Towards Intentional Inclusion Through Data Collection
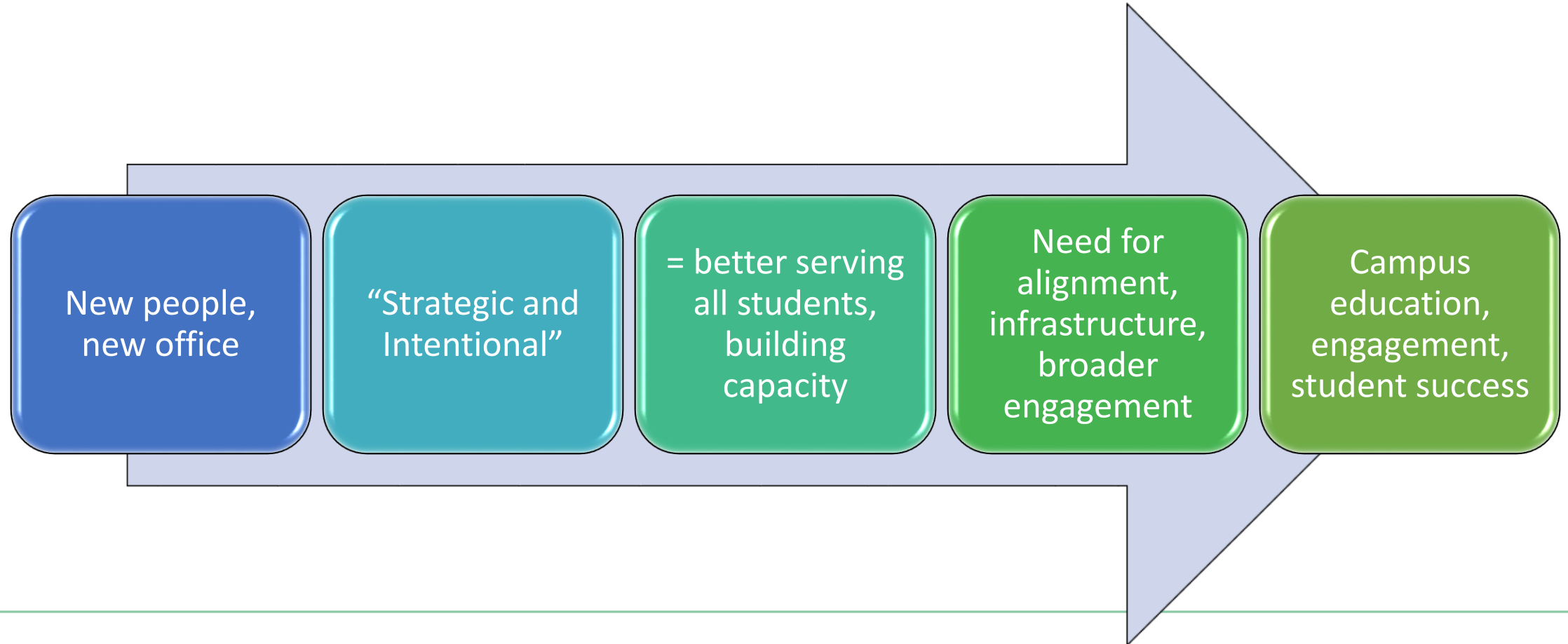
Office of Diversity and Inclusion
Multicultural Center
Pride Alliance

DIVISION OF INSTITUTIONAL EQUITY & DIVERSITY UNT®

Towards Intentional Inclusion

New people, new office → "Strategic and Intentional" → = better serving all students, building capacity → Need for alignment, infrastructure, broader engagement → Campus education, engagement, student success

