

# Radford University Diversity, Equity, and Inclusion Action Plan A Diversity and Equity Action Committee Recommendation August 2020

## Introduction

During the 2018-2019 academic year, the Diversity and Equity Action Committee (DEAC) of Radford University conducted a high-level review of university activities and college- and division-level strategic plans, looking for institutional plans, indications, and activities that signify a commitment to Diversity, Equity, and Inclusion (DEI). While there were some bright spots, there were also clear gaps in evidence of institutional action on DEI. During the 2019-2020 academic year, the DEAC set for itself the task of developing a DEI Action Plan to recommend for adoption by the University.

A DEI Action Plan drafted, approved, and implemented by the university community is a strong statement of action and commitment to Radford University's core values of student empowerment and success, excellence, and inclusiveness. Additionally, a DEI Action Plan helps the university achieve many of the goals in the 2018-2023 Strategic Plan, including: becoming "a leading institution of higher education in the Commonwealth of Virginia" (Academic Excellence and Research, Goal 1); increasing the academic success of undergraduate students (Enrollment Growth, Goal 8); and, assisting "students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively" (Student Success, Goal 1). The plan presented here by the DEAC is the result of the hard work of many members of the Radford University Community (See **Appendix A** for a list of participants). An overview of the committee, its charge, and the planning process are provided, followed by the plan itself.

## Context

The DEAC is a standing [Administrative Shared Governance Committee](#) of the university. Its designated administrator is the Provost. Administrative Committees have charges to assist in carrying out management functions related to implementing Radford University's core academic mission. The DEAC's charge is as follows:

Recommends and reviews policy and procedures concerning equity issues. Serves as advisory group to the President's Cabinet and the University's Equal Opportunity Official on diversity and equity issues. Develops and recommends strategies for recruitment and retention of under-represented groups (students, faculty, and staff). Develops and recommends strategies and reviews issues related to students, faculty and staff with disabilities. Proposed actions from this committee require the opportunity for comment from all the senates prior to submission of a final report to the President's Cabinet.

This DEI Action Plan has been developed to fulfill the DEAC's role in the shared governance of the university and in the interest of furthering equity for under-represented people at Radford University.

Finally, the global and national events of the Spring and early Summer of 2020 must be noted here. The Spring 2020 semester was completed fully online due to the COVID19 pandemic, an event that is on-going and will have continuing effects for all of higher education. According to the [Chronicle of Higher Education](#), many students and their parents may be re-thinking their enrollment plans for the fall. [Low-income students may not be able to enroll](#) because parents have lost jobs and online learning presents barriers that are difficult to overcome. Radford University students are not excluded from these concerns.

Additionally, the nation is now grappling with racism in a way that it has not since the 1960s. Protests, set off by the video of the horrific death of George Floyd in Minneapolis, MN at the hands of police officers, have occurred and continue to occur in cities and towns, large and small, all over the United States, including our own community. The Center for Diversity and Inclusion held Real Talk open forums via Zoom for RU and RUC with students, faculty, and staff discussing the emotions roused by these events and actions we can take to end racism on our campuses. Students are planning a protest at Radford University for the beginning of the fall semester. Now is the time to demonstrate our commitment to a community that listens to, values, and welcomes minoritized people. Our efforts to welcome, retain, and graduate *all* students are more important than ever.

## **Process**

At the end of the 2018-2019 academic year, the DEAC decided that during the next year it would develop a DEI Action Plan. See **Appendix B**, DEAC 2018-2019 Annual Report. The DEAC's Annual Report identified possible areas to be covered by the plan that were narrowed through discussions with Interim Provost, Dr. Kenna Colley, and the DEAC's planning meeting, which took place August 20, 2019. Additionally, the DEAC initially proposed completing the entire process, including approvals by the governing bodies, by June 2020. It became clear that that deadline was unrealistic. The DEAC then decided to take an entire academic year to draft the plan and also allow for an entire academic year to move the plan through the approval process.

With the support of Interim Provost, Dr. Kenna Colley, the DEAC began planning in July 2019 for the upcoming academic year. The DEAC invited a wide variety of people to sit on DEAC Working Groups. (See **Appendix A**). Those people were invited to attend a planning meeting, August 20, 2019. At the planning meeting, the following was discussed: 1) goals for a draft of a Diversity, Equity, and Inclusion Action Plan for the university; 2) a schedule and a timeline for the project; 3) Working Group topics and members; 4) and, a work plan for each Working Group.

The Working Groups were as follows: 1) Defining Diversity, Equity, and Inclusion; 2) Communications for DEI; 3) Recruitment and Retention of Diverse Faculty and Staff; and 4) Training and Professional Development for Faculty and Staff.

The Working Groups were given autonomy to decide what research needed to be done, data that needed to be gathered, and people or offices that needed to provide input. The Working Groups provided monthly written or oral reports to DEAC on activities, progress, and challenges. Each Working Group was responsible for developing recommendations to be included in the final Action Plan.

The first year cohort of graduate students from the Industrial/Organizational Psychology master's program wrote and presented a white paper for DEAC titled, "Diversity, Equity, and Inclusion in Higher Education from an I/O Psychological Perspective: A White Paper." That paper is attached to this plan as **Appendix D**. The Recruitment and Retention of Diverse Faculty and Staff Working Group incorporated several of the recommendations from that paper into this plan.

This DEI Action Plan will be presented to the DEAC's Designated Administrator, the Provost, and then submitted for comment and approval to the AP Faculty Senate, the Faculty Senate, the Staff Senate, and the Student Government Association before being submitted to the President's Cabinet with a recommendation to adopt it.

The recommendations themselves (see Recommended Actions Table) have dates by which the recommendations are achievable. These dates are within the time frame of the current Strategic Plan, which runs 2018-2023. The DEAC recognizes that due to resource constraints as a result of COVID-19, some of these recommended actions and their timelines may be difficult. As indicated in the Context section, these actions are now more important than ever to provide vital support to our student populations. Therefore, the DEAC retained the timeline developed by the Working Groups before the COVID19 pandemic hit.

A Timeline is included in **Appendix C**.

## **Identification of Goals**

The Action Plan is meant to achieve the following goals:

- 1) Help make Radford University a welcoming campus for all students, thereby increasing retention and progression of minoritized and first generation students;
- 2) Increase, and then maintain, the diversity of faculty and staff to keep pace with the changing population of students; and,
- 3) Close the equity gap in graduation rates between minoritized and majority populations and between first generation and non-first generation students.

These goals are aligned with the Radford University 2018-2023 Strategic Plan for academic excellence and research, strategic enrollment growth, and student success as shown below.

### **Academic Excellence and Research**

Goal 1, Strategy A. 2: “Develop and implement best practices for the recruitment and retention of faculty who are from diverse backgrounds and have a demonstrated commitment to excellence in teaching in their respective fields.” (p. 18).

### **Strategic Enrollment Growth**

Goal 8, Strategy A: “Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.” (p. 31).

### **Student Success**

Goal 1, Strategy D: “Engage with nationally recognized experts in diversity, access, and equity literacy to create a diversity policy and a training center for faculty development.” (p. 32).

Goal 1, Strategy E: “Institute an expectation of continuing pedagogy education for all teaching faculty.” (p. 32).

The Action Plan laid out below will contribute to these strategic goals. Each of the Recommended Actions in the table has a column indicating with which part of the Strategic Plan it aligns.

## **Challenges and Opportunities**

**1) Leadership Changes**—Two of the offices responsible for many of the recommended actions included in this plan have had interim leaders for some time—Human Resources and Academic Affairs. The interim leadership has been supportive of this work, but impermanent leadership makes scaling up initiatives to the entire university challenging. It sometimes required putting off actions to wait for the permanent hire to begin. While leadership change is a challenge for implementing a new plan, it is also an opportunity with new leadership. This Action Plan is an opportunity for new leaders to embrace and implement actions that can have a tremendous impact on Radford University.

**2) Merger of Two Institutions**—In summer 2019, Radford University and the Jefferson School of Health Sciences merged to form Radford University and Radford University-Carilion (RUC). This is an immense opportunity for both institutions but also comes with a learning curve. A few months after the merger, the designated administrator of the DEAC, the Interim Provost, retired from the university. No one from RUC has been appointed to the DEAC, and RUC has not had involvement in the development of this

Action Plan. The DEAC recognizes this as a tremendous shortcoming that will need to be accounted for in the comment and approval process.

**3) Communication**—The DEAC does not have a dedicated webpage, and so it relied on the DEAC members and Working Group members to communicate activities to the Radford University community. This is an inadequate communication method particularly for a committee dedicated to inclusion. This is why there was a Communications Working Group, and several recommendations from the different Working Groups related to improving internal and external communications. For example, the Training and Development Working Group found that while some DEI training opportunities do exist for employees (Safe Zone training, Our Turn Sessions, Book Clubs, and D2L accessible document tutorials), they are not easily found, nor are they readily available, and it appears there is no structure or “roadmap” to work towards long term growth for the self or university. There is a lot going on with respect to DEI at Radford University, but we need a better platform to communicate our commitment to DEI.

**4) Demographic and Culture Change**—Radford University’s student population has changed over the last ten years. The minoritized undergraduate population grew from 11.9% in 2010 to 32.2% of all undergraduates in Fall 2019. The racial and ethnic make-up of the undergraduate population in Fall 2019 was 64.1% white, 17.4% black, 7.0% Hispanic, 5.7% two or more races, 2.9% unknown, 1.7% Asian, and less than .50% American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander. Radford has traditionally enrolled a large percentage of first generation students from 22% of undergraduates in Fall 2001 to a high of 39% of undergraduates in Fall 2017. As of Fall 2019, 32% of undergraduates are first generation students.

However, the racial and ethnic make-up of our faculty and staff have not kept pace with the changing student population. There has been growth. The minoritized faculty and staff population grew from 8.2% in Fall 2010 to 11.0% in Fall 2019. As of Fall 2019, 12% of the full-time instructional faculty are racial minorities—5.8% Asian, 3.6% black, 1.7% Hispanic, and less than 1% of American Indian or Alaska Native and two or more races. Students notice these demographics. In a 2017 survey of 506 RU students, “white students are more likely than other students to see faculty and administrative role models similar to them on campus and black students are less likely to find faculty and administrative role models on the Radford University campus.” (See **Appendix E**, p. 12). Faculty members also notice this. In the 2020 Faculty Morale Survey, the statement, “I am satisfied with the diversity of faculty in my department,” received one of the lowest scores on the survey with an average of 2.73, landing between “Disagree” and “Neutral/Neither Agree nor Disagree.” (See **Appendix F**, p. 2).

Radford has an equity gap in graduation rates between minoritized students and white students and between first generation and non-first generation students.

Table 1 Cohort Six-Year Graduation Rate: Minoritized and White Students; Data Source: Radford University Electronic Fact Book <https://ir.radford.edu/electronic-fact-book/chart.php?chart=GRS02b&ddfiter=&period=2013-2014>

	2009-10	2010-11	2011-12	2012-13	2013-14	5-yr AVG
<b>Minoritized Students</b>	52.3%	51.8%	48.1%	54.3%	51.0%	51.5%
<b>White Students</b>	60.3%	59.3%	56.9%	61.2%	57.1%	59.0%
<b>Gap</b>	-8.0%	-7.5%	-8.8%	-6.9%	-6.1%	-7.5%

Table 2 Cohort Six-Year Graduation Rate: First Generation and Non-First Generation Students; Data Source: Radford University Electronic Fact Book <https://ir.radford.edu/electronic-fact-book/chart.php?chart=GRS02c>

	2009-10	2010-11	2011-12	2012-13	2013-14	5-yr AVG
<b>First Generation Students</b>	59.0%	53.8%	48.4%	55.3%	53.4%	54.0%
<b>Non-First Generation Students</b>	59.5%	59.7%	57.8%	61.5%	56.7%	59.0%
<b>Gap</b>	-0.5%	-5.9%	-9.4%	-6.2%	-3.3%	-5.0%

Additionally, a student climate survey conducted in Spring 2019 demonstrate a need for culture change. The 2019 student climate survey measured institutional commitment to diversity with four items. The average (on a scale of 1-Strongly Disagree to 4-Strongly Agree) for all races and ethnicities was low compared to other institutions. (See Table 3). Of the groups, White, African-American, Hispanic/Latinx, Asian, and Other, the lowest average scores on institutional commitment to diversity were from African-American and Asian students.

Table 3 Mean for responses on Institutional Commitment to Diversity items by race/ethnicity

	<b>WHITE (n=1066)</b>	<b>AFRICAN AMERICAN (n=335)</b>	<b>HIS/LATIN (n=71)</b>	<b>ASIAN (n=35)</b>	<b>OTHER (n=56)</b>
<b>Mean (SD)</b>	3.17 (.56)	3.04 (.68)	3.15 (.54)	3.05 (.69)	3.09 (.62)

The lowest ratings of the four items measuring institutional commitment to diversity were on the item, “Has campus administrators who regularly speak about the value of diversity. (See Table 4).

Table 4 Mean for responses for item, "Has campus administrators who regularly speak about the value of diversity" by race/ethnicity

	<b>WHITE (n=1066)</b>	<b>AFRICAN AMERICAN (n=335)</b>	<b>HIS/LATIN (n=71)</b>	<b>ASIAN (n=35)</b>	<b>OTHER (n=56)</b>
<b>Mean (SD)</b>	3.01 (.72)	2.80 (.89)	3.00 (.74)	2.85 (.74)	2.88 (.95)

There were also results that indicated training is necessary for both faculty and students. There was a statistically significant difference between African-American and White students in their responses to the item, "Felt that my contributions were valued," on the Academic Validation scale. On a scale of 1-Never to 5-Very Often, the mean for African-American students was 3.54 and for White students it was 3.82. (See Table 5). There was also a difference between White students and students of other races/ethnicities, but it could not be said that the difference was significant due to the high level of noise compared to the level of the signal.

