

Understanding Diversity at the University of Rochester

Diversity Engagement Survey Comprehensive Report

February 2017

This report has been prepared by the Office of Faculty Development and Diversity,
the URM's Office for Inclusion and Culture Development, and the Office of Human Resources.

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Nancy Ares, Associate Professor Teaching & Curriculum, **Ashley Campbell**, Director of Diversity Programming, **Maggie Cousin**, Assistant Provost for Faculty Development and Diversity, **Kathleen Fear**, Senior Business Intelligence Analyst, **Kim Garrison**, Graduate Student in Human Development, **Stephon Hamell**, Graduate Student in Educational Leadership, **Morgan Levy**, Director of Equal Opportunity and Title IX Coordinator, **Hillary Lincourt**, Data Warehouse Analyst and Senior Programmer, **Gail Norris**, Vice President & General Counsel

Abstract

Introduction

This report expands upon the Executive Summary that was published as part of the University of Rochester Commission on Race and Diversity’s report on October 26, 2016. The objectives are to 1) understand how the faculty, staff, and students perceive the state of diversity, 2) better understand perceptions of a broader range of demographic groups, and 3) create a baseline to be able to recognize and address climate across the University and within each school/unit. Finally, using what we have learned from different identity groups and units, we seek to suggest action steps that are relevant University-wide and at school/unit levels.

The Diversity Engagement Survey (DES) is a climate survey that measures and describes the inclusiveness of an academic environment. The 22 standard survey questions are mapped to eight “inclusion” factors: **Trust, Appreciation of Individual attributes, Sense of Belonging, Access to Opportunity, Equitable Reward and Recognition, Cultural Competence, Respect, and Common Purpose**. All eight factors have been identified as the key components of workforce inclusion and diversity identity.

The survey was administered through DataStar and offered to all faculty and staff of the University of Rochester and students in our School of Medicine and Dentistry, School of Nursing, Simon Business School, and Warner School of Education in February 2016.

Findings

Twelve thousand and eighty (12,080) University of Rochester faculty, staff, trainees, and students completed the survey, representing an overall response rate of 48%. Of the eight factors, **Common Purpose**, defined as an individual’s contribution to institutional mission and connection to vision, purpose, and mission, showed the highest favorable ratings and is thereby one of our greatest strengths. **Cultural Competence** was one of the biggest challenges—both overall and in terms of differences between various identity groups and the majority. Summarized as “individual believes the institution has the capacity to make creative use of its diverse workforce in a way that meets business goals and enhances performance,” this definition can encompass more commonly held definitions of cultural competence (Person, et al., 2015)” **Trust** and a climate of **Respect** were perceived in a favorable way by a clear majority University-wide, but these were also common sources of large differences between the majority and some identity groups—especially related to race, LGBT status, and disability.

Next Steps

This report explores some work that has already begun and outlines recommendations for next steps for addressing the differences found across the eight different inclusion factors and differences among specific aspects of identity. Consistent with recommendations of the Commission on Race and Diversity, new leadership structures and programs that address the climate will focus on ways to

create a more inclusive culture characterized by trust and mutual respect. We will work with leadership to develop interim metrics for progress, and we recommend resurvey in three years.

Introduction

Background

In his inaugural remarks, President Seligman described diversity as one of the fundamental values of the University and soon thereafter named a University-wide Task Force on Faculty Diversity and Inclusiveness (Task Force, 2006). Charged with outlining a program to address faculty diversity and inclusiveness, the Task Force largely recommended changes impacting the faculty. Most of the recommendations focused on infrastructure, process, policies, and demographics. With respect to climate, the task force recommended that this be addressed on a school-by-school basis. Over time, it became clear, however, that many of the issues related to diversity were common to all schools and cut across faculty, staff, and student groups. “We have increasingly appreciated that diversity is not only about numbers but about culture (Seligman, 2009).” Several initiatives have begun since then to promote a more inclusive climate—including professional development resources for faculty, programs for new leaders, policies to support gender equity, and programs for faculty and staff to facilitate a more inclusive organizational culture. Many of these programs were recently described in detail in the final report from the Presidential Commission on Race and Diversity (2016).

In conducting this survey, we sought to understand perceptions about the state of diversity and inclusion—University-wide (e.g., across all schools and among faculty, staff, and students). Secondly, we sought to compare the perceptions of different demographic groups, social identities, and other markers of diversity—given the complexities of intersecting identities and societal context of diversity. Finally, we sought to create a baseline by which we might measure progress and assess new initiatives directed toward enhancing a climate of inclusion and promoting diversity.

Theoretical Basis for the Survey

Workplace engagement theory posits that engagement results from “cultural conditions that foster a shared sense of vision and purpose of the organization, camaraderie, and appreciation of employees’ contributions to the institution (Person, et al., 2015).” A shared sense of vision and purpose helps provide motivation to put forth one’s best efforts. Camaraderie is important for teamwork and **Sense of Belonging**. Appreciation helps individuals to experience a sense of meaning at work. These conditions facilitate an inclusive and diverse workforce in industry and academia (Colan, 2009; Cox, 2001; Davidson, 2001). Engaged faculty, staff, and students are more likely to be loyal, confident, and passionate about their work/studies; willing to exert extra effort; and to be good ambassadors in representing the institution in the world at large. A diverse and engaged workforce and student body is the foundation for an inclusive organizational environment. Inclusion can be described as a dynamic set of social processes that are the sum total of daily interpersonal interactions, the degree to which individuals can express their group identities (e.g.,

gender, race, ethnicity, sexual orientation, etc.) in the organization, and social power (both formal and informal authority) (Person, et al., 2015). Thus, the Diversity Engagement Survey is a tool to help us understand the University’s climate around diversity and inclusion.

The survey was developed to understand the nature of the individual’s relationship to the institution rather than their perceptions about management of their personal group identity. In this way, individuals do not have to choose between intersecting identities in answering questions that could vary according to context (e.g., gender, race, LGBT status). Through observing identity-related patterns in responses to the survey, organizations can understand and try to address ways to make the climate more inclusive and to fully engage the talents and energies of its entire community.

The 22 standard survey questions are mapped to eight “inclusion” factors (**Trust, Appreciation of Individual Attributes, Sense of Belonging, Access to Opportunity, Equitable Reward and Recognition, Cultural Competence, Respect, and Common Purpose**). These eight areas are further grouped into three workforce engagement clusters—vision/purpose, camaraderie, and appreciation. These aspects of organizational culture and diversity have been identified and confirmed as the key components of workforce inclusion and diversity identity based on research that includes a study at more than 33 academic institutions (Person, et al., 2015). A more complete description of the conceptual framework and definitions for the clusters and inclusion factors can be found in Appendix A. Our survey also included from four to eight customized questions.

Responses to all questions were captured using a five-point Likert scale, which ranged from “strongly disagree” to “strongly agree” and allowed the option to check “neither agree or disagree.” The survey also allowed respondents to write in comments in response to the prompt: “If you wish, please provide additional comments on the University of Rochester’s diversity and inclusion efforts.”

Markers of Diversity

(Adapted from the DES conceptual framework from the DES User Guide, pp. 6–10.)

Diversity can be defined in a literal sense as human differences with race, ethnicity, gender, age, class, sexual orientation, religion, and ability as some examples. Primary and secondary dimensions of diversity have been used to distinguish between the many aspects of human differences (Loden & Rosener, 1991). In this definition, primary dimensions are those aspects that contribute to one’s core of identity—such as age, ethnicity, gender, race, mental/physical abilities, and sexual orientation. Secondary dimensions are those aspects of our identity that contribute to the core but do not fundamentally change the essence of who we are. Examples of secondary dimensions include education, income, religion, work experience, and family status. Thus, diversity is not only represented by individual differences or group identities but must also be understood in the context of the interplay of human systems. The DES specifically captures those dimensions of diversity that have been determined to present opportunities and challenges in the work environment.

In the section that follows, the survey findings are described according to both primary and secondary dimensions of diversity. We have referred to these dimensions as Markers of Diversity.

Methodology

Survey Administration

The survey was administered through DataStar and offered to all faculty and staff of the University of Rochester and students in our School of Medicine and Dentistry, School of Nursing, Simon Business School, and Warner School of Education for six weeks starting in February 2016. Students in the Eastman School of Music and the College took a different survey. The confidential survey was completed online after email invitations were extended. Only aggregate data are reported to ensure anonymity.

Analysis of Standard Quantitative Results

Responses to each question were transformed, numerically. The highest score for each question was five and was equivalent to “strongly agree,” and the lowest possible score was one, equivalent to “strongly disagree.” Thus, higher scores correspond to more favorable perceptions. Mean scores for each question with standard deviations are indicated in table 3. We created mean summary scores for the eight inclusion factors (e.g., groups of questions that relate to an inclusion theme) using the mean scores for the questions that relate to each inclusion theme. To compare the perceptions of specific demographic groups within the University, we compared mean summary scores using analysis of variance (ANOVA). We have focused on the percentage of positive or favorable responses (e.g., strongly agree or agree) in describing group perceptions about diversity and in comparing groups because of the narrow numerical range and for ease of illustration. We have identified strengths and areas of challenge University-wide and associations between demographic characteristics or positions that are especially salient.

Analysis of Open-Ended Question Responses

The open-ended question format of the survey allowed comments about the University of Rochester’s diversity and inclusion efforts. In order to transform the data into understandable pieces, analysts used two different coding procedures: 1) descriptive and focused coding, and 2) *a priori*. *A priori* coding is a process in which the analysts use prearranged categories; the DES code book categories are used here.

Inter-Rater Reliability

Two analysts conducted independent coding of 186 responses (5% of the total) using the DES’s eight inclusion factors. A check of inter-rater reliability conducted at the conclusion of coding showed that there was agreement between 78–96% on *a priori* codes, indicating sufficient agreement to move to independent coding using the eight *a priori* codes.

A Priori Procedure

The full data set was randomly sorted and then split in half. Half of that was assigned to two analysts, so that each had 25% of the full data set to analyze. Once they completed that coding, demographics were calculated to provide comparison to overall demographics of survey respondents. For groups that were underrepresented because there were very few members or by chance, we conducted over-sampling by having one analyst return to the full data set to analyze all of that groups' open-ended responses.

Descriptive and Focused Coding Procedure

Three analysts conducted descriptive coding of the first randomly selected 40 responses to the open-ended question. They then developed an initial focused coding scheme based on discussion. One analyst used that scheme to conduct focused coding independently while also continuing descriptive coding. That analyst analyzed 186 responses, reaching saturation (no new codes were needed; the resulting coding scheme captured the nature of the respondents' comments well). That analysis was used to create the final, revised focused coding scheme. Focused coding continued until saturation was reached after analyzing 66 responses.

Model Building

The focused codes were used by the three analysts to develop categories. One analyst developed an initial model based on those categories. The final Four-Level Model was created through discussion among the three analysts (see figure and reference in appendix B).

Findings

Survey Participants

Twelve thousand and eighty (12,080) University of Rochester faculty, staff, trainees, and students (see Survey Administration) completed the survey, representing an overall response rate of 48%. There were 11,489 respondents from individualized email links and 591 respondents (those without email addresses) who accessed the survey through a NetID portal. The gender and racial breakdown of the respondents is similar to our full population (table 1). We also received 1,882 comments in response to the open-ended question.

Our diversity includes several other markers of diversity besides race and ethnicity, with 7,127 of our respondents having been at the University for five years or more, and generational demographics showing nearly equal parts baby boomers, generation X, and millennials. There were 444 people who self-identified as having a disability. LGBT status was indicated by 762 of our respondents, including 123 who self-identified as transgender or gender nonconforming. We also have more than 400 of our respondents self-identifying as either active military or veterans, and we have at least eight different belief systems represented.

We begin by providing a snapshot that summarizes the overall perceptions of the University-wide climate for diversity and inclusion. In an effort to examine various markers of diversity, we then highlight disability, gender, generational difference, LGBT Q, race/ethnicity, religion/faith/belief, and veteran status to gain an understanding of the various communities within the larger University. These markers of the diversity represent a first look at the different types of diversity explored in the Survey.

