

School of Plant Sciences Diversity and Inclusiveness Survey

Wednesday, February 15, 2017

49

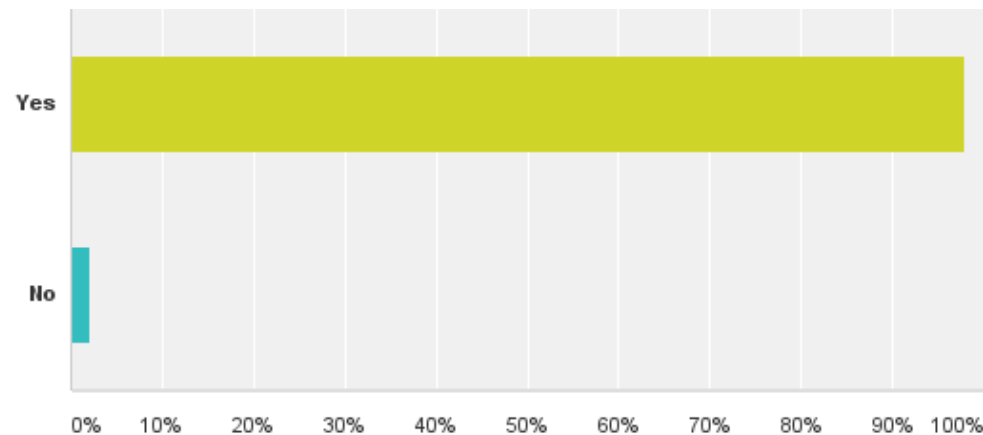
Total Responses

Date Created: Friday, February 03, 2017

Complete Responses: 49

Q1: Do you feel welcome working and studying in the School of Plant Sciences?

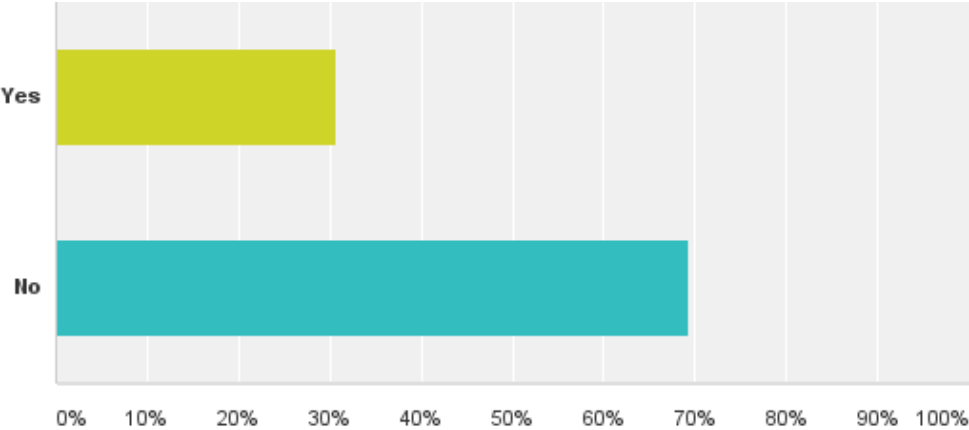
Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	97.96%	48
No	2.04%	1
Total		49

Q2: Have you ever experienced or witnessed microaggression (subtle insults or indignities, intentional or unintentional, that can have a cumulative effect) directed at specific groups?

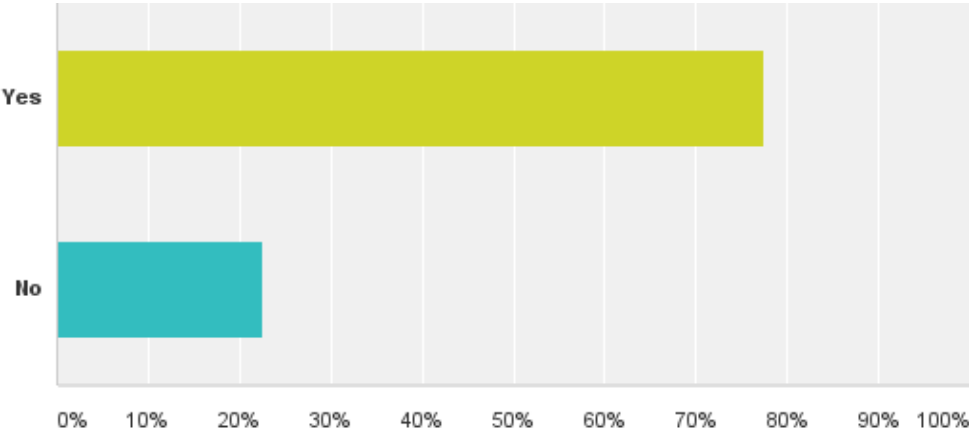
Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	30.61%	15
No	69.39%	34
Total		49

