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)
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.

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**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

Building a Diverse and Inclusive Work Environment
March 2015
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

**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%
### Faculty Respondents:
**Top 3 Items (Most Favorable)**

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

Building a Diverse and Inclusive Work Environment
March 2015
**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**

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**Faculty Respondents:**

**Top 3 Items**
<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
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<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I receive recognition and praise for my good work similarly to others who do good work at this institution. Equitable Reward and Recognition</td>
<td>59%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. Equitable Reward and Recognition</td>
<td>61%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>If I raised a concern about discrimination, I am confident my institution would do what is right. Trust</td>
<td>61%</td>
<td>30%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Faculty Respondents: Bottom 3 Items (Least Favorable)
Table of contents:

- Faculty Respondents: Bottom 3 Items
- Benchmark Data

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

**Faculty Respondents:**

**Bottom 3 Items**
<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that my work or studies contributes to the mission of the institution. Common Purpose</td>
<td>89%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>I consider at least one of my coworkers or fellow students to be a trusted friend. Sense of Belonging</td>
<td>81%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>In this institution, I have opportunities to work successfully in settings with diverse colleagues. Cultural Competence</td>
<td>77%</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>

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

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

**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
<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>At work/school, my opinions matter. Sense of Belonging</td>
<td>77%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>I feel that I am an integral part of my department or school. Sense of Belonging</td>
<td>81%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>I feel connected to the vision, mission and values of this institution. Common Purpose</td>
<td>82%</td>
<td>10%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**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**
• 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)

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• 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.
Next Steps

• 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
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.