

# AUCD Network Diversity Survey Results

*Updated January 23, 2004*

Developed by:

**The AUCD Diversity Workgroup**

# Brief History of DWG

- The Diversity Work Group (DWG) was formed in January 2003 by the AUCD Board of Directors, in consultation with the Multicultural Council, to address the need for greater diversity within and throughout the AUCD Network.
- The Work Group was charged with developing short-term and long-term action strategies that improve the diversity and cultural competence--and therefore the effectiveness--of every element and function of the Network.

# Workgroup's Vision:

**Increase the diversity and cultural competence of the AUCD and its member programs in all core functions (education, research, and service) in order to more effectively advance policy and practice with and for people with disabilities, their families, and communities.**

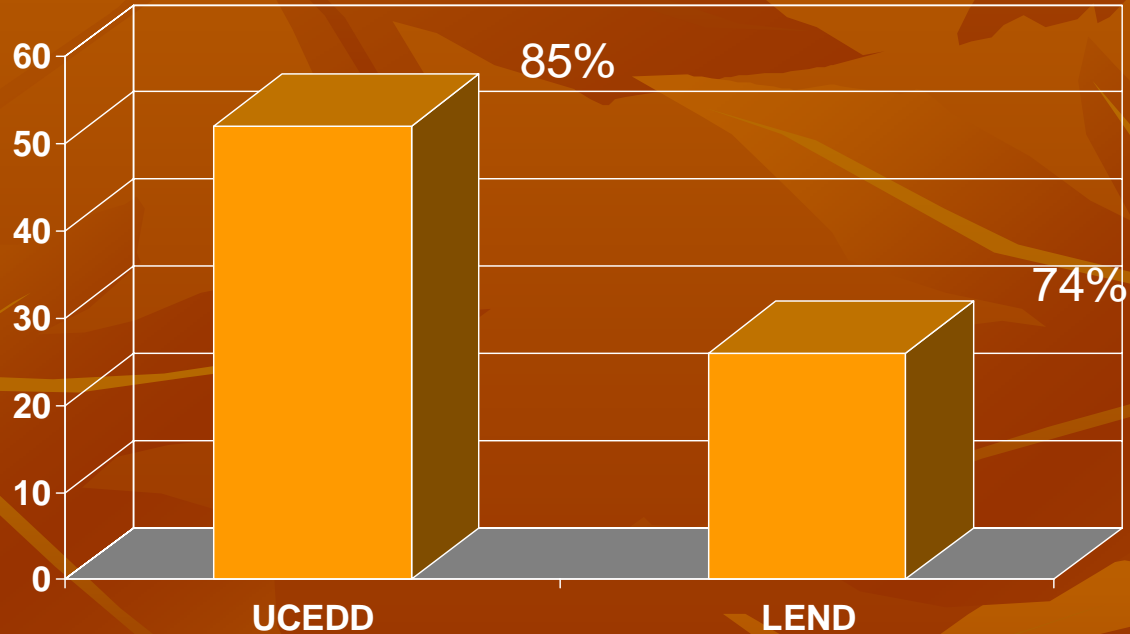
# First Steps of Increasing Diversity Within AUCD: Measuring Where We Are

- Summer of 2003: Sixteen DWG Members planned, developed, and implemented the electronic version of *AUCD Network Diversity Survey*.
- The survey went live September 29 and UCEDDs and LEND programs submitted their information until October 23, 2003.

# Survey's Purpose:

- Provide a snapshot of specific aspects of diversity among the Centers and Programs within the AUCD Network.
- Describe AUCD Center/Program employees, volunteers, advisory/leadership and trainees in terms of ethnicity and gender.

78 Total UCEDDs and  
LENDs Reporting on Survey:  
26 LEND Programs &  
52 UCEDDs



# Method of Collecting Data

- Self-Reporting: 17 UCEDD/LEND (29%)
- Assigned Data: 16 UCEDD/LEND (28%)
- Combination of Two Methods:  
25 UCEDD/LEND (43%)

\*\*7 Surveys Possessed No Responses\*\*

# AUCD v. General Population

*Observation After Reviewing Survey Results:*

As an organization, AUCD is as diversified as the general population in terms of individuals of different ethnicities.



# Ethnic Diversity from UCEDDS / LENDs Reporting

Sample Size: 6,838 Employees and  
Volunteers

Black/African-American:	1003
American Indian/ Native Americans:	48
Asians:	257
Hispanics/ Latinos:	404
Pacific Islanders / Native Hawaiians:	133
Whites:	4878
Multiracial:	94
Other:	21

# AUCD v. General Population (continued)

Comparing with 2000 Census Bureau Percentages (%):

