	43	6.0	2.2
Not specified	3	n/a	n/a

³ Valid response excludes “not specified” respondents from the overall percentage calculation.

⁴ Other category includes American Indian/Alaskan Native, Hawaiian/Pacific Islander, and Multiracial. Georgia Tech Human Resources systems do not include a multiracial category.

Data Limitations

In any survey, there is a possibility of non-response bias— that is, the possibility that survey non-responders might differ in their opinions and perceptions from those who chose to participate in the survey. In the case of this survey, the modest response rate (roughly 15 percent) leaves some margin for this type of bias to emerge. The weighting of respondents to match the overall population demographics (including division, gender identity, and race and ethnicity) mitigates some risk of non-response bias, but this risk cannot be completely eliminated. The use of weighting can introduce biases, by over-representing the views of a few people who may not accurately reflect their under-responding demographic group. While generalizations about the entire Institute should be approached with caution, this should not restrict comparisons between subgroups or within specific units when applicable.

Structure of this Report

The structure of this report generally follows the order of the survey instrument questions: satisfaction with *interactions with other faculty colleagues*, satisfaction with *support from their chair or directors*, perceptions on the *overall climate of their academic unit as well as the Institute* in general, opinions on the *value of diversity* and the degree to which their unit and the Institute is committed to policies that support it, whether or not they experienced instances of *marginalization* (defined as a sense of exclusion or feeling left out), and the frequency with which they heard other faculty make *disparaging remarks* about various groups of people. Open-ended questions were included after each section of the survey for participants to further elaborate on the quantitative ratings. These results were analyzed separately.

In addition, we explored differences in experiences among faculty based on self-reported gender identity, race, and ethnicity. Our ability to show more nuanced demographic snapshots for faculty was limited due to small response rates for certain groups, and a general lack of diversity within the faculty population. For gender identity, we could not capture perceptions from individuals identifying as Non-Binary+ due to the small number of responses obtained in the survey, and lack of reliable population parameters. Therefore, gender faculty analyses are limited to comparisons between Men and Women. Due to the number of respondents available and the need to protect confidential responses from groups with small numbers of participants, respondents were clustered into four racial/ethnic groups: Asian/Asian American (including Pacific Islander), Black/African-American, White/European American, and Other BIPOC and Multiracial groups (American Indian/Alaskan Native, Hispanic/Latino/a/x, Middle Eastern or North African, “Other” responses, and those who identified with two or more ethnic groups⁵).

The survey questions utilized a four-point Likert scale. The specific response anchors are presented in Table 2. For the purposes of this report, the percentages of those who “agree,” are “comfortable,” or “often” participate are derived from combining responses of 3 and 4, with the converse derived from combining responses of 1 and 2.

Given the large number of comparisons and relatively large sample sizes, this report highlights *effect size* alongside statistical significance between values. Effect size is a measure of “practical significance” that compares the differences (between groups) or associations (for likelihoods and predictions) against the variance or “noise” in the data.

⁵ A comparison of the ethnic groups combined here found significant differences on 15 of the items included in this report. In all cases, Hispanic/Latin/x respondents had a more “positive” response and Middle East/North African a less positive response compared to the overall group mean.

Table 2. Survey response anchors based on a four-point Likert scale

Rating	Frequency	Agreement	Comfort Level	Marginalization
4*†	Very often	Strongly agree	Very comfortable	Greatly
3*†	Often	Somewhat agree	Somewhat comfortable	Somewhat
2†	Sometimes	Somewhat disagree	Somewhat uncomfortable	Slightly
1	Never	Strongly disagree	Very uncomfortable	Not at all

* Sufficient score for percentages rating an item as “agree” or “comfortable.”

† Sufficient score for indicating instances of marginalization or disparaging remarks

Two measures of effect size are used in this report depending on the nature of the comparisons: Phi and Cramer’s V .⁶ These measures are interpreted in the same way as correlations, where .1 is considered a small effect, .3 a moderate effect, and .5 to be a large effect (Cohen, 1988, 1992). It should also be noted that for some comparisons—particularly those between racial and ethnic groups- sample sizes are relatively small. Small samples result in low statistical power, making it difficult to discern significant differences between groups, even when they exist in reality. In those cases, effect sizes constitute a better indicator of the practical importance of the result.

Results

Interactions with Colleagues and Support from Supervisors

Faculty were asked to reflect on their satisfaction with the interactions and the support received by their colleagues and supervisors (department chair, director, etc.). Selected items from this section of the survey are presented here (See Appendix A for complete results). Overall, faculty were moderately satisfied across most items. Over 80% of GT faculty reported being satisfied with the *degree to which agreements are honored by [their] supervisor*, and agreed that *understanding that individuals have different personal responsibilities* was recognized by both colleagues and supervisors. Additionally, over 70% of faculty also reported feeling somewhat supported when it comes to research programs, and networking.

Faculty dissatisfaction seems to be higher regarding evaluative processes, especially on items related to advice and support for growth. This includes dissatisfaction with advice on annual, third year and tenure processes, particularly from supervisors. Likewise, less than 60% of faculty are satisfied with *mentoring for leadership positions at GT or beyond* coming from either source. Results are presented below in Figure 1.

