Diversity Engagement Survey: Executive Summary

March 2015

The AAMC Diversity Engagement Survey was sent to faculty, students and staff during Jan – Feb, 2015. The survey was developed as a tool to measure institutional climate and culture through the lens of diversity and inclusion. The same survey has been administered at 14 other academic medical centers, giving us access to benchmark data on measuring and assessing inclusion in our institution

9,200 individuals at UNMC were contacted by e-mail and 1997 responded (22%).

Response rates from 14 other schools = 1 - 17%

For reference, here are the available 2014 demographics for faculty, students & staff:

	FACULTY		STUDENTS		STAFF	
White	1004	78%	2914	79%	1705	86%
Black	16	1.2%	61	1.7%	86	4.3%
Hispanic/Latino	20	1.6%	121	3.3%	69	3.5%
Asian	194	15%	175	4.7%	86	4.3%
Women	571	45%	2372	64%	1385	70%
TOTAL	**1281**		**3696**		**1979**	

UNMC RESPONDENT DEMOGRAPHICS

	UNMC		BENCHMARK	
	#	%	#	%
All Respondents	1997	100%	13694	100%
POSITION				
Executive Leadership/Senior Admin.	76	4%	431	3%
Faculty	486	24%	1475	11%
Staff	926	46%	4899	36%
Student	477	24%	1177	9%
Resident/Fellow	57	3%	178	1%
Postdoc	23	1%	192	1%
LENGTH OF TIME AT SCHOOL				
Less than 1 year	302	15%	1871	14%
1 yr to less than 5 yrs	597	30%	4781	35%
5 yrs to less than 10 yrs	347	17%	2620	19%
10 yrs or more	734	37%	4180	31%
RACE/ETHNICITY				
White	1660	83%	9789	71%
Black/African American	52	3%	1134	8%
Hispanic/Latino(a)	43	2%	738	5%
Asian	143	7%	1002	7%
Other	49	2%	487	4%
GENERATIONAL AGE GROUP				
Traditional (1922-1944)	38	2%	312	2%
Baby Boomers (1945-1964)	730	37%	5458	40%
Generation X (1965-1980)	536	27%	4290	31%
Millennials (1981-2000)	653	33%	3219	24%
GENDER				
Male	706	35%	4479	33%
Female	1264	63%	8811	64%
SEXUAL ORIENTATION				
Heterosexual	1819	91%	11846	87%
LGBTQ or Other	88	4%	950	7%
Missing/Refused to Answer	90	5%	898	7%
BELIEF SYSTEM				
Christian	1344	67%	7811	57%
Non-Christian	435	22%	4106	30%

Responses to 22 inclusion items were scored on a 5-point likert scale (5=strongly agree to 1=strongly disagree).

Vision/purpose - top third scores overall except middle third for "access to opportunity" and "cultural competence". This suggests that UNMC may have a broad or loosely defined definition of diversity, and the institutional goals are not well communicated or understood.

Appreciation - all top third which suggest that UNMC has clearly defined job roles and responsibilities, and successful programs to recognize individual contributions

Camaraderie – all middle third which suggests that contacts are limited to a select few diverse individuals, and mentoring practices are limited.

Overall, UNMC respondents' scores were close to the mean benchmark values with the exception of Black/African American respondents who consistently scored lower in almost all domains, particularly vision/purpose and cultural competence. Note, the number of respondents was small (about 50 for most questions).

AAMC HANDBOOK SUGGESTED INTERVENTIONS FOR INCREASING OUR INCLUSION FACTOR SCORES

Common Purpose
- Brand the institution as a diversity affirming, inclusive organization by ensuring that diversity programming has a define purpose, targeted diversity competency and business tie-in.
- Develop a Diversity Best Practices/Current Struggles Profile (defining what is working and what is not working) for your organization and disseminate among stakeholders for buy-in
- Convene all those who have responsibility for diversity in the organization to facilitate RACI Charting—defining who is Responsible, Accountable, Consulted, and Informed for each diversity intervention
- Convene all those who have responsibility for diversity in the organization for a Visioning and Strategy Retreat to develop metrics for the organization
- Conduct a historical timeline exercise of the organization and analyze the timeline for alignment with current diversity demographics and work trends—is the organization behind, at part with, or ahead of current diversity practice and scholarship
- Develop internal diversity benchmarking standards and create a dashboard that is placed in a visible area

Access to Opportunity
- Establish mentoring circles and micro-communities for underrepresented groups
- Facilitate no-agenda dialogue sessions with leadership and underrepresented groups
- Communicate clear, defined career paths for advancement for everyone
- Promulgate open, transparent and consistently applied recruitment and hiring practices aligned with employment opportunity programs and plans

Equitable Reward and Recognition
- Conduct Gender/Race Compensation Equity Reviews on a regular basis
- Develop Spot Awards or other incentive programs that are tied to over and beyond performance
- Incorporate diversity goals into performance management system and tie compensation to diversity achievement
- Establish a monetary award for advancing institutional excellence in diversity

Cultural Competence
- Institute a campus/workplace read of a diversity book
- Integrate cultural competence educational information into staff meetings
- Provide Leadership Briefings on diversity work trends

Trust
- Establish communication regarding diversity and inclusion to enhance transparency and consistent messaging through an annual diversity report or via website
- Establish and implement a policy evaluation procedure for equity and inclusion
- Incorporate diversity goals into leadership succession planning

Sense of Belonging
- Establish employee resource groups or affinity groups and create a forum to establish synergy across the various groups
- Host no-agenda dialogue sessions with employee resource groups or affinity networks and leadership

Appreciation of Individual Attributes
- Sponsor a "Make a Difference" campaign of inclusion—each employee creating their "elevator ride" speech to be able to identify their work (not their job title) and the three things that they are doing to contribute to the mission of the organization
- Institute awards for diversity role models and champions

Respect
- Provide funding for underrepresented groups to present research findings or provide education sessions in their respective communities
- Assure that all media communications representing the institution are branded for diversity

Susan Swindells, MBBS
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