



UTD Diversity Climate Survey Results

Committee for the Support of
Diversity and Equity

12/20/2016



Committee for the Support of Diversity and Equity

- Policy Charge
 - Reviews and discusses issues that (1) affect the institutional status, (2) professional effectiveness & (3) personal morale of women, minorities & members of underrepresented groups in full and part-time faculty & staff positions
 - Carries out studies, conducts interviews & prepares reports in order to understand and recommend policy related to the above
 - Meets with the President at the beginning and end of each academic year to receive special charges and reports from administration and to convey to the administration ideas, concerns and advice from the Committee that address the issues of eliminating institutional features which differentially and negatively affect women, minorities & members of underrepresented groups
 - Recommends the creation & initiation of actions and policies which support the professional careers of the individuals above
- Responsible University Official (RUO) – VP Diversity & Community Engagement, Dean George Fair
- Membership Composition - 12 Faculty, 3 Administrators, 8 Staff

UTD Climate Survey History

Date	# Employees	# Respondents	% Respondents
April 2006*	2097	383	18.3
April 2008*	1750	514	29
April 2010*	3517	815	23
February 2016^	3255	867	26.6

*Work climate survey conducted by Human Resources for the administration

^Diversity and Inclusion climate survey conducted by Committee for the Support of Diversity & Equity

Development of Survey

- As part of our move toward Tier One status, UT Dallas is committed to building a diverse and inclusive campus community that celebrates, embraces and encourages diversity of all kinds. To move forward, expand, and build upon existing diversity on campus, we need to assess the current campus status on this issue.
- This study involves a Web-based experiment designed to assess the current status of diversity on campus. To that end, we asked all UT Dallas faculty and staff to participate in a brief survey.
- Survey Reference - University of Maryland
http://ischool.umd.edu/sites/default/files/page_content_files/Diversity%20Climate%20Survey%20Combined%20FINAL%206.18.13.pdf

Definitions

- Diversity - At UT Dallas we define diversity as recognizing, respecting, valuing, and celebrating individual differences based on but not limited to one's race/ethnicity, gender, gender expression, gender identity, national origin, religion, disability, age, sexual orientation, socio-economic status, genetic information, sex (including pregnancy), veteran status, marital status, job title/role, work experiences, parental status, and educational status¹.
- We define inclusion² as the degree to which employees feel valued in an organization as indicated by their access to information and resources, work group engagement, ability to influence decision-making, sense that diversity matters in a positive way, and being treated fairly by administration.

¹UT Dallas policy on Nondiscrimination - UTDBP3090, <https://policy.utdallas.edu/utdbp3090>.