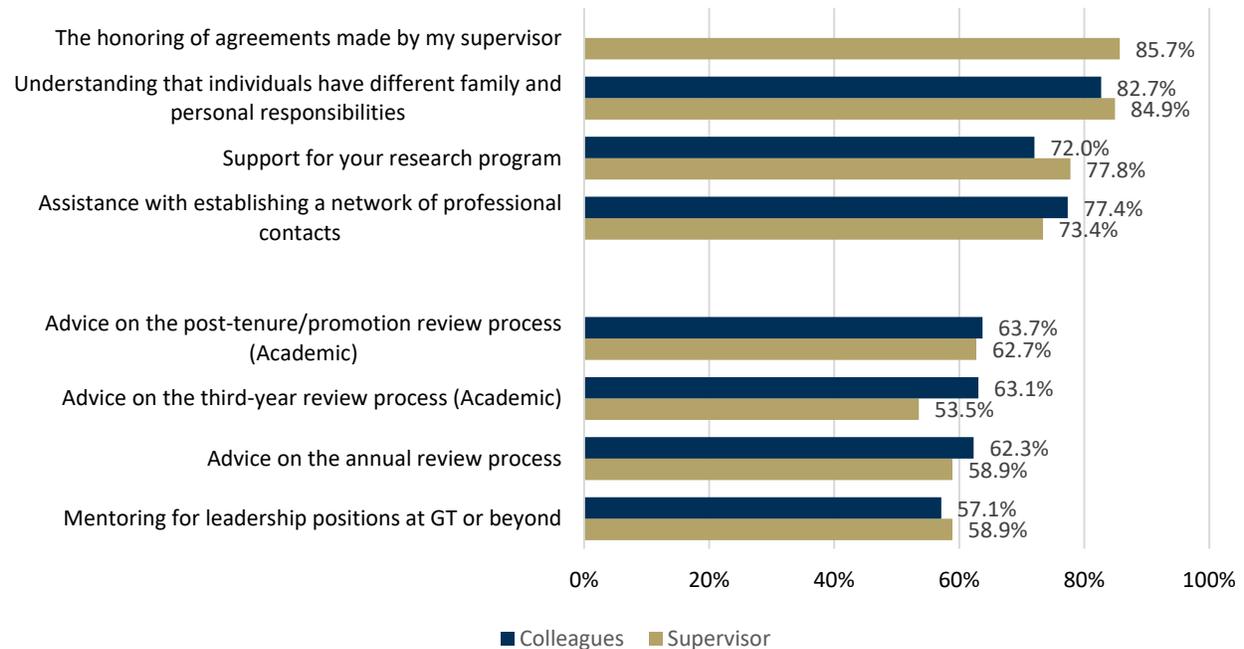
Differences in perceptions of support and advice from colleagues and supervisors by demographic characteristics (gender identity and race/ethnicity) are presented in Tables 3 and 4.

These and subsequent tables show the mean/average of responses (on a 1-4 scale), as well as “heat” indicators. When the scores are closer to the low end of the means presented for the different groups, the cells appear in red, with higher color intensity indicating lower scores. When the means are closer to the high positive end the cells appear in green, with higher color intensity indicating higher scores.

⁶ Both statistics measure the strength of association in Chi-square tests—the extent to which membership in one category (such as being Men or Women) can predict the responses in another set of categories (i.e., the answer to the question being asked on the survey).

Figure 1. Faculty satisfaction with support and advice from colleagues & supervisors

Based upon your interactions with [colleagues / supervisor], how satisfied are you with each of the following: (percent “strongly” or “somewhat satisfied”)



For both perceptions of support and guidance by colleagues and supervisors, a consistent pattern emerges based on gender identity, with Women consistently expressing lower levels of satisfaction compared to Men. These differences are significant and apply to both interactions with colleagues and supervisors for items such as *support for research*, *guidance on publishing research*, and *understanding that individuals have different responsibilities*. Additionally, Women felt that their colleagues acknowledged contributions to their units to a lesser extent than Men, and also expressed less satisfaction with the *mentoring for leadership positions* provided by their supervisors.

When disaggregating by race/ethnicity, a few general trends emerge for the colleague and supervisor interaction questions. Faculty who identified as White report on average higher levels of satisfaction with their interactions with colleagues and supervisors, while faculty included in the Other BIPOC/Multiracial group tend to report lower levels of satisfaction across all items. Black/African American respondents were generally more satisfied with interactions with their colleagues than with supervisors, though they report significantly higher positive perceptions for both groups when it comes to *assistance with establishing a network of professional contacts*. Also, their satisfaction with colleague advice regarding *navigating department/Institute politics* and *advice on the promotion/tenure process* were significantly more positive compared to Asian/Asian American and Other BIPOC/Multiracial groups. Asian/Asian American respondents were slightly more positive about their interactions with supervisors, with supervisor’s *advice regarding promotion/tenure process* being significantly higher than responses from Black/African American and the Other BIPOC/Multiracial participants.

Table 3. Faculty Differences on Interactions with faculty colleagues

Based upon your interactions with your faculty colleagues, how satisfied are you with each of the following:

	Man	Woman	Asian + Pacific Islander	Black / African- American	Other BIPOC/ Multi	White
Assistance with establishing a network of professional contacts	3.12	2.97	2.78	3.25	2.94	3.15
Advice on navigating department / Institute politics	2.87	2.70	2.79	2.88	2.41	2.91
Offers to collaborate on research	3.07	2.90	2.93	3.07	2.87	3.06
Mentoring for teaching	2.98	3.06	2.92	2.83	2.73	3.05
Advice on the promotion / tenure processes	3.04	2.80	2.82	3.02	2.57	3.09
Advice on the annual review process	2.81	2.78	2.88	-	2.31	2.84
Advice on the third-year review process (a)	2.94	2.70	2.70	-	2.20	3.05
Advice on the post-tenure/promotion review process (a)	3.05	2.76	2.87	-	2.29	2.89
Guidance on obtaining grants	2.78	2.56	2.72	2.55	2.57	2.72
Guidance on obtaining contracts	3.03	2.94	2.83	2.50	2.96	3.08
Guidance on publishing your research	2.95	2.65	2.80	2.52	2.71	2.91
Support for your research program	3.12	2.85	2.86	2.92	2.86	3.11
Mentoring for leadership positions at GT or beyond	2.65	2.61	2.41	2.46	2.40	2.73
Informal invitations (e.g., lunch/coffee)	2.94	2.75	2.81	2.79	2.53	2.98
Understanding that individuals have different family and personal responsibilities	3.46	3.07	3.26	3.50	3.17	3.40
Acknowledgement of my contributions to my unit	3.23	2.98	2.79	3.38	2.99	3.23

Significant and meaningful differences are in **Bold**

Table 4. Faculty Differences on Support from Supervisors

How satisfied are you with the following types of support you are receiving from your supervisor (chair/dean/director/etc.)?

