

## **BIENNIAL REPORT 2006-2008**

**University Diversity Committee**

**Submitted to**

**University of Utah Academic Senate**

**June 2008**

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## Executive Summary

For academic years 2006-07 and 2007-08 (the third and fourth year of this new senate committee), members looked into several issues regarding diversity on campus and continued to collect data to support recommendations. Three subcommittees investigated various issues. The retention subcommittee, now called the student recruitment and retention committee, primarily looked at the recruitment/retention/graduation of students, mostly undergraduates. The salary analysis committee looked at equity in salaries starting with staff and has just begun to look at faculty salaries as well. The shape-of-the-valley committee, now called the faculty and staff committee, investigated faculty and staff issues, primarily retention, termination, and appointments to administrative positions. In all these committees the objective was to compare how well minorities and women are doing relative to the white male majority. A new subcommittee established last year was to define a diversity mission statement for the University and to make recommendations, in general, on how to improve administrative issues related to diversity on campus. In addition the Diversity Committee was consulted on other issues on campus, such as the resignation of Dr. Karen Dace, the Associate VP for Diversity, and the search for a new VP resulting in the appointment of Dr. Octavio Villalpando. A brief summary of our findings and recommendations follows:

- Student enrollments for Latinos(as)/Hispanics continue to rise, but the rate of growth in population at the University appears to be below the rate of growth in the Latino(a)/Hispanic Utah population as a whole. For the first time in a number of years the enrollment of Asians (Pacific Islanders, Native Hawaiian, etc.) appeared to drop slightly for academic year 2007-2008, reflecting a larger drop in state population. Enrollments for African-Americans and American Indians remain the same, approximately 1%.
- The female population at the University has dropped from about 46% to 44.5% over the last nine academic years. The reason for this drop is also unknown, but the Presidential Commission on the Status of Women will be investigating this further.
- Graduation rates for White University of Utah students fall below comparable schools but the graduation rates for ethnic students, with the possible exception of Asian Americans is even lower although there is significant scatter in the data over the last five years.
- In general, graduation rates at the University for Transfer students appear to be much higher than for incoming freshmen for all ethnic groups. The scatter for African Americans and Native Americans is greater due to the smaller numbers.
- The six-year graduation rate for females in 2006 was higher than that for males.
- The number of ethnic minority students being prepared for college is small percentage-wise compared to the White majority as evidenced by ACT (American College Testing) scores for Utah
- The number of ethnic minority students taking AP classes in high school is also low compared to the white majority.
- Recruitment of underrepresented populations is becoming more difficult. A major concern is gaining access to students of color.

- Preliminary data on scholarships from the Financial Aids Office indicates, while the total monetary amounts available for minorities and women are lower than those for white males, on a per student basis, women and minorities are receiving a slightly higher amount than white males, which may be due to the greater needs of these particular populations.
- A campus climate survey conducted in 2006 indicates that for at least 10% of the student population (if the number of respondents is a good representation of the whole student body) the University of Utah does not have a favorable environment for students of color or diversity.
- The Diversity Committee continued its compilation of data by college of ethnic and women faculty within the University over the last 20-30 years and the results are listed in the appendix. Some colleges are doing better than others in hiring and retaining ethnic and women faculty.
- The OBIA (Office of Budget and Institutional Analysis) has agreed to begin a regular faculty cohort retention analysis to assess retention by gender and ethnicity. Preliminary data indicate that the University has a harder time retaining ethnic and women faculty.
- Preliminary analysis of clinical faculty in 2007 indicate that women appear to be more likely to hold clinical positions rather than regular faculty positions in those colleges for which the information was available.
- Based on studies conducted in 2006-07 and 2007-08 it appears that minorities are disproportionately underrepresented in leadership positions, either in academic/faculty leadership or staff leadership positions.
- A salary analysis of staff in 2006-2007 was conducted and the results were sent to departments in April, 2007.
- The salary analysis committee is working with Prof. William Smith to develop a meaningful salary analysis for tenure/tenure-track faculty and has funded a graduate intern for this purpose. The committee expects to conduct a faculty analysis in February/March 2009.
- A faculty exit survey started in 2006 and is being conducted on behalf of Susan Olson, Assoc. VP for Academic Affairs and Richard Sperry, Assoc. VP for Health Sciences. Despite the low response rate, preliminary data indicate that women are more dissatisfied with their experience at the University than men. Not enough data on minorities is available to draw any significant conclusions.
- A mission statement for the Diversity Committee was formulated and approved by the Diversity Committee and is included in this report.
- The charter for the Diversity Committee was modified to include more ex-officio members and was approved by the Academic Senate in 2008. A copy is provided in Appendix A.
- Several years ago the Graduate School offered to make diversity an important issue in their periodic reviews of the various academic departments on campus (those that offer graduate degrees) every year. The diversity committee would like to receive a report from the Graduate School on the results of their findings to date.
- The Diversity committee would like to receive comments from the Executive committee of the Academic Senate on the recommendations that have been made in this and previous annual reports.

## Diversity Committee Biennial Report

Academic years 2006-2008 were formative years for the new Diversity Committee of the Academic Senate. Three standing committees continued to work on various diversity issues. The student recruitment and retention committee focused mainly on student issues, while the faculty and staff committee focused on faculty and staff issues. The salary analysis committee investigated salary equity for staff and faculty. In addition, a new subcommittee was formed called the diversity mission statement committee which not only formulated a mission statement for the committee but was charged with looking at the administrative structure of the University and other matters and how the process of increasing diversity throughout campus might be improved. Each of these subcommittees submitted separate reports that are a part of this overall report and the reader is referred to those sections for detailed information on those particular issues. In addition to the subcommittee findings the committee discussed a few issues as a committee of the whole and those are listed below.

### ***Restructuring of Diversity Office:***

In 2006 there was some discussion of restructuring the Office of Diversity at the University of Utah. After much discussion and some actions that were taken and then reversed, it was decided to leave the structure the same. Unfortunately, at the beginning of academic year 2006-2007, Prof. Karen Dace, the Associate VP for Diversity, decided to accept a position at another university and thus an internal search was conducted to replace her. That search ended with the appointment of Prof. Octavio Villalpando, replacing Karen in March, 2007. The committee met with Octavio in April and he discussed his vision and goals for the University for the future. The Associate VP for Diversity is an ex-officio member of the Diversity Committee and is invited to all their meetings.

The administration has provided even more support for the Office of Diversity in the last year or so and additional staff and resources have helped make the office and the programs that it manages more effective. One of the goals of the office is to be a resource for diversity data on campus and, in this respect, will be working closely with the Diversity Committee to make sure that these data are readily available and continually updated.

### ***Update on Recommendations***

Since its inception, the Diversity Committee has made a few recommendations to the academic senate and several of those recommendations have eventually been put into place. However, there are others in which no response has been given. The committee would like to review the following recommendations with the executive committee of the academic senate and determine if they should be pursued further or if the issue has already been resolved.

#### Recommendations from 2004-2005 Annual Report

- The retention committee discussed several ways that the committee can assist colleges and departments in the recruitment, hiring and retention of ethnic and women faculty. One possibility was to work with the Associate VP for Diversity's office and provide faculty "ambassadors" whenever a potential ethnic faculty member is being recruited.

The faculty ambassador would be part of the interviewing process and be available to answer questions about diversity on campus and in the Salt Lake Area. Another idea was to produce a professional video on diversity on campus.

#### Recommendations from 2005-2006 Annual Report

- The Diversity committee fully endorsed the recommendations in the CESA Review committee report and encouraged the administration to consider restructuring the Office of Diversity and possibly making the Associate VP for Diversity's position a cabinet level position.
- The committee recommends that more resources be given to the Office of High School Services to hire a full-time staff person devoted to the recruitment of underrepresented students and work closely with the Ambassador Program.
- Data collection is continuing to take much of the committee's time and it is recommended that more resources be given to either the Office of Diversity or the Office of Budget and Institutional Analysis to pay a part-time staff person to collect and graph the information that is requested by the Diversity committee.
- The OBIA (Office of Budget and Institutional Analysis) has agreed to begin a regular faculty cohort retention analysis to assess retention by gender and ethnicity. [It is recommended that this be continued with a new cohort every few years].

### ***Assessment and Accountability***

One issue that has been discussed in diversity committee meetings is that of assessment and accountability for diversity on campus. It is important that every department and organization on campus take some responsibility for improving diversity at the University of Utah and not rely solely on central administration to take the lead and provide resources. However, there is no formal means of assessing how effective these departments and organizations are in achieving their objectives. Several years ago the Graduate School, through the Graduate Council, offered to make diversity an important issue in their periodic reviews of the various academic departments on campus (those that offer graduate degrees) every year. The diversity committee would like to receive a report from the Graduate Council on the results of their findings to date. The undergraduate council also reviews some departments and the diversity committee would like to hear from them as well.

If diversity on campus is important to the educational mission of the University then there should be some accountability, just as there is for academic performance and program development. The diversity committee has taken the position that accountability on the college level is more easily managed and thus most of the data that has been collected is on a college-wide basis, but, ultimately, it is the departments that work directly with students, faculty and staff that are responsible and the departments also play a large role in deciding which faculty candidates are hired/retained/promoted. Central administration needs to put into place a system that rewards those colleges and departments that are working hard to improve diversity on campus and that encourages others to do the same. The academic senate, in having a "meaningful role in the governance of the university," can play a large part in this accountability by adhering to certain standards in accepting departmental reviews from the Graduate Council and other entities<sup>1</sup>.

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<sup>1</sup> Memo from Prof. Bob Flores to Profs. David Chapman and Fred Rhodewalt, "Diversity Issues in Periodic Reviews of Academic Units conducted by the Graduate Council and Undergraduate Council," dated April 28, 2008

## **Student Recruitment & Retention Committee**

**2006-2007 Members:** *Ed Trujillo (Chair), Trina Valdez, Barb Remsburg, Angela Romero, Kaye Richards, Dena Ned, Sherri Hayashi, Han Kim, Joyce Gray*

**2007-2008 Members:** *Ed Trujillo (Chair), Trina Valdez, Barb Remsburg, Angela Romero, Kaye Richards, Joyce Gray, Isabel Dulfano, Spencer Pearson, Mateo Remsburg, Sweeney Windchief*

### **Data Collection:**

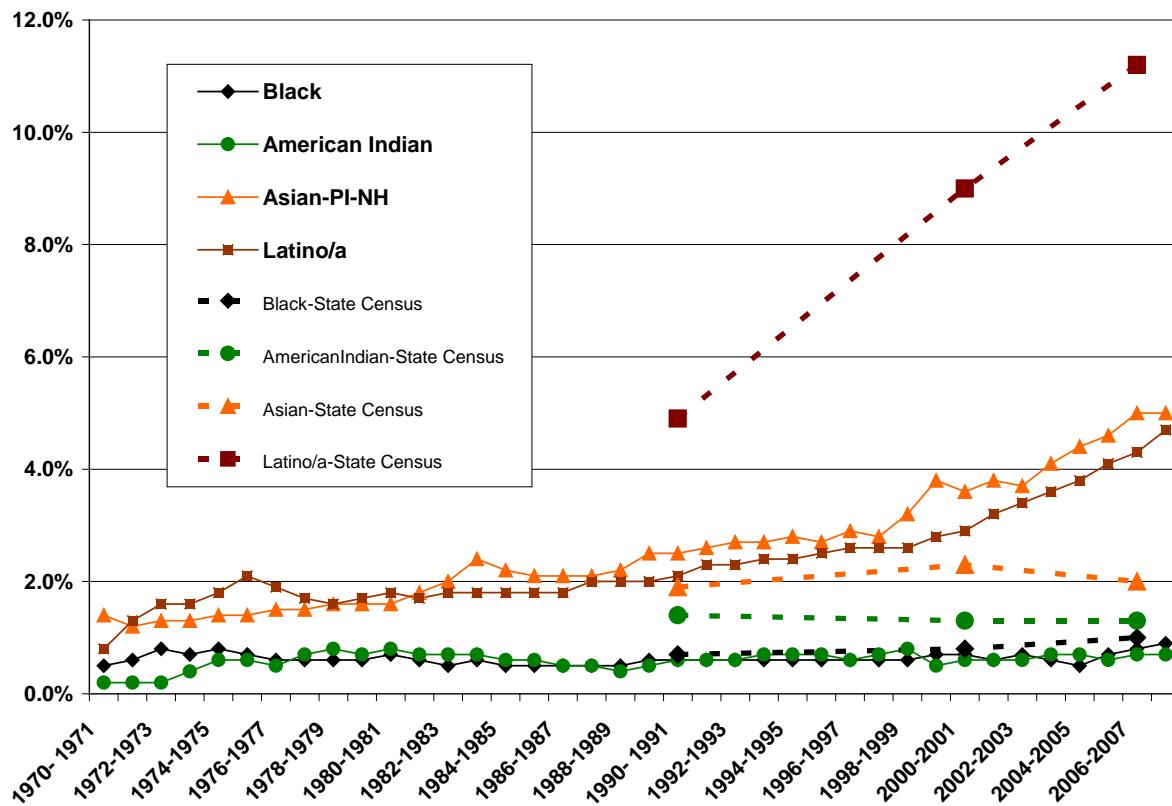
The student recruitment and retention subcommittee and the diversity interns continue to spend a significant amount of their time collecting diversity data. While the diversity committee works closely with the OBIA (Office of Budget and Institutional Analysis) and its website, it is clear that this task requires more resources and involvement, particularly on summarizing and analyzing data and creating charts and graphs. It was recommended in the last annual report (2005-06) that a part-time staff person be appointed within either the Associate VP for Diversity office or the OBIA to assist the Diversity committee in gathering the required data from year to year. While the diversity committee has tried to use student interns over the last few years and has received financial support for this effort, the turn-over has been significant and annual training is time-consuming. It would be more cost-effective and efficient for a staff person to assume this responsibility. Recently, the diversity committee was informed that one such person would be hired in July 2008, reporting to the associate VP for Diversity, and will be working with the Diversity committee on this task.

### **Students:**

Figure 1 gives the percent of total enrollment of the University by ethnicity for the years 1970-2007. Starting in 1999, students who were immigrants, refugees, or not citizens or nationals of the U.S. but who had applied for U.S. citizenship as of the autumn semester census date were included in their respective ethnic category. Prior to 1999, immigrants, refugees, and non-citizens or nationals of the U.S. who had applied for U.S. citizenship as of the autumn semester were included in the "ethnicity or citizenship unknown" category. Students who were not citizens or nationals of the U.S. and in the U.S. on a visa or temporary basis and who may not remain in the U.S. indefinitely were included in non-resident alien category. Data for 1970-1971 through 1992-1993 includes students who took at least one on-campus course and omits students taking only off-campus courses, as of the autumn semester census date. Data for 1993-1994 to present includes students who took at least one for credit course and omits students taking only correspondence study courses, as of the autumn semester census date.

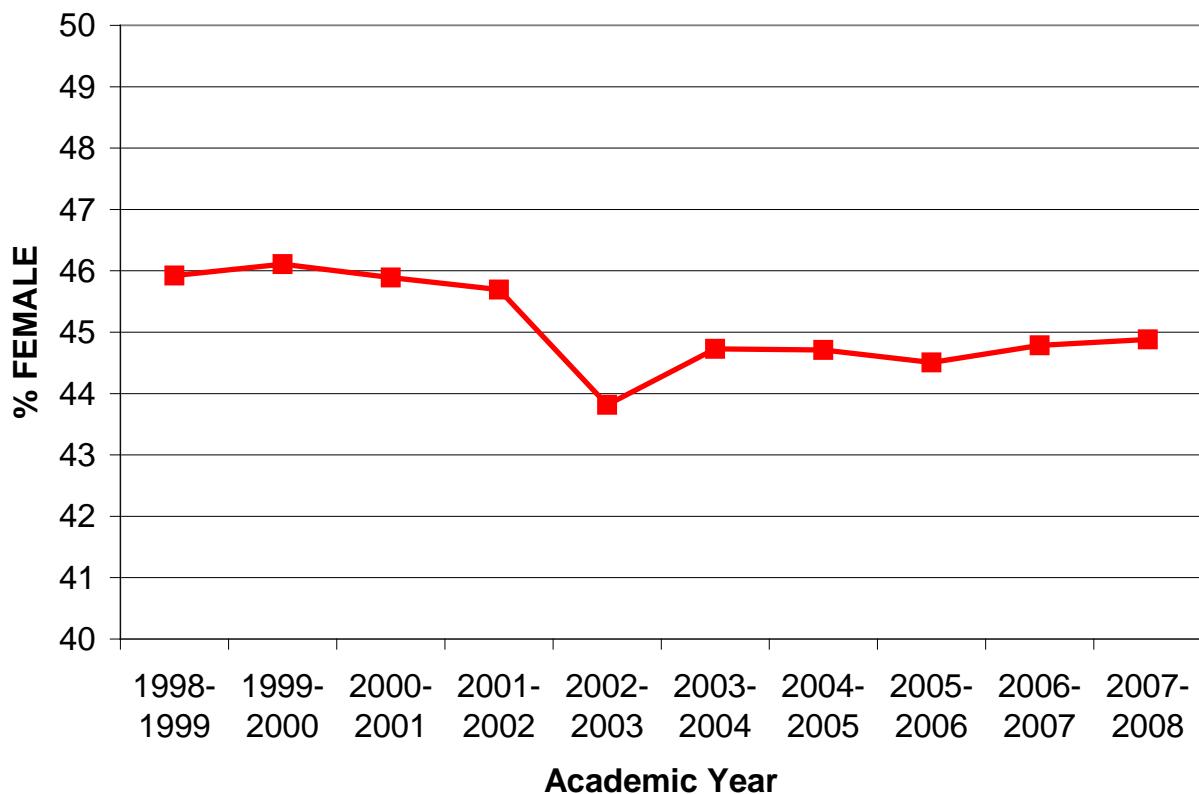
As was pointed out in the last report, there has been a gradual increase in the percentages of Asian/Native Hawaiian/Pacific Islanders and Hispanics but the percentages of the other two ethnic groups have been about the same for over 30 years. The updated data for this year shows

continued increases in Latino/a and Asian populations with no significant increases in the African-American and American Indian populations.