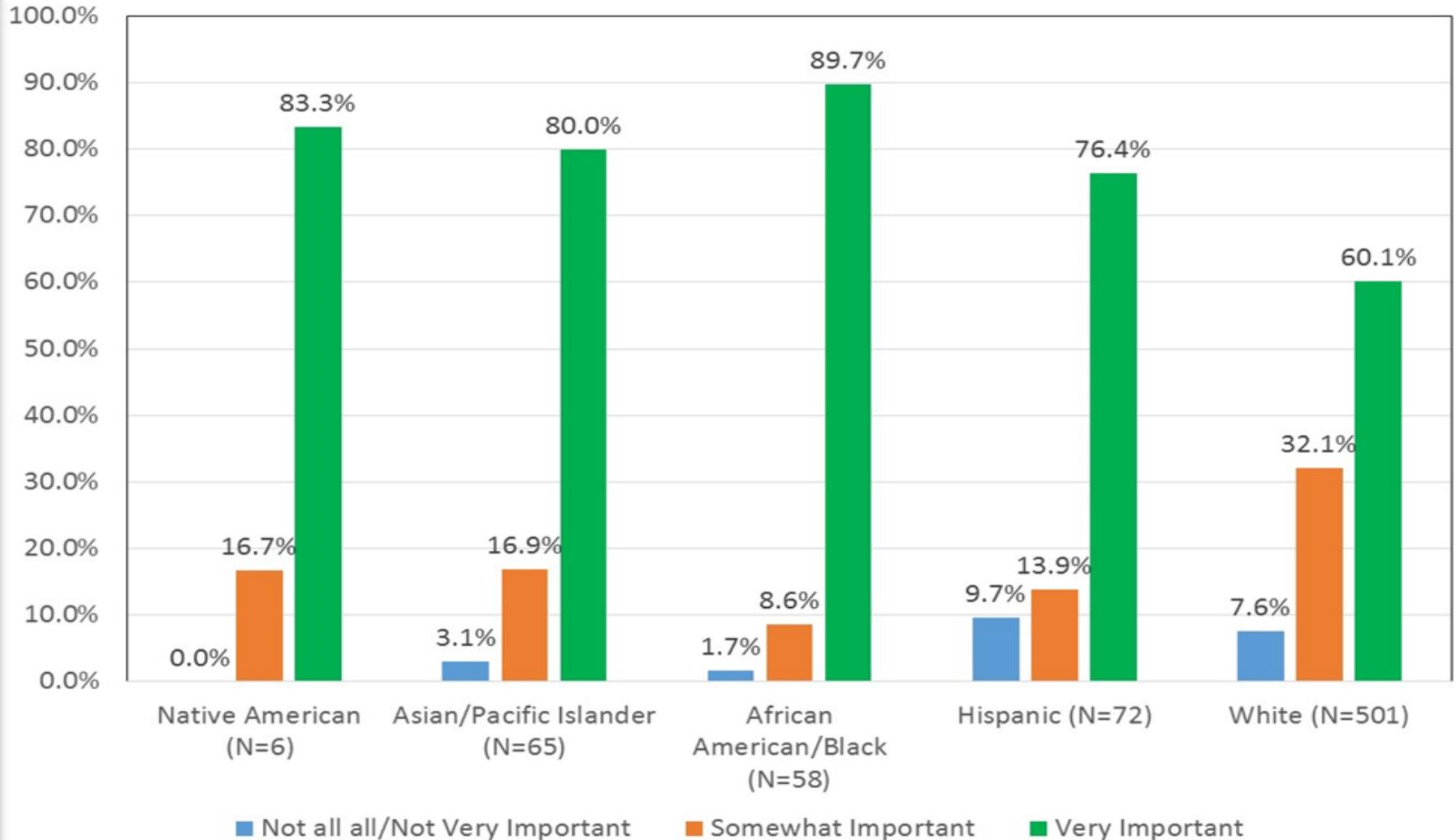
²Definition derived from research by: Bendick, Egan, & Lanier, 2010; Davidson & Ferdman, 2002; Ferdman et al., 2010; Gasorek, 2000; Holvino, Ferdman, & Merrill-Sands, 2004; Miller, 1998; Mor-Barak & Cherin, 1998; Pelled, Ledford, & Mohrman, 1999; Shore et al., 2011.

In terms of diversity, the general climate of the university is:

