



UTSA DIVERSITY SURVEY

February 2018

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Summary of Results

The Office of Institutional Research (OIR) conducted the UTSA Diversity Survey on behalf of the Provost's Diversity and Inclusiveness Council (DIAC) between November 27 -December 13, 2017. The Diversity Survey was administered using Qualtrics via an anonymous email link. The UTSA Diversity survey consisted of 22 questions from the **Diversity Engagement Survey (DES)**, questions on **workplace satisfaction**, questions on **potential diversity and inclusion action items**, and **open-ended feedback**. More than 3,900 staff and faculty were invited to participate in the survey and 2,161 respondents completed the survey for a response rate of 55%.

One limitation emerged in the ability to generalize the results of the survey across the university. A high number of respondents did not answer specific demographic questions. For example, 23% of respondents did not identify their vice presidential area.

Diversity Engagement Survey Questions

Likert scale-type responses to the DES statements are coded from one (Strongly disagree) to five (Strongly Agree). Coding to numeric variables allows for the evaluation of differences in group means and corresponds to the coding scheme used by the creators of the DES.

Selected statements on the DES combine to form eight factors:

- *Common purpose*: Individuals experience a connection to the mission, vision, and values of the organization.
- *Trust*: Individuals have confidence that the policies, practices, and procedures of the organization will allow them to bring their best and full self to work.
- *Appreciation of individual attributes*: Individuals perceive that they are valued and can successfully navigate the organizational structure in their expressed group identity.
- *Sense of belonging*: Individuals experience their social group identity as being connected with and accepted in the organization.
- *Access to opportunity*: Individuals perceive that they are able to find and utilize support for their professional development and advancement.
- *Equitable reward and recognition*: Individuals perceive the organization as having equitable compensation practices and nonfinancial incentives.
- *Cultural competence*: Individuals believe the institution has the capacity to make creative use of its diverse workforce in a way that meets business goals and enhances performance.
- *Respect*: Individuals experience a culture of civility and positive regard for diverse perspectives and ways of knowing.

DES Statements with Highest and Lowest Agreement

The top five statements eliciting the highest agreement from respondents are:

- I feel that my work or studies contribute to the mission at UTSA
- I consider at least one of my coworkers to be a trusted friend
- At UTSA, I have opportunities to work successfully in setting with diverse colleagues.
- At UTSA, There are opportunities for me to engage in service and community outreach.

- At UTSA, I experience respect among individuals and groups with various cultural differences

The bottom five statements eliciting the lowest agreement from respondents are:

- At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals.
- I receive recognition and praise for my good work similar to others who do good work at UTSA.
- I am valued as an individual at UTSA
- I trust the leadership at UTSA to be fair to all employees and students
- I believe UTSA manages diversity effectively

Results for DES Factors

Respondents reported lower agreement with statements corresponding to equity and trust factors. Compared with other institutions participating in the DES, UTSA scores on the relative low end of institutions on equity and trust factors. UTSA scores relatively higher agreement with statements relating to sharing a common purpose when compared with other institutions.

Mean differences in engagement and inclusion factor scores were evaluated by demographic items in the UTSA Diversity Survey including VP area, campus, length of employment, ethnicity, race, gender, age, veteran status, disability, and sexual orientation. Non-respondents to demographic questions generally report significantly lower agreement with the engagement and inclusion factors.

Where respondents did identify their VP area, those in Student Affairs reported significantly higher agreement on statements related to trust compared to Academic Affairs and on items related to cultural competence when compared with both Academic Affairs and External Relations. Staff and NTT faculty report higher agreement compared with tenured and tenure-track faculty on items related to general themes of trust, appreciation of individual attributes, cultural competence, and respect. Respondents employed less than one year indicated higher agreement with most engagement and inclusion factors compared with respondents with more years of employment at UTSA. This effect was also present for younger (age 18-22) respondents.

No significant differences appeared between the 1604 Campus and the Downtown Campus on the DES engagement and inclusion factors. In addition, no significant differences on engagement and inclusion factors emerged by veteran status, ethnicity, disability, or sexual orientation except where non-respondents reported lower agreement with selected themes.

White and Asian respondents report significantly higher agreement with statements related to equity, cultural competence, and respect when compared with African-American or Black respondents. In addition, Hispanic or Latino respondents scored higher on items related to cultural competence and respect compared with black or African-Americans. Asians also reported higher agreement with questions related to trust when compared with black or African-American respondents. Females indicate lower agreement with items related to trust compared with males. Engagement and Inclusion factors were not explored by religion due to very high non-response on the religious affiliation question.

Workplace Satisfaction Questions

Six questions were added to the UTSA survey by the DIAC and measured respondents' perceptions related to workplace climate at UTSA. Respondents reported the lowest agreement with "I have free

time during the work week” and “I am not satisfied with my job at UTSA.” The highest levels of agreement were related to “I get good healthcare benefits from my job”.

Potential Diversity and Inclusion Action Items

Three questions added by the DIAC related to potential “action items” for the university were asked of respondents. Slightly less than half of respondents (47%) agree or strongly agree that the creation of a Chief Diversity Officer is necessary. An additional 29% neither agreed nor disagreed. When presented with groups who should have the main responsibility for tackling diversity at UTSA, the majority of respondents selected, “The responsibility rests on each of the groups below equally.” Outside of shared responsibility among all groups, respondents most frequently selected the President as the role bearing responsibility.

Survey respondents were also asked to select from a menu of potential diversity initiatives they thought could improve the climate. Each respondent could select up to three. The most often selected diversity initiative was to create a university-wide task force to identify and implement policies and practices to make structural changes on campus to make sure all voices are heard. The second most selected initiative was requiring all annual evaluations of leadership at UTSA to incorporate a diversity and inclusion component. The third most selected initiative included the implementation of a “Grow our own” faculty program.

Open-Ended Feedback

Respondents were offered the opportunity to share their own thoughts on diversity and inclusion efforts within their department, college, or institution and to provide additional ideas on potential inclusion initiatives that could improve the climate and help to change the culture for diversity and inclusiveness at UTSA. Responses to these questions provide additional insights that complement the quantitative data gathered by the survey.

We received over 430 open-ended comments to the first open-ended question in the survey. The most common responses related to the following. Definitions of diversity varied widely with some respondents suggesting that diversity efforts need to expand to include larger audiences than just race and ethnicity or gender. Other responses varied according to the level of leadership or to which leader the respondent referred. For instance, one respondent might comment on leadership as related to prior leadership while other respondents mentioned President Eighmy. Equity in hiring and promotion also featured prominently in responses as well as examples of unequal treatment or lack of respect. Other individuals indicated a lack of trust, questioning whether anything actionable would emerge from the survey effort or a lack of trust in the confidentiality of the survey.

Respondents were also asked for additional written suggestions for diversity and inclusion initiatives at UTSA that could improve the climate and help to change the culture for diversity and inclusiveness at UTSA. We received over 300 open-ended responses to this question in the survey. Suggestions here included detailed or enthusiastic responses either for or against appointing a Chief Diversity Officer. Other respondents recommended that UTSA require new and more thorough diversity training. Hiring and promoting diverse candidates internally similar to the “Grow our own” initiative was suggested as well. Some respondents also indicated a need to review current leadership and place new candidates in leadership positions.

Background

The Provost formed the Diversity and Inclusiveness Council (DIAC) in spring 2017 with a directive to assess the current climate within VPAA as it relates to diversity and inclusivity and make recommendations for future hiring and/or programmatic efforts. As part of this charge, the DIAC produced a survey to measure the baseline VPAA environment using 22 items from the Diversity Engagement Survey (DES). The DES was initially created to assess the performance of medical institutions related to their faculty, staff, and student members. The DIAC also added internal questions meant to further measure climate as it relates to diversity. Please see Appendix 1 for a copy of survey items.

Prior to release of the UTSA Diversity Survey, President Eighmy requested that the survey be released to faculty and staff outside of VPAA as well. Further items were added to evaluate faculty and staff response to specific initiatives. The President and Provost directed Institutional Effectiveness to administer and analyze resulting survey responses.

Survey administration began on November 27 with an initial email invitation to 3,924 staff and faculty. The email included an anonymous link and returned responses are unassociated with any other identifying data except for an IP address and location. A reminder email with an anonymous link was sent out on Monday, December 4 with a final reminder on December 11. The survey closed to new responses at 6:00 pm on December 12. Respondents with surveys in progress had another 48 hours to complete the survey. All outstanding surveys were completed by December 14.

Limitations

Several limitations may affect the quality of data resulting from this survey. The UTSA Diversity Survey was administered in Qualtrics and released to faculty and staff via an anonymous link. Qualtrics contains a survey option that prevents “ballot box stuffing” or completing the survey more than once from the same machine. This option was disabled just prior to release of the survey to allow anyone just previewing the survey without answering questions to go back in and complete the questions later. It is possible that some respondents completed the survey more than one time although we do not see substantial ballot box stuffing when examining duplicate IP addresses occurring outside of UTSA.

The second limitation lies in the method of assigning IP addresses within the university. Different respondents on Air Rowdy may be assigned the same IP address thus appearing as duplicates. No cases were removed based on IP duplication unless all questions were missing data.

The third limitation lies in the method of sending out reminders. The Office of Institutional Research extracted all faculty and staff from Banner assignment tables in early November and excluded student workers, graduate research assistants, teaching assistants, persons of interest or anyone assigned for zero percent time. Other offices sent out reminders to their staff containing the survey link but without regard to graduate student workers. One of the graduate students on the DIAC received such a reminder from Staff Council. While it was beneficial to have multiple offices reiterating the importance of completing the survey, it is possible that a slightly wider audience than initially intended completed the survey.

Lastly, missing data is prevalent in demographic questions but, particularly within Vice Presidential area. Nearly a quarter of respondents did not list their VP area. College/Unit and department branch from VP

area thus leaving missing data in those categories as well. Unanswered demographic and area questions may be reflective of mistrust within the institution as it relates to diversity matters or concerns about anonymity. While respondents may not have known their VP Area, lower scores on nearly all the DES items compared to other areas is evidence of variation within the non-answered demographic questions not attributable to just not knowing VP Area. Table 1 provides the percentage of each demographic item left unanswered or where respondents selected “Prefer not to say”.

Table 1: Non-response by Demographic Item*

| Item | Count | Percent |
|--------------------|-------|---------|
| VP Area | 506 | 23.4% |
| Role | 287 | 13.3% |
| Time at UTSA | 236 | 10.9% |
| Campus | 275 | 12.7% |
| Gender | 383 | 17.7% |
| Race | 364 | 16.8% |
| Ethnicity | 302 | 14.0% |
| Veteran Status | 230 | 10.6% |
| Disability | 238 | 11.0% |
| Sexual orientation | 578 | 26.7% |
| Religion | 822 | 38.0% |

*Count includes "Prefer not to say" responses

Survey Results

The survey period ended with 2,218 responses. Of these, 57 responses were deleted due to nonresponses on all survey questions leaving 2,161 completed surveys for an overall response rate of 55%. Table 1 presents completed surveys by self-reported VP area and college or unit. Subsequent tables give the number of completed surveys by other demographic information including campus, race, gender, age group, and years worked at UTSA.

Table 2: Responses by VP Area

| | Count | Percent |
|--------------------|-------|---------|
| Academic Affairs | 880 | 53.2% |
| Business Affairs | 255 | 15.4% |
| Community Services | 83 | 5.0% |
| External Relations | 51 | 3.1% |
| President | 38 | 2.3% |
| Research | 117 | 7.1% |
| Student Affairs | 231 | 14.0% |
| Total | 1,655 | 100.0% |

Tables 3-9 expand on Table 2 to include college and department, for VPAA, or unit for other VP areas. Departments or units with less than ten responses are recoded to ‘Other’ here to maintain confidentiality.

Table 3: Responses by VP Area (Academic Affairs)

| College | Department | Count |
|--|---|-------|
| Architecture, Construction, and Planning | Architecture | 10 |
| | Other | 5 |
| | Total | 15 |
| Business | Information Systems & Cybersecurity | 13 |
| | Other | 71 |
| | Total | 84 |
| Education and Human Development | Bicultural and Bilingual Studies | 14 |
| | Educational Leadership and Policy Studies | 13 |
| | Interdisciplinary Learning and Teaching | 24 |
| | Other | 41 |
| | Total | 92 |
| Engineering | Electrical Engineering | 12 |
| | Other | 39 |
| | Total | 51 |
| Liberal and Fine Arts | Anthropology | 13 |
| | Modern Languages & Literatures | 12 |
| | Music | 14 |
| | Other | 81 |
| | Total | 120 |
| Public Policy | Other | 34 |
| | Total | 34 |
| Sciences | Biology | 39 |
| | Computer Science | 10 |
| | Mathematics | 15 |
| | Other | 53 |
| | Total | 117 |
| University College | Writing Program | 11 |
| | Other | 30 |
| | Total | 41 |
| | Advising | 43 |
| | Graduate School | 13 |
| | Information Technology | 47 |
| | Institutional Effectiveness | 10 |
| | International Initiatives | 13 |
| | Libraries | 61 |
| | Other | 139 |
| Total | | 880 |

Table 4: Responses by VP Area (Business Affairs)

| Unit | Count |
|------------------------------|-------|
| Campus Services | 12 |
| Facilities Operations & Mtnc | 13 |
| Human Resource Systems | 14 |
| University Police | 28 |
| Other | 188 |
| Total | 255 |

Table 5: Responses by VP Area (Community Services)

| Unit | Count |
|-------|-------|
| Other | 83 |
| Total | 83 |

Table 6: Responses by VP Area (External Relations)

| Unit | Count |
|-------|-------|
| Other | 51 |
| Total | 51 |

Table 7: Responses by VP Area (President)

| Unit | Count |
|-----------|-------|
| Athletics | 13 |
| Other | 25 |
| Total | 38 |

Table 8: Responses by VP Area (Research)

| Unit | Count |
|-------|-------|
| Other | 117 |
| Total | 117 |

Table 9: Responses by VP Area (Student Affairs)

| Unit | Count |
|-------------------|-------|
| University Center | 15 |
| Other | 216 |
| Total | 231 |

Table 10: Respondent employment characteristics

| | | Count | Percent |
|---|--------------------|-------|---------|
| How long have you been employed with UTSA? | less than one year | 200 | 10.4% |
| | 1-5 years | 660 | 34.3% |
| | 6-10 years | 389 | 20.2% |
| | 11-15 years | 329 | 17.1% |
| | 16 or more years | 347 | 18.0% |
| | Total | 1925 | 100.0% |
| My role at this institution is best described as... | Administrator | 116 | 5.6% |
| | Faculty T/TT | 296 | 14.3% |
| | Faculty NTT | 202 | 9.7% |
| | Staff | 1183 | 57.0% |
| | Other | 77 | 3.7% |
| | Total | 1874 | 100.0% |
| I spend most of my time at the... | Main Campus | 1592 | 84.4% |
| | Downtown Campus | 221 | 11.7% |
| | ITC | 25 | 1.3% |
| | Other | 48 | 2.5% |
| | Total | 1886 | 100.0% |

