Diversity & Inclusion at the University of Denver

Selected Findings and Preliminary Recommendations

Ibis Consulting Group, Inc.
Shilpa Pherwani, M.S.

Creative Diversity Solutions
Myra Hindus, MSW

August 20, 2014
Structure of the Report

- Methodology
- Participation Rates
- Listening & Interpreting Data
- Positive Themes
- Opportunities for Improvement by Six Focus Areas
- Benchmarking
- Recommendations
- Appendices
Methodology

- Interviews
- Focus Groups
- Online Surveys
  - Faculty
  - Staff
- Custodians: Paper Survey
- Unit-Level Survey
- Review of Policies & Procedures
Participation Rates

- Interviews: 15
- Focus Groups: 16
- Online Surveys
  - Faculty: 235 out of 710 (33% participation)
  - Staff: 470 out of 1602 (30% participation)
  - Custodial survey: 58
- Unit-Level Survey
Important points to consider

- Findings remarkably consistent with previous studies
- Women and People of Color express lower satisfaction and greater concerns in key areas
- Significant discrepancies exist across units when implementing Inclusive Excellence practices
- Significant opportunities exist to improve the University by addressing the concerns outlined in the report
University of Denver (DU): Status of Women

Report of Findings

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Recruitment of Staff & Faculty Women

Percentage of faculty respondents who strongly agree or agree with the statements.....

- My department makes good attempts to attract and retain employees from diverse backgrounds: 84.1%
- My department is successful in hiring employees from diverse backgrounds: 72.1%
- My department is successful in retaining employees from diverse backgrounds: 69.1%

Men (82), Women (96)
Advancement of Staff & Faculty Women

Many staff dissatisfied and perceive inequities related to advancement, professional development etc.

Percentage of staff respondents who strongly agree or agree with the statements.....

At DU, there are equitable opportunities for professional development
At DU, there are equitable opportunities for advancement *
In my unit, there are equitable opportunities for advancement

<table>
<thead>
<tr>
<th>Category</th>
<th>Men (100)</th>
<th>Women (299)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At DU, there are equitable opportunities</td>
<td>62.0</td>
<td>58.1</td>
</tr>
<tr>
<td>for professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At DU, there are equitable opportunities</td>
<td>53.5</td>
<td>37.1</td>
</tr>
<tr>
<td>for advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In my unit, there are equitable opportunities</td>
<td>62.6</td>
<td>46.4</td>
</tr>
<tr>
<td>for advancement</td>
<td></td>
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</tr>
</tbody>
</table>
Women faculty & staff are more likely to hear negative comments related to country of origin, language/ accent; race/ethnicity

Percentage of faculty respondents who sometimes or often hear negative comments related to.....

<table>
<thead>
<tr>
<th>How often at DU do you hear negative comments about people based on country of origin</th>
<th>How often at DU do you hear negative comments about people based on gender *</th>
<th>How often at DU do you hear negative comments about people based on language/accent</th>
<th>How often at DU do you hear negative comments about people based on race/ethnicity **</th>
<th>How often at DU do you hear negative comments about people based on socio-economic status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men (82)</td>
<td>22.5</td>
<td>42.7</td>
<td>22.5</td>
<td>19.8</td>
</tr>
<tr>
<td>Women (96)</td>
<td>43.8</td>
<td>34.6</td>
<td>34.7</td>
<td>30.5</td>
</tr>
</tbody>
</table>
In my academic unit the allocation of resources necessary to be effective in one's job is fair and equitable

Percentage of faculty respondents who strongly agree or agree with the statements.....

Men (82)  Women (96)

68.0 61.9

In my academic unit the assignment of additional responsibilities (e.g. mentoring, committee involvement, administrative duties) is fair and equitable *

Percentage of staff respondents who strongly agree or agree with the statements.....

Men (100)  Women (299)

72.2 57.7
2009-2014 University of Denver Faculty Salaries by Gender

(Source: DU Data)
University of Denver (DU):
Status of People of Color

Report of Findings

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4 of the 13 academic units stated that they have a plan for recruiting domestic historically underrepresented faculty (8 stated they do not and 1 left the question blank). Unit-level survey 2014

10 of the 46 units stated that they have a plan for recruiting domestic historically underrepresented staff.

18 of the 46 campus units reported that their unit provides development or training for staff and faculty outside of programming provided centrally by Human Resources and the Center for Multicultural Excellence related to diversity.
Recruitment of Staff & Faculty of Color

Percentage of faculty respondents who strongly agree or agree with the statements.....

My academic unit makes good attempts to attract and retain employees from diverse backgrounds *

My academic unit is successful in hiring employees from diverse backgrounds

My academic unit is successful in retaining employees from diverse backgrounds

- White (132)
- POC (44)
Recruitment of Staff & Faculty of Color

Percentage of staff respondents who strongly agree or agree with the statements...