**Figure 1.** Percent of total student enrollment by ethnicity at the University of Utah for fall semester/quarter, academic years 1970-2007 compared with Census figures for the State of Utah. The state data are connected with a line and the symbols are larger as designated in the legend as –State. [Source: OBIA, University of Utah and US Census Bureau]

Figure 2 shows that the female population of the University of Utah over the last nine years has decreased slightly. This was pointed out in the last report and, so far, no clear explanation has been put forward. This is also a phenomenon unique to the University of Utah. The other state colleges and universities did not experience such a significant drop over the same time period. We understand that the Presidential Commission on the Status of Women is investigating this issue.



**Figure 2. Female population of the University of Utah over the last nine academic years.**  
 [Source: OBIA University of Utah]

### Graduation Rates:

The graduation cohort study that was started several years ago continued for the last two years and the updated figures are given in Table 1. As was done in the last report, the cohorts were divided into incoming freshmen students (first time enrollment) and transfer students. Figures 3 and 4 show the trends over the last several years for both first time enrollment and transfer students. Although there is significant scatter over the years, particularly for the Native American and African American populations due to the small numbers, the overall trend for first time enrollment students seems to show a slight decline in the graduation rates of the whites and Asian Americans with possibly an increase in the Latina(o) and American Indian. While for the transfer students, with significantly higher graduation rates, there seems to be a slight increase in graduation rates for all ethnic groups except, possibly for the African Americans.

**Table 1. Graduation Rates for Undergraduate Student Cohorts at the University of Utah as a Function of Ethnicity. (Source: Office of Budget and Institutional Analysis)**

	BLACK	AMER. INDIAN or ALASKAN	ASIAN-A or N.H. or P.I.	HISPANIC or LATINO	TOTAL ETHNIC MINORITIES	TOTAL E.M. minus A-A	NON-RESIDENT ALIEN	ETHNICITY UNKNOWN	WHITE
<b>1996 Cohort</b>									
Total First-Time Enrollment	15	9	67	70	161	94	93	99	1805
Graduated (within 6 years)	5	1	29	19	54	25	22	58	746
% that Graduate (within 6 years)	33.3%	11.1%	43.3%	27.1%	33.5%	26.6%	23.7%	58.6%	41.3%
Total New Transfers	8	13	37	45	103	66	102	143	1562
Graduated (within 6 years)	3	5	21	20	49	28	26	79	844
% that Graduate (within 6 years)	37.5%	38.5%	56.8%	44.4%	47.6%	42.4%	25.5%	55.2%	54.0%
<b>1997 Cohort</b>									
Total First-Time Enrollment	11	16	71	70	168	97	99	85	1836
Graduated (within 6 years)	4	5	29	28	66	37	39	47	852
% that Graduate (within 6 years)	36.4%	31.3%	40.8%	40.0%	39.3%	38.1%	39.4%	55.3%	46.4%
Total New Transfers	9	17	43	45	114	71	81	129	1536
Graduated (within 6 years)	7	3	23	24	57	34	37	77	894
% that Graduate (within 6 years)	77.8%	17.6%	53.5%	53.3%	50.0%	47.9%	45.7%	59.7%	58.2%
<b>1998 Cohort</b>									
Total First-Time Enrollment	16	12	106	81	215	109	37	187	2071
Graduated (within 6 years)	4	2	48	22	76	28	2	19	786
% that Graduate (within 6 years)	25.0%	16.7%	45.3%	27.2%	35.3%	25.7%	5.4%	10.2%	38.0%
Total New Transfers	14	16	49	61	140	91	43	155	1569
Graduated (within 6 years)	10	5	30	30	75	45	32	104	942
% that Graduate (within 6 years)	71.4%	31.3%	61.2%	49.2%	53.6%	49.5%	74.4%	67.1%	60.0%
<b>1999 Cohort</b>									
Total First-Time Enrollment	24	7	107	107	245	138	50	257	1965
Graduated (within 6 years)	9	3	37	28	77	40	23	140	731
% that Graduate (within 6 years)	37.5%	42.9%	34.6%	26.2%	31.4%	29.0%	46.0%	54.5%	37.2%
Total New Transfers	16	15	56	66	153	97	49	134	1698
Graduated (within 6 years)	7	6	35	38	86	51	37	82	997
% that Graduate (within 6 years)	43.8%	40.0%	62.5%	57.6%	56.2%	52.6%	75.5%	61.2%	58.7%
<b>2000 Cohort</b>									
Total First-Time Enrollment	15	20	151	113	299	148	60	114	2114
Graduated (within 6 years)	5	5	54	45	109	55	32	54	838
% that Graduate (within 6 years)	33.3%	25.0%	35.8%	39.8%	36.5%	37.2%	53.3%	47.4%	39.6%
Total New Transfers	14	12	45	57	128	83	52	89	1673
Graduated (within 6 years)	6	6	31	31	74	43	31	52	1045
% that Graduate (within 6 years)	42.9%	50.0%	68.9%	54.4%	57.8%	51.8%	59.6%	58.4%	62.5%

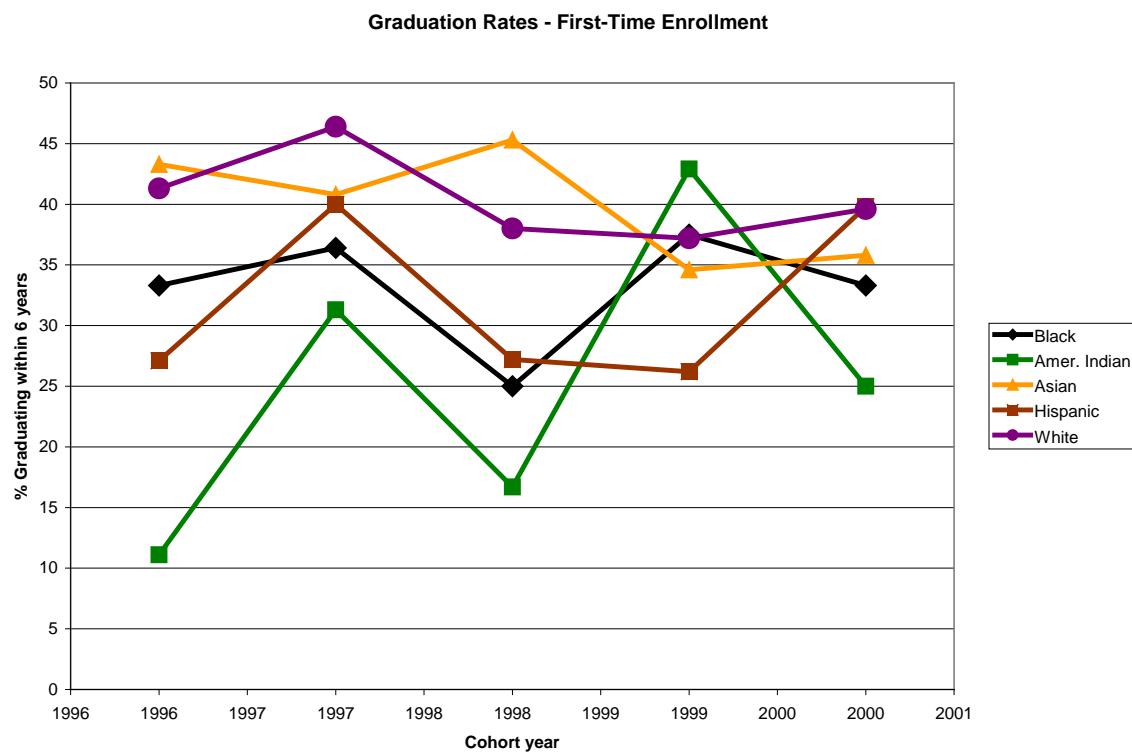


Figure 3. Graduation rates for first-time enrollment students by ethnicity – percent of ethnic cohort group graduating within six years.

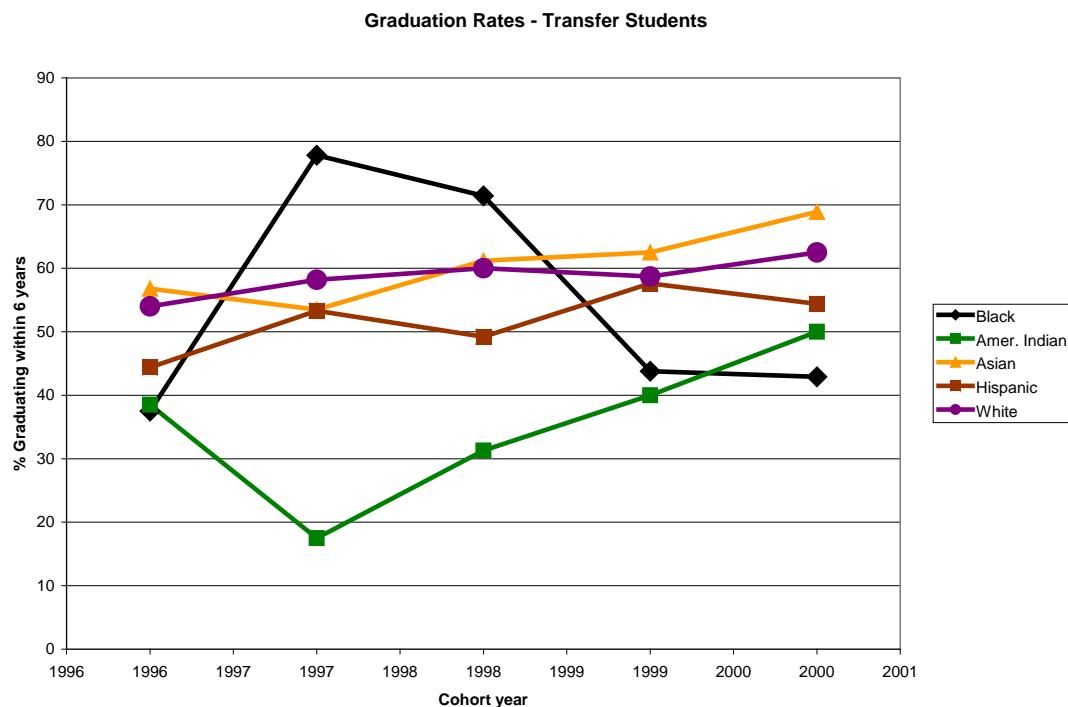
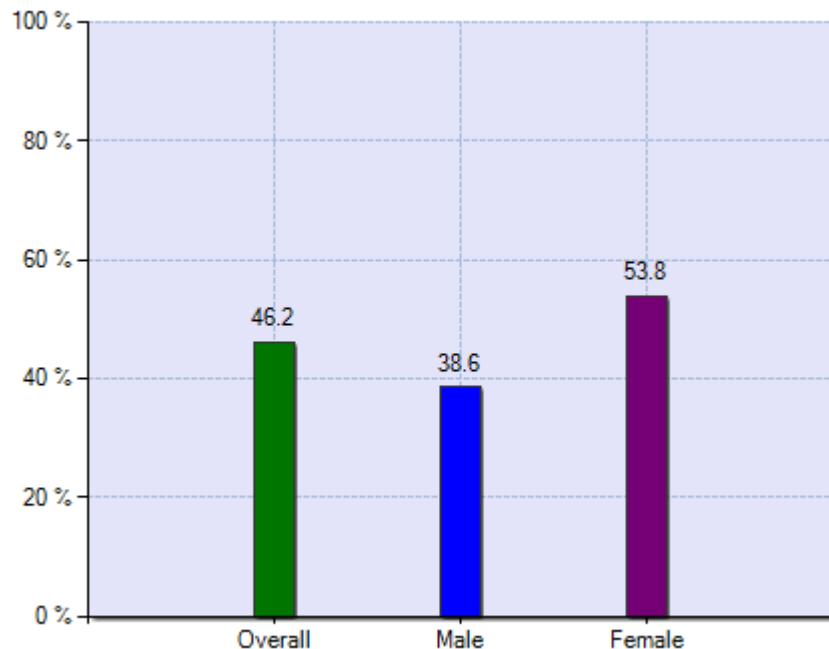
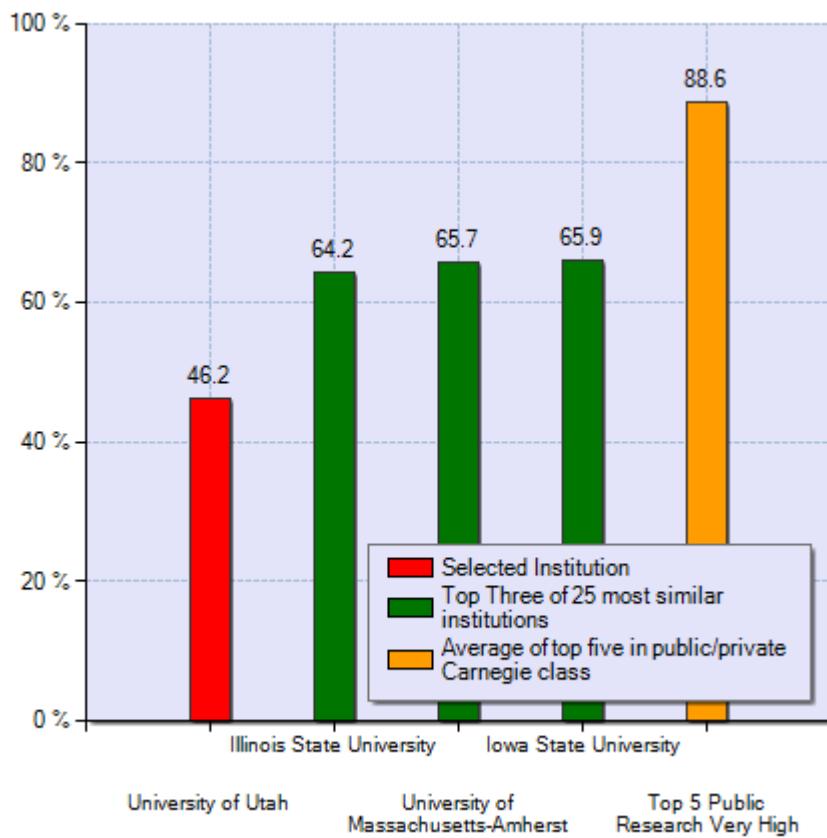


Figure 4. Graduation rates for transfer students by ethnicity – percent of ethnic cohort group graduating within six years.

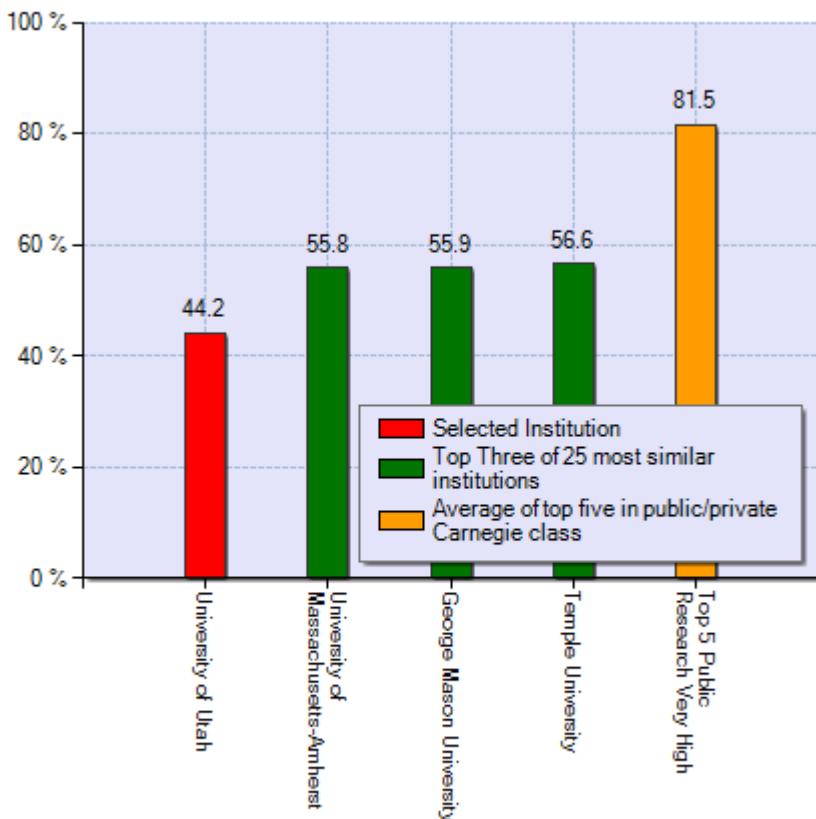
Again, as was done in the last report, a comparison of graduation rates can be made between the University of Utah and other comparable schools. This information is readily available on the internet through the website [www.collegeresults.org](http://www.collegeresults.org). Figures 5 shows the graduation rate between genders for the University for 2006. Figures 6 and 7 show a comparison that is given on this website for the student population as a whole and then for underrepresented minorities for the University of Utah and three schools – the University of Massachusetts-Amherst, Illinois State University and Iowa State University. These three schools were chosen based on several parameters in relation to the University of Utah and the reader is referred to that website to understand how that is determined. Again, the University's graduation rates for these two groups is much lower than comparable schools and the magnitude of these numbers indicates that these differences are significant. As was mentioned in the last report, the reason may be related to the unique cultural environment in Utah where some students serve religious missions after or during their Freshmen year.