Table 5 Mean for responses on item, "Felt that my contributions were valued" by race/ethnicity

	<b>WHITE (n=1066)</b>	<b>AFRICAN AMERICAN (n=335)</b>	<b>HIS/LATIN (n=71)</b>	<b>ASIAN (n=35)</b>	<b>OTHER (n=56)</b>
<b>Mean (SD)</b>	3.82 (.98)	3.54* (1.0)	3.66 (.98)	3.33 (1.0)	3.54 (1.1)

There was a similar difference between responses on the item, "Felt that faculty encouraged me to ask questions and participate in class discussions." (See Table 6).

Table 6 Mean for responses on item, "Felt that faculty encouraged me to ask questions and participate in class discussions" by race/ethnicity

	<b>WHITE (n=1066)</b>	<b>AFRICAN AMERICAN (n=335)</b>	<b>HIS/LATIN (n=71)</b>	<b>ASIAN (n=35)</b>	<b>OTHER (n=56)</b>
<b>Mean (SD)</b>	4.02 (.98)	3.91 (1.0)	3.68 (.82)	3.64 (.99)	3.89 (1.0)

A 2017 campus climate survey of 506 RU students, showed that "students of color are significantly more likely to report token treatment in the classroom often or always compared to white students [ $\chi^2(1)=5.522, p<.05$ ]." (See **Appendix E**, p. 16). Token treatment may be a manifestation of implicit bias—an indication that faculty training is needed.

There were some troubling results on the Discrimination and Bias scale items. The data indicated that students at RU have witnessed discrimination at a higher rate (5.4%) than

at other predominantly White institutions (2.7%). Additionally, all races/ethnicities report higher rates of witnessing discrimination than White students. (See Table 7). This may be an indication of a lack of training on the part of White students as to what discrimination is. Results also indicated that there is work to be done on gender. The data shows that 12.5% (5.8% said often and 6.7% said very often) of RU female students reported discrimination via verbal comments. This is much higher compared to the reports of “often” and “very often” from women at other universities at 6.1%.

Table 7 Mean for responses on item, "Witnessed discrimination," by race/ethnicity

	<b>WHITE (n=1066)</b>	<b>AFRICAN AMERICAN (n=335)</b>	<b>HIS/LATIN (n=71)</b>	<b>ASIAN (n=35)</b>	<b>OTHER (n=56)</b>
<b>Mean (SD)</b>	2.02 (1.13)	2.42 (1.3)	2.49 (1.1)	2.18 (1.4)	2.38 (1.5)

The 2017 student climate survey indicated that students of color are four times more likely (23%) to report being treated badly because of their race than white students (5%) and two and a half times more likely (33%) to report having experienced discrimination on campus compared to white students. (13%). (See **Appendix D**, p. 16).

Students were also asked to rate (1 = never to 5 = very often) the frequency with which they experience 7 types of threats or harassment. In general, the instances of harassment are relatively low; however, the average frequency of harassment was higher for gender non-conforming respondents when compared to female and male respondents (Table 8). Specifically, gender non-conforming respondents reported higher frequencies in “damage to personal property,” “reported an incidence of sexual harassment to a campus authority,” “reported an incident of discrimination to a campus authority,” and “been sexually harassed.”

Table 8 Mean for responses on item, "frequency that students experience threats or harassment," by gender identity

	<b>FEMALE (n=863)</b>	<b>MALE (n=391)</b>	<b>NON-CONFORMING (n=30)</b>
<b>Mean (SD)</b>	1.35 (.70)	1.38 (.72)	1.65 (.82)

Finally, students were asked to rate (1 = not at all to 3 = frequently) the frequency that they have in-depth conversations with diverse peers. This section provides a glimpse at the diversity across campus. Generally, the participants reported that they had frequent in-depth conversations with someone from a different socioeconomic class (62.6% of respondents), religion (58.3%), and sexual orientation (59.6%). Further, participants occasionally (42.8%) to frequently (44.0%) had in-depth conversations related to sexism, gender difference or gender equity. Participants occasionally had these kinds of discussion with someone with a disability (55.9%) or from another country (50.7%).



We recognize that the demographic data presented in this report is limited in representation. We also recognize that students experience an intersection of multiple identities. Therefore, we need to highlight the diversity of identities represented on Radford's campuses based on our proposed diversity statement. We can and should do better for our students and our community. We need to make our students feel welcome and valued so that they graduate with the education they seek and that we promise from the day they set foot on our campuses until the day they graduate.

**5) COVID19**—The COVID19 pandemic is both a challenge and an opportunity. It changes the way we operate as individuals and institutions. But it is a rare opportunity to be a university that understands, welcomes, and responds to diverse student populations and their needs in a time of adversity. How we communicate with students and provide them support will shape the narrative of Radford for current and prospective students. We can approach this time as a challenge to be endured or an opportunity to be embraced.

## **Recommended Actions**

Radford University does not have definitions of diversity, equity, and inclusion. This is a gap that needs to be filled in order to have a common foundation upon which to build. The Defining DEI Working Group collaboratively developed definitions for diversity, equity, and inclusion, and recommends that the university adopt the following statement as the university's Diversity Statement. The statement is as follows:

Radford University strives for a culture of diversity, equity, and inclusion. We are committed to creating paths for success that enable our students, faculty, and staff to move from where they are to where they want to go. We are working to create an environment that celebrates differences, challenges privileges, and provides effective opportunities for growth.

We understand diversity as the differences that define our community. We value our differing experiences and perspectives extending beyond legally protected categories, including but not limited to race, ethnicity, socioeconomic status, geographical origins, education, religion, sex, sexual orientation, gender identity, gender expression, nationality, age, language, veteran status, marital status, genetic information, abilities, and cognition.

We strive to identify, interrogate, and redress outcomes of systemic inequities. We understand equity to mean a process in which we eliminate barriers that prevent full participation in university life such as academic, extra-, and co-curricular activities, and create effective opportunity structures for all.

We understand inclusion to mean embracing and honoring diversity and protecting vulnerable members of our community. We seek to cultivate a

culture of inclusive excellence where all voices are valued, respected, and integrated into the fabric of our community.

For more information on protection under the law, please visit the [webpage of the Office of Institutional Equity](https://www.radford.edu/content/institutional-equity/home.html) (<https://www.radford.edu/content/institutional-equity/home.html>).

Recommended actions from the other Working Groups are included in the Tables following this section.

Table 9 Communications and Accountability Recommended Actions

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>1. Establish multi-channel safe spaces for feedback from students and other university stakeholders</b>	Ensures that everyone is heard and aligns with best practices	Student Success: Goal 1, Strategies B. & D; Goal 2, Strategies A.-D.; Goal 3, Strategies A.-E.  Strategic Enrollment and Growth: Goal 8, Strategy A.	Residential Life, SGA, CITL, CDI (R & I);  Faculty, AP, & Staff Senates (R & I)	Interdisciplinary subcommittee comprised of various campus constituencies;  Focus groups to determine climate and needs (e.g., informal Zoom chats).	Immediate	Spring 2021: Identify students willing/interested in DEAC oversight/marketing (SP);  Fall 2021: Launch with fully developed website (A)	These action recommendations... <ul style="list-style-type: none"> <li>• integrate diversity and equity in to the RU community's daily lives,</li> <li>• send a positive and inclusive message for potential &amp; current students;</li> <li>• allows for benchmarking against peer institutions (best practice);</li> <li>• maintains a regular assessment on our progress</li> </ul>
<b>2. Adopt the recommended Diversity, Equity, &amp; Inclusion Statement for the university that is easily visible on the university's website and easily searchable on internet search engines</b>	-highlight RU's commitment to DEI -attract more candidates color to apply to RU	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	University Relations (R); Human Resources (I); University Relations (I)	DEAC to develop statement and Work with whichever office does the website. No new resources.	Immediate	Fall 2021 or sooner	This is easy to accomplish and important to demonstrate foundational commitment to DEI.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>3. Post the Diversity, Equity, &amp; Inclusion Statement widely on our campuses, in classroom buildings, residence halls, administration buildings.</b>	-highlight RU's commitment to DEI -attract more candidates color to accept offers of employment -create culture change	Academic Excellence and Research: Goal 1, Strategy A.2. Strategic Enrollment Growth: Goal 8, Strategy A Student Success: Goal 1, Strategy D Core Values Inclusiveness	Facilities (R), University Relations (I)	funding for plaques or some sort of holder for the statement, printing; time to post Estimated Cost: acrylic sign holders (on Amazon <a href="https://tinyurl.com/yxhqdeuw">https://tinyurl.com/yxhqdeuw</a> ) \$3.58 each x 300 = \$1,074; printing \$500; TOTAL=\$1,574	Short Term	End of Fall 2021	This is easy to accomplish and contributes to culture change.
<b>4. Add authentic diverse imagery of students and faculty of color to magazines, brochures, and online media to showcase how Diversity and Inclusion are valued at RU; seek the input of students on these publications</b>	-reflection of our commitment to diversity	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	University Relations (R)	No new resources.	Short Term	Fall 2022 or sooner	This is easy to accomplish and reflects the importance of diversity to prospective and current students and the public in general.
<b>5. Develop a centralized diversity website; multi-channel dissemination of the website</b>	Simple, one-location channel for: 1. accessing information and communications related to diversity initiatives, 2. highlighting the university's commitment to diversity 3. achieving alignment with university branding	Student Success: Goal 2, Strategies 2.B. & 2.D.  Brand Identity: Goal 1, Strategy 1.E.; Goal 2, Strategy 2.A.  Strategic Enrollment and Growth: Goal 8, Strategy 8.A.	University Relations (R) Human Resources (I);  Faculty, AP, Staff Senates; SGA; (I);  IT (I);	Time and human resources to develop and maintain;  Focus groups to determine diversity needs	Short Term	Spring 2021: Shell website with significant progress (SP);  Fall 2021: Fully developed website (A)	There is currently no centralized diversity website; this recommended action... <ul style="list-style-type: none"> <li>• integrates diversity and equity into the RU community's daily lives;</li> <li>• will create uniformity and consistency in messaging;</li> <li>• promote sound branding;</li> <li>• send a positive and inclusive message for potential &amp; current students;</li> </ul>

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
							<ul style="list-style-type: none"> <li>allows for benchmarking against peer institutions (best practice).</li> </ul>
<p><b>6. Enhance the use of OneCampus Portal;</b></p> <p><b>Create RU Involved Diversity Group/Program;</b></p> <p><b>Create a dedicated DEAC icon in the portal &amp; on RU app.</b></p>	<p>Centralized location to increase awareness and to allow people to find and keep up with events</p>	<p>Student Success: Goal 2, Strategies 2.B; 2.C; 2.D.</p> <p>Brand Identity: Goal 1, Strategy 1.E; Goal 2, Strategy 2.A</p> <p>Strategic Enrollment and Growth: Goal 8, Strategy 8.A</p>	<p>DEAC committee in conjunction with Student Life (R);</p>	<p>Time for development and maintenance;</p> <p>Dedicated staff members and student worker(s) to oversee;</p> <p>Training on how to use RU Involved. Estimated Cost: 1 student worker \$15/hour x up to 20 hours week x 15 weeks= \$4,500/semester</p>	<p>Short Term</p>	<p>Fall 2020: Create category on RUInvolved for diversity programs (A)</p> <p>Fall 2020: Purchase event check-in app to ease check in for events to gather data (A)</p> <p>Fall 2020: Restructure professional staff job duties to increase time spent on RUI (SP)</p> <p>Fall 2020-Spring 2021: Campus wide training of RUInvolved (SP)</p>	<p>These action recommendations...</p> <ul style="list-style-type: none"> <li>integrate diversity and equity in to the RU community's daily lives;</li> <li>send a positive and inclusive message for potential &amp; current students;</li> <li>promote sound branding;</li> <li>connect with students on various platforms to promote equitable messaging.</li> </ul>