Q3: Are the traditions and celebrations in the School of Plant Sciences inclusive? For example, are foods provided at events inclusive of dietary restrictions (i.e. Kashrut, vegetarian, vegan, I-tal, Halal, etc...)?

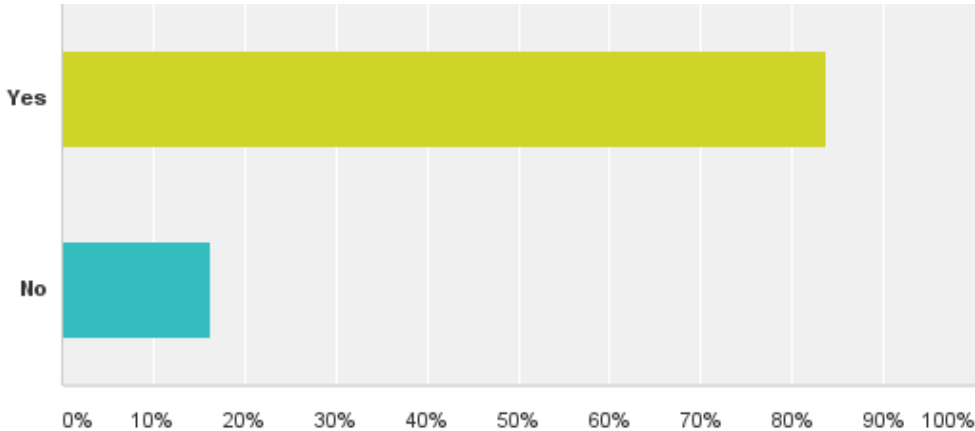
Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	77.55%	38
No	22.45%	11
Total	49	

Q4: Does the unofficial culture in the School of Plant Sciences support diversity?

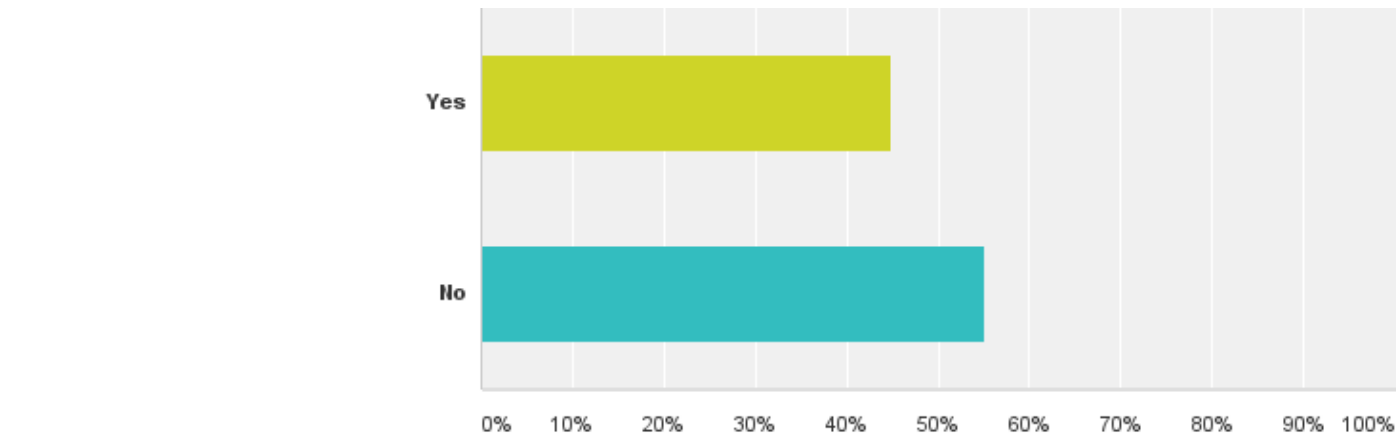
Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	83.67%	41
No	16.33%	8
Total		49

Q5: Would you know how to report a bias incident if you witnessed or experienced one?