Figure 1: Distribution of length of employment, role, and campus

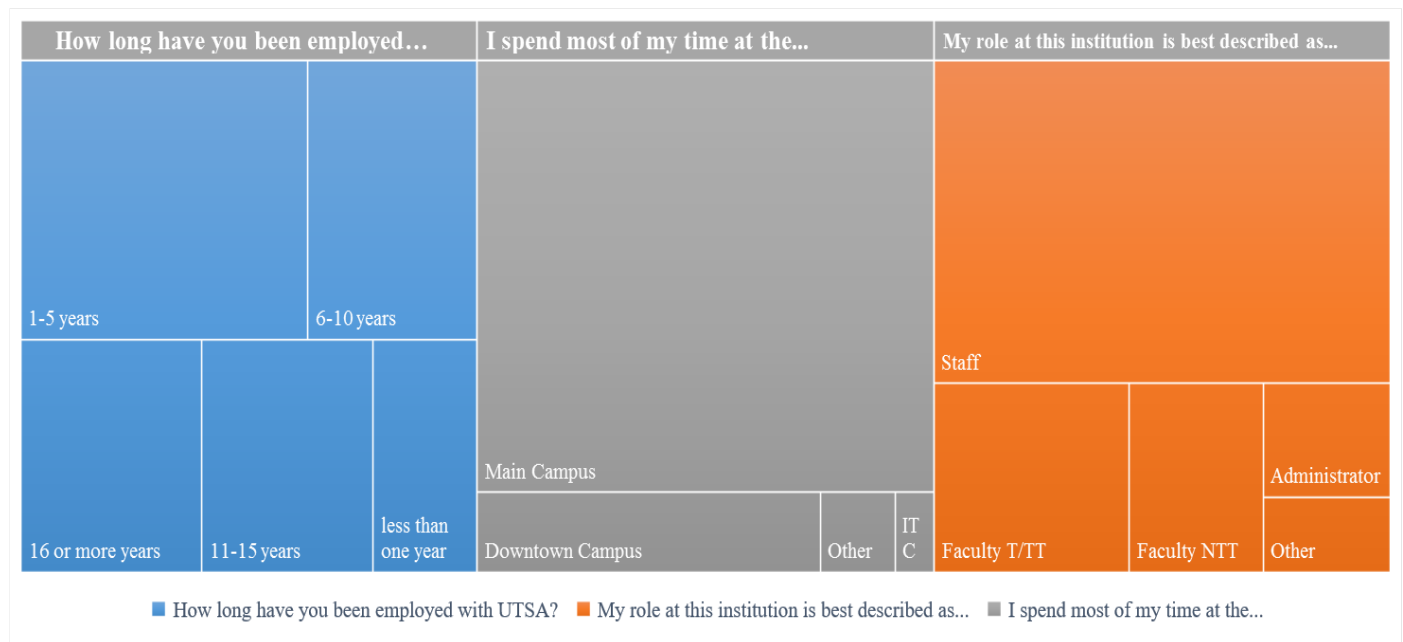
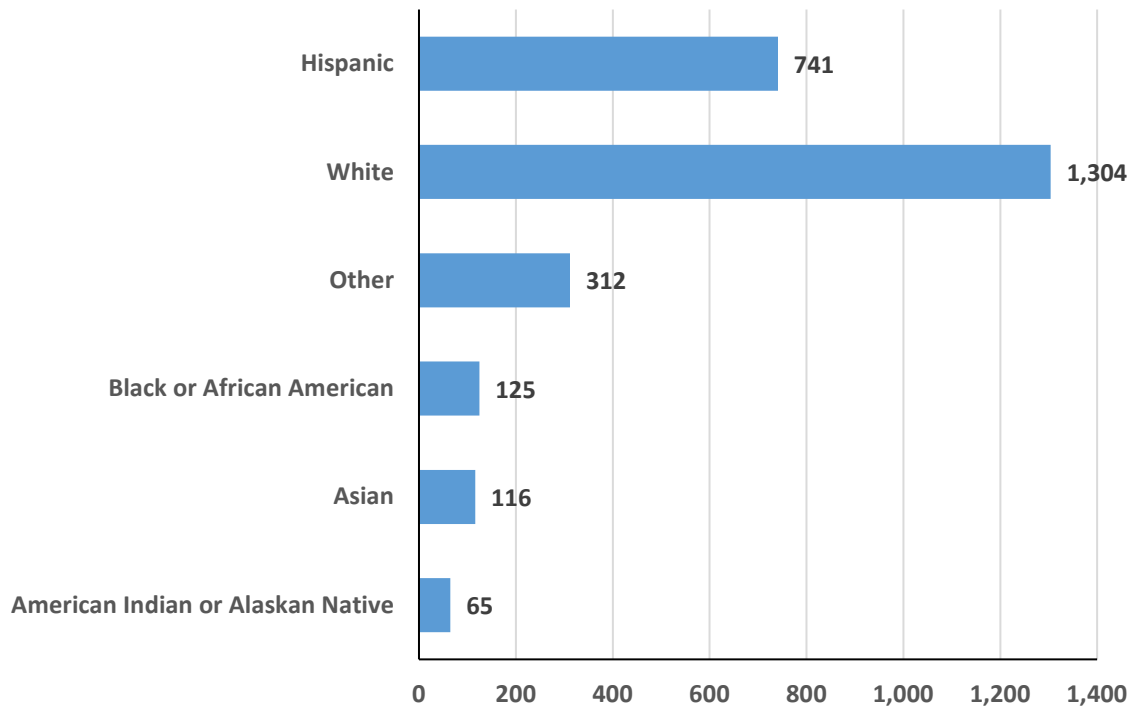


Table 11 provides data on race and ethnicity. Respondents were asked to check ‘yes’ for Mexican American, Hispanic, or Latino ethnicity and then allowed to select more than one racial category in a separate question. Each selection was dummy coded into yes/no categories. Due to few respondents selecting the ‘Native Hawaiian or Pacific Islander’ category, this is included with ‘Other’.

Table 11: Race and Ethnicity

| | Yes | | No | | Total | |
|---|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| Are you Mexican-American, Hispanic, or Latino or none of these? | | | | | | |
| | 741 | 39.9% | 1,118 | 60.1% | 1,859 | 100.0% |
| Choose one or more races that you consider yourself to be | | | | | | |
| American Indian or Alaskan Native | 65 | 3.0% | 2,096 | 97.0% | 2,161 | 100.0% |
| Asian | 116 | 5.4% | 2,045 | 94.6% | 2,161 | 100.0% |
| Black or African American | 125 | 5.8% | 2,036 | 94.2% | 2,161 | 100.0% |
| Other | 312 | 14.4% | 1,849 | 85.6% | 2,161 | 100.0% |
| White | 1,304 | 60.3% | 857 | 39.7% | 2,161 | 100.0% |

Figure 2: Distribution of responses by race and ethnicity



Race and ethnicity were subsequently recoded into one variable match race-ethnic recoding in the Integrated Postsecondary Education Data System (IPEDS) (See Table 12). Hispanic or Latino respondents are identified first then respondents who selected only one racial category are coded into their respective designations. Respondents who selected Native Hawaiian or Pacific Islander and American Indian or Alaskan Native are coded with those who selected other to protect confidentiality.

Respondents who did not answer either ethnicity or race are coded as Not Answered. Respondents who reported non-Hispanic or Latino ethnicity but who did not answer a race category are coded as Unknown, Not Hispanic. Respondents who selected more than one racial designation are coded as Two or More.

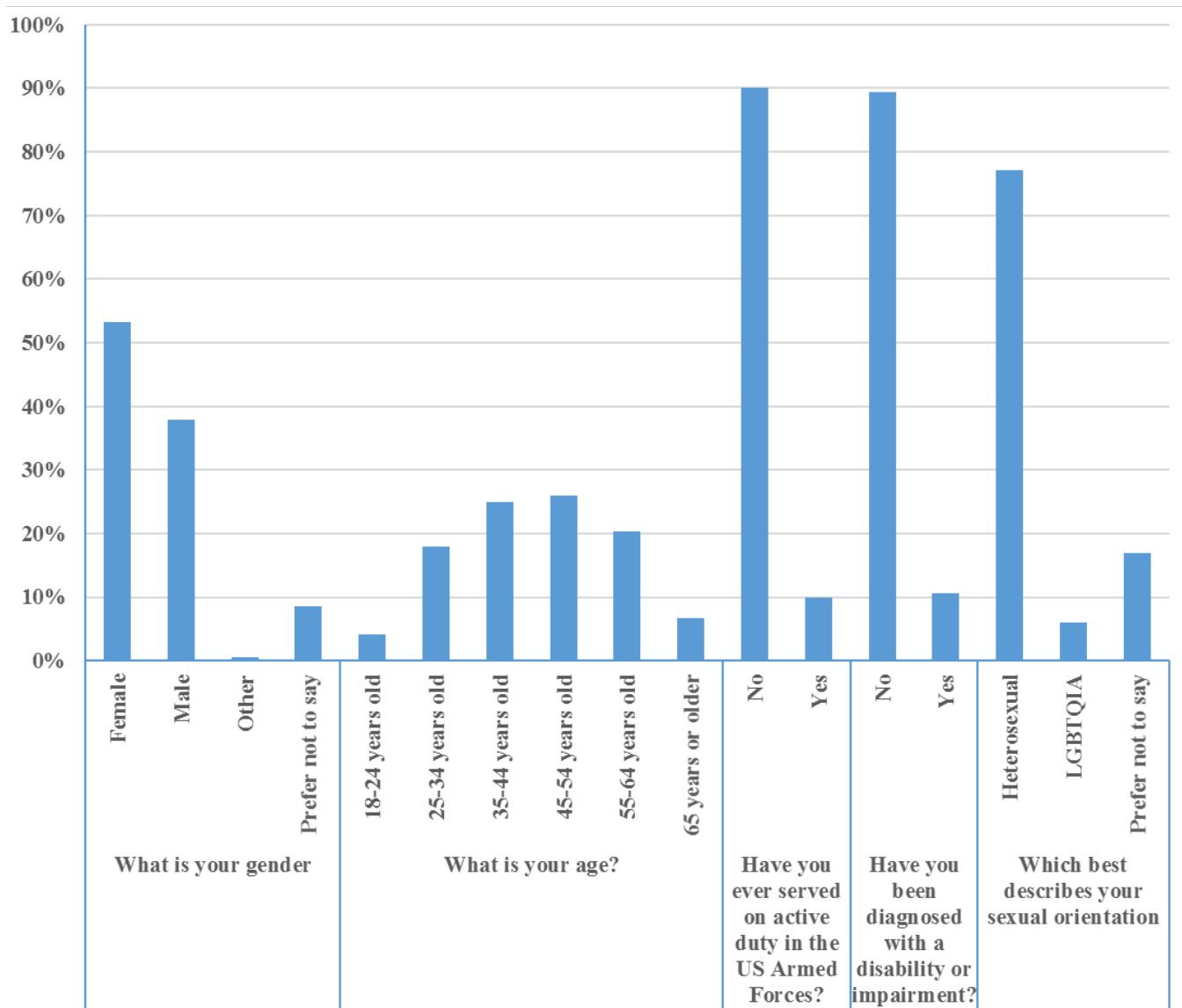
Table 12: Race and ethnicity combined

| | Count | Percent |
|----------------------------|-------|---------|
| Asian | 95 | 5.0% |
| Black | 95 | 5.0% |
| Hispanic | 741 | 39.0% |
| Other | 66 | 3.5% |
| Two or more | 84 | 4.4% |
| Unknown race, not Hispanic | 31 | 1.6% |
| White | 786 | 41.4% |
| Total | 1,898 | 100.0% |

Table 13: Other Demographic items

| | | Count | Percent |
|---|----------------------|-------|---------|
| What is your gender | Female | 1034 | 53.2% |
| | Male | 735 | 37.8% |
| | Other | 9 | 0.5% |
| | Prefer not to say | 165 | 8.5% |
| | Total | 1943 | 100.0% |
| What is your age? | 18-24 years old | 76 | 4.1% |
| | 25-34 years old | 332 | 17.9% |
| | 35-44 years old | 462 | 25.0% |
| | 45-54 years old | 480 | 25.9% |
| | 55-64 years old | 377 | 20.4% |
| | 65 years or older | 124 | 6.7% |
| | Total | 1851 | 100.0% |
| Have you ever served on active duty in the US Armed Forces? | No | 1738 | 90.0% |
| | Yes | 193 | 10.0% |
| | Total | 1931 | 100.0% |
| Have you been diagnosed with a disability or impairment? | No | 1718 | 89.3% |
| | Yes | 205 | 10.7% |
| | Total | 1923 | 100.0% |
| Which best describes your sexual orientation | Heterosexual | 1470 | 77.2% |
| | LGBTQIA | 113 | 5.9% |
| | Prefer not to say | 322 | 16.9% |
| | Total | 1905 | 100.0% |
| What is your present religion, if any | Agnostic | 122 | 6.4% |
| | Atheist | 115 | 6.0% |
| | Buddhist | 17 | 0.9% |
| | Hindu | 17 | 0.9% |
| | Islam | 13 | 0.7% |
| | Jewish | 21 | 1.1% |
| | Other | 215 | 11.3% |
| | Prefer not to answer | 563 | 29.6% |
| | Protestant | 336 | 17.7% |
| | Roman Catholic | 483 | 25.4% |
| | Total | 1902 | 100.0% |

Figure 3: Distribution of responses by selected demographic characteristics



DES Items

Each of the 22 questions from the Diversity Engagement Survey (DES) contain Likert scale response options ranging from ‘Strongly disagree’ to ‘Strongly agree’ with the middle choice as ‘Neither disagree nor agree’. Responses on this scale are coded from one to five with five being ‘Strongly agree’. Missing responses are excluded. Questions are sorted below according to mean score with the lowest scoring items appearing first.

Table 14: DES questions by mean score

| | Mean | Count |
|--|------|-------|
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 3.04 | 2,074 |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.57 | 2,111 |
| I am valued as an individual at UTSA | 3.64 | 2,152 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.65 | 2,157 |
| I believe UTSA manages diversity effectively. | 3.65 | 2,071 |
| At work, my opinions matter. | 3.68 | 2,108 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.72 | 2,072 |
| The culture at UTSA is accepting of people with different ideas. | 3.78 | 2,048 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.80 | 2,068 |
| Someone at UTSA encourages my development. | 3.87 | 2,111 |
| I feel connected to the vision, mission and values of UTSA. | 3.88 | 2,049 |
| The leadership at UTSA is committed to treating people respectfully. | 3.88 | 2,155 |
| This last year, I have had opportunities at work to develop professionally. | 3.91 | 2,152 |
| I believe that at UTSA harassment is not tolerated. | 3.94 | 2,047 |
| I believe that UTSA reflects a culture of civility. | 3.98 | 2,049 |
| I feel that I am an integral part of my department or college. | 4.01 | 2,049 |
| Someone at UTSA seems to care about me as an individual. | 4.03 | 2,108 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 4.06 | 2,071 |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 4.10 | 2,046 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 4.13 | 2,110 |
| I consider at least one of my coworkers to be a trusted friend. | 4.23 | 2,072 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.50 | 2,156 |

DES Items by VP Area

Table 15 presents each DES item ordered from lowest overall score to highest overall score by administrative area. Here we can see that those who did not answer the question about administrative area scored lower on nearly all items compared with other groups and significantly lower on several items compared with Academic Affairs and Student Affairs. Column means were compared using SPSS with two-sided t-tests using Bonferroni adjustment to determine which group means were significantly different from each other.

Pairs showing statistically significant associations are shown in columns with a character subscript. The letter key of each significant pair identifies the key of the smaller category. For example, Student Affairs respondents reported statistically significantly higher agreement on “At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals” compared with those who did not identify their VP Area, Academic Affairs, and Community Services.

Table 15: DES items by VP Area

| | Administrative Area | | | | | | | |
|--|---------------------|----------------------|----------------------|------------------------|------------------------|---------------|--------------|---------------------|
| | Not Answered (A) | Academic Affairs (B) | Business Affairs (C) | Community Services (D) | External Relations (E) | President (F) | Research (G) | Student Affairs (H) |
| | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 2.95 | 3.00 | 3.07 | 2.72 | 3.12 | 3.03 | 3.12 | 3.36,A, B, D |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.45 | 3.59 | 3.53 | 3.43 | 3.65 | 3.82 | 3.62 | 3.78,A |
| I am valued as an individual at UTSA | 3.51 | 3.63 | 3.69 | 3.49 | 3.80 | 3.82 | 3.68 | 3.90,A |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.42 | 3.70,A | 3.64 | 3.52 | 3.67 | 3.68 | 3.75 | 3.94,A |
| I believe UTSA manages diversity effectively. | 3.45 | 3.63 | 3.79,A | 3.64 | 3.61 | 3.76 | 3.70 | 3.93A, B |
| At work, my opinions matter. | 3.57 | 3.74 | 3.58 | 3.66 | 3.71 | 3.89 | 3.63 | 3.83 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.46 | 3.72,A | 3.80,A | 3.67 | 3.61 | 4.03 | 3.91,A | 3.94,A |
| The culture at UTSA is accepting of people with different ideas. | 3.65 | 3.80 | 3.82 | 3.64 | 3.75 | 3.82 | 3.75 | 3.97 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.66 | 3.81 | 3.83 | 3.92 | 3.37 | 3.87 | 3.90 | 4.00,A, E |
| Someone at UTSA encourages my development. | 3.76 | 3.86 | 3.85 | 3.71 | 3.82 | 4.24 | 3.90 | 4.13,A |
| I feel connected to the vision, mission and values of UTSA. | 3.69 | 3.94,A | 3.93 | 3.69 | 3.92 | 3.76 | 3.91 | 3.99,A |
| The leadership at UTSA is committed to treating people respectfully. | 3.65 | 3.93,A | 3.89 | 3.76 | 3.94 | 3.97 | 3.96 | 4.17,A |
| This last year, I have had opportunities at work to develop professionally. | 3.85 | 3.95 | 3.88 | 3.65 | 3.47 | 4.03 | 3.82 | 4.13,E |
| I believe that at UTSA harassment is not tolerated. | 3.72 | 3.95,A | 3.96 | 3.98 | 4.00 | 3.89 | 3.98 | 4.16,A |
| I believe that UTSA reflects a culture of civility. | 3.81 | 4.00 | 4.06 | 3.89 | 3.94 | 4.00 | 3.98 | 4.16,A |
| I feel that I am an integral part of my department or college. | 3.86 | 4.05 | 4.06 | 4.04 | 3.96 | 4.34 | 3.90 | 4.06 |
| Someone at UTSA seems to care about me as an individual. | 3.89 | 4.05 | 4.03 | 3.88 | 4.02 | 4.34 | 3.98 | 4.28,A |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.86 | 4.10,A | 4.07 | 4.04 | 3.96 | 4.18 | 4.09 | 4.23,A |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 4.00 | 4.11 | 4.11 | 4.18 | 3.80 | 3.92 | 4.01 | 4.34,A, B, E |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 4.03 | 4.17 | 4.04 | 4.06 | 3.98 | 4.39 | 4.11 | 4.28 |
| I consider at least one of my coworkers to be a trusted friend. | 4.13 | 4.27 | 4.24 | 3.93 | 4.08 | 4.42 | 4.27 | 4.36,D |
| I feel that my work or studies contribute to the mission at UTSA. | 4.46 | 4.53 | 4.48 | 4.54 | 4.39 | 4.53 | 4.46 | 4.51 |

More detail on individual items and significant differences between column means is available in Table 16. For example, respondents working in Academic Affairs and Student Affairs reported higher agreement with “The leadership at UTSA is committed to treating people respectfully” compared with respondents who did not identify their VP area.