Charting a Course

Access

- Having a better understanding of the identities on campus allow departments to improve access for students, faculty, and staff.
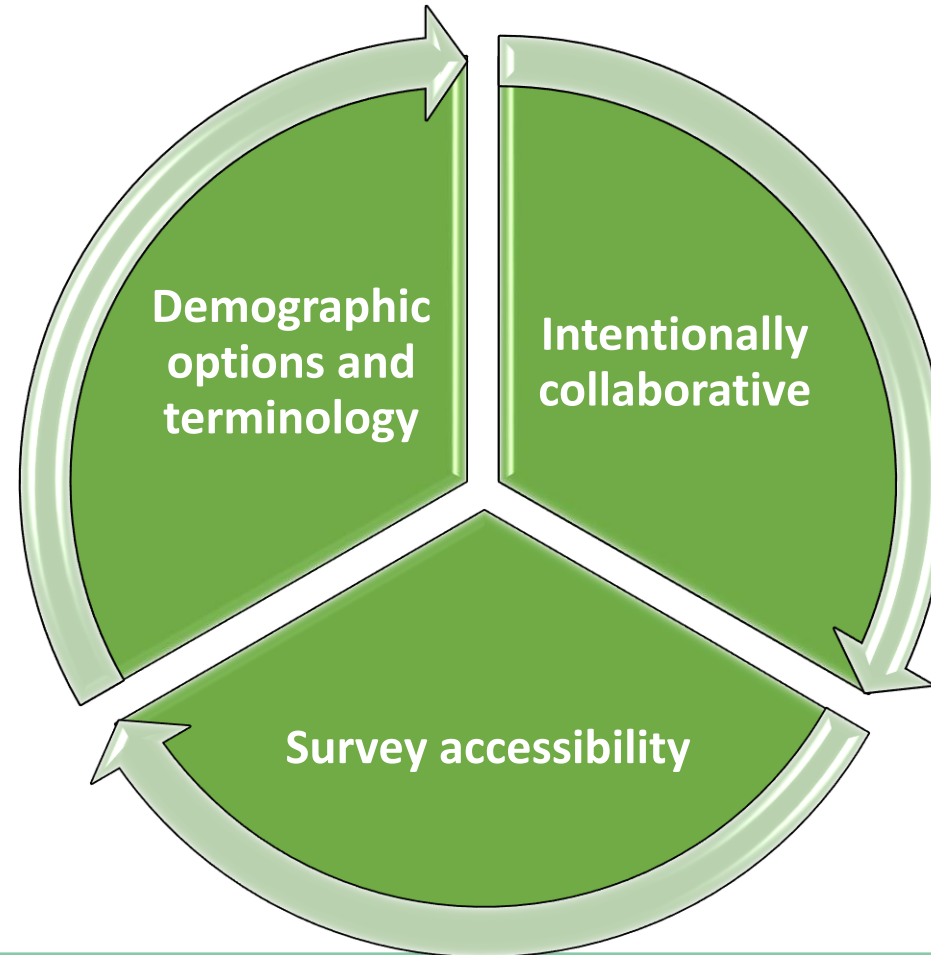
Accountability

- Comprehensive demographic data provides a sense of accountability as an institution to better serve the campus community

Achievement

- Improving access and accountability around diversity & inclusion initiatives will improve student achievement academically, personally, and professionally

Survey Design and Content

Demographics

Role at UNT: undergraduate/graduate (57%/22%), staff administrator/non-administrator (2%/10%), teaching faculty (6%), academic administrator (1%), other (2%)
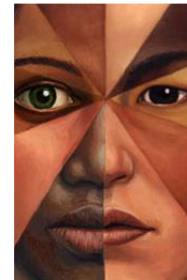
Faith/Religion
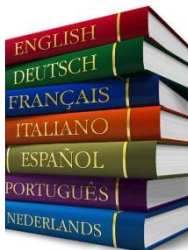- Atheist/Agnostic/None: 28%, Non-Christian: 20%, Christian: 47%

Race/Ethnicity
- White: 42%, POC: 52%

Multiracial
- 22%

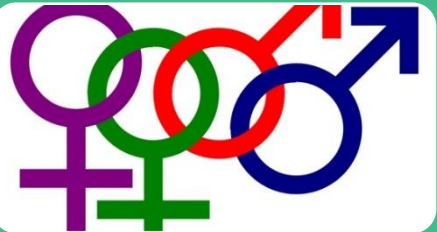**Speak language other than English at home:**
- 36%