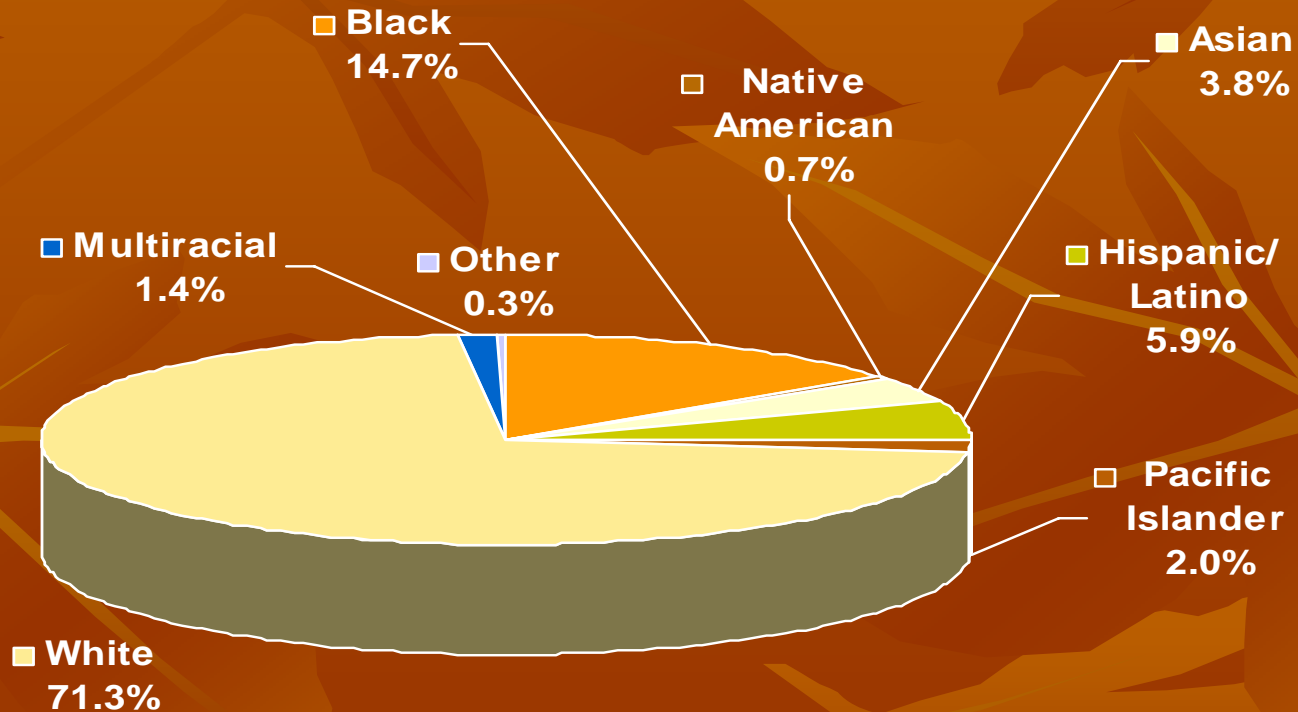
	AUCD	Bureau**
White	71.3	75.1
Black, African American	14.7	12.3
Hispanic, Latino	5.9	12.5
Asian	3.8	3.6
American Indian, Alaskan Native	0.7	0.9
Native Hawaiian, Pac. Islander	2.0	0.1
Multiracial	1.4	2.4
Other	0.3	5.5

\*\* In 2000 Census, individuals were allowed to identify themselves in more than one category. Greatest variation among Black, African American and Hispanic, Latino categories

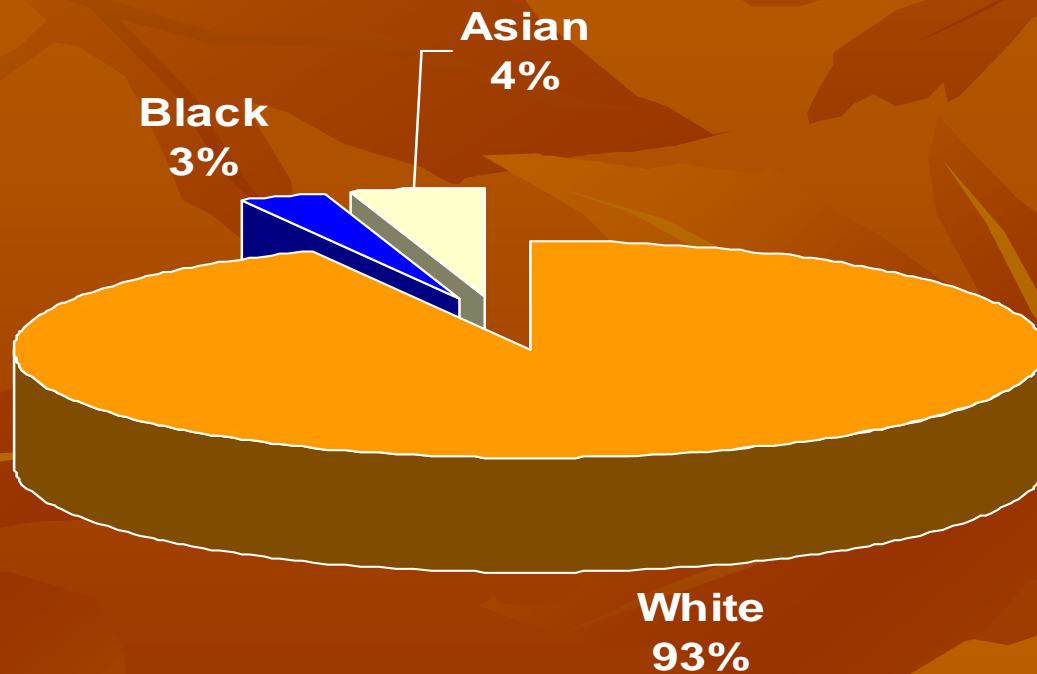
Bureau information taken from: <http://www.census.gov/statab/www/poppart.html>.

# Breakdown of AUCD

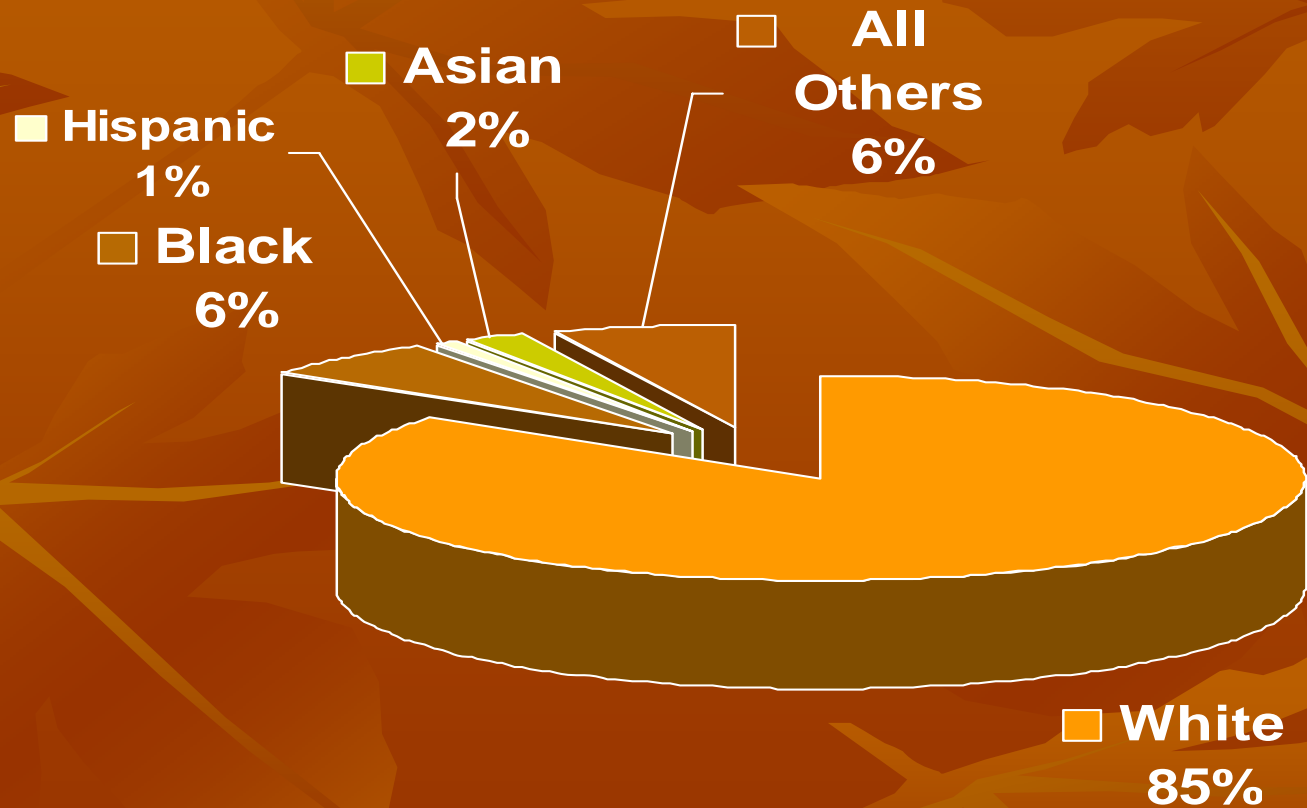
Employees/Volunteers According to  
Different Ethnicities (%):