Table 16: Comparison in DES mean scores by area

| | |
|--|--|
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | Student Affairs > Not Answered, Academic Affairs, Community Services |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | Student Affairs > Not Answered |
| I am valued as an individual at UTSA | Academic Affairs > Not Answered |
| I trust the leadership at UTSA to be fair to all employees and students. | Academic Affairs, Student Affairs > Not Answered |
| I believe UTSA manages diversity effectively. | Business Affairs, Student Affairs > Not Answered Student Affairs > Academic Affairs |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Academic Affairs, Student Affairs, Business Affairs, Research > Not Answered |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | Student Affairs > Not Answered, External Relations |
| Someone at UTSA encourages my development. | Student Affairs > Not Answered |
| I feel connected to the vision, mission and values of UTSA. | Academic Affairs, Student Affairs > Not Answered |
| The leadership at UTSA is committed to treating people respectfully. | Academic Affairs, Student Affairs > Not Answered |
| This last year, I have had opportunities at work to develop professionally. | Student Affairs > External Relations |
| I believe that at UTSA harassment is not tolerated. | Academic Affairs, Student Affairs > Not Answered |
| I believe that UTSA reflects a culture of civility. | Academic Affairs, Student Affairs > Not Answered |
| Someone at UTSA seems to care about me as an individual. | Student Affairs > Not Answered |
| At UTSA, there are opportunities for me to engage in service and community outreach. | Student Affairs > Not Answered, Academic Affairs, External Relations |
| I consider at least one of my coworkers to be a trusted friend. | Student Affairs > Community Services |

By Role at UTSA

Table 17 provides mean scores on DES items by role at UTSA. The following table identifies significant mean differences between groups by role.

Table 17: DES Items by role at UTSA

| | My role at this institution is best described as... | | | | | |
|--|---|-------------------|------------------|-----------------|-----------|-----------|
| | Not Answered (A) | Administrator (B) | Faculty T/TT (C) | Faculty NTT (D) | Staff (E) | Other (F) |
| | Mean | Mean | Mean | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 3.02 | 3.12 | 2.78 | 3.06 | 3.08,C | 3.32,C |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.45 | 3.66 | 3.37 | 3.59 | 3.61 | 4.01,A, C |
| I am valued as an individual at UTSA | 3.51 | 3.78 | 3.52 | 3.68 | 3.68 | 3.78 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.39 | 3.82 | 3.42 | 3.91,A, C | 3.69,A, C | 3.79 |
| I believe UTSA manages diversity effectively. | 3.40 | 3.51 | 3.32 | 3.81,A, C | 3.75,A, C | 3.86,C |
| At work, my opinions matter. | 3.54 | 3.97,A | 3.65 | 3.76 | 3.68 | 3.65 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.39 | 3.85,A, C | 3.43 | 3.97,A, C | 3.78,A, C | 3.81 |
| The culture at UTSA is accepting of people with different ideas. | 3.66 | 3.82 | 3.56 | 4.03,A, C | 3.81,C | 3.77 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.66 | 3.99,C | 3.61 | 3.84 | 3.83,C | 4.06,C |
| Someone at UTSA encourages my development. | 3.76 | 3.92 | 3.73 | 3.96 | 3.90 | 3.96 |
| I feel connected to the vision, mission and values of UTSA. | 3.71 | 4.15,A | 3.88 | 3.93 | 3.87 | 3.88 |
| The leadership at UTSA is committed to treating people respectfully. | 3.56 | 3.95 | 3.72 | 4.09,A, C | 3.95,A, C | 3.97 |
| This last year, I have had opportunities at work to develop professionally. | 3.80 | 4.13 | 4.09,A, E | 4.00 | 3.84 | 4.05 |
| I believe that at UTSA harassment is not tolerated. | 3.63 | 4.07 | 3.70 | 4.15,A, C | 3.98,A, C | 4.16,A |
| I believe that UTSA reflects a culture of civility. | 3.80 | 3.97 | 3.78 | 4.16,A, C | 4.03,C | 4.04 |
| I feel that I am an integral part of my department or college. | 3.85 | 4.30,A, D | 4.09 | 3.82 | 4.02 | 3.92 |
| Someone at UTSA seems to care about me as an individual. | 3.90 | 4.20 | 3.87 | 4.12 | 4.06 | 4.13 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.80 | 4.16 | 3.88 | 4.24,A, C | 4.09,A, C | 4.21 |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 3.99 | 4.16 | 4.21 | 4.21 | 4.07 | 4.05 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 3.97 | 4.32 | 3.99 | 4.22 | 4.16 | 4.13 |
| I consider at least one of my coworkers to be a trusted friend. | 4.18 | 4.25 | 4.36 | 4.28 | 4.20 | 4.26 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.38 | 4.65 | 4.68,A, E | 4.57 | 4.45 | 4.51 |

Column means were compared using SPSS with two-sided t-tests using Bonferroni adjustment to determine which group means were significantly different from each other. The differences shown below are significant at the .05 level. For example, non-tenure track faculty, administrators and staff all scored higher on “If I raised a concern about discrimination, I am confident that UTSA would do what is right.”

Table 18: Comparison in DES mean scores by role

| | |
|--|---|
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | Staff, Other > T/TT Faculty |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | Other > Not Answered, T/TT Faculty |
| I trust the leadership at UTSA to be fair to all employees and students. | NTT Faculty, Staff > Not Answered, T/TT Faculty |
| I believe UTSA manages diversity effectively. | NTT Faculty, Staff > Not Answered, T/TT Faculty Other > T/TT Faculty |
| At work, my opinions matter. | Administrator > Not Answered |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Administrator, NTT Faculty, Staff > Not Answered, T/TT Faculty |
| The culture at UTSA is accepting of people with different ideas. | NTT Faculty, Staff > Not Answered NTT Faculty > T/TT Faculty |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | Administrator, Staff, Other > T/TT Faculty |
| I feel connected to the vision, mission and values of UTSA. | Administrator > Not Answered |
| The leadership at UTSA is committed to treating people respectfully. | NTT Faculty, Staff > Not Answered, T/TT Faculty |
| This last year, I have had opportunities at work to develop professionally. | T/TT Faculty > Not Answered, Staff |
| I believe that at UTSA harassment is not tolerated. | NTT Faculty, Staff > Not Answered, T/TT Faculty Other > Not Answered |
| I believe that UTSA reflects a culture of civility. | NTT Faculty > T/TT Faculty, Not Answered Staff > Not Answered |
| I feel that I am an integral part of my department or college. | T/TT Faculty > Not Answered, NTT Faculty |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | NTT Faculty, Staff > Not Answered, T/TT Faculty |
| I feel that my work or studies contribute to the mission at UTSA. | T/TT Faculty > Not Answered, Staff |

By Length of Employment

Table 19 reports mean scores on DES items by length of employment at UTSA. For the ten lowest scored items overall, respondents employed for less than one year scored higher agreement than all their peers employed longer except for “At work, my opinions matter” and “Someone at UTSA encourages my development” where they did not score significantly higher than those employed 1-5 years. On balance,

respondents employed less than one year agree with the DES items more often than compared with respondents employed longer. Again, significant differences on items between groups are provided in more detail on Table 19.

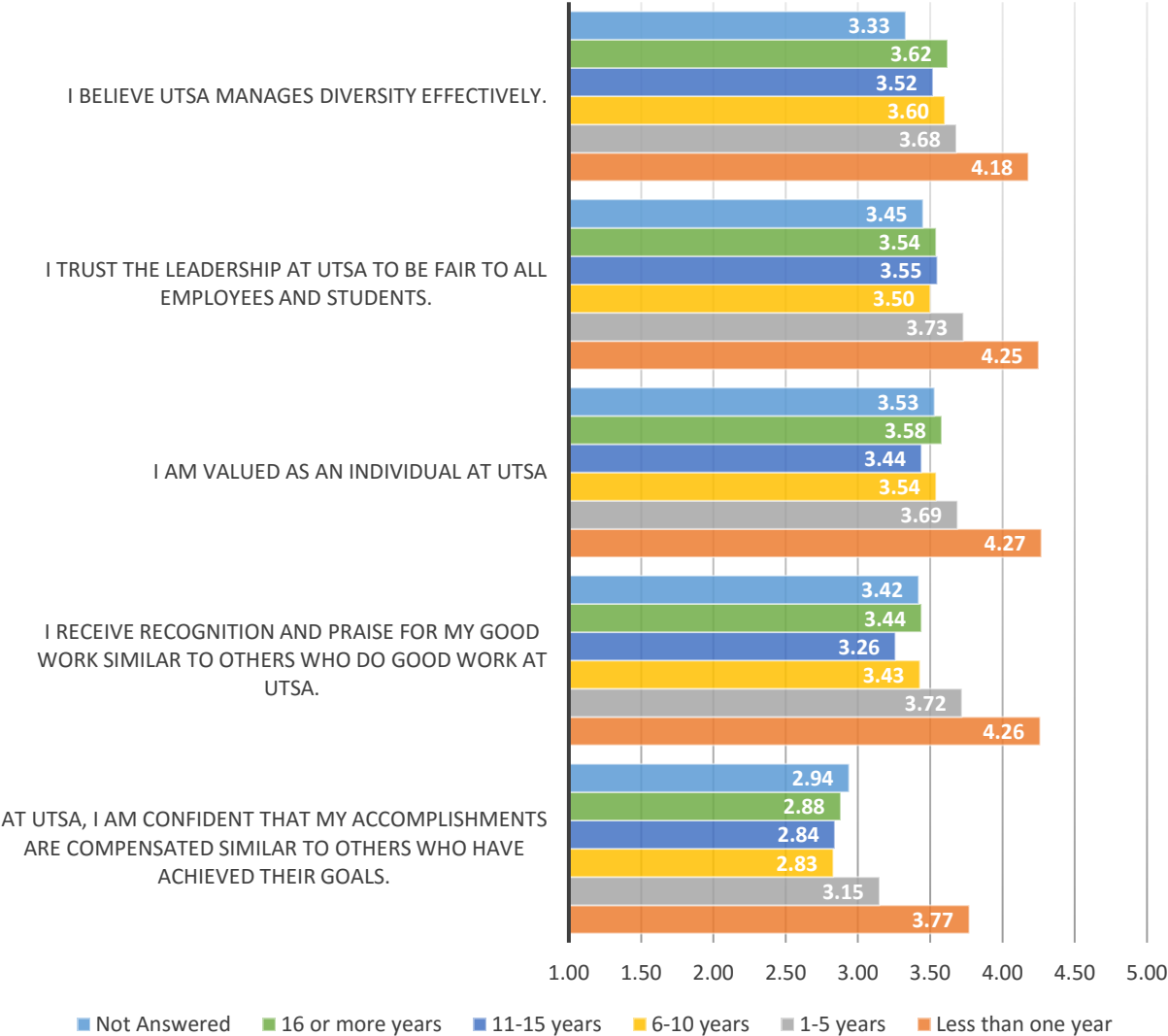
Table 19: DES Items by years employed at UTSA

| | How long have you been employed with UTSA? | | | | | |
|--|--|------------------------|---------------|----------------|-----------------|----------------------|
| | Not Answered (A) | Less than one year (B) | 1-5 years (C) | 6-10 years (D) | 11-15 years (E) | 16 or more years (F) |
| | Mean | Mean | Mean | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 2.94 | 3.77, All | 3.15,D,E | 2.83 | 2.84 | 2.88 |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.42 | 4.26, All | 3.72,D,E, F | 3.43 | 3.26 | 3.44 |
| I am valued as an individual at UTSA | 3.53 | 4.27, All | 3.69,E | 3.54 | 3.44 | 3.58 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.45 | 4.25, All | 3.73,A, D | 3.50 | 3.55 | 3.54 |
| I believe UTSA manages diversity effectively. | 3.33 | 4.18, All | 3.68,A | 3.60 | 3.52 | 3.62 |
| At work, my opinions matter. | 3.48 | 4.17, All | 3.74 | 3.54 | 3.59 | 3.65 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.41 | 4.14, All | 3.71 | 3.73 | 3.64 | 3.68 |
| The culture at UTSA is accepting of people with different ideas. | 3.64 | 4.28, All | 3.77 | 3.74 | 3.66 | 3.75 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.59 | 4.18, All | 3.79 | 3.78 | 3.72 | 3.81 |
| Someone at UTSA encourages my development. | 3.72 | 4.39, All | 4.00,E, F | 3.79 | 3.66 | 3.67 |
| I feel connected to the vision, mission and values of UTSA. | 3.65 | 4.21, All | 3.87 | 3.85 | 3.84 | 3.84 |
| The leadership at UTSA is committed to treating people respectfully. | 3.62 | 4.38, All | 3.97,A | 3.81 | 3.77 | 3.79 |
| This last year, I have had opportunities at work to develop professionally. | 3.81 | 4.22,A,D,E,F | 3.98 | 3.84 | 3.79 | 3.85 |
| I believe that at UTSA harassment is not tolerated. | 3.52 | 4.36, All | 3.90,A | 3.98,A | 3.84 | 3.94,A |
| I believe that UTSA reflects a culture of civility. | 3.77 | 4.38,All | 4.00 | 3.94 | 3.92 | 3.90 |
| I feel that I am an integral part of my department or college. | 3.80 | 4.19,A | 3.95 | 4.03 | 4.00 | 4.09 |
| Someone at UTSA seems to care about me as an individual. | 3.81 | 4.49, All | 4.15,A,E,F | 3.97 | 3.85 | 3.90 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.83 | 4.34, All | 4.08 | 4.04 | 4.00 | 4.02 |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 3.91 | 4.36,A,C, D | 4.05 | 4.05 | 4.11 | 4.14 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 3.97 | 4.37,A,C,E | 4.10 | 4.16 | 4.02 | 4.17 |
| I consider at least one of my coworkers to be a trusted friend. | 3.99 | 4.10 | 4.22 | 4.30, A | 4.30, A | 4.30, A |
| I feel that my work or studies contribute to the mission at UTSA. | 4.36 | 4.59 | 4.48 | 4.46 | 4.50 | 4.60, A |

Table 20: Comparison in DES mean scores by years at UTSA

| | |
|--|--|
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | Less than 1 year > All other groups 1-5 yrs > 6-10 yrs, 11-15 yrs |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | Less than 1 year > All other groups 1-5 yrs > 6-10 yrs, 11-15 yrs, 16+ yrs |
| I am valued as an individual at UTSA | Less than 1 year > All other groups 1-5 yrs > 11-15 yrs |
| I trust the leadership at UTSA to be fair to all employees and students. | Less than 1 year > All other groups 1-5 yrs > Not Answered, 6-10 yrs |
| I believe UTSA manages diversity effectively. | Less than 1 year > All other groups 6-10 yrs > Not Answered |
| At work, my opinions matter. | Less than 1 year > All other groups |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Less than 1 year > All other groups |
| The culture at UTSA is accepting of people with different ideas. | Less than 1 year > All other groups |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | Less than 1 year > All other groups |
| Someone at UTSA encourages my development. | Less than 1 year > All other groups 1-5 yrs > 11-15 yrs, 16+ yrs |
| I feel connected to the vision, mission and values of UTSA. | Less than 1 year > All other groups |
| The leadership at UTSA is committed to treating people respectfully. | Less than 1 year > All other groups 1-5 yrs > Not Answered |
| This last year, I have had opportunities at work to develop professionally. | Less than 1 year > Not Answered, 6-10 yrs, 11-15 yrs, 16+ yrs |
| I believe that at UTSA harassment is not tolerated. | Less than 1 year, 1-5 yrs, 6-10 yrs, 16+ yrs > Not Answered Less than 1 year > All other groups |
| I believe that UTSA reflects a culture of civility. | Less than 1 year > All other groups |
| I feel that I am an integral part of my department or college. | Less than 1 year, 1-5 yrs > Not Answered |
| Someone at UTSA seems to care about me as an individual. | Less than 1 year > All other groups |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | Less than 1 year > All other groups |
| At UTSA, there are opportunities for me to engage in service and community outreach. | Less than 1 year > Not Answered, 1-5 yrs, 6-10 yrs |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | Less than 1 year > Not Answered, 1-5 yrs, 11-15 yrs |
| I consider at least one of my coworkers to be a trusted friend. | 6-10 yrs, 10-15 yrs, 16+ yrs > Not Answered |
| I feel that my work or studies contribute to the mission at UTSA. | 16+ yrs > Not Answered |

Figure 4: Lowest agreement on DES items by length of employment



By Campus

DES items are scored and disaggregated by campus in Table 21. Here, respondents spending most of their time on the 1604 Campus score higher than respondents who did not provide their work location on many DES items. As seen in Table 22, respondents at the 1604 Campus scored significantly higher than the Downtown Campus on “I consider at least one of my coworkers to be a trusted friend.”

