



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Office of Diversity Affairs

Building a Diverse and Inclusive Work Environment

Results from the Diversity Engagement Survey

- Developed in conjunction with the Association of American Medical Colleges (AAMC) and the University of Massachusetts Medical School in 2011.
- Benchmark data was collected from March 2011 through April 2011 among 14 institutions.
- 22 items long and can be administered to students, faculty, and staff.
- Developed as a tool to measure institutional climate and culture through the lens of diversity and inclusion.
- Data is collected and analyzed through DataStar, Inc.

About the Diversity Engagement Survey (DES)

- **Descriptive** (tells us about the inclusiveness of our academic learning environment)
- **Diagnostic** (defines our areas of strengths and areas of improvement for our diversity and inclusion efforts)
- **Prescriptive** (points to the strategic direction for change)

Goals of Survey



BREAKDOWN OF ITEMS

By Cluster and Factor

Common purpose factor

- 4. I feel that my work or studies contributes to the mission of the institution.
- 17. I feel connected to the vision, mission and values of this institution.

Access to opportunity factor

- 5. This last year, I have had opportunities at work/school to develop professionally.
- 9. There is someone at work/school who encourages my development.

Equitable reward and recognition factor

- 10. I receive recognition and praise for my good work similarly to others who do good work at this institution.
- 16. In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals.

Cultural competence factor

- 7. In this institution, I have opportunities to work successfully in settings with diverse colleagues.
- 11. I believe my institution manages diversity effectively.
- 15. In my institution, I receive support for working with diverse groups and working in cross-cultural situations.
- 20. In this institution, there are opportunities for me to engage in service and community outreach.

Vision/Purpose Cluster

Trust factor

1. I trust my institution to be fair to all employees and students.
13. If I raised a concern about discrimination, I am confident my institution would do what is right.
19. I believe that in my institution harassment is not tolerated.

Sense of belonging factor

6. At work/school, my opinions matter.
14. I consider at least one of my co-workers or fellow students to be a trusted friend.
21. I feel that I am an integral part of my department or school.

Camaraderie Cluster

Appreciation of individual attributes factor

- 3. I am valued as an individual by my institution.
- 8. Someone at work/school seems to care about me as an individual.
- 22. The culture of my institution is accepting of people with different ideas.

Respect factor

- 2. The leadership of my institution is committed to treating people respectfully.
- 12. In my institution, I experience respect among individuals and groups with various cultural differences.
- 18. I believe that my institution reflects a culture of civility.

Appreciation Cluster



RESPONDENT DEMOGRAPHICS

POSITION

- Executive Leadership/Senior Admin.: 19
- Faculty: 88
- Staff: 208
- Student: 131
- Resident/Fellow: 10
- Post-doc: 3

LENGTH OF TIME AT SCHOOL:

- < 1yr: 114
- 1 yr – 5 yrs: 188
- 5 yrs – less than 10 yrs: 79
- >=10 yrs: 70

RACE/ETHNICITY

- White: 163
- Black/African American: 6
- Hispanic/Latino: 218
- Asian: 37
- Other: 14

AGE GROUP BY BIRTH YEAR

- 1922-1944: 4
- 1945-1964: 120
- 1965-1980: 136
- 1981-2000: 187

GENDER

- Male: 164
- Female: 279

SEXUAL ORIENTATION

- Heterosexual: 399
- LGBTQ or Other: 35
- Missing/Refused to Answer: 19

BELIEF SYSTEM

- Christian: 277
- Non-Christian: 129

(Total = 453) Response rate: 20%

Item	Agree	Neither Agree or Disagree	Disagree
I feel that my work or studies contributes to the mission of the institution. Common Purpose	94%	6%	0%
In my institution, I experience respect among individuals and groups with various cultural differences. Respect	87%	9%	3%
I consider at least one of my coworkers or fellow students to be a trusted friend. Sense of Belonging	87%	9%	3%

Faculty Respondents: Top 3 Items (Most Favorable)

TTUHSC El Paso

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- In my institution, I experience respect among individuals and groups with various cultural differences. **Respect**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**

Benchmark Data

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- In my institution, I experience respect among individuals and groups with various cultural differences. **Respect**
- In this institution, I have opportunities to work successfully in settings with diverse colleagues. **Cultural Competence**

Faculty Respondents: Top 3 Items

Item	Agree	Neither Agree or Disagree	Disagree
I receive recognition and praise for my good work similarly to others who do good work at this institution. Equitable Reward and Recognition	59%	24%	16%
In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. Equitable Reward and Recognition	61%	22%	17%
If I raised a concern about discrimination, I am confident my institution would do what is right. Trust	61%	30%	8%

Faculty Respondents: Bottom 3 Items (Least Favorable)

TTUHSC El Paso

- I receive recognition and praise for my good work similarly to others who do good work at this institution.

Equitable Reward and Recognition

- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**

Recognition

- If I raised a concern about discrimination, I am confident my institution would do what is right.

Trust

Benchmark Data

- I receive recognition and praise for my good work similarly to others who do good work at this institution.