University-Wide Snapshot—Faculty, Staff, Students, and Trainees

University-wide levels of agreement with the eight inclusion factors were generally high and ranged from 64% to 83%. The vast majority of respondents feel a sense of individual contribution to institutional mission and connection to our vision, purpose, and mission, as reflected with high levels of agreement with the questions in the **Common Purpose** factor. Eighty-three percent agreed overall, including 90% who perceived that their work/studies contribute to institutional mission. Most individuals (83%) agreed with the questions in the **Respect** factor describing “a culture of civility and positive regard for diverse perspectives and ways of knowing.” There was widespread agreement (77%) with the questions that described “**Appreciation of Individual Attributes**—or the perception that individuals are valued and can “successfully navigate the organizational structure in their expressed group identity” (fig. 1). Equally common (77%) was the favorable perception of **Access to Opportunity**—the questions describing the ability “to find and utilize support for their professional development and advancement” (fig. 1).

Qualitative data also suggest generally positive attitudes about the climate for diversity and inclusion. Comments referred to progress being made in relation to the past, along with calls for more diversity in leadership in particular, but across the institution as well:

Overall, I think things are much better than they were in the past and are quite good.

Leadership seems more committed to diversity and respect for women. I would like to see more diversity and women in leadership positions.

I applaud the efforts made so far, especially the annual conference, but there is more to do. There is not one answer, but we need to continue with a multipronged approach at all levels.

Notwithstanding these very positive attributes, some questions suggested opportunities for improvement, **Equitable Reward and Recognition** stood out as our lowest scoring factor overall, especially for faculty and staff (fig. 1). Characterized as individuals feeling that the organization has “equitable compensation practices and nonfinancial incentives,” our University-wide agreement with these two questions averaged 64%. Fifty-two percent of faculty and 58% of staff agreed that their “accomplishments are compensated similarly to others who have achieved their goals.” Qualitative data suggest that the University’s structure and policies place the responsibility for diversity and inclusion on individual departments, which often leads to inequities across pay grades and positions and within units.

Cultural Competence was the second-lowest mean scoring factor overall, and this was an area of significant variance based on race or position. These four questions describe the perception that “Individuals believe that the institution has the capacity to make creative use of its diverse workforce in a way that meets goals and enhances performance.” Faculty and students were less likely than staff to agree—especially with the questions about effective management of diversity and receiving institutional support for working with diverse groups in cross-cultural settings (table 2).

In sections that follow, we will describe areas of differing perceptions where notable differences were seen based on markers of diversity. The questions about **Respect** and **Trust** were the most common sources of differing perceptions along with **Cultural Competence**. For example, Blacks were less likely than Whites or Asians, and LGBT individuals were significantly less likely than heterosexual or cisgender individuals to agree with the **Respect** questions—e. g., “individuals experience a culture of civility and positive regard for diverse perspectives and ways of knowing” (fig. 3). Questions about **Trust** (“Individuals have confidence that the policies, practices, and procedures of the organization will allow them to bring their best and full self to work.”) was another factor with significant differences based on race, LGBT status or position combined with a marker of diversity.

Marker of Diversity: Race/Ethnicity

Based on quantitative data, two minority groups, Asians and Hispanics, had very similar perceptions to Whites about the climate around diversity and inclusion. For 18 of the 22 questions, Asians had a small but significantly greater proportion of individuals who agreed compared to Whites (table 3). There was little difference between factors for Asian respondents, with the highest level of agreement for the three questions about **Respect** (mean=85.6%) and the lowest level of agreement (**Equitable Reward** questions, 74%). Patterns were similar for Asian faculty, staff, and students. Of note, among Asian residents there was 97% agreement with the **Access to Opportunity** factor and 93% agreement with the questions about **Respect**.

However, qualitative data provide a mixed picture of the perception of Asians. International participants reported wanting more support to be included despite language and cultural practices that differ from the dominant group. Some Asian respondents mentioned not wanting to be separated nor called “international.” Education and training in terms of professional development on cross-cultural communication was suggested to address the lack of community reported. Faculty and staff requested more diversity among leadership and faculty. Some respondents also reported negative experiences based on Asians/Asian American identity, especially in terms of being invisible or ignored:

There is a lack of diversity in the lack of diversity. African American and Hispanic American have been the focus of diversity awareness, while little attention has been paid to other minorities such as Asian.

I would like to see more diversity in the leadership of our University, which includes various committees at different levels. One specific issue is the representatives for Asians. We have many Asian students and faculty but don't have enough representatives in the leadership.

Like Asians, Hispanic participants overall had levels of agreement similar to those of Whites for most questions. In fact, for eight of the 22 questions, levels of agreement were higher among Hispanics compared to Whites. The biggest difference was in the **Equitable Reward** factor, in which 70.9% of Hispanics, overall, perceived equitable compensation, compared to 64.1% of Whites. Notably, Hispanic students differed from Hispanic faculty and staff in that they had less favorable perceptions about the climate than their White peers for five of the eight factors. The biggest differences were in **Respect** and **Equitable Reward and Recognition**. The climate for **Respect** was perceived favorably by 87% of White students compared to 74% of Hispanic students. Sixty-seven percent (67.7%) agreed that rewards and recognition are equitable compared to 76.9% of White students. In the qualitative data, responses from Hispanic individuals were generally not as positive as the quantitative data. A characteristic response was:

I see a lot of talking, but this has been an ongoing conversation and, at some point, the University needs to buck up and make some difficult changes rather than continuously getting more data I doubt it will really use. Talk is cheap, and it's not enough to say you're listening. It might be that environmental services need to have more leeway so they can attend classes, etc. That would help with diversity. There are a lot of things that can be done that aren't. The University is a private institution; it has more opportunity to shut down racist rhetoric and make necessary changes.

Differences between Blacks and Whites were statistically significant for all 22 questions, with Blacks consistently showing lower levels of agreement compared to Whites—regardless of position (faculty, staff, or student). The largest areas of difference were **Cultural Competence, Trust, and Respect**. Effective management of diversity was the question with the largest area of variance between Blacks and Whites (71% of Whites and 53% of Blacks and 55% of “other racial/ethnic” groups agree; $p < 0.01$; table 3). Notably only 37% of Black faculty and Black students believe the institution manages diversity effectively. For both students and faculty overall, the question of effective management of diversity was among the lowest scoring items (61% students agree and 58% of faculty). Among staff, 68% of all staff agreed that they received support for working with diverse groups and in cross-cultural situations (table 2); however, the difference between Black and White staff was 19% ($p < .001$), though a majority (55%) of Black staff agreed that diversity is managed effectively.

Trust was a factor where large areas of difference were seen among Blacks compared to Whites, Hispanics, and Asians. Although most faculty, staff, and students perceived the institution favorably (77% agreement), there were significant differences by race and ethnicity. Fewer than half of Black students and faculty agreed that the institution “would do what is right about discrimination concerns” (48% Black faculty and 42% Black students compared to 73% White faculty and 69% of White students).

Similarly, most survey participants experience a climate of **Respect**. Nonetheless, it was a factor with one of the largest differences based on race and ethnicity. The mean difference in agreement for these three questions was 14% lower for Blacks compared to Whites (85% mean agreement for Whites and 71% for Blacks) and 13% difference for individuals of “multiracial and other racial groups” compared to Whites. Favorable perceptions about climate of **Respect** among students differed somewhat more by race (64% Black and 86% White or Asian).

Qualitative data underscore the differences in perception based on race. Leadership was not seen as supporting diversity. Some commenters experienced racism, including overt racism, and some commenters perceived a lack of follow through on complaints. Comments about being one of a few African Americans in a unit/dept./school were frequent. Along with mention of the need for more diversity overall and in leadership (the highest frequency subcode), feelings of isolation and lack of representation are clear. Among African-American faculty, the call to diversify leadership was especially strong. The following comments capture these sentiments:

I am the only African American in my department and there are no African-American managers.

I feel as though there is no real plan to change the campus climate because leadership doesn't truly see an issue with the current campus state. Many senior level administrators are White or persons who can identify as White; therefore, a majority White campus is the 'norm because it has always been this way.'

I feel that within my department that very little attention is given towards diversity and inclusion. As a matter of fact, it is very rarely mentioned at any leadership meetings. There is very little diversity in leadership.

...and when students of color stand up and say the environment is uncomfortable, or structurally racist, or I have been discriminated against—they are seen as angry, unbecoming, hostile, etc.

Marker of Diversity: Gender

Perceptions about the inclusiveness of the climate were very similar among women and men based on quantitative responses. Despite these similarities, there were small (within 4%) but statistically significant differences between men and women in favorable ratings for seven of the eight factors (see table 3 and fig. 2). The largest differences were apparent by question and by position. Female faculty were less likely to agree that rewards are equitable (54.1% compared to 63.3% of male faculty) and that there is a climate of **Trust** (70.1 % of female faculty compared to 78.7% of male faculty). Female trainees differed from male trainees with respect to perceptions about **Trust** (7% difference) as well as in regard to the question about feeling that they are an integral part of their department or school (10% difference). Female students were less likely than male students to perceive a climate of **Trust** (71.2% women compared to 79.4% men). Within this factor, the largest

gender gap was seen with the statement that the institution would “do what is right” in response to a concern that about discrimination (10% lower among female faculty and students compared to male faculty and students).

Qualitative data can provide additional insights to more subtle gender issues and illustrate issues of differences based on age.

Subtle sexism is sometimes an issue, especially among older faculty or staff. For example, in my area, most of the professors/researchers are men, and most of the support staff (e.g., administrative assistants, writing/editing/graphics support, etc.) are women. Occasionally I'll hear one of the more senior researchers or managers tell us to make sure we send “the girls” our documents for proofreading. It's not intended to be a putdown, but I can imagine a young woman researcher or student being put off by it or feeling denigrated. As a man, I wasn't directly offended but found the wording a bit cringe-worthy for 2016. I'm not sure there's much the University can do to reshape 60 years of socialization, though. This sort of thing should naturally resolve itself with turnover and the constant influx of young, diverse staff.

The survey showed significant differences between our transgender or gender-nonconforming respondents and others. While this is a marker of gender, we have included them in our LGBT analysis to allow for easier comparison with other institutions and to be able to observe broader trends where numbers are too small.

Marker of Diversity: LGBT Status

University-wide, LGBT individuals were significantly less likely than cisgender/heterosexual¹ (cis/hetero) individuals to agree with all 22 standard questions and the three custom questions. The biggest areas of difference were in the areas of **Trust** (10.4% difference), **Respect** (9.3% difference) and **Cultural Competence** (9.2% difference) (fig. 4). LGBT and cis/hetero faculty, staff, and students consistently differed for all three questions related to **Trust**. Within these factors, some questions showed especially stark differences related to low levels of favorable perceptions about the climate among LGBT individuals. For example, 55% percent of LGBT students agreed that the institution would “do what is right” about discrimination concerns, compared to 70% of cis/hetero students.

Within the **Respect** domain, perceptions that there is “a culture of civility and positive regard for diverse perspectives and ways of knowing” were different based on LGBT status across all positions (faculty, staff, students, trainees), despite the fact that the majority of LGBT individuals (74.7%) noted a positive environment. Similar degrees of differences by position were found comparing LGBTQ faculty or staff to cis/hetero faculty or staff, respectively (7–10% for each of the three **Trust**

¹ Cisgender and Heterosexual (cis/hetero) is defined as a person who is heterosexual and whose gender identity matches their sex assigned at birth and LGBT includes respondents who self-selected Lesbian, Gay, Bisexual, Transgender, Gender-Non-conforming or Other LGBT status.

questions). The differences between the level of agreement for LGBT and heterosexual/cisgender students was slightly greater (9% to 16%). Experiencing “respect among individuals and groups of different cultures” showed the biggest gap of this factor for students (16%).

Although average agreement with the questions in the **Cultural Competence** factor was 65.8% for LGBT individuals, this was a top area of differing perceptions. The belief that the institution manages diversity effectively stood out as a particularly large source of difference. Only 38% of LGBT faculty and 52% of LGBT students agreed compared to 58% of cis/hetero faculty and 62% of cis/hetero students. Half of all LGBT trainees, compared to 60% of cis/hetero trainees, agreed that *diversity is managed effectively*.

The transgender and gender nonconforming group (trans), composed of 123 individuals, is included within the LGBTQ respondents. The trans group had especially low levels of agreement with all eight inclusion factors, ranging from 33.8% (**Equitable Rewards**) to 53.2% (**Common Purpose**). **Access to Opportunity, Common Purpose, and Sense of Belonging** were the only factors in which at least half of the trans respondents agreed, overall. Numbers are too small for meaningful analysis by position.

Qualitative data can provide additional insights. LGBT issues were most often mentioned in statements about how the definition of diversity needs to be broadened beyond race. For example:

We need to be even more diverse in our diversity and inclusive in our inclusion. Issues of race and ethnicity tend to be front and center. It would be great if some of our other underrepresented populations received similar attention, e.g., our deaf community, our LGBT community, our veterans.

