Follow Up to the President’s Forum on Social Justice and Spring Climate Survey

February 8, 2017
Today’s Purpose

1. Review key findings of feedback from participants in the President’s Forum on Social Justice.

2. Share Campus Climate Survey results.

3. Share opportunities for engagement.
Diversity and Inclusion Strategic Action Plan Development

- Strategic plan modifications & campus-wide presentations
- Climate study analysis
- President’s Forum on Social Justice
- Diversity Cafes on both campuses
- Meetings with stakeholder groups
- President’s Action Group on Diversity and Inclusion (PAGDI)
- Division for Inclusive Excellence strategic plan with CIEE
Connecting Diversity and Inclusion Plan to VCU’s Quest for Distinction

**VCU Quest for Distinction**

- Student Success
- Scholarly Distinction
- Community Engagement

Diversity and Inclusion Strategic Action Plan

- Institutional Commitment
- Climate & Intergroup Relations
- Recruitment, Retention & Success
- Education & Scholarship
- Assessment

Goals and Strategies

Implementation and Accountability
Results Through the Lens of the D&I Strategic Action Plan

Interconnectivity of Themes:

All themes, although written as distinct groups, are interrelated. They influence each other and must be worked simultaneously.
President’s Forum on Social Justice

Background and Purpose:

– President’s Forum on Social Justice held on October 13, 2016.
– Purpose – Reflection of VCU’s ongoing commitment to social justice through diversity and inclusion.
– Identify what works and what needs work.
– SIR was asked to use a qualitative research approach to review and synthesize the responses of all three sessions into overarching themes.
– These findings to be used to help inform the Diversity and Inclusion Strategic plan and the initiatives of the Division for Inclusive Excellence.
President’s Forum on Social Justice

Methodology:
- 1 day, 3-sessions-moderated tabletop dialogue; Each session was recorded.
- Areas Addressed:
  - Local, national & global issues and events have been most important or of most concern
  - Climate issues at VCU of most concern
  - Classroom or curricular issues around diversity and inclusion of most interest or concern
  - VCU actions to address concerns
  - Recommendations to address concerns

Participants:
- 500+ with a broad representation of the diverse make-up of VCU students, faculty, staff, and administrators
President’s Forum – Key Takeaways

• Align, improve and **visibly demonstrate actions** for diversity and inclusion.

• **Push continuously towards demographic equity in all programs and services.**

• **Make it Real:** Integrate social justice and experiential learning into curriculum or coursework.

• **An expressed need for more attention and sensitivity to safety, violence and sexual assault.**
Spring 2016 Climate Survey

• Purpose: To assess and understand faculty and staff attitudes and opinions about the culture and climate at VCU.
• Methodology: 10-minute online survey
• Participants
  • Total Sample: 2,674
  • Faculty and Staff: 51% faculty; 32% staff; 8% other; 9% would rather not say
• Demographics
  • Gender: 60% female; 33% male; 1% other; 6% would rather not say
  • Race/Ethnicity: 64% W; 15% AA; 5% Asian; 2% Hispanic; 4% other; 10% would rather not say
  • Disability: 83% no disability; 8% with a disability; 9% would rather not say
  • Sexual Orientation: 77% heterosexual; 12% LGBTQIA; 11% would rather not say
  • Age: 39% age 21-40; 39% age 41-60; 12% age 61+; 9% would rather not say
Theme 1: Institutional Commitment
Institutional Commitment

VCU is perceived to be committed to diversity, and efforts in the classroom and accountability lag perceived commitment.

Overall

- 88% believe VCU is committed to diversity
- 74% agree their department is committed to creating a diverse workforce
- 87% agree campus resources, programs and services are equally available to everyone

Classroom and Accountability

- 61% agree diversity education is emphasized in curriculum
- 63% agree it is emphasized through accountability
Institutional Commitment

Classroom
- “Need to imbed social justice across academic departments.”
- “Conversations about social justice are occurring, but they are just not happening in the classroom.”
- “There are not many minority women faculty.”
- “VCU could do a better job in the classrooms for those with disabilities.”

