

***Retaining and Recruiting a Diverse Staff in Student Affairs***  
***Univeristy of Utah***  
***December 7th, 2010***

*J.J. Oliver*  
*Chad Rasmussen*  
*Pablo Garcia*  
*Ameya Chaudhari*  
*Jonathan Hickerson*



## ***Table of Contents***

### ***Report***

<i>Executive Summary</i> .....	3
<i>Introduction</i> .....	3
<i>Methodology Process</i> .....	3
<i>Findings</i> .....	4
<i>Recommendations</i> .....	6
<i>Conclusion</i> .....	7
<i>Appendix 1</i> .....	9
<i>Appendix 2</i> .....	12
<i>Team Poster</i> .....	35

## Executive Summary

Over the course of two months, our team interviewed members in various departments of Student Affairs. Using the information gathered in these discussions, a survey for all members in Student Affairs was created and distributed. The survey was designed to measure how diverse the department was and what measures were taken to promote diversity. After developing methods for analysis, our team concluded three main issues hinder the recruitment and retention of a diverse staff within Student Affairs: race and ethnicity, religious affiliation, and political views. Finally, our team offered recommendations for the department, emphasizing the importance of cross-cultural communication and augmenting the current diversity training sessions.

## Introduction

The purpose of the Office of Student Affairs at the University of Utah is to create a campus culture that reflects the ethical and intellectual development fostered by students, staff and faculty. The office provides students an experience enriched with opportunities to actively engage in programs that generate awareness about the relationship between education, skills and attitudes needed to function in a changing society. In addition, the office provides services, which accommodate and stimulate the learning process and also fosters a campus community that promotes student involvement.

Furthermore, leadership in the Office of Student Affairs is responsible for developing the human and facility resources necessary to support the increasingly diverse student population. The office is challenged with increasing the diversity among their staff in order to better serve students. Kari Ellingson, Associate Vice President of Student Affairs and Student Development, requested our team provide strategies for recruiting and retaining a diverse staff to the office of Student Affairs.

The social and political issues surrounding the increase in diverse populations, including race, sexual orientation, age, religious affiliation, special needs and political viewpoint, influence higher learning institutions in Utah. Our response to this imperative situation was to collect, analyze, and provide evidence to the Student Affairs leadership on how they can better cultivate a learning environment so the staff can promote and experience positive interactions when dealing with diversity.

## Methodology/Process

The main objective of our project was to provide a set of recommendations to the Office of Student Affairs to recruit and retain a more diverse staff. The approach we followed in achieving the objectives of this project is discussed below.

In the initial stages of the project, we met with Kari Ellingson and Debra Daniels, Director of Women's Resource Center. Kari and Debra also co-chair the Diversity Council at the Office of Student Affairs. They gave us an initial overview of the current climate of diversity among the staff members working in Student Affairs. They also suggested we meet with people from different departments in Student Affairs to obtain more detailed insight into the level of diversity that exists in each department. We also met with Dr. Octavio Villalpando, Associate Vice President, Equity & Diversity at the University of Utah. Dr. Octavio gave us great insights into the importance of diversity in the Office of Student Affairs, and also provided us with the latest data which indicated the current level of diversity in the administrative staff at the University (**Appendix 1**).

At Kari's suggestion, we interviewed individuals from different departments in Student Affairs. We asked them questions about the current level of diversity in their respective departments and whether they would be comfortable in having a diverse staff working under them. The response of majority of staff was that their individual departments lacked diversity, but all those interviewed were open to working with people from different backgrounds. A diverse staff would also provide an opportunity to learn about different cultures and help develop innovative methods to tackle particular problems and situations.

Although the interviews gave us information about the current diversity levels, they did not tell us anything about what led to minimal diversity in Student Affairs. Thus we developed a survey which would help us identify the possible reasons for having such low diversity. The survey (**Appendix 2**), uploaded on studentvoice.com, was to be taken by all the staff and the questions were to be answered based on their individual work experiences. The survey was designed in such a manner that it would not take more than 15 minutes to complete.

After we received the survey results, we analyzed them based on various parameters. We analyzed the responses to the questions by using cross tab function and compared the responses with demographic information. For instance, one of the questions was whether any staff member has heard/observed a disparaging remark about a colleague's racial background. For this question, we analyzed the responses with respect to the information obtained on the racial backgrounds of the respondents.

After careful analysis, we discussed the problems that were possible causes for the lack of diversity in Student Affairs. We prepared a set of recommendations based on the conclusions derived from the survey results. The recommendations include the future work and the process that Student Affairs should follow and implement in order to improve the level of diversity.

### Findings

Upon reviewing the results of the survey (**Appendix 2**), our team discovered the University of Utah was doing many great things already, but there were areas for improvement. Both of these areas will be discussed to show what actions taken by the University have worked and those that have not.

#### *Areas of Strength:*

One of the questions asked employees if they felt they had colleagues at work with whom they could discuss work related problems. Nearly 90% of those individuals felt this to be true. We believe this to be an important element in fostering diversity. Increasing staff diversity will be difficult unless the environment is one where people trust one another.

75% of employees feel as though the University of Utah values their diversity initiatives on campus, which indicates the University supports employee involvement in such initiatives. Just over half the employees still feel that the University values their diversity initiatives when the work is done off campus.

2 of the 11 men identifying themselves as gay stated they had felt unwelcome among their colleagues because of their sexual orientation. Given the low percentage of individuals responding to the survey as having felt unwelcomed, it could be inferred that those two were isolated incidents and do not reflect the general attitude of the department. Therefore, our group believes sexual orientation is not a divisive issue in Student Affairs.

Although the ratio of women to men is about 2:1, the majority of survey respondents do not feel that the Student Affairs is a sexist environment. Only four males and four females feel the Office of Student Affairs is sexist. Based on these statistics, our group concluded that sexism is not a problem for the department.

*Areas for Improvement:*

When employees were asked if they felt included when work was required in groups or committees, 32% said they did not. The answer had a fairly even spread across demographics meaning regardless of their background, a third of respondents felt excluded from group and committee work.

Of those asked if they were expected to present a viewpoint different from the majority because of their identity in the past year, about 25% answered yes. While this does not seem like a large number, heterosexual Caucasians skew the data. When this question is cross-tabbed with sexual orientation/presentation and race, the results are quite different. Nearly half of Pacific Islanders/Hawaiians, Hispanics, and those who identified themselves as gay, bisexual, or another orientation said they felt like they were expected to present a different viewpoint because of their identity. The results of this question could be interpreted several ways. We viewed the question as a measurement of how much people are encouraged to share their unique views. Therefore, a response suggesting an individual felt compelled to share their view is a positive thing; individuals

18% of employees have observed discriminatory hiring/firing practices while employed. Little correlation was discovered between this observation and the respondents' demographics. The discriminatory practices were most prominently visible with respect to a potential employee's racial or ethnic background.

Two questions were asked regarding employees' diversity initiatives both on and off campus and whether or not the university valued these initiatives. While many felt their initiatives were valued, 21% felt neutral regarding on campus diversity initiatives and 38% off campus. The school's appreciation of diversity initiatives is apparent, but more can be done to encourage participation.

Close to 15% of men and 17% of women surveyed said they had felt unwelcome due to their racial background. Again, this number was skewed by Caucasians. About half of the respondents from non-Caucasian ethnicity felt unwelcome due to their racial background. This leads us to believe that racial inequality does exist and measures must be taken to correct it.

We were surprised to discover that 43.5% of individuals identifying themselves as LDS stated that they have felt unwelcome as a result of their religion. Latter Day Saints are the largest religious group within Student Affairs. Individuals identifying themselves as Protestant or Catholic had also felt unwelcome, along with those with no religious affiliation. LDS affiliation may be viewed by non-LDS in the department as conformist, however this notion runs counter to a department which prides itself on valuing diversity. Our team conjectured that those identifying themselves as valuing diversity may unknowingly cause those who following mainstream religious practices feel unwelcome due to miscommunication or misunderstandings between the two different groups.

Another area of concern was the number of people who had heard disparaging remarks about different types of diversity. The table below shows the number of people who have heard these types of remarks:

Type of Disparaging Remark	Percent Reporting They Have Heard These Remarks
A Person's Racial/Ethnic Background	32%
A Person's Gender identity	35%
A Person's Disability	20%
A non-native English Speaking Person	40%
A Gay, Lesbian, Bisexual, or Transgender Person	30%
A Person's Religious Background	46%
A Person's Political Viewpoint	52%
A Person's Age	38%

Since Student Affairs is fosters an environment that encourages diversity and acceptance of all types of people, these surprising statistics show that improvement needs to be made in this area. An individual or department that truly values diversity would not want to hear disparaging remarks even if the remarks were not specifically about them. Perhaps a no tolerance policy could be enacted to show that the Office of Student Affairs will not allow people to make disparaging remarks about people even if the person or party representative of the group being insulted is not around.

When someone in Student Affairs feels unwelcome, it is largely a result of their race/ethnicity, religious background, or political affiliation. The majority of unwelcome feelings are derived from co-workers and supervisors. Diversity will always invariably create challenges in group process; less effort may be required to understand differences when coworkers share a common background. Acceptance of all people is certainly the first step to create the desired diversity climate that Student Affairs strives for, and the environment to begin this process is already in place.

Although the Office of Student Affairs is accepting of diversity, the department also tolerates disparaging remarks about the diversity valued by individuals within the organization. A strictly enforced policy regarding disparaging remarks would nurture a diverse atmosphere and indicate that diversity is valued.

Open and respectful communication is key when successfully recruiting and retaining a diverse staff. How one communicates cannot be entirely separated from their culture, but active listening and clear goal setting can enhance communication.

### Recommendations

Creating and cultivating learning environments and learning experiences for students has always been at the heart of Student Affairs. For that main reason, it is essential for the leadership to recruit and retain highly qualified personnel that have been fully trained in issues of diversity.

As a first step, Student Affairs should promote the importance of diversity trainings for its current personnel involved with students. Leadership should emphasize the importance of diversity in learning and also the value of working collaboratively with students, faculty, academic administrators, and others. Our team recommends mandatory employee involvement in a number of formal diversity trainings offered on and off campus, which would be an element in employee evaluation. Alternatively, diversity-training workshops for personnel in all divisions as part of a leadership-training program could be developed. We recommend the workshop be implemented in

the next two years.

The next step is to identify and eliminate non-accepting discriminatory practices that will taint the diverse culture established in the office of Student Affairs. Leadership should promote its focus on diversity by circulating a diversity plan to managers and supervisors. The diversity plan must be embedded within Student Affairs' culture. Another suggestion is to stage recurring meetings where hiring supervisors from various departments can discuss challenges surrounding issues of diversity recruitment and retention. These meetings would provide the leadership an opportunity to educate and mentor current staff in identifying good practices when recruiting and retaining diverse staff. Once employees gain this understanding, the next must be implementing strategies addressing conditions that allow discrimination to exist.

The third step is enhancing the supportive environment in Student Affairs. Leadership and the diversity council should articulate more convincingly that diversity matters by broadcasting the goals to be completed within a given period of time. In order to foster the integration of diversity concepts and dialogue, a suggestion would be to build diversity initiatives across divisions with a centralized timeline. An example would be to establish measurements to monitor the progress of recruiting diverse staff at all levels, consistent with the available pool. Leadership should continually emphasize the value of diversity in the recruitment and re-appointment of key personnel.

Finally, in order to ensure diversity recruitment, Student Affairs should work with other organizations and alumnus within the community to promote the understanding and effectiveness of having a diverse staff in higher education. These organizations may include the Office of Diversity and Human Rights, Mayor's Office of Diversity Affairs, and the Salt Lake Chamber Diversity Connections office. Additional data can be collected and analyzed from the staff at Student Affairs, specifically those with hiring authority and power. In order to bring these individuals together, a virtual collaboration website can be created in order to exchange ideas of possible methods used to improve diversity recruitment and retention, discuss the latest challenges regarding diversity issues and promote scholarly dialogue between the staff and leadership. Possible results include the creation an Alumni Advisory Board for Diversity Recruitment, the creation of multiple events and organizations that will provide additional dialogue on diversity and funding mechanisms to support and promote diversity initiatives in the office of Student Affairs.

### Conclusion:

Our report contains information that will allow Student Affairs to make critical decisions on the efficacy of their strategies used to recruit and retain diverse staff for Student Affairs. The survey conducted shows that Student Affairs has created a climate where differences are generally accepted, yet the department can do more. Fostering an environment of full acceptance requires both management and staff be on board; otherwise new ideas will be met with resistance.

A common need that transcends race, religion and politics is open communication. Student Affairs aspires to create a framework for maintaining healthy interpersonal relationships by actively inviting students and staff to take part in diversity initiatives and activities on campus. The next step is encouraging staff to candidly share opinions about their role in the organization. The culture of Student Affairs creates a safe place for a diverse group people to work together, but the department must foster open communication between diverse groups and ensure everyone has an opportunity to discuss shared goals.