Table 21: DES Items by Campus

| | I spend most of my time at the... | | | | |
|--|--|-------------|-----------------|-----------------------------|-------|
| | Not Answered | Main Campus | Downtown Campus | Institute of Texan Cultures | Other |
| | (A) | (B) | (C) | (D) | (E) |
| | Mean | Mean | Mean | Mean | Mean |
| | At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 2.98 | 3.07 | 2.90 | 2.96 |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.44 | 3.60 | 3.54 | 3.52 | 3.42 |
| I am valued as an individual at UTSA | 3.53 | 3.69 | 3.55 | 3.40 | 3.33 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.36 | 3.72,A | 3.53 | 3.56 | 3.33 |
| I believe UTSA manages diversity effectively. | 3.36 | 3.71,A | 3.52 | 3.64 | 3.35 |
| At work, my opinions matter. | 3.49 | 3.72 | 3.65 | 3.92 | 3.27 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.38 | 3.78,A | 3.59 | 3.76 | 3.60 |
| The culture at UTSA is accepting of people with different ideas. | 3.60 | 3.83 | 3.65 | 3.88 | 3.62 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.58 | 3.84,A | 3.70 | 4.08 | 3.67 |
| Someone at UTSA encourages my development. | 3.75 | 3.91 | 3.82 | 3.68 | 3.54 |
| I feel connected to the vision, mission and values of UTSA. | 3.70 | 3.91 | 3.83 | 3.44 | 3.81 |
| The leadership at UTSA is committed to treating people respectfully. | 3.56 | 3.96,A,E | 3.79 | 3.88 | 3.48 |
| This last year, I have had opportunities at work to develop professionally. | 3.79 | 3.96,E | 3.81 | 3.92 | 3.31 |
| I believe that at UTSA harassment is not tolerated. | 3.59 | 3.99,A | 3.80 | 4.16 | 3.75 |
| I believe that UTSA reflects a culture of civility. | 3.74 | 4.03,A | 3.86 | 4.00 | 3.94 |
| I feel that I am an integral part of my department or college. | 3.86 | 4.04 | 3.94 | 4.04 | 3.69 |
| Someone at UTSA seems to care about me as an individual. | 3.89 | 4.07 | 3.97 | 3.76 | 3.85 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.81 | 4.10,A | 3.97 | 4.32 | 3.94 |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 3.99 | 4.10 | 4.22 | 3.96 | 3.96 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 3.94 | 4.18,A | 4.00 | 4.16 | 3.92 |
| I consider at least one of my coworkers to be a trusted friend. | 4.15 | 4.27,C | 4.02 | 3.84 | 4.35 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.39 | 4.53 | 4.40 | 4.64 | 4.37 |

Table 22: Differences in DES Items by Campus

| | |
|--|-----------------------------------|
| I trust the leadership at UTSA to be fair to all employees and students. | Main Campus > Not Answered |
| I believe UTSA manages diversity effectively. | Main Campus > Not Answered |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Main Campus > Not Answered |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | Main Campus > Not Answered |
| The leadership at UTSA is committed to treating people respectfully. | Main Campus > Not Answered, Other |
| This last year, I have had opportunities at work to develop professionally. | Main Campus > Other |
| I believe that at UTSA harassment is not tolerated. | Main Campus > Not Answered |
| I believe that UTSA reflects a culture of civility. | Main Campus > Not Answered |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | Main Campus > Not Answered |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | Main Campus > Not Answered |
| I consider at least one of my coworkers to be a trusted friend. | Main Campus > Downtown Campus |

By Race and Ethnicity

Race and ethnicity questions are recoded to combine both categories. This recode is similar to IPEDS definitions except that International is not identified here. Hispanic or Latino respondents are identified first then respondents who selected only one racial category are coded into their respective designations. Respondents who selected Native Hawaiian or Pacific Islander and American Indian or Alaskan Native are coded with those who selected other to protect confidentiality. Respondents who did not answer either ethnicity or race are coded as Not Answered. Respondents who reported non-Hispanic or Latino ethnicity but who did not answer a race category are coded as Unknown, Not Hispanic. Respondents who selected more than one racial designation are coded as Two or More.

Table 23: DES Items by Race/Ethnicity

| | Choose one or more races that you consider yourself to be and Are you Mexican-American, Hispanic, or Latino or none of these? | | | | | | | |
|--|---|-------|----------|--------------|-------|-------------|-------------------------|--------------|
| | Asian | Black | Hispanic | Not Answered | Other | Two or more | Unk. race, not Hispanic | White |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) |
| | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 3.55,B,C,D,F,G | 2.56 | 3.02 | 3.01 | 2.91 | 2.63 | 2.61 | 3.13,B,F |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.75 | 3.38 | 3.57 | 3.43 | 3.39 | 3.24 | 3.48 | 3.67 |
| I am valued as an individual at UTSA | 4.01,B,D,F | 3.40 | 3.67 | 3.55 | 3.47 | 3.36 | 3.42 | 3.69 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.99,D,F | 3.49 | 3.62 | 3.44 | 3.38 | 3.23 | 3.23 | 3.80,D,F |
| I believe UTSA manages diversity effectively. | 3.91,B,D | 2.92 | 3.63,B | 3.37 | 3.52 | 3.35 | 3.47 | 3.85,B,C,D,F |
| At work, my opinions matter. | 4.01,D,F | 3.48 | 3.67 | 3.51 | 3.59 | 3.36 | 3.42 | 3.79 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.95,B,D | 3.28 | 3.72,B | 3.43 | 3.55 | 3.51 | 3.23 | 3.86,B,D |
| The culture at UTSA is accepting of people with different ideas. | 3.93 | 3.40 | 3.78 | 3.58 | 3.60 | 3.45 | 3.74 | 3.91,B,D,F |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.95 | 3.47 | 3.86,B | 3.60 | 3.59 | 3.60 | 3.61 | 3.86,B |
| Someone at UTSA encourages my development. | 3.95 | 3.74 | 3.91 | 3.80 | 3.70 | 3.81 | 3.74 | 3.88 |
| I feel connected to the vision, mission and values of UTSA. | 4.17,D,G | 3.79 | 3.95 | 3.64 | 3.91 | 3.76 | 3.37 | 3.87 |

Table 23: DES Items by Race/Ethnicity (Continued)

| | Choose one or more races that you consider yourself to be and Are you Mexican-American, Hispanic, or Latino or none of these? | | | | | | | |
|---|---|-------|----------|--------------|-------|-------------|-------------------------|------------|
| | Asian | Black | Hispanic | Not Answered | Other | Two or more | Unk. race, not Hispanic | White |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) |
| | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean |
| The leadership at UTSA is committed to treating people respectfully. | 4.21,B,D,E,F | 3.61 | 3.89 | 3.63 | 3.59 | 3.60 | 3.61 | 4.01,B,D,F |
| This last year, I have had opportunities at work to develop professionally. | 4.23 | 3.77 | 3.83 | 3.84 | 3.85 | 3.87 | 4.00 | 3.99 |
| I believe that at UTSA harassment is not tolerated. | 4.31,D,G | 3.80 | 3.94,D | 3.60 | 3.85 | 3.81 | 3.23 | 4.02,D,G |
| I believe that UTSA reflects a culture of civility. | 4.06 | 3.64 | 3.99 | 3.76 | 3.82 | 3.82 | 3.74 | 4.09,B,D |
| I feel that I am an integral part of my department or college. | 4.15 | 3.77 | 4.01 | 3.84 | 4.00 | 3.88 | 4.19 | 4.06 |
| Someone at UTSA seems to care about me as an individual. | 4.12 | 3.97 | 4.06 | 3.90 | 3.83 | 3.92 | 3.70 | 4.08 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 4.14 | 3.68 | 4.03 | 3.83 | 3.86 | 3.96 | 4.00 | 4.19,B,D |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 4.25 | 3.98 | 4.07 | 3.96 | 3.97 | 4.01 | 4.03 | 4.18 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 4.21 | 3.67 | 4.08,B | 4.02 | 4.03 | 3.94 | 3.87 | 4.29,B,C,D |
| I consider at least one of my coworkers to be a trusted friend. | 4.39 | 4.02 | 4.28 | 4.03 | 3.98 | 4.06 | 4.29 | 4.28 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.66 | 4.37 | 4.50 | 4.40 | 4.58 | 4.46 | 4.55 | 4.52 |

Table 24: Differences in DES Items by Race/Ethnicity

| | |
|--|---|
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | Asian, White > Black, Two or more Asian > Hispanic, Not Answered, Unknown-Not Hispanic |
| I am valued as an individual at UTSA | Asian > Black, Not Answered, Two or more |
| I trust the leadership at UTSA to be fair to all employees and students. | Asian, White > Two or more, Not Answered |
| I believe UTSA manages diversity effectively. | Asian, White > Black, Not Answered White > Hispanic, Two or more Hispanic > Black |
| At work, my opinions matter. | Asian > Not Answered, Two or more |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Asian, White > Black, Not Answered White > Hispanic, Two or more Hispanic > Black |
| The culture at UTSA is accepting of people with different ideas. | White > Black, Not Answered, Two or more |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | White > Black |
| I feel connected to the vision, mission and values of UTSA. | Asian > Not Answered, Unknown not Hispanic |
| The leadership at UTSA is committed to treating people respectfully. | Asian, White > Black, Not Answered, Two or more Asian > Other |
| I believe that at UTSA harassment is not tolerated. | Asian, White, Hispanic > Not Answered Asian, White > Unknown Not Hispanic |
| I believe that UTSA reflects a culture of civility. | White > Black, Not Answered, Two or more |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | White > Black, Not Answered |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | White > Black, Hispanic, Not Answered |

By Gender

Differences in DES item mean scores by gender are provided in Table 27 and in greater detail on Table 25. Here we can see that both males and females score significantly higher than the “Prefer not to say” respondents do on nearly every DES item. Males report significantly higher agreement than females on the statement “I believe that at UTSA harassment is not tolerated.”

Table 25: DES Items by Gender

| | Gender | | | |
|--|--------------|----------|------------|-------------------|
| | Not Answered | Female | Male | Prefer not to say |
| | (A) | (B) | (C) | (D) |
| | Mean | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 3.08,D | 3.01,D | 3.18,D | 2.61 |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.42 | 3.63,D | 3.62,D | 3.18 |
| I am valued as an individual at UTSA | 3.57,D | 3.66,D | 3.75,D | 3.19 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.47,D | 3.69,D | 3.80,A,D | 2.95 |
| I believe UTSA manages diversity effectively. | 3.41 | 3.68,D | 3.79,A,D | 3.08 |
| At work, my opinions matter. | 3.55 | 3.68,D | 3.81,A,D | 3.31 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.47 | 3.74,D | 3.87,A,D | 3.10 |
| The culture at UTSA is accepting of people with different ideas. | 3.74,D | 3.85,D | 3.85,D | 3.15 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.65 | 3.85,D | 3.87,D | 3.37 |
| Someone at UTSA encourages my development. | 3.78 | 3.91,D | 3.91,D | 3.58 |
| I feel connected to the vision, mission and values of UTSA. | 3.68 | 3.95,D | 3.92,D | 3.42 |
| The leadership at UTSA is committed to treating people respectfully. | 3.61 | 3.91,A,D | 4.04,A,D | 3.36 |
| This last year, I have had opportunities at work to develop professionally. | 3.79 | 3.91 | 3.99,D | 3.70 |
| I believe that at UTSA harassment is not tolerated. | 3.61 | 3.92,D | 4.15,A,B,D | 3.38 |
| I believe that UTSA reflects a culture of civility. | 3.81,D | 4.02,D | 4.09,A,D | 3.41 |
| I feel that I am an integral part of my department or college. | 3.91 | 4.03,D | 4.11,D | 3.61 |
| Someone at UTSA seems to care about me as an individual. | 3.88 | 4.10,D | 4.05,D | 3.70 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.91 | 4.06,D | 4.17,A,D | 3.65 |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 3.95 | 4.13,D | 4.17,D | 3.73 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 4.02 | 4.15,D | 4.22,D | 3.73 |
| I consider at least one of my coworkers to be a trusted friend. | 4.06 | 4.26,D | 4.29,D | 4.01 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.36 | 4.52 | 4.55,A,D | 4.34 |

Table 26: Differences in DES Items by Gender

| | |
|--|---|
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | Female, Male, Not Answered > Prefer Not to Say |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | Female, Male > Prefer Not to Say |
| I am valued as an individual at UTSA | Female, Male > Prefer Not to Say |
| I trust the leadership at UTSA to be fair to all employees and students. | Female, Male, Not Answered > Prefer Not to Say Male > Not Answered |
| I believe UTSA manages diversity effectively. | Female, Male, Not Answered > Prefer Not to Say Male > Not Answered |
| At work, my opinions matter. | Female, Male, Not Answered > Prefer Not to Say Male > Not Answered |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Female, Male, Not Answered > Prefer Not to Say Male > Not Answered |
| The culture at UTSA is accepting of people with different ideas. | Female, Male, Not Answered > Prefer Not to Say |
| Someone at UTSA encourages my development. | Female, Male > Prefer Not to Say |
| The leadership at UTSA is committed to treating people respectfully. | Female, Male > Not Answered, Prefer Not to Say |
| This last year, I have had opportunities at work to develop professionally. | Male > Not Answered |
| I believe that at UTSA harassment is not tolerated. | Male > All Other Groups |
| Someone at UTSA seems to care about me as an individual. | Female, Male > Not Answered |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | Female, Male, Not Answered > Prefer Not to Say Male > Not Answered |
| At UTSA, there are opportunities for me to engage in service and community outreach. | Female, Male > Prefer Not to Say |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | Female, Male > Prefer Not to Say |
| I feel connected to the vision, mission and values of UTSA. | Female, Male > Prefer Not to Say |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | Female, Male > Prefer Not to Say |
| I believe that UTSA reflects a culture of civility. | Not Answered, Female, Male > Prefer Not to Say |
| I feel that I am an integral part of my department or college. | Female, Male > Prefer Not to Say |
| I consider at least one of my coworkers to be a trusted friend. | Female, Male > Prefer Not to Say |
| I feel that my work or studies contribute to the mission at UTSA. | Male > Not Answered, Prefer Not to Say |

By Veteran Status

Veterans do not show significant differences in mean scores on most DES items compared with non-veterans except that both groups score higher on many items compared with those who did not respond to the veteran question.