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>7. Provide regular updates and announcements</b>	The university community will be informed and up to date on diversity and equity progress, events, and/or training	Student Success: Goal 2, Strategies C. & D.  Strategic Enrollment and Growth: Goal 8, Strategy A.	DEAC committee for consistent messaging (R);  Administrators and upper administration (deans, chairs, directors) (I);  Faculty Senate, AP Senate, Staff Senate leadership (I)	Paid DEAC student(s) position (and/or GA) to help disseminate information to stakeholders Estimated Cost: 1 student worker \$15/hour x up to 20 hours week x 15 weeks= \$4,500/semester	Short Term	Spring 2021: Identify students willing/interested in DEAC oversight/marketing (SP);  Fall 2021: Launch with fully developed website (A)	This action recommendation... <ul style="list-style-type: none"> <li>• integrates diversity and equity in to the RU community's daily lives;</li> <li>• sends a positive and inclusive message for potential &amp; current students;</li> <li>• promotes sound branding;</li> </ul> connects with students on various platforms to promote equitable messaging.
<b>8. Create a Diversity Dashboard that appears with the Electronic Factbook and includes data about social identities other than race, ethnicity, and binary genders and includes data from student, faculty, and staff climate surveys (see, e.g., <a href="http://irp.dpb.cornell.edu/university-factbook/diversity">http://irp.dpb.cornell.edu/university-factbook/diversity</a>)</b>	-transparency -accountability for the university community to address any disparities	Strategic Enrollment Growth: Goal 1 Student Success: Goal 2, Strategy D. Core Values Inclusiveness	Office of Institutional Effectiveness (R), Student Affairs (I)	Budget for climate surveys and data analysis, incentives for survey taking Estimated Cost: \$15,000 per survey	Short Term	Fall 2022	Sharing this information publicly would go a long way to creating a trusting community and could be an impetus for culture change.
<b>9. Require departments to submit and implement a yearly diversity, equity, and inclusion (DEI) action plan to include DEI programming, training, and faculty and staff recruitment efforts.</b>	-accountability -transparency -a more welcoming environment for minoritized students and faculty thereby retaining them at RU	Academic Excellence & Research: Goal 1, Strategy A.2. Strategic Enrollment Growth: Goal 8, Strategy A Student Success: Goal 1, Strategies D. & E; Goal 2, Strategy A.	Chairs (R), Deans (I), Provost (I), Academic Operations (I), HR (I)	Training; development of a report template; service to the university	Short Term	Fall 2022	This action will demonstrate RU's commitment to diversity. With everyone on campus responsible for diversity, equity, and inclusion, it will become part of the fabric of the university.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
		Core Values Inclusiveness					
<b>10. Develop a strong social media presence</b>	Effective information delivery to faculty, staff, and particularly students because this is the communication channel preferred by students	<p>Student Success: Goal 2, Strategies B; D</p> <p>Brand Identity: Goal 1, Strategy E; Goal 2, Strategy A</p> <p>Strategic Enrollment and Growth: Goal 8, Strategy 8.A</p>	<p>DEAC (R); CDI (I);</p> <p>DEAC student(s) representative (from SGA and/or other student organizations (I); (I);</p> <p>University Relations (I)</p>	<p>Paid student(s) position (and/or GA) requiring social media savvy</p> <p>Flow of information to keep the communication channel active and current Estimated Cost: 1 student worker \$15/hour x up to 20 hours week x 15 weeks= \$4,500/semester</p>	Long Term	Spring 2022: Social media campaign to launch with fully developed website (A)	<p>Several units have a social media presence, but there is not a central voice; this action recommendation...</p> <ul style="list-style-type: none"> <li>• integrates diversity and equity into the RU community's daily lives;</li> <li>• creates uniformity and consistency in messaging;</li> <li>• promotes sound branding;</li> <li>• sends a positive and inclusive message for potential &amp; current students;</li> <li>• allows for benchmarking against peer institutions (best practice);</li> <li>• connects with students on various platforms to promote equitable messaging;</li> <li>• bridges the gap between the surrounding community and RU's community</li> </ul>

*Table 10 Recruitment and Retention of Diverse Faculty and Staff Recommended Actions*

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>11. Develop all-inclusive “About the University” language for employment postings that is more attractive to potential Faculty/Staff of color.</b>	-more responsive to potential candidates of color -increase in diverse candidate hires	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Human Resources (R); Deans (I); Chair/Directors (I)	Committee of faculty and staff to work with HR on this. No new resources.	Immediate	Fall 2020	This is easy to accomplish and is frequently the first thing that job seekers see about Radford University. It should reflect our diverse student population and commitment to DEI.
<b>12. Create institutional language such as “we encourage applicants interested in helping us achieve our diversity vision”</b>	-language is embrace and infused throughout RU documents/handbooks, etc.	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Human Resources (R); Deans (I); Chair/Directors (I)	No new resources.	Immediate	Fall 2020	This is easy to accomplish and reflects our commitment to DEI for diverse job applicants.
<b>13. Seek external funding for minority recruitment initiatives</b>	- visible support of RU’s commitment to DEI  - funding to start recruitment and retention initiatives.	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Human Resources (R); Sponsored Programs (R)	Possible matching contributions by RU.	Immediate	Spring 2021	This has become even more important in the light of the budget situation as a result of the pandemic.
<b>14. Allow students of color to participate in search committee process (e.g., student serve on some committees, require candidates to meet with students during the campus visit).</b>	- knowledge of diverse student population - reinforces RU’ commitment to DEI - student feedback of candidates	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Human Resources (R); Deans (I); Chairs/Directors (I); Academic Affairs? (I)	Identify and train students to participate on search committees.	Immediate	Fall 2020	This is easy to accomplish, and student involvement in recruitment of diverse faculty and staff is important in sealing the deal. It also shows minoritized students that they matter to RU.



Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>15. Require cultural competence training that focuses on unconscious bias for all search committee members, Deans, and Chairs.</b>	<ul style="list-style-type: none"> <li>- help to avoid “best-fit” thinking on search committees.</li> <li>- Grow awareness and understanding of one’s own personal social identity to help see how that influences the way each individual committee member evaluates applicants; acknowledge the unconscious bias each member may hold.</li> <li>- avoid institutional ranking bias, i.e., ranking one applicant’s graduating intuition over another to make hiring decisions.</li> </ul>	<p>Academic Excellence and Research: Goal 1, Strategy A.2.</p> <p>Student Success: Goal 1, Strategy D.</p> <p>Core Values Inclusiveness</p>	<p>Human Resources (R); Center for Diversity &amp; Inclusion (I); Center for Innovative Teaching and Learning (I); Deans (I); Chairs/Directors; (I)</p>	<p>External facilitator to kick this off. HR should be part of the training, then take over the training.</p> <p>Perhaps HHMI Diversity Grant can serve this purpose. Estimated Cost: trainer, travel, food, materials \$3,000</p>	<p>Immediate</p>	<p>Spring 2021</p>	<p>Those doing the hiring must be aware of their own biases and how to avoid biases in hiring in order to hire diverse candidates.</p>
<b>16. Training for Deans, Chairs/Directors, and Faculty on how to develop inclusive position descriptions consistent with (but not the same as) the university’s diversity statement.</b>	<ul style="list-style-type: none"> <li>-mandatory training</li> <li>-increased number faculty/staff hires that are people of color to better reflect the student population</li> </ul>	<p>Academic Excellence and Research: Goal 1, Strategy A.2.</p> <p>Student Success: Goal 1, Strategy D.</p> <p>Core Values Inclusiveness</p>	<p>HR (R ); Center for Diversity &amp; Inclusion (I), Center for Innovative Teaching and Learning (I); Deans (I); Chairs/ Directors (I)</p>	<p>External facilitator to kick this off. HR should be part of the training, then take over the training.</p> <p>Perhaps HHMI Diversity Grant can serve this purpose. Estimated Cost: trainer, travel, food, materials \$3,000</p>	<p>Immediate</p>	<p>Fall 2021</p>	<p>Recruitment of diverse faculty and staff begins with the position descriptions. This is critical.</p>

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>17. Provide opportunities for current diverse faculty/staff to volunteer to help recruit other faculty/staff to apply for positions at RU.</b>	- visibility of faculty/staff of color currently on campus.	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Human Resources R; Center for Diversity and Inclusion (I); search committees (I)	Value of serving the university through academic year reassigned time. Estimated Cost: hire adjunct for \$2,700/per course	Immediate	Spring 2021	This is important, compensable work in the effort to bring diverse faculty and staff to our campuses.
<b>18. Create a Faculty of Color Network at RU and RUC to increase success and retention of diverse faculty</b>	-retains faculty of color -promotes faculty development	Academic Excellence and Research: Goal 1, Strategy A.2.; Goal 4, Strategy F  Student Success: Goal 1, Strategies D. & E.  Core Values Inclusiveness	Academic Programs (R), CITL (I)	Small operating budget for books and other resources Estimated Cost: \$2,000	Immediate	Spring 2021	Such a group would show a commitment to the success of faculty of color and assist with recruitment and retention. A small budget for resources (\$500) is not necessary to start the group but would be to keep the group operational.
<b>19. Develop student “come teach us” promotional videos featuring RU’s diverse student population.</b>	- reinforces RU’s commitment to diversity and inclusion. - allows potential applicants a snapshot of the RU student population. - attract more applicants of color and those who value diversity	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	University Relations (R),	Maybe bookstore vouchers or other incentives for students who assist with this to show appreciation. Use available budget for promotional videos.	Short Term	Fall 2022 or sooner	Student involvement in recruitment of diverse faculty and staff is important in sealing the deal. It also shows minoritized students that they matter to RU.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>20. Require departments to submit to HR and the appropriate divisional Vice-President a plan for diversification and inclusion before authorization of hiring for any position</b>	-Ensures departments and divisions have a plan for diversity -Holds departments accountable for efforts at diversification	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	HR (R), Provost (R), divisional Vice-Presidents (R)	In-house training	Short Term	Spring 2022	This action requires little in terms of resources but is a way to begin to change the culture of our campuses. It requires thought and concrete actions on the part of each department to address the diversity of the faculty.
<b>21. Create a cabinet-level Chief Diversity Officer position that is fully funded to oversee all aspects of DEI work across the RU and RUC campuses</b>	-tangible demonstration of commitment to DEI -ability to implement this Action Plan and manage accountability -attract more diverse candidates -help retain minoritized students	Academic Excellence and Research: Goal 1, Strategy A.2. Strategic Enrollment Growth: Goal 8, Strategy A Student Success: Goal 1, Strategy D  Core Values Inclusiveness	President (R)	Salary, office space, operating budget Estimated Cost: Vice President level salary \$200,000/year; benefits (health care, retirement, leave, holidays, FICA) \$85,146; 2 staff members (salary and benefits) \$103,000; operating budget—(student workers, supplies, travel, contractual services, postage/printing, telecommunications, equipment, etc.) \$150,000; TOTAL= \$538,146	Long Term	End of AY 2022-23	This is a large but necessary action if we are to move beyond piecemeal steps in changing our culture.
<b>22. Hire or promote an in-house HR recruiter who focuses primarily on minority faculty and staff recruitment.</b>	- increase pool of candidates of color. -improve knowledge of resources, websites, publications necessary to build connects with more diverse pool of applicants	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Vice-President for Finance and Administration (R); Human Resources (I)	HR has hired a talent acquisition person-but not focused on Minority recruitment. This would require substantial investment in the form of an HR position. Estimated Cost: salary \$55,000 benefits (health care, retirement, leave, holidays, FICA) \$41,461; TOTAL=\$96,461	Long Term	Fall 2022	HR can and should play a leadership role in RU's commitment to hiring a diverse faculty and staff. Having someone dedicated to this purpose is not only a standard practice at universities but also a strong statement about the truth of our commitment.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>23. Creating feeder programs/agreements with HBCU's, MI's, and institutions that have historically produced the most minority faculty members.</b>	-creates direct connections with institutions who produce a high rate of Faculty of Color (FOC)	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Human Resources (R); Deans (I); Chairs/Directors (I); Academic Affairs? (I)	RU career services visits to HBCUs, invite HBCU career services folks to RU for events. Estimated Cost: travel, supplies \$10,000	Long Term	Fall 2023	This is a reliable way to recruit diverse faculty and staff and can be a mutually beneficial partnership. It could also bring in graduate students from HBCUs.
<b>24. Build networks with minority serving professional organizations, conferences, and social organizations both conventional and unconventional (for example historical black fraternities and sororities can be a great resource for identifying applicants of color).</b>	- creates direct connections with institutions who produce FOC -improves pool of FOC applicants	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Human Resources (R); Deans (I); Chairs/Directors (I); Academic Affairs? (I)	Pay for booths at conferences and events. Have faculty/staff/students trained and attend events. Estimated Costs: travel, conference fees, vendor fees, supplies, printing, postage \$25,000	Long Term	Fall 2023	This takes time and a little bit of money for greater results.
<b>25. Revise tenure and promotion guidelines to value contributions to diversity efforts and for faculty outreach to diverse on-campus communities, off-campus local communities, and diverse national communities.</b>	- prevents undervaluation of diversity research and professional contributions. - reinforces RU's commitment to diversity.  - places value on faculty contributions to campus diversity efforts.	Academic Excellence and Research: Goal 1, Strategy A.2.  Core Values Inclusiveness	Faculty Senate (R); Academic Affairs (I); Deans (I); Council of Chairs (I)	Examples of other institutions who have done this, language examples, and outcomes of this change.	Long Term	Fall 2022	This is critical to culture change, to get faculty buy-in, and to reward those doing this important work.

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<b>26. Launch a Diversity Visiting Scholars program</b>	<ul style="list-style-type: none"> <li>-introduces potential diverse faculty to RU</li> <li>-helps to temporarily address a lack of diverse faculty</li> <li>-exposes students to research and scholarship</li> </ul>	<p>Academic Excellence and Research: Goal 1, Strategy A.2.</p> <p>Student Success: Goal 1, Strategy D; Goal 2, Strategy A.</p> <p>Core Values Inclusiveness</p>	Provost (R), Academic Programs (I), HR (I)	Salary, office space, operating budget Estimated Costs: salary \$65,000-\$85,000; travel, start-up costs, etc. \$15,000; TOTAL=\$80,000-\$100,000	Long Term	End of AY 2022-2023	This kind of program holds many benefits: possible jumpstart to recruitment and retention of diverse faculty; furthering of a research agenda; exposure of students to different cultural viewpoints. It does however require funds to implement, so it is a long term action.