Race, religion and politics are the three main factors driving discomfort in Student Affairs. A more

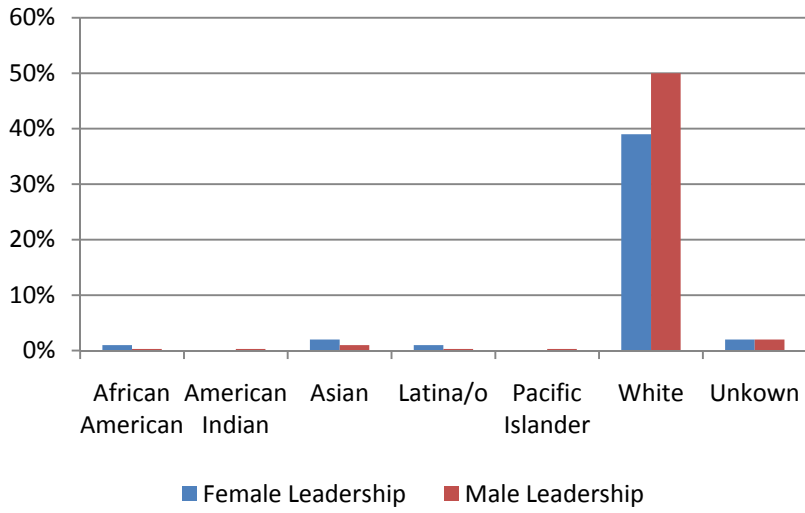
thorough understanding of the experience related to an individual's identification with a particular race and/or component of their worldview is an area where Student Affairs could improve. The fact that disparaging comments exist in Student Affairs is proof that a more empathetic stance needs to be taken to ultimately increase retention of staff. Developing better communication and understanding among Student Affairs staff will take time, but actively involving minority voices within the department will help achieve this goal.



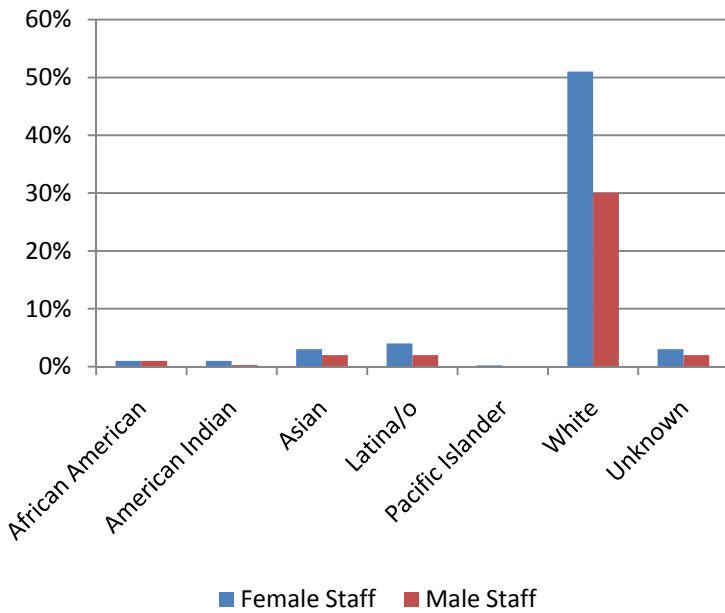
## Appendix 1

Staff Leadership, Benefitted Staff and University of Utah administration by race, ethnicity, and gender

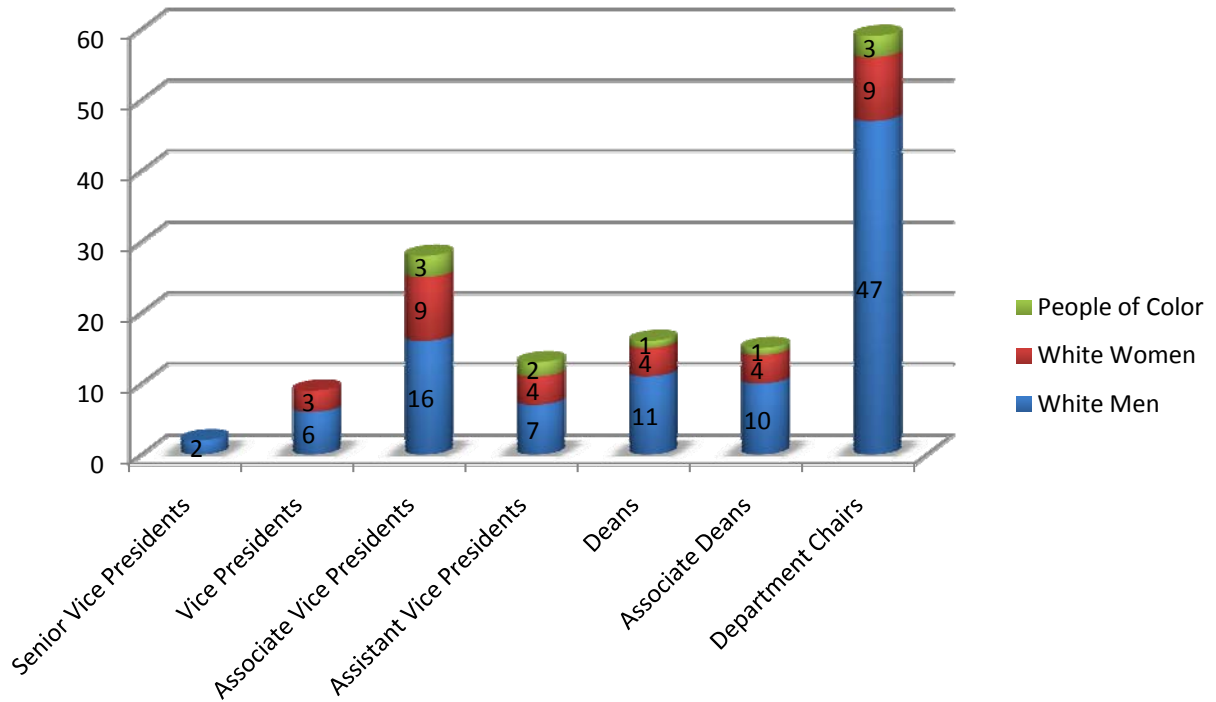
### Staff Leadership by Race/Ethnicity and Gender, Fall 2010



### Benefitted Staff by Race/Ethnicity and Gender, Fall 2010



## U of U Administration by Race/Ethnicity and Gender



## Appendix 2

### Student Affairs Diversity Survey 2010 Questions and Responses

## Student Affairs Diversity Survey 2010

**Administration Type:** Web**Date Created:** 10/28/2010 3:55:12 PM**Date Range:** 11/8/2010 12:00:00 AM - 12/3/2010 11:59:00 PM**Total Respondents:** 158[Results](#)[Add/Remove Questions](#)[Frequency](#)[Graph](#)[Cross Tab](#)

Q1. Please indicate your level of agreement with the following statements: - The climate within the division of Student Affairs is accepting of who I am.

	Count	Percent		
<input type="checkbox"/>	52	36.88%		Strongly agree
<input type="checkbox"/>	68	48.23%		Agree
<input type="checkbox"/>	14	9.93%		Neutral
<input type="checkbox"/>	6	4.26%		Disagree
<input type="checkbox"/>	1	0.71%		Strongly disagree

141 Respondents

[+ Statisti](#)[Frequency](#)[Graph](#)[Cross Tab](#)

Q2. Please indicate your level of agreement with the following statements: - My department is welcoming for employees from historically underrepresented groups.

	Count	Percent		
<input type="checkbox"/>	71	50.35%		Strongly agree
<input type="checkbox"/>	53	37.59%		Agree
<input type="checkbox"/>	7	4.96%		Neutral
<input type="checkbox"/>	7	4.96%		Disagree
<input type="checkbox"/>	3	2.13%		Strongly disagree

141 Respondents

[+ Statisti](#)[Frequency](#)[Graph](#)[Cross Tab](#)

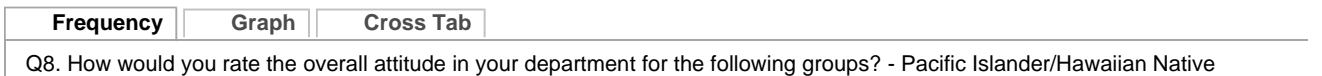
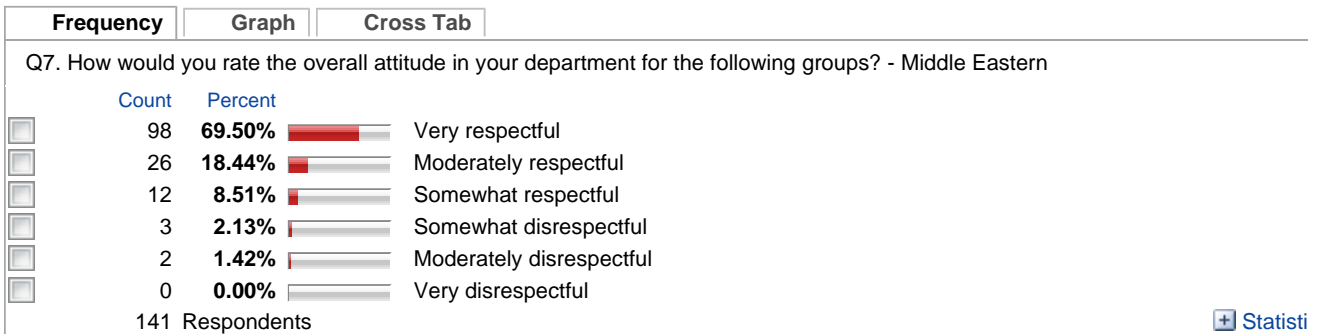
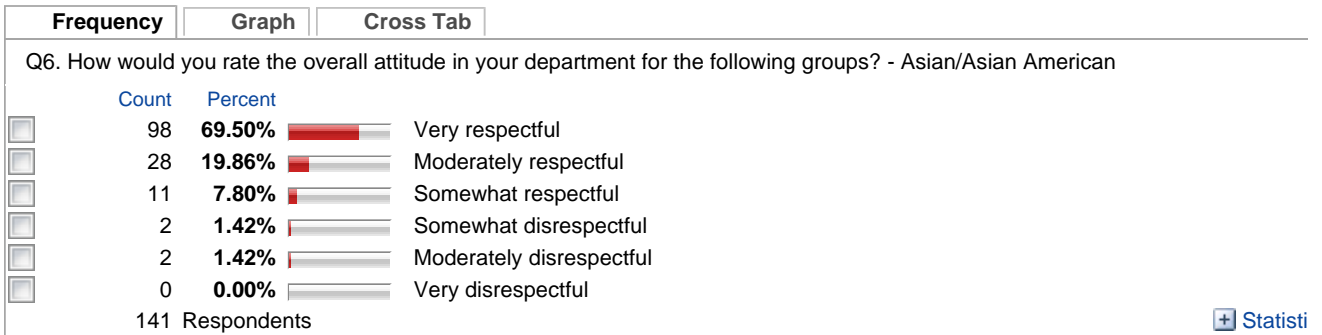
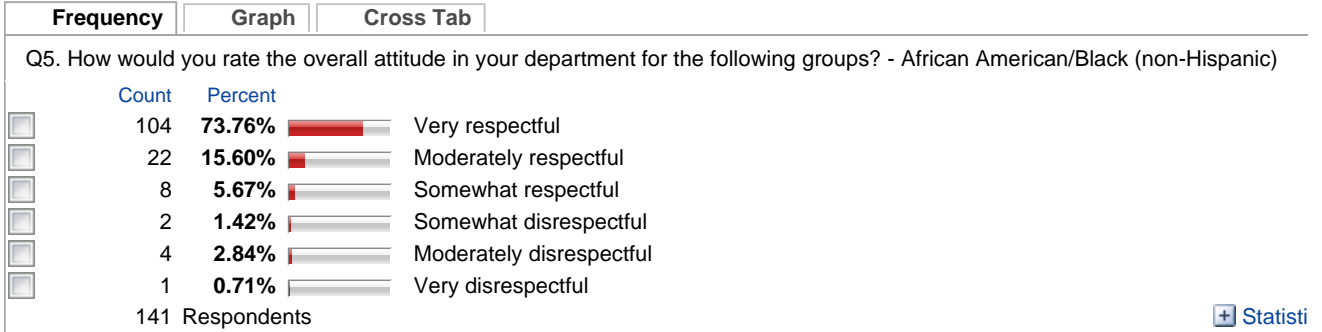
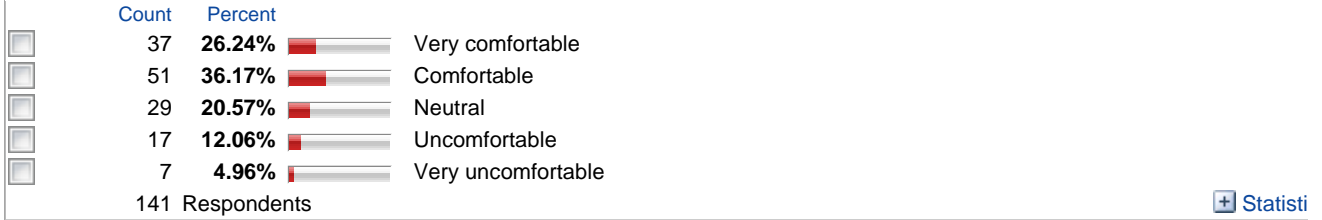
Q3. To what extent do you experience a sense of community within the your department of Student Affairs?

	Count	Percent		
<input type="checkbox"/>	54	38.30%		To a great extent
<input type="checkbox"/>	47	33.33%		To a fair extent
<input type="checkbox"/>	31	21.99%		To some extent
<input type="checkbox"/>	7	4.96%		Barely
<input type="checkbox"/>	2	1.42%		Not at all

141 Respondents

[+ Statisti](#)[Frequency](#)[Graph](#)[Cross Tab](#)

Q4. How comfortable are you with the level of diversity within Student Affairs?