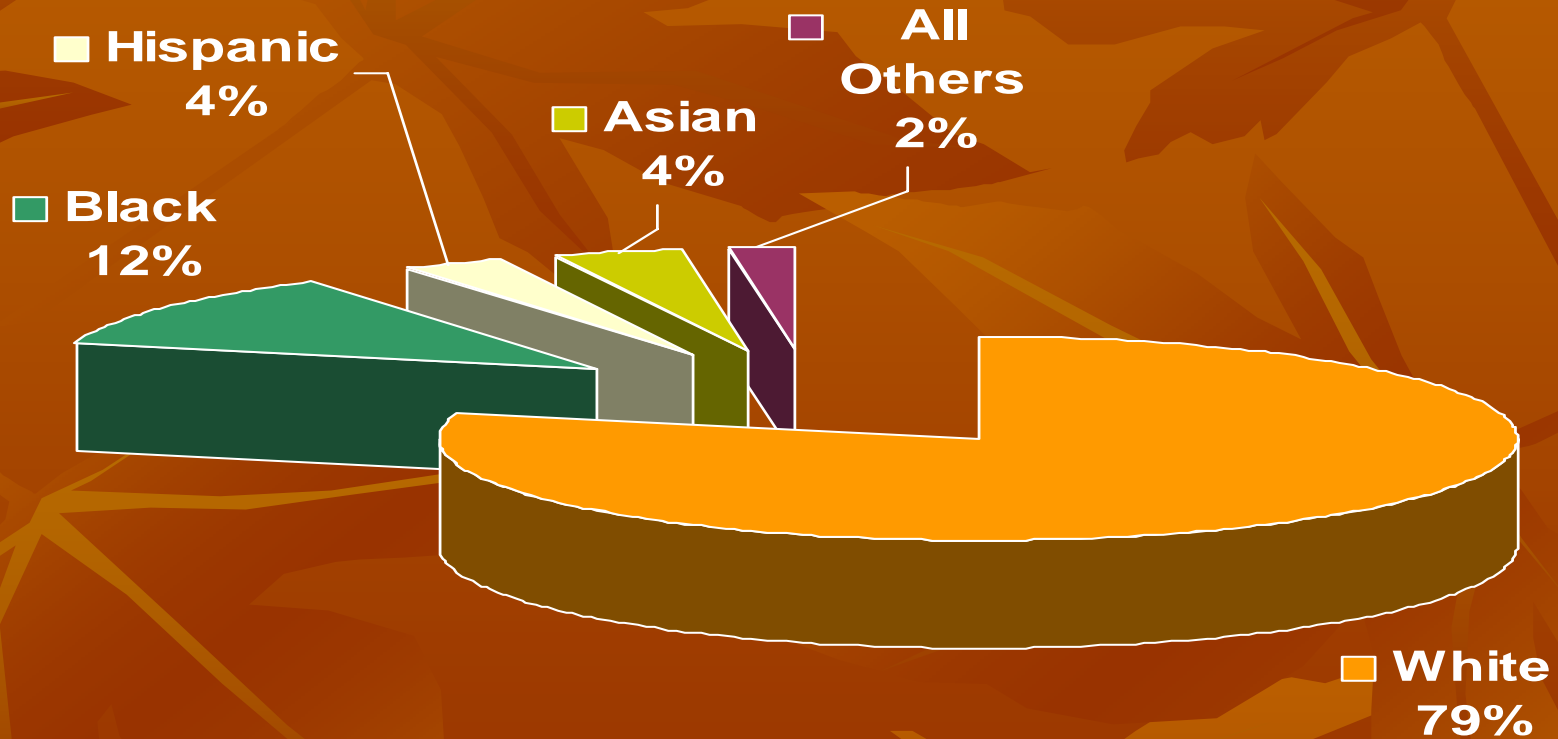
**% of Ethnicities at  
Center/Program Director Positions  
(Sample Size: 52 UCEDDs/ 26 LENDs)**