Table 11 Training and Development Recommended Actions

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<p><b>27. Create new employee on-boarding that describes the Highlander culture, including commitment to DEI and expectations of faculty and staff in upholding that commitment</b></p>	<p>-creates culture change -makes all new employees aware of values and their roles in those values</p>	<p>Academic Excellence and Research: Goal 1, Strategy A.2.  Student Success: Goal 1, Strategy D.  Core Values Inclusiveness</p>	<p>Human Resources (R), University Relations (I)</p>	<p>time to develop and provide training</p>	<p>Immediate</p>	<p>Spring 2021</p>	<p>Faculty and staff should be informed of the importance of DEI to RU the moment they step on campus. This is a critical step in culture change.</p>
<p><b>28. Promote diversity and equity training for students, faculty, and staff</b></p>	<p>Ensures consistent messaging that promotes a holistic DEI development;  Ensure that the RU community are trained to navigate through the language and actions of diversity and equity;  Ensure that the RU community are trained to recognize, navigate through, educate, and decrease instances of inequality.</p>	<p>Student Success: 1.A-1.E; 2.A-2.D; 3.A  Strategic Enrollment and Growth: 8.A</p>	<p>HR (R);  Student Affairs, Academic Affairs (I),</p>	<p>Time &amp; human resources: Monetary contribution to enhancing cultural competency across campus Estimated cost: stipends \$500 x 50=\$25,000</p>	<p>Immediate</p>	<p>Fall 2021: Timeline to be determined in coordination with the Training &amp; Development Subcommittee (A)</p>	<p>These action recommendations...</p> <ul style="list-style-type: none"> <li>• integrate diversity and equity in to the RU community's daily lives;</li> <li>• send a positive and inclusive message for potential &amp; current students;</li> <li>• build a RU community that is trained in diversity and equity;</li> <li>• promotes a space where all RU community members feel included and belong on campus;</li> <li>• allows for benchmarking against peer institutions (best practice);</li> </ul>

Recommended Action	Outcome (what will be achieved by action?)	Strategic Plan Alignment (Goal & Strategy Numbers)	Office/ Position Responsible &/or Involved (Indicate R= Responsible or I=Involved)	Resources Required	Immediate (yellow), Short Term (blue), Long Term (red) Action	Achievable by: End of Fall 2021, AY 2021-22, or AY 2022-23	Justification for Recommended Action and Urgency Level
<p><b>29. Create a DEI Training Hub on the HR website that can be accessed through the RU Portal with a glossary of terms, Q &amp;A, micro-learnings, trainings, additional learning resources</b></p>	<p>-creates one, easily findable, centralized location for DEI training -increases number of faculty/staff trained</p>	<p>Academic Excellence and Research: Goal 1, Strategy A.2.  Student Success: Goal 1, Strategy D.  Core Values Inclusiveness</p>	<p>Human Resources (R), DoIT (I), University Relations (I), Academic Programs (I)</p>	<p>time</p>	<p>Long Term</p>	<p>Spring 2022</p>	<p>Easy to accomplish with a low investment of resources but very important to communicate to the RU community about available training</p>
<p><b>30. Create or otherwise make available classroom and online training accessible through the new Training Hub which includes preliminary required DEI training for all employees but also multi-level certificate programs. The trainings should be categorized by level: All employees; supervisory and/or leadership series; and ally level (skills based, action-oriented training)</b></p>	<p>-widespread availability for all employees on campus -create culture change and an expectation of a welcoming environment</p>	<p>Academic Excellence and Research: Goal 1, Strategy A.2.  Student Success: Goal 1, Strategy D.  Core Values Inclusiveness</p>	<p>Human Resources (R), Academic Programs (I), Staff Senate (I)</p>	<p>time to develop/locate training; policy change to allow staff time to take training</p>	<p>Long Term</p>	<p>End of AY 2021-22</p>	<p>Given that there is only limited training currently available and almost no training available for staff on DEI, this is a critical need to create culture change.</p>

## **Appendix A**

### Participants

The members of the DEAC include:

- Dr. Roann Barris, T & R Faculty, College of Visual and Performing Arts
- Mr. Jerry Brown, Assistant Director, Admissions
- Mr. Jorge Coartney, Executive Director, Facilities Management
- Dr. Darryl Corey, T & R Faculty, College of Education and Human Development, Co-Chair
- Ms. Michele Hosey, Associate Director, Student Success and Retention
- Ms. Connie Leathers, Staff Senate
- Ms. Jenene Lewis, Human Resources
- Mr. LaShan Lovelace, Director, Center for Diversity and Inclusion
- Ms. Quiana Mizell, Graduate Student
- Dr. Orion Rogers, Dean, Artis College of Science and Technology
- Ms. Andrea Sharpe-Robinson, Director, Center for Accessibility Services
- Dr. Tammy Wallace, Dean, College of Education and Human Development
- Ms. Merrie Winfrey, Instructional Designer, Center for Innovative Teaching and Learning, Co-Chair

The members of the Working Groups include:

Defining Diversity, Equity and Inclusion Working Group:

- Ms. Alyssa Archer, McConnell Library
- Ms. Jenene Lewis, Human Resources
- Dr. Orion Rogers, Artis College of Science and Technology
- Ms. Buffy Ruffin, Center for Diversity and Inclusion
- Ms. Merrie Winfrey, Center for Innovative Teaching and Learning, lead
- Dr. Allison Wisecup, Sociology, College of Humanities and Behavioral Sciences
- Dr. Roann Barris, Art, College of Visual and Performing Arts
- Ms. Kya Myers, Undergraduate Student
- Ms. Jasmyn Reace, Undergraduate Student

Communications for DEI Working Group:

- Ms. Ruby Dwyer, Human Resources
- Ms. Mel Fox, Office of Institutional Effectiveness and Quality Improvement, lead
- Dr. John Jacob, Design, College of Visual and Performing Arts
- Dr. Jamie Lau, Biology, Artis College of Science and Technology
- Mr. LaShan Lovelace, Center for Diversity and Inclusion
- Ms. Jessica Twiest, Student Life
- Ms. Donya Mohamed, Undergraduate Student



- Mr. Justin McLaughlin, Undergraduate Student
- Ms. Madison Paterniti, Undergraduate Student

Recruitment and Retention of Diverse Faculty and Staff Working Group:

- Dr. Amanda Bozack, School of Teacher Education and Leadership
- Dr. Darryl Corey, Math Education, School of Teacher Education and Leadership, lead
- Dr. Melinda Cruz, Psychology, College of Humanities and Behavioral Sciences
- Dr. Sharon Jones, Academic Programs
- Ms. Jenene Lewis, Human Resources
- Dr. Jeanne Mekolichick, Academic Programs
- Mr. D.J. Preston, Student Recreation and Wellness
- Ms. Gloria Tuckwiller, Advising, College of Humanities and Behavioral Sciences
- Dr. Ye Ra Jeong, Psychology, College of Humanities and Behavioral Sciences

Training and Professional Development for Faculty and Staff Working Group:

- Ms. Ruby Dwyer, Human Resources, co-lead
- Dr. Sharon Jones, Academic Programs
- Ms. Connie Leathers, Information Technology
- Ms. Andrea Sharpe-Robinson, Center for Accessibility Service, co-lead
- Dr. Pei-Chun Tsai, Psychology, College of Humanities and Behavioral Sciences
- Dr. Rebecca Scheckler, School of Nursing
- Ms. Andrea Zuschin, Office of Institutional Equity
- Dr. Heather Keith, Faculty Development

First Year Cohort of the Industrial/Organizational Psychology Master's Program who wrote a white paper on DEI in higher education for the DEAC:

- Ms. Kayla Gmoser
- Ms. Darien King
- Ms. Nikki Stoneley
- Ms. Natasha Tenreiro
- Ms. Katherine Landes
- Ms. Ellie Jenkins
- Ms. Isabelle Perez Santos

## **Appendix B**

### **Diversity and Equity Action Committee 2018-19 Annual Report**

**Committee Members:** Roann Barris; Jerry Brown; Jorge Coartney; Darryl Corey (Co-Chair); Michele Hosey; Quiana Mizell; Connie Leathers (substitute for Lynn Arnold); LaShan Lovelace; Orion Rogers; John Sanders; Andrea Sharpe; Tammy Wallace; Merrie Winfrey (Co-Chair)

**Committee's Direction:** The Committee met six times during the 2018-19 academic year. One meeting was cancelled for inclement weather. The work of the Committee evolved over that time through discussion and review of information and data. The Committee initially decided that it would develop recommendations for recruitment and retention of minority students that would include sections on data, marketing and communications, grant proposal support, campus programming, and admissions and academics working collaboratively. In light of diversity, equity and inclusion (DEI) efforts going on through the Howard Hughes Medical Institute REALISE grant and Academic Programs, the Committee decided to alter its course somewhat. It shifted to look at high-level institutional DEI efforts going on across campus in colleges and divisions to see what is happening and what gaps exist.

**What We Did:** We received oral reports on the activities of the REALISE grant, the institutionalized DEI activities in the Division of Student Affairs, demographic data from the Departments of Art and Design, and an analysis of college- and division-level strategic plans with regard to DEI. We discussed interactions between faculty members and admissions with respect to student recruitment. We discussed communications needs. We discussed faculty and staff training and personal/professional development. We discussed the lack of definitions of diversity, equity, and inclusion for Radford University.

**Recurring Points and Important Facts:** There are several points and facts that either came up more than once or were important in leading the Committee in its decisions.

- Radford University does not have definitions of diversity, equity, and inclusion. As a result, we may not be talking about the same things across campus.
- Campus-wide communication is a barrier. It is extremely difficult to communicate outside of a department or a college. There is not an easy or effective way to communicate DEI activities across constituencies.
- The college- and division-level strategic plans vary with respect to DEI. Some of these strategic plans mention DEI multiple times, and it's clear that DEI is important. Some of these strategic plans note diversity as a guiding value but do not mention diversity at all as part of the plans.

- There is a misperception external to Radford University that we are not a diverse campus. Our campus is about 31% minority and about 36% first generation students. This misperception is an initial barrier to recruitment of students.
- Though our minority student population has been trending up for the past ten years, our minority faculty and staff population has not kept pace.
- Recruitment is everyone's job. However, there is not a good way to train people for recruitment or compensate people for their recruitment work if it's not part of their regular job.
- There are some positive faculty DEI development efforts that exist, but we need more. And we may need to do some more personal development things to address unconscious bias and microaggressions.
- There is very little or no staff development on DEI. The staff are important to creating a welcoming campus.
- Having a welcoming, inclusive culture is important for retention of students and faculty.
- Having a welcoming, inclusive culture means infusing DEI in everything we do.

**What We Decided:** In our last meeting of the year, we reviewed recommendations that came out of our meetings. The recommendations covered various areas including grant proposal support, campus collaborations, faculty involvement, campus programming, marketing and communications, training/professional development, and strategic plans. The Committee decided to propose the drafting of a DEI plan for the university that would cover many of the areas that came up over the course of our meetings. The drafting of the plan would be the Committee's task next academic year.

Some of the areas that the DEI plan might cover include: definitions of diversity, equity, and inclusion; recruitment and retention of diverse faculty, staff, and students; incorporation of DEI in strategic plans to include possible way or ways to measure progress on DEI; a communications plan that includes a web page for DEI; training and professional development for faculty and staff on DEI; suggested ways to include DEI as a part of performance plans and tenure and promotion; and a statement on campus programming for DEI. Other areas could be included. The Committee will research DEI plans from benchmark institutions, analyze data from a climate survey currently being conducted, and seek input on the content and approval of the final product from the Student Government Association, the Staff Senate, the A/P Faculty Senate, and the Faculty Senate before submitting the final product to the Provost, the President, and the President's Cabinet for approval and implementation. A timeline will be set by the Committee, but the intent is to complete the entire process by June 2020. The Committee will follow relevant internal governance processes to accomplish this task.

## **Appendix C**

### Timeline

**April 16, 2019**—DEAC decided at its last meeting of the 2018-2019 academic year that it would propose to Interim Provost Dr. Kenna Colley that the DEAC draft a DEI Plan for the university during the 2019-2020 academic year.

**July 2019**—Interim Provost Dr. Kenna Colley pledged support of the DEAC, including providing funds for two planning meetings, one each in August 2019 and January 2020

**August 20, 2020**—DEAC Planning Meeting with Working Group members to set goals, establish Working Group topics, members, and work plans

**September 2019-April 2020**—monthly meetings of the Working Groups

**January 15, 2020**—DEAC Planning Meeting with Working Group members to review progress of each of the Working Groups and to discuss logistics of and guidelines for drafting recommendations

**March 23, 2020**—all Radford University courses went online and campuses were closed to all but essential employees

**April 20, 2020**—I/O Psychology graduate students presented their white paper to the DEAC via Zoom

**June 2020**—DEAC will finalize the Proposed DEI Action Plan

**July 2020**—DEAC will submit final version of Proposed DEI Action Plan to new Provost, Dr. Lyn Ringer Lepre, who begins work July 1, 2020.

**August 2020-March 2021**—In accordance with the rules of Shared Governance, the DEAC will seek the comment and approval of the AP Faculty Senate, the Faculty Senate, the Staff Senate, and the Student Government Association

**April 2021**—DEAC will submit the Action Plan to the President and Cabinet with a recommendation to adopt

# RADFORD UNIVERSITY

**Diversity, Equity, and Inclusion in Higher Education  
From an I/O Psychological Perspective: A White Paper**

**Submitted to**  
Diversity and Equity Action Committee

**Submitted by**  
Industrial Organizational Psychology Master's Program  
First Year Cohort  
Radford University

**March 24, 2020**

## Table of Contents

Executive Summary	3
Introduction	4
Topics	
Culture	5
Factors Determining Organizational Structure	5
Inclusive Culture	5
Diversity in Higher Education	6
Inclusive Excellence Model	7
Recommendations	9
Leadership	10
Role Models	11
Setting the Example	11
Recommendations	12
Employee Engagement	13
Relationship between Employee Engagement and D&I	13
Outcomes of Employee Engagement	14
Recommendations	14
Change Management	15
Organizational Change Dimensions	15
Strategic Change Management: UN Cares	16
Maintaining D&I Initiatives Through Change Management	17
Recommendations	18
Organization Structure	19
Effective Structures	19
Recommendations	20
Performance Appraisals	21
Preventing Discrimination	21
Legal Considerations	21
Princeton University	22
Recommendations	22
Training and Development	23
Types of D&I Training and Development	23
Resistance & Challenges of Training	24
Characteristics of Effective D&I Training and Development	25
D&I Training at the University of Michigan	26
Recommendations	27
Selection/Recruitment/Retention	28
Recruitment	28
Selection	29
Retention	29
Recommendations	29
Legal Issues	30
Data Collection	31
Key Takeaways and Final Recommendations	33
Conclusion	33
References	34

## Executive Summary

This white paper provides a thorough review of the application of Industrial/Organizational (I/O) Psychology topics to the diversity, equity, and inclusion initiatives of Radford University (RU). This analysis was intended to provide insight and guide the Diversity, Equity, and Action Committee's (DEAC) mission to promote a diverse and inclusive university culture. The Radford I/O Psychology Program's first-year cohort conducted a literature review to identify how ten dominant I/O topics relate to diversity in a higher education setting. Grounded in research findings and prior institutional successes, actionable recommendations were offered to DEAC in their progression toward establishing a diverse and inclusive campus at Radford University.