Accountability
- “Some faculty and staff participate in the diversity and inclusion events; senior white males are not attending.”
- “Forums are conducted by leaders, but there is no plan of action to make a change.”
Imperative: Reinforce and demonstrate commitment

Despite a high level perception that VCU is committed to diversity:

– Diversity and inclusion plans need to be integrated across departments.

– People need to be held accountable; actions must be more visible and measurable.
Theme 2: Climate and Intergroup Relations
Climate and Intergroup Relations

Safe spaces and opportunities to discuss difficult topics are provided for students; perceived less so for faculty and staff.

- 81% students
- 62% staff; 68% faculty; 70% university leadership

Compared with feeling included in the VCU community, there is less of a sense of respect by employee type and belonging.

- Overall, 86% feel included and 73% feel that they are respected
- 65% feel that they belong
- 49% of respondents feel that people are respected regardless of employee type
Climate and Intergroup Relations

There is a strong sense of responsibility.
- 91% feel a responsibility to work towards an inclusive and diverse VCU community

There is lack of understanding of how to speak up and a need to improve trust.
- 71% know how to respond to discrimination they have seen or experienced
- 57% feel they can speak up about a problem or complaint without fear of retaliation
- 53% agree that VCU supports a climate which promotes trust between employees and administrators
- 50% feel that they have voice in important decisions that affect them
Climate and Intergroup Relations

There are inequities that exist and need to be addressed.

• “Racial tension is a big issue that stems from the political climate.”
• “Committed LGBTQIA resources don’t match need.”
• “Student homelessness, expense burden and debt management issues.”
• “If students feel silenced or targeted, where do they go to receive assistance?”
• “Unsure how to engage…Not always feel listened to.”
• “OMSA” is a good start.”
• “We see a lot the University is trying to do on some of these issues. In comparison to other national institutions of higher education, VCU is doing better in listening and taking action.”
Imperative: Continue to push toward equity

There are still perceived inequities. Continued efforts to reduce inequities is critical for realizing the power of inclusion.
Theme 3: Recruitment, Retention and Success
Recruitment, Retention and Success

The majority feel satisfied working at VCU, but feel there are areas where improvement is needed for faculty and staff.

- 73% feel they are treated fairly within their departments and by immediate supervisors.
- 72% feel satisfied working at VCU, but
  - 58% of respondents feel term/collateral faculty are treated fairly
  - 46% of respondents feel adjunct faculty are treated fairly
  - 34% of respondents have witnessed “discrimination” based on employee type
Recruitment, Retention and Success

The University has opportunities to improve attracting, retaining and promoting qualified and capable candidates across demographics.

% who “strongly agree” or “agree" that the University attracts, retains and promotes the most qualified candidates regardless of...

<table>
<thead>
<tr>
<th>Category</th>
<th>Attracts</th>
<th>Retains</th>
<th>Promotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>62%</td>
<td>51%</td>
<td>58%</td>
</tr>
<tr>
<td>Gender</td>
<td>71%</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>Age</td>
<td>69%</td>
<td>55%</td>
<td>62%</td>
</tr>
<tr>
<td>Disability</td>
<td>69%</td>
<td>54%</td>
<td>66%</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>73%</td>
<td>57%</td>
<td>68%</td>
</tr>
</tbody>
</table>
Recruitment, Retention and Success

There is a gap between where we are and where we should be in achieving diversity in our faculty, staff, and university leadership.

% who “strongly agree” or “agree” that it is important for VCU to achieve greater diversity within the following groups...