Table 27: DES Items by Veteran Status

| | Have you ever served on active duty in the US Armed Forces? | | |
|--|---|--------|---------|
| | Not Answered (A) | No (B) | Yes (C) |
| | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 2.90 | 3.04 | 3.15 |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.32 | 3.60,A | 3.56 |
| I am valued as an individual at UTSA | 3.52 | 3.65 | 3.74 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.41 | 3.67,A | 3.72 |
| I believe UTSA manages diversity effectively. | 3.32 | 3.67,A | 3.72,A |
| At work, my opinions matter. | 3.45 | 3.70,A | 3.75,A |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.35 | 3.74,A | 3.78,A |
| The culture at UTSA is accepting of people with different ideas. | 3.58 | 3.80 | 3.78 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.56 | 3.82,A | 3.83 |
| Someone at UTSA encourages my development. | 3.72 | 3.89 | 3.86 |
| I feel connected to the vision, mission and values of UTSA. | 3.57 | 3.91,A | 3.80 |
| The leadership at UTSA is committed to treating people respectfully. | 3.58 | 3.91,A | 3.97,A |
| This last year, I have had opportunities at work to develop professionally. | 3.76 | 3.93 | 3.92 |
| I believe that at UTSA harassment is not tolerated. | 3.52 | 3.96,A | 3.97,A |
| I believe that UTSA reflects a culture of civility. | 3.69 | 4.01,A | 3.96 |
| I feel that I am an integral part of my department or college. | 3.81 | 4.02 | 4.03 |
| Someone at UTSA seems to care about me as an individual. | 3.81 | 4.05,A | 4.05 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.79 | 4.07,A | 4.11,A |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 3.90 | 4.11 | 4.13 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 3.96 | 4.14 | 4.18 |
| I consider at least one of my coworkers to be a trusted friend. | 4.06 | 4.25 | 4.21 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.38 | 4.51 | 4.54 |

Table 28: Differences in DES Items by Veteran Status

| | |
|--|-------------------------------------|
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | Not Veteran > Not Answered |
| I trust the leadership at UTSA to be fair to all employees and students. | Not Veteran > Not Answered |
| I believe UTSA manages diversity effectively. | Not Veteran, Veteran > Not Answered |
| At work, my opinions matter. | Not Veteran, Veteran > Not Answered |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Not Veteran, Veteran > Not Answered |
| The leadership at UTSA is committed to treating people respectfully. | Not Veteran, Veteran > Not Answered |
| I believe that UTSA reflects a culture of civility. | Not Veteran > Not Answered |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | Not Veteran, Veteran > Not Answered |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | Not Veteran > Not Answered |
| I feel connected to the vision, mission and values of UTSA. | Not Veteran > Not Answered |
| I believe that at UTSA harassment is not tolerated. | Not Veteran, Veteran > Not Answered |
| Someone at UTSA seems to care about me as an individual. | Not Veteran > Not Answered |

By Disability

Those diagnosed with a disability do not show significant differences in mean scores on most DES items compared with non-disables except that the non-disabled group scores significantly higher on many items compared with those who did not respond to the disability question.

Table 29: DES Items by Disability

| | Have you been diagnosed with a disability or impairment? | | |
|--|--|---------|---------|
| | Not Answered (A) | No (B) | Yes (C) |
| | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 2.96 | 3.06 | 2.93 |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.37 | 3.61,A | 3.43 |
| I am valued as an individual at UTSA | 3.55 | 3.66 | 3.63 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.43 | 3.68,A | 3.58 |
| I believe UTSA manages diversity effectively. | 3.34 | 3.68,A | 3.67,A |
| At work, my opinions matter. | 3.48 | 3.71,A | 3.66 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.38 | 3.75,A | 3.71 |
| The culture at UTSA is accepting of people with different ideas. | 3.61 | 3.81 | 3.65 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.61 | 3.82 | 3.78 |
| Someone at UTSA encourages my development. | 3.76 | 3.90 | 3.72 |
| I feel connected to the vision, mission and values of UTSA. | 3.63 | 3.90,A | 3.88 |
| The leadership at UTSA is committed to treating people respectfully. | 3.59 | 3.92,A | 3.87,A |
| This last year, I have had opportunities at work to develop professionally. | 3.78 | 3.94 | 3.76 |
| I believe that at UTSA harassment is not tolerated. | 3.56 | 3.97,A | 3.89 |
| I believe that UTSA reflects a culture of civility. | 3.73 | 4.01,A | 3.93 |
| I feel that I am an integral part of my department or college. | 3.85 | 4.02 | 4.04 |
| Someone at UTSA seems to care about me as an individual. | 3.84 | 4.05, A | 4.02 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.85 | 4.07,A | 4.05 |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 3.94 | 4.11 | 4.07 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 3.98 | 4.14 | 4.18 |
| I consider at least one of my coworkers to be a trusted friend. | 4.07 | 4.25 | 4.20 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.39 | 4.51 | 4.50 |

Table 30: Differences in DES Items by Disability or Impairment

| | |
|---|--|
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | No Disability > Not Answered |
| I trust the leadership at UTSA to be fair to all employees and students. | No Disability > Not Answered |
| I believe UTSA manages diversity effectively. | No Disability, Disability > Not Answered |
| At work, my opinions matter. | No Disability > Not Answered |
| The leadership at UTSA is committed to treating people respectfully. | No Disability, Disability > Not Answered |
| I believe that at UTSA harassment is not tolerated. | No Disability > Not Answered |
| I believe that UTSA reflects a culture of civility. | No Disability > Not Answered |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | No Disability > Not Answered |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | No Disability > Not Answered |
| Someone at UTSA seems to care about me as an individual. | No Disability > Not Answered |
| I feel connected to the vision, mission and values of UTSA. | No Disability > Not Answered |

By Sexual Orientation

No significant differences between heterosexual and LGBTQIA respondents were found on any of the DES questions. Several differences were found between heterosexual respondents and those who either skipped the sexual orientation question or selected ‘Prefer not to answer’.

Table 31: DES Items by Sexual Orientation

| | Which best describes your sexual orientation? | | | |
|--|---|--------------|----------|----------------------|
| | Not Answered | Heterosexual | LGBTQIA | Prefer not to answer |
| | (A) | (B) | (C) | (D) |
| | Mean | Mean | Mean | Mean |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | 2.95 | 3.10,D | 3.07 | 2.79 |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | 3.37 | 3.65,A,D | 3.74,D | 3.30 |
| I am valued as an individual at UTSA | 3.53 | 3.72,D | 3.65 | 3.37 |
| I trust the leadership at UTSA to be fair to all employees and students. | 3.40 | 3.76,A,D | 3.73,D | 3.29 |
| I believe UTSA manages diversity effectively. | 3.38 | 3.75,A,D | 3.62 | 3.34 |
| At work, my opinions matter. | 3.45 | 3.76,A,D | 3.78 | 3.45 |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | 3.41 | 3.82,A, D | 3.73 | 3.41 |
| The culture at UTSA is accepting of people with different ideas. | 3.64 | 3.87,D | 3.76 | 3.48 |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | 3.63 | 3.87,A,D | 3.90,D | 3.55 |
| Someone at UTSA encourages my development. | 3.73 | 3.93,D | 4.06,D | 3.62 |
| I feel connected to the vision, mission and values of UTSA. | 3.58 | 3.95,A,D | 3.88 | 3.71 |
| The leadership at UTSA is committed to treating people respectfully. | 3.58 | 3.98,A,D | 4.03,A,D | 3.61 |
| This last year, I have had opportunities at work to develop professionally. | 3.80 | 3.97,D | 3.96 | 3.70 |
| I believe that at UTSA harassment is not tolerated. | 3.57 | 4.02,A,D | 3.99 | 3.69 |
| I believe that UTSA reflects a culture of civility. | 3.75 | 4.07,A,D | 3.99 | 3.70 |
| I feel that I am an integral part of my department or college. | 3.77 | 4.07,A,D | 4.00 | 3.84 |
| Someone at UTSA seems to care about me as an individual. | 3.86 | 4.10,A,D | 4.25,A,D | 3.75 |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | 3.85 | 4.14,A,D | 4.08 | 3.77 |
| At UTSA, there are opportunities for me to engage in service and community outreach. | 3.89 | 4.16,A,D | 4.15 | 3.91 |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | 3.98 | 4.20,A,D | 4.12 | 3.90 |
| I consider at least one of my coworkers to be a trusted friend. | 4.05 | 4.31,A,D | 4.19 | 4.01 |
| I feel that my work or studies contribute to the mission at UTSA. | 4.40 | 4.54 | 4.42 | 4.42 |

Table 32: Differences in DES Items by Sexual Orientation

| | |
|--|---|
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | Heterosexual > Prefer Not to Answer |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | Heterosexual, LBGTQIA > Prefer Not to Answer Heterosexual > Not Answered |
| I am valued as an individual at UTSA | Heterosexual > Prefer Not to Answer |
| I trust the leadership at UTSA to be fair to all employees and students. | Heterosexual, LBGTQIA > Prefer Not to Answer Heterosexual > Not Answered |
| I believe UTSA manages diversity effectively. | Heterosexual > Not Answered, Prefer Not to Answer |
| At work, my opinions matter. | Heterosexual > Not Answered, Prefer Not to Answer |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | Heterosexual > Not Answered, Prefer Not to Answer |
| The culture at UTSA is accepting of people with different ideas. | Heterosexual > Prefer Not to Answer |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | Heterosexual, LBGTQIA > Prefer Not to Answer Heterosexual > Not Answered |
| Someone at UTSA encourages my development. | Heterosexual, LBGTQIA > Prefer Not to Answer |
| I feel connected to the vision, mission and values of UTSA. | Heterosexual > Not Answered, Prefer Not to Answer |
| The leadership at UTSA is committed to treating people respectfully. | Heterosexual, LBGTQIA > Not Answered, Prefer Not to Answer |
| This last year, I have had opportunities at work to develop professionally. | Heterosexual > Prefer Not to Answer |
| I believe that at UTSA harassment is not tolerated. | Heterosexual > Not Answered, Prefer Not to Answer |
| I believe that UTSA reflects a culture of civility. | Heterosexual > Not Answered, Prefer Not to Answer |
| I feel that I am an integral part of my department or college. | Heterosexual > Not Answered, Prefer Not to Answer |
| Someone at UTSA seems to care about me as an individual. | Heterosexual, LBGTQIA > Not Answered, Prefer Not to Answer |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | Heterosexual > Not Answered, Prefer Not to Answer |
| At UTSA, there are opportunities for me to engage in service and community outreach. | Heterosexual > Not Answered, Prefer Not to Answer |
| At UTSA, I have opportunities to work successfully in settings with diverse colleagues. | Heterosexual > Not Answered, Prefer Not to Answer |
| I consider at least one of my coworkers to be a trusted friend. | Heterosexual > Not Answered, Prefer Not to Answer |

Engagement and Inclusion Factors

Selected statements on the DES combine to form eight factors representing broader engagement and inclusion themes:

- *Common purpose*: Individuals experience a connection to the mission, vision, and values of the organization.
 - *Trust*: Individuals have confidence that the policies, practices, and procedures of the organization will allow them to bring their best and full self to work.
 - *Appreciation of individual attributes*: Individuals perceive that they are valued and can successfully navigate the organizational structure in their expressed group identity.
 - *Sense of belonging*: Individuals experience their social group identity as being connected with and accepted in the organization.
 - *Access to opportunity*: Individuals perceive that they are able to find and utilize support for their professional development and advancement.
 - *Equitable reward and recognition*: Individuals perceive the organization as having equitable compensation practices and nonfinancial incentives.
 - *Cultural competence*: Individuals believe the institution has the capacity to make creative use of its diverse workforce in a way that meets business goals and enhances performance.
 - *Respect*: Individuals experience a culture of civility and positive regard for diverse perspectives and ways of knowing.
- (Person et al., 2015)

Items comprising each theme are computed into factors by scoring each question in the factor from one to five with one representing strongly disagree and five representing strongly agree. Scores on each question are summed then divided by the number of questions in the factor to obtain a mean score for that theme. For instance, the Common Purpose factor is comprised of “I feel that my work or studies contribute to the mission of UTSA” and “I feel connected to the vision, mission and values of UTSA.” A respondent indicating strongly agree on the first question (5) and agree on the next question (4) would receive a score of 4.5 on the Common Purpose theme. Respondents missing values on one or more items comprising any factors are excluded from a mean score on that factor. Statements comprising larger themes are listed in Table 33 below.

Table 33: DES Items and corresponding engagement and inclusion factors*

| Factor | Question Item |
|---------------------------------------|--|
| Common purpose | I feel connected to the vision, mission and values of UTSA. |
| | I feel that my work or studies contribute to the mission at UTSA. |
| Access to opportunity | Someone at UTSA encourages my development. |
| | This last year, I have had opportunities at work to develop professionally. |
| Equitable reward and recognition | At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. |
| | I receive recognition and praise for my good work similar to others who do good work at UTSA. |
| Cultural competence | I believe UTSA manages diversity effectively. |
| | At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. |
| | At UTSA, there are opportunities for me to engage in service and community outreach. |
| | At UTSA, I have opportunities to work successfully in settings with diverse colleagues. |
| Trust | I trust the leadership at UTSA to be fair to all employees and students. |
| | If I raised a concern about discrimination, I am confident that UTSA would do what is right. |
| | I believe that at UTSA harassment is not tolerated. |
| Sense of belonging | At work, my opinions matter. |
| | I feel that I am an integral part of my department or college. |
| | I consider at least one of my coworkers to be a trusted friend. |
| Appreciation of individual attributes | I am valued as an individual at UTSA |
| | The culture at UTSA is accepting of people with different ideas. |
| | Someone at UTSA seems to care about me as an individual. |
| Respect | The leadership at UTSA is committed to treating people respectfully. |
| | I believe that UTSA reflects a culture of civility. |
| | At UTSA, I experience respect among individuals and groups with various cultural differences. |

*Adapted from Person et. al. (2015), pg. 1,677

Mean scores on engagement and inclusion factors are provided in Table 34 sorted from lowest to highest scores. Here, we can see that the themes of equity and trust are lower than other factors and a sense of belonging and common purpose are highest.

Table 34: Mean scores on engagement and inclusion factors

| Engagement and Inclusion Factor | Mean Score | Number of Responses |
|---------------------------------------|------------|---------------------|
| Equitable reward and recognition | 3.31 | 2,074 |
| Trust | 3.74 | 2,039 |
| Appreciation of individual attributes | 3.82 | 2,038 |
| Access to opportunity | 3.88 | 2,111 |
| Cultural competence | 3.92 | 2,036 |
| Respect | 3.98 | 2,041 |
| Sense of belonging | 3.98 | 2,042 |
| Common purpose | 4.19 | 2,048 |

Engagement and Inclusion Factors By VP Area

Next, we will explore differences in engagement and inclusion factors by the demographic groups examined in the previous section. Tables 35 and 36 provide differences by VP area on engagement and inclusion factor mean scores. Here, as with individual DES items, column means are evaluated to determine significant differences between groups. The letter key of the lower scoring category appears for each significant pair.

Table 35: Mean scores on engagement and inclusion factors by VP Area

| | VP/Area | | | | | | | |
|---------------------------------------|--------------|------------------|------------------|--------------------|--------------------|-----------|----------|-----------------|
| | Not Answered | Academic Affairs | Business Affairs | Community Services | External Relations | President | Research | Student Affairs |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) |
| | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean |
| Equitable reward and recognition | 3.19 | 3.30 | 3.30 | 3.08 | 3.38 | 3.42 | 3.37 | 3.57,A,D |
| Trust | 3.52 | 3.76,A | 3.77 | 3.65 | 3.82 | 3.80 | 3.80 | 4.01,A,B |
| Appreciation of individual attributes | 3.66 | 3.83 | 3.85 | 3.66 | 3.86 | 3.99 | 3.80 | 4.05,A |
| Access to opportunity | 3.79 | 3.90 | 3.86 | 3.68 | 3.65 | 4.13 | 3.86 | 4.13,A,D |
| Cultural competence | 3.79 | 3.93 | 3.95 | 3.95 | 3.69 | 3.99 | 3.92 | 4.14,A,B,E |
| Respect | 3.77 | 4.01,A | 4.01,A | 3.90 | 3.95 | 4.05 | 4.01 | 4.19,A |
| Sense of belonging | 3.85 | 4.02 | 3.96 | 3.88 | 3.92 | 4.22 | 3.93 | 4.08 |
| Common purpose | 4.09 | 4.23 | 4.20 | 4.11 | 4.16 | 4.14 | 4.19 | 4.25 |

Respondents working in Student Affairs reported significantly higher agreement on DES items related to trust and cultural competence compared with those working in Academic Affairs. Student Affairs also reported higher agreement related to equitable reward and recognition and access to opportunity when compared with Community Services. Academic Affairs reported higher agreement on themes connected to trust and respect compared with respondents who did not identify a VP Area.

Table 36: Significant differences in engagement and inclusion Factors by VP Area

| | |
|---------------------------------------|---|
| Equitable reward and recognition | Student Affairs > Not Answered, Community Services |
| Trust | Student Affairs > Not Answered, Academic Affairs Academic Affairs > Not Answered |
| Appreciation of individual attributes | Student Affairs > Not Answered |
| Access to opportunity | Student Affairs > Not Answered, Community Services |
| Cultural competence | Student Affairs > Not Answered, Academic Affairs, External Relations |
| Respect | Student Affairs, Academic Affairs, Business Affairs > Not Answered |

By Role at UTSA

Tables 37 and 38 present further detail on engagement and inclusion factors by role. Here, as is the case with many of the individual DES questions, NTT faculty and staff report higher agreement with items indicating trust, appreciation of individual attributes, cultural competence, and respect.