I/O Psychology is a dual-focused field: the I-side focuses on the personnel policies and processes that have an impact at the individual level, while the O-side focuses on macro-level organizational factors in maximizing organizational performance. Jointly, the two practices are dedicated to mitigating workplace issues, optimizing organizational efficiency, and developing employees.

In any organization, **culture** overarches all other elements. The extent to which an organization values diversity and inclusion (D&I) is determined by the culture. While D&I values are primarily espoused within the culture of an organization, the **leadership** of an organization establishes the foundation for an inclusive culture. Leadership's role in fostering a culture of D&I affects how engaged employees are in their work and toward their organization. Leadership efforts in developing a diverse and inclusive culture increases **employee engagement**.

When an organization initiates a cultural shift, adopts new leadership, or pursues a new level of employee engagement through D&I initiatives, a **change management** technique is applied. When any initiative is employed through this technique, it eases transitions for employees in all layers of an organization's structure. **Organizational structure** represents another focus of I/O psychology and functions to facilitate the work of various organizational efforts, such as D&I. When D&I change is introduced, it is vital that every level and each system of the organization is involved, as different structures are dedicated to facilitating different diversity efforts.

The aforementioned topics contribute to whether D&I values are incorporated into **performance appraisals**. Performance appraisals identify specific areas employees are lacking, and **training** can be developed to target areas of improvement. Employees should be trained on any knowledge, skills, and abilities not screened out during the hiring process (e.g., diversity receptivity and unconscious biases). All **selection procedures** must abide by **federal/state laws** preventing unfair discrimination in order to ensure fairness to all applicants and avoid legal ramifications. Lastly, **data collection** is pertinent to all I/O topics and should underlay all D&I efforts. Decisions, practices, and processes regarding D&I should be data-driven.

All I/O topics addressed within this white paper are intercorrelated; therefore, D&I initiatives within one domain will influence actions and organizational outcomes in all other domains.

## Introduction

The Radford University Industrial/Organizational Psychology program was tasked with identifying key connections between I/O topics and D&I initiatives. We hope to aid the DEAC committee by providing actionable recommendations aligned with the goals of the current D&I action plan proposal for Radford University.

Industrial/Organizational (I/O) Psychology refers to the scientific study of human behavior in the workplace. The field follows the science-practitioner model by relying on the data-driven evidence and statistical findings to make appropriate decisions and determine best practices within organizations.

In this paper, we will present, explain, and provide actionable recommendations to promote D&I in relation to the ten I/O topics outlined below.

Organizational Topics	Industrial/Personnel Topics
<ul style="list-style-type: none"><li>• Culture</li></ul>	<ul style="list-style-type: none"><li>• Performance Appraisals</li></ul>
<ul style="list-style-type: none"><li>• Leadership</li></ul>	<ul style="list-style-type: none"><li>• Training/Development</li></ul>
<ul style="list-style-type: none"><li>• Employee Engagement</li></ul>	<ul style="list-style-type: none"><li>• Selection/Recruitment</li></ul>
<ul style="list-style-type: none"><li>• Organizational Structure</li></ul>	<ul style="list-style-type: none"><li>• Retention</li></ul>
<ul style="list-style-type: none"><li>• Change Management</li></ul>	<ul style="list-style-type: none"><li>• Legal Issues</li></ul>



# Culture

## Overview

Culture refers to a pattern of shared basic assumptions learned by a group in solving problems of external adaption and internal integration. Organizational culture is largely reflected in its values, dominant leadership styles, language and symbols, procedures and routines, and definitions of success that make an organization unique.<sup>1</sup> Additional elements of culture are listed below.

- Language
- Ceremonies
- Practices
- Metaphors
- Rites
- Expected behaviors
- Jargon
- Artifacts
- Values
- Communication patterns
- Roles
- Ethics
- Media
- Customs
- Moral codes
- Courtesies
- Stories
- Manners of interactions
- Rituals
- Myths
- Decision-making style
- Legends

## Factors Determining Organizational Culture

Internal Influences	External Influences
<ul style="list-style-type: none"><li>• Founder's values &amp; beliefs</li></ul>	<ul style="list-style-type: none"><li>• Industry standards</li></ul>
<ul style="list-style-type: none"><li>• Policies</li></ul>	<ul style="list-style-type: none"><li>• Economic conditions</li></ul>
<ul style="list-style-type: none"><li>• Wages &amp; benefits</li></ul>	<ul style="list-style-type: none"><li>• Legal ramifications</li></ul>
<ul style="list-style-type: none"><li>• Incentives</li></ul>	<ul style="list-style-type: none"><li>• Technology</li></ul>
<ul style="list-style-type: none"><li>• Management style</li></ul>	<ul style="list-style-type: none"><li>• Treatment of staff<sup>2</sup></li></ul>

## Inclusive Culture

An inclusive culture involves the full and successful integration of diverse people into an organization. It designates an environment in which respect, equity, and positive recognition of differences are all cultivated, and in which the institutional response to diversity poses no barrier to a positive experience.<sup>3</sup> The three core values of an inclusive culture are summarized in Table 1.

Table 1. Core Values of Inclusive Culture		
	Value Descriptions	Examples at RU
Representation	The presence of people with disabilities across a range of employee roles, and leadership positions	Presentation of individuals with disabilities in leadership positions
Receptivity	Respect for differences in working styles, and flexibility in tailoring positions to the strengths and abilities of employees	Being receptive and receptive of those with different working styles
Fairness	Equitable access to all resources, opportunities, networks, and decision-making processes	Minority and majority groups have equal opportunities to participate in campus activities

Cultural inclusivity has widespread positive outcomes at the individual, group, and organizational level. The following list outlines some of the benefits of an inclusive organization.

- Reduced expenses corresponding to reduced turn-over
- Increased commitment to and identification with organizational success
- Improved employee health and well-being
- Improved productivity
- Increased employee investment in work performance
- Reduced perception of discrimination and inequity
- Improved cooperation and collaboration between co-workers, and between employees and management

**Diversity in Higher Education**

Establishing a culture of D&I within an institution is an extensive endeavor that requires the collaboration of individuals at every level of the organizational structure. *The Inclusive Excellence Model* is a current national trend towards the development of a powerful diversity change process by the Association of American Colleges and Universities. This model is currently being implemented in various universities nationwide. *The Inclusive Excellence Model* is founded upon six core assumptions listed in Table 2.

Table 2. Inclusive Excellence Model	
Core Assumptions	
1.	Political and legal dynamics, changing demographics, the emergence of the knowledge economy, and persistent inequalities create the strategic context for a diversity rationale
2.	Diversity is an important institutional resource that should be enhanced, institutionalized, and leveraged toward the goal of institutional excellence
3.	Focus needs to be on ensuring student intellectual and social development and offering the best possible educational environment for all students, irrespective of identity and background
4.	Organizational resources need to be used strategically to ensure that a diverse student body achieves academically at high levels and that those on campus who contribute to that goal are acknowledged and rewarded
5.	Attention needs to be paid to the cultural differences that learners bring to the educational experience, and it must be recognized that these differences are to be used in the service of learning for all students
6.	The intentional study of topics such as race, ethnicity, gender, sexual orientation, power, privilege, and the interdisciplinary nature of these topics and others advances the strength of the academy and better situates postsecondary institutions to address emerging challenges and dynamics presented by our evolving environmental context

**Inclusive Excellence Model**

This model argues that diversity efforts should be grounded in a powerful Strategic Diversity Platform (SDP). This platform should be:

- integrated
- systematic
- focused on diversity implications for all students
- intended to create real and meaningful change at all levels of institutional culture

It frames the diversity and the inclusion journey as an intentional effort to change institutional culture.<sup>4</sup>

In transforming institutional culture, the Inclusive Excellence Model stipulates that campus diversity efforts must focus on systematically interrupting the usual processes of institutional culture. Organizational theorist, Edgar Schein, argues that institutional cultures have multiple layers, as outlined in Table 3.

Table 3. Schein's Institutional Culture Layers		
Layer	Description	Recommendation
Geospatial	<ul style="list-style-type: none"> <li>• Surface layer</li> <li>• Easiest to manipulate</li> <li>• Visible aspects of culture relating to or denoting data associated with location</li> </ul>	Add diverse imagery to brochures, magazines, online media, and posters; establish a cultural center in a centralized campus location
Traditions, Symbols, Myths	<ul style="list-style-type: none"> <li>• Visible traditions displayed at ceremonies and rituals, social practices, leadership practices, and work traditions that show 'the way of doing things'</li> <li>• Stories circulating that demonstrate how situations should be handled, what should not be done, etc.</li> </ul>	Discontinue and replace outdated traditions and symbols; disseminate information in order to dispel myths that may be against the better interest of a diversity and inclusive institutional culture
Behavioral Patterns & Processes	<ul style="list-style-type: none"> <li>• Modes of speaking, levels and types of sound, slogans and special expressions.</li> <li>• External reactions to the environment</li> <li>• Way about which activities are completed</li> </ul>	Challenge non-inclusive behavioral patterns and processes by installing new procedures that inhibit counter-inclusive behaviors
Values, Beliefs, Assumptions	<ul style="list-style-type: none"> <li>• Most challenging to change</li> <li>• Core of institutional culture</li> <li>• Opinions, principles, subconscious expectations</li> </ul>	Organize perspective seminars on behavior and diversity

Whether it be implementing new diversity recruitment and retention processes, supporting ethnic-specific faculty affinity organizations, or hosting an annual diverse faculty development institute, leaders invested in the Inclusive Excellence Model should consider each diversity effort as part of an integrated whole and activate change efforts at all levels of the institution's culture.<sup>4</sup>

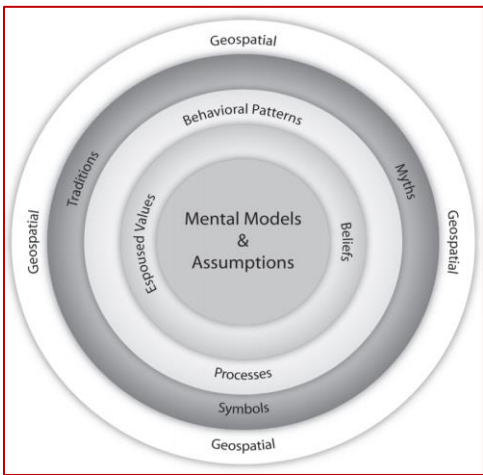


Image 1. Adaptation of Schein's Model of Organizational Culture <sup>5</sup>

## **Recommendations**

- Add diverse imagery to magazines, brochures, and online media to showcase how D&I are valued at RU
- Implement procedures that inhibit counter-inclusive behavior: implement a system for reporting exclusive behaviors of employees, faculty, or other students
- Host annual events for the faculty, staff, and students to celebrate diversity on campus and encourage minority group involvement

## Leadership

### Overview

Leadership is arguably the most influential component within a group or organization, having the most overarching impact on the culture and success. Leaders set the tone by establishing clear goals and effectively communicating culture expectations with the entire organization. In an online survey conducted by the Harvard Business Review, 91% of employees claimed that communication issues make leaders less effective.<sup>6</sup> The top complaints from the 1,000 U.S employees who participated in the poll included:



Image 2. Top Leadership Complaints<sup>6</sup>

Engaging in these behaviors inhibits a trusting relationship between leaders and subordinates. These behaviors can also lead to employees encountering a disproportion of advantage, opportunity, privilege, and power in their careers, meaning that a “fair opportunity” isn’t uniform.<sup>7</sup> Clearly communicating their actionable goals shows leaders are committed to being the foundation of the organization’s diversity, inclusion, and equity efforts. Examples of clear goals are provided in Table 4.

Table 4. Leadership Goals	
Change the Conversation	Have meaningful conversations with those whose background, perspective, and work style are different from yours
Map Network Connections Across Boundaries	Conduct a network analysis by collecting data to map patterns of relationships and interactions to understand inadvertent inequity or inclusion prevention
Boost Coach, Mentor, and Sponsor	Implement a coaching culture to counteract unconscious bias and systems of power to prevent inequitable access of resources and opportunities
Analyze Talent Practices	Norms that are reflected by selection practices should be audited, such as compensation data, development practices, evaluations, etc.
Go Deeper on Identity	Understand your own personal social identity to help you see how that influences the way you interact with those around you; acknowledge the unconscious bias you may hold <sup>7</sup>

## Role Models

Those in leadership roles set the example for organizational members, as well as the surrounding community. Role models are defined as, “someone you admire who possesses and projects positive qualities that have helped him or her develop and grow, personally and professionally, and that inspire others to follow in his or her foot-steps toward success.”<sup>8</sup> Representation of diversity in leadership provides built-in role models for employees and the community. This can be achieved through the recruitment and selection process.



