



MEMORANDUM

To: Executive Committee of Faculty Council (November 2, 2015)
Faculty Council (December 8, 2015)

From: Edgar Acosta
Chair, Community Affairs and Gender Issues (CA&GI)

Date: October 23, 2015

Re: Community Affairs & Gender Issues Committee Goals for 2015-2016

REPORT CLASSIFICATION

This is a routine or minor policy matter that will be considered by the Executive Committee for approving and forwarding to Faculty Council for information.

BACKGROUND

The mandate of the Community Affairs & Gender Issues Committee is to seek to improve and to recommend on strategies related to student recruitment and outreach, and the quality of life within the Faculty community.

At its February 9, 2015 meeting, the committee discussed the current state of affairs in terms of gender diversity in the Faculty. The committee discussed various alternatives to support the gains made and ongoing efforts to further improve the diversity of our community. The committee agreed on two priority initiatives: to undertake a diversity climate survey, and to enhance outreach by better connecting the research efforts in the faculty with our outreach office, particularly through video demos.

The input from the Executive Committee of April 2, 2015 was supportive of these efforts, however, it was noted that a diversity climate should go beyond gender diversity.

The committee has been reviewing recent diversity climate surveys, particularly from UCLA (<http://campusclimate.ucop.edu/common/files/pdf-climate/ucla-full-report.pdf>), the University of Maryland (http://ischool.umd.edu/sites/default/files/page_content_files/Diversity%20Climate%20Survey%20Combined%20FINAL%206.18.13.pdf) and from Texas A&M University (<http://diversity.tamu.edu/getattachment/Campus-Climate/Studies/Undergrad-Campus-Climate-Assessment-2013.pdf.aspx>).

One of the greatest contributions of these surveys is that they produce a quantitative assessment of the diversity of the community, and survey responses that can be cross-referenced with subgroups. Here is an example of the results obtained in the UCLA study:

Table 1. UCLA Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position Status	Undergraduate Students ⁱ	5,382	33%
	Graduate/Professional Students ⁱⁱ	2,979	18%
	Faculty ⁱⁱⁱ	1,380	9%
	Staff ^{iv}	6,094	38%
	Post-Doctoral Scholars/Trainees ^v	407	3%
Gender Identity	Women	9519	59%
	Men	6540	40%
	Transgender ^{vi}	24	<1%
	Genderqueer ^{vii}	101	<1%
Racial Identity	White	5,795	36%
	Underrepresented Minority ^{viii}	3,507	22%
	Other People of Color ^{ix}	6,408	40%
	Multi-Minority ^x	234	1%
Sexual Identity	Heterosexual	13,315	82%
	Lesbian, Gay, Bisexual, Queer	1,378	8%
	Questioning ^{xi}	152	1%
	Asexual ^{xii}	742	5%
Citizenship Status	U.S. Citizen	14,807	91%
	Non-U.S. Citizen	1,280	8%
	Undocumented	77	<1%
Disability Status	No disability	12,649	78%
	Disability (physical, learning, mental health/psychological condition)	2,414	15%
Religious/Spiritual Affiliation	Christian affiliation ^{xiii}	5,808	36%
	Other Religious/Spiritual affiliation ^{xiv}	1,019	6%
	Muslim ^{xv}	227	1%
	Jewish ^{xvi}	727	5%
	No affiliation ^{xvii}	6,723	41%
	Multiple affiliations ^{xviii}	1,027	6%
	Unknown	711	4%

This form of classification was similar to that used in other surveys. This proved to be very useful in detecting key groups that were isolated or that reported being disrespected, such as international students, students of colour, certain religious groups and others. Another interesting finding is the disparity between the perception of the general community of how these groups are treated, and the perception of the members of these groups. These surveys helped their respective universities design programs such as sensitivity training and recruitment strategies to address these issues.

GOALS FOR 2015-2016

We aim to complete a proposal for a diversity climate survey detailing overall objectives, resources and a timeline to be considered by the Executive Committee, and eventually at Faculty Council, before the end of the 2015-2016 year.

The CA&GI Committee will form a sub-committee to identify the logistics of producing the videos (formats, hosting of the videos, editing, etc.), along with an example demo video that could be used to promote the idea within the departments. In addition to research-oriented videos, videos may also promote class-based projects, student competitions, and alumni accomplishments.

PROPOSAL/MOTION

For information.