DU makes good attempts to attract and retain employees from diverse backgrounds
- White (255): 56.3%
- POC & Mixed (158): 54.1%

DU is successful in hiring employees from diverse backgrounds
- White (255): 50.4%
- POC (158): 52.9%

DU is successful in retaining employees from diverse backgrounds
- White (255): 41.0%
- POC (158): 49.2%

Percentage of staff respondents who strongly agree or agree with the statements...

My unit makes good attempts to attract and retain employees from diverse backgrounds
- White (255): 75.1%
- POC (158): 70.9%

My unit is successful in hiring employees from diverse backgrounds
- White (255): 70.4%
- POC (158): 67.4%

My unit is successful in retaining employees from diverse backgrounds *
- White (255): 67.2%
- POC (158): 62.0%

* Not applicable
Campus Climate & Culture

The perception about “DU being a good place to work” is less positive for faculty & staff of color as compared to their white counterparts.

Percentage of faculty respondents who strongly agree or agree with the statements:

- **DU is a good place to work regardless of country of origin**: 75.6% (White), 61.4% (POC)
- **DU is a good place to work regardless of language/accent**: 66.4% (White), 50.0% (POC)
- **DU is a good place to work regardless of race/ethnicity**: 68.7% (White), 52.3% (POC)

Percentage of staff respondents who strongly agree or agree with the statements:

- **DU is a good place to work regardless of country of origin**: 82.1% (White), 71.2% (POC)
- **DU is a good place to work regardless of language/accent**: 75.8% (White), 67.7% (POC)
- **DU is a good place to work regardless of race/ethnicity**: 75.8% (White), 70.6% (POC)
Faculty and staff of color are more likely to hear negative comments related to country of origin, language/ accent; race/ethnicity.

Percentage of faculty who sometime or often hear negative comments related to.....

Percentage of staff who sometime or often hear negative comments related to.....
Resources and Responsibilities

Staff and faculty report inadequate training and support related to addressing diversity situations.

Percentage of faculty respondents who strongly agree or agree with the statements:

- In my academic unit I feel supported to address issues related to diversity: 66.2% (White) 54.5% (POC)
- In my academic unit I feel equipped to address issues related to diversity: 58.8% (White) 61.4% (POC)

Percentage of staff respondents who strongly agree or agree with the statements:

- At DU employees are supported to address issues related to diversity: 59.5% (White) 53.4% (POC)
- At DU employees are equipped to address issues related to diversity: 44.4% (White) 45.5% (POC)
Resources and Responsibilities

Percentage of *faculty* respondents who strongly agree or agree with the statements.....

In my academic unit the allocation of resources necessary to be effective in one's job is fair and equitable **

<table>
<thead>
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<th>POC (44)</th>
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<td>46.6</td>
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In my academic unit the assignment of additional responsibilities (e.g. mentoring, committee involvement, administrative duties) is fair and equitable **

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<td>62.5</td>
<td>65.4</td>
<td>60.7</td>
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Percentage of *staff* respondents who strongly agree or agree with the statements...

In my unit the allocation of resources needed to be effective in one's job is fair and equitable

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<thead>
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<th>POC (158)</th>
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<tbody>
<tr>
<td>60.7</td>
<td>60.9</td>
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In my unit the assignment of additional responsibilities is fair and equitable

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**Top 2-3 barriers to an inclusive environment at DU**

<table>
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<tr>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of a diverse student body (45.6%)</td>
<td>Lack of commitment from senior administration (34.3%)</td>
</tr>
<tr>
<td>Lack of diverse faculty (39.6%)</td>
<td>University organizational structure (32.8%)</td>
</tr>
<tr>
<td>Lack of commitment from senior administration (33.1%)</td>
<td>Lack of time/resources to support inclusive excellence (30.3%)</td>
</tr>
</tbody>
</table>
Committee Steps for Implementation:

The committees will work together to translate the recommendations into an action plan...

- Detailed
- Targeted
- Delineates responsibilities
- Provides measurable outcomes
- Provides for long-term accountability
- Shared with University Strategic Planning Committee and Board of Trustees Strategy Committee for integration into the strategic planning process
Recommendation Areas

- Diversity Vision/Leadership/Accountability
- Recruitment of Staff/Faculty of Color & Women
- Advancement of Staff/Faculty of Color & Women
- Inclusive Campus Climate & Cultures
- Resources & Responsibilities
- Policies & Procedures
Selected Preliminary Recommendations

- Elevate Chief Diversity Officer position to senior staff level with the authority to ensure accountability. Make sure this role is integrated in a very real way into the power structure of the University.
Selected Preliminary Recommendations

- Develop and implement a plan to achieve greater diversity of senior-level administration and the Board of Trustees.
Selected Preliminary Recommendations

- Create a position in the Office of Teaching and Learning which will provide targeted, sophisticated training and consultation regarding diversity and inclusive excellence.
Selected Preliminary Recommendations

- Work with units on communicating and standardizing policies and procedures.
- Follow through with accountability on implementation of best practices.