	Count	Percent	
<input type="checkbox"/>	100	70.92%	Very respectful
<input type="checkbox"/>	27	19.15%	Moderately respectful
<input type="checkbox"/>	9	6.38%	Somewhat respectful
<input type="checkbox"/>	1	0.71%	Somewhat disrespectful
<input type="checkbox"/>	4	2.84%	Moderately disrespectful
<input type="checkbox"/>	0	0.00%	Very disrespectful
141 Respondents			<a href="#">+ Statisti</a>

Frequency	Graph	Cross Tab	
Q9. How would you rate the overall attitude in your department for the following groups? - American Indian/Alaskan Native			
	Count	Percent	
<input type="checkbox"/>	102	72.34%	Very respectful
<input type="checkbox"/>	24	17.02%	Moderately respectful
<input type="checkbox"/>	10	7.09%	Somewhat respectful
<input type="checkbox"/>	1	0.71%	Somewhat disrespectful
<input type="checkbox"/>	3	2.13%	Moderately disrespectful
<input type="checkbox"/>	1	0.71%	Very disrespectful
141 Respondents			<a href="#">+ Statisti</a>

Frequency	Graph	Cross Tab	
Q10. How would you rate the overall attitude in your department for the following groups? - Arab/Arab American/Middle Eastern			
	Count	Percent	
<input type="checkbox"/>	98	69.50%	Very respectful
<input type="checkbox"/>	24	17.02%	Moderately respectful
<input type="checkbox"/>	14	9.93%	Somewhat respectful
<input type="checkbox"/>	2	1.42%	Somewhat disrespectful
<input type="checkbox"/>	2	1.42%	Moderately disrespectful
<input type="checkbox"/>	1	0.71%	Very disrespectful
141 Respondents			<a href="#">+ Statisti</a>

Frequency	Graph	Cross Tab	
Q11. How would you rate the overall attitude in your department for the following groups? - Latino(a)/Hispanic/Chicano(a)/Mexican American			
	Count	Percent	
<input type="checkbox"/>	100	70.92%	Very respectful
<input type="checkbox"/>	26	18.44%	Moderately respectful
<input type="checkbox"/>	10	7.09%	Somewhat respectful
<input type="checkbox"/>	2	1.42%	Somewhat disrespectful
<input type="checkbox"/>	2	1.42%	Moderately disrespectful
<input type="checkbox"/>	1	0.71%	Very disrespectful
141 Respondents			<a href="#">+ Statisti</a>

Frequency	Graph	Cross Tab	
Q12. How would you rate the overall attitude in your department for the following groups? - Multiracial/multiethnic/multicultural			
	Count	Percent	
<input type="checkbox"/>	101	71.63%	Very respectful
<input type="checkbox"/>	27	19.15%	Moderately respectful
<input type="checkbox"/>	8	5.67%	Somewhat respectful
<input type="checkbox"/>	2	1.42%	Somewhat disrespectful
<input type="checkbox"/>	3	2.13%	Moderately disrespectful
<input type="checkbox"/>	0	0.00%	Very disrespectful

Count Percent  
141 Respondents

[+ Statisti](#)

Frequency Graph Cross Tab

Q13. How would you rate the overall attitude in your department for the following groups? - Non-native English speakers

	Count	Percent		
<input type="checkbox"/>	80	56.74%		Very respectful
<input type="checkbox"/>	37	26.24%		Moderately respectful
<input type="checkbox"/>	16	11.35%		Somewhat respectful
<input type="checkbox"/>	4	2.84%		Somewhat disrespectful
<input type="checkbox"/>	2	1.42%		Moderately disrespectful
<input type="checkbox"/>	2	1.42%		Very disrespectful
141 Respondents				

[+ Statisti](#)

Frequency Graph Cross Tab

Q14. How would you rate the overall attitude in your department for the following groups? - Men

	Count	Percent		
<input type="checkbox"/>	109	77.30%		Very respectful
<input type="checkbox"/>	24	17.02%		Moderately respectful
<input type="checkbox"/>	4	2.84%		Somewhat respectful
<input type="checkbox"/>	3	2.13%		Somewhat disrespectful
<input type="checkbox"/>	0	0.00%		Moderately disrespectful
<input type="checkbox"/>	1	0.71%		Very disrespectful
141 Respondents				

[+ Statisti](#)

Frequency Graph Cross Tab

Q15. How would you rate the overall attitude in your department for the following groups? - Women

	Count	Percent		
<input type="checkbox"/>	109	77.30%		Very respectful
<input type="checkbox"/>	25	17.73%		Moderately respectful
<input type="checkbox"/>	3	2.13%		Somewhat respectful
<input type="checkbox"/>	1	0.71%		Somewhat disrespectful
<input type="checkbox"/>	3	2.13%		Moderately disrespectful
<input type="checkbox"/>	0	0.00%		Very disrespectful
141 Respondents				

[+ Statisti](#)

Frequency Graph Cross Tab

Q16. How would you rate the overall attitude in your department for the following groups? - Openly gay, lesbian, bisexual, or transgender Identity

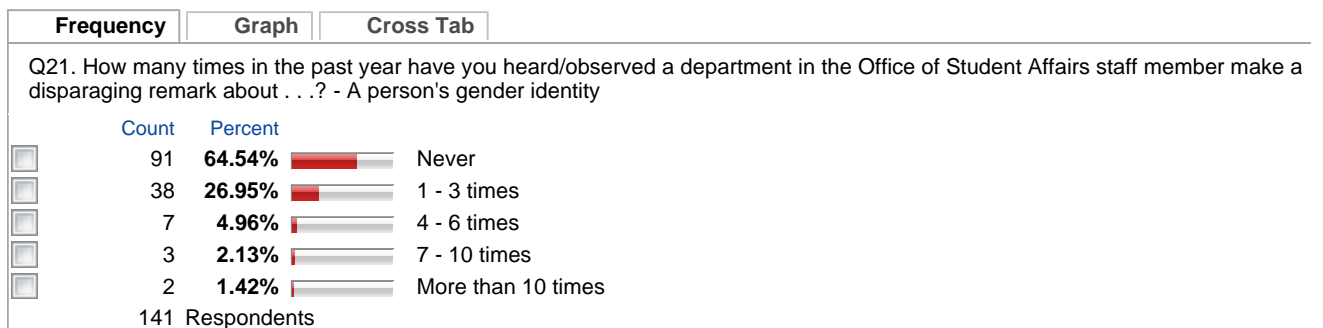
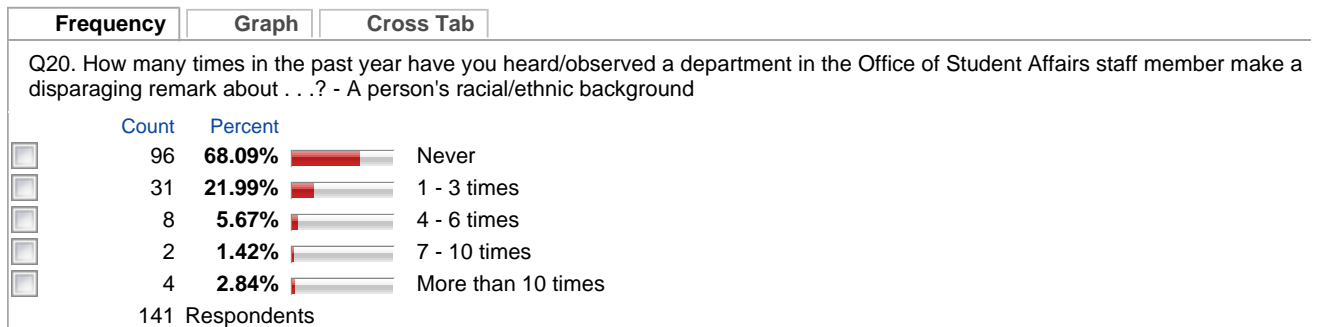
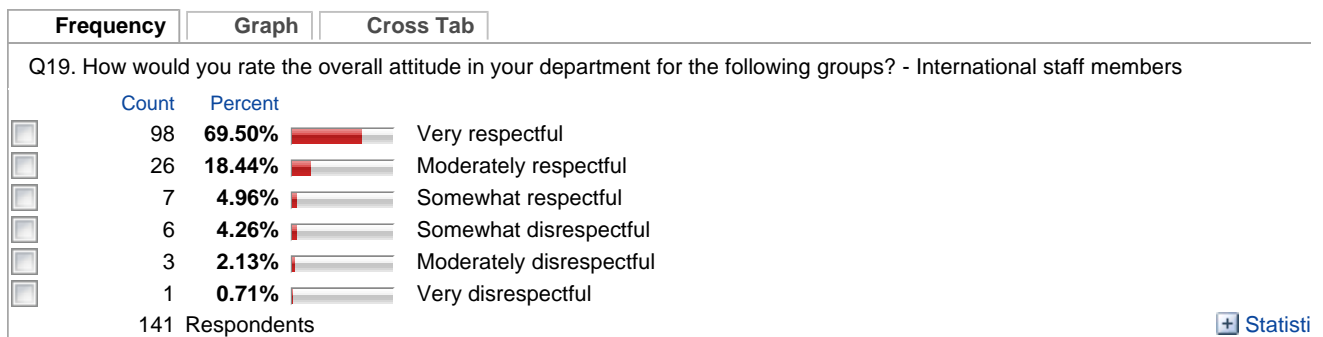
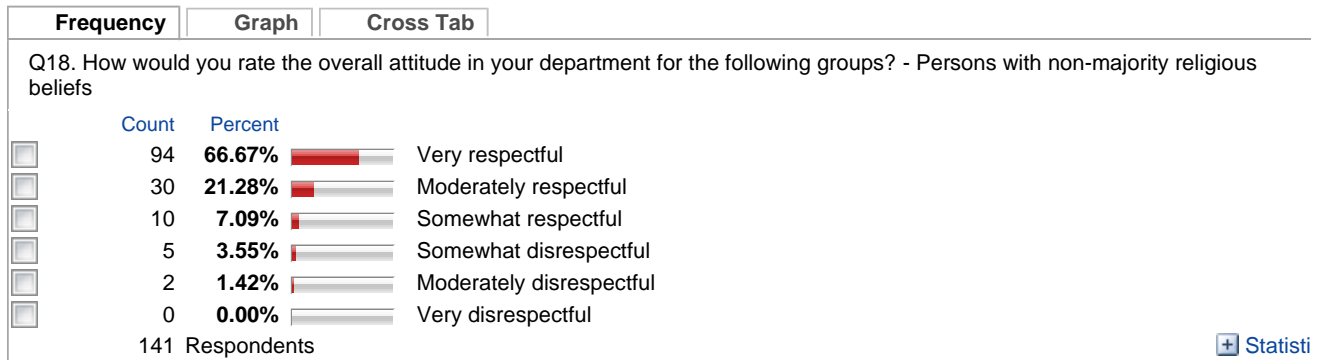
	Count	Percent		
<input type="checkbox"/>	104	73.76%		Very respectful
<input type="checkbox"/>	21	14.89%		Moderately respectful
<input type="checkbox"/>	10	7.09%		Somewhat respectful
<input type="checkbox"/>	3	2.13%		Somewhat disrespectful
<input type="checkbox"/>	2	1.42%		Moderately disrespectful
<input type="checkbox"/>	1	0.71%		Very disrespectful
141 Respondents				