Equitable Reward and Recognition

- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**

Recognition

- I believe my institution manages diversity effectively. **Cultural Competence**

Faculty Respondents: Bottom 3 Items

Item	Agree	Neither Agree or Disagree	Disagree
I feel that my work or studies contributes to the mission of the institution. Common Purpose	89%	9%	2%
I consider at least one of my coworkers or fellow students to be a trusted friend. Sense of Belonging	81%	10%	9%
In this institution, I have opportunities to work successfully in settings with diverse colleagues. Cultural Competence	77%	14%	8%

Staff Respondents: Top 3 Items (Most Favorable)

TTUHSC El Paso

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**
- In this institution, I have opportunities to work successfully in settings with diverse colleagues. **Cultural Competence**

Benchmark Data

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- In this institution, I have opportunities to work successfully in settings with diverse colleagues. **Cultural Competence**
- In this institution, I have opportunities to work successfully in settings with diverse colleagues. **Cultural Competence**

Staff Respondents: Top 3 Items

Item	Agree	Neither Agree or Disagree	Disagree
In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. Equitable Reward and Recognition	44%	24%	31%
If I raised a concern about discrimination, I am confident my institution would do what is right. Trust	55%	24%	20%
At work/school, my opinions matter. Sense of Belonging	55%	25%	20%

Staff Respondents: Bottom 3 Items (Least Favorable)

TTUHSC El Paso

- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**
- If I raised a concern about discrimination, I am confident my institution would do what is right. **Trust**
- At work/school, my opinions matter. **Sense of Belonging**

Benchmark Data

- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**
- I receive recognition and praise for my good work similarly to others who do good work at this institution. **Equitable Reward and Recognition**
- At work/school, my opinions matter. **Sense of Belonging**

Staff Respondents: Bottom 3 Items

Item	Agree	Neither Agree or Disagree	Disagree
In this institution, there are opportunities for me to engage in service and community outreach. Cultural Competence	99%	1%	0%
I consider at least one of my coworkers or fellow students to be a trusted friend. Sense of Belonging	97%	3%	0%
I believe that in my institution harassment is not tolerated. Trust	95%	1%	4%

Student Respondents: Top 3 Items (Most Favorable)

TTUHSC El Paso

- In this institution, there are opportunities for me to engage in service and community outreach. **Cultural Competence**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**
- I believe that in my institution harassment is not tolerated. **Trust**

Benchmark Data

- In this institution, there are opportunities for me to engage in service and community outreach. **Cultural Competence**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**
- This last year, I have had opportunities at work/school to develop professionally. **Access to Opportunity**

Student Respondents: Top 3 Items

Item	Agree	Neither Agree or Disagree	Disagree
At work/school, my opinions matter. Sense of Belonging	77%	13%	10%
I feel that I am an integral part of my department or school. Sense of Belonging	81%	13%	6%
I feel connected to the vision, mission and values of this institution. Common Purpose	82%	10%	8%

Student Respondents: Bottom 3 Items (Least Favorable)


TTUHSC El Paso

- At work/school, my opinions matter. **Sense of Belonging**
- I feel that I am an integral part of my department or school. **Sense of Belonging**
- I feel connected to the vision, mission and values of this institution. **Common Purpose**

Benchmark Data

- At work/school, my opinions matter. **Sense of Belonging**
- I feel that I am an integral part of my department or school. **Sense of Belonging**
- I believe my institution manages diversity effectively. **Cultural Competence**

Student Respondents: Bottom 3 Items



**ANALYSIS BY DIVISION OF
BIostatISTICS &
Epidemiology**

- Found that in general, those here more than 1 year were less likely to agree with the items.
- Factor that had largest impact was Length of Time at School.
- Logistic regression performed to model the dissatisfaction of all respondents to the three major clusters: Vision, Camaraderie, and Appreciation.
- The predictor variables included were: sex (male, female), race/ethnicity (Hispanic, non-Hispanic White, non-Hispanic Other), sexual orientation (heterosexual, not heterosexual), and age/generation gap (Baby Boomer, Generation X, Millennial).

VISION CLUSTER:

- Female faculty were **4.5 times more likely** to be dissatisfied as their male counterparts if they had been at TTUHSC El Paso for 5 years or more.

Findings for Faculty (n=84) (Based on unadjusted rates)

CAMARADERIE CLUSTER:

- Individuals that identified as not heterosexual (lesbian, gay, bisexual, transgender, queer) were **4.6 times more likely** to be dissatisfied than their heterosexual counterparts if they had been at TTUHSC El Paso from 1-5 years.

VISION CLUSTER:

- Non-Hispanic White individuals were **7 times more likely** to be dissatisfied than their Hispanic counterparts if they had been at TTUHSC El Paso from 1-5 years.
- Individuals that identified as not heterosexual (lesbian, gay, bisexual, transgender, queer) were about **3.5 times more likely** to be dissatisfied than their heterosexual counterparts if they had been at TTUHSC El Paso from 1-5 years.

APPRECIATION CLUSTER:

- Individuals that identified as not heterosexual (lesbian, gay, bisexual, transgender, queer) were about **3.25 times more likely** to be dissatisfied than their heterosexual counterparts if they had been at TTUHSC El Paso from 1-5 years.

Findings for Staff (n=130) (Based on unadjusted rates)

- No Statistically Significant Findings

Findings for Students (n=206) (Based on unadjusted rates)



CONCLUSION

- Overall, the findings from the Diversity Engagement Survey demonstrate that faculty, staff, and students are satisfied with the efforts and climate here at TTUHSC El Paso.
 - When analyzing the data at a deeper level, unfortunately, no real statistically significant findings were found.
 - However, the overall findings indicate that we must continue the work we are doing in diversity.
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- Administer Annual Diversity Survey in collaboration with the Office of Institutional Research and Effectiveness and the Office of Assessment and Evaluation in March 2015
- Re-administer a qualitative survey follow up to Diversity Climate Assessment administered in 2013 in 2-3 years to re-assess
- Develop new diversity initiatives through the Committee on Diversity
- Expand current initiatives to include GGHSON and GSBS faculty, staff, and students

Next Steps



THANK YOU!

If you have questions, please e-mail Jessica Calderon-Mora, Sr. Director for the Office of Diversity Affairs at jessica.calderon-mora@ttuhsc.edu.