**Figure 5. Comparison of the six-year graduation rate by gender for the University of Utah for 2006 [taken from [www.collegeresults.org](http://www.collegeresults.org) ]**



**Figure 6. Comparison of the six-year graduation rate for all students between the University of Utah and comparable schools for 2006 [taken from [www.collegeresults.org](http://www.collegeresults.org) ]**



**Figure 7. Comparison of the six-year graduation rate for under-represented minorities between the University of Utah and comparable schools for 2006 [taken from [www.collegeresults.org](http://www.collegeresults.org) ]**

### **Preparation of Entering Freshmen:**

The committee continues to monitor data on the preparation of entering freshmen, particularly underrepresented minorities. The American College Testing organization is one source of this information. As was mentioned in the last report, the number of underrepresented minorities taking this test is lower than expected based on state population and indicates that many underrepresented students are not inclined to attend college for a number of reasons, one of which is being prepared for college coursework. Table 2 shows ACT data taken for the years 2003-2007. Although over these five years the number of minorities taking the test has increased, which is encouraging, the number scoring relatively high is still low. Only 47 underrepresented minority students scored a 28 or higher in 2007 in the entire state. Percentage-wise this is lower than the white students. This is one indication that the pool of college-prepared minority students needs to be increased and, if the University wants to increase its student enrollment, it should target this particular group of students.

**Table 2. ACT (American College Testing) Data for the State of Utah for years 2003-2007. [Source: American College Testing]**

Number of tested students in Utah

	2003	2004	2005	2006	2007
Number of tested students	21,007	20,856	20,593	21,561	22,008
Number of underrepresented minorities <sup>1</sup>	1,002	1,072	1,192	1,146	1,292
Number of White students	17,886	17,514	17,100	16,943	16,326
Number of Other students <sup>2</sup>	2,119	2,270	2,301	3,472	4,390

Number of tested students in Utah, ACT Composite  $\geq 28$

	2003	2004	2005	2006	2007
Number of tested students	2,121	2,222	2,227	2,441	2,600
Number of underrepresented minorities <sup>1</sup>	33	44	36	40	47
Number of White students	1,860	1,892	1,915	2,044	2,011
Number of Other students <sup>2</sup>	231	286	276	357	542

Number of tested students in Utah, ACT Composite  $\geq 24$

	2003	2004	2005	2006	2007
Number of tested students	6,495	6,738	6,731	7,209	7,262
Number of underrepresented minorities <sup>1</sup>	136	155	156	185	175
Number of White students	5,706	5,850	5,848	5,968	5,630
Number of Other students <sup>2</sup>	653	733	727	1,056	1,457

Number of tested students in Utah meeting all four ACT benchmarks (English, math, reading and science)

	2003	2004	2005	2006	2007
Number of tested students	4,556	4,686	4,813	5,175	5,282
Number of underrepresented minorities <sup>1</sup>	83	98	106	129	117
Number of White students	4,024	4,080	4,155	4,236	4,082
Number of Other students <sup>2</sup>	449	508	552	810	1,083

<sup>1</sup> For the purpose of these summaries, underrepresented minority indicates African American/Black, American Indian/Native American, Mexican American/Chicano, or Puerto Rican, Cuban, Other Hispanic

<sup>2</sup> Other includes Asian American/Pacific Islander, Other, Multiracial, and Prefer not to respond

## AP Report

The purpose of this section of the report is to shed light on the startling low numbers of students of color in AP (Advanced Placement) courses in Utah schools. When we talk about access and equity for students of color in higher education we also need to include the numbers of students in programs like AP courses, in addition to the UBSCT (Utah Basic Skills Competency Test) scores, SATs, ACTs, etc. An indicator of the growing achievement gap can be seen through the disproportionate number of students of color in these AP classes. Like all programs in a school, the number of students of color versus white students enrolled in a program should be proportional to the amount of students in that school, that is, if there are 50% African Americans in a school than 50% of the participants in AP classes at that school should be African American. The 2006 College Board annual report shows that of the 15,483 12<sup>th</sup> graders that took the AP test only 62 were Native American, 704 were Asian, 68 African American and 712 Latina/o. Latina/o students in particular, despite their student enrollment “increasing nearly from 4% in 1980 to 11.47% in 2004 and 12.2% in 2006” <sup>2</sup> still only represented 4.6% of the students in AP classes in 2006<sup>3</sup>.

<sup>2</sup> Alemán, E. & Rorrer, A.(2006). Closing educational achievement gaps for Latina/o students in Utah: Initiating a policy discourse and framework. Salt Lake City, UT: Utah Education Policy Center.

There has been a very small increase in the number of students of color taking AP tests. Specifically from 2005-2006 there was only a 30 person increase compared to the 2774 increase among White students.

Table 3. Number of students in Utah taking AP exams by ethnicity

	<b>2004</b>	<b>2005</b>	<b>2006</b>
Number of students taking AP Exams	14068	14937	15483
Number of American Indian/Alaskan students taking AP exams	53	59	62
Number of Asian American students taking AP exams	575	700	704
Number of Black/African American students taking AP exams	50	61	68
Number of Latina/o students taking AP exams	585	696	712
Number of White students taking AP exams	12221	12709	15483
Number of all students of color taking AP exams	1263	1516	1546

Source: College Board (2004,2005,2006) AP Summary Reports<sup>4, 5</sup>

The College Board in their report states “after comparing students with similar academic and economic profiles, these new studies show that the students who also succeed on an AP Exam are better prepared for the rigors of college, and more likely to obtain a bachelor's degree” (College Board, 2007). This again adds to the barriers for students of color because as this study has shown, those who have participated in AP courses are better prepared for college level coursework.

Another aspect to consider in regards to AP classes are test scores. The tests are scored on a 1-5 scale, 5 being the highest. Students must score a 3-5 to be considered a passing score that can then be used as college credit. For instance in 2006, of the 1036 exams taken by Latina/o students, 688 scored between a 3-5, which is 66%, passed.

Table 4. Number of Latina/o students in Utah taking AP exams

Year	Total Latina/o Students taking the exam	Total Latina/o Student Exams	Scored 3-5
2004	585	834	548
2005	696	1030	662
2006	712	1036	688

Source: College Board (2004,2005,2006) AP Summary Reports

<sup>3</sup> College Board. (2006). Advanced Placement Exam Grades: Summary Reports 2006. Accessed September 2007. Available at [http://www.collegeboard.com/prod\\_downloads/student/testing/ap/sumrpts/2006/xls/UTAH\\_Summary.xls](http://www.collegeboard.com/prod_downloads/student/testing/ap/sumrpts/2006/xls/UTAH_Summary.xls)

<sup>4</sup> College Board. (2005). Advanced Placement Exam Grades: Summary Reports 2005. Accessed September 2007. Available at [http://www.collegeboard.com/prod\\_downloads/student/testing/ap/sumrpts/2005/xls/UTAH\\_Summary.xls](http://www.collegeboard.com/prod_downloads/student/testing/ap/sumrpts/2005/xls/UTAH_Summary.xls)

<sup>5</sup> College Board. (2004). Advanced Placement Exam Grades: Summary Reports 2004. Accessed September 2007. Available at [http://www.collegeboard.com/prod\\_downloads/student/testing/ap/sumrpts/2004/xls/UTAH\\_Summary.xls](http://www.collegeboard.com/prod_downloads/student/testing/ap/sumrpts/2004/xls/UTAH_Summary.xls)

Table 5. Number of African-American students in Utah taking AP exams

Year	Total African American Student Exam Takers	Total African American Student Exams Taken	Scored 3-5
2004	50	76	48
2005	61	85	59
2006	68	108	65

Source: College Board (2004,2005,2006) AP Summary Reports

Table 6. Number of American Indian students in Utah taking AP exams

Year	Total American Indian/Alaskan Student Exam Takers	Total American Indian/Alaskan Student Exams Taken	Scored 3-5
2004	53	71	53
2005	59	92	58
2006	62	101	60

Source: College Board (2004,2005,2006) AP Summary Reports

Table 7. Number of Asian American students in Utah taking AP exams

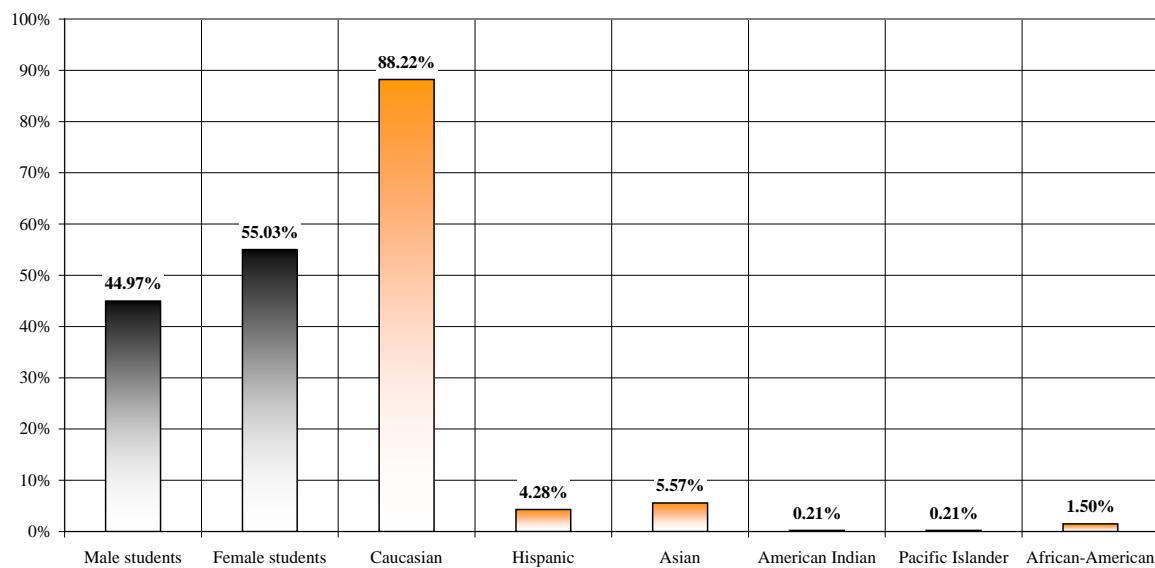
Year	Total Asian American Student Exam Takers	Total Asian American Student Exams Taken	Scored 3-5
2004	575	1078	561
2005	700	1285	688
2006	704	1293	690

Source: College Board (2004,2005,2006) AP Summary Reports

It is also interesting to note that students of color are even less represented in math and science AP courses. In fact, “nationally, Latina/o students take more foreign language AP courses than their peers” (Alemán & Rorrer, p.27) and were enrolled in courses like English, math, and science AP classes at a much smaller percentage (Llagas & Snyder as cited in Alemán & Rorrer, p.27).

A local 2004-05 study done by Keith Wood, a teacher at Murray High School, showed similar results in regards to the disproportionate numbers of students of color in AP course compared to their overall representation in that school. Although this is data for one school, it mimics the results found both nationally and state-wide.

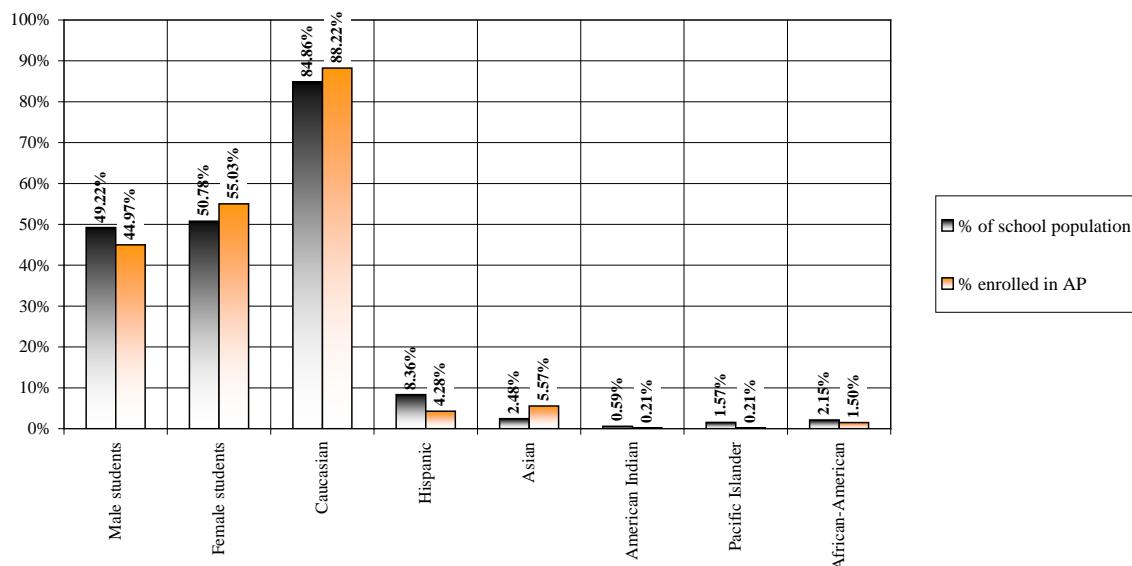
### 2004-2005 MHS AP enrollment by gender & ethnic group



Source: Keith Woods-Murray High School (2005)

Figure 8. Murray High School AP enrollment by gender and ethnic group, academic year 2004-2004

### Comparison of MHS enrollment & AP enrollment by gender & ethnicity



Source: Keith Woods-Murray High School (2005)

Figure 9. Percent of enrolled students in Murray High School taking AP courses by ethnicity and gender, academic year 2004-2004

## **Recruitment of Students:**

During academic year 2005-2006 the committee worked with the Office of Student Recruitment and High School Services to improve the ability of that office to recruit more ethnic students to the University of Utah. It was found that additional resources in the form of a full-time staff person could help the situation. The committee asked that a more comprehensive proposal be submitted. That proposal was submitted and was part of the 2005-2006 report. The committee endorsed the recommendations of that proposal, basically funding for the full-time staff person and that additional resources be given to recruit more ethnic students. It is not clear if the Office of Recruitment and High School services has been given more resources or if the proposal was taken into consideration.

One of the target recruitment segments for the Office of Student Recruitment and High School Services is students from underrepresented populations (students of color, first-generation, low-income, and LGBTQ students). Most of the recruitment programming has been done through the **Ambassador Program**, which is focused on encouraging and assisting students from underrepresented populations to pursue a higher education. The Ambassador program is less of a recruitment activity for the U and more of a program working to improve the educational pipeline for underrepresented students. In this program there are seven current University of Utah students of color who visit one of 7 high schools (West, East, Highland, Kearns, Granger, Hunter, and Granite) and Salt Lake Community College weekly to meet with prospective students. The high school visits occur during the students' lunch hours. The U Ambassadors spend this time assisting the high school students on gathering information on college, learning about financing an education, applying for admission, writing personal statements, and assisting with the scholarship search. The Ambassadors who visit SLCC assist students with the application, scholarship, and financial aid processes at the U and with making connections to the campus. Hunter and SLCC were newly added for the 07-08 academic year.

Over the past two years the high school students have had the opportunity to participate in several on campus activities. These consist of the following:

- **College Tours** where students are brought up to campus after school to spend an hour and a half meeting with representatives from a particular college to learn about the degrees offered, what careers are available with a degree from that college, and scholarships available. The colleges that were toured during 06-07 year include the College of Social Work and the College of Engineering. Based on feedback from the students this activity was discontinued for 07-08 and replaced by adding additional programs.
- **College Student for a Day** occurs in the spring and it is an opportunity for the prospective students to experience what a college class is like. Based on student feedback, during the 07-08 year this program was done once in the fall and once in the spring.
- **Ambassador Day** occurs in the spring and is open to 25 students from each of the six Ambassador schools. This program allows students to participate in an activity, attend

various breakout sessions, hear a keynote speaker, and have lunch. In 06-07 there were a total of 45 students who participated. However, the 07-08 program was cancelled as all but two of the schools decided not to send students due to the amount of school already missed for programs like this during the year.

- **Diversity U-Night** is an opportunity for students to meet with an admissions counselor, tour campus, eat in the Heritage Center, attend a campus event, and stay overnight in the residence halls. In 06-07, there was one diversity U-Night held. In 07-08, there were two held with the second one open to all students of color rather than just those in the Ambassador program.

**Additional recruitment efforts** are focused on all underrepresented students and include the following:

- **The Multicultural Dinner** is held in January and is designed to provide an additional opportunity for students to learn more about the opportunities at the university and to encourage them to attend. There is a reception where students can meet with representatives from areas like the academic colleges, financial aid and scholarships, CESA, Housing as well as mingle with a variety of faculty and staff. The reception is followed by a served dinner during which there are two speakers (one who is a faculty, staff or alum of the U and one who is a student of color at the U).
- **Supporting the CESA student groups' high school conferences** by providing financial support, information packets, tabling, and giving presentations.
- **Assisting the Assistant Vice President for Academic Outreach** with transfer programs at SLCC and VIP receptions at the U.

A major concern that presented itself this year is gaining access to students of color. The Jordan School District has become very restrictive in promoting recruitment programs and providing transportation to such events. As mentioned earlier, the Ambassador Day for 07-08 was canceled at the last minute because several schools decided not to release students to attend. If this trend continues, then there will be a significant decrease in the opportunities for students of color to be exposed to college and get the information, encouragement, and assistance that is helpful in pursuing a higher education. The Recruitment Office is working to set up a meeting with each of the districts to see if a compromise can be found.