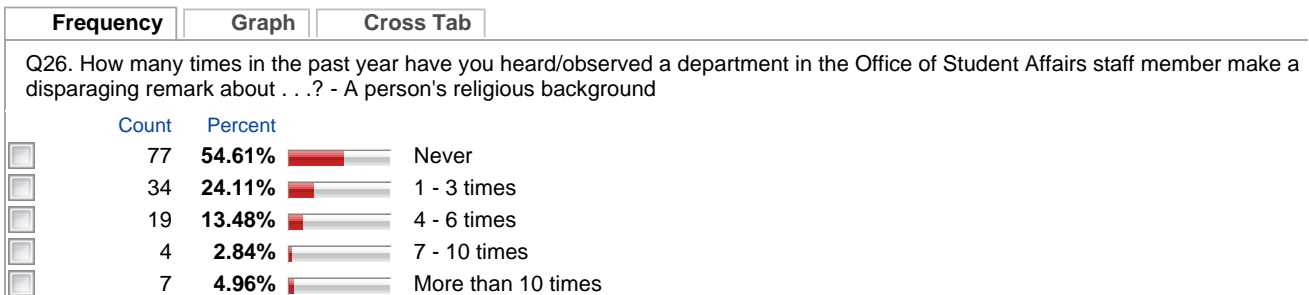
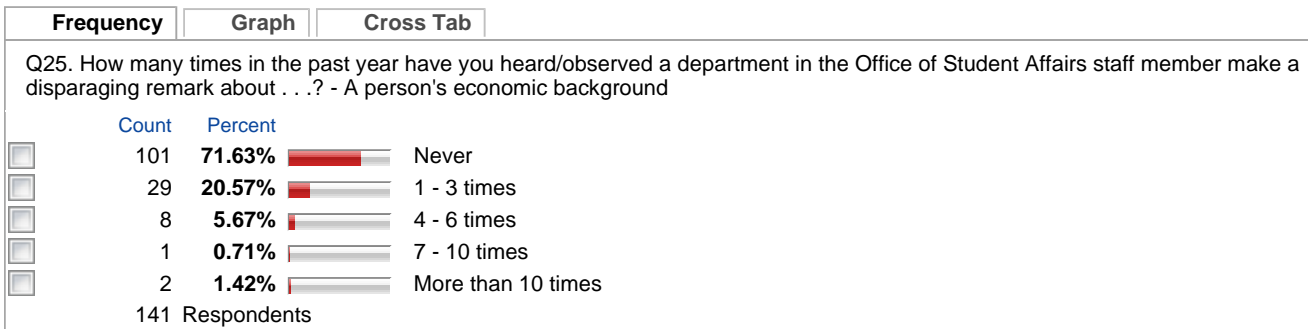
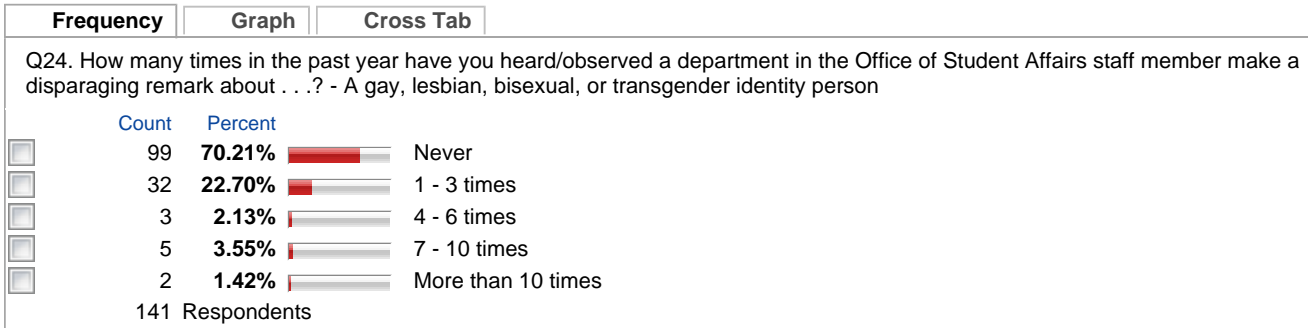
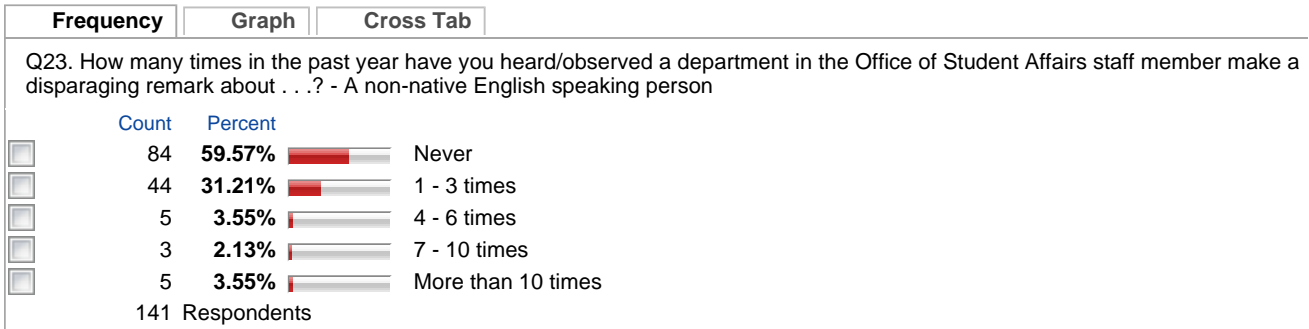
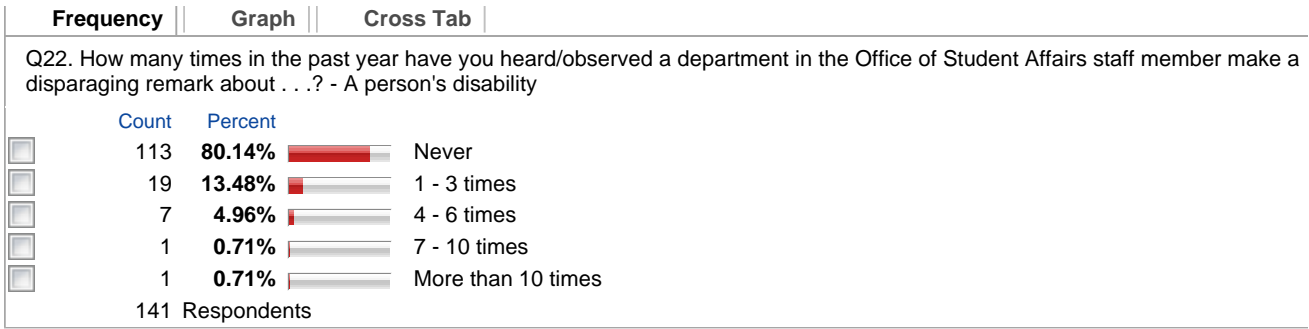
[+ Statisti](#)

Frequency Graph Cross Tab

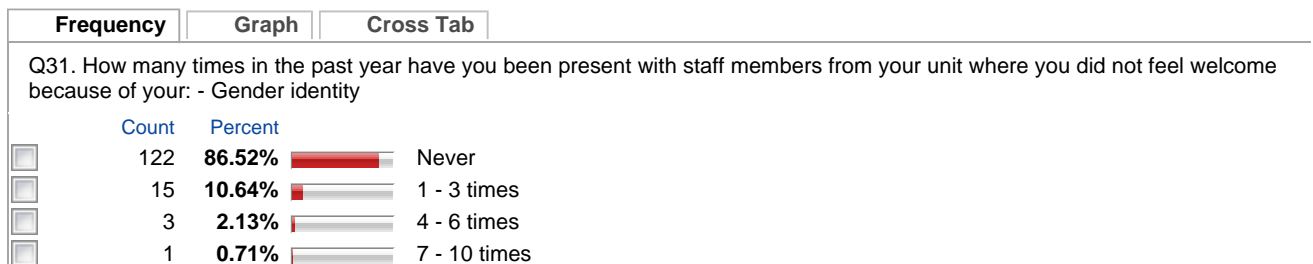
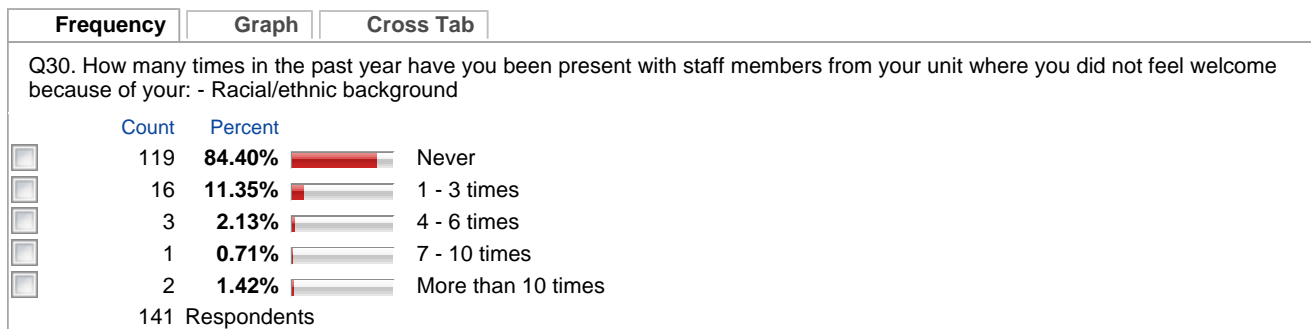
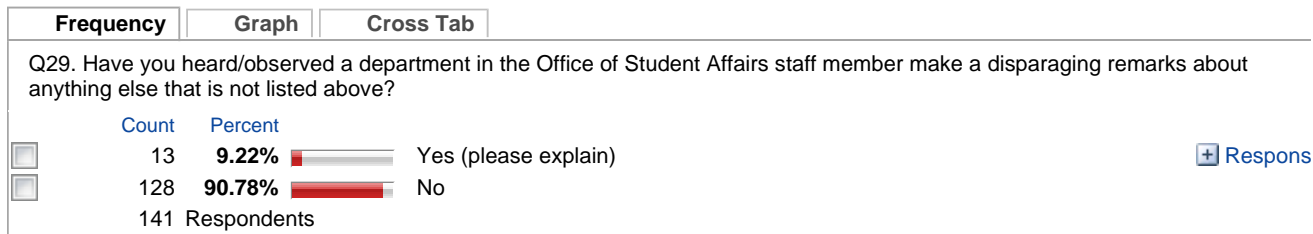
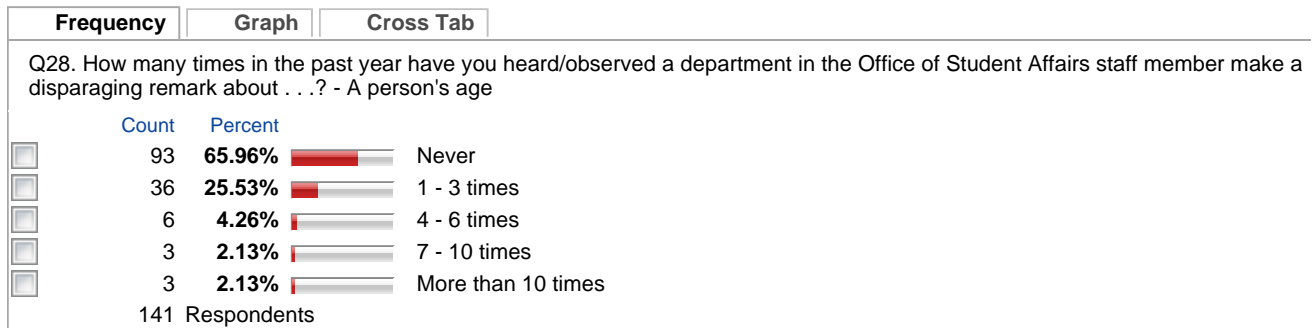
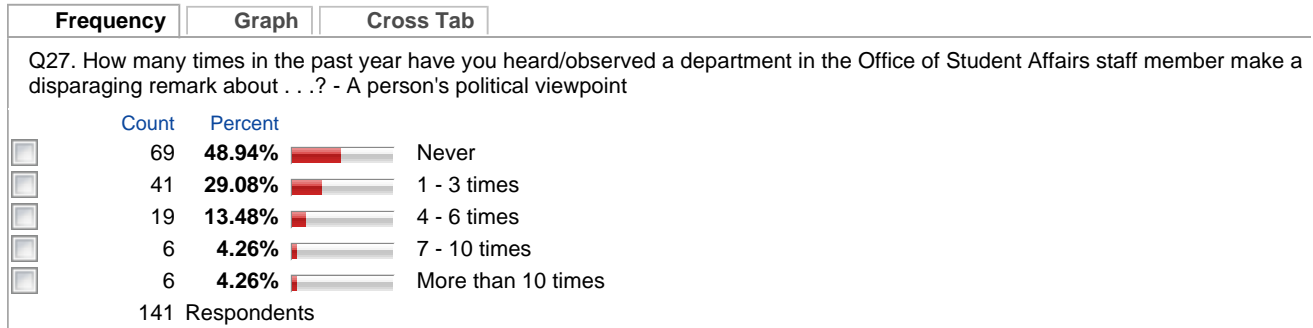
Q17. How would you rate the overall attitude in your department for the following groups? - Persons with disabilities







Count Percent  
141 Respondents



	Count	Percent	
<input type="checkbox"/>	0	0.00%	More than 10 times
141 Respondents			

**Frequency** **Graph** **Cross Tab**

Q32. How many times in the past year have you been present with staff members from your unit where you did not feel welcome because of your: - Disability

	Count	Percent	
<input type="checkbox"/>	135	95.74%	Never
<input type="checkbox"/>	4	2.84%	1 - 3 times
<input type="checkbox"/>	1	0.71%	4 - 6 times
<input type="checkbox"/>	0	0.00%	7 - 10 times
<input type="checkbox"/>	1	0.71%	More than 10 times
141 Respondents			

**Frequency** **Graph** **Cross Tab**

Q33. How many times in the past year have you been present with staff members from your unit where you did not feel welcome because of your: - English speaking person

	Count	Percent	
<input type="checkbox"/>	134	95.04%	Never
<input type="checkbox"/>	4	2.84%	1 - 3 times
<input type="checkbox"/>	1	0.71%	4 - 6 times
<input type="checkbox"/>	0	0.00%	7 - 10 times
<input type="checkbox"/>	2	1.42%	More than 10 times
141 Respondents			

**Frequency** **Graph** **Cross Tab**

Q34. How many times in the past year have you been present with staff members from your unit where you did not feel welcome because of your: - Sexual orientation

	Count	Percent	
<input type="checkbox"/>	131	92.91%	Never
<input type="checkbox"/>	8	5.67%	1 - 3 times
<input type="checkbox"/>	2	1.42%	4 - 6 times
<input type="checkbox"/>	0	0.00%	7 - 10 times
<input type="checkbox"/>	0	0.00%	More than 10 times
141 Respondents			

**Frequency** **Graph** **Cross Tab**

Q35. How many times in the past year have you been present with staff members from your unit where you did not feel welcome because of your: - Economic background

	Count	Percent	
<input type="checkbox"/>	126	89.36%	Never
<input type="checkbox"/>	7	4.96%	1 - 3 times
<input type="checkbox"/>	6	4.26%	4 - 6 times
<input type="checkbox"/>	1	0.71%	7 - 10 times
<input type="checkbox"/>	1	0.71%	More than 10 times
141 Respondents			

**Frequency** **Graph** **Cross Tab**

Q36. How many times in the past year have you been present with staff members from your unit where you did not feel welcome because of your: - Religious background

	Count	Percent	
<input type="checkbox"/>	95	67.38%	Never
<input type="checkbox"/>	29	20.57%	1 - 3 times
<input type="checkbox"/>	11	7.80%	4 - 6 times
<input type="checkbox"/>	1	0.71%	7 - 10 times
<input type="checkbox"/>	5	3.55%	More than 10 times
141 Respondents			

Frequency Graph Cross Tab

Q37. How many times in the past year have you been present with staff members from your unit where you did not feel welcome because of your: - Political viewpoint

	Count	Percent	
<input type="checkbox"/>	106	75.18%	Never
<input type="checkbox"/>	23	16.31%	1 - 3 times
<input type="checkbox"/>	6	4.26%	4 - 6 times
<input type="checkbox"/>	2	1.42%	7 - 10 times
<input type="checkbox"/>	4	2.84%	More than 10 times
141 Respondents			

Frequency Graph Cross Tab

Q38. How many times in the past year have you been present with staff members from your unit where you did not feel welcome because of your: - Age

	Count	Percent	
<input type="checkbox"/>	115	81.56%	Never
<input type="checkbox"/>	18	12.77%	1 - 3 times
<input type="checkbox"/>	6	4.26%	4 - 6 times
<input type="checkbox"/>	0	0.00%	7 - 10 times
<input type="checkbox"/>	2	1.42%	More than 10 times
141 Respondents			

Frequency Graph Cross Tab

Q39. Have there been any other times in the past year, that are not listed above, that you have been present with staff members from your unit where you did not feel welcome:

	Count	Percent	
<input type="checkbox"/>	10	7.09%	Yes (please explain) <a href="#">+ Responses</a>
<input type="checkbox"/>	131	92.91%	No
141 Respondents			

Frequency Graph Cross Tab

Q40. Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered with your ability to work or learn within your department of Student Affairs at the University of Utah?