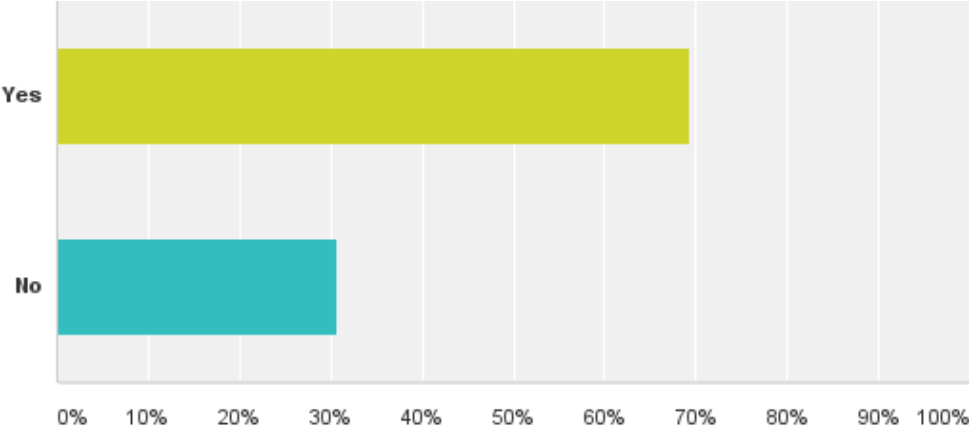
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Answer Choices	Responses	
Yes	44.90%	22
No	55.10%	27
Total		49

Q6: Do you feel that different groups are represented within in the School of Plant Sciences and this diversity is reflected in decision-making?

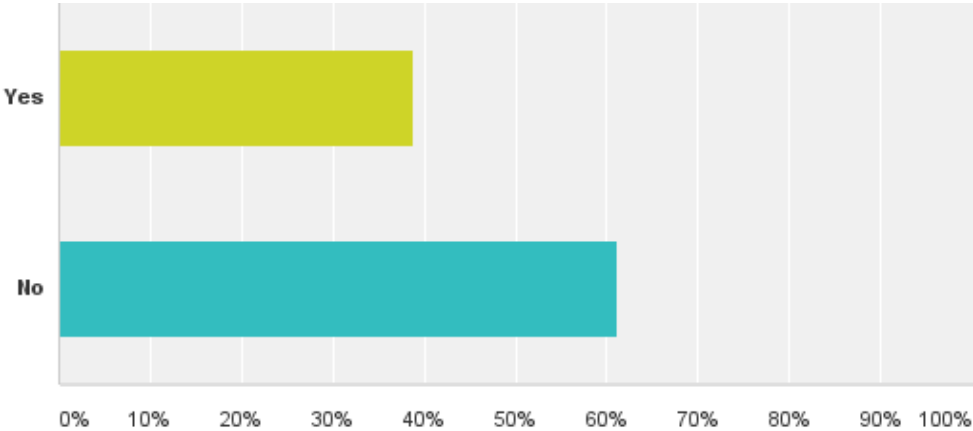
Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	69.39%	34
No	30.61%	15
Total		49

Q7: Did you receive any kind of orientation when you started working or studying at the University of Arizona? If so, what did it entail and was diversity/inclusiveness discussed at all?