Table 37: Mean scores on engagement and inclusion factors by role

| | My role at this institution is best described as... | | | | | |
|---------------------------------------|---|---------------|--------------|-------------|----------|--------|
| | Not Answered | Administrator | Faculty T/TT | Faculty NTT | Staff | Other |
| | (A) | (B) | (C) | (D) | (E) | (F) |
| | Mean | Mean | Mean | Mean | Mean | Mean |
| Equitable reward and recognition | 3.22 | 3.39 | 3.07 | 3.32 | 3.34,C | 3.67,C |
| Trust | 3.43 | 3.89,A,C | 3.55 | 3.92,A,C | 3.79,A,C | 3.90,A |
| Appreciation of individual attributes | 3.64 | 3.93 | 3.65 | 3.95,A,C | 3.85,C | 3.89 |
| Access to opportunity | 3.74 | 4.03 | 3.90 | 3.98 | 3.87 | 4.01 |
| Cultural competence | 3.75 | 3.99 | 3.78 | 4.02,A,C | 3.95,C | 4.02 |
| Respect | 3.69 | 4.02,A | 3.79 | 4.17,A,C | 4.03,A,C | 4.07,A |
| Sense of belonging | 3.86 | 4.18,A | 4.03 | 3.95 | 3.97 | 3.94 |
| Common purpose | 4.06 | 4.40,A | 4.28 | 4.25 | 4.16 | 4.19 |

Table 38: Significant differences in engagement and inclusion Factors by role

| | |
|---------------------------------------|--|
| Equitable reward and recognition | Staff, Other > T/TT Faculty |
| Trust | Administrator, NTT Faculty, Staff, Other > Not Answered, T/TT Faculty |
| Appreciation of individual attributes | NTT Faculty, Staff > T/TT Faculty NTT Faculty > Not Answered |
| Cultural competence | NTT Faculty, Staff > T/TT Faculty NTT Faculty > Not Answered |
| Respect | NTT Faculty, Staff > T/TT Faculty, Not Answered Administrator, Other > Not Answered |
| Sense of belonging | Administrator > Not Answered |
| Common purpose | Administrator > Not Answered |

By Length of Employment

Individuals employed at UTSA less than one year report higher levels of agreement than staff and faculty employed longer on nearly all engagement and inclusion factors. In addition, individuals employed from one to five years also agreed more often with questions indicating themes of equity, appreciation of individual attributes, and access to opportunity.

Table 39: Mean scores on engagement and inclusion factors by length of employment

| | How long have you been employed with UTSA? | | | | | |
|---------------------------------------|--|--------------------|------------|------------|-------------|------------------|
| | Not Answered | less than one year | 1-5 years | 6-10 years | 11-15 years | 16 or more years |
| | (A) | (B) | (C) | (D) | (E) | (F) |
| | Mean | Mean | Mean | Mean | Mean | Mean |
| Equitable reward and recognition | 3.16 | 4.01,A,C,D,E,F | 3.43,D,E,F | 3.13 | 3.05 | 3.16 |
| Trust | 3.42 | 4.30,A,C,D,E,F | 3.78,A | 3.67 | 3.61 | 3.69 |
| Appreciation of individual attributes | 3.59 | 4.36,A,C,D,E,F | 3.87,E | 3.75 | 3.64 | 3.74 |
| Access to opportunity | 3.72 | 4.31,A,C,D,E,F | 3.99,A,E,F | 3.81 | 3.72 | 3.76 |
| Cultural competence | 3.69 | 4.27,A,C,D,E,F | 3.91 | 3.90 | 3.84 | 3.94 |
| Respect | 3.71 | 4.38,A,C,D,E,F | 4.02,A | 3.93 | 3.90 | 3.90 |
| Sense of belonging | 3.74 | 4.15,A | 3.97 | 3.96 | 3.96 | 4.02,A |
| Common purpose | 4.02 | 4.40,A,C,D,E | 4.18 | 4.16 | 4.17 | 4.22 |

Table 40: Significant differences in engagement and inclusion Factors by length of employment

| | |
|---------------------------------------|--|
| Equitable reward and recognition | LT one yr > All Others 1-5 yrs > 6-10 yrs, 11-15 yrs, 16+ yrs |
| Trust | LT one yr > All Others 1-5 yrs > Not answered |
| Appreciation of individual attributes | LT one yr > All Others 1-5 yrs > 11-15 yrs |
| Access to opportunity | LT one yr > All Others 1-5 yrs > Not answered, 11-15 yrs, 16+ yrs |
| Cultural competence | LT one yr > All Others |
| Respect | LT one yr > All Others 1-5 yrs > Not answered |
| Sense of belonging | LT one yr > Not answered |
| Common purpose | LT one yr > Not answered, 1-5 yrs, 6-10 yrs, 11-15 yrs |

By Campus

Few significant differences exist on engagement and inclusion factors by campus except where respondents spending most of their time at the Main Campus report higher levels of agreement on trust, appreciation of individual attributes, cultural competence, and respect compared with respondents who opted not to answer the question. Respondents working primarily at the Main Campus show higher agreement on items related to access to opportunity compared with respondents who spend their time at 'Other' location.

Table 41: Mean scores on engagement and inclusion factors by campus

| | I spend most of my time at the... | | | | |
|---------------------------------------|-----------------------------------|-------------|-----------------|-----------------------------|-------|
| | Not Answered | Main Campus | Downtown Campus | Institute of Texan Cultures | Other |
| | (A) | (B) | (C) | (D) | (E) |
| | Mean | Mean | Mean | Mean | Mean |
| Equity | 3.20 | 3.34 | 3.22 | 3.24 | 3.18 |
| Trust | 3.40 | 3.80,A | 3.63 | 3.71 | 3.47 |
| Appreciation of individual attributes | 3.62 | 3.86,A | 3.72 | 3.68 | 3.60 |
| Access to opportunity | 3.74 | 3.93,E | 3.82 | 3.80 | 3.43 |
| Cultural competence | 3.71 | 3.96,A | 3.86 | 3.94 | 3.72 |
| Respect | 3.67 | 4.03,A | 3.88 | 4.07 | 3.78 |
| Sense of belonging | 3.83 | 4.02 | 3.87 | 3.93 | 3.77 |
| Common purpose | 4.06 | 4.22 | 4.12 | 4.04 | 4.09 |

Table 42: Significant differences in engagement and inclusion factors by campus

| | |
|---------------------------------------|----------------------------|
| Trust | Main Campus > Not Answered |
| Appreciation of individual attributes | Main Campus > Not Answered |
| Access to opportunity | Main Campus > Other |
| Cultural competence | Main Campus > Not Answered |
| Respect | Main Campus > Not Answered |

By Race and Ethnicity

As with individual DES questions, white and Asian respondents score significantly higher on several items compared with African-American respondents or those who did not answer. Whites and Asians score higher on the themes of equity, cultural competence, and respect. Asians also score higher than African-Americans do on questions related to trust.

Table 43: Mean scores on engagement and inclusion factors by race/ethnicity

| | Choose one or more races that you consider yourself to be and Are you Mexican-American, Hispanic, or Latino or none of these? | | | | | | | |
|---------------------------------------|---|-------|----------|--------------|-------|-------------|----------------------------|------------|
| | Asian | Black | Hispanic | Not Answered | Other | Two or more | Unknown race, not Hispanic | White |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) |
| | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean |
| Equitable reward and recognition | 3.65,B, F | 2.97 | 3.30 | 3.20 | 3.15 | 2.93 | 3.05 | 3.40,B,F |
| Trust | 4.11,B,D,E,F,G | 3.57 | 3.75 | 3.46 | 3.57 | 3.47 | 3.26 | 3.84,D,F,G |
| Appreciation of individual attributes | 4.02 | 3.59 | 3.84 | 3.64 | 3.63 | 3.58 | 3.60 | 3.89 |
| Access to opportunity | 4.09 | 3.75 | 3.87 | 3.79 | 3.77 | 3.84 | 3.87 | 3.94 |
| Cultural competence | 4.08,B | 3.50 | 3.91,B | 3.74 | 3.78 | 3.72 | 3.72 | 4.04,B,D,F |
| Respect | 4.14,B,D | 3.65 | 3.98,B | 3.72 | 3.76 | 3.79 | 3.78 | 4.10,B,D |
| Sense of belonging | 4.19,B,D,F | 3.77 | 3.99 | 3.78 | 3.86 | 3.76 | 3.97 | 4.04,D |
| Common purpose | 4.42,D | 4.08 | 4.22 | 4.05 | 4.24 | 4.11 | 3.95 | 4.19 |

Table 44: Significant differences in engagement and inclusion Factors by race/ethnicity

| | |
|----------------------------------|---|
| Equitable reward and recognition | Asian, White > Black, Two or More |
| Trust | Asian, White > Not Answered, Two or More, Unknown-Not Hispanic Asian > Black, Other |
| Cultural competence | Asian, White, Hispanic > Black White > Not Answered, Two or More |
| Respect | Asian, White, Hispanic > Black Asian, White > Not Answered |
| Sense of belonging | Asian, White > Not Answered Asian > Black, Two or More |
| Common purpose | Asian > Not Answered |

By Gender

Trust is the only engagement and inclusion area in which males reported significantly higher agreement than females. Otherwise, differences are found on several items where those who answered, “Prefer not to say” and those who skipped the question score lower than males or females.

Table 45: Mean scores on engagement and inclusion factors by gender

| | Gender | | | |
|---------------------------------------|--------------|----------|------------|-------------------|
| | Not Answered | Female | Male | Prefer not to say |
| | (A) | (B) | (C) | (D) |
| | Mean | Mean | Mean | Mean |
| Equitable reward and recognition | 3.23 | 3.32,D | 3.40,D | 2.89 |
| Trust | 3.47 | 3.76,A,D | 3.90,A,B,D | 3.17 |
| Appreciation of individual attributes | 3.67 | 3.87,D | 3.88,D | 3.35 |
| Access to opportunity | 3.75 | 3.91,D | 3.95,D | 3.64 |
| Cultural competence | 3.76 | 3.95,D | 4.02,A,D | 3.48 |
| Respect | 3.74 | 4.00,A,D | 4.10,A,D | 3.47 |
| Sense of belonging | 3.84 | 3.99,D | 4.07,A,D | 3.64 |
| Common purpose | 4.03 | 4.23,D | 4.23,D | 3.88 |

Table 46: Significant differences in engagement and inclusion factors by gender

| | |
|---------------------------------------|---|
| Equitable reward and recognition | Female, Male > Prefer not to say |
| Trust | Male > Female Female, Male > Prefer not to say, Not answered |
| Appreciation of individual attributes | Female, Male > Prefer not to say |
| Access to opportunity | Female, Male > Prefer not to say |
| Cultural competence | Female, Male > Prefer not to say Male > Not answered |
| Respect | Female, Male > Prefer not to say, Not answered |
| Sense of belonging | Female, Male > Prefer not to say Male > Not answered |
| Common purpose | Female, Male > Prefer not to say |

By Veteran Status

Non-veteran and veteran respondents are not significantly different on any of the engagement and inclusion factors. Both groups do score higher on several engagement and inclusion factors than respondents who did not answer.

Table 47: Mean scores on engagement and inclusion factors by veteran status

| | Have you ever served on active duty in the US Armed Forces? | | |
|---------------------------------------|---|--------|--------|
| | Not Answered | No | Yes |
| | (A) | (B) | (C) |
| | Mean | Mean | Mean |
| Equitable reward and recognition | 3.08 | 3.32 | 3.35 |
| Trust | 3.39 | 3.76,A | 3.81,A |
| Appreciation of individual attributes | 3.56 | 3.83,A | 3.85,A |
| Access to opportunity | 3.70 | 3.91,A | 3.89 |
| Cultural competence | 3.68 | 3.94,A | 3.96,A |
| Respect | 3.65 | 4.00,A | 4.02,A |
| Sense of belonging | 3.75 | 3.99,A | 4.00 |
| Common purpose | 4.00 | 4.21,A | 4.17 |

Table 48: Significant differences in engagement and inclusion Factors by veteran status

| | |
|---------------------------------------|--|
| Trust | Non-veteran, Veteran > Prefer not to say |
| Appreciation of individual attributes | Non-veteran, Veteran > Prefer not to say |
| Access to opportunity | Non-veteran > Prefer not to say |
| Cultural competence | Non-veteran, Veteran > Prefer not to say |
| Respect | Non-veteran, Veteran > Prefer not to say |
| Sense of belonging | Non-veteran > Prefer not to say |
| Common purpose | Non-veteran > Prefer not to say |

By Disability

Non-veteran and veteran respondents are not significantly different on any of the engagement and inclusion factors. Non-disabled respondents do higher on score several engagement and inclusion factors than respondents who did not answer.

Table 49: Mean scores on engagement and inclusion factors by disability status

| | Have you been diagnosed with a disability or impairment? | | |
|---------------------------------------|--|--------|------|
| | Not Answered | No | Yes |
| | (A) | (B) | (C) |
| | Mean | Mean | Mean |
| Equitable reward and recognition | 3.15 | 3.34 | 3.18 |
| Trust | 3.44 | 3.77,A | 3.70 |
| Appreciation of individual attributes | 3.61 | 3.84,A | 3.77 |
| Access to opportunity | 3.73 | 3.92 | 3.74 |
| Cultural competence | 3.72 | 3.94,A | 3.92 |
| Respect | 3.70 | 4.00,A | 3.96 |
| Sense of belonging | 3.79 | 3.99,A | 3.97 |
| Common purpose | 4.03 | 4.20 | 4.19 |

Table 50: Significant differences in engagement and inclusion Factors by disability status

| | |
|---------------------------------------|-----------------------------|
| Trust | Non-disabled > Not answered |
| Appreciation of individual attributes | Non-disabled > Not answered |
| Cultural competence | Non-disabled > Not answered |
| Respect | Non-disabled > Not answered |
| Sense of belonging | Non-disabled > Not answered |

By Sexual Orientation

Heterosexual and LGBTQIA respondents are not significantly different on any of the engagement and inclusion factors. Both groups do score several engagement and inclusion factors higher than respondents who did not answer or those who reported, “Prefer not to say”.

Table 51: Mean scores on engagement and inclusion factors by sexual orientation

| | Which best describes your sexual orientation? | | | |
|---------------------------------------|---|--------------|----------|----------------------|
| | Not Answered | Heterosexual | LGBTQIA | Prefer not to answer |
| | (A) | (B) | (C) | (D) |
| | Mean | Mean | Mean | Mean |
| Equitable reward and recognition | 3.14 | 3.38,D | 3.41,D | 3.04 |
| Trust | 3.41 | 3.84,A,D | 3.79,A,D | 3.45 |
| Appreciation of individual attributes | 3.62 | 3.90,A,D | 3.88,D | 3.53 |
| Access to opportunity | 3.73 | 3.95,A,D | 4.02,D | 3.66 |
| Cultural competence | 3.71 | 3.99,A,D | 3.96,D | 3.68 |
| Respect | 3.69 | 4.06,A,D | 4.04,A,D | 3.69 |
| Sense of belonging | 3.74 | 4.05,A,D | 3.99 | 3.77 |
| Common purpose | 4.01 | 4.24,A,D | 4.15 | 4.06 |

Table 52: Significant differences in engagement and inclusion Factors by sexual orientation

| | |
|---------------------------------------|---|
| Equitable reward and recognition | Heterosexual, LGBTQIA > Prefer not to answer |
| Trust | Heterosexual, LGBTQIA > Prefer not to answer, Not answered |
| Appreciation of individual attributes | Heterosexual, LGBTQIA > Prefer not to answer Heterosexual > Not answered |
| Access to opportunity | Heterosexual, LGBTQIA > Prefer not to answer Heterosexual > Not answered |
| Cultural competence | Heterosexual, LGBTQIA > Prefer not to answer Heterosexual > Not answered |
| Respect | Heterosexual, LGBTQIA > Prefer not to answer, Not answered |
| Sense of belonging | Heterosexual > Prefer not to answer, Not answered |
| Common purpose | Heterosexual > Prefer not to answer, Not answered |

Additional Climate Items

The Provost’s Diversity and Inclusion Council added a series of questions related to job satisfactions to the survey. Those items were also coded from one to five with one indicating ‘Strongly disagree’ and five indicating ‘Strongly agree’. Results are provided below by VP area and for the institution overall. Respondents more often disagreed with the statement “I am not satisfied with my job at UTSA.”