	Count	Percent	
<input type="checkbox"/>	29	20.57%	Yes
<input type="checkbox"/>	112	79.43%	No
141 Respondents			

Frequency Graph Cross Tab

Q41. Upon what do you feel this conduct was based? (Check all that apply)

	Count	Respondent %	Response %	
<input type="checkbox"/>	14	48.28%	25.45%	Racial/ethnic background
<input type="checkbox"/>	9	31.03%	16.36%	Gender identity
<input type="checkbox"/>	1	3.45%	1.82%	Disability

	Count	Respondent %	Response %	
<input type="checkbox"/>	4	13.79%	7.27%	English speaking skills
<input type="checkbox"/>	3	10.34%	5.45%	Sexual orientation
<input type="checkbox"/>	5	17.24%	9.09%	Economic background
<input type="checkbox"/>	4	13.79%	7.27%	Religious background
<input type="checkbox"/>	2	6.90%	3.64%	Political viewpoint
<input type="checkbox"/>	4	13.79%	7.27%	Age
<input type="checkbox"/>	9	31.03%	16.36%	Other (please specify)
				<a href="#">+ Responses</a>
29 Respondents				
55 Responses				

	Frequency	Graph	Cross Tab	
Q42. Who was/were the source of the conduct? (Check all that apply)				
	Count	Respondent %	Response %	
<input type="checkbox"/>	12	41.38%	27.27%	My supervisor
<input type="checkbox"/>	4	13.79%	9.09%	A unit head
<input type="checkbox"/>	1	3.45%	2.27%	Public safety officer
<input type="checkbox"/>	5	17.24%	11.36%	Supervisee
<input type="checkbox"/>	3	10.34%	6.82%	Graduate assistant
<input type="checkbox"/>	4	13.79%	9.09%	AP staff member
<input type="checkbox"/>	2	6.90%	4.55%	COT staff member
<input type="checkbox"/>	13	44.83%	29.55%	Other (please specify)
				<a href="#">+ Responses</a>
29 Respondents				
44 Responses				

	Frequency	Graph	Cross Tab	
Q43. Describe your reactions to experiencing this conduct: (Check all that apply)				
	Count	Respondent %	Response %	
<input type="checkbox"/>	7	24.14%	7.78%	I felt harassed
<input type="checkbox"/>	19	65.52%	21.11%	I avoided the person
<input type="checkbox"/>	4	13.79%	4.44%	I left the situation immediately
<input type="checkbox"/>	10	34.48%	11.11%	I didn't know who to go to
<input type="checkbox"/>	2	6.90%	2.22%	I made a complaint to Human Resources/Dean of Students Office.
<input type="checkbox"/>	11	37.93%	12.22%	I didn't report for fear of retaliation.
<input type="checkbox"/>	2	6.90%	2.22%	It didn't affect me at the time.
<input type="checkbox"/>	13	44.83%	14.44%	I told a friend.
<input type="checkbox"/>	9	31.03%	10.00%	I ignored it.
<input type="checkbox"/>	1	3.45%	1.11%	I confronted the harasser at the time.
<input type="checkbox"/>	2	6.90%	2.22%	I confronted the harasser at a later time.
<input type="checkbox"/>	6	20.69%	6.67%	I somehow felt responsible.
<input type="checkbox"/>	4	13.79%	4.44%	Other (please specify)
				<a href="#">+ Responses</a>
29 Respondents				
90 Responses				

	Frequency	Graph	Cross Tab
Q44. Please indicate your level of agreement with the following statements:			
<b>I have colleagues within the department with whom I can discuss work related problems.</b>			
	Count	Percent	
<input type="checkbox"/>	97	68.79%	Strongly agree
<input type="checkbox"/>	30	21.28%	Agree
<input type="checkbox"/>	7	4.96%	Neutral
<input type="checkbox"/>	6	4.26%	Disagree
<input type="checkbox"/>	1	0.71%	Strongly disagree

Count Percent  
141 Respondents

[+](#) Statisti

Frequency Graph Cross Tab

Q45. In the past year, within the division of Student Affairs, have you felt included when work was required in groups or committees because of your identity?

	Count	Percent	
<input type="checkbox"/>	96	68.09%	Yes
<input type="checkbox"/>	45	31.91%	No
141 Respondents			

Frequency Graph Cross Tab

Q46. In which groups or committees did you feel included? (Check all that apply)

	Count	Respondent %	Response %	
<input type="checkbox"/>	56	58.33%	14.00%	Racial/ethnic background
<input type="checkbox"/>	53	55.21%	13.25%	Gender identity
<input type="checkbox"/>	25	26.04%	6.25%	Disability
<input type="checkbox"/>	44	45.83%	11.00%	English speaking skills
<input type="checkbox"/>	47	48.96%	11.75%	Sexual orientation
<input type="checkbox"/>	37	38.54%	9.25%	Economic background
<input type="checkbox"/>	37	38.54%	9.25%	Religious background
<input type="checkbox"/>	37	38.54%	9.25%	Political viewpoint
<input type="checkbox"/>	49	51.04%	12.25%	Age
<input type="checkbox"/>	15	15.63%	3.75%	Other (please specify)
96 Respondents				
400 Responses				

[+](#) Respons

Frequency Graph Cross Tab

Q47. In the past year, within your department of Student Affairs, have you felt that you were expected to present a viewpoint different from the majority because of your identity?

	Count	Percent	
<input type="checkbox"/>	34	24.11%	Yes
<input type="checkbox"/>	107	75.89%	No
141 Respondents			

Frequency Graph Cross Tab

Q48. In which areas did you feel you were expected to present a viewpoint different from majority? (Check all that apply)

	Count	Respondent %	Response %	
<input type="checkbox"/>	12	35.29%	15.79%	Racial/ethnic background
<input type="checkbox"/>	10	29.41%	13.16%	Gender identity
<input type="checkbox"/>	0	0.00%	0.00%	Disability
<input type="checkbox"/>	4	11.76%	5.26%	English speaking skills
<input type="checkbox"/>	9	26.47%	11.84%	Sexual orientation
<input type="checkbox"/>	5	14.71%	6.58%	Economic background
<input type="checkbox"/>	15	44.12%	19.74%	Religious background
<input type="checkbox"/>	14	41.18%	18.42%	Political viewpoint
<input type="checkbox"/>	5	14.71%	6.58%	Age
<input type="checkbox"/>	2	5.88%	2.63%	Other (please specify)
34 Respondents				
76 Responses				

[+](#) Respons

Frequency Graph Cross Tab

Q49. As a staff member in the Office of Student Affairs, have you observed discriminatory hiring/firing practices within your department (e.g., search committee, limited recruiting pool, etc.)?

	Count	Percent		
<input type="checkbox"/>	25	17.73%		Yes
<input type="checkbox"/>	116	82.27%		No
141 Respondents				

**Frequency** | **Graph** | **Cross Tab**

Q50. As a staff member in the Office of Student Affairs, in which of the following areas have you observed discriminatory hiring/firing practices within your department at the University of Utah (e.g., search committee, limited recruiting pool)? (Check all that apply)

	Count	Respondent %	Response %	
<input type="checkbox"/>	15	60.00%	31.25%	
<input type="checkbox"/>	4	16.00%	8.33%	
<input type="checkbox"/>	2	8.00%	4.17%	
<input type="checkbox"/>	5	20.00%	10.42%	
<input type="checkbox"/>	2	8.00%	4.17%	
<input type="checkbox"/>	4	16.00%	8.33%	
<input type="checkbox"/>	3	12.00%	6.25%	
<input type="checkbox"/>	0	0.00%	0.00%	
<input type="checkbox"/>	6	24.00%	12.50%	
<input type="checkbox"/>	7	28.00%	14.58%	
25 Respondents				
48 Responses				

[+ Respons](#)

**Frequency** | **Graph** | **Cross Tab**

Q51. Please indicate your level of agreement with the following:

**The Division of Student Affairs at the University of Utah values my involvement in diversity initiatives . . . - On campus**

	Count	Percent		
<input type="checkbox"/>	65	46.10%		Strongly agree
<input type="checkbox"/>	40	28.37%		Agree
<input type="checkbox"/>	29	20.57%		Neutral
<input type="checkbox"/>	4	2.84%		Disagree
<input type="checkbox"/>	3	2.13%		Strongly disagree
141 Respondents				

[+ Statisti](#)

**Frequency** | **Graph** | **Cross Tab**

Q52. Please indicate your level of agreement with the following:

**The Division of Student Affairs at the University of Utah values my involvement in diversity initiatives . . . - Off campus**

	Count	Percent		
<input type="checkbox"/>	41	29.08%		Strongly agree
<input type="checkbox"/>	36	25.53%		Agree
<input type="checkbox"/>	53	37.59%		Neutral
<input type="checkbox"/>	8	5.67%		Disagree
<input type="checkbox"/>	3	2.13%		Strongly disagree
141 Respondents				

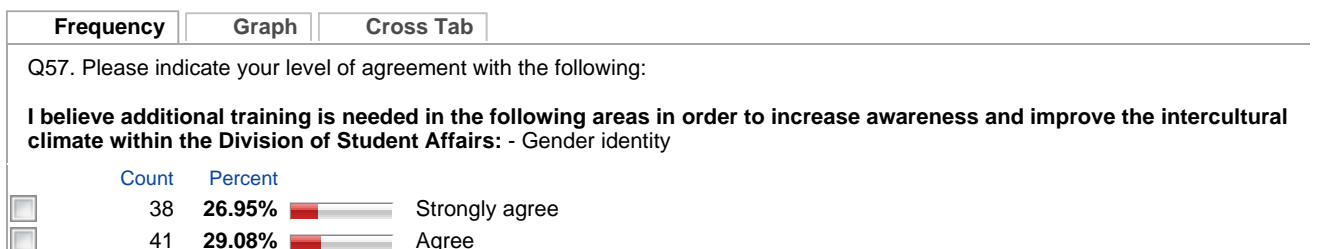
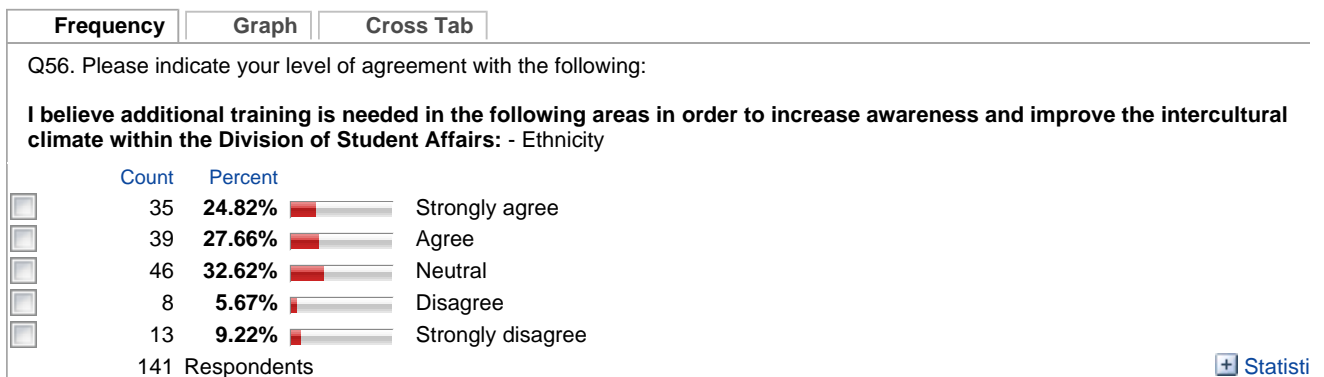
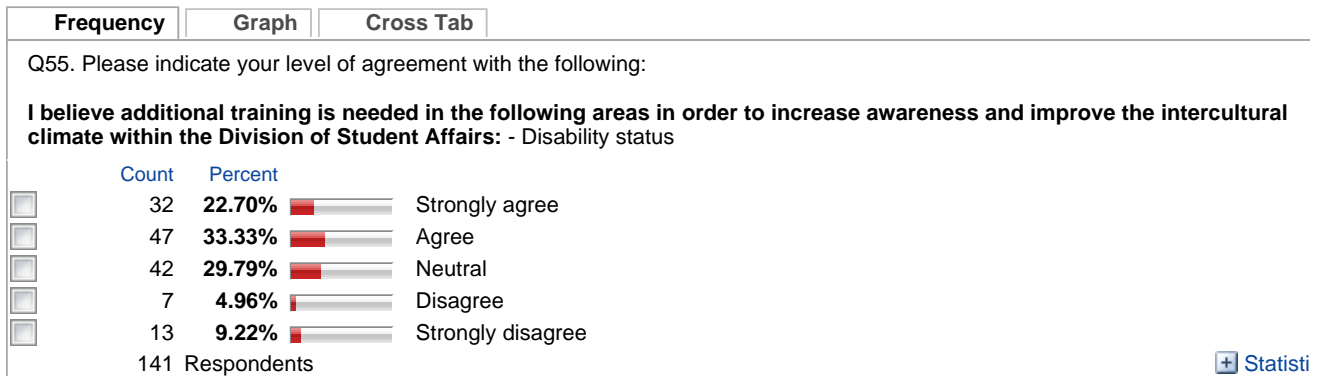
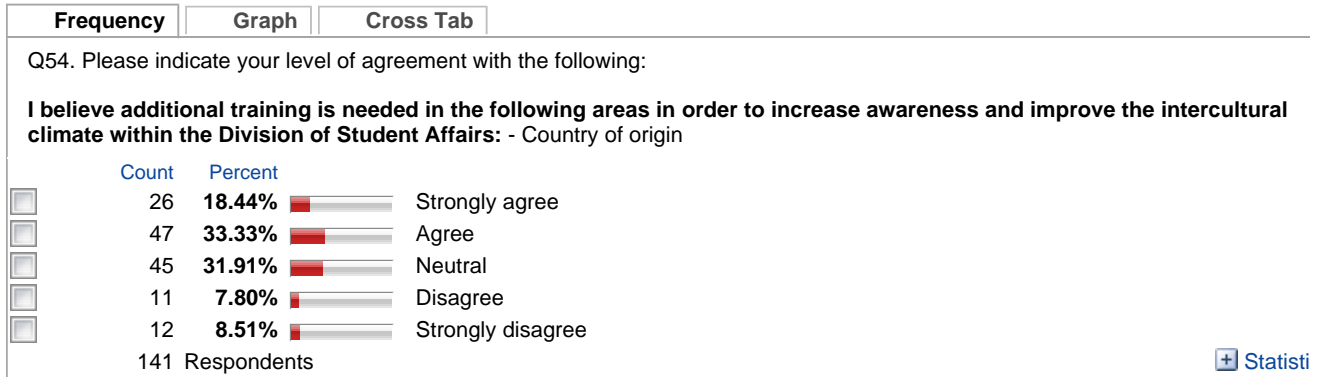
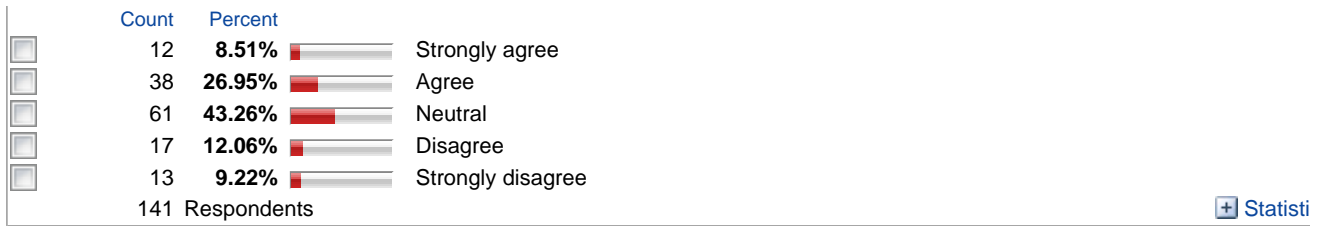
[+ Statisti](#)

