UNI Diversity Assessments: Organizational Diversity Assessment; Student Climate Assessment [2011]

Kristin Moser
University of Northern Iowa

Copyright ©2020 University of Northern Iowa
Follow this and additional works at: https://scholarworks.uni.edu/ire_documents
Part of the Higher Education Administration Commons

Recommended Citation
https://scholarworks.uni.edu/ire_documents/243

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.
UNI Diversity Assessments

Organizational Diversity Assessment
Student Climate Assessment

Kristin Moser
Senior Research Analyst
October 13, 2011
Organizational Diversity/Student Climate Assessments

- Survey Administration
  - Faculty/Staff
    - February 14, 2011 to March 4, 2011
    - 841 respondents for a 32.9% response rate
    - 19 factors plus an overall evaluation of the institution factor
  - Students
    - February 14, 2011 to March 4, 2011
    - 1,260 respondents for an 11.2% response rate
    - 22 factors plus an overall evaluation of the institution factor
Faculty/Staff 2009 vs. 2011

• We saw significant increases from 2009 in five areas
  • Factor 19. Elements of organizational diversity: Feedback regarding diversity
  • Factor 18. Elements of organizational diversity: Publicize efforts and create celebrations
  • Factor 13. Impact of organizational diversity: Working effectively with others
  • Factor 4. Relationships: Respect and friendship among racial/ethnic groups
  • Factor 11. Expression of insensitivity and prejudice: Fellow employees
Students 2009 vs. 2011

- The 2011 numbers increased marginally
- However, none of these increases were statistically significant.
Group Results Not Entirely Helpful for Planning & Decision Making
Special Populations: Minority Faculty/Staff

Faculty/Staff Organizational Diversity Assessment Factor Means

By Race/Ethnicity

Overall evaluation of organization
Work environment: Represent others
Expressions of insensitivity and prejudice: Supervisors
Work environment: Value of Contributions
Equal treatment of diverse faculty/staff
Expressions of insensitivity and prejudice: Fellow employees
Relationships: Tolerance among racial/ethnic groups
Relationships: Respect and friendship among racial/ethnic groups
Work environment: Inclusive environment
Relationships with fellow employees: Insensitive remarks
Relationships with fellow employees: Respect and trust
Elements of organizational diversity: Established procedures
Management/Supervisor
Elements of organizational diversity: Publicize efforts and...
Impact of organizational diversity: Personal development
Impact of organizational diversity: Changing attitudes of others
Impact of organizational diversity: Working effectively with...
Elements of organizational diversity: Leadership impacting...
Elements of organizational diversity: Accessibility
Elements of organizational diversity: Feedback regarding...

Minority

Equal treatment of diverse faculty/staff
Minority Faculty/ Staff

• Five top priority factors
• Factor 1. Relationships with fellow employees: Respect and trust
• Factor 6. Work environment: Inclusive environment
• Factor 3. Management/ Supervisor
• Factor 11. Expressions of insensitivity and prejudice: Fellow employees
• Factor 9. Equal treatment of diverse faculty/staff
Recommendations for Improvement
Faculty and Staff in the Minority Race/Ethnicity

<table>
<thead>
<tr>
<th>Overall Evaluation of the Organization</th>
<th>Impact on Overall Evaluation of the Organization</th>
<th>Contribution to the Total Impact</th>
<th>Factor Performance (Goal=5.5)</th>
<th>Recommendation Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>! High Impact Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 01. Relationships with fellow employees: Respect and trust</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Predictor 21.9%</td>
<td>Below Goal (5.19)</td>
<td>Top Priority</td>
<td></td>
</tr>
<tr>
<td>Factor 06. Work environment: Inclusive environment</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Predictor 19.1%</td>
<td>Below Goal (5.12)</td>
<td>Top Priority</td>
<td></td>
</tr>
<tr>
<td>Factor 03. Management/Supervisor</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Predictor 17.5%</td>
<td>Below Goal (5.25)</td>
<td>Top Priority</td>
<td></td>
</tr>
<tr>
<td>Factor 11. Expressions of insensitivity and prejudice: Fellow employees</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Predictor 14.6%</td>
<td>Above Goal (6.19)</td>
<td>Maintain or Improve</td>
<td></td>
</tr>
<tr>
<td>Factor 09. Equal treatment of diverse faculty/staff</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Predictor 11.0%</td>
<td>Above Goal (5.60)</td>
<td>Maintain or Improve</td>
<td></td>
</tr>
</tbody>
</table>

* Recommendations vary depending upon faculty/staff group
Where to Focus Efforts with Faculty and Staff in the Minority