Table 53: Additional climate items

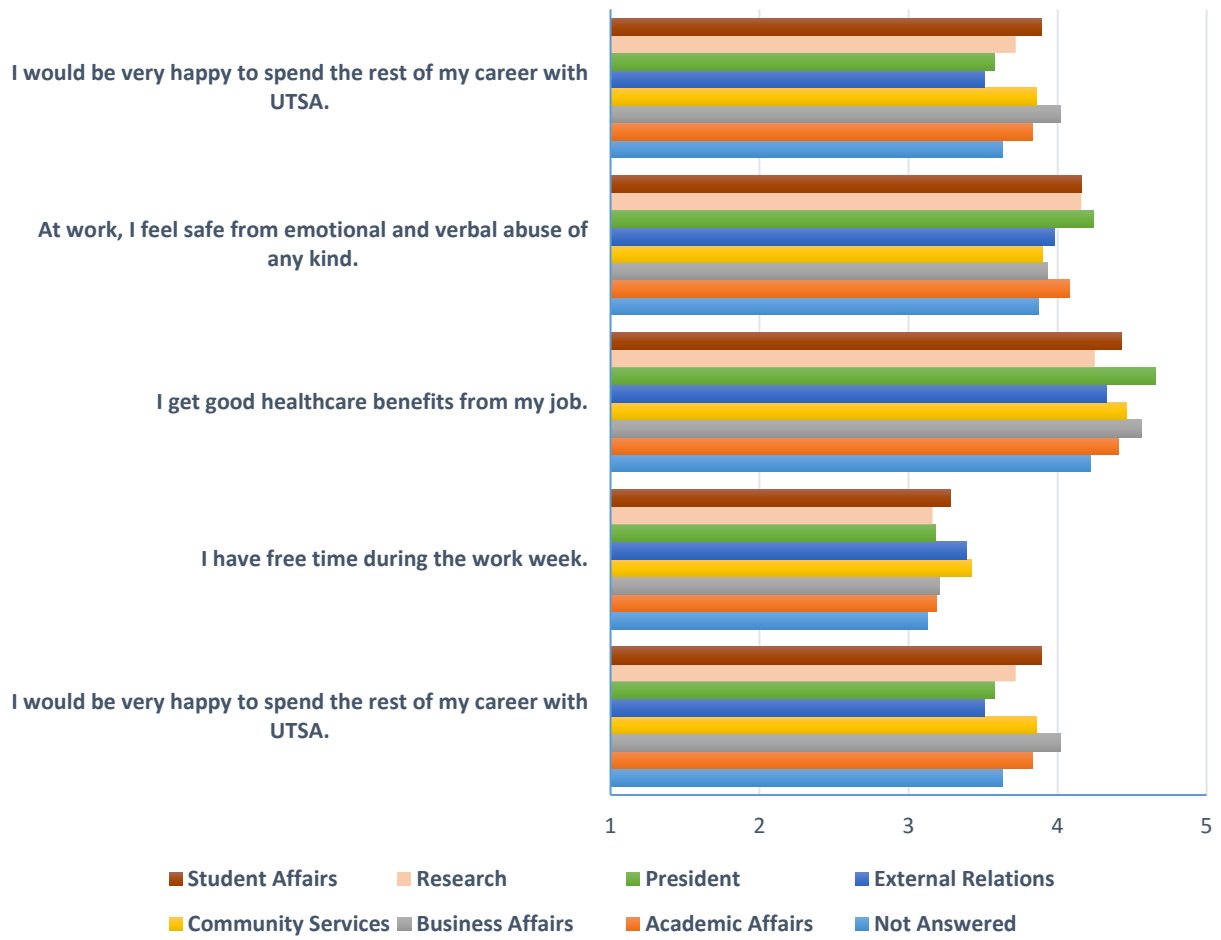
| | Mean | Count |
|---|------|-------|
| I would be very happy to spend the rest of my career with UTSA. | 3.81 | 2,026 |
| I am confident that UTSA values and encourages diversity and inclusion in its faculty and staff recruitment and retention policies. | 3.82 | 2,029 |
| At work, I feel safe from emotional and verbal abuse of any kind. | 4.03 | 2,028 |
| I get good healthcare benefits from my job. | 4.39 | 2,022 |
| I have free time during the work week. | 3.20 | 2,021 |
| I am not satisfied with my job at UTSA. | 2.29 | 2,025 |

There were not significant differences by VP Area on these questions except as noted below. Business Affairs and Academic Affairs scored higher on two questions compared with those who did not identify their VP Area.

Table 54: Additional climate items by VP Area

| | VP Area | | | | | | | |
|---|--------------|------------------|------------------|--------------------|--------------------|-----------|----------|-----------------|
| | Not Answered | Academic Affairs | Business Affairs | Community Services | External Relations | President | Research | Student Affairs |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) |
| | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean |
| I would be very happy to spend the rest of my career with UTSA. | 3.63 | 3.83 | 4.02,A | 3.86 | 3.51 | 3.58 | 3.72 | 3.89 |
| At work, I feel safe from emotional and verbal abuse of any kind. | 3.87 | 4.08 | 3.93 | 3.90 | 3.98 | 4.24 | 4.16 | 4.16 |
| I get good healthcare benefits from my job. | 4.22 | 4.41,A | 4.56,A | 4.46 | 4.33 | 4.66 | 4.25 | 4.43 |
| I have free time during the work week. | 3.13 | 3.19 | 3.21 | 3.42 | 3.39 | 3.18 | 3.16 | 3.28 |
| I am not satisfied with my job at UTSA. | 2.36 | 2.28 | 2.23 | 2.39 | 2.31 | 2.45 | 2.21 | 2.25 |

Figure 5: Additional climate items by VP Area



Action Items

The following tables address the final portion of the survey with questions focusing on potential policy actions or areas of responsibility. Slightly less than half of respondents agree that a Chief Diversity Officer is needed.

Table 55: The creation of a Chief Diversity Officer with sufficient authority and resources is necessary to achieve our goal of improving the climate and helping to change the culture for diversity and inclusion at UTSA.

| | Count | Percent |
|----------------------------|-------|---------|
| Strongly agree | 399 | 20.3% |
| Somewhat agree | 520 | 26.4% |
| Neither agree nor disagree | 568 | 28.9% |
| Somewhat disagree | 245 | 12.5% |
| Strongly disagree | 235 | 11.9% |
| Total | 1,967 | 100.0% |

When asked who should have the primary responsibility for addressing diversity at UTSA, 59% believe that the responsibility rests with all of the groups listed in Table 56. The president garnered the next highest number of respondents with nearly twenty percent selecting that option, followed by the deans. Please note that the total displays the total number of selections not the number of individual respondents.

Table 56: Who do you think should have the main responsibility for tackling the issue of diversity at UTSA?

| | Count | Percent |
|--|-------|---------|
| The responsibility rests on each of the groups below equally | 1,275 | 47.7% |
| President | 413 | 15.4% |
| Vice-Presidents | 219 | 8.2% |
| Provost | 204 | 7.6% |
| Deans | 274 | 10.2% |
| Faculty and Staff | 208 | 7.8% |
| Organizations and Councils | 82 | 3.1% |
| Total selections | 2,675 | 100.0% |

When presented with a list of diversity initiatives, respondents most often opted for the creation of a university-wide task force. The second highest number opted to require that annual evaluations of UTSA leadership incorporate a diversity and inclusion component. Respondents were permitted to select up to three initiatives (See Table 57). Please note that the total displays the total number of selections not the number of individual respondents.

Table 57: Below is a list of diversity initiatives that could improve the climate and help to change the culture for diversity and inclusiveness at UTSA, please check the three initiatives that you feel are most needed

| | Count | |
|---|-------|--------|
| Creating a university-wide task force to identify and implement policies and practices to make structural changes on campus to make sure all voices are heard. | 1,043 | 22.1% |
| Requiring all annual evaluations of leadership at UTSA to incorporate a diversity and inclusion component that measures progress for units under their authority. | 873 | 18.5% |
| Implementing a grow our own program to provide financial support to high-potential post-docs from underrepresented groups. | 619 | 13.1% |
| Conducting successful searches for interim leadership positions at UTSA that take into account our diverse community. | 593 | 12.5% |
| Requiring in-person training on implicit bias for all search or hiring committee members. | 590 | 12.5% |
| Creating a special-opportunity hiring program across UTSA to identify and hire faculty or staff from underrepresented groups. | 560 | 11.8% |
| Empowering the role of search committee diversity advocates assuring that diversity goals are integral to all faculty searches. | 450 | 9.5% |
| Total selections | 4,728 | 100.0% |

Open-Ended Questions

Two open-ended questions were included in the survey:

1. If you wish, please provide additional comments on the diversity and inclusion efforts in your department, college or this institution.
2. If you wish, please provide additional ideas on potential diversity and inclusion initiatives that could improve the climate and help to change the culture for diversity and inclusiveness at UTSA.

Participant responses were compiled in an Excel spreadsheet. There were 439 open-ended comments to the first question and 304 responses to the second question. If a participant answered both questions, their responses to both were linked. No other identifying information (e.g., demographics, DES responses) was available to the raters.

Raters used first cycle coding methods to complete this process. Raters did not begin with a specific coding scheme; instead, they allowed the data to direct coding. Each rater read participant responses and developed a short list of initial categories independently. These broad categories included diversity and leadership. Coders then shared their lists with one another. Based on this list, raters then returned to the responses to develop more specific sub-categories (such as “What is diversity?”) and codes within each category (such as “gender identity” or “religion”). Each response was then coded appropriately. Open-ended responses fit into some broader themes. Areas of concern included themes of lack of equity, trust, and respect. Areas of positivity included themes such as sense of belonging and common purpose.

The most commonly coded responses, along with quotes that exemplify each theme, are summarized below.

If you wish, please provide additional comments on the diversity and inclusion efforts in your department, college or this institution.

- **The Definition of Diversity**

A number of respondents felt that the survey did not define diversity very well or that UTSA as an institution is not clear in its definition of diversity. The notion of diversity should include more than just race and ethnicity or gender but also diversity of ability, thought, parenthood and sexuality, among others.

“I wish the university administration would say exactly what they mean by diversity. In our shop there seems to be confusion whether we are talking about race, sex, gender-preference or what.”

- **Diversity is not a problem**

Commenters in this category felt that the survey or activities focused on diversity are unnecessary or counterproductive. Comments in this group emphasized the importance of merit or qualifications over checking a box or filling a quota. Other commenters indicated that diversity is not a problem.

“Diversity on campus is not a concern of mine.”

“The department that I work in is diverse and the top leadership judges you by the job you do and not the color of your skin. This department epitomizes diversity and inclusion.”

“Although diversity is important, I do not think UTSA should sacrifice its quality of leadership for that.”

“Why is this necessary? We hire the people that we think will do the job the best. Diversity just happens. It's not forced, checked off on a list, or filled as a quota.”

- Leadership

Respondents varied widely depending on what level of leadership they referenced. Some respondents directly mentioned the previous president and some responses directly referred to the current president. Other respondents gave detailed opinions of leadership in their own area, either deans or direct supervisors. These responses tended towards highly favorable or highly unfavorable.

“For diversity and acceptance to be common within the institution, I believe the culture has to be voiced and enforced from the top. If leadership says this is who we will be and puts practices in place to get there, it will happen.”

“[...] we have Guiding Principles to follow, but it would be nice if our upper management would follow the same guidelines. They do not respect us, value us, and certainly do not Do The Right Thing. Their motto should be: ‘Do as I say, not as I do’.”

- Hiring and Promotion

Respondents describe problems with equity in hiring or promotion. These comments included issues like recruiting diverse candidate pools and applicant search strategies. Other respondents believe that individuals are promoted based on who they know or what they look like rather than their abilities on the job.

“The University's current recruiting practices are not geared toward getting a diverse pool of applicants. Search teams are not taught how to find high-quality, diverse applicants and invite them into the pool. Place a stronger focus on how advertising and outreach to professional organizations can help the university recruit for diversity.”

“What I have witnessed at UTSA is that one must know the right people and have the right skin color (white) to advance.”

“There seems to be a lack of opportunities for underrepresented groups to move into leadership positions. Many high profile positions in recent years have been appointed by Administration and have not included people of color [...]. UTSA is a HSI and leadership is not reflective of our population, it is discouraging and further marginalizes groups of color, especially Hispanics. I hope that this survey will help to open conversation.”

- Pay

Comments in this theme are related to pay gaps by gender, race, and department. Respondents suggested salary equity studies are needed either in reference to equity within the institution or comparatively low salaries. Respondents were not convinced that pay is equitable or based on skills and effectiveness on the job.

I think it is imperative that UTSA examine the pay gaps within its staff and faculty to ensure that women of all races and ethnicities are making a salary that reflects their worth and not just their gender.

“Compensation is based solely on time of services at UTSA, it is not ever based on employee productivity, effectiveness, experience, contribution, or even skill set.”

“I also do not believe I am compensated well enough relative to other colleagues. I do believe my race and gender play a large part in this lack of adequate compensation relative to others in my department.”

“UTSA staff members are paid very low salaries even with what are considered good benefits. A staff member who applies for a job requiring a college degree should not be offered a starting salary below a living wage of \$15/hr.”

- Treatment

Respondents identified disparate treatment and lack of respect several times, as they shared experiences of aggressive comments, behavior, or other treatment related to religion, race, dietary restrictions, gender, nationality, political viewpoints, etc. Responses related to lack of respect for staff and non-tenure track faculty are also included this theme.

“Many staff members are regularly bullied, put down and ostracized for sharing new ideas, talking through issues. Due to UTSA hiring it is employees at various levels the employees of color are being put down by white men and women which only affirms the belief that UTSA is uncaring of their employees of color and allow them to be marginalized by their superiors.”

If the [...] doesn't like you, you are bullied/ignored to the point that you leave.

“While the university is accessible for employees and students who are handicapped or injured, it does not have an optimal flow for ease of access for some buildings and offices.”

- Trust

Comments fitting within this theme indicated that complaints are not adequately addressed or that complaints were minimized, ignored, or met with retaliation. Some commenters reported a lack of trust that the university will respond to complaints with action. Other commenters questioned the trustworthiness of the diversity survey itself.

"I had several appointments with employee relations only to have my situation minimized to dust on the table."

"Apparently it is not ok to report injuries without receiving backlash."

"I have many ideas based on my area of focus, and I have shared these ideas with my leadership. As much as I want to put them all down on this survey, it would out me and I do not wish to receive the retaliation that I have witnessed in the past."

Responses to the question soliciting additional suggestions also exhibited several common threads.

If you wish, please provide additional ideas on potential diversity and inclusion initiatives that could improve the climate and help to change the culture for diversity and inclusiveness at UTSA.

- There were both favorable and some enthusiastically unfavorable responses to hiring a Chief Diversity Officer. Some respondents expressed doubts that UTSA needs this type of position.

"A top down approach needs to be taken with changing the diversity and inclusion climate/culture at UTSA. The president must champion and spear head the initiative. The president is the person with ultimate authority to ensure that initiatives are carried out down the leadership ranks, starting with the vice presidents on down. It is the leadership positions at UTSA that can make or break the success of any initiative. Delegation of this responsibility to a diversity officer would not be nearly as effective."

"Everybody is responsible for creating diversity, but there should be one person or one office to support those efforts."

"Create a diversity and inclusion office with a director and staff. Incorporate partnerships with community organizations for a more inclusive environment."

- Some respondents suggested bringing in new fresh perspectives to leadership or carefully evaluating current leadership in reference to diversity.

"It's all about bringing different perspectives to the forefront and the involvement of different groups of people and organizations. We need energy and optimism from the younger groups, our students, [...] can provide insight improvement to the culture for diversity and working together to build an inclusion initiatives where everyone's voice counts. Once we build the network, we can concentrate on improving and bringing solutions on how best to improve the climate and change the culture for diversity and inclusiveness at UTSA."

- Respondents also suggested revamping training or requiring new and more thorough training.

"Mandatory training on cultural competence."

"Make diversity and inclusion part of compliance training."

- There were also suggestions related to creating diverse candidates internally before searching externally.

“I support the idea of grow your own scholars from our community, as well as the idea of allocating funding that allows us to better compete for high caliber national scholars.”

- Respondents also suggested reviewing pay equity.

“Please include review and solution for gender inequality of pay”

“Investigate the pay and promotion structures within each department to ensure that these issues are applied to everyone in equal fashion.”

UTSA Diversity Survey

Start of Block: Diversity Engagement Survey

Q1.1 This survey was initiated by the Provost's Diversity and Inclusiveness Advisory Council (DIAC). The DIAC was formed to help measure the diversity and inclusiveness climate here at UTSA. The DIAC is committed to advancing our institution as an exemplar of diversity with inclusionary practices at all levels and aspects of university life. To that end, Part I of the survey incorporates the Diversity Engagement Survey (DES) and questions to help us determine your satisfaction with workplace conditions. Part II will help us to evaluate potential policy changes at UTSA that could help improve the diversity and inclusiveness climate on campus. Thank you for your participation! *DES© 2012 University of Massachusetts and AAMC. All Rights Reserved. Used with permission.*

Q1.2 Please answer each of the questions below from the Diversity Engagement Survey.