### *Women In Leadership*

“Our leaders also need to be able to see and articulate biases in the organization and propose ways to counter them.”

For example, in May of 2019, it was reported that half of the top leadership positions in the University of Michigan’s College of Engineering consisted of women.<sup>10</sup> This numerical skew is not due to passing over more qualified male candidates, but by expecting more from top administrators. The dean of the program, Dr. Alec D. Gallimore stated that, “Being an accomplished engineer is still a requirement, but it is no longer sufficient. Our leaders also need to be able to see and articulate biases in the organization and propose ways to counter them. It turned out that the women who were hired as leaders in our latest round performed better on those measures.” Gallimore had four key approaches during that round of hiring:

- Find out where your playing field is not level
- Train your hiring committees to challenge unconscious biases
- Ensure equal access to mentors to cultivate leaders
- Redefine "merit" to include "taking inequality seriously." <sup>10</sup>

## Setting the Example



### *Be The Change*

“The leader has to be there. That sends a message.”

It is crucial for leadership to not only support diversity efforts, but to be involved in these efforts. The way leadership supports diversity programs is viewed as a direct reflection of the values and commitment of an organization.<sup>11</sup> The University of Virginia exemplified this by implementing the USC Equity Institutes, a course consisting of eight weekly 90 minute sessions for college leaders.<sup>13</sup> The course covered, “everything from the basics, like defining race and racism, to more complex problems, like navigating moments of crisis after a racist incident.”

Faculty from the University of Virginia, specifically the School of Nursing, participated in the first iteration of the course in 2018. The dean of the that school, Dorrie K. Fontaine, was planning to skip the course because of her upcoming retirement but was convinced to go by her associate dean for diversity and inclusion who suggested that, “The leader has to be there. That sends a message.” After the deadly white supremacist rallies in UVA’s home in Charlottesville, VA in 2017, Fontaine remembered standing in front of a group of faculty and saying, “This is not who we are. This is not Charlottesville.” However, African American faculty members pushed back by saying “Well, actually, that is the way it is here.” Following that incident, Fontaine determined the nursing school needed to participate in the USC Equity Institutes because, according to her, “people live or die in my field by how well we treat them.”

The nursing school took on multiple projects during the institutes, one that focused on making spaces more diverse that were predominately comprised of white people. Fontaine, specifically speaking about the framed photos in the lobby of the nursing school stated, “Who are we representing when people walk into the building? Are they all white women?”<sup>13</sup>

According to Radford University’s President Brian O. Hemphill, a man who has been involved in diversity efforts for over 20 years, Radford “greatly values the culture and perspectives of all individuals. We truly believe it enriches the environment in which we live, learn and work.”<sup>14</sup>  
<sup>15</sup> To ensure effective D&I efforts, it is vital that leadership on this campus engages, builds trust, and sets the example with those they lead.

## **Recommendations**

- Leaders be visible throughout the development and initiation of the action plan
- Leaders attend D&I trainings
- Leaders acknowledge and honor all cultural and religious practices
- Leaders be aware of any unconscious bias and take initiative to address that



# Employee Engagement

## Overview

Leadership’s role in fostering a culture of D&I affects how engaged employees will be in their work and toward their organization. Employee engagement involves an employee’s willingness and ability to help their organization succeed, to be involved and enthusiastic while at work, and to have an overall positive attitude towards their organization and its values.<sup>16</sup> Disengaged employees cost American companies an estimated \$480-\$600 billion a year in lost productivity.<sup>17</sup> Further, highly disengaged employees make up approximately 17% of the workforce. This 17% of employees are not only unproductive themselves, but also undermine the productivity of their colleagues.<sup>17</sup> D&I initiatives can significantly impact employee engagement.

## Relationship between Employee Engagement and D&I

Speaking about the interrelationship between employee engagement and D&I, Clarke (2015), urged organizations to stop viewing D&I as mutually exclusive topics, but rather advised organizations to merge their separate purposes together.<sup>18</sup> She was one of many to follow the same logic: employee engagement and D&I are better together. For example, research has found that diversity practices increase employee engagement because it demonstrates the organization’s commitment to support employees of all background.<sup>19</sup>

## The University of Minnesota

The University of Minnesota provides an example of how to utilize D&I to enhance employee engagement. In 2017, the University of Minnesota’s College of Designs’ (CDes) Diversity Committee made a commitment to increase diversity on campus. Their employee engagement efforts followed the steps described in Figure 1.

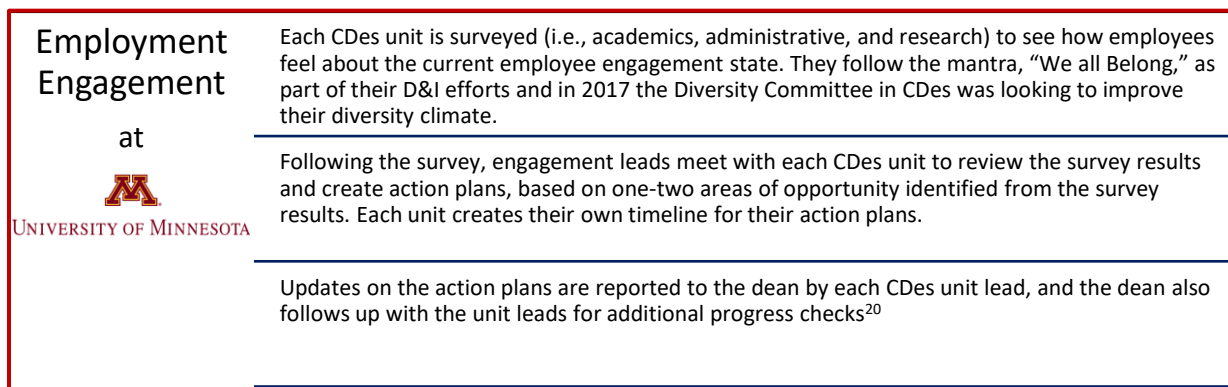


Figure 1. Employment Engagement at University of Minnesota

Their efforts were shown to be successful, as scores on an employment engagement survey administered one year later had increased. The diversity efforts and action plan had a direct positive impact on employee engagement. By having colleagues develop goals surrounding diversity, they inadvertently created an atmosphere that fostered employee engagement and was welcoming and inclusive to all people. The University of Minnesota continues to “move the needle” to improve employee engagement and diversity through their efforts.

### Outcomes of Employee Engagement

Radford University can imitate The University of Minnesota’s efforts to increase employee engagement by creating a climate of trust. A climate of trust refers to the extent that employees feel they are respected, can trust their co-workers and organization, and can get help when/if needed.<sup>19</sup> This climate of trust links D&I to engagement, thus reinforcing diversity practices, as well as engaging behaviors. Image 3 illustrates this relationship.



Image 3: A Climate of Trust

### Recommendations

- Survey employees and students to identify expectations and desires regarding D&I
- Evaluate feedback: implement D&I efforts to most effectively achieve the wants and needs of employees to build a climate of trust
- Implement progress checks to ensure action plans and timelines are being followed

## Change Management

### Overview

Each time organizations initiate a cultural shift, adopt new leadership, or pursue a new level of employee engagement in D&I initiatives, a change management technique is applied. Change management encompasses the processes, tools, and techniques employed to prepare, equip, and support employees during periods of organizational change. Organizational change is vital for the growth of organizations, and ultimately drives organizational success. Adopting change management methodologies and strategies are crucial in implementing diversity and inclusion (D&I) initiatives, as well as sustaining an inclusive culture at Radford University.

DEAC has identified two overarching outcomes for the committee:

1. To close the equity gaps in retention, progression, and graduation for minoritized, first generation, and Pell-eligible students
2. To improve and develop current employees, and recruit and retain culturally competent employees, in order to have an equity-minded campus

Communicating and maintaining this vision for DEAC is important throughout the change process. Considering these desired outcomes through each transition will encourage the committee's focus, while aligning behaviors and activities to achieve these D&I goals.

Effective change management can positively influence DEAC and RU in various ways by:

- encouraging employee, student, and community loyalty to DEAC
- enhancing RU employee and student acceptance of change initiatives
- reducing tension and hesitance toward D&I interventions
- maximizing communication of expectations and goals of D&I initiatives
- increasing the likelihood of successfully fostering D&I at RU

### Organizational Change Dimensions

Generally, organizational change varies on four dimensions: planning, magnitude, order, and continuity. The way in which change management is implemented is dependent upon the extent to which the change falls on each of these dimensions. Brief definitions of the dimensions, as well as examples of D&I initiatives for each are provided in Table 5.

Table 5. Dimensions of Organizational Change			
Dimensions of Organizational Change			D&I Example
Planning	Planned	Conscious and intentional plan for change	Designing a new recruitment approach to target minority groups in selection
	Unplanned	Unplanned change in response to emergencies	An organization being sued for utilizing a biased selection test with adverse impact
Magnitude	Incremental Modifications	Modifications within an established framework	Continuous improvement of a new inclusion program on campus
	Transformational Change	Modifications in the framework itself	Restructuring the approach DEAC takes to D&I
Order	First Order	Alterations or changes to existing practices	Improving a campus program focused on helping women excel in science-related fields
	Second Order	Reflective of a substantial organization shift	Implementing a University-wide cultural shift
Continuity	Episodic	Distinct periods of change; usually infrequent and explicitly defined	Replacing one diversity plan with a different plan after determining the current is ineffective
	Continuous	Change is always occurring; organization is never truly out of a state of change	Continuously receiving input on diversity initiatives; adjusting recruitment and retention processes continuously based on feedback <sup>21</sup>

**Strategic Change Management: UN Cares**

Approaches to change management will vary depending on the nature and intended scale of the change. Some large-scale projects require greater strategic efforts; however, large-scale, as well as small-scale changes require formality and structure. Similar to the goals of DEAC, UN Cares, an interagency body within the UN system, had a vision to transition their homophobic culture, to that of an environment that embraced and celebrated D&I<sup>22</sup>. The following information presents the change management process adopted by UN Cares to promote diversity awareness and elicit inclusion into the organization. The core facets of each stage are outlined in Table 6.

Table 6. Steps Towards Change		
Steps	Strategies	UN Cares: Example
Preparing	<ul style="list-style-type: none"> <li>• Conduct Extensive Research</li> </ul>	<ul style="list-style-type: none"> <li>• Gathered feedback from LGBTI staff about homophobic experiences</li> <li>• Developed and administered surveys to gather additional evidence of the need for action to increase inclusion and confirm the willingness of current staff to address issues</li> <li>• Proposed an evidence-based learning and development program to address stigma and discrimination in UN cares</li> </ul>
Designing	<ul style="list-style-type: none"> <li>• Determine Overall Objectives for the Change</li> <li>• Set Smaller Goals to Achieve Overall Objectives</li> <li>• Acquire Input from All Stakeholders</li> <li>• Determine a Method for Implementing Change</li> </ul>	<ul style="list-style-type: none"> <li>• Stated overall objective to, “contribute to cultural change in the UN”</li> <li>• Set small goals: raise awareness and understanding of UN personnel about experiences and challenges of employees identified as LGBTI, disabled, or with addiction, help to build empathy about LGBTI colleagues, through creating the opportunity for meaningful, safe conversation about the impact of stigma in UN</li> <li>• Designed a program comprising four half-day learning modules</li> </ul>
Implementing	<ul style="list-style-type: none"> <li>• Implement Change Strategy One at a Time</li> <li>• Use Facilitators to Implement Change</li> <li>• Provide Incentive/Reward for Individual Successes</li> </ul>	<ul style="list-style-type: none"> <li>• Modules were completed by each employee throughout the first year</li> <li>• Used trainers/facilitators to deliver modules face-to-face, in groups, or via a global network</li> <li>• Everyone who completed the modules were awarded a certificate and free online resources<sup>22</sup></li> </ul>

Inclusion requires the changing of mindsets, as well as the behaviors of all stakeholders. Combining the use of formal and informal practices, as suggested by UN Cares, can help to promote change and harness the power of D&I initiatives through change management.

**Maintaining D&I Initiatives through Change Management**

Success of D&I initiatives at Radford University will largely be based on the sustainability of the diversity plan. Change management facilitates the transition phase and helps individuals understand, commit to, accept, and embrace the changes, while mitigating the possibility of withdrawing to original behavior and practices once the change has been implemented. One case study<sup>23</sup> conducted followed a public, research-based institution’s implementation of a diversity plan. This case highlights the value of maintaining and monitoring the effects of

change through small-scale change management. Embracement of D&I within this university is attributed to the focus on three overarching questions intended to guide the maintenance and progress of D&I change management initiatives. Their strategic use of asking questions is outlined in Table 7.

Table 7. Maintenance of D&I Change Management	
Question	Actions Taken to Answer Question
How do we know the diversity plan is making a difference to make the campus inclusive to all?	<ul style="list-style-type: none"> <li>• Develop and administer climate assessments</li> <li>• Establish diversity-related goal indicators to assess progress</li> <li>• Institutional leadership for the implementation of diversity plans is critical for modeling and communicating the values, expectations, and responsibilities for D&amp;I</li> <li>• Create a means for accountability via web presence management</li> <li>• Ensure the D&amp;I advisor works with campus stakeholders to chart a vision for accomplishing D&amp;I goals</li> </ul>
How do we know that the diversity plan is having an organizational impact on the campus diversity culture?	<ul style="list-style-type: none"> <li>• Gain an understanding of conflicts and reduce resistance by empowering and engaging students, faculty, administrators, and staff in strategic meetings to change the diversity culture, and allocate university resources for research and professional development efforts around diversity</li> <li>• Ensure the CDO networks with campus leaders to support, assist, and empower units to engage in and address issues related to D&amp;I</li> <li>• Develop diversity councils within administrative and academic units</li> </ul>
What is the diversity plan not sufficiently addressing?	<ul style="list-style-type: none"> <li>• Develop and administer climate assessments annually to students, faculty, and staff to assess progress regarding feelings and perceptions of inclusion</li> </ul>

## Recommendations

Additionally, a content analysis conducted by Stanley et al. (2018) suggested four ways to keep current and future diversity planning relevant and innovative. Recommendations are highlighted below.

