



Results of 2015 Diversity and Inclusion Survey of UCEDD and LEND Directors

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Background

The Association of University Centers on Disabilities (AUCD) is developing a diversity and inclusion blueprint to enhance the diversity of workforce and promote cultural competence at all levels. The purpose of the blueprint is to address the growing diversity of people with disabilities and to provide guidance, resources, and action plans for network Centers, the Administration on Intellectual and Developmental Disabilities (AIDD), the Maternal and Child Health Bureau (MCHB), and AUCD, so each can be more culturally competent and improve workforce diversity.

Methodology

In April 2015, AUCD's diversity and inclusion blueprint team created an online *Diversity and Inclusion* survey via SurveyMonkey, Diversity and Inclusion Survey. The survey was piloted with a small group of centers from HI, NY, WY, CA, UT, VT, and DC. The survey was then emailed to all UCEDD and LEND Directors of the 67 UCEDDs and 43 LENDS for completion via the online link provided. Reminder emails were sent out to those individuals who had not yet responded.

Thirty-five completed surveys were received from UCEDD and LEND Directors. However, some co-located centers (UCEDD and LEND) opted to complete the survey together. The questions in the survey were voluntary, except for some required information. The Directors were required to identify the name of their UCEDD and LEND Network centers, location of center (state), and to provide a point-of-contact if a follow up was needed. Follow up voluntary questions included both open ended and closed ended items. Qualitative responses were coded for similar themes and these themes are reported in the results section. The purpose of this survey was to inform the Blueprint team regarding the centers' diversity and inclusion technical assistance (TA) needs and successful strategies, including recommendations for the Blueprint.

Results

The tables below represent the results of 35 participating Network centers without any identifying information. In the original survey, identifying questions were numbered one through three, thus the results below start with question number 4. The results include the participants' responses of cultural competence activities and partnering with other organizations to support diversity workforce.

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4. How are your diversity, inclusion, and cultural and linguistic competence activities addressed? Select all that apply	
Answer Options	Response Percent
There is a designated staff person(s), i.e. someone with designated time and/or salary for diversity, inclusion, and cultural and linguistic competence activities	30.3%
There is staff person(s) who takes this on in an unofficial capacity, i.e. that person(s) does not have designated time and/or salary for diversity, inclusion, and cultural and linguistic competence activities but has taken on the role	6.1%
There is no official or unofficial person implementing/overseeing center-wide diversity, inclusion, and cultural and linguistic competence efforts	0.0%
It is expected that diversity, inclusion, and cultural and linguistic competence efforts are infused within program/project activities	30.3%
Diversity, inclusion, and cultural and linguistic competence efforts are at the discretion of each program/project director, i.e. there are no specific expectations regarding program/project goals	3.0%
Other/Comments (please explain)*	30.3%

*Please note due to a glitch in the system, participants were not able to select multiple responses as indicated. Instead, respondents used the Other/Comments field to elaborate on multiple or any additional approaches.

Additional strategies include:

- Multicultural committee
- Ongoing diversity training

5. Do you collect racial, ethnic, and/or disability demographic data on the following? Select all that apply			
Answer Options	Racial demographic data	Ethnic demographic data	Disability demographic data
The population you serve	25	24	23
Your leadership or executive staff (Director, Co-Director, Associate Director)	24	19	23
Your CAC (Consumer Advisory Council)	20	19	20
Your staff	26	22	26
Your faculty	27	24	27
Your trainees	26	24	25

6. Are there any organization(s) that you are currently partnering with to support your center's diversity, inclusion, and cultural and linguistic competence efforts?		
Answer Options	Response Percent	
Yes	87.5%	
No	12.5%	

7. What mechanisms or successful strategies are in place that strengthens and sustains the partnerships		
Themes		Response Percent
Joint meetings/presentations		10%
Ongoing Relationships		7%
Cross Training		21%
Funding		7%
Shared Staffing/Trainees		14%
Shared Committees		7%
Only Listed Partners		34%
	Total	100%

8. Are there any organizations you have attempted to partner with but were not successful in doing so?		
Answer Options	Response Percent	
Yes	25.0%	
No	75.0%	

9. If you answered yes to the previous question, why was the partnership unsuccessful? Select all that apply		
Answer Options	Response Percent	
Funding issues	44.4%	
Lack of staffing	22.2%	
Incongruent vision	11.1%	
Lack of follow through	33.3%	
Other (Please explain)*:	55.6%	

*Contracting issue
Time
Resources needed

11. Please provide any suggestions on what might be done differently to ensure that NIRS captures these efforts			
Themes		Statistics	Response Percent
		Frequency	
Require race/ethnicity		1	9%
Curriculum Content/Activity		2	18%
Beyond Race/Ethnicity		4	36%
Outcome data		2	18%
No specific suggestion		2	18%
	Total	11	100%