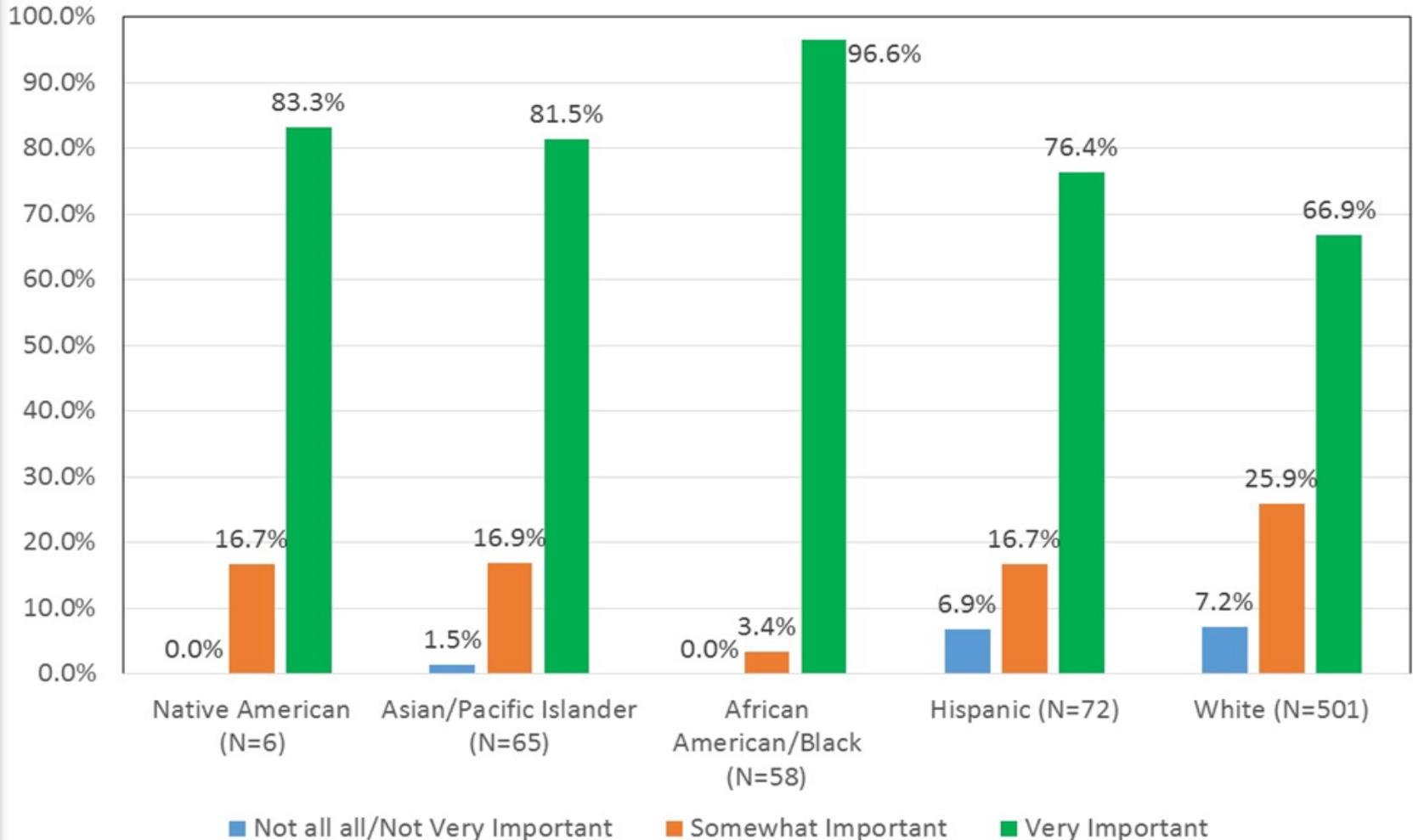
Response Category (N=864)*	Percentage
Inclusive (N=428)	49.5%
Neither inclusive nor exclusionary (N=153)	17.7%
Exclusionary (N=43)	5.0%
Don't Know (N=56)	6.5%

* Missing N = 184

Importance of Diversity by Race/Ethnicity



Importance of UTD holding diversity as one of its essential values by Race/Ethnicity



Q5. To what extent do you agree or disagree with the following statements as they relate to faculty/staff/administrative diversity at UTD?	Mean	Agree/ Strongly Agree	Neither Agree/Disagree	Disagree/ Strongly Disagree
UTD places too much emphasis on achieving diversity (N=651)	3.63	16.3%	21.0%	62.6%
Building a diverse and inclusive campus community should be a key goal of UTD (N=669)	1.68	87.6%	9.1%	3.3%
Efforts to increase diversity lead to admission of less qualified students (N=584)	3.67	20.0%	18.0%	62.0%

(1=Strongly Agree and 5 = Strongly Disagree)

UTD can improve diversity and inclusion by focusing its efforts on

Response Category (N=864)	Percentage
Recruiting faculty from diverse backgrounds (N=310)	35.9%
Recruiting staff/administrators from diverse backgrounds (N=284)	32.9%
Communications related to diversity and inclusion (N=230)	26.6%
Retention of faculty from diverse backgrounds (N=224)	25.9%
Events focused on diversity and inclusion (N=207)	24.0%
Recruiting students from diverse backgrounds (N=205)	23.7%
Retention of staff/administrators from diverse backgrounds (N=184)	21.3%
Research into issues of diversity and inclusion (N=166)	19.2%
Curriculum related to diversity and inclusion (N=160)	18.5%
Retention of students from diverse backgrounds (N=148)	17.1%
Student organizations devoted to diversity and inclusion (N=131)	15.2%