- Provide scholarship for students
- Offer training for faculty, staff, administrators, and students
- Develop short-term strategies
- Build a culture of accountability

## Organizational Structure

### Overview

When D&I change is introduced, it is vital that every level and each system of the organization is involved, as different structures are dedicated to facilitating different diversity efforts. Organizational structure refers to the system by which work moves through an organization and allows groups to work together within their individual functions to manage tasks.<sup>24</sup>

### Effective Structures

Stafford Beer's Viable System's Model (VSM) is an effective model to examine organization equality and diversity management. VSM proposes that organizations can generally be defined as a collection of five sub-systems responsible for operational elements that make the system viable. This organizational structure interacts with, and adapts to, changes in the larger environment to satisfy organizational goals. The organization's management responds to positive and negative feedback. The positive feedback acts as an amplifier, promoting energy and instability. The negative feedback serves as a diminishing effect, returning the system back to balance with the environment. In order to remain practical, organizations must respond to and make use of both positive and negative feedback. Each system of the VSM is explained and applied to D&I at RU in Table 8.<sup>25</sup>

Table 8. Viable System's Model		
System	Definition	Examples for Diversity/Inclusion
1. Implementation	<ul style="list-style-type: none"> <li>• Constitutes all the basic, primary operations of the organization</li> <li>• Develops, produces, and markets the organization's products and services</li> </ul>	<ul style="list-style-type: none"> <li>• Active recruitment of faculty and staff from diverse populations</li> </ul>
2. Coordination	<ul style="list-style-type: none"> <li>• Consists of all information channels necessary to support decentralized decision-making</li> <li>• Allows System 1 to interact with one another and System 3 to monitor all the activities present in System 1</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion guidelines for the hiring process</li> <li>• Meetings for hiring staff to discuss selection processes and decisions that reflect diversity standards</li> <li>• Diversity and Inclusion training</li> </ul>
3. Monitoring	<ul style="list-style-type: none"> <li>• Responsible for the management of the present</li> <li>• Establishes the rules, resources, rights and responsibilities of System 1</li> <li>• Provides an interface with Systems 4 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse leadership in senior management</li> <li>• Allocation of resources for minority groups within the organization such as mental health programs, mentoring programs, community minority-support organizations, comprehensive guides to laws/rights, or diversity centered conferences</li> </ul>
4. Intelligence	<ul style="list-style-type: none"> <li>• Responsible for recognizing and interpreting changes in the external environment that will affect the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Spot checks, audits, or inspections</li> <li>• Performance appraisals</li> </ul>
5. Policy	<ul style="list-style-type: none"> <li>• Responsible for policy decisions within the organization as a whole</li> <li>• Balances demands from different parts of the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Organization wide behavioral guidelines</li> <li>• Mission statements that involve diversity/inclusion</li> </ul>

**Recommendations**

- Appoint a subcommittee to the implementation system to determine how to recruit diverse populations
- Appoint a subcommittee to serve all coordination purposes, such as scheduling meetings to discuss selection processes with HR
- Appoint a subcommittee to gain intelligence to identify changes in the environment or other challenges that may affect the implementation or sustainability of the action plan



## Performance Appraisals

### Overview

Performance appraisals allow employers to assess and evaluate employees over a period of time in order to identify improvements and declines in work performance and development. However, these appraisals can be a major source of discrimination in managing diversity and equity; intentional and unintentional biases and assumptions may influence appraisal feedback. Standardizing and making the performance evaluation procedures as systematic as possible decreases the possibility of discrimination throughout the process.<sup>26</sup> Therefore, the promotion of D&I within an organization based on performance appraisals should start with identifying the potential biases present and learning skills to combat them.<sup>27</sup> Biases against gender, race, age, and disability are the most prevalent in the area and, therefore, have the greatest consequences. These consequences range from adverse impact in selection procedures to unfair promotion opportunities.<sup>28</sup>

### Preventing Discrimination

Cornell University provides five primary ways to prevent discrimination during performance appraisals:<sup>26</sup>

- 
- Explicit performance expectations
    - Mental target for performance, such as well-identified performance standards
  - Clear performance standards
    - Concrete examples of the performance expected of employees
  - Accurate measures
    - Valid and reliable instruments that are based on job analysis
  - Reliable performance feedback
    - Consistency and credibility of raters
  - Consistent application of standards across ratees
    - Standardized performance appraisal questionnaire

Figure 2. Preventing Discrimination in Performance Appraisals

### Legal Considerations

Performance appraisal criteria should be based on legal guidelines. These recommendations start with appraisals being job-related, based on behavior instead of traits of employees, specific features instead of holistic assessments, and it should be something the employee has power to change.<sup>29</sup>

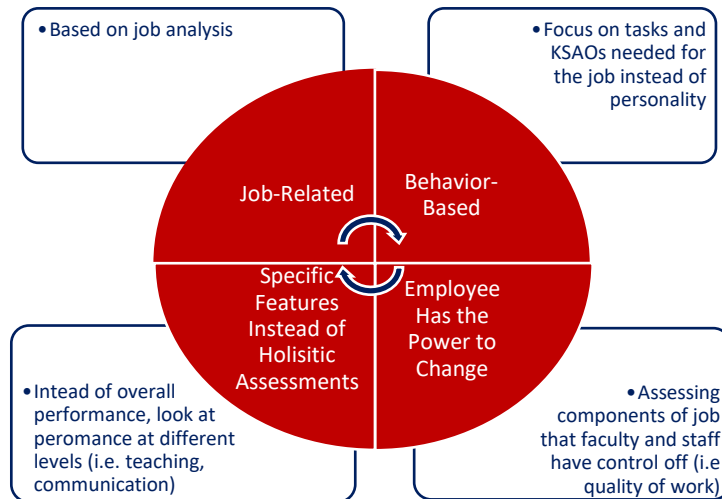


Figure 3. Legal Considerations in Designing Performance Appraisals

### Princeton University

Princeton University set forth a D&I plan with managing performance being the initial step in the process. Their goal was to improve communication, set clear expectations, and promote staff development. This plan had three objectives, with performance appraisals being on the forefront. The activities and tactics used to define specific factors to be assessed during performance appraisals were as follows:<sup>30</sup>

- Inform employees of job expectations and the performance evaluation process
- Evaluate and recommend improvements to current assessment processes
- Collaborate with HR staff to create appropriate forms
- Conduct training for managers on employee evaluation process and encourage conversation with team members

### Recommendations

Radford University can incorporate performance appraisals into their D&I action plan by following these recommendations:

- Recognize the importance of biases and fair evaluations. An example of a performance appraisal scale that incorporates ideal components of performance appraisal is the Behaviorally Anchored Rating Scales (BARS). BARS is used to compare an employee’s performance against explicit behavior examples, which are then categorized and appointed a numeric value used to rate performance.
- Train managers and supervisors on their potential biases to help deter biases in appraisal. With this knowledge, the university can lead conversations with faculty and staff to inform them of expectations.
- Implement reward systems to promote diversity within performance appraisal. The appraisals can be used to generate pay increases when goals are met within the organization.

## Training and Development

### Overview

Training can be developed to target lacking skills, as identified by performance appraisals. Organizations interested in heightening D&I can implement training interventions to educate employees on D&I values, biases, and preventable actions. However, it is important to understand the challenges and key characteristics associated with effective D&I training programs.

### Types of D&I Training and Development

Three popular types of D&I training include awareness-based training, skills-based training, and integration-based training programs. Each type serves a different purpose and are all valuable in progressing toward a diverse and inclusive culture. Each type of training is further explained in Table 9.<sup>31</sup>

Table 9. Types of Training		
Training Type	Descriptions	Examples
Awareness-Based	<ul style="list-style-type: none"> <li>• Focused on increasing awareness around D&amp;I</li> <li>• Useful for organization introducing D&amp;I</li> <li>• Provides general information about diversity, uncovers hidden assumptions and biases, corrects myths and stereotypes, and promotes individual and group sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Create university-wide D&amp;I discussion groups</li> <li>• Allow people to ask questions to help break down myths and stereotypes to encourage open discussion</li> </ul>
Skills-Based	<ul style="list-style-type: none"> <li>• Focused on action</li> <li>• Useful for organizations who are moving beyond the beginning stages of D&amp;I</li> <li>• Three key factors to consider: Building new diversity-interaction skills, reinforcing existing skills, and learning inventory skill-building methodologies</li> <li>• Provides an actionable framework to address day-to-day challenges in a proactive and effective way</li> <li>• No rigid checklists to follow; the context and content of a situation must be fully understood to successfully take action</li> </ul>	<ul style="list-style-type: none"> <li>• Teach employees how to be a diversity ally</li> <li>• Being an ally requires employees to support those who do not feel they are being respected because of their diverse background</li> </ul>
Integration-Based	<ul style="list-style-type: none"> <li>• Focused on integrating D&amp;I into an organization’s existing training framework</li> <li>• Comprehensive format</li> <li>• Touches on topics addressed in both the awareness- and skills-based programs</li> </ul>	<ul style="list-style-type: none"> <li>• Combine D&amp;I-based training with existing training</li> </ul>

## Resistance to Training

Resistance to training is inevitable and, therefore, it is imperative that organizations anticipate and formulate ways to combat potential resistance. Employees may resist training for various reasons, including they are unclear what the intended outcomes are, they perceive different meanings in the proposed training, and they feel excluded from the training planning process. Sources of resistance to training, as well as potential solutions, are provided in Table 10.

Table 10. Resistance to Training	
Reason for Resistance	Solutions
Employees feel unclear about intended changes and expectations	<ul style="list-style-type: none"> <li>• Ensure everyone involved clearly understands the purpose and goal of the training</li> <li>• Ensure everyone clearly understands what the expected outcome of the training entails (what will follow the training)</li> <li>• Be open to answering any questions that may arise during training</li> </ul>
Employees feel uneasy about the change	<ul style="list-style-type: none"> <li>• Include all employees in the training planning process (this will make them feel less uneasy to change)</li> <li>• Involve all employees by administering a survey, asking what they would like to see in D&amp;I training</li> </ul>
Employees feel targeted to change	<ul style="list-style-type: none"> <li>• Do not single out one subgroup of employees during training; D&amp;I training is only successful when everybody is willing to change</li> <li>• Clearly state at the beginning of training what everyone's role in D&amp;I will be</li> <li>• Encourage employees to come to management with any questions/complaints/concerns following the training</li> </ul>

## Challenges of Training

Beyond resistance, other challenges may arise during D&I training. While challenges can decrease the effectiveness of D&I training, there are several actions organizations can take to mitigate the impact of challenges.<sup>31</sup> Typical challenges and solutions for overcoming these challenges are offered in Table 11.

Table 11. Challenges	
Challenge	Solutions
Training is too brief and/or guilt-driven	<ul style="list-style-type: none"> <li>• Training should fully address D&amp;I and should be focused on improvements (not blaming)</li> <li>• Initially conduct the training on a small-scale, with only a handful of employees who will report how they feel the training went (pilot testing)</li> <li>• Pilot testing allow employees the opportunity to point out any issues in the training, prior to it being implemented to the whole organization</li> </ul>
Training is not integrated into the organization's overall D&I approach	<ul style="list-style-type: none"> <li>• Prior to D&amp;I training, assess the organization's overall D&amp;I approach to ensure training aligns with this approach</li> <li>• If the training is already created, but does not align with the overall D&amp;I approach, it must be altered OR the D&amp;I approach could be expanded to include what the training addresses</li> </ul>
The facilitators/trainers were chosen based on their background or beliefs	<ul style="list-style-type: none"> <li>• Choose individuals who provide the information clearly and efficiently</li> <li>• Do not choose a facilitator just because they represent a minority group; choosing facilitators in such a manner does not always equate to the most effective training</li> </ul>

**Characteristics of Effective D&I Training Programs**

In designing any training intervention or program, consideration should be given to incorporating characteristics of effective D&I training. Characteristics of effective D&I training programs are listed and exemplified in Table 12.<sup>31</sup>

Table 12. Characteristics for An Effective D&I Training Program	
Characteristics	Reasoning/Implementation
Conduct train-the-trainer sessions	<ul style="list-style-type: none"> <li>• Train the individuals who will be facilitating the training to ensure that they are able to properly explain all content</li> <li>• Training should be conducted in person and should consist of a thorough explanation of the purpose of the training, as well as the training content</li> </ul>
Set clear training session ground rules	<ul style="list-style-type: none"> <li>• All who attend the training should know that they are in a safe space, can ask questions, and should feel comfortable participating</li> <li>• At the start of each training session a clear list of how individuals should behave during the training should be created (can be created with the training participants)</li> </ul>
Establish action plans	<ul style="list-style-type: none"> <li>• Establish an action plan to help employees learn how to apply their new information/skills (learned from the training) to make an impact</li> <li>• Outline what is expected from the attendees</li> <li>• Review the purpose of the training</li> </ul>
Provide follow-up	<ul style="list-style-type: none"> <li>• Provide follow-up with D&amp;I training to keep employees engaged and motivated in the process</li> <li>• Follow-ups should relay information to the attendees regarding how their efforts have impacted D&amp;I (ex. A follow-up email can be sent after training has ended to communicate outcomes)</li> </ul>
Create accountability	<ul style="list-style-type: none"> <li>• Accountability ensures employees are doing what they say they are going to do post-training</li> <li>• Training participants could be paired up following the training to increase accountability</li> <li>• Creating creates options for follow-up dialogue and discussions regarding the action plan</li> </ul>