**Frequency** | **Graph** | **Cross Tab**

Q53. Please indicate your level of agreement with the following:

**I believe additional training is needed in the following areas in order to increase awareness and improve the intercultural climate within the Division of Student Affairs: - Age**





	Count	Percent	
<input type="checkbox"/>	41	29.08%	Neutral
<input type="checkbox"/>	7	4.96%	Disagree
<input type="checkbox"/>	14	9.93%	Strongly disagree
141 Respondents			

[+ Statisti](#)

Frequency	Graph	Cross Tab	
Q58. Please indicate your level of agreement with the following:			
<b>I believe additional training is needed in the following areas in order to increase awareness and improve the intercultural climate within the Division of Student Affairs: - Race</b>			
	Count	Percent	
<input type="checkbox"/>	35	24.82%	Strongly agree
<input type="checkbox"/>	37	26.24%	Agree
<input type="checkbox"/>	46	32.62%	Neutral
<input type="checkbox"/>	9	6.38%	Disagree
<input type="checkbox"/>	14	9.93%	Strongly disagree
141 Respondents			

[+ Statisti](#)

Frequency	Graph	Cross Tab	
Q59. Please indicate your level of agreement with the following:			
<b>I believe additional training is needed in the following areas in order to increase awareness and improve the intercultural climate within the Division of Student Affairs: - Religion</b>			
	Count	Percent	
<input type="checkbox"/>	31	21.99%	Strongly agree
<input type="checkbox"/>	52	36.88%	Agree
<input type="checkbox"/>	41	29.08%	Neutral
<input type="checkbox"/>	6	4.26%	Disagree
<input type="checkbox"/>	11	7.80%	Strongly disagree
141 Respondents			

[+ Statisti](#)

Frequency	Graph	Cross Tab	
Q60. Please indicate your level of agreement with the following:			
<b>I believe additional training is needed in the following areas in order to increase awareness and improve the intercultural climate within the Division of Student Affairs: - Sexual orientation</b>			
	Count	Percent	
<input type="checkbox"/>	31	21.99%	Strongly agree
<input type="checkbox"/>	39	27.66%	Agree
<input type="checkbox"/>	48	34.04%	Neutral
<input type="checkbox"/>	11	7.80%	Disagree
<input type="checkbox"/>	12	8.51%	Strongly disagree
141 Respondents			

[+ Statisti](#)

Frequency	Graph	Cross Tab	
Q61. Please indicate your level of agreement with the following:			
<b>I believe additional training is needed in the following areas in order to increase awareness and improve the intercultural climate within the Division of Student Affairs: - Socioeconomic class</b>			
	Count	Percent	
<input type="checkbox"/>	30	21.28%	Strongly agree
<input type="checkbox"/>	44	31.21%	Agree
<input type="checkbox"/>	42	29.79%	Neutral
<input type="checkbox"/>	14	9.93%	Disagree

	Count	Percent	
<input type="checkbox"/>	11	7.80%	Strongly disagree
	141 Respondents		

[+ Statisti](#)

Frequency	Graph	Cross Tab	
Q62. Are there any other areas, not listed above, that you believe additional training is needed?			
	Count	Percent	
<input type="checkbox"/>	20	14.18%	Yes (please explain)
<input type="checkbox"/>	121	85.82%	No
	141 Respondents		

[+ Respons](#)

Frequency	Graph	Cross Tab	
Q63. Do you believe requiring all staff to participate in at least one program per year, focusing on intercultural issues, research, or perspectives, will increase awareness amongst staff members and improve the intercultural climate within the Division of Student Affairs?			
	Count	Percent	
<input type="checkbox"/>	98	69.50%	Yes
<input type="checkbox"/>	43	30.50%	No
	141 Respondents		

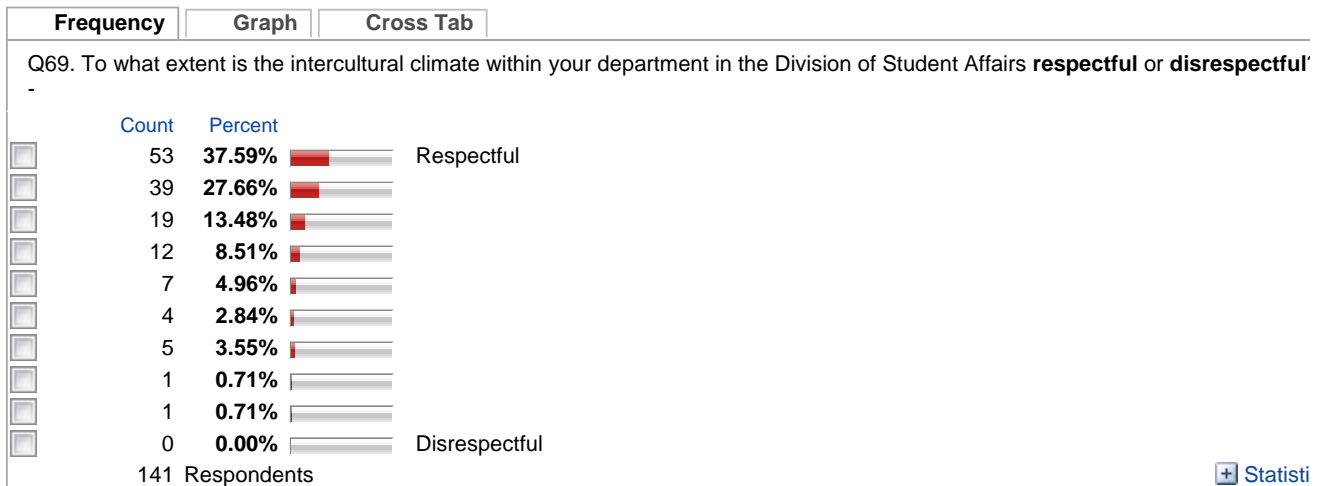
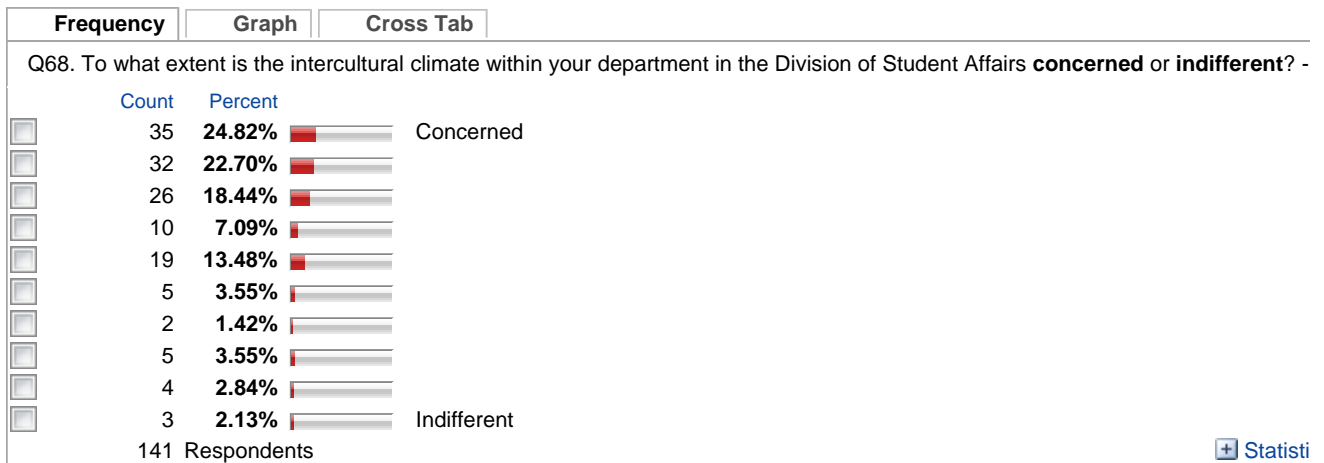
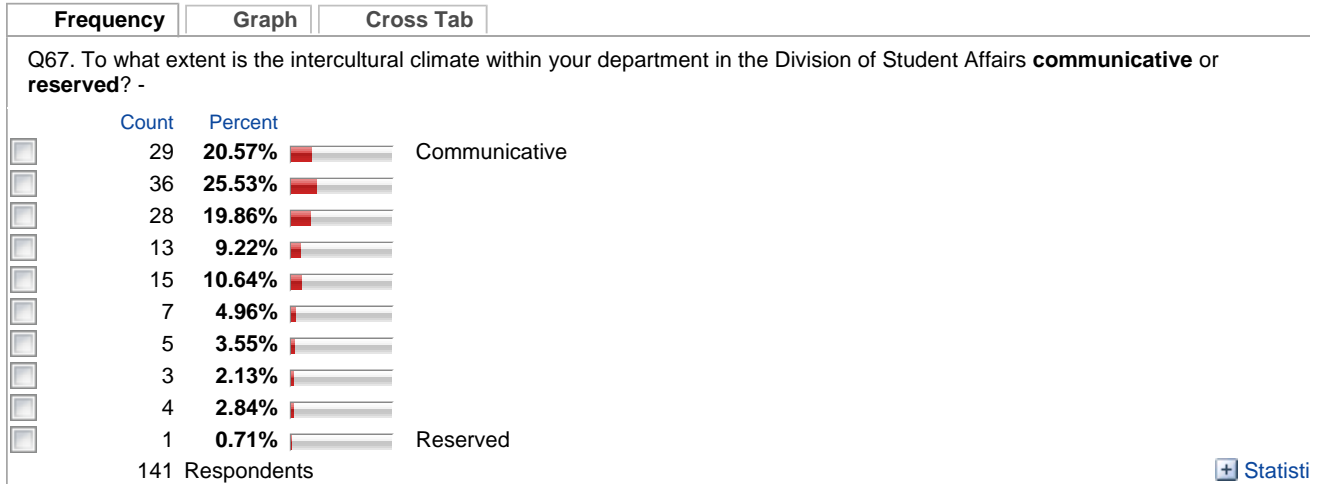
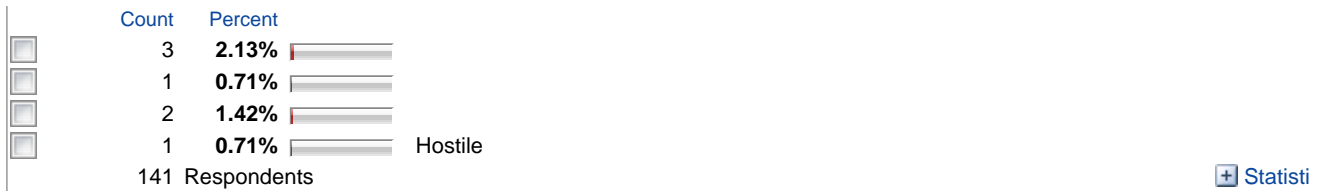
Frequency	Graph	Cross Tab	
Q64. Please indicate your level of agreement with the following statements:			
<b>The Division of Student Affairs should include diversity-related activities as one of the criteria for performance evaluations of staff members.</b>			
	Count	Percent	
<input type="checkbox"/>	35	24.82%	Strongly agree
<input type="checkbox"/>	39	27.66%	Agree
<input type="checkbox"/>	29	20.57%	Neutral
<input type="checkbox"/>	22	15.60%	Disagree
<input type="checkbox"/>	16	11.35%	Strongly disagree
	141 Respondents		