Much more focus is needed on gender and sexual minorities—LGBTQI. The vast majority of diversity efforts are directed towards African Americans and Jewish people. Transgender individuals are especially neglected.

... I do think that racial and ethnic differences are treated beautifully at [UR], but now it is time for us to look at how we approach gender and LGBTQ to take us to the next level.

Marker of Diversity: Disability

Responses from individuals who identified as having a disability showed a significantly lower perception of the University’s inclusiveness than those without disabilities in all of the factors and among almost all of the groups (faculty, trainees, staff, and students). When looking at the total population of individuals with disabilities combined (444 respondents), the largest overall difference was in the factor related to **Trust** with faculty, trainees, staff, and students with disabilities responding 15.2% less favorably than those without disabilities (77.9% compared to 62.7%) (fig. 5).

The largest gaps among students who identified as having a disability were in questions related to **Equitable Reward and Recognition**. Fewer than half of students with disabilities (45%) agreed that rewards and recognition were equitable compared to 74.5% of students without disabilities). Trust was only slightly more favorably rated for those with disabilities (52.3%) compared to 74% of students without disabilities. The favorable rating for **Appreciation of Individual Attributes** was 21.9% lower among students with disabilities (58.5% compared to 80.4%). Responses from staff with disabilities, while less favorable than staff without disabilities, were more positive than those from faculty, students, or trainees. The least favorable factor for staff was **Equitable Reward**, with 51.2% agreement compared to 63.8% favorable ratings for staff without disabilities. However, the biggest difference for staff was in the area of **Trust**, with responses from staff with disabilities 13.7% less favorable than staff without disabilities (64.8% compared to 78.5%).

Faculty members with disabilities had less favorable responses than faculty without disabilities, and the most notable factors were **Equitable Reward, Trust, and Cultural Competence**. Like students, fewer than half perceived that rewards and recognition are equitable (42% of those with disabilities compared to 59.8% of those without). The faculty with disabilities also differed from those with regard to the **Trust** factor (54.2% agreement compared to 75%). **Cultural Competence** was another factor where only about half of faculty with disabilities agreed (50.6%), which was 18.9% lower than level of agreement for faculty without disabilities.

The qualitative data supports the differences we found in the quantitative data. Some examples include:

I am concerned that the University rarely includes, in any significant way, disability in its conversations about diversity. Because those with disabilities are perhaps the largest marginalized group, this seems unconscionable to me.

There is a lack of flexibility for individuals with disabilities that work within the division. The leadership's attitude on flexibility or disability-related accommodation is that "no one is special."

I have a disability I am afraid to disclose due to retribution. I have a minimal relationship with direct supervisors. There is not support for development or advancement.

I feel as though this is a very inclusive institution and very open to cultural differences; however, in my department there is just not much diversity. The only area I'm not certain about tolerance/inclusion is disability, especially mental disability. This is a widespread problem and [UR] is certainly not alone in its difficulties with working with disability.

Marker of Diversity: **Belief System**

The majority of survey participants, (56%) indicated that they were Christians, and 39% identified one of eight other belief systems—the largest of which was 1,812 individuals who self-identified as “Nonreligious.” The two greatest areas of agreement for all belief systems were **Common Purpose**

and **Respect**. There were few differences about perceived climate between groups by belief systems (fig. 7).

The qualitative data can illustrate that individuals' thoughts about belief systems are broad and touch upon religious observances, including foods and holidays; discussion of religious topics and figures; and discussions related to ethical, moral, political, and lifestyle differences. For example:

If this University sincerely seeks to be diverse and inclusive, then there needs to be more outspoken support from the highest levels of this University for free expression of traditional, conservative views and encouragement of civility when these views are expressed.

The only area where I personally have experienced discrimination/lack of inclusion is in regards to meals provided by the institution. Different cultures, personal belief systems, and religions have varying standards regarding what they eat. I often find meals provided by the University do not have an option that is free of animal products (meat, fish, eggs, dairy) so when food is said to be provided, there is nothing I can eat. This makes me feel excluded and that my personal belief system is not important enough to recognize.

Marker of Diversity: **Veteran Status**

For this marker of diversity, we include Veterans (365 individuals) along with current reserve and active duty (36) individuals, and we found that perceptions differed considerably based on position— faculty, staff, or student. Interestingly, Veteran faculty responded more favorably than non-Veteran faculty in the majority of factors, indicating that they feel more positive towards the University as a whole than non-Veteran faculty.

In contrast, there were significant differences among Veteran students and staff and their non-Veteran colleagues. The largest gaps for staff who identified as Veterans were in the factors related to **Access to Opportunity** (agreed to statements at a rate 13.6% lower than non-Veteran staff), **Respect** (11.3% lower), and **Common Purpose** (9.8% lower). The largest gaps for students arose in the factors of **Equitable Reward and Recognition** (12.6% lower than non-Veteran students), **Respect** (11.7% lower), and **Appreciation of Individual Attributes** (10.2% lower) (fig. 6). The following quote illustrates some of the frustrations:

If you value diversity, then look at one of the smallest minority groups in the US: Veterans. They bring talents, skill sets, and knowledge often unmatched by others of the same age. Yet without a bachelor's degree they are fixed into lower pay scales. I served in two wars caring for the critically injured before most my age started their senior year of college.

Marker of Diversity: **Generational Status**

Most respondents were 41 years of age or younger, with 32% in the generation X group (gen Xers: born between 1965 and 1980) and 32% in the millennial group (millennials: born after 1981). Baby boomers (born between 1945 and 1964) constituted another 33% of respondents, and those born between 1922 and 1944 (traditionals) constituted approximately 1%. Few patterns were evident

based on age groups except for the questions related to **Access to Opportunity** and **Equitable Reward**. Overall, millennials had a more positive perception of **Access to Opportunity** (84.5% agreement) compared to other age groups ranging between 69.7% (baby boomers) and 74.7% (gen Xers) agreement. This pattern was seen among faculty, staff, and, to a lesser extent, students. Among faculty, perceived **Access to Opportunity** was markedly different for both gen Xers (81.2%) and millennials than for boomers (73.1%) or traditionals (73.6%). Similarly, agreement with the **Equitable Rewards** questions ranged from 61.4% to 65.2% for groups born before 1981, whereas agreement for millennials averaged 71.1% (fig. 8). The biggest gap by position and age was among the faculty. Baby boomer faculty averaged 55.5% agreement with **Equitable Reward** questions, compared with 71.7% of millennial faculty.

In interpreting the generational data, it is important to recognize the overlap between generational status and length of service. Notably, those who have been with the University for less than one year generally had more positive perceptions than those who had been here for longer periods of time, and this is a limitation of this initial analysis. **Equitable Reward** questions show large variance based on duration of association with the University. For those who have been here less than one year, 74% agreed that their compensation is equitable to others, compared with 53% of those who have been here for at least 10 years—an even larger difference than that seen based on age group (68% of millennials compared to 54–57% among boomers and traditionals, respectively). The largest difference in the two questions related to **Access to Opportunity** is between those who have been here for less one year (85% mean) and those who have been here for more than 10 years (70.5% mean).

The qualitative data can illustrate that ageism can also be a concern.

So as far as the diversity issues in this institution I feel that age needs to be included in the diversity program. . . . There are many in-services and studies to understand millennials, but how about [teaching] the millennials to understand the baby boomers? Work ethic, coming to work on time, and experience are not recognized or valued; observations for problems and solutions from older [employees] are viewed as complaints and negativity. Diversity and inclusion efforts in this institution need to include the older female employees.

I believe the University needs to do more to educate individuals on the value that older workers bring and on including older workers in workplace activities. I have personally experienced harassment as an older worker and have felt socially excluded at times.

Discussion

The Diversity Engagement Survey was conducted to understand the state of diversity and inclusion, compare demographic groups, and provide a baseline for evaluation of future programs. We found that the vast majority of faculty, staff, and students, regardless of marker of identity, are highly engaged with the vision, mission, and purpose of the University. Moreover, most respondents

perceived that the climate is one of respect and civility where individuals are appreciated and can navigate the culture in their expressed group identity. These are important positive attributes; however, there are also important areas of challenge that present opportunities for improvement. University-wide, **Equitable Reward** and **Cultural Competence** were factors where fewer indicated positive perceptions. As well, there were large differences in perception based on some of the markers of diversity—especially in the domains related to **Respect, Trust, and Cultural Competence**. Within these factors, the most common sources of large variance were three specific questions around: 1) belief that the institution manages diversity effectively, 2) the institution would “do what is right” in response to concerns about discrimination, and 3) experiencing respect among individuals and groups with various cultural differences. The most salient differences were based on race, disability, and LGBT status.

While our aim was not to use these data as a benchmark to compare ourselves to other institutions, published reports may prove valuable in interpreting these results. Person et al. reported on 33 medical schools and academic medical centers, and Washington University in St. Louis has provided extensive information about their university-wide results from 2015 on their website (Person, et al., 2015; Wrighton, 2015). These data indicate that the University of Rochester compares favorably to other institutions in terms of agreement with **Common Purpose** and **Appreciation of Individual Attributes** (top third for both factors). Rochester is in the middle third for **Equitable Rewards** and slightly higher than Washington University–St. Louis. In contrast, our scores for **Cultural Competence** place us in the bottom third for published institutions and 6% higher than Washington University in St. Louis (74% agreement at Rochester compared to 68% at Wash U.). Differences based on markers of diversity—if not specific numbers—were similar in pattern. It should be noted that the Person report is based on data from institutions surveyed in 2011–12—before some of the racial tensions that surfaced nationally.

Thus, the DES has provided a nuanced picture of the University—one that is strongly committed to its mission and vision and composed of faculty, staff, and students who feel respected and appreciated for their contributions. Yet the picture also shows groups of people who differ from the majority by race, LGBT status, or disability and who feel less respected and therefore less likely to trust the institution and perceive an environment of cultural competence where “the institution [can] make creative use of its diverse workforce in a way that meets goals and enhances performance.” This set of perceptions, along with other data sources (HERI survey, series of town hall meetings) and the recommendations of the Commission on Race and Diversity provide a useful foundation on which to build a series of next steps.

Next Steps

An executive summary of the DES findings has been shared with the Presidential Task Force on Race and Diversity, the Faculty Diversity Officers, the Deans of each school, and other University Senior Leaders. The Task Force used some of the data from the DES to inform its recommendations, which the President accepted on October 26, 2016. We have also committed to sharing the summary and

outcomes with the Human Resources committee of the Board of Trustees. The Equal Opportunity Office will create summaries for each member of the President's Cabinet outlining key issues related to staff diversity and engagement that arose from staff responses in each of their respective areas. In September, Faculty Diversity Officers and the Equal Opportunity Office Director discussed the overall findings and data specific to their units or schools at a retreat with Dr. Deborah Plummer, who designed the DES. Together with their respective Deans, the Faculty Diversity Officers have included addressing some aspect of the DES in their annual goals for diversity and inclusion. As well, the Equal Opportunity Office will work with senior staff leaders and their designees to create plans to approach these issues. Finally, the authors of this report have marshaled their resources to move forward with initial next steps, which are included in the following. Progress toward change will be included in the annual diversity report.

Leveraging Our Strengths

Widespread commitment to the **vision, mission, and purpose** of the University of Rochester is one of our greatest strengths and will need to be leveraged to further diversity and inclusiveness. Institutions that achieve higher inclusion scores are generally able to align the vision, mission, and values with their diversity programming and initiatives. Examples of interventions to support alignment include institutional branding, developing and sharing best practices profiles, and creating a strategic plan with internal diversity benchmarking standards (Plummer, et al., 2015). We will use central resources to reinforce the relationship between the University's mission and a diverse and inclusive community through the means recommended by the Presidential commission (University-wide dialogues, funding for programs). Diversity and inclusion are already a part of the University's vision statement, and community outreach is included as a core mission or set of programs for most of the schools (University of Rochester Vision and Mission, 2010). Leaders in each school should consider ways to not only mitigate bias but also proactively emphasize advantages of diversity and inclusion in supporting their school's goals.

The recent efforts by University Communications to understand and characterize the University's brand showed strong support for the concept of *Meliora*, and the supporting video showcased visible examples of racial and ethnic diversity that could serve as a starting place to which specific diversity programming or community outreach efforts can be anchored. Centrally, we will continue to support the President's Annual Diversity Award. Schools and units can be more deliberate about a multicultural approach to the ways that they market themselves by showcasing diversity-related efforts, achievements, and programs.