<table>
<thead>
<tr>
<th>Group</th>
<th>Importance</th>
<th>Performance</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>80%</td>
<td>47%</td>
<td>33</td>
</tr>
<tr>
<td>Staff</td>
<td>70%</td>
<td>66%</td>
<td>16</td>
</tr>
<tr>
<td>Students</td>
<td>63%</td>
<td>83%</td>
<td>(20)</td>
</tr>
<tr>
<td>University Leadership</td>
<td>75%</td>
<td>51%</td>
<td>24</td>
</tr>
</tbody>
</table>
Recruitment, Retention and Success

There is an expressed need to improve the diversity of faculty and staff.

- “I’m graduating in the spring, and I’ve never had a person-of-color in front of the class during my four years at VCU.”

- “Faculty does not represent our student body.”

- “Staff is more diverse than faculty.”

- “In order to increase and improve perspectives, VCU needs to hire more faculty that aren’t white males.”

- “Reduce the restrictions for faculty teaching to allow for more flexibility and diversity of thought…this could help with faculty retention.”
Imperative: Continue to push toward equity

Awareness across the VCU community about inadequate recruiting, retention and promotion of underrepresented populations has a negative impact on the perception of the university’s commitment to diversity and inclusion, and feelings about the campus climate.
Theme 4: Education and Scholarship
Education and Scholarship

Efforts regarding diversity and inclusion are perceived to be supported and respected by a majority.

To a lesser degree are opinions about the resources provided to address issues in the classroom and work setting.

- Efforts focused on diversity are supported: 72% teaching, 69% research, 76% service
- Efforts focused on diversity are respected: 74% teaching, 73% research, 75% service
- VCU provides resources to address issues of diversity and inclusion:
  - 62% in the classroom
  - 65% in the work setting
Education and Scholarship

Classroom and Work Setting

• “Need to be willing to move from lesson to climate.”
• “Global issues could interact with all social justice conversations.”
• “Faculty are not well-equipped to handle issues on diversity and inclusion.”
• “Need for additional faculty training to proactively discuss tough issues, sensitivity training and empathy.”
• “Resources are devoted to only a few types of diversity while others are not given the same resources.”
Imperative: Make it real—Provide a real world education

To achieve academic excellence in an urban environment, it is expected that global issues and experiential learning will be part of the academic and work environment.
Call Out: Safety, Violence and Sexual Assault
Call Out: Safety, Violence and Sexual Assault

Forum participants communicated strong concerns about sexual assault and the connection between: discrimination, violence and fear for personal safety.

• “The most concerning issue is the sexual violence that has been reported. I’m not used to feeling unsafe on campus. I don’t want to be on campus after dark.”

• “Does the increase in alerts mean more incidents or more people feeling comfortable with reporting.”

• “We teach people how to not be raped…we need to teach about how not to rape…what is consent.”

• “There is inconsistent police engagement by race: black and brown skin and policing.”

• “Micro aggressions are part of the culture…Subtle comments or actions can be triggers.”
Call Out: Safety, Violence and Sexual Assault

Perceptions of Campus Safety (VCU Police, 2016) show that there is a strong feeling of safety on the campus. However, there is an opportunity to feel safer at night.

• 97% felt safe in Spring 2016 (feeling “very safe” decreased from 7% in 2015 to 5% in 2016)
• 82% felt little to no concern about safety
• 98-99% feel safe during the day; 56-72% feel safe after dark
• 1.2% have witnessed a crime in the past 6 months on campus
• 79% of those who reported a crime were satisfied with the timeliness of campus police
• 88% were satisfied with their interaction with police staff
Imperative: Safety, Violence and Sexual Assault

The abundance of compelling and wide ranging comments from the Forum data demonstrates the multiple ways safety impacts our university community.
Assessment Process
Climate Survey: VCU Community Support for Diversity & Inclusion

There is a strong commitment to Diversity and Inclusion. We need transparent assessment in order to progress towards goals that will advance diversity, equity and inclusion.