Answered: 49 Skipped: 0



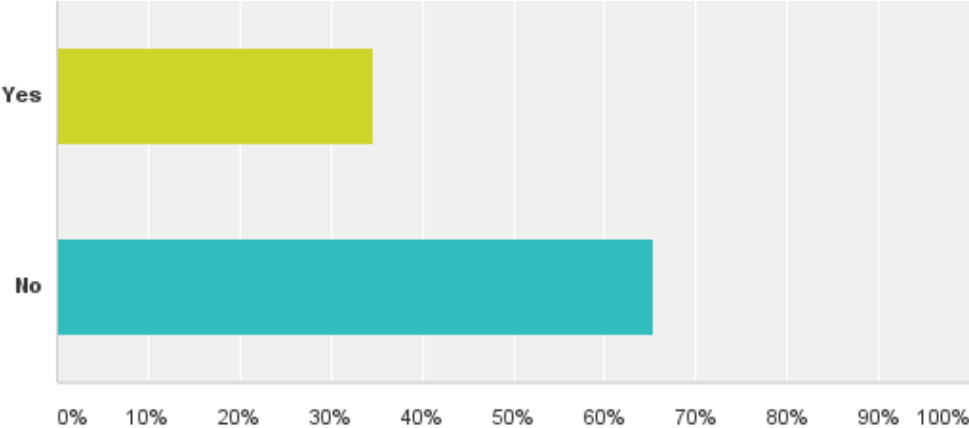
Answer Choices	Responses	
Yes	38.78%	19
No	61.22%	30
Total		49

Q7: Did you receive any kind of orientation when you started working or studying at the University of Arizona? If so, what did it entail and was diversity/inclusiveness discussed at all?

- TA training
- When I first started at UA in Summer 2014, I attended a 2 hour HR orientation (ie: benefits) in the University Services Building. Diversity and inclusiveness was not discussed at this orientation.
- I started my work at the U of A over 30 years ago, at that time, there was not too much focus on diversity inclusive issues as it has been in the recent years.
- I attended several orientations upon arrival. I don't specifically remember any orientation aimed at diversity/inclusiveness, although the general themes were geared to (campus/personnel/peer)orientation and inclusion.
- At the transfer student orientation they discussed various groups that promoted diversity and clubs we could become involved with on campus.
- I received a general graduate orientation put on by the University. They did not discuss diversity at the orientation.
- I attended an orientation but I don't recall any discussions about diversity, although there is a good chance I forgot because it was a long time ago.
- I had an orientation meeting in the School of Plant Sciences. The program officer talked about the diversity of our department.
- If diversity was mentioned, it was not a salient feature of the orientation.
- Can't remember
- Faculty orientation that addressed diversity and online training regarding reporting of bias.
- discussion of diverse student body, especially veterans group on campus
- Studying, not much. Working, yes--the university mandated training.
- Information about benefits / health insurance, no information about inclusiveness
- What are my retirement and medical options.
- I personally sought out training for diversity and inclusiveness (for example, signing up for SafeZone training).
- It basically included how to use some equipment and the life story of the university.
- Orientation had to do with payroll and retirement.

Q8: Was information provided during orientation on campus resources to support diverse students and employees such as culture centers and resources to support people with disabilities, veterans, first generation students, etc.?

Answered: 49 Skipped: 0



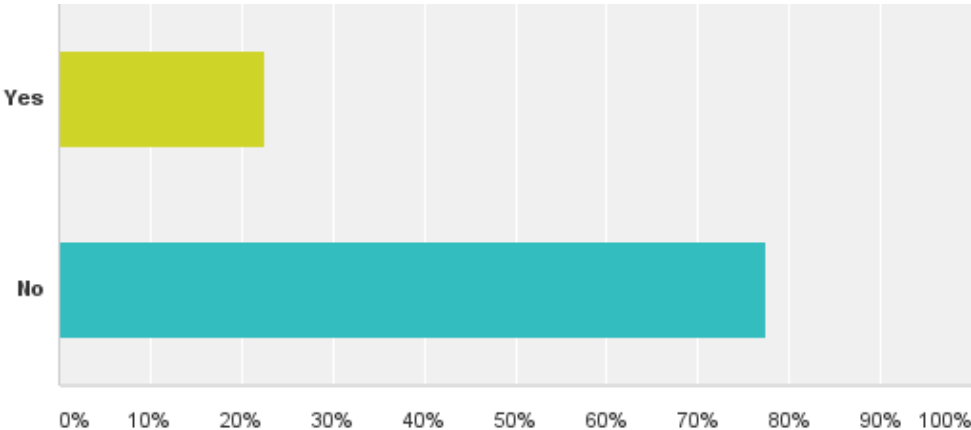
Answer Choices	Responses	
Yes	34.69%	17
No	65.31%	32
Total		49

Q9. If you would like to be better informed, how would you like to receive information (email, website, on-line class, in-person seminar, etc.)?