Similarly, we found high levels of agreement University-wide in the questions related to **Respect, Appreciation of Individual Attributes, and Trust**—suggesting that leadership and existing policies have the capacity to support an engaged and inclusive faculty, staff, and student body. The challenges with the gaps in perception suggest the need to examine policies and their implementation to support a climate where all groups feel included. A growing body of evidence suggests that unconscious bias and microaggressions are important aspects of human behavior that influence organizational climate. Evidence-based approaches to helping individuals recognize their biases have been shown to influence perceptions around policy implementation.

Addressing Our Biggest Challenges

Cultural Competence

Cultural Competence was one of the biggest challenges—both overall and in terms of difference between various identity groups and the majority. Summarized as “individual believes the institution has the capacity to make creative use of its diverse workforce in a way that meets business goals and enhances performance,” this definition can encompass more commonly held definitions of cultural competence (Plummer, et al., 2015). Institutional capacity cannot exist without strong and consistent leadership, an informed population, and a set of processes that support stated policies. The survey maps this factor to four questions that encompass these concepts. The questions with the lowest overall levels of agreement or the biggest differences based on markers of diversity were the two that dealt with effective institutional management of diversity and having the opportunity to work successfully in settings with diverse colleagues. Qualitative data underscored this area as a challenge in that it revealed perceptions of a lack of genuine concern among the leadership, as well as inconsistent commitment to and support for inclusion and diversity across the various levels of the institution which might fracture participants’ sense of a **Common Purpose**.

To address concerns that *diversity is not managed effectively* by the institution, the Presidential Commission on Race and Diversity made a series of recommendations about leadership that were accepted by the President. Led by President Seligman, the Chief Diversity Officer, the Presidential Diversity Counsel (PDC) is meant to be “a centralized committee of senior University leaders who are charged with “promoting and encouraging the University’s race and diversity activities and establishing methods of accountability for continued progress.” Another body, the Presidential Diversity Counsel Implementation Committee will be “leaders from offices throughout the University [charged] with responsibility for carrying out many of the PDC’s critical initiatives.” Together these two new bodies will begin to address some of the structural issues that are necessary for effective management of diversity, such as leading a commitment to inclusive recruitment and retention of faculty and staff and resource allocation. The PDC will also begin to address some of the sensitive nonstructural aspects of **Cultural Competence** and the role of bias in the academic workplace. For example, the PDC and PDIC have committed to learning about unconscious bias through a training session led by the internationally known consulting firm Cook-Ross. The Medical Center has also committed to training its senior leaders and to implementing ongoing support for delivering culturally sensitive health care (Culture Vision).

To address concerns about opportunities to *work successfully in settings with diverse colleagues*, the Office of Faculty Development and Diversity, the Equal Opportunity Office, and members of the Diversity and Inclusion Committee began several initiatives to increase the accessibility of education and training opportunities around the topics of cultural humility/competence and unconscious bias. The Office of Faculty Development and Diversity will incorporate workshops about bias and cultural competence into existing professional development programs for graduate students and new faculty. New initiatives such as campus-wide book readings are also under discussion. As well, the OFDD along with the School of Nursing have purchased and made available

a curriculum from World Trust’s Racial Equity Learning professional development series. With an array of interactive tools and strategies, the World Trust’s curriculum supports ways to work toward an equitable environment. Learning modules include film, articles, and a facilitator’s guide on topics such as framing issues with a racial equity lens, building community, and shifting perspectives in education. All of these programs are consistent with those commonly undertaken in places with higher favorable ratings in the **Cultural Competence** domain (Plummer, et al., 2015).

The Equal Opportunity Office, members of the Diversity and Inclusion Committee, and the M. K. Gandhi Institute have piloted an internally created program that provides training about unconscious bias, microaggressions, and cultural humility. This volunteer group has held 12 training sessions involving a total of 353 staff participants during the past seven months. An initial evaluation of the pilot program shows that overall, when asked about understanding the three core topics, participants averaged a 20% increase in agreement about understanding these core concepts.

A set of central training resources directed primarily toward staff are also in development through the Equal Opportunity Office. Topics covered during these training options include cultural humility, microaggressions, and unconscious bias. Participation in these courses will be documented through MyPath, which should not only serve to help monitor effectiveness but also to make such training normative. These trainings and educational offerings can facilitate the efforts to increase inclusive hiring practices by increasing confidence about and awareness of ways to overcome bias. An important component in the success of these efforts to address leadership and climate will be school-based plans to improve cultural competence.

All of the schools have chosen goals that prioritize some aspect of **Cultural Competence**.

Within the Medical Center, Human Resources, nursing staff, School of Nursing, School of Medicine and Dentistry, and hospital leadership are working on a two-year plan to roll out a systematized bias training program. The School of Nursing is preparing its Council on Diversity and Inclusion members to help address LGBT issues through Safe Space training in addition to the World Trust Curriculum. The Simon School is creating a Diversity Committee for faculty, staff, and students to help the broader community understand Simon’s commitment to diversity and to help with making diversity-related education and training widely available. Dialogue about the issues raised by the survey will be a centerpiece of the plans to address the survey findings for School of Nursing and Warner. In addition to its ongoing dialogues provided by the Paul J. Burgett Intercultural Center, the College will highlight the “It’s on Us” campaign to discourage racism. Eastman School of Music will work to actively engage more faculty in its community outreach programs.

The schools and hiring units will continue to focus on inclusive hiring practices to increase compositional diversity of our faculty and staff. These efforts and those that address student body diversity are detailed in the Report from the Presidential Task Force on Race and Diversity. Many of the schools will work on new initiatives to facilitate inclusive faculty recruitment. New pipeline approaches are under way for SMD to support trainee program diversity and for Simon to engage

with a national consortium of potential minority doctoral candidates. Eastman is broadening and deepening its pipeline approach to include a new affiliation with a national organization (Gateways Music Festival) as well as additional outreach to city schools. Warner School has started a Center for Urban Education Success to support the University's work at East High School and to "act as a clearinghouse for research regarding similar initiatives nationally." The College will introduce a new evaluation process of their comprehensive search committee training process. This year, the Equal Opportunity Office plans to systematize its efforts by creating standards and expectations regarding the creation of diverse applicant pools in searches for staff leadership positions. Successful inclusive hiring and student admissions are important for the entire University community to perceive that they have the opportunities to work with colleagues in cross cultural situations. New central leadership structures for diversity and inclusion along with opportunities to educate and train faculty, staff, and students are planned to deepen individual knowledge of unconscious bias and to bolster the success of more inclusive hiring and admissions.

Interaction with the Rochester community is an important part of **Cultural Competence** that was highlighted by the DES as well as the Presidential Commission on Race and Diversity. The resources in place at each of the schools can be more effectively integrated to communicate a sense of shared mission that is integral to the University. As a start, we support the recommendation that the University "coordinate and publicize in an easy-to-navigate way the many programs and initiatives with the greater Rochester community that currently exist." As well, we recommend that community outreach be an area of focused attention for both the PDC and the PDIC in the coming months.

Equitable Reward and Recognition Factor

The Equal Opportunity office currently monitors salary and promotion data for all faculty and staff. The authors will work with the Office on ways to make aggregate data more visible and useful to both the Presidential Diversity Council and Implementation Council. The Office of Faculty Development and Diversity has begun new programming to help faculty navigate the promotion system to complement efforts that are ongoing in some of the schools. Additionally, the Deans of each school have agreed to provide more clarity around faculty promotion expectations beyond the Associate Professor level. We also recommend that HR consider including metrics related to diversity and inclusion in annual staff evaluations.

Nonmonetary recognition currently includes awards for faculty, staff, and students. The University-wide service awards through Human Resources include the Witmer Award for sustained contributions, the Meliora Award for teams or individuals, and the Community Service Award. Numerous faculty and student awards are given either at convocation or graduation by individual schools for contributions that include excellence in teaching, research, mentoring, and community service. To sustain a climate of recognizing excellence throughout the year, the Medical Center included an online system to recognize those who support the ICARE values (integrity, compassion, accountability, respect, and excellence) as part of its "Brand Integrity" initiative.

Trust Factor

In order to improve the sense of engagement and inclusion in regard to **Trust**, we will work with the Presidential Diversity Council and Implementation Council to increase confidence that “individuals can bring their best and full selves to work.” These leadership bodies will need to ensure that policies and procedures define the appropriate University-wide system for bias reporting for faculty and staff and there is greater awareness of existing policies on harassment and discrimination. This may involve expanding existing resources/procedures or creating new methods for reporting.

The University’s Policy 106 and the Office of the Intercessor exist for faculty, staff, and students to address concerns about harassment and discrimination. The Equal Opportunity Office Director is planning a multimonth and multimedia marketing plan in concert with University Communications designed to raise awareness and understanding about these resources.

A new system for students to report bias-related incidents has already started in the College’s Paul J. Burgett Intercultural Center. Initial results from ASE suggest that the system is effective, and the program is now also being utilized at the Eastman School. The system has primarily been utilized by students on the River Campus and students at Eastman.

Through the Presidential Diversity Council and Implementation Committee we will address ways to increase the sense that there is accountability. Communication about the workings of the PDC and PDIC needs to be ongoing through our internal newsletters, social media, and the annual report. We recommend purposeful dialogue about ways to increase **Trust** involving both the PDC and PDIC.

Furthermore, findings from other institutions suggest that confidence in overall fairness and trust increases when there is greater diversity at all levels of leadership and management. A new initiative will broaden opportunities for staff to use the Special Opportunities Fund for these purposes (e.g., pilot programs to promote staff diversity).

Respect Factor

To increase the perception that individuals experience “a culture of civility and positive regard for diverse perspectives and ways of knowing,” we will expand the existing centrally available dialogues to deliberately include more markers of diversity—especially since some groups expressed concerns that diversity programming needs to be more inclusive. The World Trust’s “Cracking the Codes” curriculum that is available through the Office of Faculty Development and Diversity includes modules that relate to interpersonal aspects of communication, such as respect. We also recommend additional resources for broadening cultural competence and unconscious bias training to include the entire University. Feedback from the PDIC and employee resource groups like the Veterans Alliance can help shape the form of the training and its implementation to make it more inclusive and effective.

Within the schools, student-directed efforts to address respect are widespread and will continue. Examples include ICARE values in URM. Both the College and the Eastman School include respect as one of their student communal principles. School of Nursing’s Council on Diversity plans to

include respectful communication as the topic for some of their ongoing workshops for students, faculty, and staff. These initiatives, like those aimed at improving the climate around trust and cultural competence, are consistent with practices in institutions where there are higher inclusion factors in these domains.

Conclusion

The Diversity Engagement Survey has helped us understand and characterize the perceived inclusiveness of the University's climate—not only for the majority of our University but also for several demographic and other groups whose identities are sometimes a source of tension. We found an outstanding level of perceived **Common Purpose**. Overall, perceived **Appreciation for Individual Attributes, Trust** in the institution, and belief that the climate is one of civility and respect were also strong. Despite these very positive perceptions, there are opportunities to improve the climate for inclusiveness for groups with less significantly positive perceptions based on race, ethnicity, LGBT status, or disability. The recommendations of the Presidential Commission on Race and Diversity that address culture and climate and changes in the leadership structure around diversity can begin to enhance all of the missions of the University by improving the climate for engagement and inclusion for all groups. Centrally based programming and policy changes along with school-based efforts are already under way.