	Man	Woman	Asian + Pacific Islander	Black / African-American	Other BIPOC/ Multi	White
Assistance with establishing a network of professional contacts	3.08	2.91	2.87	3.11	2.73	3.09
Advice on navigating department / Institute politics	2.99	2.83	2.90	2.95	2.65	2.99
Mentoring for teaching	2.90	2.82	2.84	2.69	2.47	2.98
Advice on the promotion / tenure processes	2.99	2.93	3.06	2.70	2.63	3.06
Advice on the annual review process	2.80	2.76	2.83	-	2.15	2.94
Advice on the third-year review process (a)	2.65	2.76	2.78	-	2.04	2.81
Advice on the post-tenure/promotion review process (a)	3.03	2.76	2.91	-	2.06	2.92
Advice on obtaining grants	2.83	2.70	2.86	2.81	2.64	2.73
Advice on obtaining contracts	3.06	3.09	2.85	2.65	3.00	3.13
Guidance on publishing your research	2.95	2.69	2.88	2.47	2.47	2.92
Support for your research program	3.31	3.04	3.09	2.86	3.09	3.29
Obtaining the resources you need to excel	3.17	3.01	2.99	2.97	2.97	3.15
Mentoring for leadership positions at GT or beyond	2.82	2.59	2.54	2.46	2.51	2.85
Informal invitations (e.g., lunch/coffee)	3.01	2.82	2.85	2.93	2.66	3.04
Understanding that individuals have different family and personal responsibilities	3.56	3.32	3.37	3.53	3.33	3.52
The honoring of agreements made by my supervisor	3.45	3.44	3.34	3.36	3.25	3.48
Acknowledgement of my contributions to my unit	3.30	3.13	3.09	3.22	3.14	3.31

Significant and meaningful differences are in **Bold**

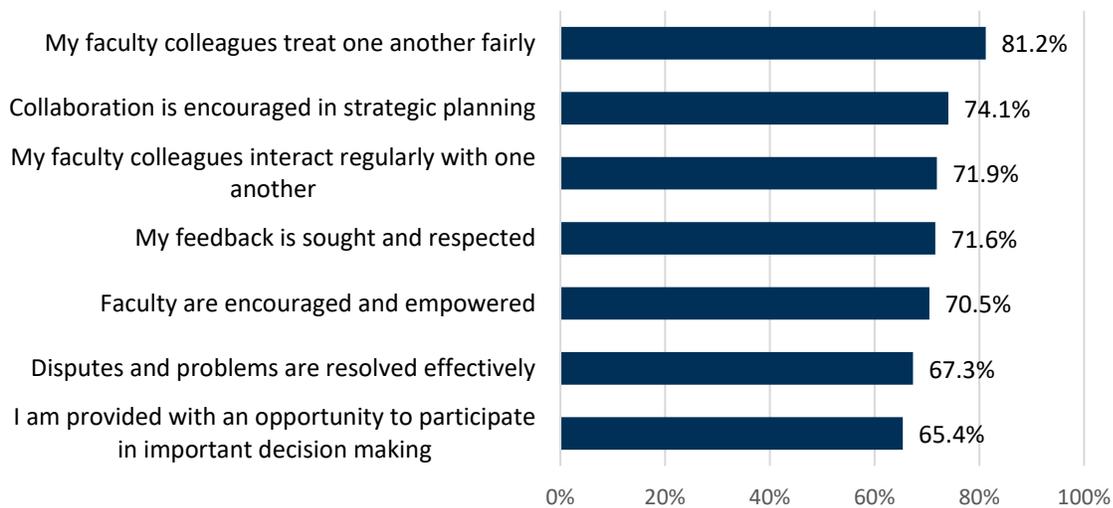
Climate in School/Academic Unit

When asked about their perceptions on collaboration, collegiality and the working climate within their schools or academic units, around three-quarters of respondents agreed that *faculty treat each other fairly*, and *collaboration was encouraged in strategic planning*. Findings suggest a possible disconnect in faculty experiences in this area, for while they felt encouraged to collaborate, only 65.4% felt they were *provided with an opportunity to participate in important decision making*, and just over 70% agreed that *my feedback is sought and respected* (See Figure 2).

Note: Means data for individual Colleges and Administrative Units are provided in Appendix A.

Figure 2. Faculty opinions on school/unit climate

Please indicate your level of agreement with each of the following statements
(percent “strongly” or “somewhat” agreed)



A similar pattern based on gender identity is seen with perceptions around collegiality, with Women expressing lower levels of satisfaction compared to Men. These differences are substantial for items such as *my faculty colleagues treat one another fairly*, and *disputes and problems are resolved effectively*. Disaggregation between racial/ethnic groups show significant differences for almost all collegiality items, with White and Black/African-American participants reporting more positive perceptions compared to Asian/Asian American and Other BIPOC/Multiracial participants. Asian/Asian American respondents were more likely to agree that their *feedback is sought and respected*, but least likely to agree that *faculty colleagues regularly interact with one another*. The Other BIPOC/Multiracial cluster was the least likely to agree that *their feedback is sought and respected*, or that they are *provided with an opportunity to participate in important decision-making* compared to other groups (See Table 5).

