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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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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

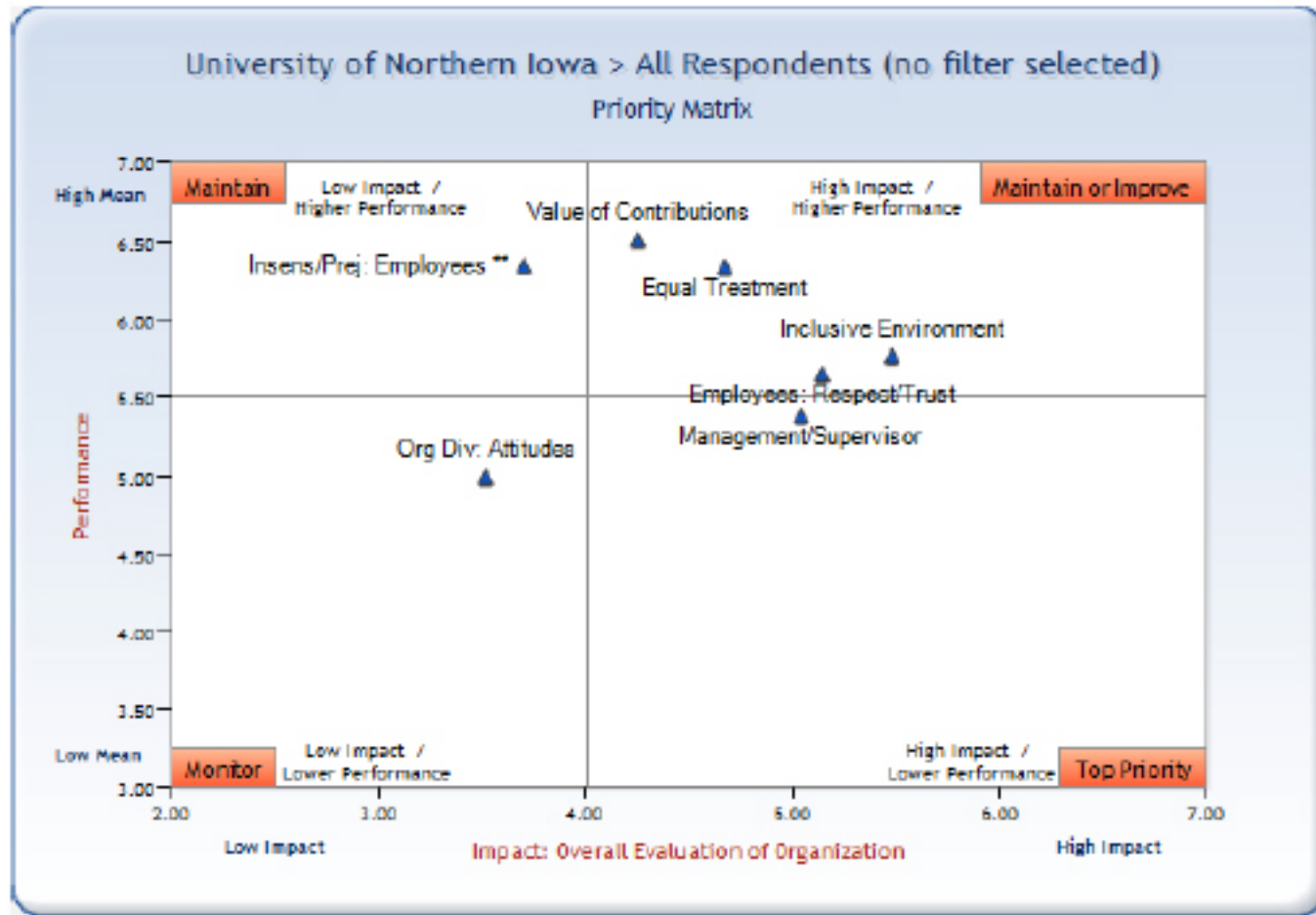
Faculty/Staff 2009 vs. 2011

- 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



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**

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

* 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 workers¹

- 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 workplace¹

- 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