## **Precollege Programs**

The Office of Student Recruitment and High School Services strives to track students who participate in the following programs:

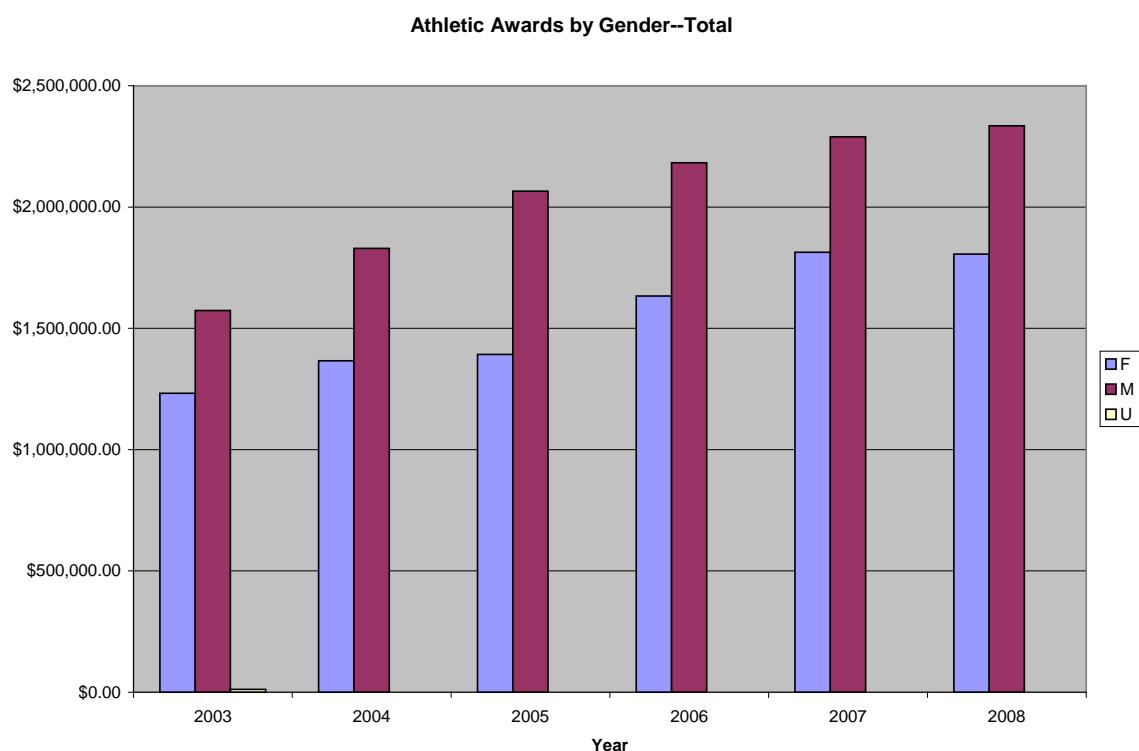
- Intermountain Jr. Science & Humanities Symposium
- Ambassador Program
- Ambassador Day
- College Student for a Day
- Diversity Dinner
- Diversity U-Night

The students who participate in this program are entered into PeopleSoft and then we are able to look at the number of students who apply, are admitted, who enroll at the U. Depending on the amount of information we receive from the student we are also able to look at information such as academic information, race/ethnicity, gender, etc.

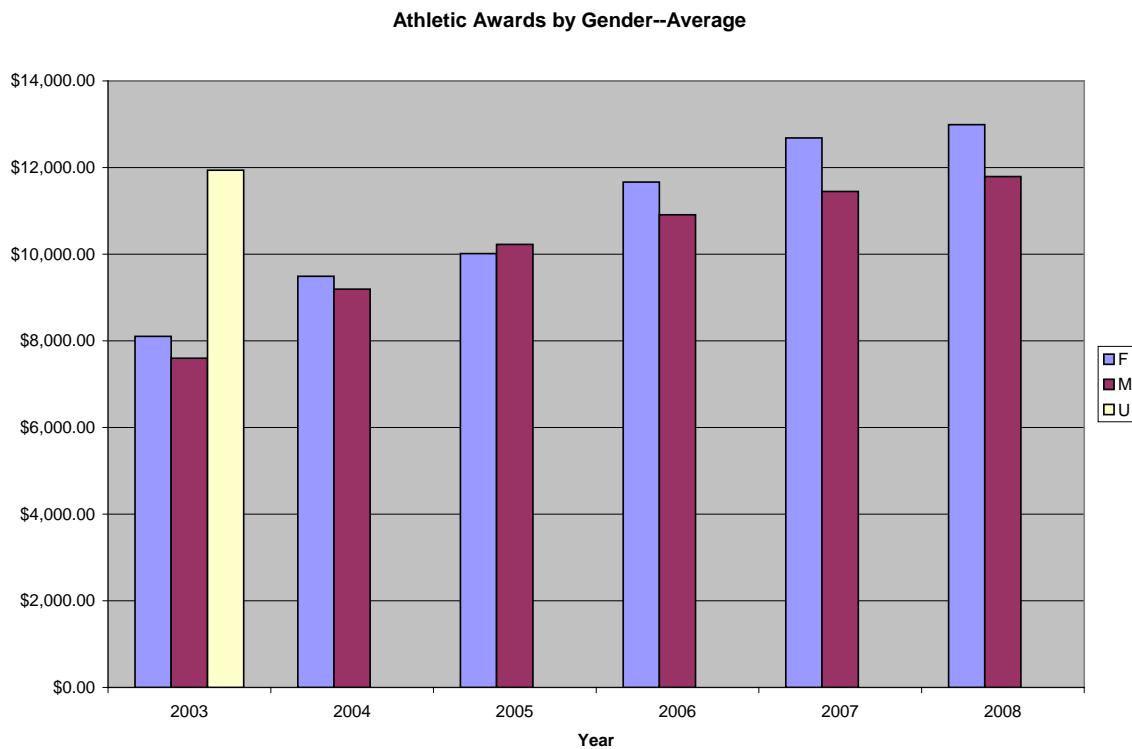
There are many other University precollege programs that are geared to increase the pipeline of underrepresented populations. The Diversity Committee is trying to learn more about these programs and their effectiveness. A partial listing is given in Appendix E.

## Financial Aid

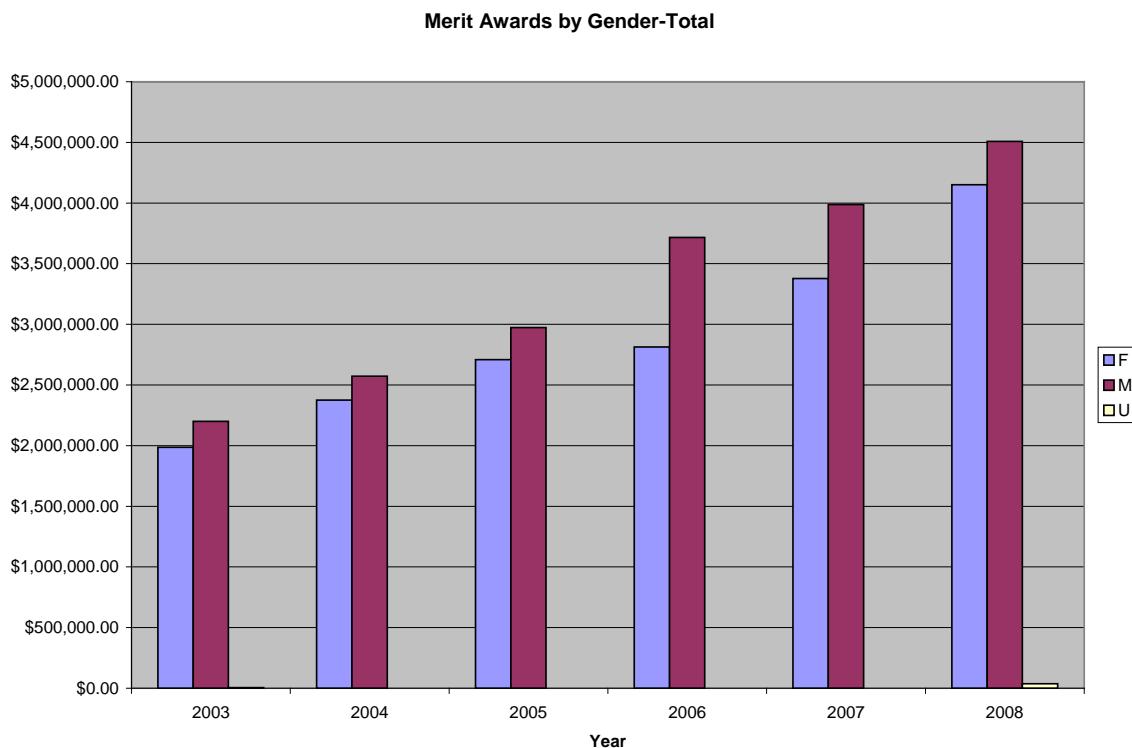
Many underrepresented students cannot afford to attend the University and, many times, are not aware of the resources that are available. The committee is starting to look at what financial resources are available and asked the Financial Aid Office for information regarding the number and the amount of awards given to students over the last several years. Figures 10 to 18 were provided to the committee and indicate that, while the total monetary amounts available for women and minorities are lower than those for white males, on a per student basis, women and minorities are receiving a slightly higher amount than white males, which may be due to the greater needs of these particular populations.



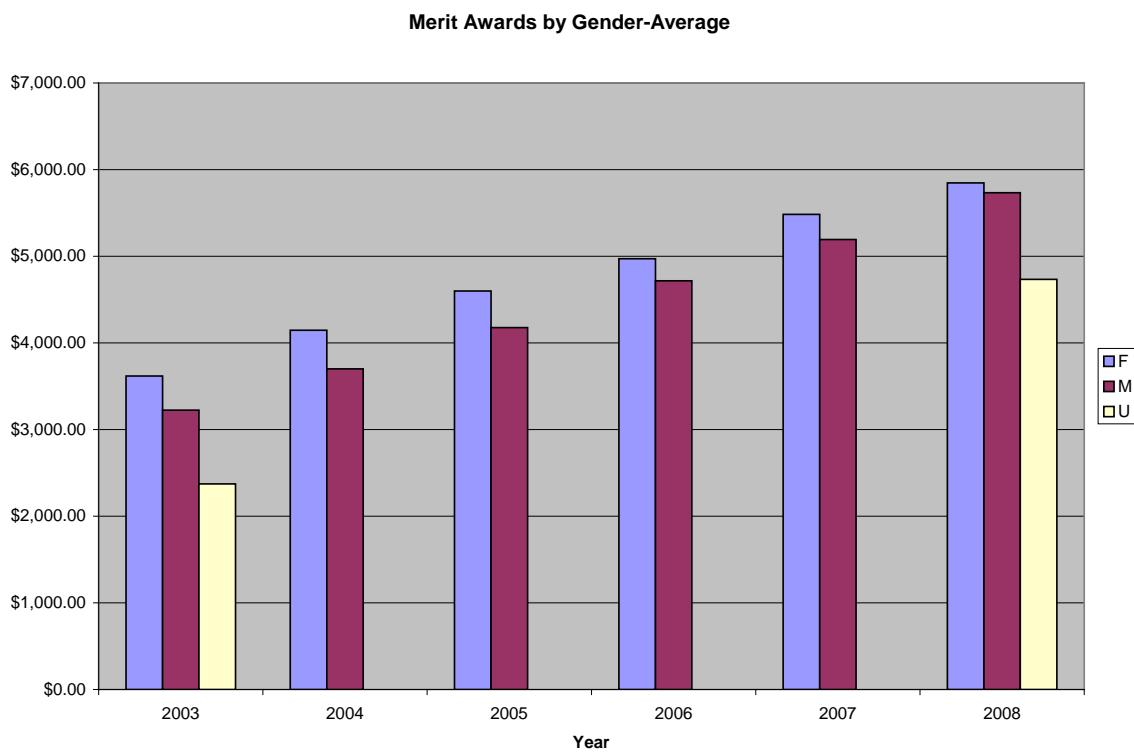
**Figure 10. Athletic Awards by Gender, Total Funds**



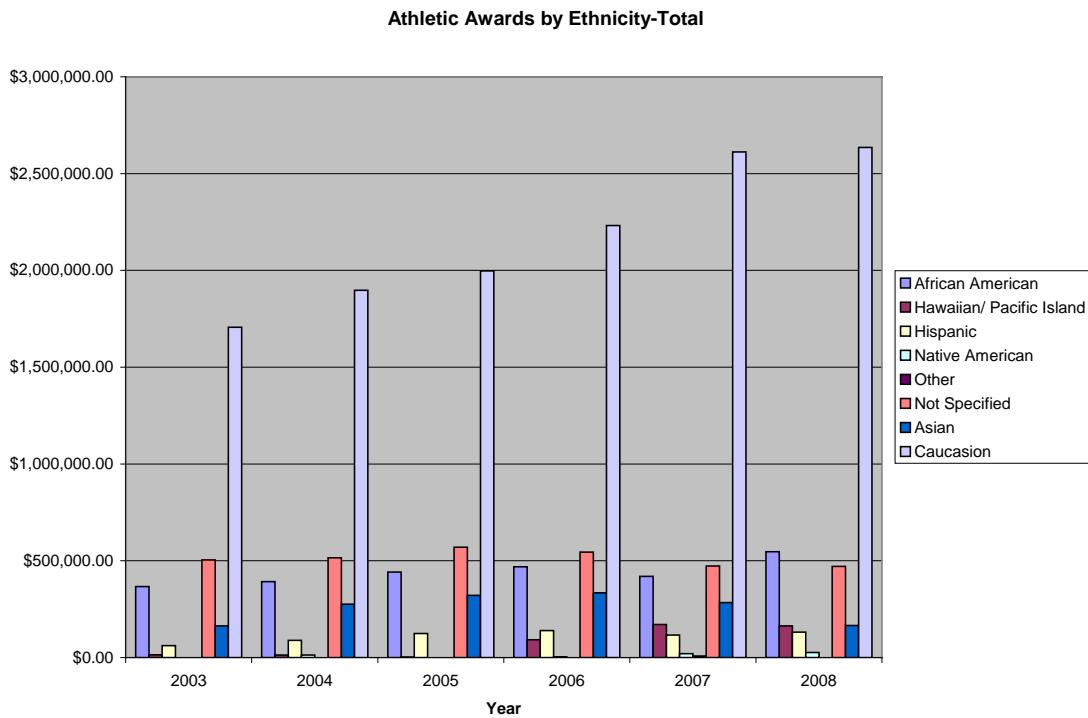
**Figure 11. Athletic Awards by Gender, average award**



**Figure 12. Merit Awards by Gender, Total Funds**

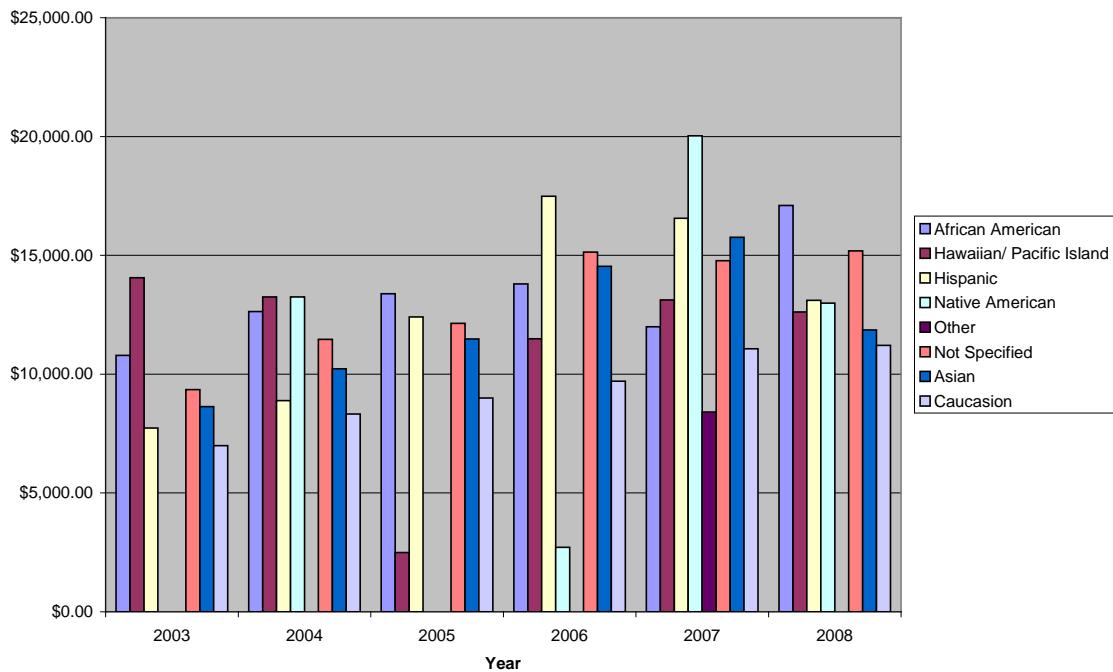


**Figure 13. Merit Awards by Gender, average award**



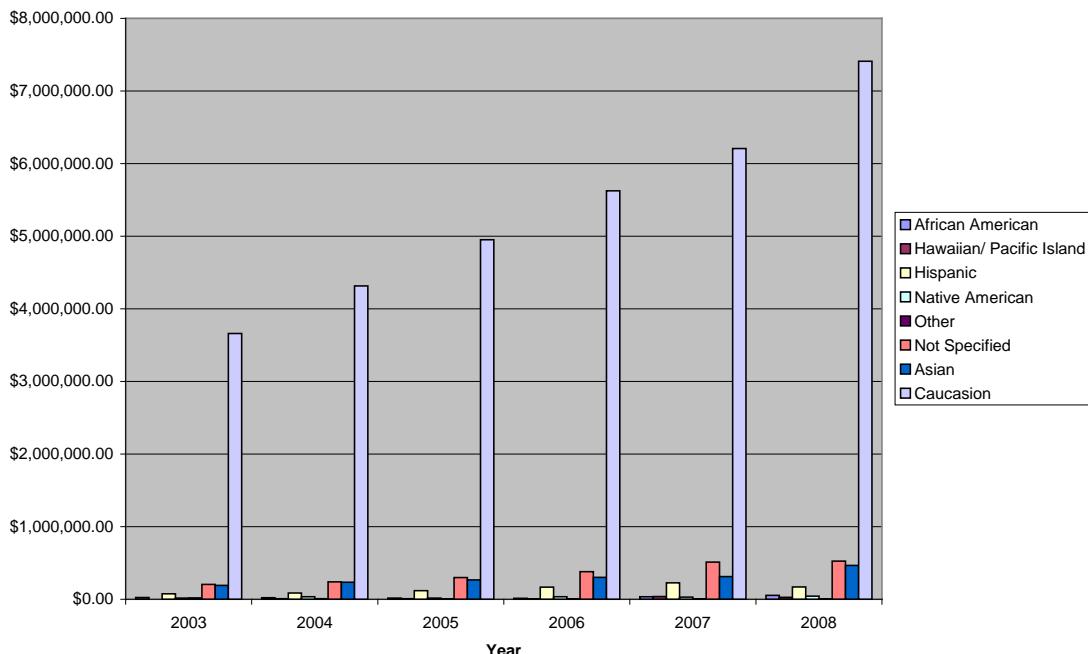
**Figure 14. Athletic Awards by Ethnicity, Total Funds**