Table 5. Collegiality Agreement by Gender and Race / Ethnicity

Please indicate your level of agreement with each of the following statements

	Man	Woman	Asian + Pacific Islander	Black / African-American	Other BIPOC/ Multi	White
My faculty colleagues interact regularly with one another	3.02	2.80	2.69	3.04	2.81	3.06
My faculty colleagues treat one another fairly	3.34	2.99	3.03	3.18	3.16	3.35
Faculty are encouraged and empowered	3.08	2.78	2.74	3.01	2.85	3.04
My feedback is sought and respected	3.03	2.92	3.04	2.98	2.53	3.08
I am provided with an opportunity to participate in important decision making	2.97	2.76	2.81	2.96	2.55	2.98
Disputes and problems are resolved effectively	3.01	2.67	2.85	2.72	2.58	2.99
Collaboration is encouraged in strategic planning	3.11	2.93	3.01	3.06	2.82	3.09

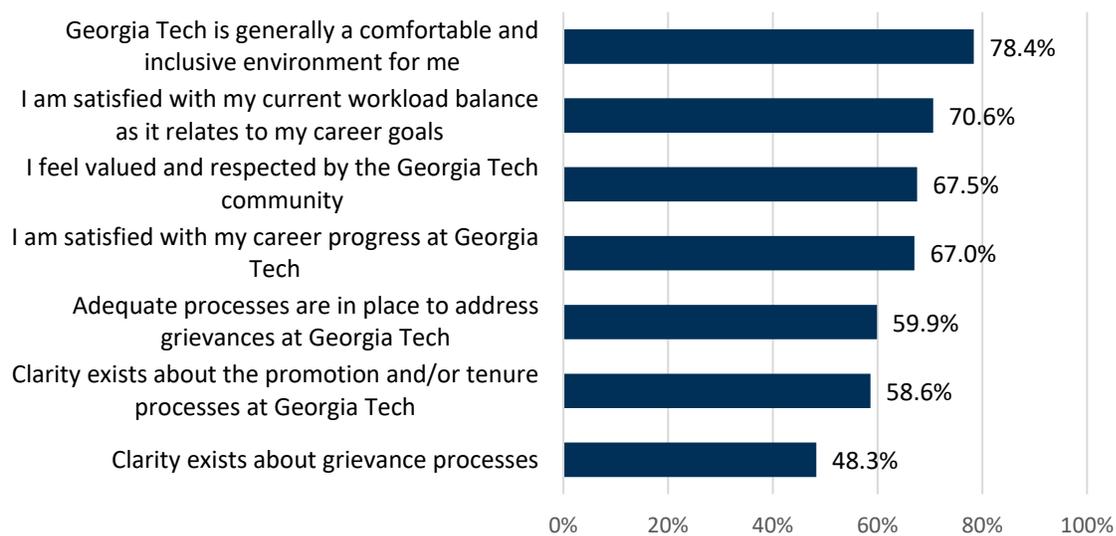
Significant and meaningful differences are in **Bold**

Climate at Georgia Tech

When asked about the overall climate at Georgia Tech, more than 75 percent of respondents agreed that GT was a *comfortable and inclusive environment*, and 70.6 percent expressed being *satisfied with their workload balance as it relates to their career goals*. However, faculty expressed lower levels of satisfaction with issues such as the adequacy and clarity of grievances processes, as well as the clarity of grievance, and promotion and tenure processes (See Figure 3).

Figure 3. Faculty Opinions on Climate

Please indicate your level of agreement with each of the following statements about working at Georgia Tech: (percent “strongly” or “somewhat agreed”)



Mean differences by gender and race/ethnicity are presented on Table 6. Overall, Women had less positive views compared to Men across all questions, with notable differences in perceptions for *adequate processes are in place to address grievances* and *clarity exists about the grievance process*.

Black/African American and White faculty members were more likely to agree that *Georgia Tech is a comfortable and inclusive environment*, and that they *feel valued and respected by the Georgia Tech community* compared to Asian/Asian American and Other BIPOC/Multiracial faculty members.

Table 6. Climate Agreement by Gender and Race / Ethnicity

Please indicate your level of agreement with each of the following statements about working at Georgia Tech:

	Man	Woman	Asian + Pacific Islander	Black / African- American	Other BIPOC/ Multi	White
Georgia Tech is generally a comfortable and inclusive environment for me	3.27	3.00	3.08	3.25	2.92	3.23
I am satisfied with my career progress at Georgia Tech	3.01	2.81	2.67	2.97	2.71	3.04
I am satisfied with my current workload balance as it relates to my career goals	3.04	2.83	3.03	2.89	2.86	2.97
I feel valued and respected by the Georgia Tech community	3.03	2.77	2.75	3.15	2.73	2.96
Adequate processes are in place to address grievances at Georgia Tech	2.79	2.42	2.47	2.65	2.47	2.74
Clarity exists about grievance processes	2.53	2.26	2.39	2.36	2.18	2.50
Clarity exists about the promotion and/or tenure processes at Georgia Tech	2.68	2.56	2.65	2.71	2.34	2.72