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Table 1: University of Rochester Respondent Characteristics

Table 2: University of Rochester Internal Comparisons by Position

Table 3: Differences among Demographic Groups, ANOVA Results

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Figure 2: Average Percent Agree by Inclusion Factor and Gender

Figure 3: Average Percent Agree by Inclusion Factor and Race Ethnicity

Figure 4: Average Percent Agree by Inclusion Factor and LGBT Status

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Figure 6: Average Percent Agree by Inclusion Factor and Veteran Status

Figure 7: Average Percent Agree by Inclusion Factor and Belief System

Figure 8: Average Percent Agree by Inclusion Factor and Generational Status

Appendices

Appendix A: Diversity Engagement Survey Conceptual Framework

Appendix B: Qualitative Analysis: A Four-Level Model of Open-Ended Responses

Table 1: Respondent Characteristics

Participation by Division and Position	Faculty	Staff	Students	Trainees (Residents, Fellows, and Postdocs)	Grand Total
Central Administration & Memorial Art Gallery	11	1,062		1	1,074
School of Arts & Sciences	252	545		22	819
Hajim School of Engineering/Appl. Sci.	127	184		10	321
Eastman School of Music	88	81			169
Simon Business School	52	70	180		302
Warner School of Education	50	33	136		219
School of Medicine and Dentistry	957	909	369	138	2,373
School of Nursing	57	75	77	3	212
Eastman Institute of Oral Health		126	14		140
Strong Memorial Hospital		4,896		273	5,169
Health Sciences	4	470			474
Medical Faculty Practice Group	1	806		1	808
Grand Total	1,599	9,257	776	448	12,080

Gender	Number	Percent
Men	3,635	30.1%
Women	8,075	66.8%
Transgender or Gender Non-conforming	123	1.0%
Skipped Question	247	2.0%

LGBT Status	Number	Percent
Heterosexual and Cisgender ¹	10,175	84.2%
LGBT ²	762	6.3%
Skipped Question	1,143	9.4%

Race/ Ethnicity	Number	Percent
White	8,912	73.8%
Asian	705	5.8%
Black or African American	1,064	8.8%
Hispanic/ Latino (a)	370	3.1%
Other and 2+ Races/ Ethnicities	642	5.3%
Skipped Question	387	3.2%

Veteran Status	Number	Percent
Currently Military (Reserve or Active Duty)	36	0.3%
Veteran	365	3.0%
Not a Veteran, never served in the military	11,364	94.1%
Skipped Question	315	2.6%

¹ Hetero/cis = heterosexual and cisgender (a person who is heterosexual and whose gender identity matches their sex assigned at birth)

² LGBT includes respondents who self-selected Lesbian, Gay, Bisexual, Transgender, Gender-Nonconforming or Other LGBT status.

Table 1: Respondent Characteristics (Continued)

Belief System	Number	Percent
Christian	6,730	55.7%
Judaism	292	2.4%
Hinduism	149	1.2%
Buddhism	166	1.4%
Muslim	115	1.0%
Nonreligious	1,812	15.0%
Atheism	566	4.7%
Agnostic	833	6.9%
Other	796	6.6%
Skipped Question	621	5.1%

Generational Age Group	Number	Percent
Traditional (1922–1944)	134	1.1%
Baby Boomers (1945–1964)	3,941	32.6%
Generation X (1965–1980)	3,871	32.0%
Millennials (1981–2000)	3,837	31.8%
Skipped Question	297	

Disability Status	Number	Percent
Yes, I have a disability	444	3.7%
No, I do not have a disability	11,317	93.7%
Skipped Question	319	2.6%

Note: The survey defined disability as a physical or mental impairment or medical condition that substantially limits a major life activity or has a history or record of such an impairment or medical condition.

Length of Time at UR	Number	Percent
Less than 1 year	1,418	11.7%
1 year–less than 5 years	3,316	27.5%
5 years–less than 10 years	2,455	20.3%
10 years or more	4,672	38.7%
Skipped Question	219	1.8%

Table 2: Percent Agree/Strongly Agree by University Position

Factors	Item no.	Item	University-wide (n=12,080)	Faculty (n =1,599)	Staff (n =9,257)	Students (n =776)	Trainees ¹ (n=448)
Common Purpose	4	I feel that my work or studies contribute to the mission of the institution.	90%	95%	90%	85%	90%
	17	I feel connected to the vision, mission and values of this institution.	75%	71%	76%	73%	75%
Access to Opportunity	5	This last year, I have had opportunities at work/school to develop professionally.	76%	83%	73%	92%	94%
	9	There is someone at work/school who encourages my development.	75%	72%	74%	87%	93%
Cultural Competence	7	In this institution, I have opportunities to work successfully in settings with diverse colleagues.	82%	75%	83%	78%	82%
	11	I believe my institution manages diversity effectively.	68%	56%	71%	60%	72%
	15	In my institution, I receive support for working with diverse groups and working in cross-cultural situations.	68%	63%	68%	72%	76%
	20	In this institution, there are opportunities for me to engage in service and community outreach.	78%	82%	76%	85%	87%
Equitable Reward and Recognition	10	I receive recognition and praise for my good work similar to others who do good work at this institution.	69%	66%	68%	74%	83%
	16	In my institution, I am confident that my accomplishments are compensated similar to others who have achieved their goals.	58%	52%	58%	72%	75%
Trust	1	I trust my institution to be fair to all employees and students.	78%	74%	79%	74%	83%
	13	If I raised a concern about discrimination, I am confident my institution would do what is right.	73%	70%	74%	67%	76%
	19	I believe that in my institution harassment is not tolerated.	80%	79%	80%	80%	82%
Sense of Belonging	6	At work/school, my opinions matter.	70%	71%	69%	74%	78%
	14	I consider at least one of my coworkers or fellow students to be a trusted friend.	84%	88%	83%	90%	91%
	21	I feel that I am an integral part of my department or school.	76%	76%	77%	63%	78%
Respect	2	The leadership of my institution is committed to treating people respectfully.	82%	81%	82%	83%	86%
	12	In my institution, I experience respect among individuals and groups with various cultural differences.	84%	84%	84%	81%	84%
	18	I believe that my institution reflects a culture of civility.	82%	80%	82%	84%	84%
Appreciation of Individual Attributes	3	I am valued as an individual by my institution.	72%	70%	72%	75%	74%
	8	Someone at work/school seems to care about me as an individual.	83%	82%	83%	88%	91%
	22	The culture of my institution is accepting of people with different ideas.	75%	71%	76%	76%	80%

Note: Respondents who chose "Not able to evaluate" were recoded as nonresponse.

¹ Trainees include postdocs, residents, and fellows.

Table 3: **Comparison of Inclusion Factor** (mean scores by demographic groups and position)

Characteristic	Common Purpose		Access to Opportunity	
	Mean (SD) ^a	Significant Group Differences ^b	Mean (SD) ^a	Significant Group Differences ^b
Gender				
A. Female	4.07 (0.66)	A vs B	3.93 (0.85)	A vs B
B. Male	4.12 (0.72)		3.98 (0.86)	
Race/Ethnicity				
A. Asian	4.16 (0.68)	A vs B, D	4.12 (0.77)	A vs B, D, E
B. Black	3.92 (0.77)	B vs A, C, E	3.75 (0.92)	B vs A, C, E
C. Hispanic/Latino	4.11 (0.73)	C vs B, D	4.00 (0.80)	C vs B
D. Other / 2+ Races or Ethnicities	3.94 (0.80)	D vs A, C, E	3.83 (0.95)	D vs A, E
E. White	4.11 (0.66)	E vs B, D	3.95 (0.85)	E vs A, B, D
Sexual Orientation				
A. LGBT	3.99 (0.80)	A vs. B	3.89 (0.92)	A vs B
B. Heterosexual	4.10 (0.68)		3.96 (0.85)	
Position				
A. Staff	4.07 (0.68)	A vs D	3.87 (0.87)	A vs (all)
B. Student	4.06 (0.82)	B vs D	4.30 (0.70)	B vs A, D
C. Trainee	4.12 (0.75)	(none)	4.35 (0.65)	C vs A, D
D. Faculty	4.18 (0.68)	D vs A, B	4.03 (0.86)	D vs (all)

Characteristic	Equitable Reward and Recognition		Cultural Competence	
	Mean (SD) ^a	Significant Group Differences ^b	Mean (SD) ^a	Significant Group Differences ^b
Gender				
A. Female	3.60 (0.97)	A vs B	3.91 (0.71)	(none)
B. Male	3.72 (0.98)		3.94 (0.75)	
Race/Ethnicity				
A. Asian	3.91 (0.89)	A vs B, D, E	4.03 (0.75)	A vs B, D, E
B. Black	3.49 (1.02)	B vs A, C, E	3.64 (0.86)	B vs A, C, E
C. Hispanic/Latino	3.80 (1.00)	C vs B, D, E	3.97 (0.79)	C vs B, E
D. Other / 2+ Races or Ethnicities	3.46 (1.07)	D vs A, C, E	3.73 (0.86)	D vs A, C
E. White	3.63 (0.96)	E vs (all)	3.95 (0.68)	E vs A, B, D
Sexual Orientation				
A. LGBT	3.52 (1.04)	A vs. B	3.73 (0.84)	A vs B
B. Heterosexual	3.65 (0.97)		3.93 (0.72)	
Position				
A. Staff	3.59 (0.97)	A vs B, C	3.91 (0.71)	A vs C
B. Student	3.90 (0.95)	B vs A, D	3.95 (0.83)	B vs D
C. Trainee	4.02 (0.88)	C vs A, D	4.06 (0.76)	C vs D
D. Faculty	3.56 (1.04)	D vs B, C	3.91 (0.71)	D vs B, C

Table 3: Comparison of Inclusion Factor (Continued)

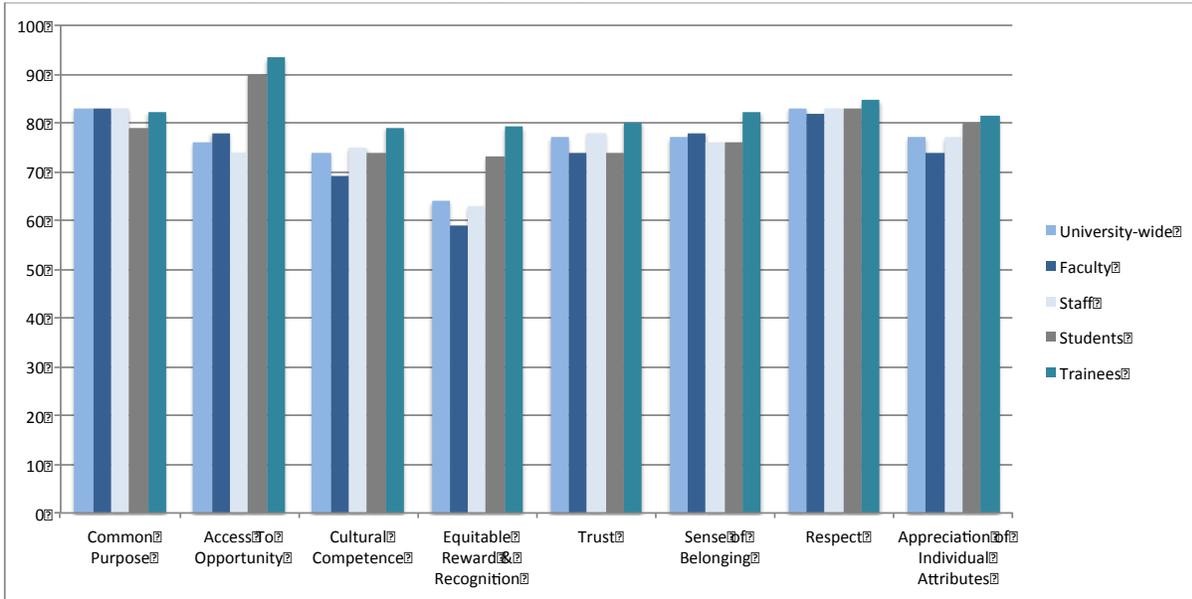
Characteristic	Trust		Sense of Belonging	
	Mean (SD) ^a	Significant Group Differences ^b	Mean (SD) ^a	Significant Group Differences ^b
Gender				
A. Female	3.91 (0.81)	A vs B	3.94 (0.71)	A vs B
B. Male	4.01 (0.84)		3.98 (0.76)	
Race/Ethnicity				
A. Asian	4.03 (0.78)	A vs B, D	4.06 (0.71)	A vs B, D, E
B. Black	3.62 (1.00)	B vs A, C, E	3.77 (0.78)	B vs A, C, E
C. Hispanic/Latino	4.02 (0.84)	C vs B, D	3.98 (0.73)	C vs B, D
D. Other / 2+ Races or Ethnicities	3.73 (0.96)	D vs A, C, E	3.78 (0.82)	D vs A, C, E
E. White	3.98 (0.78)	E vs B, D	3.97 (0.71)	E vs B, D
Sexual Orientation				
A. LGBT	3.71 (0.95)	A vs. B	3.83 (0.82)	A vs B
B. Heterosexual	3.96 (0.81)		3.97 (0.72)	
Position				
A. Staff	3.93 (0.82)	A vs C	3.92 (0.72)	A vs (all)
B. Student	3.89 (0.93)	B vs C	4.01 (0.77)	B vs A
C. Trainee	4.07 (0.76)	C vs (all)	4.09 (0.72)	C vs A
D. Faculty	3.91 (0.87)	D vs C	4.01 (0.77)	D vs A

Characteristic	Respect		Appreciation of Ind. Attributes	
	Mean (SD) ^a	Significant Group Differences ^b	Mean (SD) ^a	Significant Group Differences ^b
Gender				
A. Female	4.03 (0.68)	A vs B	3.93 (0.75)	A vs B
B. Male	4.08 (0.74)		3.98 (0.79)	
Race/Ethnicity				
A. Asian	4.13 (0.70)	A vs B, D	4.08 (0.74)	A vs B, D, E
B. Black	3.75 (0.86)	B vs A, C, E	3.77 (0.84)	B vs A, C, E
C. Hispanic/Latino	4.06 (0.75)	C vs B, D	4.03 (0.76)	C vs B, D
D. Other / 2+ Races or Ethnicities	3.84 (0.86)	D vs A, C, E	3.80 (0.89)	D vs A, C, E
E. White	4.08 (0.66)	E vs B, D	3.96 (0.75)	E vs A, B, D
Sexual Orientation				
A. LGBT	3.85 (0.83)	A vs. B	3.80 (0.88)	A vs B
B. Heterosexual	4.06 (0.69)		3.96 (0.75)	
Position				
A. Staff	4.02 (0.70)	A vs B, C	3.92 (0.76)	A vs B, C
B. Student	4.09 (0.72)	B vs A	4.04 (0.80)	B vs A, D
C. Trainee	4.14 (0.73)	C vs A	4.07 (0.77)	C vs A, D
D. Faculty	4.05 (0.72)	(none)	3.93 (0.80)	D vs B, C

^a Mean scores could range from 1 to 5, with higher scores indicating greater perceived engagement and inclusion by respondents.