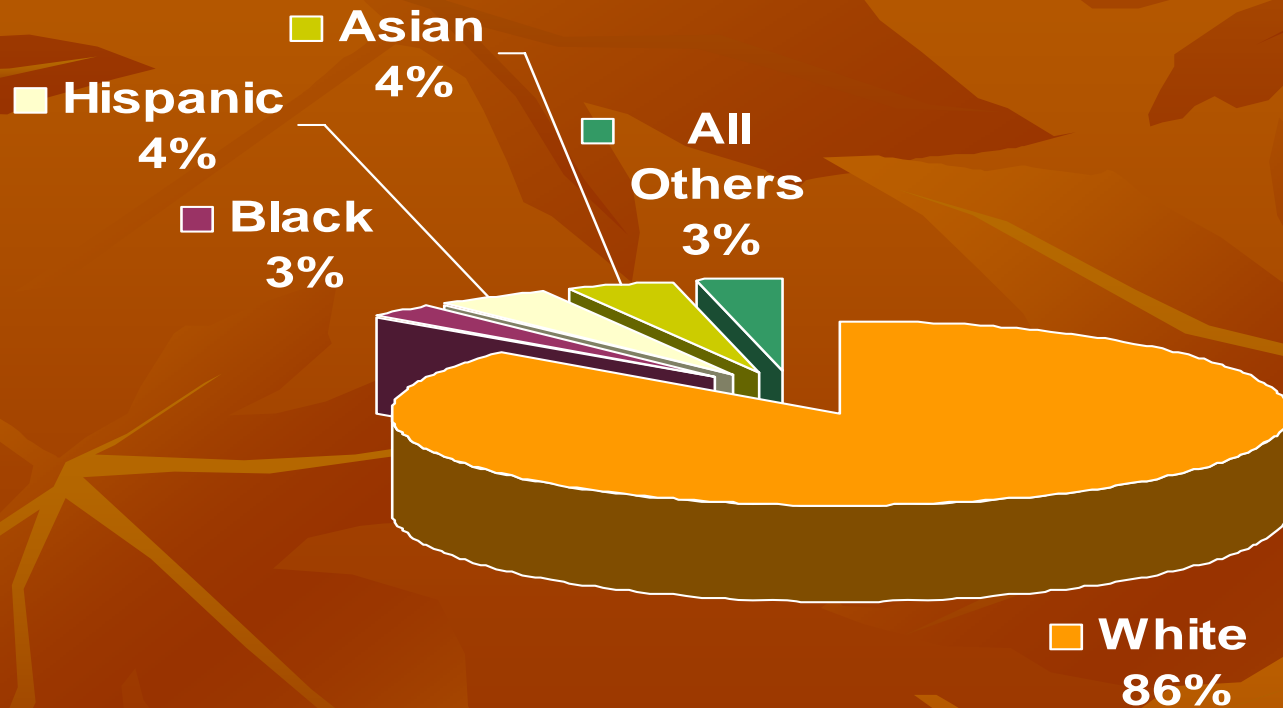
# % of Ethnicities at Associate/ Assistant Director Positions (Sample Size: 86)



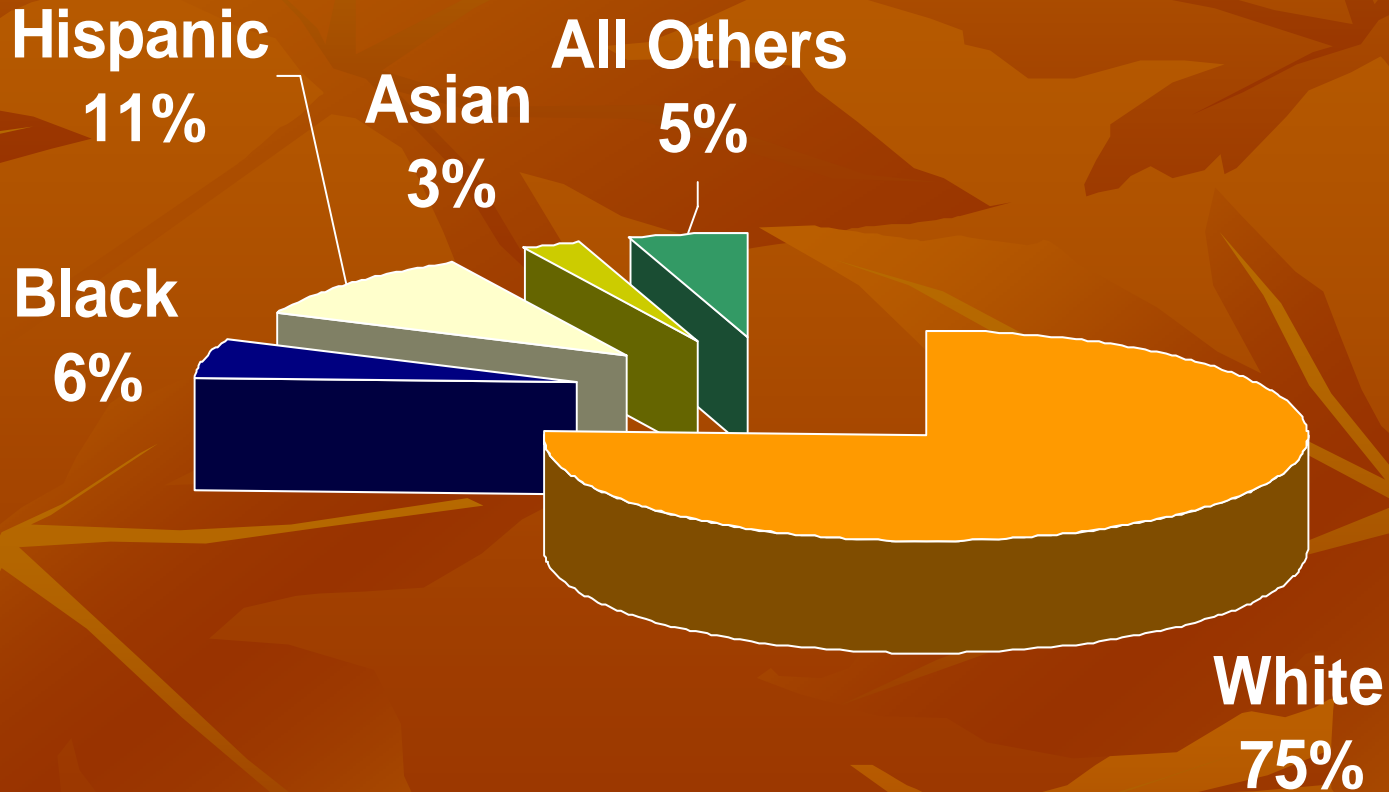
# % of Ethnicities at Research/ Clinical Staff Positions (Sample Size: 1784)