Additional language most comfortable:
- 13%

Gender Identity and Sexual Orientation

Transgender Umbrella Identities: 4.2%

Gender Identity	Percentage
Agender	0.21%
Genderqueer	1.47%
Gender non-conforming	1.05%
Man	32.91%
Non-binary	0.63%
Transgender	0%
Transman	0.21%
Transwoman	0.63%
Woman	61.01%
Write-in	1.89%

Queer Umbrella Identities: 24%

Sexual Orientation	Percentage
Asexual	6.64%
Bisexual	6.85%
Gay	4.07%
Heterosexual	72.38%
Lesbian	2.36%
Pansexual	2.14%
Queer	1.93%
Questioning	1.50%
Write-in	2.14%

Citizenship

Background	Percentage
Foreign-born naturalized citizen	7.53%
Foreign-born on student visa	11.92%
I was born in the United States; both my parents / legal guardians were not	10.88%
I was born in the United States; one parent / guardian was not	6.07%
My parents / legal guardians and I were born in the United States	56.28%
Permanent legal resident	5.44%
A status not listed above (e.g. DACA – Deferred Action for Childhood Arrivals)	1.88%

44% bicultural

Programming Questions

Current knowledge of services and events, how often have you used

- Less knowledge and utilization of the Pride Alliance

Programs' importance to you

- MC: E&D Conference, Heritage Month Programming
- PA: Ally Training, LGBT Sexual Assault and Intimate Partner Violence Training

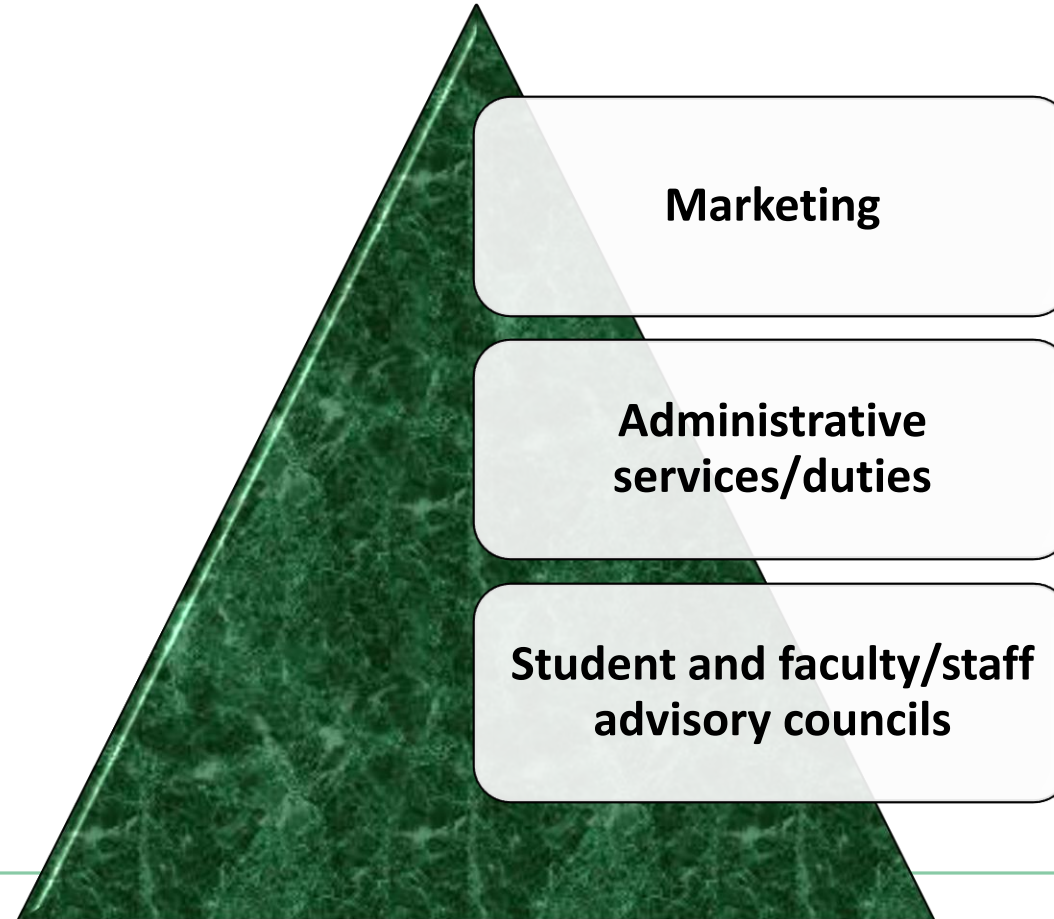## How well we are doing

- All rated 70%+ for good/excellent

What role should the centers play?