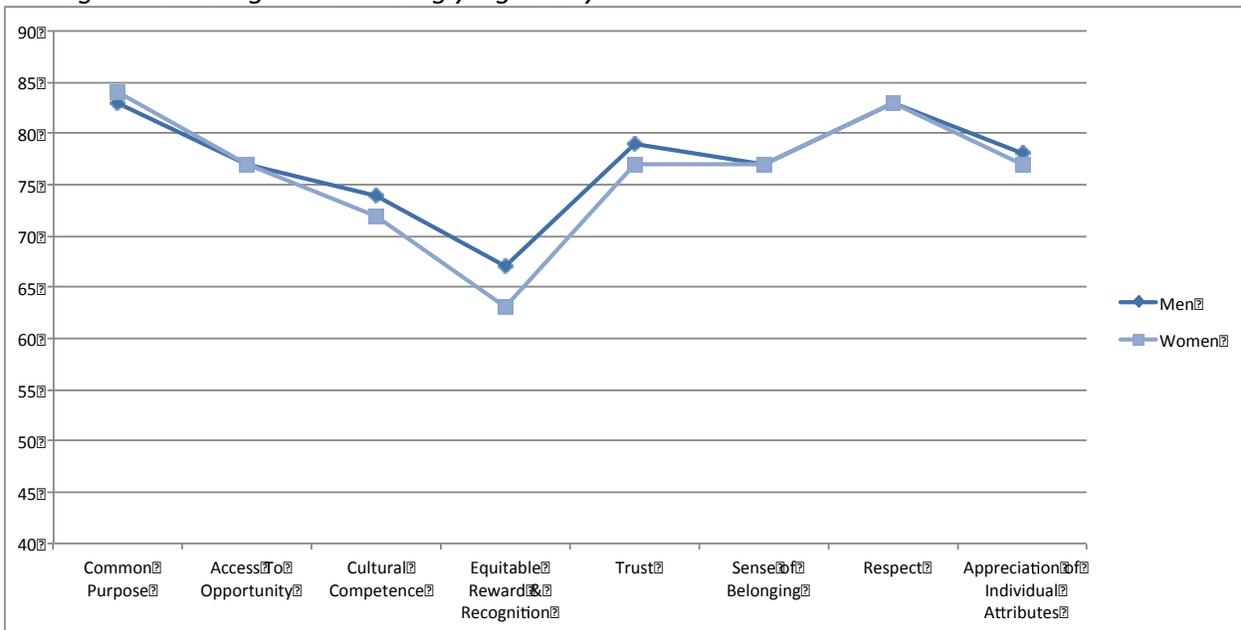
^b For each factor, the P value from ANOVA is statistically significant at the P < .001 level, indicating that there is at least one difference between groups. Group difference significance was estimated using least squares means and adjusted for multiple testing. All listed differences are significant at least at the P < .05 level. As an example of interpretation: For race/ethnicity, A vs (B, C, D, E) indicates that respondents who self-identified as Asian have a significantly different mean factor score than those of respondents who self-identified as black/African American, Hispanic/Latino, other, or white.

Figure 1: Inclusion Factors—Agreement by Position at the University:
Average Percent 'Agree' or 'Strongly Agree' by Theme



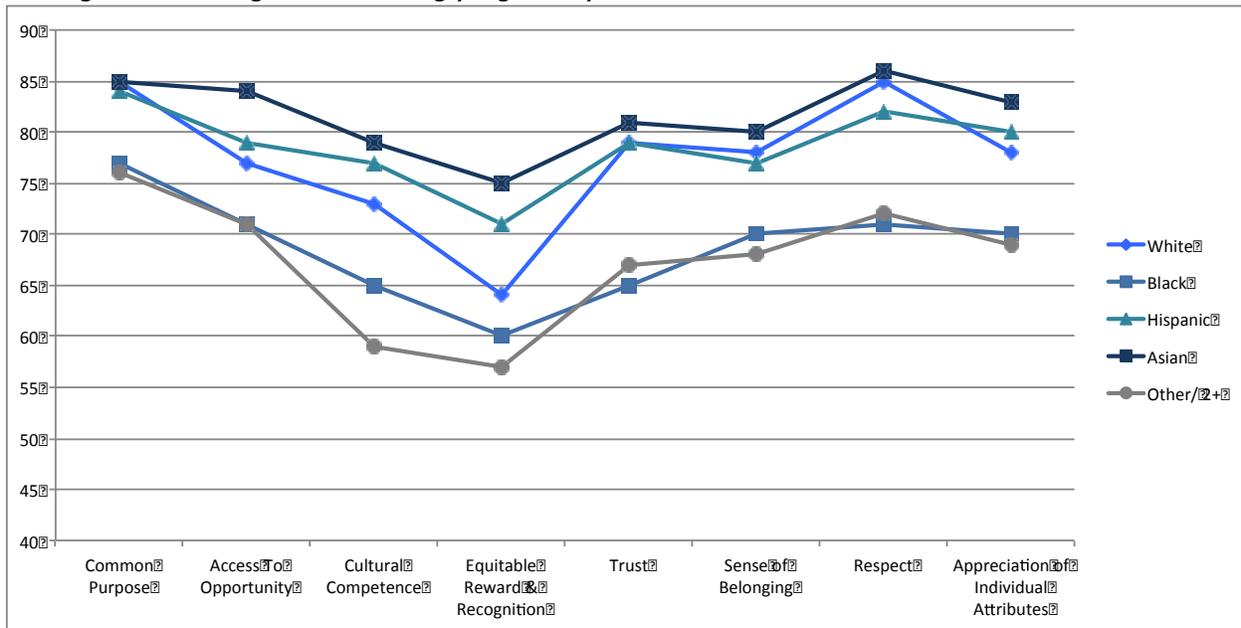
Note: Trainees include postdocs, residents, and fellows.

Figure 2: Inclusion Factors—Agreement by Gender
Average Percent 'Agree' or 'Strongly Agree' by Theme



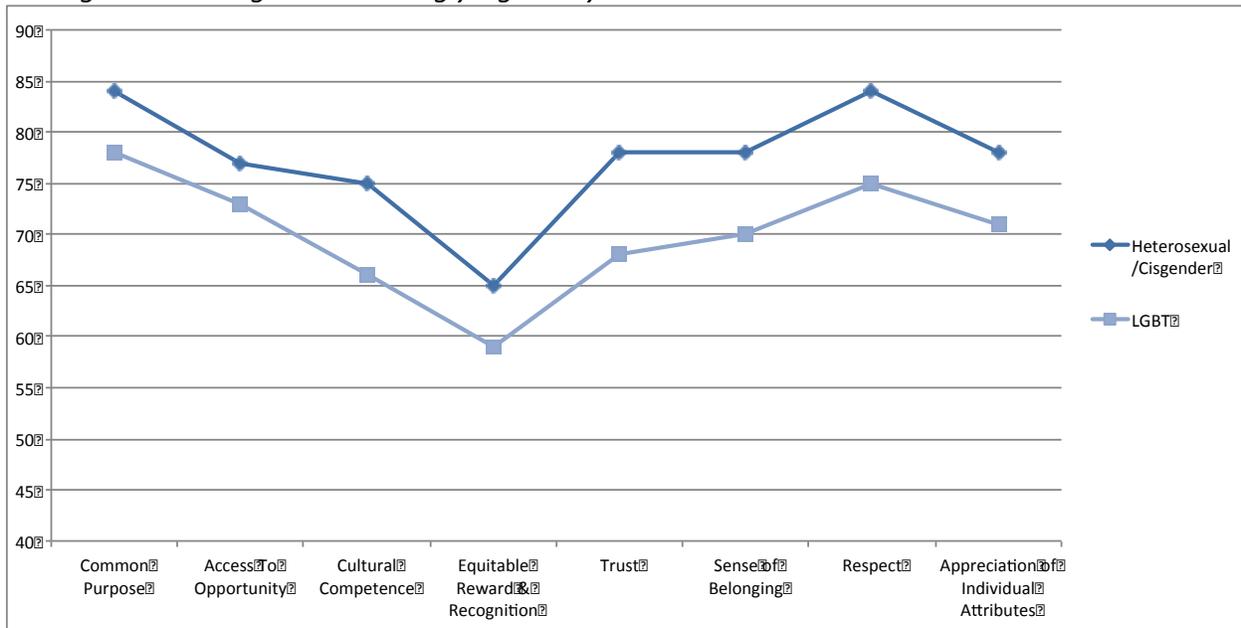
Note: There were 123 transgender respondents, and the analysis of their data has been included in our LGBT reporting.

Figure 3: Inclusion Factors—Agreement by Race/Ethnicity
Average Percent 'Agree' or 'Strongly Agree' by Theme



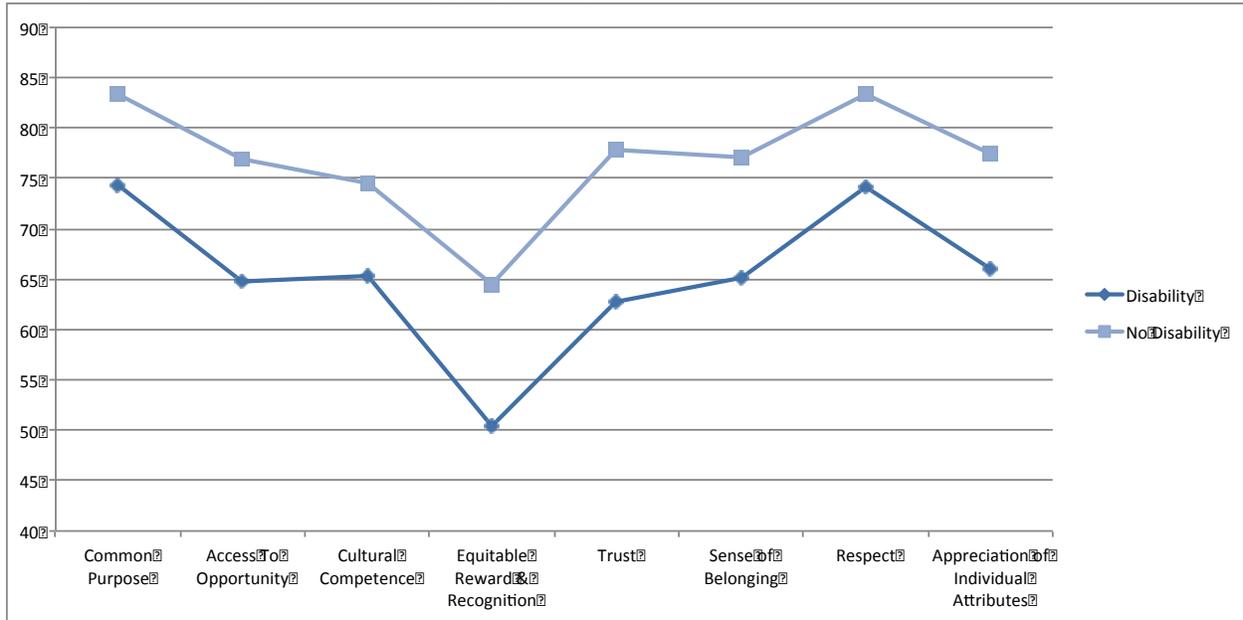
Note: Other/2+ includes respondents who either chose the option “other” or chose more than one race or ethnicity.