# % of Ethnicities at Faculty Positions (Sample Size: 769)

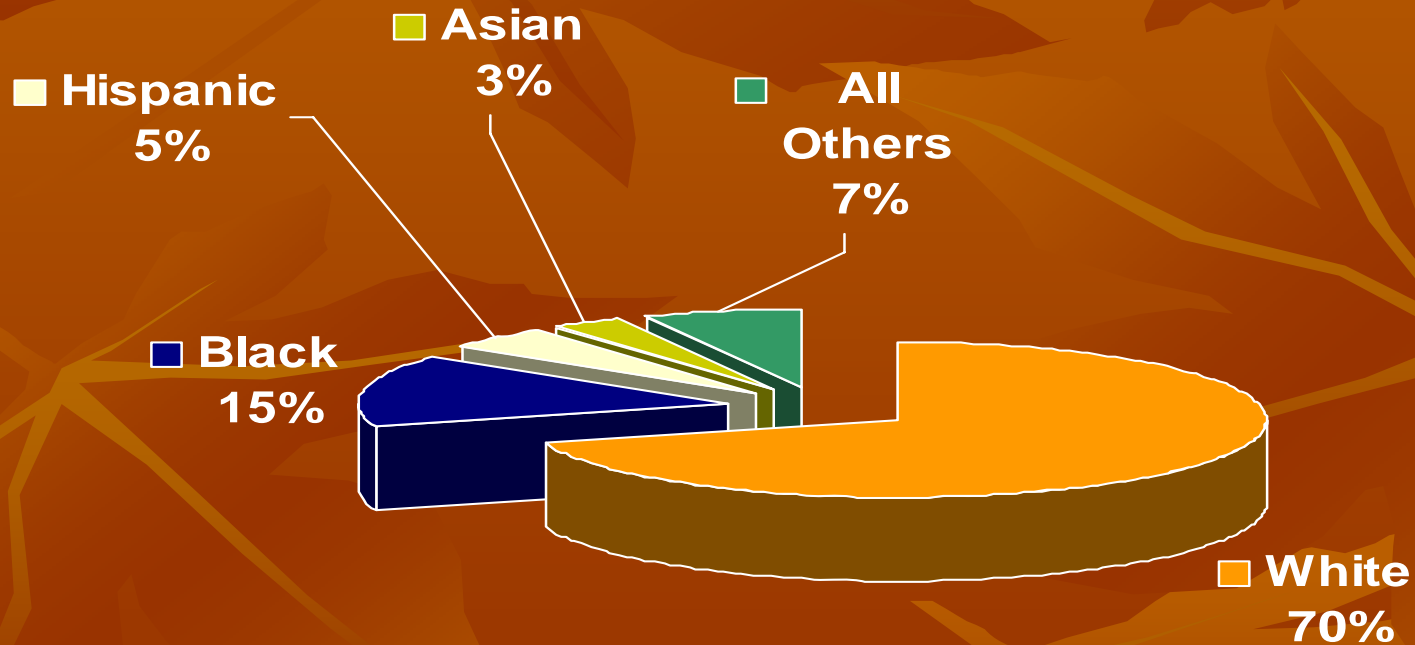


# % of Ethnicities at Professional Staff Positions (Sample Size: 1101)

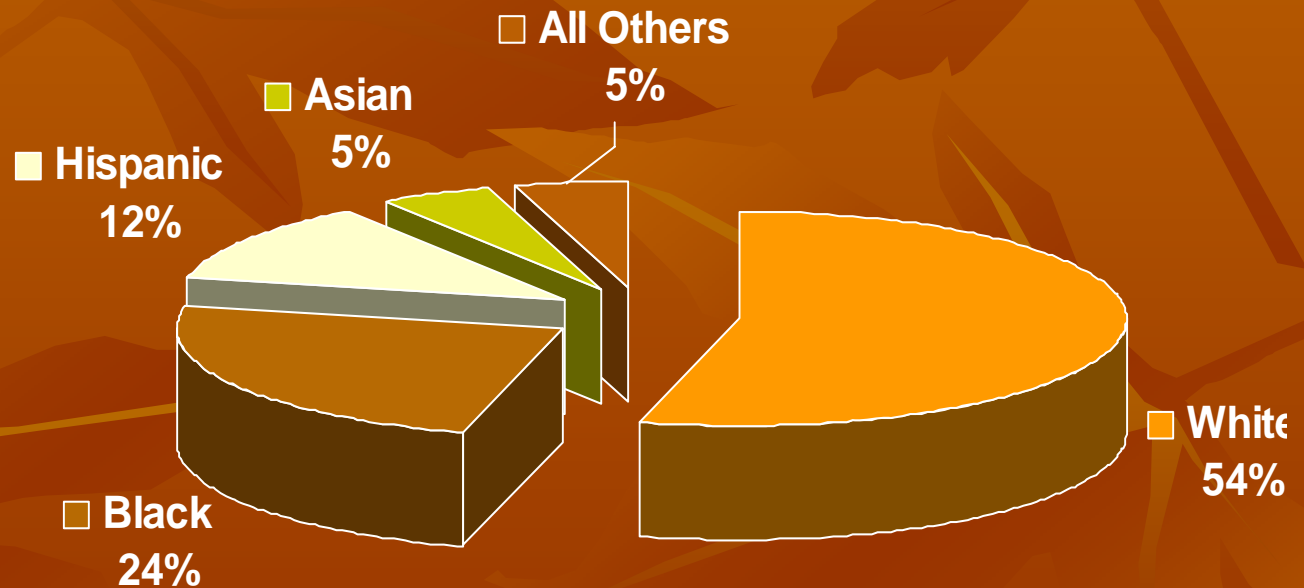




# % of Ethnicities at Advisory/ Leadership Committee Positions (Sample Size: 826)

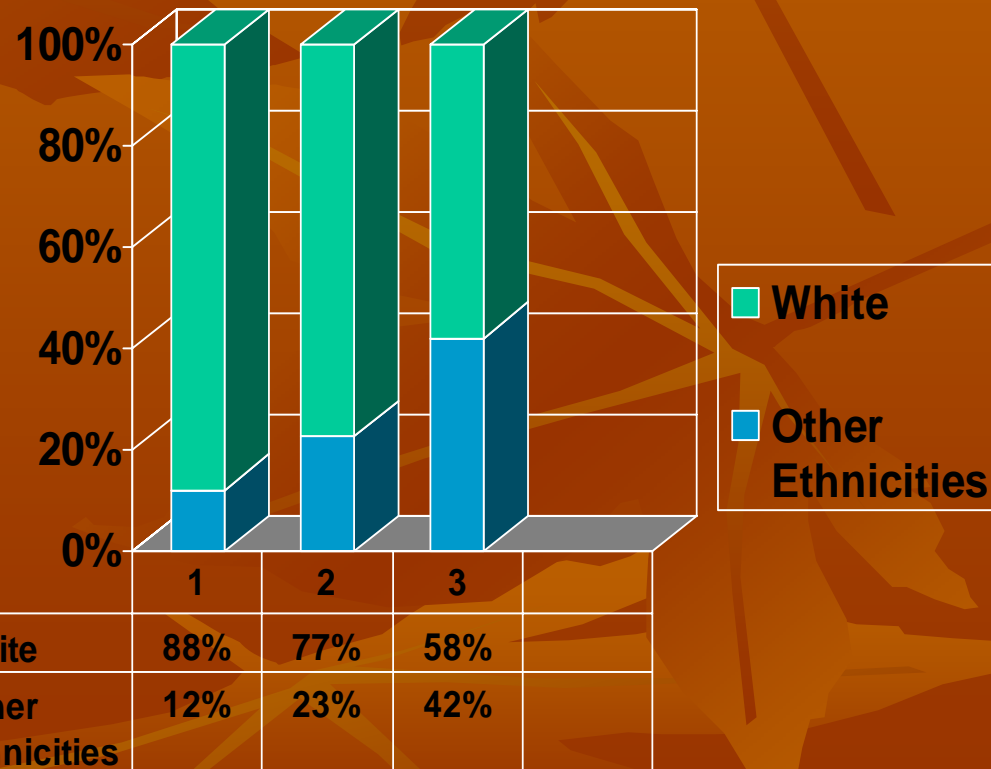


# % of Ethnicities at Administrative, Support Staff, & Other Positions (Sample Size: 2201)



# Ethnicities of Top, Middle, & Frontline Officials (%)

1. Directors and Assistant Directors