**Athletic Awards by Ethnicity-Average**



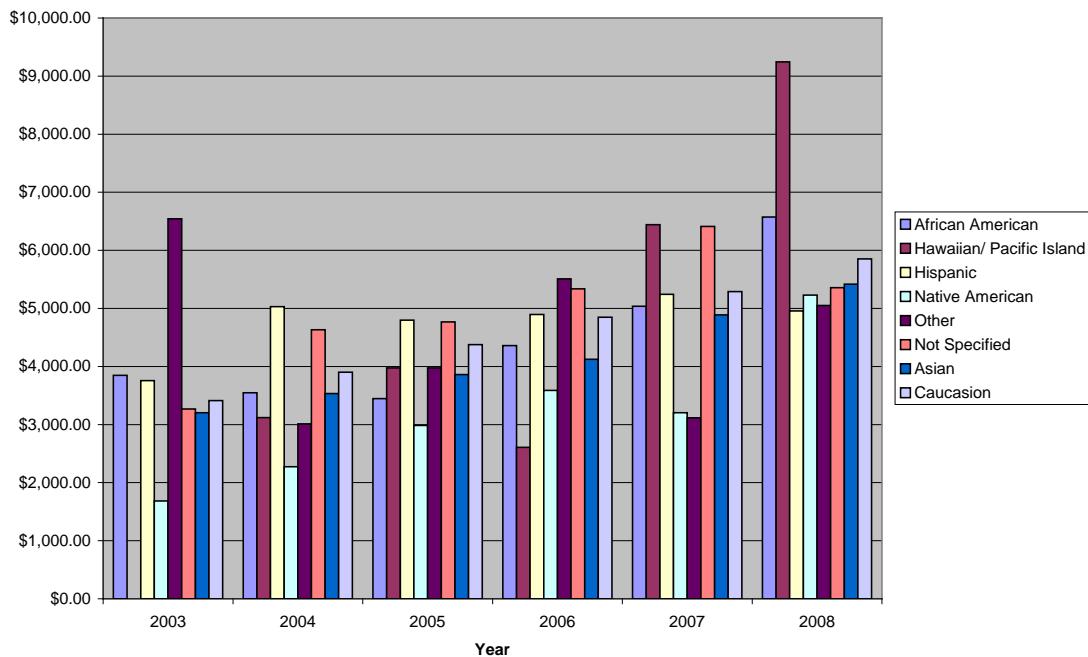
**Figure 15. Athletic Awards by Ethnicity, average award**

**Merit Awards by Ethnicity-Total**



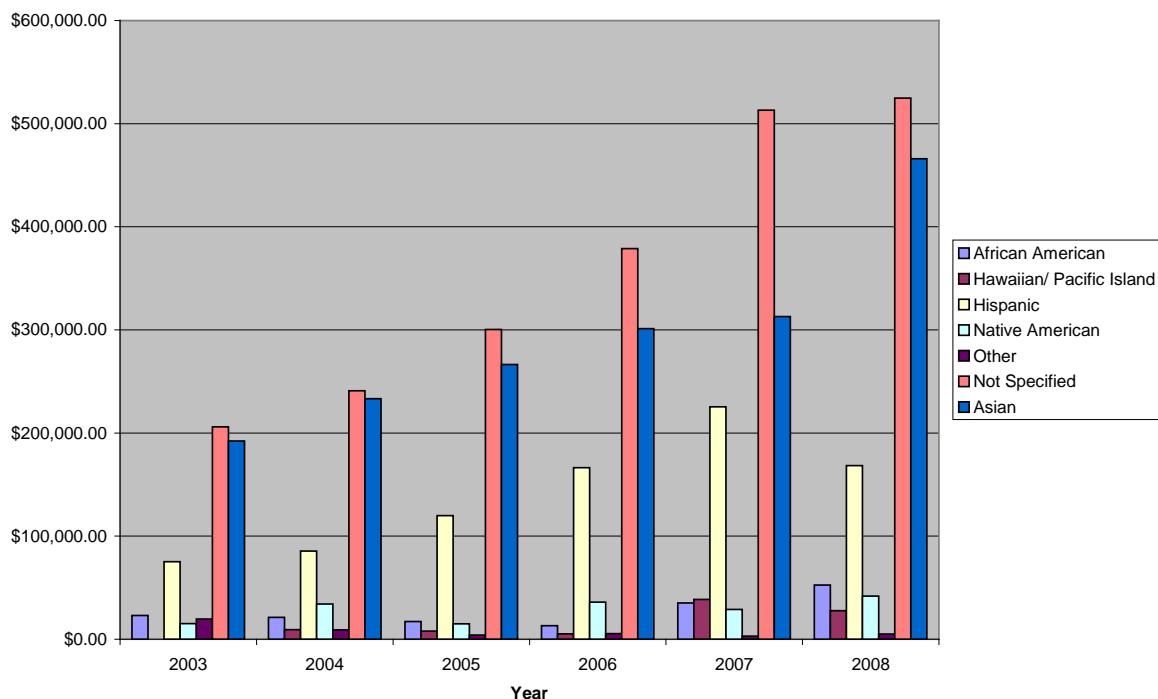
**Figure 16. Merit Awards by Gender, Total Funds**

**Merit Awards by Ethnicity-Average**



**Figure 17. Merit Awards by Ethnicity, average awards**

**Merit Awards-Total (No Cauc)**



**Figure 18. Merit Awards by Ethnicity (without Caucasians), Total Funds**

## SURVEYS

### *Student Survey*

The Office of Budget and Institutional Analysis created a student survey on campus climate and the Diversity Committee reviewed a preliminary version of that survey several years ago. The survey was conducted in 2006 and the complete results are available on the OBIA website. A few of the demographics and questions are given below but, in general, it appears that for at least 10% of the student population (if the number of respondents is a good representation of the whole study body) the University of Utah does not have a favorable environment for students of color or diversity. It is difficult to say if this is good or bad in comparison with other schools without further investigation, but 10% of the student population is still a rather large number of students and it would behoove us to try to reduce these numbers.

#### **What ethnicity do you identify with primarily?**

<b>Other</b>	2.5%
<b>I do not wish to respond</b>	5.1%
<b>African - American or Black</b>	0.9%
<b>American Indian or Native Alaskan</b>	0.6%
<b>Asian - American</b>	2.5%
<b>Hispanic</b>	2.2%
<b>Latina or Latino</b>	1.9%
<b>Multi - Ethnic</b>	1.7%
<b>Non - Resident Alien</b>	1.8%
<b>Pacific Islander or Native Hawaiian</b>	0.5%
<b>White</b>	80.2%
<b>Count (<u>N</u>)</b>	<b>3,406</b>

#### **Based on how you view yourself how do you consider yourself on the U campus?**

<b>Definitely in the minority</b>	12.9%
<b>Somewhat in the minority</b>	23.2%
<b>Somewhat in the majority</b>	36.8%
<b>Definitely in the majority</b>	27.1%
<b>Count (<u>N</u>)</b>	<b>3,407</b>

#### **How comfortable would you feel at the U challenging others on campus who make derogatory comments regarding ethnicity, gender, religious beliefs, and/or sexual orientation?**

<b>Very Comfortable</b>	22.1%
<b>Comfortable</b>	41.3%
<b>Uncomfortable</b>	30.0%
<b>Very Uncomfortable</b>	6.5%
<b>Count (<u>N</u>)</b>	<b>3,407</b>

**How frequently have you felt insulted or threatened on campus based on your ethnicity, gender, religious beliefs, and/or sexual orientation**

<b>Very Frequently</b>	3.7%
<b>Frequently</b>	6.8%
<b>Infrequently</b>	14.8%
<b>Very Infrequently</b>	18.7%
<b>Never</b>	56.0%
<b>Count (<u>N</u>)</b>	<b>3,407</b>

**How frequently have you heard derogatory remarks about persons ethnicity, gender, religious beliefs, and/or sexual orientation in a U class that went unchallenged by the U instructor**

<b>Very Frequently</b>	2.3%
<b>Frequently</b>	6.4%
<b>Infrequently</b>	15.6%
<b>Very Infrequently</b>	19.3%
<b>Never</b>	56.3%
<b>Count (<u>N</u>)</b>	<b>3,407</b>

**How frequently have you heard U faculty or staff make derogatory comments that put down people based on ethnicity, gender, religious beliefs, and/or sexual orientation?**

<b>Very Frequently</b>	2.6%
<b>Frequently</b>	7.5%
<b>Infrequently</b>	15.8%
<b>Very Infrequently</b>	22.2%
<b>Never</b>	52.0%
<b>Count (<u>N</u>)</b>	<b>3,407</b>

**How much do you agree that the is U a place where diversity is encouraged and respected and that each student is provided the opportunity for full unhampered and responsible participation in every aspect of campus?**

<b>Strongly Agree</b>	25.1%
<b>Agree</b>	55.0%
<b>Disagree</b>	13.5%
<b>Strongly Disagree</b>	4.7%
<b>Does Not Apply</b>	1.8%
<b>Count (<u>N</u>)</b>	<b>3,407</b>

## Faculty and Staff Committee Report

**2006-07 Members:** *Christina Rodriguez (Chair), Tom Loveridge, Bill Gillars, Wesley Sasaki-Uemura, Pedro Romero, Mindy Layton*

**2007-08 Members:** *Christina Rodriguez (Chair), Tom Loveridge, Wesley Sasaki-Uemura, Pedro Romero, Patrick Reinherr*

During the 2006-2008 academic years, the faculty and staff subcommittee concentrated on obtaining information regarding leadership (both academic and staff), clinical faculty, and retention of regular faculty. The committee's priorities pertain to staff and faculty issues.

Working with the Office of Equal Opportunity and the Office of Budget and Institutional Analysis (OBIA), the following areas were evaluated. With regard to faculty issues, charts for gender and ethnic distribution of regular faculty (tenure/tenure-track) across colleges were updated by the Retention Subcommittee and are included in the appendices C and D of this report. An overall chart showing the percentages of ethnic faculty at the University of Utah over the last 18 years is given in Figure 19. During this time there have been some percentage increases but over the last few years the increases have been almost negligible with some actual decreases in the percentages of African-American and Native-American faculty. This should be of concern to upper administration.

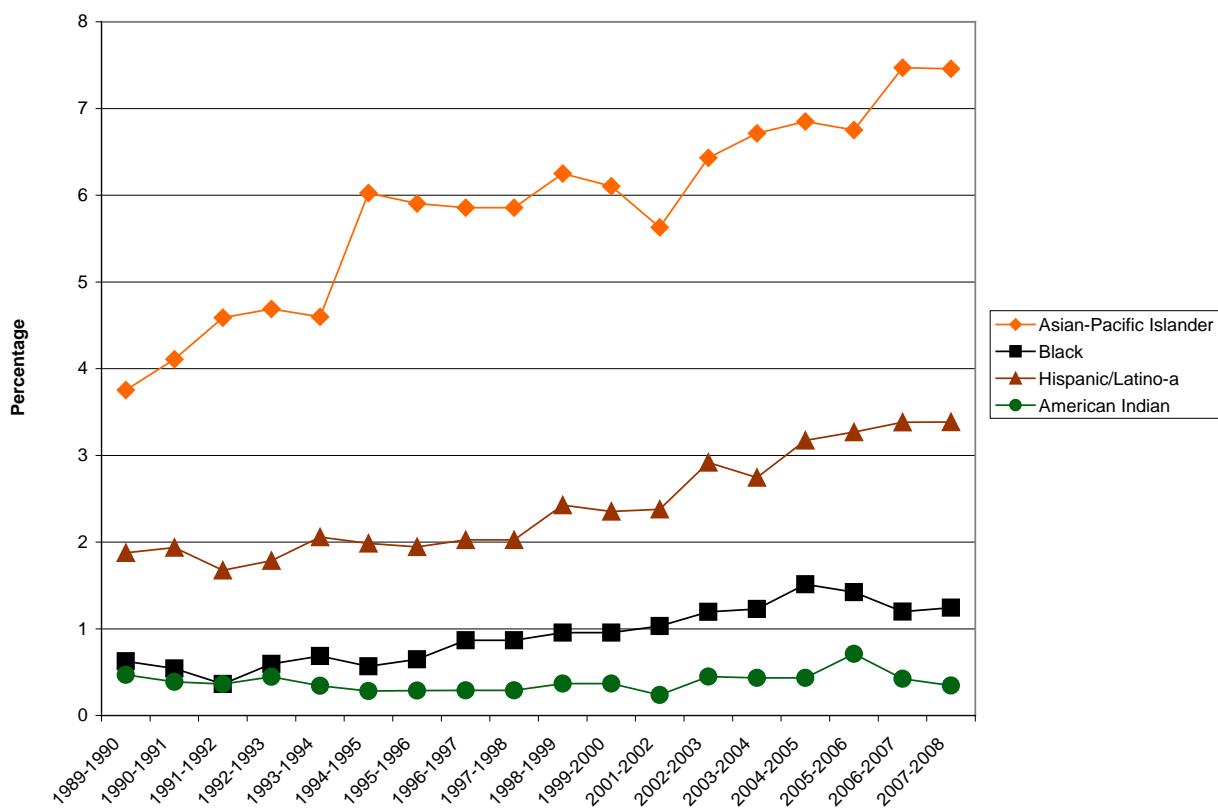
An analysis of clinical faculty rank in 2007 (full-time paid instructional faculty) was undertaken; however, only half of the university colleges provide sufficient information for this component to be analyzed (see below for details). The analyses indicate that women appear to be more likely to hold clinical positions rather than regular faculty positions in those colleges for which the information was available; this pattern was not observed, however, for minorities. In the future, colleges are strongly encouraged to evaluate the accuracy of their job designations in an effort to better engage in a more comprehensive consideration of clinical faculty status. Also, not all colleges use the same criteria to define clinical faculty and it is recommended that colleges adhere to a common definition.

In the 2005-2006 report, we provided information regarding leadership positions specifically pertaining to faculty leadership. We decided to alternate years with staff leadership. Given the two year time frame of the current report, details are provided separately for both staff leadership (2006-2007) and academic leadership (2007-2008). The report from both of these leadership analyses demonstrates that minorities are disproportionately underrepresented in leadership positions, either in academic/faculty leadership or staff leadership positions.

For several years, the Diversity Committee has awaited an analysis of faculty departures from the University of Utah. Reliable data on faculty in the tracking system are only available since summer 2005, prohibiting a meaningful analysis of faculty retention until this time. Below is a detailed report on faculty departures since 2005. Based on the current analysis, those who have left the university are more likely to be women and minorities. Now that the tracking of the cohort has been initiated, it is strongly recommended that OBIA: (1) continue tracking of the

2005 cohort; (2) track a 2006 (or later) cohort in the future; and (3) now begin including change in tenure status as part of the information derived from the system to be able to address questions regarding reasons for departure. Additional information regarding these departures should be gleaned from systematic exit surveys of departures

The faculty and staff subcommittee continues to pursue options for benchmarking comparisons with peer institutions (with regard to faculty and student issues) as well as regional comparisons (with respect to staff issues). Our efforts in this particular avenue are ongoing given the complexities of identifying suitable comparison groups.