Figure 4: Inclusion Factors—Agreement by LGBT Status
Average Percent 'Agree' or 'Strongly Agree' by Theme



Note: Heterosexual/cisgender is defined as a person who is heterosexual and whose gender identity matches their sex assigned at birth, and LGBT includes respondents who self-selected Lesbian, Gay, Bisexual, Transgender, Gender-Nonconforming or Other LGBT status.

Figure 5: Inclusion Factors—Agreement by Disability Status
Average Percent 'Agree' or 'Strongly Agree' by Theme



Note: The survey defined disability as a physical or mental impairment or medical condition that substantially limits a major life activity, or a history or record of such an impairment or medical condition.

Figure 6: Inclusion Factors—Agreement by Veteran Status
Average Percent 'Agree' or 'Strongly Agree' by Theme

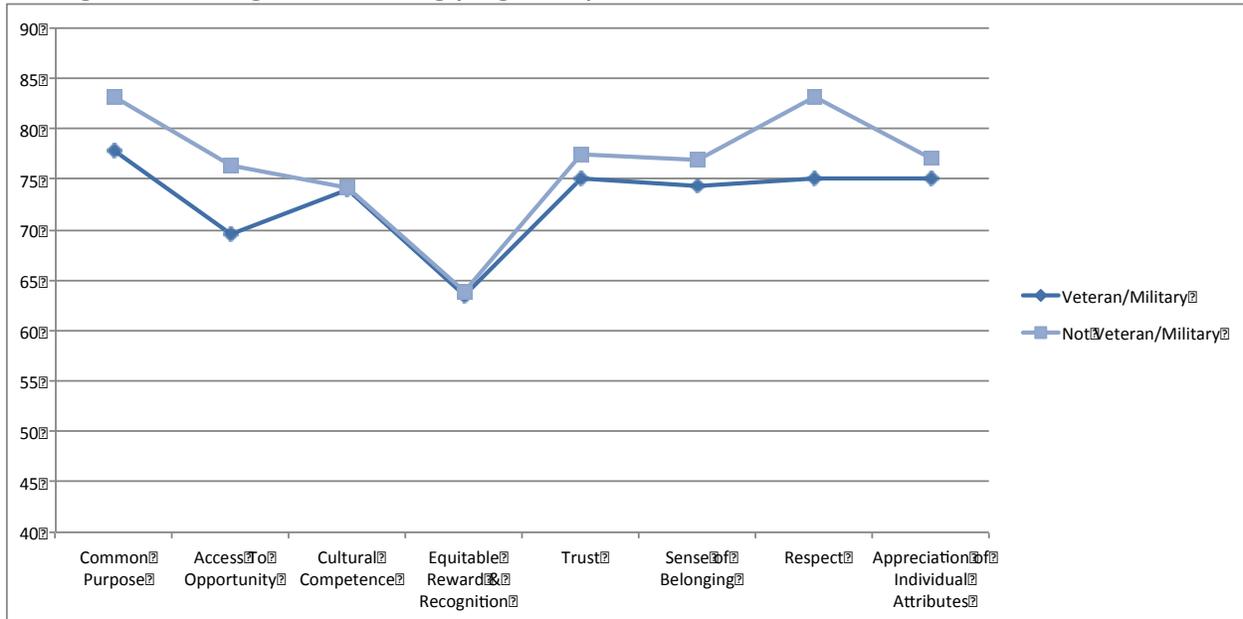
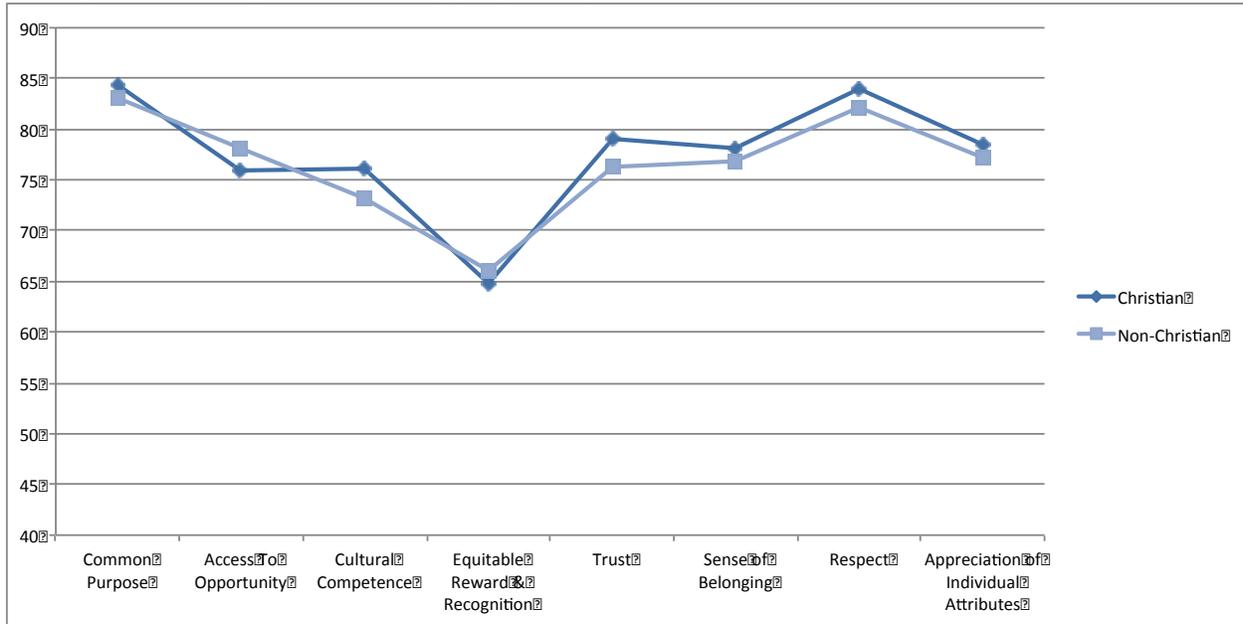
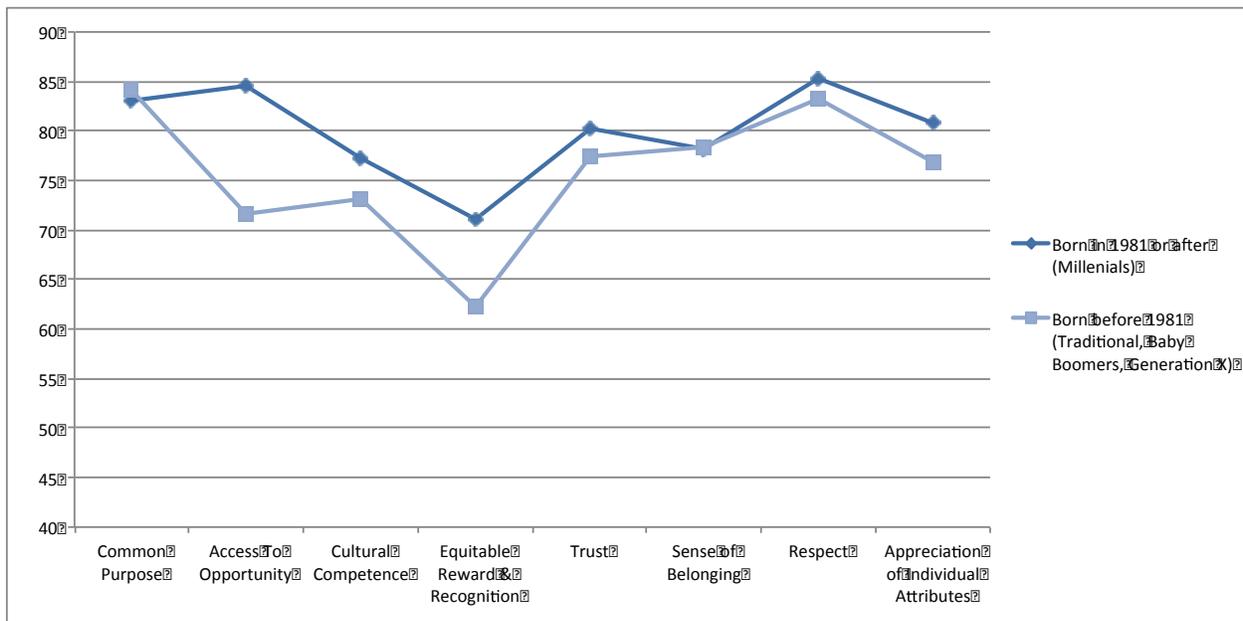


Figure 7: Inclusion Factors—Agreement by Belief System
Average Percent 'Agree' or 'Strongly Agree' by Theme



Note: Non-Christian includes respondents who chose Agnostic, Atheism, Buddhism, Hinduism, Muslim, Judaism, Nonreligious, or other.

Figure 8: Inclusion Factors—Agreement by Generational Status
Average Percent 'Agree' or 'Strongly Agree' by Theme



Appendix A: Conceptual Framework

The DES conceptual framework adapted from the DES User Guide, pp. 12–15.

Research literature suggests that diversity in organizations has an advantage if the conditions are right—when the value proposition for diversity is endorsed and a strong business rationale has been defined, and when it has been implemented comprehensively. Research findings also indicate that when there is a high pro-diversity climate and alignment between employees’ and managers’ perceptions of the climate, the workplace environment is more conducive for improved individual and overall organizational performance. Moreover, teams that consist of diverse perspectives, ideas, interpretations, experiences, and backgrounds contribute to better problem solving and organizational productivity than homogenous ones. In order to achieve these benefits, it is necessary to examine the conditions supporting diversity and inclusion as institutions strive to meet their goals and pursue excellence and innovation.

One such condition is the practice of employee engagement. Engaged employees who demonstrate a strong connection to the mission of the institution and who are committed to working toward the institution’s success are the foundation for an inclusive work environment. Thus, DES, as an institutional diversity measurement tool, is grounded in workforce engagement theory.

Workforce engagement theory is a business and management philosophy which proposes that employees who are more connected to work are more productive and are more likely to contribute to achieving institutional goals. Note that workforce engagement is distinctly different from employee satisfaction and motivation, which are related to such factors as their relationship with their manager or coworkers, fairness of pay, work environment, and benefits.

Employee engagement theories are derived from 1920 studies of morale or a group’s willingness to accomplish organizational objectives. These studies were further incorporated into academic research as distinct from employee satisfaction in the early 1900s. Engagement theory forms the basis of the eight defined inclusion factors that describe the full acceptance of individuals and groups in an organization.

The DES is designed to identify the workplace conditions that support inclusion of all of its employees. The 22 items of the DES assess levels of employee engagement as a means to develop a meaningful inclusion scorecard that characterizes the institution’s progress toward creating an inclusive work environment.

Each of the 22 items in the survey is mapped to one of eight inclusion factors, and each of the eight inclusion factors is mapped to one of three engagement clusters as illustrated in table 1.



What Is Engagement?

Definitions of engagement describe a connection between the employee and the goals of the institution:

- Employees' willingness and ability to contribute to company's success.
- Staff commitment and sense of belonging to the organization.
- Employees' commitment to the organization and motivation to contribute to the organization's success.
- Employees' exertion of "discretionary effort" . . . going beyond meeting the minimum standards for the job.
- Creating the sense that individuals are a part of a greater entity.

Research suggests that the majority of American workers are not engaged in their jobs, with a reported high of 70% as disengaged and only 30% as actively engaged (Adkins, 2016). This is an alarming concept since academic literature points to a strong connection between human achievement and the intellectual and emotional levels of engagement of individuals. People bring their full selves to work. Thus, to maximize performance, individuals must be engaged intellectually and emotionally.

Engagement leads to

- **Loyalty:** Employees experience an emotional attachment to the institution and want to remain an employee.
- **Confidence:** Employees perceive that resources are available to help them succeed.
- **Integrity:** Employees are consistently treated fairly and respectfully.
- **Pride:** Employees experience a sense of belonging and act as good ambassadors for the institution.
- **Passion:** Employees believe that the institution is the best place to use their energy and to grow professionally and personally.

Engaged employees are loyal and psychologically committed to the organization and its goals. Employees who are not fully engaged may be productive but are not psychologically connected to the organization's goals and mission. Actively disengaged employees are not only psychologically absent but risk sabotaging the mission and business goals of the institution.