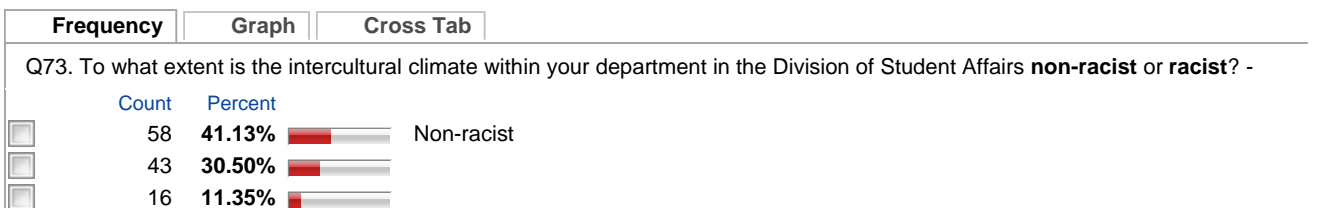
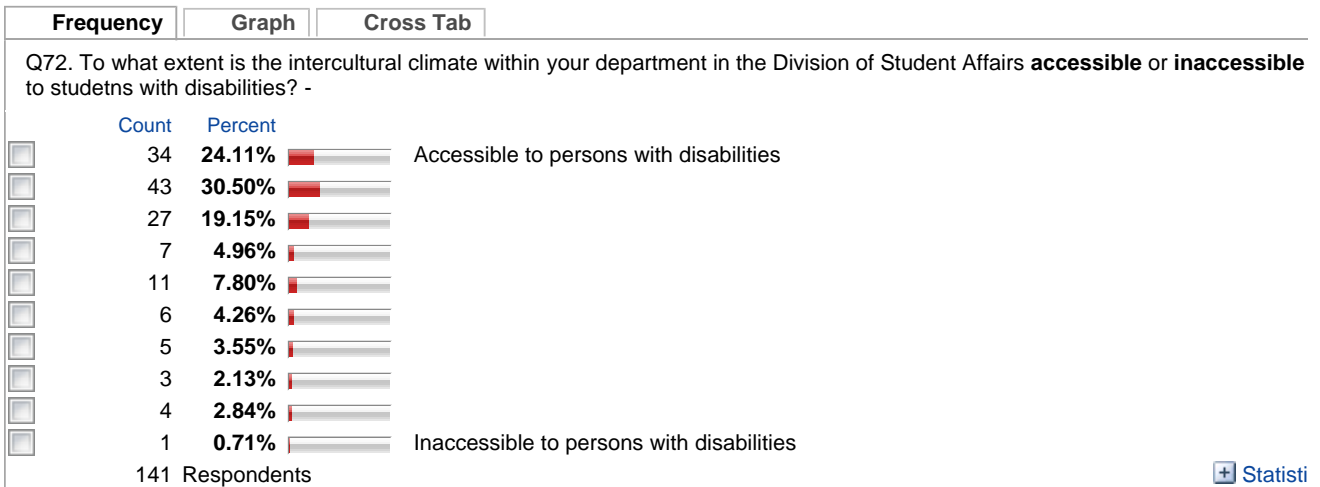
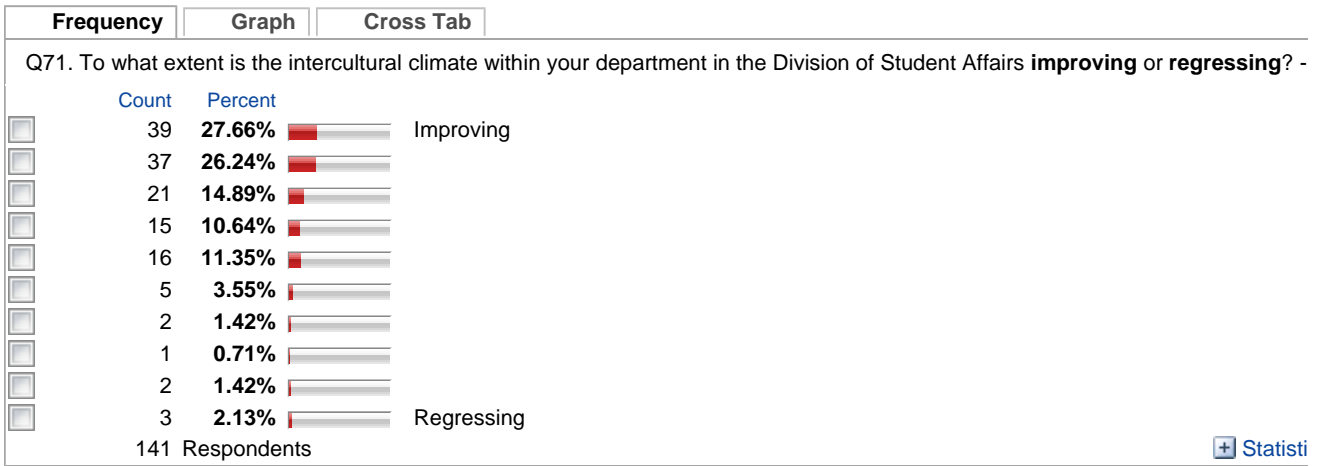
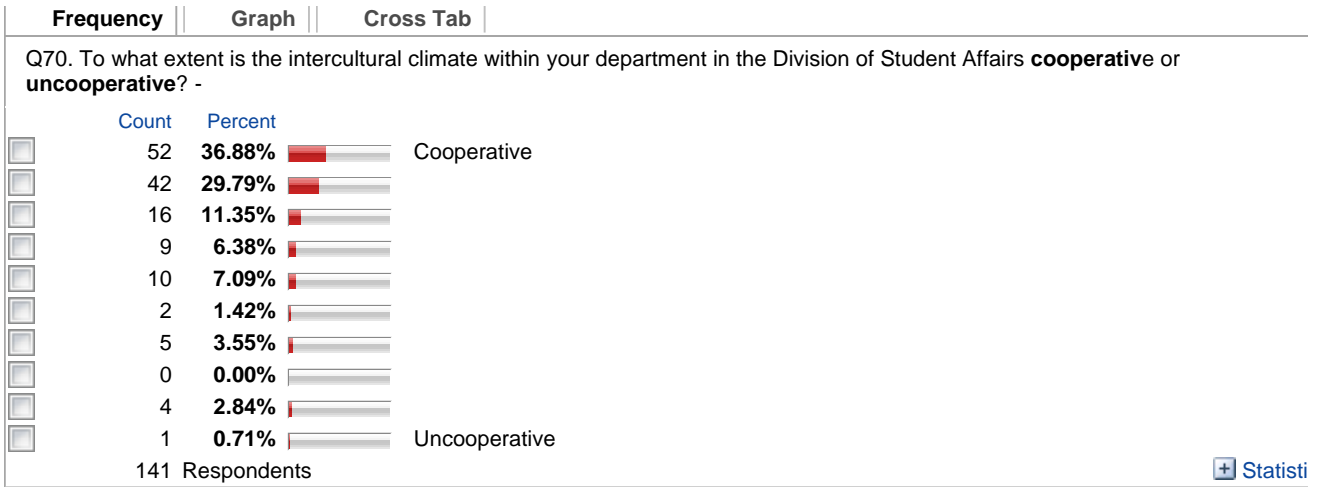
[+ Statisti](#)

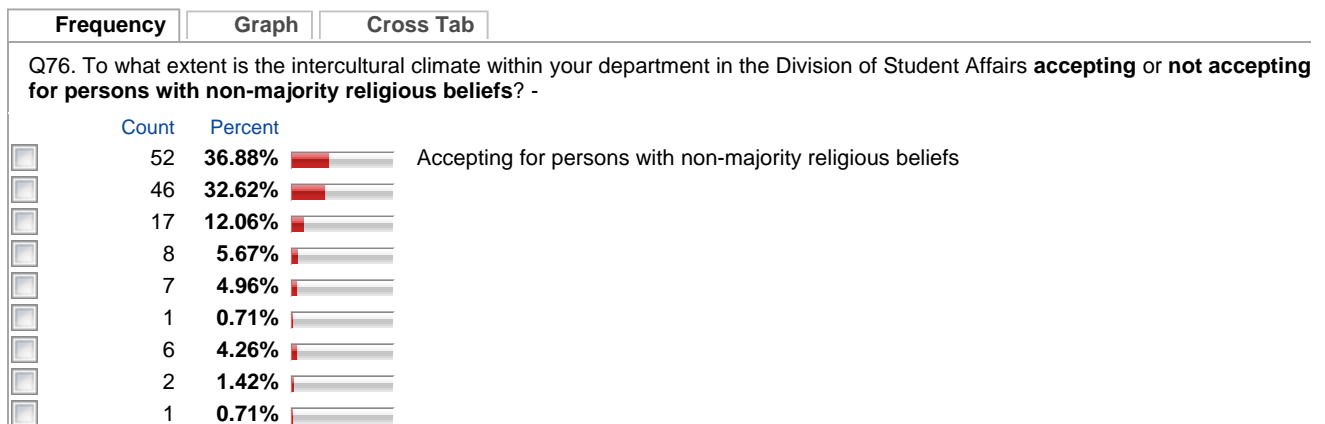
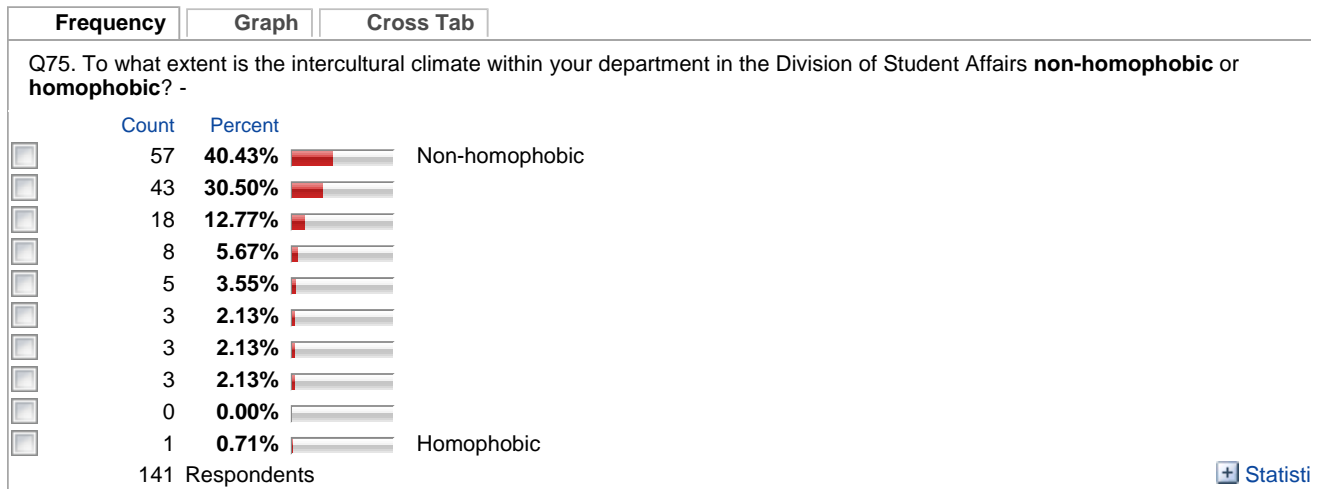
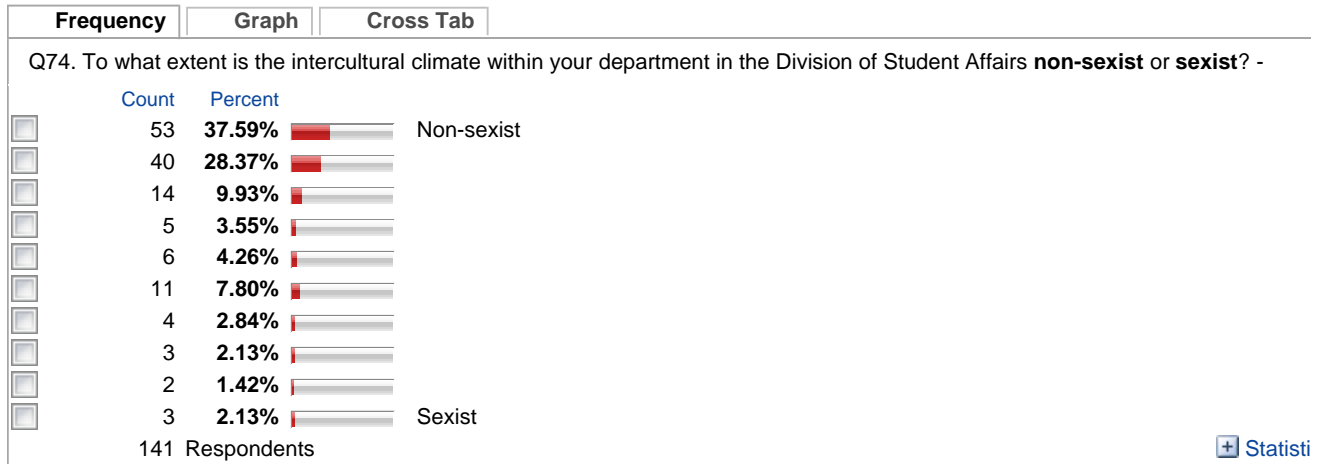
Frequency	Graph	Cross Tab	
Q65. How diverse would you consider the department of Student Services to be?			
	Count	Percent	
<input type="checkbox"/>	12	8.51%	5 - Very diverse
<input type="checkbox"/>	48	34.04%	4
<input type="checkbox"/>	51	36.17%	3
<input type="checkbox"/>	23	16.31%	2
<input type="checkbox"/>	7	4.96%	1 - Not diverse
	141 Respondents		

