Michigan Tech Diversity Council

2018-2019
Diversity Council tasks for 2018-2019

• Develop priorities for action from the 2018 Climate Survey
  • Action items and recommendations will be delivered to President’s Council at end of Fall semester 2018
  • Diversity Council meetings are open to public; schedule, agendas, and minutes available at: https://www.mtu.edu/diversity/council/

• Harmonize diversity literacy training requirement policies (hiring and T&P committees)

• Work with Senate on policies for using end-of-semester student evaluations of teaching

• Evaluate effectiveness of:
  • Legal Aspects of Hiring training (Institutional Equity)
  • Diversity Literacy training (Provost)
2018 Climate Study: Identification of Priorities

• Executive Summary, Full Report, and 200+ presentation slides available for download at: https://www.mtu.edu/worklivelearn/

• Diversity Council pulling priorities highlighted in the Executive Summary and presentation
  • Identify initial set of priorities
  • Solicit feedback from campus community about priorities (open forums, meetings with organizations, surveys)
  • Revise priorities, gather additional information if necessary
    • Fine-resolution information from Institutional Analysis

• Develop recommendations for action
• Deliver ranked priorities and action recommendations to President’s Council
2018 Climate Study: Priorities

• Lack of training for department chairs and deans, staff supervisors
  • General distrust, poor leadership practices
  • Personnel management
    • Hiring, promotion, tenure
    • Mentoring
    • Addressing harassment, exclusion, and bullying
  • Budget/resources management
    • Disparity of resources and support

• Nepotism/cronyism in hiring and promotion, lack of advancement opportunities
  • Personnel decisions based on family relations, friendships
  • How to distinguish dual hire programs
• Lack of adequate child care
• Lack of support for students with disabilities
• Excessive workloads for staff (not replacing staff, distributing workload onto existing staff)
• Excessive service commitments for faculty
2018 Climate Study:
What is the campus climate?
Response Rates by Employee Position

- Academic Admin w/Faculty Rank ($n = 30$)
- Staff/Admin w/o Faculty Rank ($n = 678$)
- Faculty ($n = 221$)

Response Rates by Student Position

- Graduate ($n = 348$)
- Undergraduate ($n = 1,132$)

Response Rates by Gender Identity

- Women ($n = 979$)
- Men ($n = 1,353$)
- Transspectrum ($n = 30$)

Response Rates by Racial Identity

- Asian/Asian American ($n = 173$)
- White/European American ($n = 1,934$)
- Additional People of Color ($n = 132$)
- Multiracial ($n = 103$)
Comfort with Climate Examples

**Overall Campus (83%)**
- Asian/Asian American respondents less comfortable than other groups by racial identity
- LGBQ respondents less than Heterosexual respondents
- Low-Income less than Not-Low-Income Student respondents

**Department/School/Work Unit (76%)**
- Faculty and Staff less than Administrator with Faculty Rank respondents
- Union Staff less than Non-Union Staff respondents

**Classroom (84%)**
- Women less than Men Faculty and Student respondents
- Faculty and Student Respondents with a Single and Multiple Disabilities less than those with No Disability
Qualitative Themes

Experienced Exclusionary Conduct

Employees: Hostile supervisors

Employees: Treatment as second-class-citizens

Students: Conduct directed towards women and other minorities
16% \((n = 389)\) indicated that they had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at Michigan Tech within the past year.
Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Overall Experienced Conduct</th>
<th>Of Those Experienced Exclusionary Conduct, Said They Experienced Conduct as a Result of Their Gender Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>21% (n = 205)</td>
<td>41% (n = 84)</td>
</tr>
<tr>
<td>Transspectrum</td>
<td>37% (n = 11)</td>
<td>73% (n = 8)</td>
</tr>
<tr>
<td>Men</td>
<td>12% (n = 161)</td>
<td>8% (n = 12)</td>
</tr>
</tbody>
</table>

* Percentages are based on total n split by group.
  * Percentages are based on n split by group for those who believed they had personally experienced this conduct.

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Personal Experiences of Exclusionary Conduct as a Result of Racial Identity (%)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Overall Experienced Conduct</th>
<th>Of Those Experienced Exclusionary Conduct, Said They Experienced Conduct as a Result of Their Racial Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>16% (n = 301)</td>
<td>1% (n &lt; 5)</td>
</tr>
<tr>
<td>Multiracial</td>
<td>21% (n = 22)</td>
<td>27% (n = 6)</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>8% (n = 13)</td>
<td>6% (n = 9)</td>
</tr>
<tr>
<td>Additional People of Color</td>
<td>26% (n = 34)</td>
<td>42% (n = 14)</td>
</tr>
</tbody>
</table>

* Percentages are based on total n split by group.
  * Percentages are based on n split by group for those who believed they had personally experienced this conduct.
### Top Facilities Barriers for Respondents with Disabilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms, labs (including computer labs)</td>
<td>34</td>
<td>13.1</td>
</tr>
<tr>
<td>Campus transportation/parking</td>
<td>30</td>
<td>11.7</td>
</tr>
<tr>
<td>Classroom buildings</td>
<td>30</td>
<td>11.6</td>
</tr>
<tr>
<td>Temporary barriers due to snow and ice</td>
<td>22</td>
<td>8.6</td>
</tr>
<tr>
<td>Athletic and recreational facilities</td>
<td>21</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (n = 276).

### 11% (n = 276) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

<table>
<thead>
<tr>
<th>Top conditions</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health/psychological condition</td>
<td>133</td>
<td>48.2</td>
</tr>
<tr>
<td>Learning difference/language processing disorder</td>
<td>78</td>
<td>28.3</td>
</tr>
<tr>
<td>Chronic medical condition</td>
<td>65</td>
<td>23.6</td>
</tr>
</tbody>
</table>
Employee Respondents by Caregiving Responsibilities (%)
Please:

• Review the climate study documents
  • www.mtu.edu/worklivelearn
• Think about priorities/areas of improvement
• Contact the Diversity Council!