2. Researchers/Clinical Staff;  
Advisory/Leadership Committee;  
Faculty/Professional Staff
3. Administrative/Other

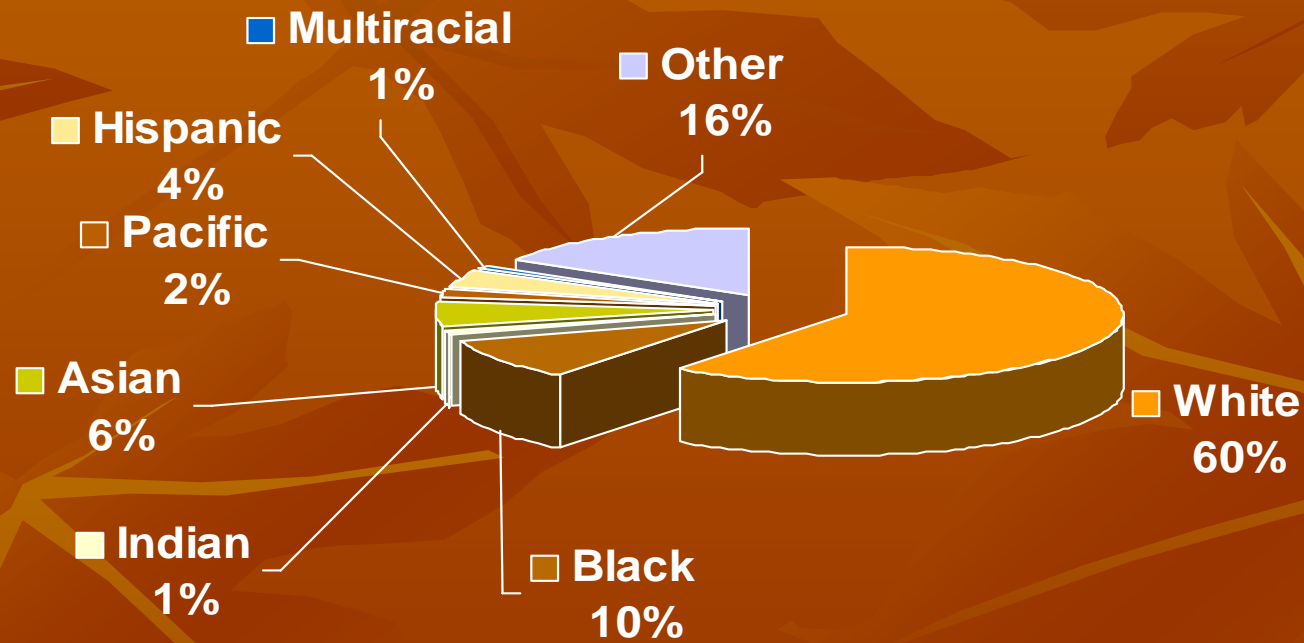


# AUCD's Future: Trainees & Fellows in the Network

## *Observations:*

- Greater diversity among trainees and fellows based on 2003 Trainee data
- Based on current number of trainees and fellows within the network, AUCD has opportunity of becoming more diversified and exceeding numbers of current Census Bureau
- Recruitment and Retaining Trainees and Fellows *EXTREMELY* Important