Key Findings

- Respondents reported significant structural/institutional barriers that interfere with the successful recruitment, promotion, and fair pay of women and racial/ethnic minority employees.
 - *“Hiring practices for faculty are often conducted through informal social networks rather than open national searches. This practice alone is counter to diversity research which shows less bias when hires occur through open processes.”*
- Respondents were particularly concerned with the need to recruit senior faculty and upper administrators from diverse groups, so that they look more like the community UTD serves.
 - *“The central administration--President, Provost, VP's, Deans are overwhelmingly male. At least half of the administrators should be female. Half of the Deans, for example, should be female. For the most part, UTD is run by old white males ... I have nothing against old white men--being one myself. But we need diversity in administration to match diversity of student population.”*

Key Findings

- Respondents called attention to statistical differences in pay, hiring, and retention based on gender and race.
 - *“I would like to see less talk and less symbolic actions about diversity, and more transparency about diversity and inclusion. This would mean systematic data collection about hiring, retention, promotion, and salary information of people with different backgrounds and addressing why serious gaps may exist between our rhetoric of inclusion and the actual data.”*
- There were major concerns about clarity, consistency, and fairness of parental leave policies and the accommodation of family care.
 - *“On-campus childcare to attract and retain faculty, especially female faculty of parenting age.”*
 - *“The information I received prior to and during my leave was inconsistent depending on the administrator I talked to and, I believe, was also inconsistent with FMLA policy.”*
- Perceptions about diversity and inclusion varied by race/ethnicity.
 - African-American employees, in particular, were less satisfied than others at UTD. They felt that UTD is less committed to helping minorities succeed than all other ethnic/racial subgroups.

Recommendations

- Commit to recruiting, hiring, and retaining a more diverse senior faculty and administration over the next four years.
- Make significant progress toward addressing pay inequity related to gender and race/ethnicity.
- Facilitate the success of employees with family responsibilities by:
(a) creating a clear, consistent, fair policy for parental leave and posting it on the HR webpage; (b) training responsible staff and administrators in its application; and (c) providing on-site childcare.
- Practice greater transparency about the data systematically collected about hiring, retention, promotion, and salary by gender and race; publish plans to address gaps and the results of these efforts.
- Arrange for a professional, external follow-up survey to be conducted in 2021 to measure progress or its lack in these areas.

Immediate Actions

- Tentative schedule for meetings with President (according to Committee charge)
- Publish the survey findings
- Propose and plan town hall meetings or focused sessions during Spring 2017 to discuss results

Committee Members

- Faculty

- Chair, Dr. Rashaunda Henderson (ECS),
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- Vice Chair, Dr. Meghna Sabharwal (EPPS)
- Dr. Erin Smith (IS)
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- Academic Administration

- Abby Kratz
- Sherry Marek
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- Staff

- Carrilaine Schneckner
- Daniel Hernandez
- Letitia Andrews
- Jane Shipman
- Yue (Selina) Gu
- Jazzmyn Wilson
- Annette Rogers
- Open

- Administrative Assistant

- Oralia Mendez

Survey Links

Survey Results

- [www.utdallas.edu/hr/download/Work Climate Survey Results 2006.pdf](http://www.utdallas.edu/hr/download/Work%20Climate%20Survey%20Results%202006.pdf)
- [www.utdallas.edu/hr/download/Work Climate Survey Results 2008.pdf](http://www.utdallas.edu/hr/download/Work%20Climate%20Survey%20Results%202008.pdf)
- [www.utdallas.edu/hr/download/Work Climate Survey Results 2010.pdf](http://www.utdallas.edu/hr/download/Work%20Climate%20Survey%20Results%202010.pdf)

Survey

- https://utdallas.qualtrics.com/SE/?SID=SV_0e8000ao2eCHDBb