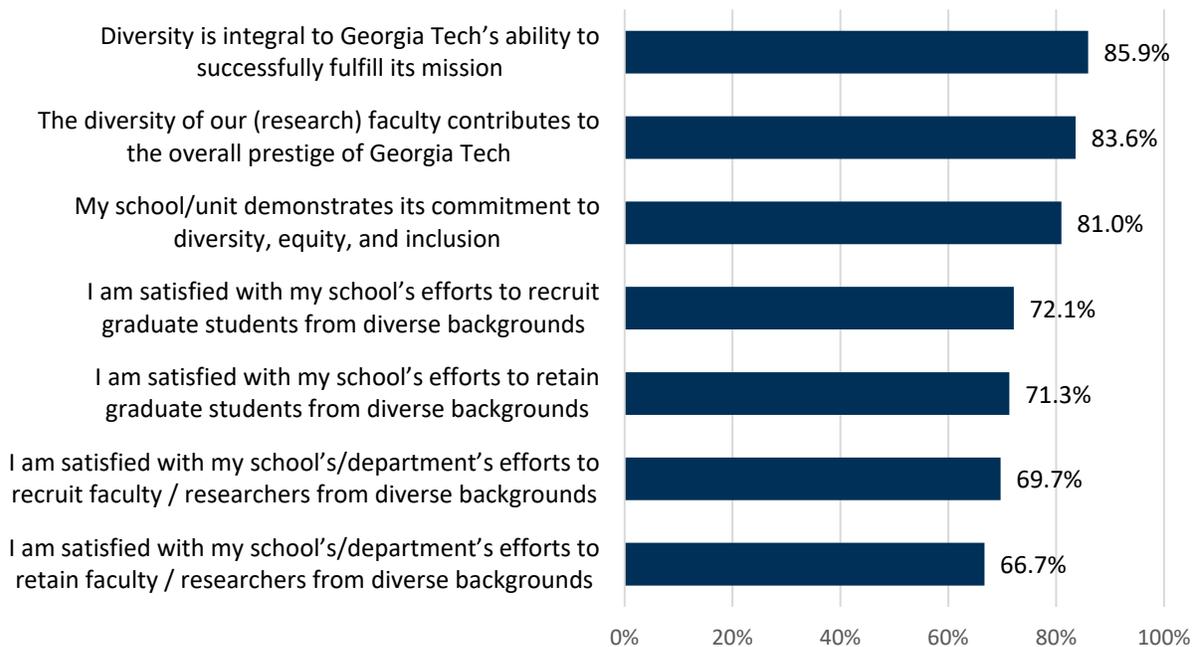
Significant and meaningful differences are in **Bold**

Diversity

Overall, more than 80% of all faculty respondents supported the diversity goals of the Institute, and expressed satisfaction with their schools' and the Institute's commitment to these goals. From all respondents, 85 percent agreed that *diversity is integral to Georgia Tech's ability to successfully fulfill its mission*, 83 percent stated that *the diversity of faculty contributes to the prestige of Georgia Tech*, and 81 percent thought their school demonstrates its *commitment to diversity and inclusion*. However, faculty were less satisfied (under 70 percent agreement) with their department's efforts to recruit and retain other faculty or researchers from diverse backgrounds. Satisfaction with recruitment and retention efforts for graduate students from diverse backgrounds was marginally higher, at 72.1 percent and 71.3 percent, respectively.

Figure 4. Faculty opinions on diversity (percent “strongly” or “somewhat agreed”)

Please indicate your level of agreement with the following statements about diversity (percent “strongly” or “somewhat agreed”)



As seen in Table 7, satisfaction with Georgia Tech’s diversity efforts varies considerably across demographic groups. Looking at gender identity, Women are slightly more likely to feel that diversity is important, specifically with regard to the belief that faculty diversity *contributes to the overall prestige of Georgia Tech*. However, their views on actions are less positive. Women express less agreement with the statement that their *schools/units demonstrate [their] commitment to diversity, equity and inclusion*, and show significantly less satisfaction than Men with their school or department’s efforts to *retain faculty/researchers from diverse backgrounds*, and *retain graduate students from diverse backgrounds*.

When considering race/ethnicity, Black/African-Americans were most likely to agree that *diversity is integral to Georgia Tech’s ability to successfully fulfill its mission*. White and Asian/Asian American respondents had more positive perceptions about diversity issues within their units, rating *my school/unit demonstrates its commitment to diversity, equity, and inclusion* and *the diversity of our (research) faculty contributes to the overall prestige of my school/unit* higher than Black/African-Americans and Other BIPOC/Multiracial respondents. However, dissatisfaction or concerns about commitment and action also emerge in members of these groups as shown in their levels of agreement with items related to efforts to *recruit* and *retain* both *faculty* and *graduate students* in their departments.

Table 7. Diversity agreement by Gender and Race / Ethnicity

Please indicate your level of agreement with the following statements about diversity

	Man	Woman	Asian + Pacific Islander	Black / African- American	Other BIPOC/ Multi	White
Diversity is integral to Georgia Tech’s ability to successfully fulfill its mission	3.47	3.57	3.36	3.79	3.15	3.51
My school/unit demonstrates its commitment to diversity, equity, and inclusion	3.29	3.13	3.26	3.15	2.94	3.27
The diversity of our (research) faculty contributes to the overall prestige of Georgia Tech	3.33	3.49	3.34	3.46	3.15	3.38
The diversity of our (research) faculty contributes to the overall prestige of my school/unit	3.22	3.30	3.26	3.17	2.95	3.26
I am satisfied with my unit’s efforts to recruit faculty / researchers from diverse backgrounds	3.07	2.88	3.11	2.90	2.59	3.06
I am satisfied with my unit’s efforts to retain faculty / researchers from diverse backgrounds	3.02	2.71	3.02	2.66	2.45	3.00
I am satisfied with my school’s efforts to recruit graduate students from diverse backgrounds	3.05	2.89	3.04	2.66	2.57	3.11
I am satisfied with my school’s efforts to retain graduate students from diverse backgrounds	3.05	2.81	2.96	2.84	2.49	3.09
Staff employees are valued and treated with respect in my school/unit	3.27	3.06	3.29	2.91	3.18	3.22

