

# 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**

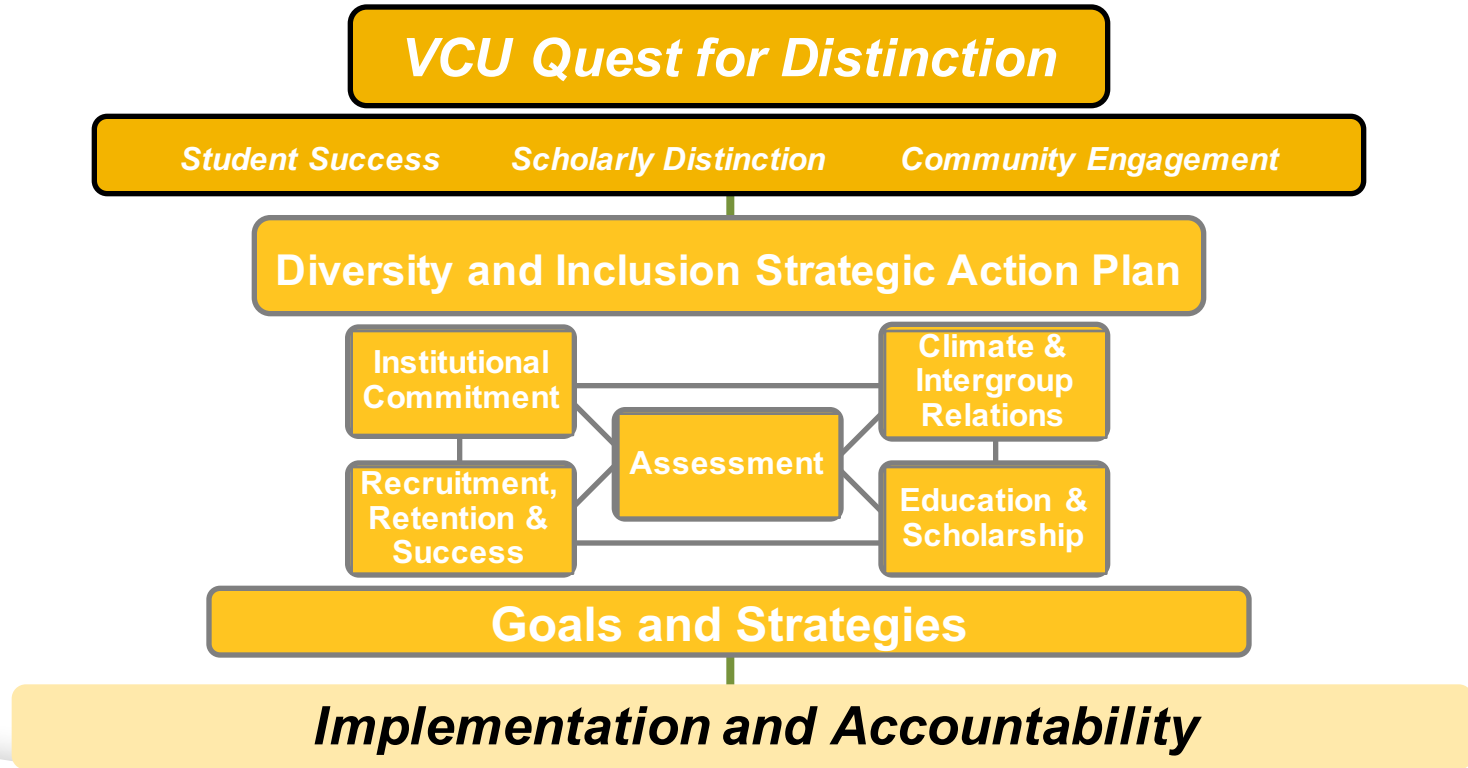
**Diversity Cafes on both campuses**

**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



# 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...

	<u>Attracts</u>	<u>Retains</u>	<u>Promotes</u>
• Race	62%	51%	58%
• Gender	71%	56%	60%
• Age	69%	55%	62%
• Disability	69%	54%	66%
• Sexual Orientation	73%	57%	68%

# 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...

	<u>Importance</u>	<u>Performance</u>	<u>Gap</u>
• Faculty	80%	47%	33
• Staff	70%	66%	16
• Students	63%	83%	(20)
• University Leadership	75%	51%	24

# 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**