Diversity, Equity and Inclusion Pulse Survey Findings
Administered by the School of Social Work from November 2021 through December 2021 via Qualtrics

294 Respondents
5-7 Completion Time in Minutes

Respondent Demographics

- **Respondent Role**
  - Alumni: 2%
  - Faculty: 19.2%
  - Students: 46.5%
  - Staff: 29.3%

- **Respondent Race**
  - 54.6% White
  - 34% BIPOC*
  - 5.2% PNTA**
  - 6.2% Other

- **Respondents Identified as First-Generation Students**
  - Yes: 25%
  - No: 74.2%

- **Respondents Identified Having a Disability**
  - Yes: 24.6%
  - No: 73.7%

*BIPOC includes individuals who self-identified as Black, Latinx, Asian/Asian American, Native American/Pacific Islander
**PNTA - Prefer Not to Answer
How does participation compare to last year?
- Overall responses were lower this year, decreasing by almost 4%
- More responses from students
- Less responses from faculty and staff

Where do we go from here?

Top 3 DEI Concerns
1. Curriculum Inclusivity*
2. Program Flexibility**
3. Telework Policy

*Curriculum Inclusivity refers to diversity of perspectives/histories featured in course content
**Program Flexibility refers to range of course delivery options (e.g., asynchronous, hybrid, online-only, etc.)

Within the last academic year, did you experience a microaggression?

BIPOC
- Yes: 40.2%
- No: 48.3%
- I'm Not Sure: 10.3%

White
- Yes: 24.5%
- No: 65.3%
- I'm Not Sure: 10.2%

LGBTQ+
- Yes: 44%
- No: 50%
- I'm Not Sure: 6%

Identified having a Disability
- Yes: 45%
- No: 44%
- I'm Not Sure: 11%
I can freely express my opinions and concerns about DEI issues without fear of reprisal at the SSW.

- Agree 43.5%
- Neither Agree/Disagree 27.2%
- Strongly Agree 13.5%
- Disagree 11.3%
- Strongly Disagree 4.5%

What are the top three areas of your identity that have made respondents feel excluded within SSW and/or their unit?

1. Job Classification
2. Race/ethnicity
3. Ability/disability

Respondents noted a desire to see more of the following:

1. Information on requesting disability accommodations
2. Student input on curriculum and proposed changes
3. DEI-related trainings
4. Flexible times for DEI events
5. Clear guidelines for reporting DEI issues

Respondents who reported understanding the process for reporting DEI concerns

- Yes 52.7%
- No 46.2%

*PNTA - Prefer Not to Answer
What is working well?

- Having spaces for discussion of social issues impacting marginalized groups
- Having supervisors that support growth and learning around racial equity and white supremacy
- Emails and newsletters from the DEI office
- Conversations about DEI in the school among leadership
- Ability to work from home

Based on responses, these are the next steps for the Office of DEI

- Collaborate with UMB's Office of Accountability and Compliance to provide training and additional information around reporting bias and micro-aggressions
- Provide training and support for field instruction to help mitigate issues in field
- More HR processes (e.g., hiring, promotion) guided by DEI
- Provide students with an overview of the kinds of disability accommodations they could request
- More DEI events held at times to accommodate working students or students in field placements
- More integration between USG and Baltimore campus on DEI issues
- Collaborate with UHR to provide additional support for job coaching for those seeking promotions and more equitable pay
- More opportunities for DEI coaching, beginning with leadership