# Percentage of Trainees & Fellows within AUCD Network – Year 2003 (Sample Size from NIRS: 4,129)



# Gender

Sample Size: 6,742 Individuals

Female: 5,063

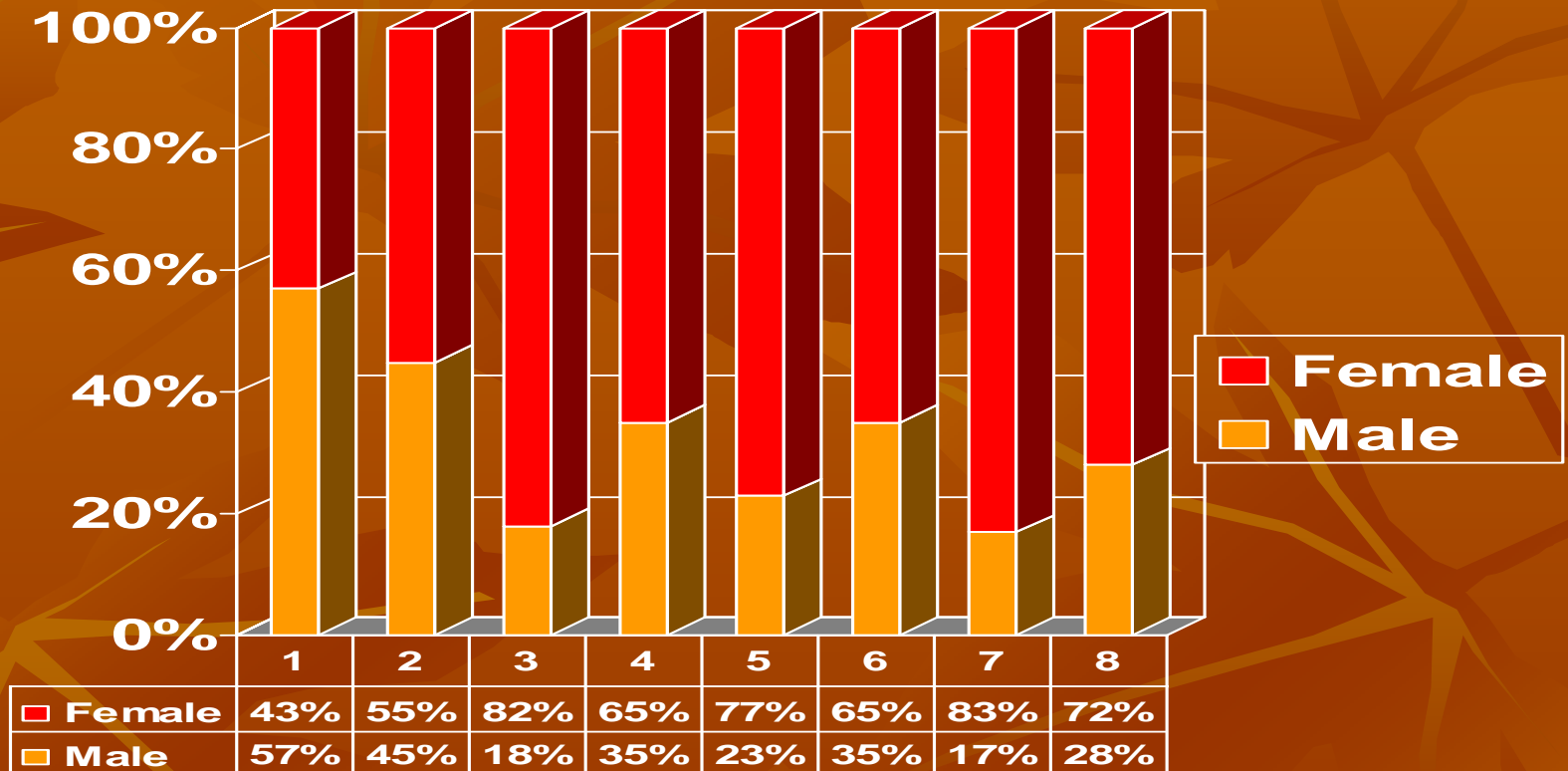
Male: 1,679

**Male**  
25%



**Female**  
75%

# Gender Breakdown (%) per Position



- |  |                                  |
|--|----------------------------------|
| 1. Center/Program Director             | 2. Associate/Assistant Directors |
| 3. Researcher/Clinical Staff           | 4. Faculty                       |
| 5. Professional Staff                  | 6. Advisory/Leadership Committee |
| 7. Administrative/<br>Supportive Staff | 8. Other                         |

# Employees with Disabilities & Individuals of Family Members with Disabilities

- 421 (6%) individuals who have disclosed their disabilities are currently employed by the UCEDDs/LENDs
- 764 (11%) individuals are family members of individuals with disabilities
- 18% of all UCEDD/Employees (1,185 accounted) are individuals with disabilities or family members

Percentage based on 6,742 individuals



# Successful Strategies of Recruiting & Retaining Faculty and Staff from Various Cultural Backgrounds

- We have recruited in areas that have large diverse populations. Advertisement for new positions has been placed in publications which target diverse groups. Persons of different races have taken advantage of job promotions in the Institute.
- The UCEDD has a Diversity subgroup established to recommend ways to recruit new staff and retain current staff.
- We have obtained a career exploration grant that targeted recruitment of persons with disabilities to use summer experiences for minority students to learn about health careers.
- We formed the (UCEDD) Work Group on Cultural Competency to focus on: culturally competent patient care and service to consumers; workforce diversity and institutional cultural competency; and professional education (LEND, medical students, faculty development).

# Successful Strategies of Recruiting & Retaining Faculty (continued)

- **Skills and abilities such as the ability to work with diverse communities, speak multiple languages, and personal experience with Latino and Native American communities are included in job descriptions.**
- **To address the unmet service needs of Spanish-speaking children and families, the psychology faculty applied for and received a Graduate Professional Education (GPE) grant. The Center is actively involved with the academic departments on campus and with communities across the State.**

# Successful Strategies of Recruiting & Retaining Trainees and Fellows from Various Cultural Backgrounds

- **Over the past 5 years we have recruited 16% of trainees from underrepresented groups. We work with departments on minority recruitment. With all trainees we look at individualizing incentives and matching needs.**
- **We have had two personnel preparation grants that call for student applicants from the various regions and diverse resident groups. Our workshops and training sessions are offered to specific groups and at times the general public and in doing so, we reach a diverse population.**
- **Our training curricula are designed to meet the diverse audience members through providing reasonable accommodations (Braille, large print, tape, etc) or by providing information and materials in a variety of languages.**

# Successful Strategies of Recruiting & Retaining Trainees (continued)

- **The Center participates in the Minority Colloquium, which actively recruits minority doctoral students. The Center also participates in the University's Diversity Week with a representative teaching a session about disabilities.**
- **We have verbal agreements with Historically Black Colleges to refer graduate students from different disciplines to us for their practica and fellowships. Because of our association with Civitan International Foundation, we have requests for short & long-term traineeships for International students and faculty.**
- **As part of LEND recruitment we have included mailings to self-identified professional groups (for instance: National Organization of Blacks in Dietetics and Nutrition, Chinese-American Dietetics Association).**
- **The Center's University's Interdisciplinary Certificate Program in the Field of Disability Studies, has also attracted a number of minority students. Information is liberally displayed at the University's Visitor's Center, the President's Office of Social Justice, and the Center for Black Culture and Research.**

# Successful Strategies of Recruiting & Retaining Faculty and Staff with Disabilities

- We have most recently been very successful recruiting trainees who have a disability through disability advocacy and family networks and we're hoping that we can retain them as faculty members and researchers when they complete their doctoral work.
- Distribution of job openings to parent and advocacy organizations, service providers.
- We specifically recruited for a Family Consultant who is a parent of a child with a disability. In this role, the family consultant provides a consumer perspective that is invaluable to the work of our program.
- Our Family Resource Center and our Consumer Resource Center are both headed by and staffed by individuals with family members who have disabilities and by several individuals who themselves have disabilities.