- email, website
- Not applied
- In person
- email and in-person seminar
- Email, SPLS website
- email
- email
- all of the above, as is relevant
- website, biannual email
- Email
- website
- At orientation

Q9: Have you ever taken a course dealing with diversity at the University of Arizona? Or while working or studying at another university?

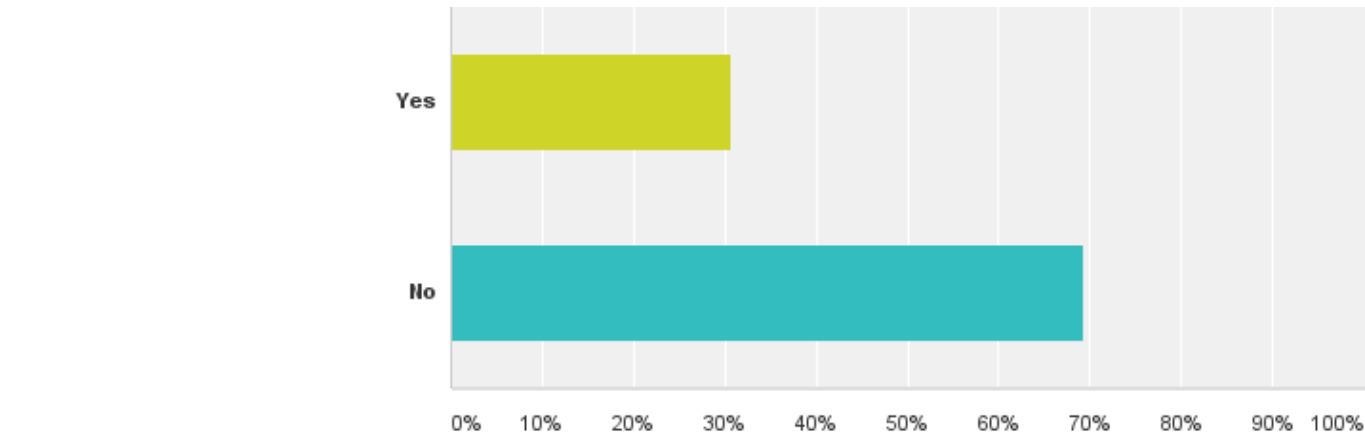
Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	22.45%	11
No	77.55%	38
Total		49

Q10: Do you feel that the School of Plant Sciences has adequate facilities (i.e. disability accessible bathrooms, gender-inclusive bathrooms, baby changing stations, lactation rooms, quiet spaces for religious obligations, etc...)?

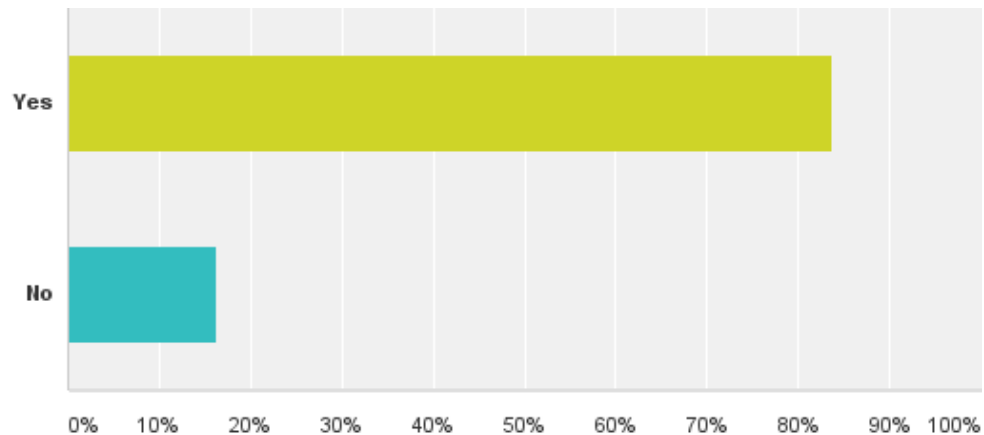
Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	30.61%	15
No	69.39%	34
Total		49

Q11: Do you think the School of Plant Sciences website (<https://cals.arizona.edu/spls/home>) is inclusive?

Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	83.67%	41
No	16.33%	8
Total		49

Q 12. What do you think are areas of strength in the School of Plant Sciences where inclusiveness is being practiced? **Answers 1 of 2**

Open-Ended Response

- The majority of people in the school are supportive of diversity and inclusiveness in many ways.
- Hiring, promotional, teaching, research and others.
- The faculty, staff, postdoc and graduate students in our school are diverse collections of talents from a diverse background
- NONE
- I have seen no judgement or rude, biased behavior towards other students. Everyone that I've seen who has a disability as been accommodated in each class that I took.
- For number 11. The web site first thing that strikes me is that there isn't any people of color, specifically black, in the faculty
- Faculty and staff from different countries and different areas.
- No discrimination, openness to address if specific issues were raised
- I think the greatest areas of inclusiveness come from working within and between faculty laboratories.
- Selection/admission of incoming graduate students
- I think the graduate students are very diverse in their backgrounds. I also think there is a general acceptance of the diverse students from faculty and during SPLS events.
- Diversity in the people.
- No idea

Q 12.What do you think are areas of strength in the School of Plant Sciences where inclusiveness is being practiced? – **Answers 2 of 2**

Open-Ended Response

- There are a few faculty and several research scientists/graduate students from either outside the US or who represent under-represented communities.
- office staff is very inclusive and helpful, friendly, hard-working to take care of everyone
- graduate admissions, seminar invitations
- Diversity of employees
- Graduate education
- Diverse graduate students outreach to diverse community members and stakeholders
- Diverse faculty in place.
- Laboratory personnel are diverse, from undergraduates, grad students and techs to PIs and administrative staff.
- We are now talking about diversity. WE want more than just diversity, we want inclusivity.
- We celebrate diversity and the impact it has bringing unique perspectives into research and outreach events.
- Good on having a diversity of people within the school and employment.
- In diversity of the student body

Q 13. What do you think are areas of weakness in inclusiveness where we need to improve? **Answers 1 of 4**

- In some areas the default is not inclusiveness and diversity. Examples are where some employees are not supported adequately when they need help regarding resources or just moral support.
- I believe we can improve in our overall message. Once established, this message should be consistent and should be relied upon to always be there.
- Providing appropriate incentives and rewards for faculty who are successful in creating an inclusive classroom climate or who develop curricular initiatives and interdisciplinary programs that address diversity and promote inclusiveness.
- NONE
- Not all groups are represented within the School of Plant Sciences and unfortunately it is not very diverse
- This department as a whole I find very clickish and not very open as far as exchange of information and lacking in just plain personal interaction. None of this however has to do with race, gender, orientation at all to me. Like most Universities I find this place "colorblind".
- In item 10 above, baby changing stations, lactation rooms, quiet spaces for religious obligations are missing, to be inclusive, especially quiet spaces for religious obligations should be provided in the School of Plant Sciences or the CALS.

Q 13. What do you think are areas of weakness in inclusiveness where we need to improve? – **Answers 2 of 4**

- I think there could be more social events where faculty and students (maybe SPLS wide or within labs themselves) get to know more about each other and their cultural backgrounds.
- The department does not have much of a unified feel like you belong to a certain organization (it only feels like you belong to a certain lab). I think that could use improvement first and I think practicing diversity inclusiveness will follow if the department has a better vibe to get to know your colleagues better.
- No idea
- Inclusiveness (until now) has not really been talked about in the School. There also hasn't been any suggested training to cover these types of issues.
- favoritism to faculty and students by unit head and some faculty, to include course offerings based on discipline and degree program, some are neglected and left to disappear, despite obvious importance and views expressed by students and faculty some faculty serving on important committees push their own agenda to benefit themselves, for example, course requirements for grad students favored a few to ensure credit to them by RCM; grad students want and need a more balanced set of required courses, particularly for some disciplines, we feel left out. some faculty and students get special privileges including monetary (not transparent) and dept/college recognition that are not deserving over others, not transparent; self nomination or encourage others to nominate them to acquire titles and awards - do not always reflect those most deserving some of same groups patronize Unit Head and she them; transparency lacking
- faculty hiring