**Figure 19. Percentages of Ethnic Regular Faculty at the University of Utah over the years 1989-2007. [Source: OBIA University of Utah]**

### **STAFF LEADERSHIP**

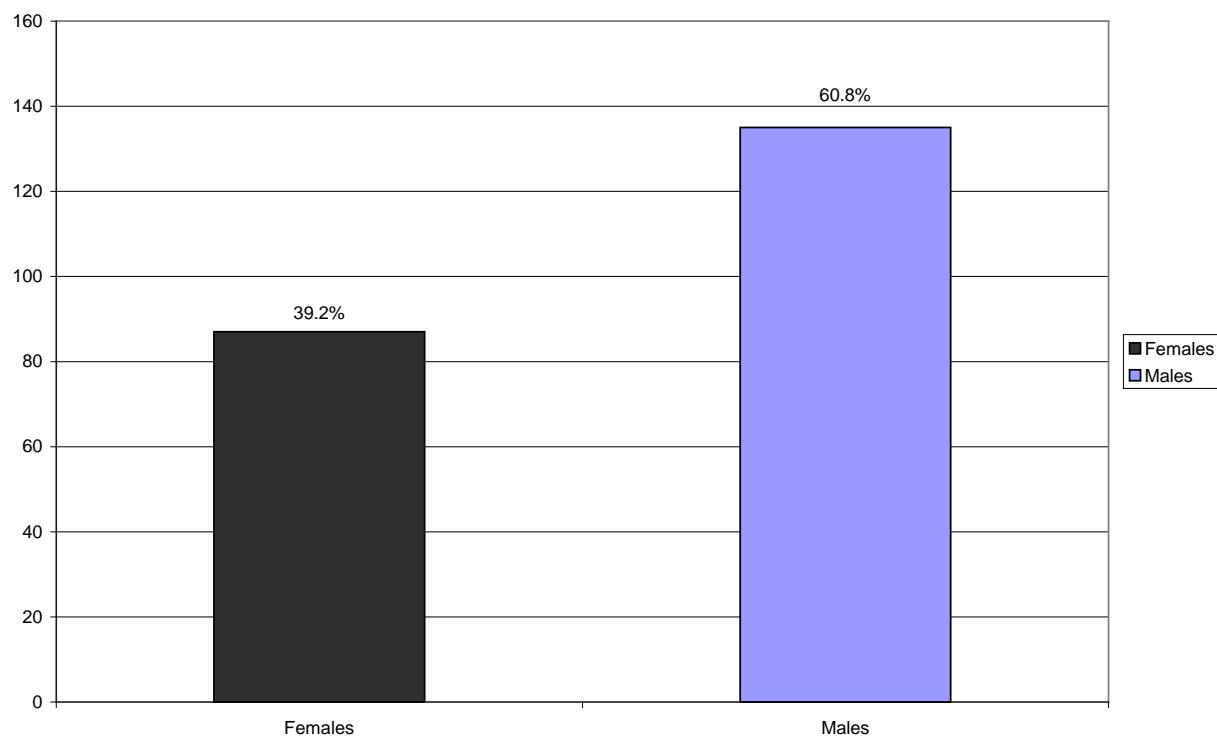
In this section, the goal was to obtain an accurate picture of the distribution of gender and ethnic/racial diversity among staff leaders at the University of Utah in 2006-2007. Administrative positions at the Director level and above were examined. A small fraction of individuals with a Director title were eliminated because they have no administrative responsibility over an organization and were not considered “directors” in the same sense as others with that designation. The following job titles were designated as staff leadership positions:

Administrative Director  
Assistant Vice President  
Associate Administrator  
Associate Vice President / Deputy General Counsel  
CEO, UUHC  
Clinical Administrative Manager  
Controller  
Director, Marriott Library  
Director  
Executive Director, Alumni Association  
Executive Director, Healthcare Organization  
Medical Director, UUHC  
President  
Senior Vice President  
Service Director  
Special Assistant to CEO / CFO  
University Registrar  
Vice President / General Counsel

Consult Figures 20-22 for details on the gender and ethnic distribution. The total pool of staff in 2006-2007 consists of 9662 individuals, 62.7% female and 12.9% identified as racial/ethnic minorities. Overall, 222 individuals were identified as staff leaders, in which known minorities (inclusive of African-American, Asian/Pacific Islander, Hispanic) comprised 4.5% of staff leadership positions (an additional 5% were unknown). With respect to gender, 39.2% of staff leadership positions were held by women. Thus, compared to their representation in the overall staff, the group of staff leaders are proportionally less for both women and minorities. It may be helpful in the future to evaluate staff leadership limited to main campus only versus those inclusive of the School of Medicine.

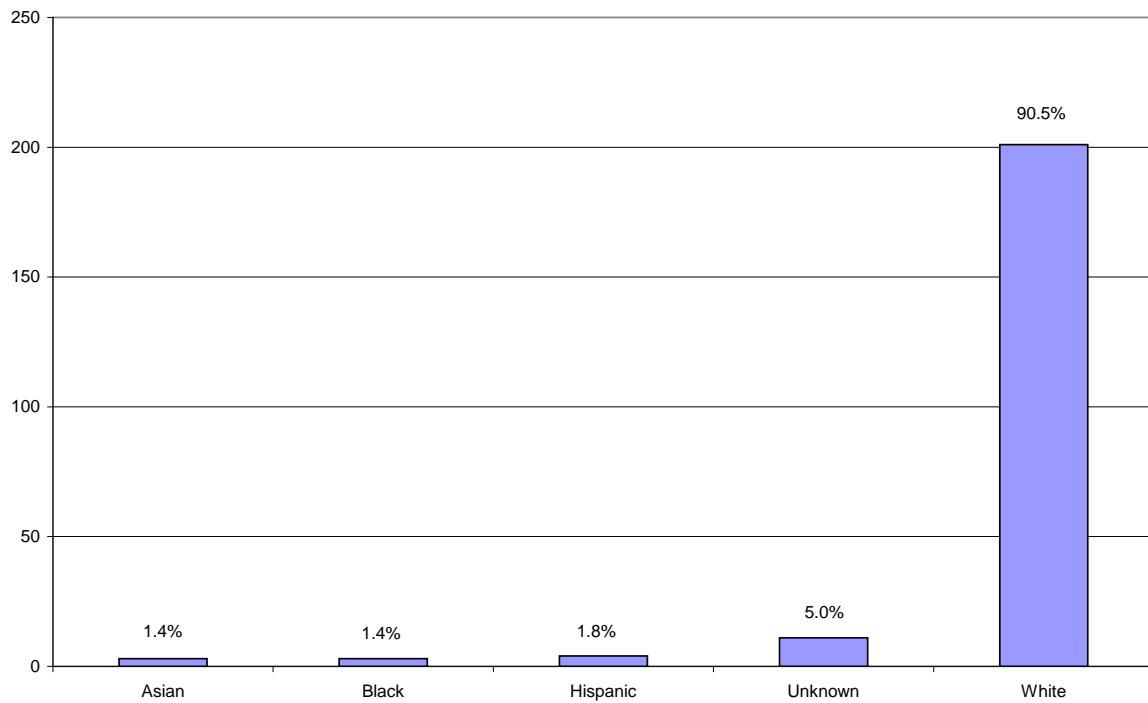
[Note of Acknowledgement: Staff leadership information was graciously compiled and provided by the Office of Equal Opportunity.]

**2006-2007 Gender Staff Leadership**

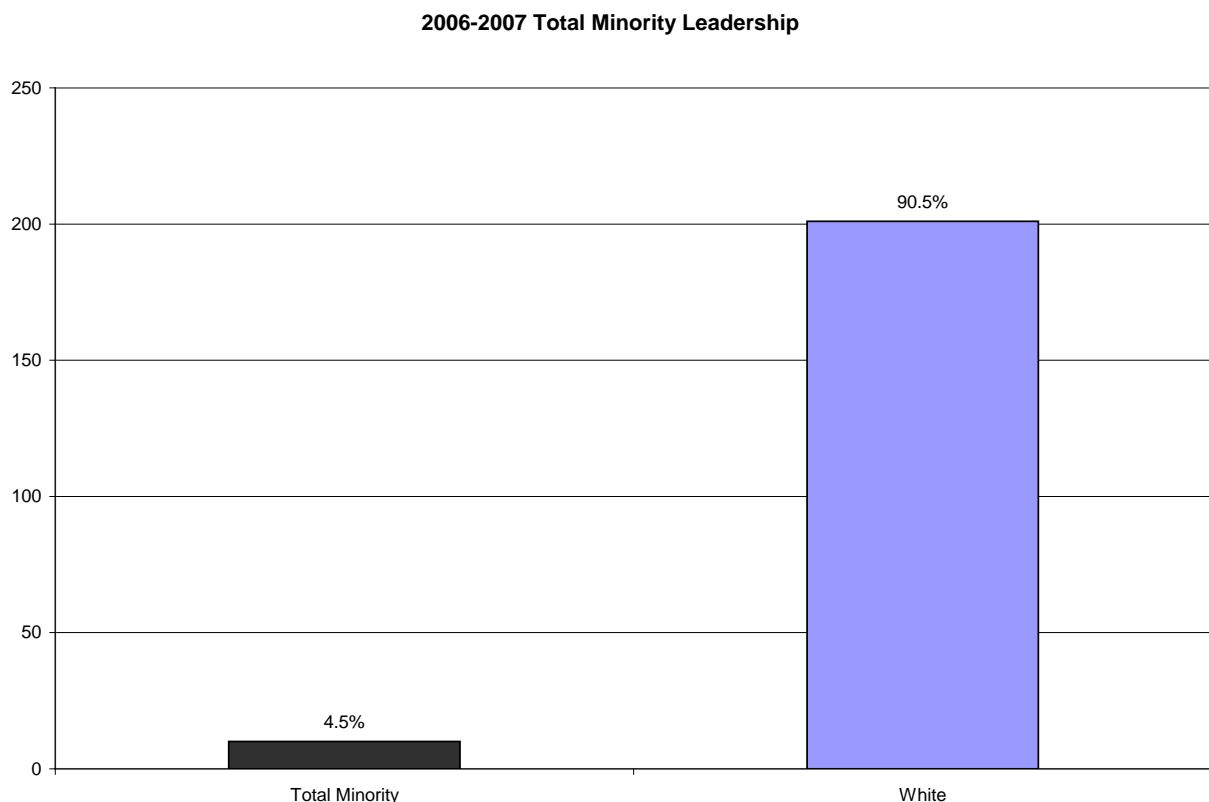


**Figure 20 Gender staff leadership for 2006-2007**

**2006-2007 Ethnicity Staff Leadership**



**Figure 21 Ethnicity staff leadership, 2006-2007**



**Figure 22 Minority staff leadership in comparison with white leadership 2006-2007**

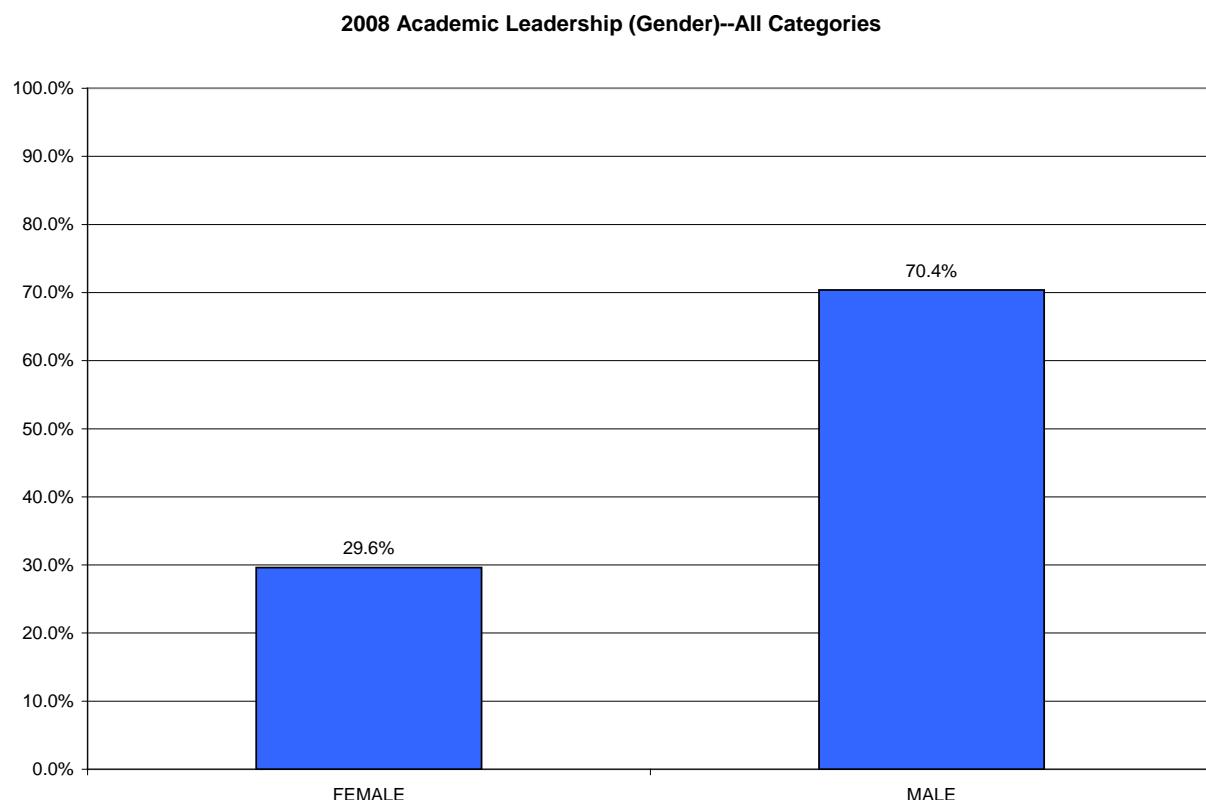
### ACADEMIC LEADERSHIP

Academic leadership positions at the University of Utah were identified across campus and evaluated in terms of gender and ethnic representation. Academic leadership was operationalized as those regular faculty who assume a leadership role. Academic leadership results (comparable to the 2005-2006 Diversity Report) are represented graphically with three variants on hierarchical definitions of leadership (see Figures 23-28). “All” is an inclusive category ( $n = 206$ ) representing individuals holding positions of Director (largely for interdisciplinary programs), Assistant/Associate/Vice (Department) Chair, Department Chair, Associate Dean, Dean, Associate Vice President and Vice-President of Academic Affairs, and President. “Without Directors” represents a comparable category excluding Directors ( $n = 184$ ). “Chair and Above” represents only those holding positions of Department Chair, Associate Dean, Dean, Associate Vice President and Vice-President of Academic Affairs, and President ( $n = 155$ ).

In terms of gender distribution, using the most inclusive “All” category, 29.6% of academic leadership positions are held by women. Removing interdisciplinary directors, this percentage drops to 26.6%. In the “Chair and Above” category, women represent 27.1% of leadership positions. Compared to the institutional head count (OIA dataset E4 for the 2007-2008), 27.2% of regular faculty are female. [As a potential comparison of these numbers to national trends, the Institute for Education Science National Center for Education Statistics reports in 2003, 32.7% of

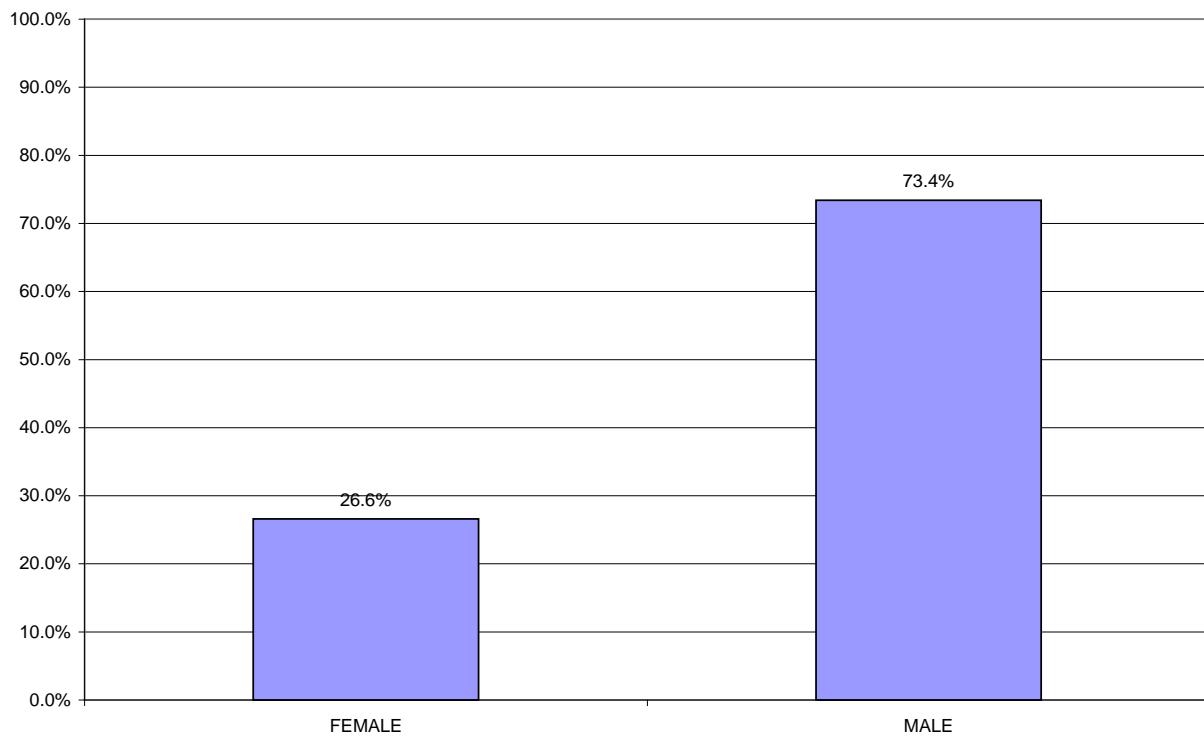
full time faculty at public doctoral institutions were female, and 31.7% at private doctoral institutions were female.] Compared to the 2006 Diversity Report of academic leadership, there was from 1.1%-2.2% drop in academic leadership positions held by women.

With respect to ethnicity, for the “All category,” minorities (inclusive of African-American, Asian/Pacific Islander, Hispanic) represent 6.8% of academic leadership positions. Without directorships included in the data, 6.5% of leadership positions are held by minorities. In the “Chair and Above” classification, 6.4% of those positions are held by minorities. Compared to the 2006 Diversity Report of academic leadership, there was a slight increase (from .15%-.6% increase) in academic leadership positions held by these underrepresented groups. However, compared to the institutional head count (OIA dataset E4 for the 2007-2008), 13.2% of regular faculty identify with these three racial/ethnic groups. [As a potential comparison of these numbers to national trends, the Institute for Education Science National Center for Education Statistics reports in 2003, 14.5% of full time faculty at public doctoral institutions were members of these racial/ethnic groups, and 11.2% at private doctoral institutions were minorities.]