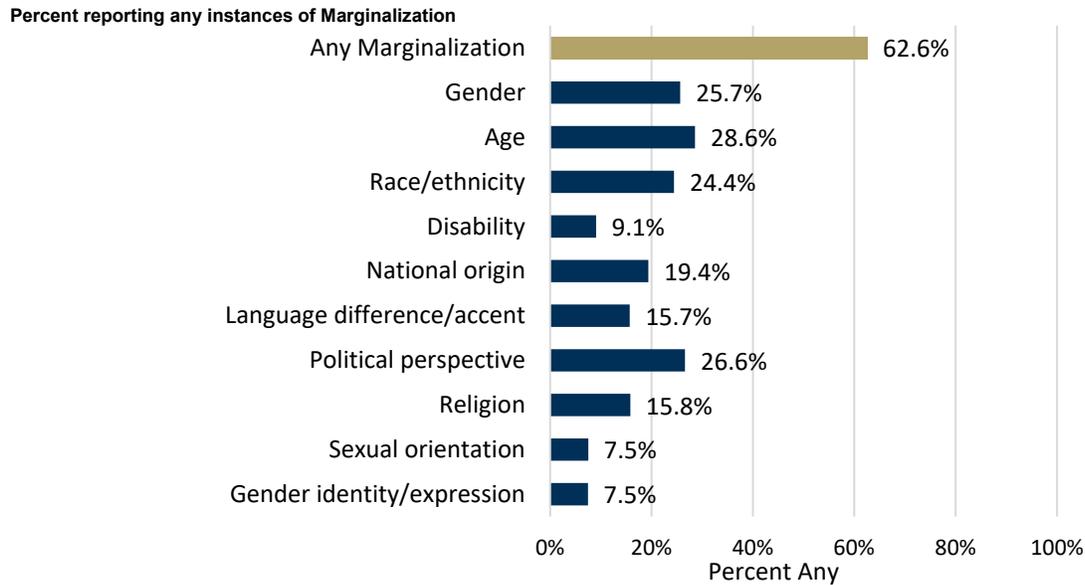
Significant and meaningful differences are in **Bold**

Marginalization

Faculty were asked to what extent they had experienced marginalization—a sense of exclusion or feeling left out—in the past three years at Georgia Tech, based on various aspects of their identity and personal characteristics. To account for the small number of responses in some cells, the responses were recoded for statistical testing, and reduced to two categories: Never, and Any (experienced marginalization *slightly, somewhat, or greatly*). While this approach reduces our ability to look at detailed responses, most of those reporting “any” marginalization reported “slight” marginalization. The actual frequencies for these items can be found in Appendix A.

Overall, 62.6 percent of respondents reported having experienced some form of marginalization based on at least one characteristic. Looking at the specific characteristics explored, we see that marginalization based on *age* and *political perspective* are the most common, with slightly over one-fourth of all faculty participants reporting marginalization on either of them. This is followed closely by experiences of marginalization based on *gender* (25.7 percent), and *race/ethnicity* (24.4 percent). The full list is presented in Figure 5.

Figure 5. Faculty experiences with Marginalization



Differences in experiences are seen in the faculty reports of marginalization, with both gender identity and race/ethnicity showing large differences for different members of those groups. As shown in Figure 6, 59 percent of Women report having experienced marginalization based on gender in the last three years, compared to 10 percent of Men. Women also report feeling marginalized due to age nearly twice as often as Men. Black/African-American faculty report the highest levels of marginalization based on race/ethnicity (57 percent), while Asian (44 percent) and Other BIPOC/Multiracial faculty (41 percent) - which includes Hispanic/Latinx participants- are far more likely to have experienced marginalization based on national origin. Response means by gender and race/ethnicity are presented in Table 8.

Figure 6. Specific Marginalization Differences by Gender, Race / Ethnicity

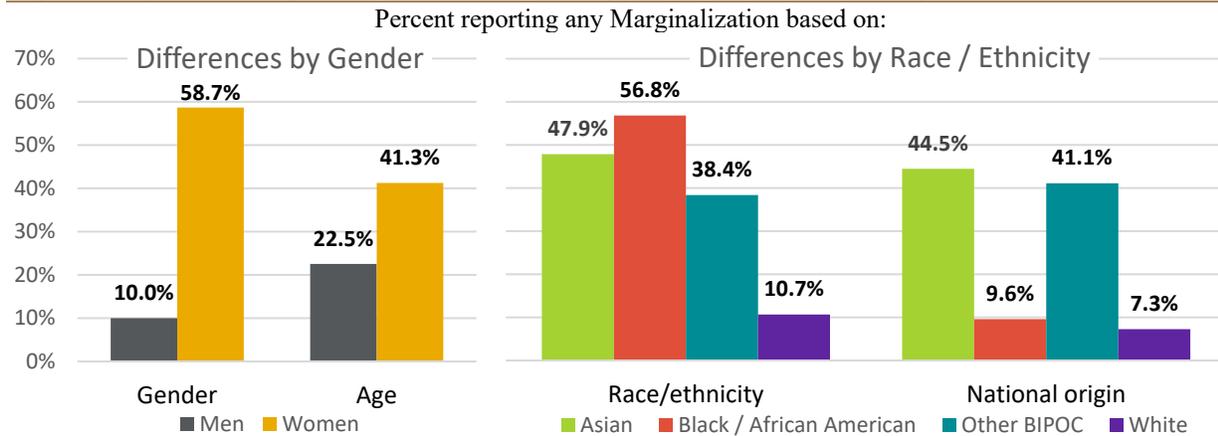


Table 8. Faculty Marginalization Differences by Gender, Race / Ethnicity

Within the last three years, to what extent have you experienced instances of marginalization at Georgia Tech based on the following personal identity or characteristics:

	Man	Woman	Asian + Pacific Islander	Black / African- American	Other BIPOC/ Multi	White
Gender	1.17	2.06	1.44	1.56	1.55	1.42
Age	1.36	1.66	1.53	1.46	1.49	1.44
Race/ethnicity	1.38	1.51	1.75	2.07	1.81	1.17
Disability	1.11	1.20	1.14	1.19	1.23	1.13
National origin	1.32	1.27	1.68	1.20	1.72	1.14
Language difference/accent	1.26	1.32	1.55	1.21	1.49	1.16
Political perspective	1.52	1.32	1.36	1.45	1.76	1.49
Religion	1.25	1.20	1.17	1.17	1.57	1.21
Sexual orientation	1.12	1.10	1.09	1.17	1.20	1.11
Gender identity/expression	1.10	1.11	1.12	1.15	1.23	1.09
Other	1.37	2.13	1.62	1.00	2.30	1.50

Significant and meaningful differences are in **Bold**

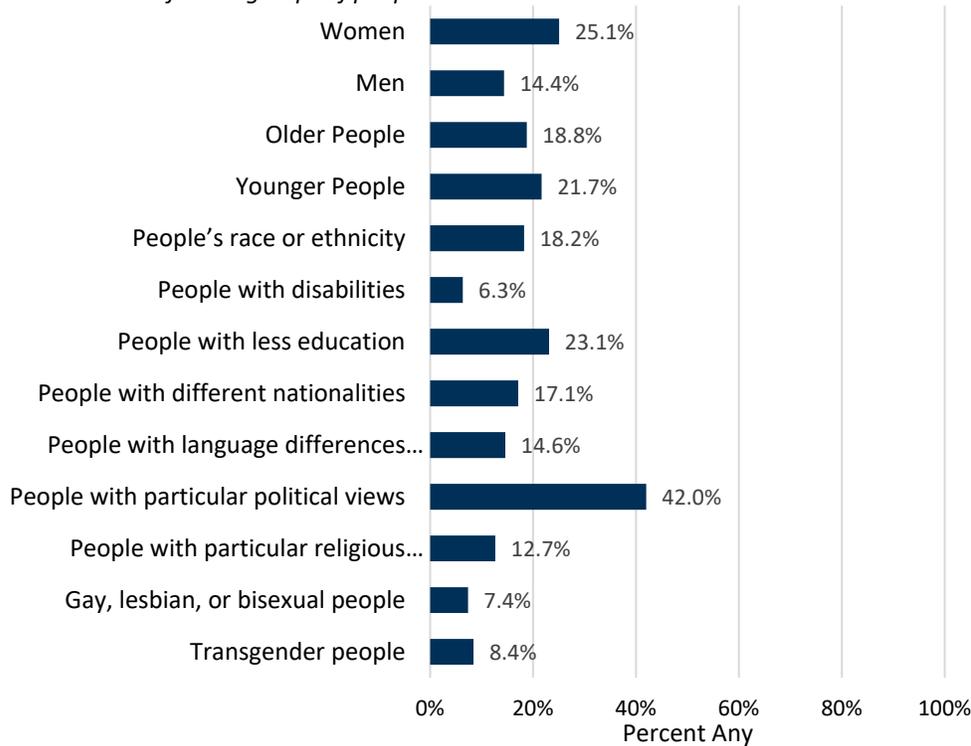
Disparaging Remarks

The survey asked faculty to describe how frequently, within the past year, they had heard disparaging remarks about various groups made by their faculty colleagues. For statistical analysis, responses were recoded similarly to the marginalization items into two categories: Never, and Any (having heard disparaging remarks *sometimes, often, or very often*). Similar to reports of marginalization, most of the respondents reporting any disparaging comments, reported the lowest frequency (sometimes). Figure 7 provides the results for these items, while complete results can be found in Appendix A.

Figure 7. Faculty experiences with Disparaging Remarks

Percent reporting any instances

Within the past year, how often have you heard your faculty colleagues make an insensitive or disparaging remark about one or more of these groups of people?



Overall, reports of disparaging comments about various groups are low, with less than 25 percent of participants reporting instances of hearing disparaging remarks for most identity groups presented. The two exceptions to this are *people with particular political views*, with 42 percent of respondents reporting disparaging comments, followed by *remarks about women*, at just over 25 percent.

When exploring differences by demographic groups, Women reported hearing more disparaging comments than Men, with substantially higher levels for remarks about *women, people with disabilities, and race or ethnicity*. Differences in exposure to disparaging comments were also found between race and ethnic groups for almost every item, with Other BIPOC/Multiracial participants consistently reporting higher levels of incidence.

Table 9. Faculty experiences with disparaging comments by demographic group

Within the past year, how often have you heard your faculty colleagues make an insensitive or disparaging remark about one or more of these groups of people?

	Man	Woman	Asian + Pacific Islander	Black / African- American	Other BIPOC/ Multi	White
Women	1.23	1.47	1.37	1.28	1.39	1.28
Men	1.18	1.13	1.07	1.10	1.47	1.18
Older People	1.18	1.23	1.18	1.17	1.40	1.19
Younger People	1.21	1.31	1.15	1.32	1.42	1.25
People's race or ethnicity	1.16	1.28	1.32	1.32	1.44	1.13
People with disabilities	1.04	1.15	1.09	1.18	1.15	1.05
People with less education	1.25	1.39	1.18	1.34	1.52	1.30
People with different nationalities	1.18	1.23	1.34	1.10	1.37	1.16
People with language differences/accent	1.14	1.26	1.24	1.12	1.40	1.16
People with specific political views	1.57	1.53	1.34	1.43	1.83	1.62
People with particular religious affiliations	1.12	1.21	1.09	1.11	1.39	1.17
Gay, lesbian, or bisexual people	1.07	1.11	1.07	1.11	1.16	1.07
Transgender people	1.08	1.13	1.07	1.10	1.14	1.10
Others (please specify below)	1.08	1.31	1.19	1.13	1.22	1.21

Significant and meaningful differences are in **Bold**

Differences based on Faculty Classification

In order to explore how the nature of faculty work impacts their experiences at GT, an analysis was run comparing different faculty groups as follows: Tenure Track (including tenured faculty), Non-Tenure Track faculty, Research faculty, and Postdocs. Widespread, and often significant differences were found between faculty groups. This section highlights some of the differences found between them and included below in Tables 10 and 11. Complete data sets can be found in Appendix A.

