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

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UNI Diversity Assessments

Organizational Diversity Assessment
Student Climate Assessment

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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: 4.82
- Work environment: Represent others: 6.38
- Expressions of insensitivity and prejudice: Supervisors: 6.08
- Work environment: Value of Contributions: 5.60
- Equal treatment of diverse faculty/staff: 6.19
- Expressions of insensitivity and prejudice: Fellow employees: 5.25
- Relationships: Tolerance among racial/ethnic groups: 5.66
- Relationships: Respect and friendship among racial/ethnic groups: 5.19
- Work environment: Inclusive environment: 5.02
- Relationships with fellow employees: Insensitive remarks: 5.25
- Relationships with fellow employees: Respect and trust: 4.63
- Elements of organizational diversity: Established procedures: 4.99
- Management/Supervisor: 4.92
- Elements of organizational diversity: Publicize efforts and...: 4.99
- Impact of organizational diversity: Personal development: 3.84
- Impact of organizational diversity: Changing attitudes of others: 3.84
- Impact of organizational diversity: Working effectively with...: 3.26
- Elements of organizational diversity: Leadership impacting...: 1.80
- Elements of organizational diversity: Accessibility: 4.65
- Elements of organizational diversity: Feedback regarding...: 4.65
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><strong>! High Impact Factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 01. Relationships with fellow employees: Respect and trust</td>
<td>1st Predictor</td>
<td>21.9%</td>
<td>Below Goal (5.19)</td>
<td>Top Priority</td>
</tr>
<tr>
<td>Factor 06. Work environment: Inclusive environment</td>
<td>2nd Predictor</td>
<td>19.1%</td>
<td>Below Goal (5.12)</td>
<td>Top Priority</td>
</tr>
<tr>
<td>Factor 03. Management/Supervisor</td>
<td>3rd Predictor</td>
<td>17.5%</td>
<td>Below Goal (5.25)</td>
<td>Top Priority</td>
</tr>
<tr>
<td>Factor 11. Expressions of insensitivity and prejudice: Fellow employees</td>
<td>4th Predictor</td>
<td>14.6%</td>
<td>Above Goal (6.19)</td>
<td>Maintain or Improve</td>
</tr>
<tr>
<td>Factor 09. Equal treatment of diverse faculty/staff</td>
<td>5th Predictor</td>
<td>11.0%</td>
<td>Above Goal (5.60)</td>
<td>Maintain or Improve</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?
• 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
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