- Student success and leadership development

Parallel Multicultural Center/Pride Alliance questions, some center-specific

Data Trends and Themes

Marketing

Administrative services/duties

Student and faculty/staff advisory councils

Marketing Needs

Do you have suggestions for other [campus education, engagement/involvement, student success initiatives, student services/administrative duties] that the MC and/or PA should provide?

- Marketing: top suggestions for campus education services and events, and engagement involvement events (50% for both, open-ended)

- Included feedback on promotional methods, with social media and academic partnerships being another theme

- Low awareness, high importance

Open-ended, coded

Marketing: Sample Data

Do you have suggestions for other campus education services and events that the Multicultural Center and/or the Pride Alliance should provide?

Ideas	Proportion
Marketing	50%
Programming Ideas	31%
Campus Climate	8%
Potential Academic Partnerships	2%
Education/Training	9%

Coded responses

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Marketing: Sample Data

Please rate how effective these methods of promotion would be in marketing Multicultural Center and Pride Alliance programs:

	Communication Outlets	
	Poor / Fair Communcation Outlet Tool	Good / Excellent Communcation Outlet Tool
Social Media (Twitter, Facebook, Instagram, Snapchat)	21.57%	78.43%
Having a table at events	29.25%	70.75%
Referral from faculty (tied to assignment, syllabus extra credit, etc.)	30.18%	69.82%
Direct emails from PA or MC (listserve)	34.71%	65.28%
MC/ PA Flyers Around Campus	37.28%	62.72%
Yard Signs	40.39%	59.61%
In House feature story or listing (staff website)	47.02%	52.98%
UNT Student Planner	50.99%	49.00%
Feature or news stories in the North Texas Daily	51.68%	48.33%
Ads in North Texas Daily (newspaper)	60.24%	39.77%
Ads or feature stories in The North Texan magazine	64.69%	35.30%

Services/Administrative Duties

"We would like to know how important the following MC and PA Student Services Duties are to you and how well we are meeting your needs in each area. Please choose a response in both areas below."

	Importance to you		How well we are doing	
	Unimportant / Very Unimportant	Important / Very Important	Poor / Fair	Good / Excellent
Connecting students to needed campus resources	5.80%	94.20%	23.08%	76.92%
Helping students become more involved on campus through clubs/organizations...	7.21%	92.79%	23.39%	76.61%
Providing recommendations and nominations for student awards, leadership op...	8.96%	91.04%	24.25%	75.75%
Sponsoring and advising student organizations	7.88%	92.12%	22.27%	77.73%
Student advising (helping students solve challenges, creating action plans,...	6.25%	93.75%	23.53%	76.47%

Services/Administrative Duties

	Importance to you		How well we are doing	
	Unimportant / Very Unimportant	Important / Very Important	Poor / Fair	Good / Excellent
Presenting / training on topics related to diversity, inclusion, multicultu...	8.65%	91.36%	26.30%	73.70%
Providing financial support for diversity and culture-related programming	10.64%	89.35%	27.09%	72.91%
Working with campus units to create inclusive policies, programs, practices...	7.97%	92.03%	28.04%	71.96%

Services/Administrative Duties

"Please indicate whether you would participate in class presentations/assignments or trainings regarding the following:"

	Participation	
	Would Not Participate	Would Participate
Discrimination policies and practices	27.62%	72.39%
Race and ethnicity	28.46%	71.54%
Cultural competence and humility	29.64%	70.35%
Microaggressions, inclusive language, and intercultural communication	32.08%	67.92%
Bias awareness	33.80%	66.21%
Privilege and oppression	33.80%	66.20%
Undocumented populations	34.92%	65.08%
Gender and gender identity	35.24%	64.75%
Disability and ableism	38.69%	61.31%
Sexual orientation	40.00%	60.00%

Advisory Councils

"The Division of Equity and Diversity is interested in creating student and employee infrastructure that would assist with **functions such as approval of fund requests for programming, academic partnerships that create diversity/inclusion/multicultural programming as academic coursework, campus dialogues, and other initiatives promoting institutional awareness of cultural humility** (integrating the presence and importance of differences, their respective perspectives and experiences, and roles in creating an inclusive environment). The following questions are related to the creation of that infrastructure. Please slide in the box those functions or characteristics you think should apply to this/these proposed group(s)."