- Improve the level of respect and trust among colleagues (Factor 1)
- To what degree do you:
  - Respect your co-workers
  - Like your co-workers
  - Trust your co-workers
  - Feel accepted by your co-workers
  - Feel valued by your co-workers
  - Do you feel you have been treated unfairly by your fellow workers?
• Ensure an inclusive work environment (Factor 6)
• To what degree:
  • Do you feel welcome in your workplace
  • Do supervisors model multicultural sensitivity
  • Do fellow employees model multicultural sensitivity
  • Are different views and perspectives encouraged in your workplace
  • Do you feel isolated or left out when group work is required in your workplace
• Cultivate a good relationship between managers/supervisors and their employees (Factor 3)
• To what degree does your immediate manager/supervisor:
  • Encourage you to offer feedback
  • Treat you fairly
  • Treat you with respect
  • Provide you feedback on your job performance
  • Encourage you to contribute to the organization
  • Recognize your contribution to the organization
  • Communicate clearly what is expected of you
  • Care about you as a person
  • Help you to resolve problems
• To what degree do you feel you have been treated unfairly by your supervisors\textsuperscript{1}
• Reduce occurrence of prejudice and insensitivity among colleagues (Factor 11)
• How often have you heard fellow employees (non-supervisors) make insensitive remarks regarding people of differing:
  • Races/ethnicities
  • Genders
  • Religious identifications
  • Sexual orientations
  • Political / social ideologies
  • Disabilities / Abilities
  • Age
  • Financial standing
• Strive for equal treatment of all faculty and staff (Factor 9)
• To what degree are you being treated equally within your organization regardless of your:
  • Race/ethnicity
  • Gender
  • Religious identification
  • Sexual orientation
  • Political / social ideology
  • Disability / Ability
  • Age
  • Financial standing
Minority Students

• Three top priority factors
• Factor 10. Camaraderie among racial/ethnic groups
• Factor 2. Prior experience with diversity: Gender
• Factor 6. Academic and personal development
Where to Focus Efforts with Students in the Minority

• Improve camaraderie among various racial/ethnic student groups (Factor 10)
• To what degree are the following present at this college/university:
  • Respect by students for other students of different racial/ethnic backgrounds
  • Friendships between students of different racial/ethnic backgrounds
  • Racial/ethnic separation on campus
  • Interracial tensions in the classroom
• Allow students opportunities to engage in student groups with students of the same gender (Factor 2)
• Prior to entering this college/university,
  • What percentage of your close friends was similar to you regarding gender
  • What percentage of your community you resided in was similar to you regarding gender
  • What percentage of the people in your school or work environment was similar to you regarding gender
• Create/sustain programming to develop the academic and personal skills of students in the minority (Factor 6)
• To what degree are you satisfied that your educational experience is:
  • Developing your intellectual skills
  • Providing skills to enable you to enter the job market/graduate school
  • Developing your understanding of the world and the people in it
  • Broadening your interests
  • Developing social skills
  • Making lifelong friends
Interactive Website

- Interactive data tool on the IR.net website
- Compare responses by certain demographic characteristics
- Compare changes between 2009 and 2011
- [http://www.ir.uni.edu/dbweb/DiversityCouncil/index_new.cfm](http://www.ir.uni.edu/dbweb/DiversityCouncil/index_new.cfm)
Questions?
Special Populations: Faculty/Staff (cont.)

• Factor 2. Relationships with fellow employees: Insensitive remarks
  • While at work, how often:
    • Have co-workers made insensitive or disparaging remarks about you
    • Have co-workers made insensitive or disparaging remarks about others in your presence
    • Has your manager/supervisor made insensitive or disparaging remarks about you
    • Has your manager/supervisor made insensitive or disparaging remarks about others in your presence
Special Populations: Faculty/Staff (cont.)

- Factor 7. Work environment: Value of contributions
  - To what degree do you believe your contributions to your organization are devalued due to your:
    - Race/ethnicity
    - Gender
    - Religious identification
    - Sexual orientation
    - Political / social ideology
    - Disability / Ability
    - Age
    - Financial standing
Special Populations: Students (cont.)

- Factor 14. Equal treatment
  - To what degree are people treated equally, on this campus, regardless of their:
    - Race/ethnicity
    - Gender
    - Religious identification
    - Sexual orientation
    - Political / social ideology
    - Disability / Ability
    - Age
    - Financial standing

- Factor 3. Prior experience with diversity: Religious identification
  - Prior to entering this college/university:
  - What percentage of your close friends was similar to you regarding religious identification
  - What percentage of your community you resided in was similar to you regarding religious identification
  - What percentage of the people in your school or work environment was similar to you regarding religious identification
Special Populations: Students (cont.)

- **Factor 7. Peer relationships**
  - During the current term at this college/university, to what degree
    - Are you accepted by students at this college/university
    - Is it easy for you to make new friends at this college/university
    - Are you able to identify other students with similar interests
    - Do you feel valued by your fellow students

- **Factor 11. Classroom environment: Inclusive environment**
  - To what degree:
    - Do you feel welcome in classes
    - Is appropriate and inclusive language used in classes
    - Do instructors model multicultural sensitivity
    - Are different views and perspectives encouraged in classes
    - Do you find classroom humor to be offensive