# Successful Strategies of Recruiting & Retaining Staff with Disabilities (continued)

- **Outreach to disability community organizations and using disability-related media, e.g., radio, newspapers to recruit, publicize projects and Center**
- **The University's benefits package allows staff members to request a variety of flexible and telecommuting work options, which allows persons the flexibility to work from home or maintaining a flexible work schedule.**
- **The Center uses our employees who are family members of persons with disabilities and persons with disabilities as an information resource. We value their input as consumers. When we are recruiting a person with a disability, we provide support to that individual in making their requests for accommodations under the ADA.**

# Successful Strategies of Recruiting & Retaining Staff with Disabilities (continued)

- We have a parent faculty person who directs and coordinates a training program for parents which is fully integrated into our LEND training program. This individual assists us with recruiting and training parents as staff to projects.
- We have a policy for preferential employment of parents and consumers in our UCEDD.
- We are constantly developing and maintaining relationships with various parent and consumer networks throughout the state. As a result, we are able to readily find and recruit parents and consumers for our projects.
- We have a policy that assures an accessible work environment and we market this feature when we recruit staff and faculty.

# Successful Strategies of Recruiting & Retaining Trainees and Fellows with Disabilities

- We had a summer internship program for undergraduates for 4 years which attracted many undergraduates from minority groups to careers in disability related fields.
- This year, we have two LEND "family specialist" fellows who were chosen from a pool of individuals who responded to a "request for applications" sent to family members of children with disabilities. They joined our LEND program with the goal of working towards a leadership position in advocacy for children with disabilities and their families.
- Contact community groups such as Independent Living Centers for names of persons who may have an interest; provide fellowships and stipends; work closely with Disability Resource Center on campus to recruit.
- We have recruited across departments within the university, including Depts of Education, Vocational Rehabilitation, Social Work, Public Health trying to reach the entire campus population.



# How could additional funding assist with Diversifying Center/Program?

- We would utilize the funds toward offering opportunities for faculty from other disciplines to infuse disability-related topics within their courses and offer more courses and modules to other disciplines across the university.
- Support trainees for paid summer internships, thus allowing out of state students to participate in traineeships and allow more flexibility in recruiting students from Universities that have more diverse students than is available in our state.
- Provide monies for staff/faculty short-term fellowships for individuals from under-represented populations.
- Would be beneficial to actually travel to some of the local and regional professional training programs which have a high degree of ethnic and cultural diversity to speak to students about our LEND program. In addition, direct links to the minority affairs officers of these programs would be fruitful.

# How could additional funding assist with Diversifying Center/Program? (continued)

- **More staff time to outreach to HBCUs and other minority-institutions; resources would allow for interested individuals w/ no experience from diverse populations to get some training on the job and/or do internships**
- **To advertise more extensively in publications marketed towards diverse ethnic and racial groups. The cost of some of these publications makes placing adds prohibitive. Also, since we are located in a geographic area with a low minority population, the cost of relocating to this area often prohibits persons of minority from accepting position. A relocation assistance fund could help further our efforts.**
- **Develop a public policy leadership program focusing on students with disabilities from culturally and linguistically diverse groups . Establish a fellowship for a person with a disability in a specific disciplinary area. Develop a social marketing campaign (both internal to the University and within the larger community) to promote outreach and to assure an environment that is conducive to promoting the visibility and strengths of people with disabilities as students, staff and faculty.**

# Central Office's Role with Increasing Diversity throughout Network

- **Keep this issue highlighted through DIGEST and Annual Meeting. Other forums?**
- **Provide TA. Provide examples of best practice throughout the network**
- **Do partnership with national organizations, such as NAACP, Urban League, etc. similar to what is being done with the disability community Brochure emphasizing job opportunities.**
- **We need to get into high schools rather than just undergraduate programs; we need to make high school students aware of the types of positions available and get them thinking about preparing for those jobs.**
- **A link that connects across all diversity groups would be a useful.**

# Workgroup Members

- Co-Chair **Tokesha Warner**, BA , Center for Child Development, Nashville, TN (LEND)
- Co-Chair **Royal Walker**, JD, Institute for Disability Studies, MS (UCEDD)
- Recorder: **Kimberly Walker**, BA, Oregon Institute on Disability & Development, OR (UCEDD/ LEND)
- **Bob Bacon**, MA, Center for Disabilities and Development, IA (UCEDD/ LEND)
- **Marisa Brown**, MSN, RN, Center for Child and Human Development, DC (UCEDD)
- **Jenean Castillo**, MA, Psychology LEND Trainee, Westchester Institute for Human Development, NY (LEND)
- **Glenn Fujiura**, PhD, Institute on Disability and Human Development, IL (UCEDD)

# Workgroup Members (continued)

- **Tawara Goode, MA**, Center for Child and Human Development, DC (UCEDD)
- **Yegin Habtes, PhD**, Virgin Islands (UCEDD)
- **George Jesien, PhD**, AUCD Central Office
- **Weol Soon Kim-Rupnow, PhD**, Center on Disability Studies, HI (UCEDD/ LEND)
- **Sandy Magana, PhD**, Waisman Center, WI (UCEDD/ LEND)
- **Idalia Massa**, AUCD Central Office
- **Mat McCollough**, AUCD Central Office
- **Carolyn Richardson, EdD**, Center for Development and Disability, NM (UCEDD/ LEND)
- **Gordon Richins, BS**, Center for Persons with Disabilities, UT (UCEDD)
- **Gemma Skillman, PhD**, Center for Disabilities, SD (UCEDD/ LEND)
- **Paula Sotnik**, Institute for Community Inclusion, MA (UCEDD)
- **Susan Yuan, PhD**, Center on Disability and Community Inclusion, VT (UCEDD)