- 91% feel a responsibility to work towards an inclusive and diverse VCU community
- 87% feel VCU leadership is committed to diversity
Climate Survey: Key Takeaways

• While VCU is recognized as a diverse institution with leadership that is committed to diversity, there is work to be done to move from understanding to actualizing these sentiments and creating a climate where this diversity is valued and actualized.

• The data provides clear direction for the work that needs to be done:
  – Build trust
  – Provide material support
  – Establish and maintain accountability
Imperative: Expectations of VCU Community

- Establish and track accountability measures for each theme.
- Establish institutional baseline metrics and identify gaps in the measurement of progress.
- Design and deploy periodic diversity climate surveys and focus groups to assess, monitor, and report on progress.
- Assess and report on progress in achieving targets and communicate findings to the broader university community.
Diversity and Inclusion Strategic Action Plan Goals
Institutional Commitment

G1: Provide critically reflective, clear, cohesive and prominent communication to all university stakeholders.

G2: Build and sustain infrastructure throughout the University to support teaching, scholarship, creative expression & service.

G3: Create and implement a means of measuring, monitoring, and rewarding progress and providing resources.

G4: Ensure accountability for the implementation of the Plan at all institutional levels and across all constituencies.
Climate and Intergroup Relationships

G1: Create and sustain a climate where all feel welcome and part of a university-wide community.

G2: Create and maintain an environment where all feel respected, supported and valued, and have agency and voice.

G3: Create and maintain an environment where people of diverse backgrounds share experiences.

G3: Ensure that buildings and facilities are welcoming and accessible.
Recruitment, Retention and Success

G1: Enroll, retain, support and graduate a diverse student body.

G2: Attract, recruit, retain, and support a diverse faculty and staff population.
Education and Scholarship

G1: Increase proactive university support of scholarship and creative expression, addressing diversity and inclusion in disciplinary and interdisciplinary fields.

G2: Increase and assess diversity-rich learning experiences that raise students’ cultural competency, increase understanding of global diversity, and encourage engagement.

G3: Develop comprehensive resources for faculty learning, emphasizing inclusive teaching practices that foster communication, collaboration, and relationship building.
Opportunities to Engage
Division for Inclusive Excellence

1. VCU Student Social Justice Fund
2. Peer Development Workshops
3. LGBTQ Task Force Report Implementation Workgroup
4. VCU Latinx
5. Curriculum Development Awards
6. Diversity and Inclusion Symposium: CommUnity-Celebrating the Heroes Amongst Us
7. Inclusive Excellence Diversity Calendar of Events
8. Building Inclusive Communities
Building Inclusive Communities at VCU

• BIC Advisory committee
• 28 BIC facilitators
• Intensive training
• Apprentice model
• Building capacity at VCU
What BIC Participants Say:

• I appreciated most that the facilitators…
  – “Were flexible but kept us progressing; gave feedback throughout; encouraged and motivated participants; were open and honest about their experiences.”

• Next step you will embrace?
  – “I will try to relay some of this info back to my unit. I think it will be well received by some and together we may make some progress.”
  – “I will not blame myself, because it limits/prohibits me from making change and uses mental energy that could be put to better use.”
  – “I’ll use my feelings with data to apply and speak on the impact people have on me - provide feedback. It will be a struggle but I’ve already shared goal with close friend to help me remain accountable.”
What We Learn:

- How diversity and inclusion benefits us all
- Stereotype threat
- Implicit or unconscious bias
- Microaggressions
- Intersecting identities
- Intent vs Impact
- How failures to be inclusive hurt us all
BIC Workshops, Spring 2017

- Feb. 16-17, 2017: MCV, Larrick Center
- Feb. 23-24, 2017: MCV, Larrick Center
- March 23-24, 2017: MCV, Larrick Center
- March 30-31, 2017: MCV, Larrick Center
- April 13, 2017: MCV, Larrick Center
- April 14, 2017: Maymont Conference Room at Development and Alumni Relations, 111 N. 4th Street
Thank You