[+ Statisti](#)

Frequency	Graph	Cross Tab	
Q66. To what extent is the intercultural climate within your department in the Division of Student Affairs <b>friendly</b> or <b>hostile</b> ? -			
	Count	Percent	
<input type="checkbox"/>	48	34.04%	Friendly
<input type="checkbox"/>	46	32.62%	
<input type="checkbox"/>	22	15.60%	
<input type="checkbox"/>	6	4.26%	
<input type="checkbox"/>	6	4.26%	
<input type="checkbox"/>	6	4.26%	







Count	Percent	
1	0.71%	Not Accepting for persons with non-majority religious beliefs
141		Respondents

[+ Statisti](#)

Frequency	Graph	Cross Tab
Q77. To what extent is the intercultural climate within your department in the Division of Student Affairs <b>accepting</b> or <b>not accepting</b> for non-native English speakers? -		
Count	Percent	
50	35.46%	Accepting for non-native English speakers
37	26.24%	
26	18.44%	
4	2.84%	
5	3.55%	
6	4.26%	
6	4.26%	
3	2.13%	
1	0.71%	
3	2.13%	Not Accepting for non-native English speakers
141		Respondents

[+ Statisti](#)

Frequency	Graph	Cross Tab
Q78. To what extent is the intercultural climate within your department in the Division of Student Affairs <b>welcome</b> or <b>unwelcoming</b> ?		
Count	Percent	
50	35.46%	Welcoming
48	34.04%	
20	14.18%	
6	4.26%	
3	2.13%	
5	3.55%	
4	2.84%	
1	0.71%	
3	2.13%	
1	0.71%	Unwelcoming
141		Respondents

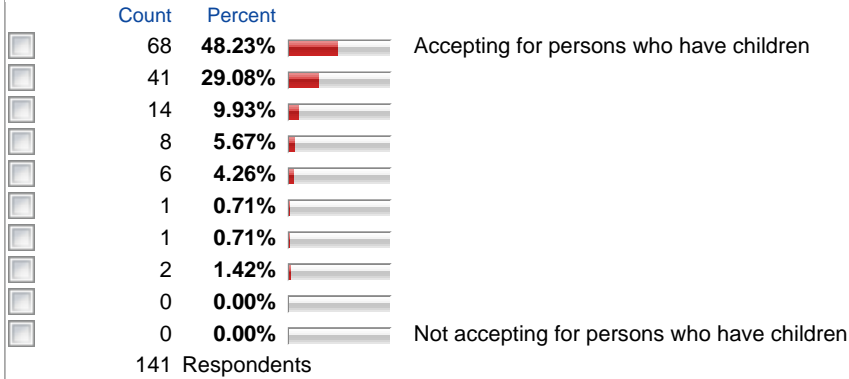
[+ Statisti](#)

Frequency	Graph	Cross Tab
Q79. To what extent is the intercultural climate within your department in the Division of Student Affairs <b>non-competitive</b> or <b>competitive</b> ? -		
Count	Percent	
29	20.57%	Non-competitive
32	22.70%	
21	14.89%	
12	8.51%	
21	14.89%	
6	4.26%	
8	5.67%	
2	1.42%	
3	2.13%	
7	4.96%	Competitive
141		Respondents

[+ Statisti](#)

Frequency	Graph	Cross Tab
-----------	-------	-----------

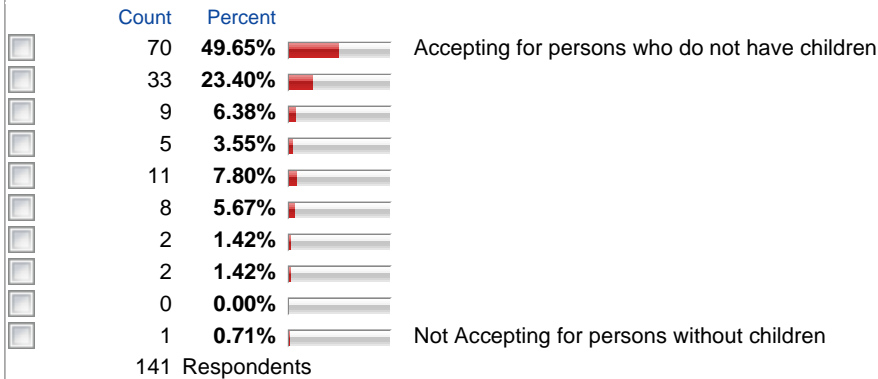
Q80. To what extent is the intercultural climate within your department in the Division of Student Affairs **accepting** or **not accepting** for persons who have children? -



[+ Statisti](#)

**Frequency** | **Graph** | **Cross Tab**

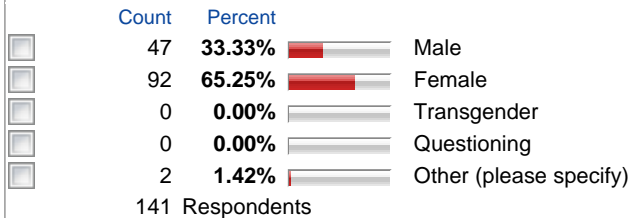
Q81. To what extent is the intercultural climate within your department in the Division of Student Affairs **accepting** or **not accepting** for person who do not have children? -



[+ Statisti](#)

**Frequency** | **Graph** | **Cross Tab**

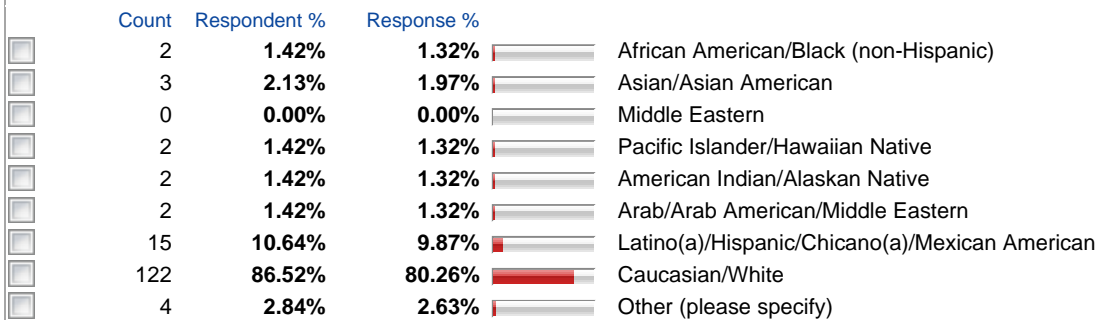
Q82. What is your gender identity?



[+ Respons](#)

**Frequency** | **Graph** | **Cross Tab**

Q83. What is your race or ethnicity? (If you are of a multi-racial/multi-ethnic/multi-cultural background, check all that apply)



[+ Respons](#)



Count Respondent % Response %  
 141 Respondents  
 152 Responses

Frequency Graph Cross Tab

Q84. Do you currently have a disability that substantially limits a major life activity?

	Count	Percent	
<input type="checkbox"/>	11	7.80%	Yes
<input type="checkbox"/>	130	92.20%	No
141 Respondents			

Frequency Graph Cross Tab

Q85. What is your sexual orientation/presentation?

	Count	Percent	
<input type="checkbox"/>	115	81.56%	Heterosexual
<input type="checkbox"/>	11	7.80%	Gay
<input type="checkbox"/>	3	2.13%	Lesbian
<input type="checkbox"/>	6	4.26%	Bisexual
<input type="checkbox"/>	6	4.26%	Other
141 Respondents			

Frequency Graph Cross Tab

Q86. How would you describe your spiritual beliefs/practices?

	Count	Percent	
<input type="checkbox"/>	33	23.40%	Christian (Protestant/Catholic)
<input type="checkbox"/>	46	32.62%	Christian (Mormon/LDS)
<input type="checkbox"/>	0	0.00%	Hindu
<input type="checkbox"/>	1	0.71%	Jewish
<input type="checkbox"/>	0	0.00%	Muslim
<input type="checkbox"/>	3	2.13%	Buddhist
<input type="checkbox"/>	0	0.00%	Humanist
<input type="checkbox"/>	0	0.00%	Baha'i
<input type="checkbox"/>	24	17.02%	No affiliation
<input type="checkbox"/>	12	8.51%	Agnostic
<input type="checkbox"/>	11	7.80%	Atheist
<input type="checkbox"/>	11	7.80%	Other (please specify)
141 Respondents			






[+ Responses](#)

Frequency Graph Cross Tab


Q87. How would you describe your political views? (Check all that apply)


	Count	Respondent %	Response %	
<input type="checkbox"/>	19	13.48%	12.42%	Conservative
<input type="checkbox"/>	9	6.38%	5.88%	Green
<input type="checkbox"/>	61	43.26%	39.87%	Liberal
<input type="checkbox"/>	3	2.13%	1.96%	Libertarian
<input type="checkbox"/>	30	21.28%	19.61%	Moderate
<input type="checkbox"/>	12	8.51%	7.84%	Socialist/leftist
<input type="checkbox"/>	4	2.84%	2.61%	Other (please specify)
<input type="checkbox"/>	15	10.64%	9.80%	No affiliation
141 Respondents				
153 Responses				

[+ Responses](#)

Frequency	Graph	Cross Tab
Q88. How long have you been employed in the Office of Student Affairs?		
<b>Count</b>	<b>Percent</b>	
<input type="checkbox"/> 61	<b>43.26%</b>	 0 - 3 yrs
<input type="checkbox"/> 30	<b>21.28%</b>	 4 - 8 yrs
<input type="checkbox"/> 22	<b>15.60%</b>	 9 - 14 yrs
<input type="checkbox"/> 14	<b>9.93%</b>	 15 - 20 yrs
<input type="checkbox"/> 14	<b>9.93%</b>	 21 + yrs
141 Respondents		

Frequency	Graph	Cross Tab
Q89. What is your exemption status?		
<b>Count</b>	<b>Percent</b>	
<input type="checkbox"/> 83	<b>58.87%</b>	 Exempt
<input type="checkbox"/> 58	<b>41.13%</b>	 Non-exempt
141 Respondents		

Frequency	Graph	Cross Tab
Q90. How do you recommend Student Affairs trains faculty regarding diversity?		
<b>Count</b>	<b>Percent</b>	
<input type="checkbox"/> 72	<b>100.00%</b>	 <a href="#">+ Responses</a>
72 Respondents		

Frequency	Graph	Cross Tab
Q91. What is the definition of diversity according to you?		
<b>Count</b>	<b>Percent</b>	
<input type="checkbox"/> 82	<b>100.00%</b>	 <a href="#">+ Responses</a>
82 Respondents		

Questions Per Page

Copy of Team Poster

# Retaining and Recruiting a Diverse Staff in Student Affairs



Understanding the different climates in your organization is essential for retaining and recruiting a diverse staff.

December 7, 2010



## Interpreting Findings

Even majority groups feel marginalized. There is no race, religion, or political standing exempt from stereotyping. There is no such thing as *One-Size Fits All*.



## Process & Methodology

Meet with VP Office SA Development and VP Office for Equity and Diversity

Interview Diversity Council Members

Form Survey from Info Gathered

Distribute Survey

Analyze Interview Results & Consider Diversity Campus Wide

Make Recommendations

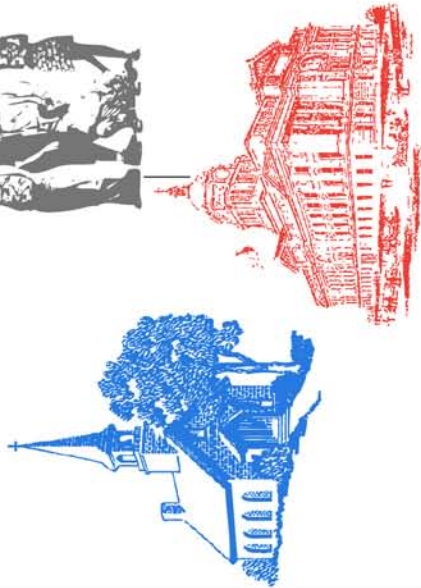
## Building Student Affairs

Leadership in the Office of Student Affairs is responsible for developing the human and facility resources necessary to support the increasingly diverse student population. The office is challenged with providing a strong base for students and faculty to grow on.



## Discoveries and Findings

Causing friction in Student Affairs are three factors: race, religion and politics



## Ideas and Recommendations

- Diversity Council is Positioned to Take Initiative on Furthering Culture
- Strong Leadership Sets a Precedent
- Understanding vs. Accepting
- Training
- Dialogue
- Create a Forum



## Social Info Processing Model