Given the benefits of having an engaged employee base, it is imperative to measure the degree of engagement in the organization and to work toward responding not only to the intellectual needs of employees but to address those emotional needs that connect employees to the organization's vision and purpose; view other members of the institution as comrades; and feel appreciated as individual contributors to the organization's overall mission.

In sum, Vision/Purpose, Camaraderie, and Appreciation are three engagement domains related to the eight defined inclusion factors. An engaged workforce is the foundation upon which an inclusive work environment can be built. Diverse groups of engaged employees are a powerful force. They

generate more ideas, make more positive changes, and help advance great institutions. To achieve these kinds of remarkable results, an inclusive organization must be created.

What Is Inclusion?

Inclusion is a set of social processes that influence an individual's access to information and social support, acquisition of or influence in shaping accepted norms and behavior, security within an identity group or in a position within the organization, and access to and ability to exercise formal and informal power.

Full acceptance of membership in an organization depends on an individual's ability to be seen as the prototype of that organization. The prototypical member will personify the norms, behaviors, values, and even appearance seen as important to maintaining the culture of the organization and power relations within it. As a result, diversity or divergence from the prototype introduces tensions around who belongs in the organization. When understood and managed effectively, this tension can be described as good or creative tension that produces new ideas, new products, and new processes. Creative tensions appear and are negotiated through social dynamics that influence inclusion as it is experienced by individuals. These dynamics are the result of three factors experienced or perceived by individuals:

- **Inclusion-Exclusion**—the quality, frequency, and tone of day-to-day social interactions and interpersonal experiences that move individuals toward or away from a sense of full membership.
- **Identity Integration**—the extent to which individuals are able to bring their social group identities (e.g., gender, race, national culture, sexual orientation) into the organization and still realize full membership.
- **Social Power**—the authority or legitimacy individuals have in exercising power within the organization or the degree to which they experience differences in how power is exercised over them compared to those who enjoy full membership.

At the organizational level, inclusion dynamics are reinforced and embedded in an organization's culture through its

- **Mission, Vision, Values:** uses inclusive language and specifically references diversity
- **Strategy, Structure, Systems:** organization is structured to allow for diverse ways of knowing, limits bureaucracy, and provides access to information and resources
- **Policies, Practices, Procedures:** open, transparent, and consistently applied

Thus, inclusion can be best understood in its dynamic state. The diversity of the employee base, the inclusion dynamics they experience, and an organization's culture all influence the emergence of an inclusive work environment. Such an environment is characterized by the following factors as measured by the DES:

1. **Common Purpose:** individual experiences a connection to the mission, vision, and values of the organization
2. **Trust:** individual has confidence that the policies, practices, and procedures of the organization will allow them to bring their best and full self to work

3. **Appreciation of Individual Attributes:** individual is valued and can successfully navigate the organizational structure in their expressed group identity
4. **Sense of Belonging:** individual experiences their social group identity being connected and accepted in the organization
5. **Access to Opportunity:** individual is able to find and utilize support for their professional development and advancement
6. **Equitable Reward and Recognition:** individual perceives the organization as having equitable compensation practices and nonfinancial incentives
7. **Cultural Competence:** individual believes the institution has the capacity to make creative use of its diverse workforce in a way that meets business goals and enhances performance
8. **Respect:** individual experiences a culture of civility and positive regard for diverse perspectives and ways of knowing

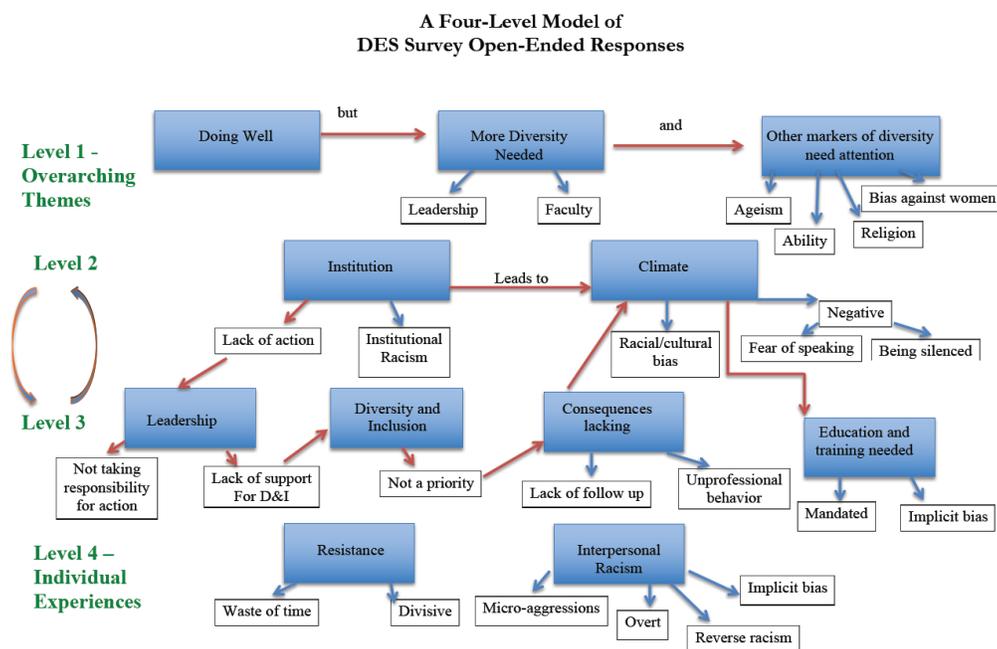
Appendix B: Qualitative Analysis—A Four-Level Model of Open-Ended Responses

Submitted by **Dr. Nancy Ares**, Teaching and Curriculum, with **Stephon Hamell**, Educational Leadership, **Kim Garrison**, Human Development, Warner School of Education and Human Development

Question 23 stated, “If you wish, please provide additional comments on the University of Rochester’s diversity and inclusion efforts.” The nature of the responses indicates participants’ strong interest in these efforts.

We constructed a model that represents the major categories and themes that we developed through a constant comparative analysis (Charmaz, 2006) and model-building (Saldaña, 2013) procedures, both of which are well established, credible, and robust approaches to qualitative data reduction and interpretation. This document serves to describe the model, the relationships among categories, and codes that characterize the overall open-ended responses, e.g., before disaggregation by race/ethnicity, gender, etc.

The blue boxes represent the major categories; they are connected to their subcodes with directional blue arrows. The red arrows indicate that selected categories and subcodes are linked together and involve important effects or influences. *The three levels are somewhat hierarchical, in that the top level characterizes the whole institution, level two connects the institution to the climate, level three represents phenomena that emerge from the institutional practices and climate, with level four representing the more individual, personal experiences of the institution.*



Level One

The three categories that were the most frequently referenced in the data were “Doing well,” “More diversity needed,” and “Diversity beyond race—negative experiences.” The red connecting lines show that “Doing well” was the category most often noted; however, it was connected to caveats about the leadership and faculty at the University of Rochester needing to be more diverse. In addition, the focus on racial/ethnic diversity was accompanied by calls to recognize diversity beyond race, with negative experiences based on ageism and bias against women being reported in large numbers and deserving of attention as well. As well, biases based on religion and ability were noted as sources of tension and exclusion. **Thus, the “story” of this first level is, “We are doing well, but we need more diversity in faculty and leadership, and there are other experiences of exclusion and oppression that need attention.”**

Level Two

Features of the University that respondents highlighted as problems were a lack of action on issues of diversity and inclusion and the influence of institutional racism on practices and action. Those features lead to a climate that can be negative in terms of fear of speaking up or fear of being silenced. The climate can also be negative due to racial and cultural biases. **The story here is that “Lack of action and institutional racism embedded in the institution lead to a negative climate, particularly around race and culture, as well as stifled speech.”**

Level Three

The story here is that “Leadership” (which did not have a clear definition among respondents) not taking responsibility for addressing issues of diversity and inclusion was linked to those issues not being seen as a priority. As a result, respondents saw few consequences for unprofessional behavior as well as a lack of follow-up on complaints. **Crossing levels of the model, the lack of accountability leads to the climate described in Level Two and to the need for mandated education and training, especially regarding implicit bias.**

Level Four

A mix of experiences of interpersonal racism and resistance to the importance of diversity and inclusion are the focus characterized by this level. Respondents who were resistant wrote about the efforts being a waste of time and/or their being divisive in terms of highlighting difference and tensions among groups. Reports of interpersonal racism included a troubling number of overtly racist acts followed by microaggressions based on implicit biases. Reverse racism was also reported, particularly regarding religious conservatives, as well as European Americans’ experiences being ignored (e.g., bullying) or being disadvantaged in hiring and promotion.

Conclusions and Discussion

While “doing well” was the most frequently described category, the sum total of responses with an overall negative tone was much greater. There are some possible reasons for this negativity:

1. The anonymous, open-ended question on the DES Survey gave people an opportunity to voice the expressed need for frank discussion, honest dialogue, and education around issues of diversity and inclusion the Commission has found in other data that has been gathered.
2. The University's racial/cultural climate and its work on diversity and inclusion really are experienced as negatively as the responses indicate. Efforts are recognized for intent and commitment, but the institution and leadership are called to action to make substantive changes that have yet to be realized.
3. Important, inevitable limitations pertain to the design and use of any instrument. The DES Survey items were all written in the positive direction, which may have meant that once respondents got to the open-ended question, they had built up a feeling of not being able to fully express their opinions. Survey development research has established that response patterns are strongly affected by item wording, so that a mix of positively and negatively worded items might have led to a less pessimistic set of responses to this particular question (Barnette, 2000).
4. The focus on the individual experience concerned some respondents and the analysts, as institutional factors were hard to identify other than in the open-ended responses. One participant stated it very well: "I am worried that this survey signals a poor starting point for efforts to combat diversity. I believe many of these questions have a very low sensitivity for institutionalized oppression. For example, the presence of friends or the feeling of respect are actually very able to coexist with systemic racism. Certainly, if we find that people of color often do not feel respected, valued, or accepted then we should have a very high suspicion that there is a problem. However, if this does not appear on this survey it will not do well to rule out more subtle forms of oppression. I appreciate that this helps people listen to the subjective experience of racism in the institution, but I am also curious in the advancement of minority employees through their department."

Focused Coding Scheme

<p>1) Doing well- 35</p> <ul style="list-style-type: none"> a) Everyone has something to contribute b) More alike than different- 1 	<p>7) Resistance to the ideas themselves- 15</p> <ul style="list-style-type: none"> a) Waste of time- 5 b) Focus is divisive- 4
<p>2) Leadership- 16</p> <ul style="list-style-type: none"> a) Levels of leadership- 6 b) Lack of support- 7 c) Not taking responsibility for action- 9 a) Lack of trust- 2 	<p>8) Diversity and Inclusion- 16</p> <ul style="list-style-type: none"> a) Lack of b) Should be a priority-3 c) Not a priority- 11
<p>3) Education and Training Needed- 16</p> <ul style="list-style-type: none"> b) Implicit bias- 3 c) Microaggressions- 1 d) Professional development- 3 <ul style="list-style-type: none"> a. Should be mandated- 5 	<p>9) Racism- 15</p> <ul style="list-style-type: none"> a) Microaggressions-2 b) Overt- 5 c) Reverse- 4
<p>4) Institution- 19</p> <ul style="list-style-type: none"> b) Racism- 6 c) Lack of action- 5 d) Lack of transparency- 1 e) Lack of trust- 2 f) Negatively hierarchical- 2 g) Commitment to diversity and inclusion <ul style="list-style-type: none"> a. Positive- 1 b. Negative 	<p>10) Climate- 19</p> <ul style="list-style-type: none"> a) Racial/cultural bias- 5 b) Negative- 8 <ul style="list-style-type: none"> a. Fear of speaking up- 3 b. Being silenced- 2 c) Toxic- 2
<p>5) More Diversity Needed- 28</p> <ul style="list-style-type: none"> a) In faculty- 11 b) In leadership- 8 	<p>11) Consequences Lacking- 16</p> <ul style="list-style-type: none"> a) Unprofessional behavior- 4 b) Inappropriate behavior- 2 c) Lack of follow through on complaints- 6
<p>6) Diversity beyond Race- negative experiences- 33</p> <ul style="list-style-type: none"> a) Ageism- 6 b) Religion- 4 c) Gender bias- 4 a) Ability bias- 5 	<p>12) Special Treatment- 11</p> <ul style="list-style-type: none"> a) of underrepresented minorities (reverse racism, etc.) – 5 b) of powerful people- 24

Note: The bold titles and numbers are categories that count total number of individual responses on that topic. Subcode numbers, listed below totals, may not add to total, as some responses were coded in more than one category.

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