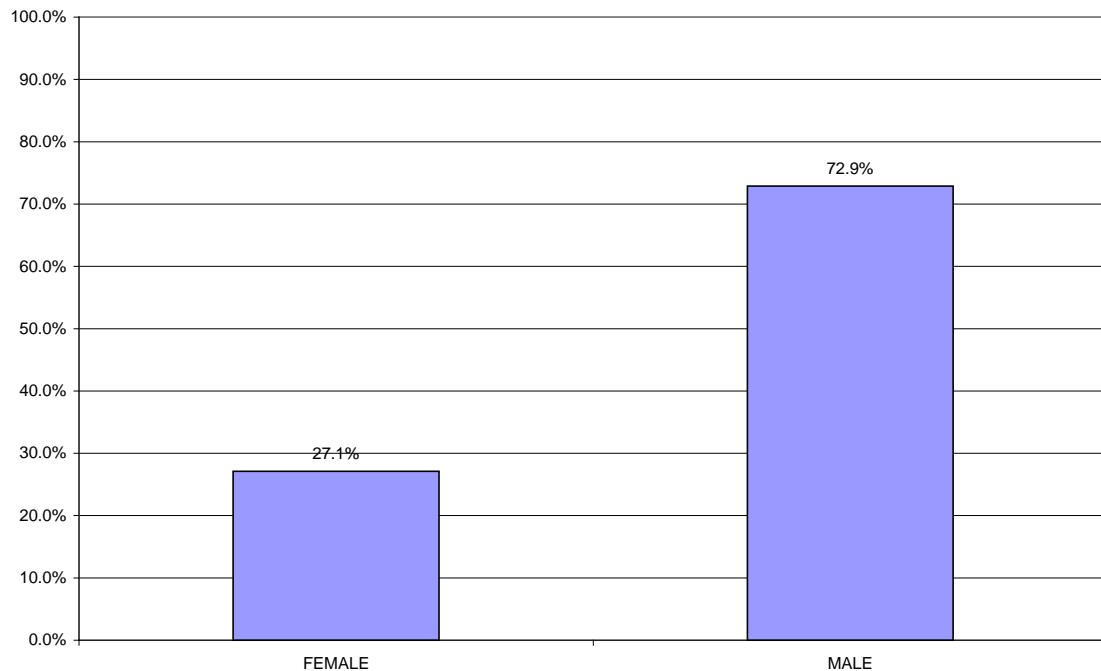
**Figure 23 Academic Leadership positions by gender – all catagories, 2008**

**2008 Academic Leadership (Gender)--Without Directors**



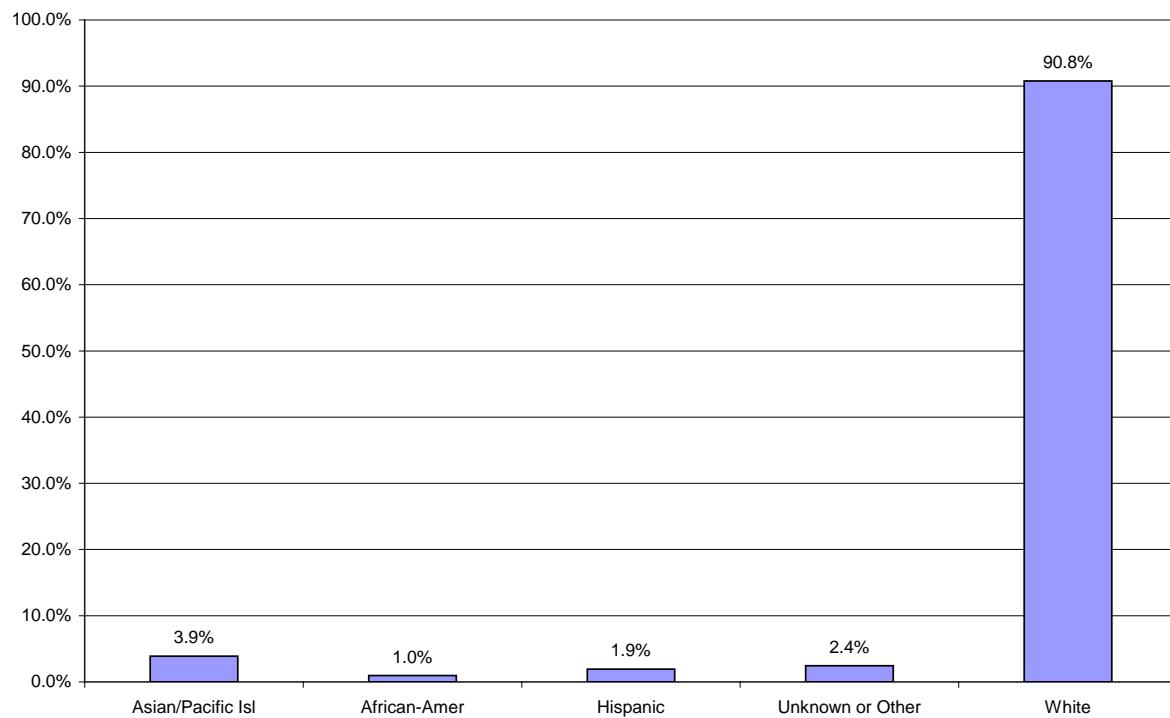
**Figure 23 Academic Leadership positions by gender – without Directors, 2008**

**2008 Academic Leadership (Gender)--Chair & Above**



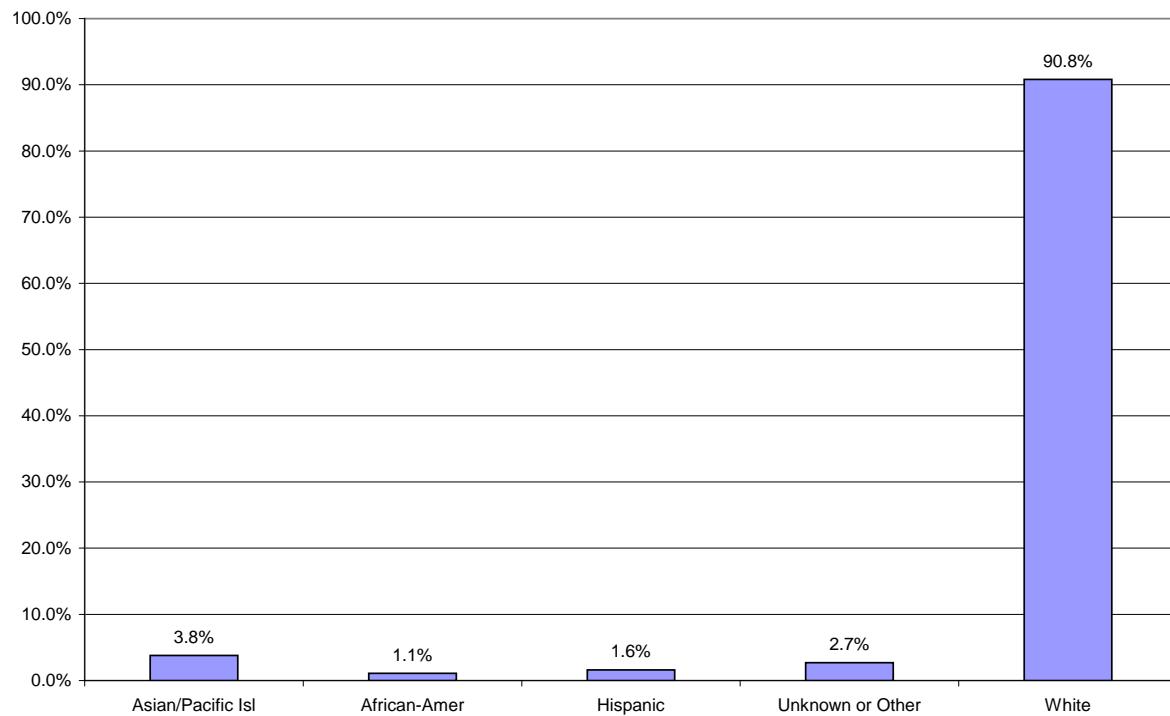
**Figure 25 Academic Leadership positions by gender – Chair and above, 2008**

**2008 Academic Leadership (Ethnicity)--All Categories**



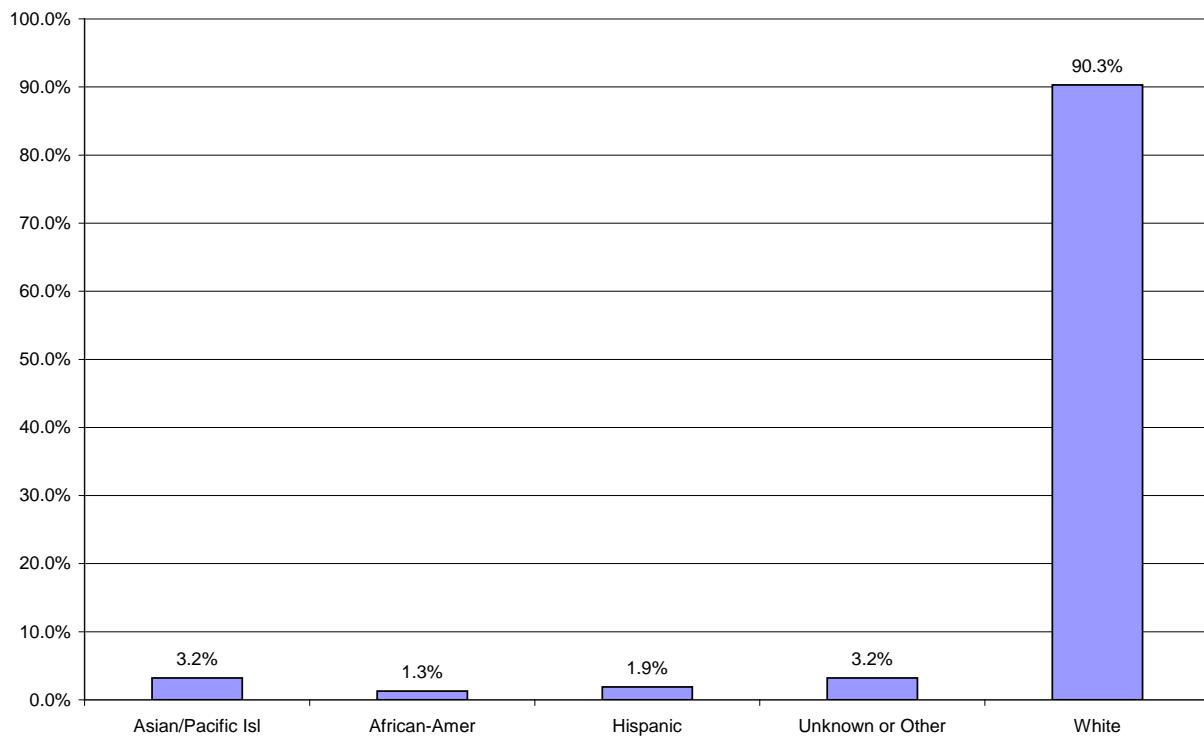
**Figure 26 Academic Leadership positions by ethnicity – all categories, 2008**

**2008 Academic Leadership (Ethnicity)--Without Directors**



**Figure 27 Academic Leadership positions by ethnicity – without directors, 2008**

**2008 Academic Leadership (Ethnicity)--Chair & Above**



**Figure 28 Academic Leadership positions by ethnicity – Chairs and above, 2008**

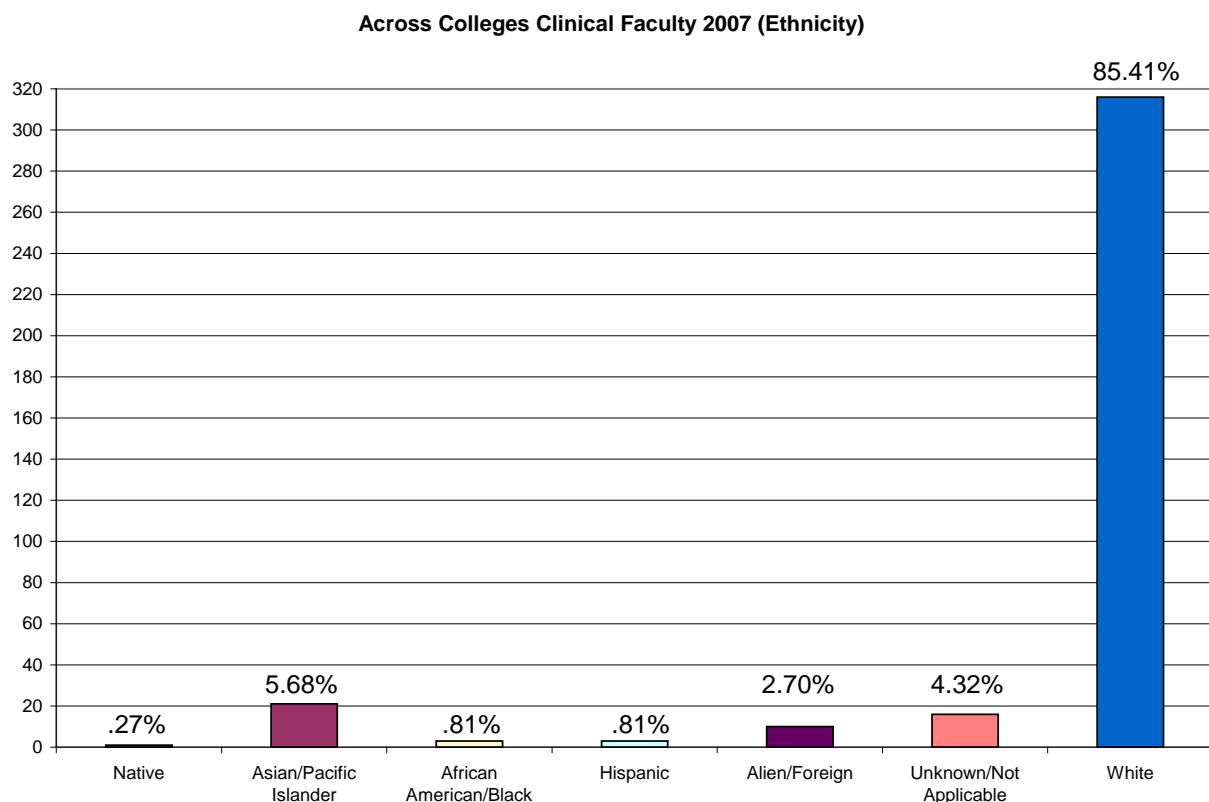
### CLINICAL FACULTY

Identifying clear, operational criteria for defining paid instructional faculty (i.e., non-tenure earning, full-time “clinical” faculty”) are complex and challenging. For the purposes of this section of the analysis, the following definition was utilized: paid instructional faculty with a minimum appointment of .75 FTE, with that salary not deriving from clinical services delivered at the University Hospital (i.e., holding hospital-generated salary constant). (Data using these criteria were extracted by the Office of Institutional Analysis.) Examples of the specific job titles for paid instructional faculty include: Assistant Professor (Clinical); Associate Professor (Clinical); Professor (Clinical); and Instructor (Clinical).

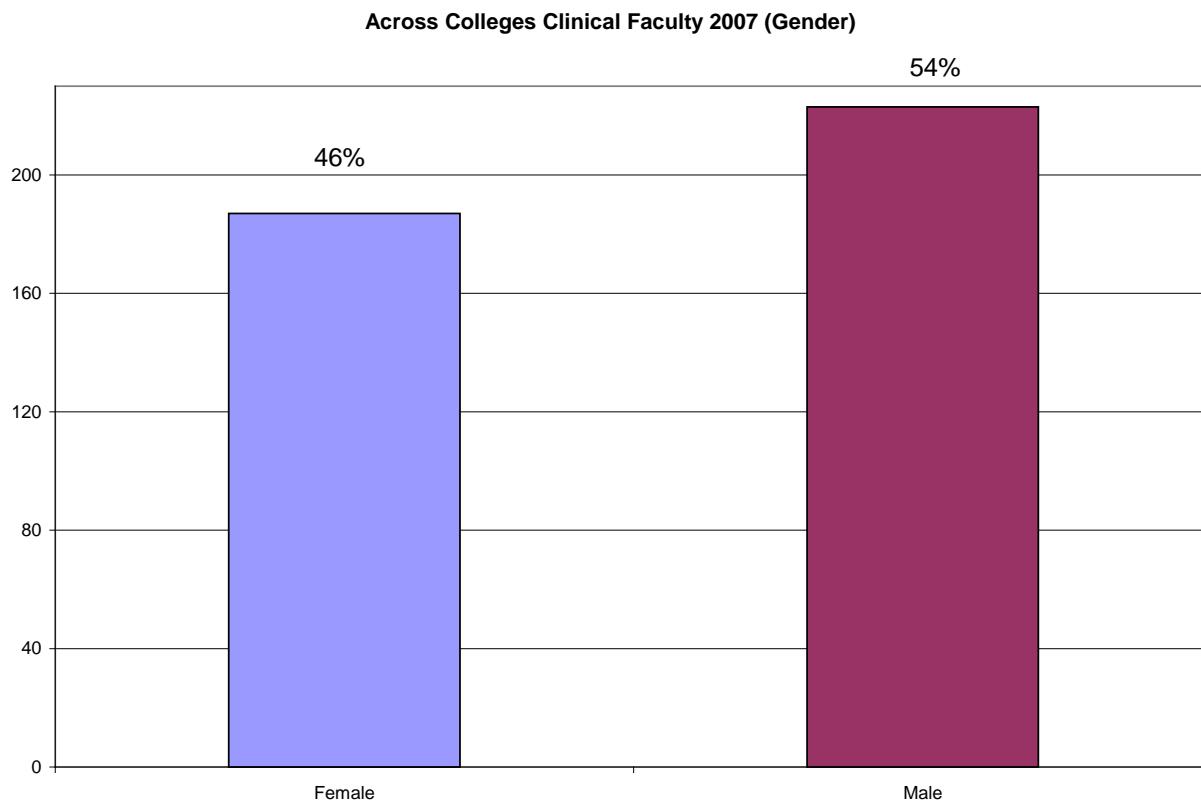
An important caveat to the following: some equivalent designations may not be accurately applied by those responsible for reporting job titles. Most notably, the following colleges do not designate any clinical faculty (these likely reflect at least in part inaccuracies in designating some clinical faculty): Architecture, Business, Humanities, Mines, Pharmacy, Social & Behavioral Sciences, Social Work. The committee urges colleges and departments to ensure appropriate titles reflect the activities of such individuals in order to maximize future efforts to track this information. In addition, future analyses may consider evaluating the most inclusive definition of paid instructional faculty, including reducing the FTE appointment minimum to .50.