Q 13. What do you think are areas of weakness in inclusiveness where we need to improve? **Answers 3 of 4**

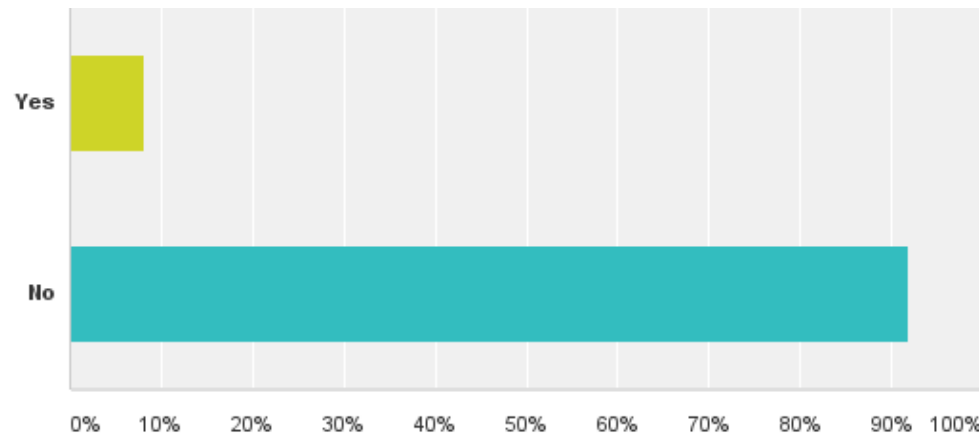
- None
- Certain groups with similar areas in interest seem to isolate themselves.
- Not sure
- I appreciate the School's efforts. However, personal attitudes and behavior are not easily changed regardless of workshops. Moreover, academics do not always place their professed beliefs into personal practice.
- No official mechanisms for those who feel left out or for those encountering problems to report
- Faculty diversity
- (i.e. disability accessible bathrooms, gender-inclusive bathrooms, baby changing stations, lactation rooms, quiet spaces for religious obligations, etc...)?
- Gender bias in departmental service and instruction negatively correlates with compensation rewards. Communication in meetings supports expression by a few faculty but shuts down discussion for minority perspectives.
- lactation and working mother resources
- Lack of transparency with decisions. We do not even include everyone (students, staff, faculty) in Plant Sciences in informational announcements. All were not informed when folks come or go, and when people win awards.

Q 13. What do you think are areas of weakness in inclusiveness where we need to improve? **Answers 4 of 4**

- We are lacking many facilities that foster inclusiveness (i.e. disability accessible bathrooms, gender-inclusive bathrooms, baby changing stations, lactation rooms, quiet spaces for religious obligations, etc). If these facilities are created, they should be easily accessible to students, staff, and faculty in our department. They should be comfortable and safe spaces that are well-known and permanent, instead of just temporary spaces that are only available upon request. They can be multipurpose, but everyone in the department should be aware of them and know they are permanent spaces dedicated to improve inclusiveness.
- More information within the school of plant sciences about first generation and lgbt. The knowledge is not prevalent in the school.
- In diversity of the senior faculty
- I feel that there are very few opportunities to speak with other faculty and students. Most of the people I know within the college are those that I work with everyday.

Q14: Finally, do you personally have concerns that were not addressed above dealing with diversity/inclusiveness at the University of Arizona and/or within the School of Plant Sciences?

Answered: 49 Skipped: 0



Answer Choices	Responses	
Yes	8.16%	4
No	91.84%	45
Total		49

Q 14. Finally, do you personally have concerns that were not addressed above dealing with diversity/inclusiveness at the University of Arizona and/or within the School of Plant Sciences? If yes, please specify:

- Some faculty and administrators appear to be immune when it comes to unacceptable behavior which hurts other people. The default needs to be civil behavior and non-civil behavior needs to be recognized as unacceptable and needs to be corrected.
- Everyone needs to be reminded often that they must treat each other with respect and kindness. I know everyone is busy but sometimes people forget and speak to others in a manner that is not always respectful. Sometimes I feel as though I am not respected in my position but I am not sure who to share this information with....
- There should be more interaction between the students, faculty, and administration. Our unit is not cohesive.