Findings related to faculty groups show an overall trend in responses with tenured and tenure track faculty expressing more negative views of Georgia Tech's campus climate compared to other groups, and research faculty showing more positive perceptions. Satisfaction with items like *support for your research program* follows this pattern, with Research faculty being higher than all other groups for *support from colleagues*, while Tenure Track stands out as being far lower in *support from your chair or supervisor* compared to all others.

Table 10. Differences in Support by Faculty Classification

Based upon your interactions with your faculty colleagues, how satisfied are you with each of the following:

	Tenure Track	Non-Tenure Track	Post-Doc	Research
Support for your research program	2.59	2.82	2.77	3.27
Understanding that individuals have different family and personal responsibilities	2.91	3.30	2.97	3.56
<i>How satisfied are you with the following types of support you are receiving from your supervisor (chair/dean/director/etc.)?</i>				
Support for your research program	2.73	3.27	3.26	3.39
Obtaining the resources you need to excel	2.62	3.03	3.07	3.30
The honoring of agreements made by my supervisor	2.96	3.47	3.35	3.57
Acknowledgement of my contributions to my unit	2.78	3.21	3.29	3.45

Meaningful differences are presented in **Bold**

Looking at perceptions of collegiality, Postdocs were less likely to feel that *colleagues are interacting regularly with one another*, or that *faculty are encouraged and empowered*, a view shared (though not as strongly) by Tenure Track faculty. Tenure track faculty also show the lowest levels of satisfaction with their *current workload balance as it relates to [their] career goals*.

On perceptions of diversity, all groups consider diversity as *integral to Georgia Tech's ability to successfully fulfill its mission*, a view held most strongly by Non-tenure and Postdoc faculty. Following a similar pattern to prior items, Tenure-Track faculty in particular report lower levels of satisfaction with their school's efforts to *retain faculty from diverse backgrounds*, and to both *recruit and retain graduate students from diverse backgrounds*.

Table 11. Differences in Climate Perceptions by Faculty Classification

Please indicate your level of agreement with each of the following statements

	Tenure Track	Non-Tenure Track	Post-Doc	Research
My faculty colleagues interact regularly with one another	2.70	2.98	2.27	3.21
My faculty colleagues treat one another fairly	3.00	3.12	2.90	3.44
Faculty are encouraged and empowered	2.54	3.05	2.78	3.10
Georgia Tech is generally a comfortable and inclusive environment for me	2.71	3.18	2.99	3.34
I am satisfied with my current workload balance as it relates to my career goals	2.48	2.84	3.03	3.17
Diversity is integral to Georgia Tech's ability to successfully fulfill its mission	3.33	3.58	3.65	3.42
I am satisfied with my school's/department's efforts to retain faculty / researchers from diverse backgrounds	2.64	2.89	2.88	2.98
I am satisfied with my school's efforts to recruit graduate students from diverse backgrounds	2.75	2.84	3.05	3.14
I am satisfied with my school's efforts to retain graduate students from diverse backgrounds	2.69	2.89	2.89	3.12
Staff employees are valued and treated with respect in my school/unit	3.05	3.11	3.01	3.30

Meaningful differences are presented in **Bold**

Conclusion

The results of the Georgia Tech Faculty Climate Survey add to the Institute's understanding of faculty experiences and their roles and interactions within the GT community.

Generally, many faculty report positive perceptions about collegiality and are satisfied with their support from both their peers and their supervisors. They also strongly agree on the importance of diversity to both their academic units and the Institute as a whole. However, many faculty still express concern over support from their chairs, including the resources they feel they need to excel in their careers, *advice on the promotion/tenure and annual review process* and *mentoring for leadership positions*.

Faculty are broadly satisfied with the overall climate at Georgia Tech, though they are less satisfied with *workload balance as it relates to career goals*, particularly among Tenure-Track faculty. A lack of clarity *about grievance processes* and *promotion and tenure processes* are also a concern. While faculty generally support the diversity goals of the Institute, they are less satisfied with their schools' and the Institute's commitment and actions as they relate to those diversity goals. Specifically, satisfaction with their department's efforts to recruit and retain faculty and graduate students from diverse groups is low, particularly among traditionally underserved and underrepresented groups.

Women faculty were much more likely to have felt marginalized because of their gender or age, and while the majority still agrees that Georgia Tech is a comfortable and inclusive environment, they are significantly less likely to express this sentiment than their Men colleagues. Similarly, marginalization by race or ethnicity was more commonly reported by Non-white faculty members. Broadly, Tenure-Track Faculty and Post-Docs are least satisfied with the Institute's climate, particularly in terms of perceptions of support and collegiality.

The Office of Diversity, Equity, and Inclusion aims to utilize data from this report to identify issues that merit additional attention and follow-up, including a deeper look into the nine years of collected climate data. It is hoped that those currently engaged in campus initiatives related to campus climate will use these survey results as a guide to identify areas of strength and challenge, and inform current and future activities and programming, so that new initiatives might be launched that explore and address more deeply the issues raised by these data. Continuing the use of this survey will assist the Institute in measuring its progress as it pursues its strategic goal of inclusive excellence.

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