Building infrastructure

Student/Employee Advisory Group

Please review all options then slide in the box the functions and characteristics you think should apply to this/these proposed group(s):

Attendance requirements for voting participation	55.97%
Faculty/staff liaisons in student group with voting power	31.06%
Faculty/staff liaisons in student group without voting power (just for advisement)	41.64%
Limiting faculty/staff membership on student council	23.55%
Membership ensures diversity within and between identity-based groups (ex. interfaith groups include Christian, Muslim, Jewish, etc.)	55.29%
Membership open primarily to identity-based groups (those formed around gender, race, ethnicity, interfaith, disability, national origin, etc.)	45.05%
Multicultural Center/Pride Alliance help with programming	47.10%
Student-led funding review committee	37.54%

Student/Employee Advisory Group

Please drag and drop areas on which you would like the advisory groups to focus.

Age	34.22%
Cultural expression	64.90%
Disability	48.34%
First generation college student	52.76%
Gender & gender identity	56.29%
Interfaith	34.88%
Linguistic heritage	28.04%
National origin	31.79%
Race/ethnicity	62.69%
Sexual Orientation	52.54%
Veteran status	32.45%

Student/Employee Advisory Group

For which topics would you like the advisory groups to receive training? Select all that apply:

Bias awareness	60.43%
Coalition-building	35.00%
Conflict resolution	60.22%
Culturally / identity-based leadership development (i.e. Asian Pacific American Conference)	50.87%
Effective collaboration	49.13%
Facilitating difficult discussions	45.65%
Identity development	45.22%
Inclusive curriculum development	39.78%
Intergroup dialogue	35.22%
Issues of privilege	46.52%
Marketing programs and events	35.00%
Microaggressions	39.57%
Oppression	45.22%
Program planning and evaluation	38.91%
Social justice education	54.35%

Student/Employee Advisory Group

In which campus climate and communication activities would you like the advisory groups to participate? Select all that apply.

Ability to create faculty/staff responses to campus concerns/incidents	57.44%
Ability to create student responses to campus concerns/incidents	65.68%
Ability for student body to submit topics for discussion to meetings	63.39%
Expanding campus calendar of identity-based events	48.97%
Membership on a bias-response team that documents bias/microaggression/discrimination incident data	47.83%
Town hall meetings to identify identity-based concerns	50.11%

Survey Marketing Plan

Items

- Flyers
- Foam boards
- Pop-ups
- Yard signs
- Table Tops
- Digital: e-blast (included targeted faculty through Provost), homepage banner, social media, TV monitors

Locations

- Willis Library
- Discovery Park
- University Union
- PA, MC, Divisional offices
- Business Leadership Building
- Rec Center
- Green Spaces (yard signs)

Lessons Learned

Collaboration is key

Identify limitations of instrument (crosstabs)

- May need additional qualitative data

Broader testing (length, affected responses)

Application to future climate survey

2016 – 17 Takeaways/New Initiatives

- Collective strategic plan for MC and PA

- Pride Alliance Focus on intersectionality, collaboration with MC

- More MC-based mentoring programs, career pipelines

- Program planning (collaborative, identifying partners for broader engagement)

- Advisory Councils
  - Can use data to define tasks, focus areas

- Better marketing of programs

- Updating and expanding training offerings and academic partnerships

- Creation of other D&I-related Councils (housing, campus dialogues, etc.)

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Contact Information

Office of Diversity and Inclusion: Shani.Moore@unt.edu

Pride Alliance: Kathleen.Hobson@unt.edu

Multicultural Center: Damian.Torres@unt.edu

Diversity.Inclusion@unt.edu