Figures 29-30 display clinical faculty distribution by ethnicity and gender collapsed across the eight colleges for which data was available (Education, Engineering, Fine Arts, Health, Law,

Nursing, School of Medicine, Science). With regard to gender distribution, 46% of clinical faculty across these colleges are female. Compared to the 2007 headcount for regular, tenure-earning faculty in these eight colleges at the University of Utah (OIA Table E4 for 2007-2008), only 23.3% were female. With respect to ethnicity, approximately 7.6% of clinical faculty were classified as members of underrepresented groups (African-American, Asian/Pacific Islander, Hispanic, Native American). The vast majority of the 7.6% represent those classified as Asian/Pacific Islanders, solely employed in the School of Medicine. In comparison to the 2007 regular faculty in these colleges, (OIA Table E4 dataset for 2007-2008), racial/ethnic minorities represent 13.4% of the faculty. Based on this preliminary analysis (limited by the full representation of the university), women (but not minorities) are significantly overrepresented in clinical faculty positions. However not all colleges use the same criteria to define clinical faculty.



**Figure 29 Clinical faculty by ethnicity, 2007**



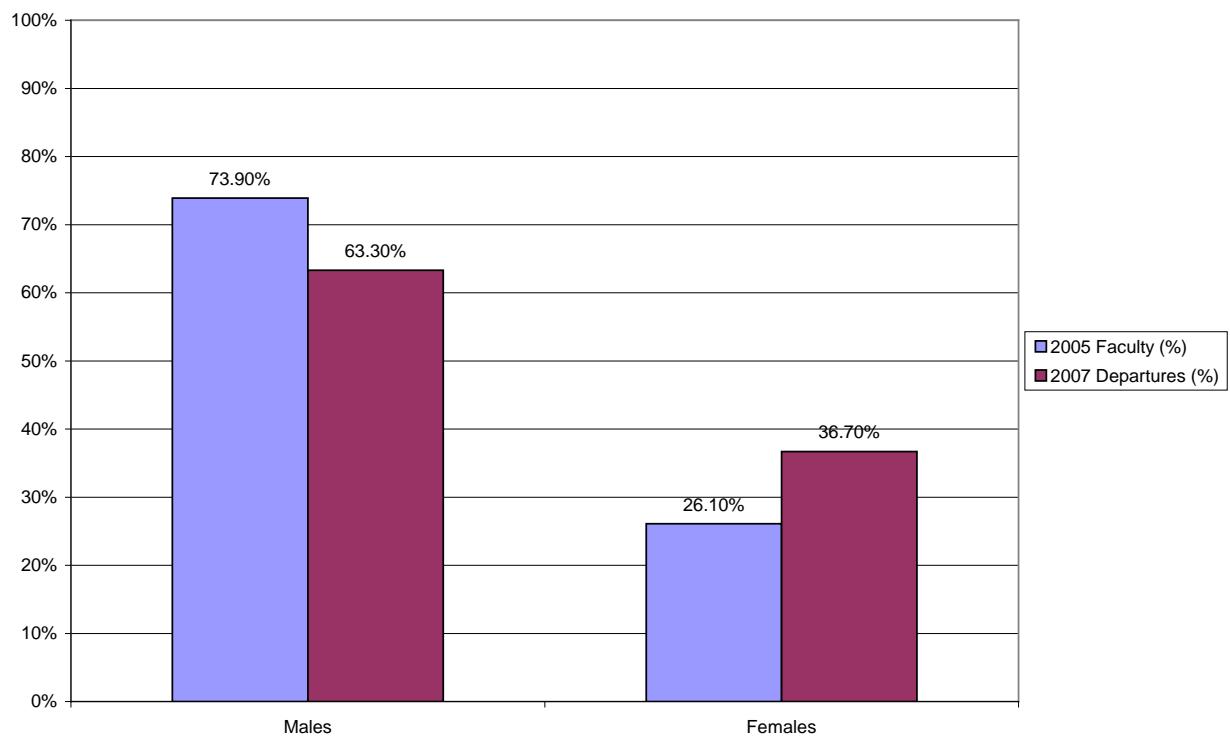
**Figure 30 Clinical faculty by gender, 2007**

### FACULTY RETENTION

Data were extracted with the assistance of OBIA to evaluate departures of regular, tenure-earning faculty. Active faculty in November 2007 were compared with active faculty in 2005 (two year time frame for departure). A total of 47 faculty were retired or deceased in November 2007 and were removed from the sample at both time points (resulting in a total of 1264 faculty in 2005 for the gender analysis and 1211 non-alien faculty for whom ethnicity was identified). Of those remaining, the University lost an additional 79 faculty. The departing 2007 faculty characteristics were then compared to 2005 faculty (OIA dataset E4 for 2005-2006). Review Figures 31-32 for a graphical depiction of faculty departure for both gender and minority status.

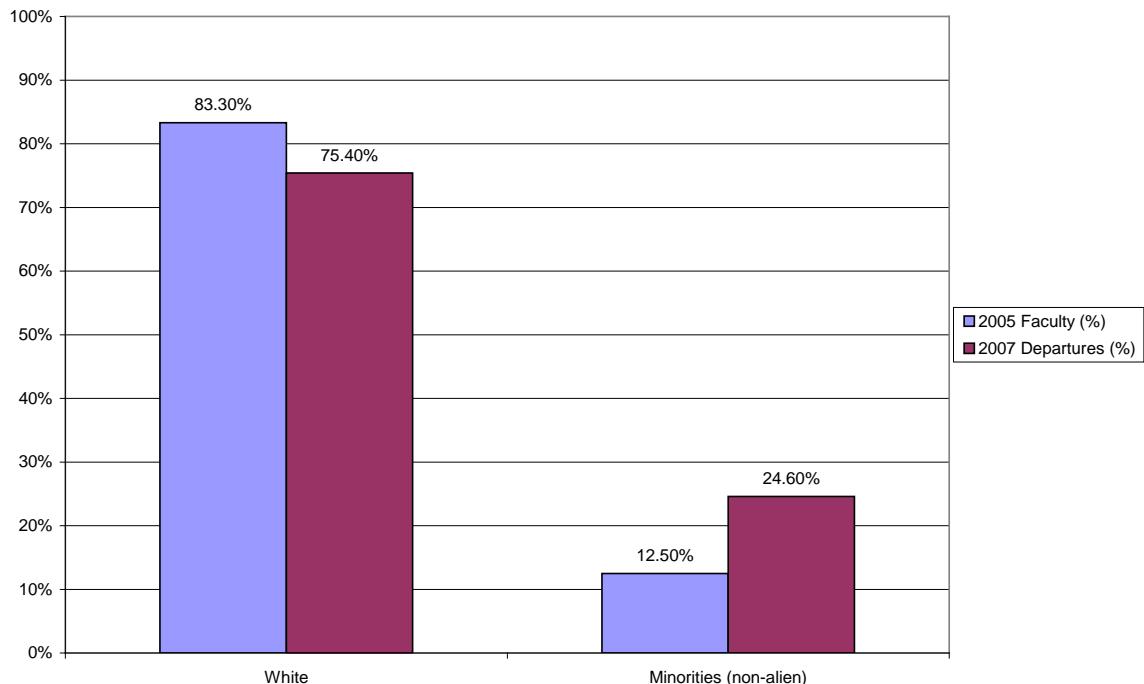
A total of 29 women departed the university in that two-year time frame (representing 36.71% of departures). This percentage is statistically greater than the 26.11% of women who were active faculty in 2005. With regard to faculty in underrepresented groups, comparisons were computed only with those non-alien faculty for whom ethnicity is known at both time points. A total of 17 minority faculty left the university (or 24.64% of departures). This percentage is also statistically higher than the 13.05% of active minority faculty present in 2005. Consequently, the university is experiencing a disproportionately greater loss of women and minority regular faculty.

**Faculty Retention 2005-2007 (Gender)**



**Figure 31 Faculty Retention by Gender, 2005-2007**

**Faculty Retention 2005-2007 (Ethnicity)**



**Figure 32 Faculty Retention by Ethnicity, 2005-2007**

# **Salary Analysis Committee Report**

**2006-07 Members:** Tom Loveridge (Chair), Walter Jones, Chrisoula Andreou, Sherri Hayashi, Sandy Haughey

**2007-08 Members:** Tom Loveridge (Chair), Chrisoula Andreou, Felipe Calizaya, Sandy Haughey

## **Salary Analysis---2006-2007**

The Salary Analysis Sub-Committee of the University Diversity Committee is comprised of Tom Loveridge (Chair), Chrisoula Andreou, Sherri Hayashi, and Walter Jones. A salary analysis of all benefits-eligible staff was sent to departments in April, 2007. Our intention is to conduct this analysis every 2 years.

### **Process**

We calculated a full-time salary for each employee, then adjusted the salary based on years of education and experience. We then compared the salaries of women to those of men in the same department and position. We did the same thing with minority salaries, comparing them to the adjusted salaries of non-minorities. If there was more than a minus 10% difference, the salaries were flagged and departments were asked to provide either a non-discriminatory reason for the difference, or a plan for resolving the disparity.

### **Results**

The numbers below include benefits-eligible employees who identified their race/gender and had at least one Caucasian/male in the same department and position to serve as a comparison group:

- Total number of staff where race was identified-----7,738  
Total number of minority staff where race comparison was possible -----1,126 (14.6%)
- Total number of staff where gender was identified-----8,117  
Total number of female staff where gender comparison was possible-----5,473 (67.4%)

This section looks at the number of women and minority salaries that were flagged as low:

- 103 (9.2%) out of 1126 minorities were flagged with a low salary
- 402 (7.3%) out of 5,543 females were flagged with a low salary

We ran the analysis for Caucasians, just to see how they would compare. Using the same methodology, we would have flagged 11.7% of Caucasians (compared to 9.2% minorities flagged) and 10.7% males (compared to 7.3% of females flagged).

### Summary of Responses

Salaries Adjusted---Minority 46.6% of minorities flagged  
Female 10.7% of females flagged

It is not clear how many of these raises were in response to the salary analysis, and how many were departmental raises that were either already planned or given to others as well.

Most Common Reasons Given for Salary Difference (% of total responses):

Minority----Data inaccurate or has changed-----21.4%  
Different Job Responsibilities-----18.5%  
Performance Issues-----11.7%

Women-----Data inaccurate or has changed-----19.6%  
Different Job Responsibilities-----11.3%  
Experience Issues----- 8.5%

### Improvements for the Future

For the staff analysis, we need to re-think how late to send out the worksheets. We had some feedback that budget decisions were already done by April, so we may need to distribute the materials much sooner. That said, we received very little negative feedback from departments.

### **Salary Analysis—2007-8**

The Subcommittee this year consisted of Tom Loveridge, Chrisoula Andreou, Filipe Calizaya, and Sandy Haughey.

We have been working with Professor William Smith to develop a meaningful salary analysis for tenure/tenure-track faculty. To that end, we have funded a graduate intern, Man Hung, to work with Professor Smith to research options for the development of a meaningful salary analysis for faculty. It was originally our intention to run this analysis in February/March of 2008.

The Salary Analysis Subcommittee, together with HR and Institutional Analysis professionals, met with Prof. Smith and Man Hung to review their results. After researching faculty salary analysis models used at other institutions of Higher Education, Professor Smith and Man Hung developed two approaches. We realize we will need to look at salaries using multiple methods of analysis to gather a complete picture. They are currently conducting a pilot program on the salaries of faculty in the College of Education. They are very encouraged by their results.

The first type of analysis uses a multiple regression analysis to develop an individuals projected salary, based on a variety of variables, that can be compared to the existing salary. This can form the basis for identifying outliers whose salaries may require further investigation to determine if race and/or gender may be playing a role in an unexpectedly low salary. The model Prof. Smith

and Man Hung developed can account for 85% of the variance using fields of data that currently exist in electronic form at the University. As other data become available in the future, particularly regarding scholarly research and publications, this number will grow even higher.

A second type of analysis looks at the salaries of various combinations of race and gender against these variables, then compared the results to Caucasian Males. For example, Asian Males would be one unit of analysis, and Asian Females another. Prof. Smith's research suggests that such pairings provide a more complete picture, since you may have a case where the salaries of Asian Faculty (for example) may appear OK in the aggregate, but Asian Males may be paid far more than Asian females. Combining these two groups together could hide discrimination for one group or the other.

It is our expectation that these analyses will be ready and tested so they can be used in the next budget cycle (February/March, 2009). The presentation Prof. Smith and Man Hung provided to the Salary Analysis Subcommittee provided a view of what should prove to be effective tools for analyzing faculty salaries at the University.

### **Faculty Exit Survey**

This survey is conducted on behalf of Susan Olson, Associate Vice-President for Academic Affairs, and Richard Sperry, Associate Vice-President for Health Sciences. They have approved sharing some summary data with the Diversity Committee.

The survey is in its third year. The first year was short, running from May to September, 2006. The second year (2007) was our first full year of running the survey. The third year (2008) is still underway, so this summary will cover only the first 2 years.

One of the biggest challenges facing the faculty exit survey is the low response rate. In 2006 we received a total of 10 responses:

<u>Gender</u>	<u>Race</u>
Male—6	White—3
Female—2	Minority---2
No Response--2	No Response—5

In 2007, we had a total of 19 responses:

<u>Gender</u>	<u>Race</u>
Male—12	White—15
Female--7	Minority---2
	No Response/Other—2

Obviously, drawing conclusions from such a limited data set is problematic, especially from 2006. Also, none of the comparisons below were subjected to a test of statistical significance. With this in mind, in reviewing the results, the following items stood out:

- The few minority faculty members who responded to the survey were male, and their

responses were consistent with the overall male responses

- Men were more likely than women to have left the University for pay and career opportunities in 2006, less likely than women in 2007
- Everyone who responded to the survey both years said that the University environment, the Community environment and relationships with co-workers were not factors in their decision to leave
- The large majority of women, and all minorities, reported they did not feel they were subjected to discrimination

The large majority of those responding did not leave due to tenure issues. For this group:

- Men were significantly more satisfied with their experience at the University than Women, and rated it much higher as a place to work
- Men were more likely to say they felt recognized for their contribution
- Men felt they received more feedback and communication than women
- Men were more satisfied with their chairs and deans than were women

Only 3 of those responding (all in 2007) said they left due to tenure issues. For this group:

- They generally felt more negative about their experience at the University
- They perceived that they were not treated fairly, did not receive effective mentoring or feedback, and they were critical of their chairs and deans
- None answered the question about discrimination

### **Survey Respondent Comments**

#### Women

- Why Left---A range of personal and professional issues. Most common focus was going to an institution that was a better match for their research approach and/or academic interest.
- Best thing about the University---most common response was colleagues for all groups.
- What could have been done better—Mentoring program and pay.

#### Minorities

- Why Left---Retirement, didn't get tenure
- Best thing about the University---Community and colleagues
- What could have been done better—Better salary

# **Diversity Mission Statement Committee Report**

**2006-07 Members: Colleen Casto (Co-Chair), William Smith (Co-Chair), Suzanne Espinoza, Bruce Gillars, Walter Jones, Dena Ned, Wesley Sasaki-Uemura, Octavio Villalpando**

**2007-08 Members: Colleen Casto (Chair), Erika Church, Wesley Sasaki-Uemura, Dhiraj Chand, Joe Gonzalez, Octavio Villalpando**

The Mission Statement committee worked to craft a concise statement about the role of the diversity committee of the Academic Senate of the University of Utah. The full committee approved the final version of the statement.

## **MISSION STATEMENT**

***As representatives of the faculty, staff, students and the community, the members of the Academic Senate Diversity Committee recognize that Diversity is fundamental to the education mission of the University of Utah. We provide advice, advocacy and assessment to create a climate of respect, equal access and opportunities for all members of our community.***

Future assignments are to be directed by the overall diversity committee. However, in researching the needs of the university and the role of the mission statement sub-committee, a number of items surfaced that our committee would like to address.

- Gather and make available information about diversity resources and programs campus-wide. We know there are many resources and programs throughout campus however students, staff and faculty may not be aware of them due to the lack of information and a centralized contact point. This information could be put online in the diversity web portal.
- Gather and make available comprehensive information about scholarships. Again, there are many scholarships available, but students often do not have access to the information. This information could be centralized with the committee and on the diversity web portal. (Community outreach for diversity is already working on a scholarship list in conjunction with UOS.)
- Based on current campus climate surveys the committee could examine the results and advise the broader committee as to what further action is needed and coordinate suggestions about future surveys.
- Based on previous discussions we also believe more information may be needed to fortify the University's stand on diversity in general and particular programs in specific. We could focus our attention in this area.