12. Indicate your diversity, inclusion, and cultural and linguistic competence activities or efforts in the following areas:						
Answer Options	Working on/ Need no assistance	Working on/ Would like assistance	Not currently working on	Would like to address/ Need no assistance	Would like to address/ Would like assistance	N/A
Diversifying our mission/values	13	7	3	1	1	1
Enhancing the organizational culture	15	9	1	1	2	0
Updating organizational policies	13	4	6	0	2	2
Organizational efforts at the leadership or executive level (Director, Co-Director, Associate Director)	15	6	1	1	2	1
Enhancements related to staff/faculty, including training, recruitment, mentoring, promotions	13	10	0	1	3	1
Trainee efforts	14	10	3	0	0	0
CAC members (for UCEDDs)	13	4	1	0	0	6
People with disabilities and their families served by UCEDD/LEND	15	8	2	1	2	0
Volunteers	10	3	7	0	0	6
Contractors/Vendors	5	1	9	1	2	8
Programs	16	5	2	1	0	3
Direct services and supports	16	5	3	1	0	3
Translational or interpretation services	14	5	5	0	1	1
Training and Education	14	9	2	1	1	0
Providing Technical Assistance	12	8	3	1	0	1
Cultural Brokering Services	7	1	7	0	2	9
Research and information dissemination	13	10	2	0	1	0
Marketing and community relations	12	10	1	1	1	1
Community partnerships and collaboration	18	6	2	1	0	0
Fundraising and grants	9	7	2	1	3	3
Public policy, legislation, and advocacy	15	7	2	0	1	0
International collaboration/projects	10	3	6	1	2	4
Succession Planning	7	8	6	1	1	4

13. How does your position within the UCEDD or LEND program impact CLD			
Themes		Statistics	Response Percent
		Frequency	
Community Outreach		1	4%
Support Diverse Staff		2	8%
Influence Org. Policy-Staff Evals		2	8%
Develop Collab/Partnerships		1	4%
Influence Org. Policy-CAC		1	4%
General Support		5	21%
No specific response		1	4%
Influence Org. Policy-LEND		5	21%
Influence Org. Policy-Overall		6	25%
	Total	24	100%

14. How does your UCEDD or LEND's position within the University impact CLD			
Themes		Statistics	Response Percent
		Frequency	
Little Impact		5	21%
University-LEND Partnerships		5	21%
Some Impact		3	13%
No specific response		5	21%
Try to be a model		3	13%
Shared LEND-Univ Leadership Position		2	8%
Shared LEND-Univ Activity		1	4%
	Total	24	100%

15. What support and/or strategies have helped develop cultural and linguistic competence, diversity and inclusion among your Center's people and programs			
Themes		Statistics	Response Percent
		Frequency	
Meetings/Trainings		3	13%
Integrated Community		1	4%
Diverse Staff Representation		4	17%
No specific response		4	17%
Hire from local community		1	4%
Core Curriculum		1	4%
Core Programs		1	4%
Diverse Partnerships		4	17%
Multicultural Advisory Comm		1	4%
National Cult Comp Ctr		3	13%
	Total	23	100%

16. Are there any strategies that have NOT worked	
Themes	
Outside Curricula	
One-time trainings	
Ignoring it	
Separate CLC rather than embedding it	
University mandates	
Lowering expectations	
Saying too difficult	

17. What support/guidance would be helpful FROM AIDD and/or MCHB			
Themes		Statistics	Response Percent
		Frequency	
Funds		2	10%
No specific response		3	14%
Mutually beneficial relationships		1	5%
Guidance		1	5%
None		2	10%
Priority/Mandate		2	10%
Don't Know		1	5%
Training and Technical Assistance		4	19%
Peer Workgroup/Collabs		2	10%
Information Sharing		1	5%
Increase understanding of Rural Areas		1	5%
Flexible Rules		1	5%
	Total	21	100%

18. What support/technical assistance would be helpful FROM AUCD			
Themes		Statistics	Response Percent
		Frequency	
Identify similar or successful UCEDDs		4	19%
Build Relationships		1	5%
Funds/Resources		3	14%
Guidance		1	5%
No specific response		1	5%
None		1	5%
Training and Technical assistance		6	29%
Peer Workgroups/Collaborations		3	14%
Diverse Groups		1	5%
	Total	21	100%

19. What support/collaboration would be helpful FROM YOUR FELLOW NETWORK CENTERS			
Themes		Statistics	Response Percent
		Frequency	
Identify similar or successful UCEDDs		4	20%
Recruitment		1	5%
Guidance		2	10%
Funding		1	5%
No specific response		1	5%
Training and technical assistance		2	10%
None		1	5%
Peer Workgroups/Collaborations		3	15%
Information Sharing		5	25%
	Total	20	100%

Conclusion

Participants' reporting identified key recommendations in several themed areas. Of note, as it relates to Network Connections and Resources, centers indicated the importance of training and technical assistance to ensure success in establishing and achieving diversity and inclusion goals. The sharing of information within and across the network was a key recommendation as it relates to Communication/ Dissemination.

A specific recommendation noted repeatedly was to establish Mentorship between centers. Centers are interested in learning what other sites are doing well and establishing partnerships or collaborations in achieving the same or similar goals. It was also suggested that partnerships can be formed with external or other diverse organizations sharing the same or similar goals as well as having access to outside experts, as needed. In the area of Service Delivery, it was noted that local hiring would help to better address the service and training needs of the community served.

Finally, there were suggestions regarding Data collection and tracking. These recommendations were broad and varied, ranging from creating flexible rules to identifying specific mandates regarding tracking and reporting, with significantly more people identifying the latter. Using NIRS in a more effective way was noted, such as tracking data beyond race and ethnicity as well as focusing on outcome data.

Overall, everyone acknowledged the importance of addressing diversity and inclusion issues and the benefit of having a central document, such as the Blueprint, to guide these efforts.