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I trust the leadership at UTSA to be fair to all employees and students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The leadership at UTSA is committed to treating people respectfully. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am valued as an individual at UTSA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my work or studies contribute to the mission at UTSA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This last year, I have had opportunities at work to develop professionally. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page Break

Q1.3 Please answer each of the questions below from the Diversity Engagement Survey.

| | Strongly agree | Somewhat Agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| At work, my opinions matter. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| AT UTSA, I have opportunities to work successfully in settings with diverse colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Someone at UTSA seems to care about me as an individual. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Someone at UTSA encourages my development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I receive recognition and praise for my good work similar to others who do good work at UTSA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page Break

Q1.4 Please answer each of the questions below from the Diversity Engagement Survey.

| | Strongly agree | Somewhat Agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I believe UTSA manages diversity effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UTSA, I experience respect among individuals and groups with various cultural differences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I raised a concern about discrimination, I am confident that UTSA would do what is right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I consider at least one of my coworkers to be a trusted friend. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UTSA, I receive support for working with diverse groups and working in cross-cultural situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UTSA, I am confident that my accomplishments are compensated similar to others who have achieved their goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q1.5 Please answer each of the questions below from the Diversity Engagement Survey.

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I feel connected to the vision, mission and values of UTSA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that UTSA reflects a culture of civility. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that at UTSA harassment is not tolerated. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UTSA, there are opportunities for me to engage in service and community outreach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I am an integral part of my department or college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The culture at UTSA is accepting of people with different ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q1.6 If you wish, please provide additional comments on the diversity and inclusion efforts in your department, college or this institution.

End of Block: Diversity Engagement Survey

Start of Block: Recruitment

Q2.1 Please answer each of the questions below as it relates to faculty and staff.

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I would be very happy to spend the rest of my career with UTSA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident that UTSA values and encourages diversity and inclusion in its faculty and staff recruitment and retention policies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: Recruitment

Start of Block: Retention

Q3.1 Please answer each of the questions below.

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| At work, I feel safe from emotional and verbal abuse of any kind. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get good healthcare benefits from my job. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have free time during the work week. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am not satisfied with my job at UTSA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page Break

End of Block: Retention

Start of Block: President's Block

Q4.1 This concludes the diversity and engagement portion of the survey. Next, we would like to get your opinion about potential policy changes at UTSA that could help improve the diversity and inclusiveness climate on campus.

Page Break



Q4.2 Below is a list of diversity initiatives that could improve the climate and help to change the culture for diversity and inclusiveness at UTSA, please check the three initiatives that you feel are most needed. Please select no more than **three** initiatives.

Conducting successful searches for interim leadership positions at UTSA that take into account our diverse community.

Creating a special-opportunity hiring program across UTSA to identify and hire faculty or staff from underrepresented groups.

Implementing a “grow our own” program to provide financial support to high-potential post-docs from underrepresented groups.

Requiring in-person training on “implicit bias” for all search or hiring committee members.

Empowering the role of search committee diversity advocates assuring that diversity goals are integral to all faculty searches.

Creating a university-wide task force to identify and implement policies and practices to make structural changes on campus to make sure all voices are heard.

Requiring all annual evaluations of leadership at UTSA to incorporate a diversity and inclusion component that measures progress for units under their authority.

Page Break

Q4.3 Please answer the question below:

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| The creation of a Chief Diversity Officer with sufficient authority and resources is necessary to achieve our goal of improving the climate and helping to change the culture for diversity and inclusion at UTSA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page Break

Q4.4 Who do you think should have the main responsibility for tackling the issue of diversity at UTSA?
Must choose at least one.

- The responsibility rests on each of the groups below equally
 - President
 - Provost
 - Vice-Presidents
 - Deans
 - Organizations and Councils
 - Faculty and Staff
-

Q4.5 If you wish, please provide additional ideas on potential diversity and inclusion initiatives that could improve the climate and help to change the culture for diversity and inclusiveness at UTSA.

End of Block: President's Block

Start of Block: Demographic

Q5.1 What is your gender?

- Male
 - Female
 - Prefer not to say
 - Other _____
-

Q5.2 What is your age?

- 18-24 years old
 - 25-34 years old
 - 35-44 years old
 - 45-54 years old
 - 55-64 years old
 - 65 years or older
-

Q5.3 Choose one or more races that you consider yourself to be:

- White
 - Black or African American
 - American Indian or Alaska Native
 - Asian
 - Native Hawaiian or Pacific Islander
 - Other _____
-

Q5.4 Are you Mexican-American, Hispanic, or Latino or none of these?

- Yes
 - None of these
-

Q5.5 How long have you been employed with UTSA?

- less than one year
- 1-5 years
- 6-10 years
- 11-15 years
- 16 or more years

Page Break

Q5.6 Have you ever served on active duty in the US Armed Forces?

Yes

No

Q5.7 Have you been diagnosed with a disability or impairment?

Yes

No

Page Break

Q5.8 What is your present religion, if any?

- Protestant
- Roman Catholic
- LDS
- Orthodox (Greek or Russian)
- Jewish
- Islam
- Buddhist
- Hindu
- Atheist
- Agnostic
- Other _____
- Prefer not to answer

Page Break _____

Q5.9 Which best describes your sexual orientation?

- Heterosexual
- LGBTQIA
- Prefer not to answer

Page Break

Q5.10 My role at this institution is best described as...

- Faculty T/TT
 - Faculty NTT
 - Staff
 - Administrator
 - Other
-

Q5.11 I spend most of my time at the...

- Main Campus
 - Downtown Campus
 - Institute of Texan Cultures
 - Other
-

Q5.12 Please select your college/unit and department.

VP/Area

College

Department

- Academic Affairs
- Academic Affairs ~ Advising
- Academic Affairs ~ Advising ~ Advising
- Academic Affairs ~ Architecture, Construction, and Planning
- Academic Affairs ~ Architecture, Construction, and Planning ~ Architecture
- Academic Affairs ~ Architecture, Construction, and Planning ~ Construction Science
- Academic Affairs ~ Architecture, Construction, and Planning ~ Other
- Academic Affairs ~ Business
- Academic Affairs ~ Business ~ Accounting
- Academic Affairs ~ Business ~ Economics
- Academic Affairs ~ Business ~ Finance
- Academic Affairs ~ Business ~ Information Systems and Cyber Security
- Academic Affairs ~ Business ~ Management
- Academic Affairs ~ Business ~ Management Science & Statistics
- Academic Affairs ~ Business ~ Marketing
- Academic Affairs ~ Business ~ Other

- Academic Affairs ~ Education and Human Development
- Academic Affairs ~ Education and Human Development ~ Bicultural and Bilingual Studies
- Academic Affairs ~ Education and Human Development ~ Counseling
- Academic Affairs ~ Education and Human Development ~ Educational Leadership and Policy Studies
- Academic Affairs ~ Education and Human Development ~ Educational Psychology
- Academic Affairs ~ Education and Human Development ~ Health and Kinesiology
- Academic Affairs ~ Education and Human Development ~ Interdisciplinary Learning and Teaching
- Academic Affairs ~ Education and Human Development ~ Other
- Academic Affairs ~ Engineering
- Academic Affairs ~ Engineering ~ Biomedical Engineering
- Academic Affairs ~ Engineering ~ Civil and Environmental Engineering
- Academic Affairs ~ Engineering ~ Electrical and Computer Engineering
- Academic Affairs ~ Engineering ~ Mechanical Engineering
- Academic Affairs ~ Engineering ~ Other
- Academic Affairs ~ Honors
- Academic Affairs ~ Honors ~ Honors
- Academic Affairs ~ Liberal and Fine Arts
- Academic Affairs ~ Liberal and Fine Arts ~ Anthropology

- Academic Affairs ~ Liberal and Fine Arts ~ Art and Art History
- Academic Affairs ~ Liberal and Fine Arts ~ Communication
- Academic Affairs ~ Liberal and Fine Arts ~ English
- Academic Affairs ~ Liberal and Fine Arts ~ History
- Academic Affairs ~ Liberal and Fine Arts ~ Modern Languages and Literatures
- Academic Affairs ~ Liberal and Fine Arts ~ Music
- Academic Affairs ~ Liberal and Fine Arts ~ Philosophy and Classics
- Academic Affairs ~ Liberal and Fine Arts ~ Political Science and Geography
- Academic Affairs ~ Liberal and Fine Arts ~ Psychology
- Academic Affairs ~ Liberal and Fine Arts ~ Sociology
- Academic Affairs ~ Liberal and Fine Arts ~ Other
- Academic Affairs ~ Public Policy
- Academic Affairs ~ Public Policy ~ Criminal Justice
- Academic Affairs ~ Public Policy ~ Demography and Organization Studies
- Academic Affairs ~ Public Policy ~ Public Administration
- Academic Affairs ~ Public Policy ~ Social Work
- Academic Affairs ~ Public Policy ~ Other
- Academic Affairs ~ Sciences
- Academic Affairs ~ Sciences ~ Biology

- Academic Affairs ~ Sciences ~ Chemistry
- Academic Affairs ~ Sciences ~ Computer Science
- Academic Affairs ~ Sciences ~ Geological Sciences
- Academic Affairs ~ Sciences ~ Mathematics
- Academic Affairs ~ Sciences ~ Physics and Astronomy
- Academic Affairs ~ Sciences ~ Other
- Academic Affairs ~ University College
- Academic Affairs ~ University College ~ Writing Program
- Academic Affairs ~ University College ~ Other
- Academic Affairs ~ Libraries
- Academic Affairs ~ Libraries ~ Libraries
- Academic Affairs ~ Information Technology
- Academic Affairs ~ Information Technology ~ Information Technology
- Academic Affairs ~ Graduate School
- Academic Affairs ~ Graduate School ~ Graduate School
- Academic Affairs ~ Institutional Effectiveness
- Academic Affairs ~ Institutional Effectiveness ~ Institutional Effectiveness
- Academic Affairs ~ International Initiatives
- Academic Affairs ~ International Initiatives ~ International Initiatives

- Academic Affairs ~ Other
- Academic Affairs ~ Other ~ Other
- President
- President ~ Other
- President ~ Other ~ Athletics
- President ~ Other ~ Audit & Consulting Services
- President ~ Other ~ Compliance
- President ~ Other ~ Legal Affairs
- President ~ Other ~ Other
- External Relations
- External Relations ~ Other
- External Relations ~ Other ~ Alumni Programs
- External Relations ~ Other ~ Operations & Advancement Services
- External Relations ~ Other ~ University Communication and Marketing
- External Relations ~ Other ~ Development
- External Relations ~ Other ~ Other
- Business Affairs
- Business Affairs ~ Other
- Business Affairs ~ Other ~ Accounting Services

- Business Affairs ~ Other ~ Budget Planning & Development
- Business Affairs ~ Other ~ Business Affairs Business Contracts
- Business Affairs ~ Other ~ Business Information Services
- Business Affairs ~ Other ~ Campus Services
- Business Affairs ~ Other ~ Capital Asset Management
- Business Affairs ~ Other ~ Central Receiving Services
- Business Affairs ~ Other ~ Disbursements & Travel Services
- Business Affairs ~ Other ~ Envir Health Safety & Risk Mgmt
- Business Affairs ~ Other ~ Facilities - Art Collection
- Business Affairs ~ Other ~ Facilities Business Operations
- Business Affairs ~ Other ~ Facilities Downtown Campus
- Business Affairs ~ Other ~ Facilities Engineering & Project Management
- Business Affairs ~ Other ~ Facilities Housekeeping
- Business Affairs ~ Other ~ Facilities Operations & Mtnc
- Business Affairs ~ Other ~ Facilities Planning & Development
- Business Affairs ~ Other ~ Facilities Utilities Operation
- Business Affairs ~ Other ~ Financial Administrative Systems
- Business Affairs ~ Other ~ Financial Affairs
- Business Affairs ~ Other ~ Financial Services & University Bursar

- Business Affairs ~ Other ~ Fiscal Services Collections
- Business Affairs ~ Other ~ Fiscal Services Main Campus
- Business Affairs ~ Other ~ General Stores
- Business Affairs ~ Other ~ Human Resource Systems
- Business Affairs ~ Other ~ ITC Security Office
- Business Affairs ~ Other ~ Mail Services Downtown Campus
- Business Affairs ~ Other ~ Mail Services Main Campus
- Business Affairs ~ Other ~ Payroll Services
- Business Affairs ~ Other ~ Purchasing & Distribution Services
- Business Affairs ~ Other ~ Surplus Property
- Business Affairs ~ Other ~ University Controller
- Business Affairs ~ Other ~ University Police
- Business Affairs ~ Other ~ Other
- Community Services
- Community Services ~ Other
- Community Services ~ Other ~ TRIO Programs
- Community Services ~ Other ~ SBDC-San Antonio
- Community Services ~ Other ~ SBDC-International Trade Center
- Community Services ~ Other ~ Extended Education

- Community Services ~ Other ~ Instituted for P-20 Initiatives
- Community Services ~ Other ~ SBDC Network
- Community Services ~ Other ~ SBDC-National Information Clearinghouse
- Community Services ~ Other ~ Research, Exhibits, and Collections
- Community Services ~ Other ~ Texas Pre Engineering Program
- Community Services ~ Other ~ SBDC-Regional Office
- Community Services ~ Other ~ IED - Southwest Trade Adjustment Assistance Center
- Community Services ~ Other ~ IED - Center for Community and Business Research
- Community Services ~ Other ~ IED - Minority Business Development Center
- Community Services ~ Other ~ IED - SBDC Procurement Technical Assistance Center
- Community Services ~ Other ~ IED
- Community Services ~ Other ~ ITC Business Operations
- Community Services ~ Other ~ ITC Education & Interpretation
- Community Services ~ Other ~ Other
- Research
- Research ~ Other
- Research ~ Other ~ Sponsored Projects Administration
- Research ~ Other ~ Grants and Contracts Financial Services
- Research ~ Other ~ Laboratory Animal Resource Center

- Research ~ Other ~ Research Support
- Research ~ Other ~ Research Integrity and Compliance
- Research ~ Other ~ COS Research Service Center
- Research ~ Other ~ ABH Research Service Center
- Research ~ Other ~ COE Research Service Center
- Research ~ Other ~ Education Research Service Center
- Research ~ Other ~ Commercial & Innovation
- Research ~ Other ~ Other
- Student Affairs
- Student Affairs ~ Other
- Student Affairs ~ Other ~ Undergraduate Admissions
- Student Affairs ~ Other ~ Student Disability Services
- Student Affairs ~ Other ~ Housing and Residence Life
- Student Affairs ~ Other ~ University Center
- Student Affairs ~ Other ~ Registrar
- Student Affairs ~ Other ~ Campus Recreation
- Student Affairs ~ Other ~ Financial Aid Office Operation
- Student Affairs ~ Other ~ University Career Center
- Student Affairs ~ Other ~ Child Development Center

- Student Affairs ~ Other ~ Student Health Services
- Student Affairs ~ Other ~ One Stop Enrollment Center
- Student Affairs ~ Other ~ Enrollment Services
- Student Affairs ~ Other ~ Counseling Services
- Student Affairs ~ Other ~ Student Activities
- Student Affairs ~ Other ~ Orientation & Family Programs
- Student Affairs ~ Other ~ Student Life Office
- Student Affairs ~ Other ~ Student Conducts
- Student Affairs ~ Other ~ Student Center for Community Engagement and Inclusion
- Student Affairs ~ Other ~ Student Leadership Center
- Student Affairs ~ Other ~ Other

End of Block: Demographic

Start of Block: Termination

Q6.1 This is the last question of the survey, once you answer this question and move forward you will not be able to complete the survey again. Are you finished with this survey?

- Yes
- No

Skip To: End of Survey If This is the last question of the survey, once you answer this question and move forward you will... = Yes

End of Block: Termination

Appendix 2: References

Person, S. D., Jordan, C. G., Allison, J. J., Fink Ogawa, L. M., Castillo-Page, L., Conrad, S., . . . Plummer, D. L. (2015). Measuring Diversity and Inclusion in Academic Medicine: The Diversity Engagement Survey. *Academic Medicine, 90*(12), 1675-1683.

Person, S. D., Jordan, C. G., Allison, J. J., Fink Ogawa, L. M., Castillo-Page, L., Conrad, S., . . . Plummer, D. L. (2015). Measuring Diversity and Inclusion in Academic Medicine: The Diversity Engagement Survey. *Academic Medicine, 90*(12), 1675-1683. doi:10.1097/acm.0000000000000921