**D&I Training at the University of Michigan**

The University of Michigan exemplifies one institution that highly values D&I validate that through their extensive D&I training options. They take a holistic approach by offering various D&I training programs to all members of the community. These training programs represent awareness-based training, as they largely focus on educating and increasing awareness for D&I. Structured D&I programs the University offers include:

- Free educational classes on topics such as unconscious bias
- Online module series that review the basics of D&I and provide discussion guides to promote group dialogue on the module topics (see Image 4 below for an example module)
- Professional facilitators available to help facilitate D&I conversations<sup>32</sup>

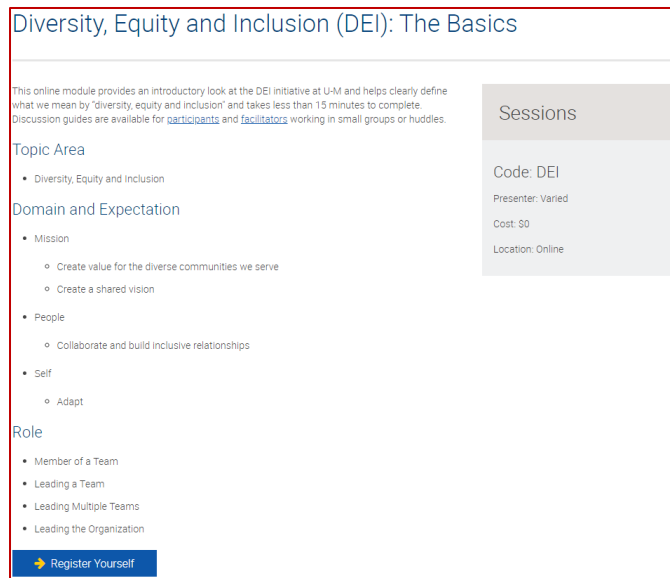


Image 4: University of Michigan’s D&I Online Module

Unstructured programs the institution offers include:

- A wide array of short videos discussing various inclusion topics
- Videos celebrating specific heritage months (ex. Women’s History Month in March), all of which are available on their website at any time<sup>32</sup>

The University of Michigan has significantly enhanced their D&I culture due to their training methods. They trace the success of their programs back to the characteristics listed below.

- Facilitators are qualified to facilitate D&I training, which allows information to be presented in the proper manner
- Their online module series provide specific guidelines regarding the purpose of each module (domain and expectations) and how the information contained within the module can be utilized in the future
- The modules do not simply educate on D&I concepts but provide context and state how to apply the information
- They offer a wide variety of easily accessible training programs (with varying formats)

### Recommendations

- Determine which type of program (awareness-based, skills-based, or integrative-based) is appropriate based on the current status and perception of D&I at RU
- Recognize challenges faced when implementing D&I programs
- Consider which characteristics of a training intervention/program will be most effective

## Selection/Recruitment/Retention

### Overview

It is imperative that employees are trained for any knowledge, skills, and abilities that are not screened out during the selection procedure, such as diversity receptivity and unconscious biases. The goal of this section is to provide practical examples for how the RRF&S committee can apply best practices in selection to accomplish their goals. “Recruitment and retention of diverse faculty, staff and students” is one of the goals that the committee established for themselves. The committee wants to “recruit and retain culturally competent employees in order to have an equity-minded campus”. Related to this goal, the committee pointed out that “minoritized faculty and staff populations have not kept pace with the student population”. This section will address how to maximize D&I through selection, recruitment, retention, and interviews.

### Recruitment

To increase D&I, specific recruitment strategies should be implemented to target diverse populations. The committee suggested that this be done through promotional videos, as well as reaching out to partners in the community such as the Holmes Scholars program, NSF Advance, and STEM Changing Face programs.

There is currently a lack of diverse faculty represented in universities nationwide.<sup>33</sup> This cultural gap is a result of three primary issues listed below.

1. Diverse populations are not applying to earn PhDs at the same rate as majority groups even though they may be equally qualified to do so
2. Minorities are failing to finish their graduate programs, with attrition rates as high as 47% for the physical and mathematical sciences<sup>34</sup>
3. Discrimination/flaws in universities’ recruiting practices prevent selection of minority individuals<sup>33</sup>

### Recruitment at Social Talent

Many organizations struggle to eliminate bias against minorities.<sup>35</sup> The CEO of Social Talent, Johnny Campbell, struggled with this, stating that as a young recruiter, he used to hold biases against people over age 40 seeing as though the industry he was in was geared towards young people. However, he learned that this was something he had to let go of and make recommendations for diversity interventions. According to Johnny Campbell, “Diversity hiring isn't

socialtalent  35

### *Leaving Bias at the Door*

“Diversity hiring isn't about fixing one stage, and it isn't just about the hiring... When you talk about diversity and inclusion, it leads to the more holistic area of belonging in an organization and it doesn't just end with recruiters.”



about fixing one stage, and it isn't just about the hiring... when you talk about diversity and inclusion, it leads to the more holistic area of belonging in an organization and it doesn't just end with recruiters."<sup>35</sup> In order to enact change in the area of D&I, Johnny offers several recommendations:<sup>35</sup>

- Reconsider job requirements
- Nix bias at the sourcing stage
- Train to spot bias in screening
- Work to ensure a more balanced slate
- Watch what you do and say

While these are national issues, RU can combat these issues by making efforts to advertise open positions to diverse applicants, as the committee suggested. RU can emphasize their D&I efforts through advertisement of their PhD programs, which will increase minority application to PhD programs.

### **Selection**

When selecting employees, decentralized selection procedures generally tend to cause discrepancies in the number of minorities hired.<sup>33</sup> These decentralized procedures usually involve little supervision over hiring decisions made. It is important to ensure that everyone is prioritizing hiring minorities.<sup>33</sup> Otherwise, some department chairs making hiring decisions will prioritize qualities in applicants that may inadvertently weed out diverse applicants. This highlights a need for campus-wide training that will standardize expectations for anyone on campus making hiring decisions. With standardization comes a lesser chance of bias. The most effective way to standardize the selection process is to create standardized interview questions. Research over the past decade has established that the use of structured interviews enhances the job relevant information collected.<sup>36</sup>

### **Retention**

In terms of retaining diverse faculty members, there are fundamental issues with the way universities tend to review faculty for tenure.<sup>37</sup> "Their new approaches to research, teaching, and service are, in many cases, in conflict with traditional approaches leading to poor evaluations and lack of publications."<sup>37</sup> Universities should become more accepting of these new approaches to being academics in order to retain diverse faculty and diverse perspectives.

### **Recommendations**

- Focus on fostering diversity within Ph.D. programs
- Centralize and standardize selection procedures

## Legal Issues

### Overview

All selection procedures must abide by federal laws preventing unfair discrimination in order to ensure equal opportunity for all applicants and avoid legal ramifications. Legal issues have a sizable impact on D&I in organizations. Federal laws applicable to D&I that provide bases for recruitment, selection, and promotional decisions are listed in Table 13.<sup>38</sup>

Table 13. Diversity and Inclusion Laws		
Law	Definition	Practice
Equal Pay Act of 1963	Requires that men and women in the same workplace be given equal pay for equal work	Same salary for the same job; equal pay for equal work
Civil Rights Act of 1964	Prohibits discrimination based on race, sex, color, religion, or national origin	Major federal legislation that allowed the government to begin regulating employment practices
Civil Rights Act of 1991	Strengthened federal civil rights laws	Onus is on defendant
Rehabilitation Act of 1973	Prohibits discrimination against the disabled and requires institutions to take affirmative action to hire and promote qualified disabled persons	Institutions must make "reasonable accommodation" to the physical or mental limitations of otherwise qualified disabled employees, such as providing special equipment or modifying the job
Age Discrimination in Employment Act	Protects employees and job applicants who are 40 years of age or older from employment discrimination based on age	Cannot make personnel decisions based on age but does not force organizations to hire less qualified older workers over more qualified younger workers
Americans with Disabilities Act of 1990	Prohibits discrimination against qualified individuals with disabilities	Protects qualified individuals with disabilities
The Pregnancy Discrimination Act of 1978	Illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth	Stipulates women affected by pregnancy shall be treated the same for all employment purposes, including receipt of benefit programs
The Genetic Information Nondiscrimination Act of 2008	Prohibits the improper use of genetic information in health insurance and employment	Bars employers from using individuals' genetic information when making hiring, firing, job placement, or promotion decisions

### Recommendation

- Collaborate with HR to ensure all current hiring decisions are in accordance with all laws

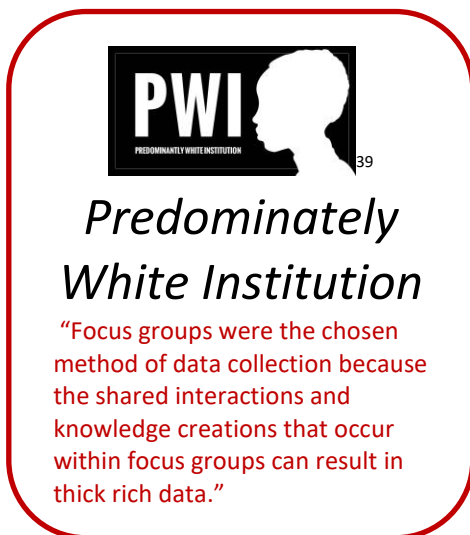
## Data Collection (Psychometrics and Surveys)

### Overview

All prior personnel and organizational recommendations for RU are based on data-driven evidence. Any practices, processes, and decisions regarding D&I initiatives should be evidence-based and grounded in hard data (both *quantitative* and *qualitative*) that provides reason to believe these initiatives truly increase D&I and to track progress of D&I.

Institutionalizing a diversity plan cannot occur without a culture of assessment. This assessment can take many forms, but most often is administered in the form of a survey or test. These tests must be validated to ensure that they are measuring what they say they are measuring. Table 14 next page reviews the purposes of data collection as it relates to previously defined I/O topics.

### Example



A predominately white institution (PWI) chose to conduct focus groups consisting of all black students in order to gather their opinions on the university’s D&I policies. The focus groups allowed the university to understand the student perspective on their policies and change was implemented accordingly<sup>40</sup>. This process could be repeated with faculty and staff members to gauge their opinions as well. This is an example where qualitative data was collected and analyzed. Qualitative data is any type of data that does not involve numbers. Qualitative data can be just as valuable in providing evidence as quantitative data.

Data collection is important in any D&I effort and is involved in all parts of the intervention. Data should be used to ensure that the intervention is going as planned and used as a basis to for adjustments if the intervention is not going as planned.

### Recommendations

- Administer pre- and post-tests before and after training to track progress
- Review performance appraisals to determine if minority employees are systematically being appraised lower
- Conduct focus groups in order to gauge student and faculty reaction to new policies

Table 14. Types of Data

Topic	Types of Data	Using the Collected Data
Training/ Development	<ul style="list-style-type: none"> <li>• Administer post-tests after training to test trainees on knowledge gained                             <ul style="list-style-type: none"> <li>○ Ex: knowledge test, reaction survey, focus groups, etc.</li> <li>○ Training can include topics such as removing biases during selection procedures and performance appraisals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Track the success of diversity and inclusion training initiatives</li> </ul>
Ethical/Legal Issues	<ul style="list-style-type: none"> <li>• 4/5ths rule: Ensure the ratio of minority applicants accepted to the ratio of majority applicants accepted is higher than 80%</li> </ul>	<ul style="list-style-type: none"> <li>• Good ratio entails good legally defensible selection procedures</li> </ul>
Performance Appraisal	<ul style="list-style-type: none"> <li>• Assess whether minority employees are being appraised lower than everyone else systematically</li> </ul>	<ul style="list-style-type: none"> <li>• Change performance appraisal system or create intervention to improve these numbers</li> </ul>
Employee Engagement	<ul style="list-style-type: none"> <li>• Administer established employee engagement surveys such as Shuck Employee Engagement                             <ul style="list-style-type: none"> <li>○ Or open-ended surveys, focus groups, etc.</li> </ul> </li> <li>• Results can be correlated with other measures to see how they affect employee engagement</li> <li>• Employee engagement data can be analyzed to determine if diverse employees are as engaged as other employees</li> </ul>	<ul style="list-style-type: none"> <li>• If data shows diverse employees are not as engaged as other employees, create an intervention to solve this</li> <li>• Once intervention is in place, reevaluate data to see if the intervention worked</li> </ul>
Selection	<ul style="list-style-type: none"> <li>• Conduct focus groups on the topic of recruitment                             <ul style="list-style-type: none"> <li>○ Generate ideas on how to recruit more diverse applicants</li> </ul> </li> <li>• Diversity numbers associated with the current hiring process                             <ul style="list-style-type: none"> <li>○ <i>Selection ratio</i>: # of people selected out of total # of applied people</li> <li>○ <i>Withdrawal rate</i>: # of people who voluntarily drop out of the application</li> <li>○ <i>Acceptance rate</i>: # of people accept the offers out of total # of offers made</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the ideas generated in focus groups to recruit more diverse applicants</li> <li>• Use data on applicants to determine if the recruitment efforts are working                             <ul style="list-style-type: none"> <li>○ Identify whether there is any skewed representation of demographic characteristics in selection ratio, withdrawal rate, or acceptance rate</li> </ul> </li> </ul>
Overall Success of Effort	<ul style="list-style-type: none"> <li>• Conduct focus groups with students and faculty on perceptions of cross-racial interactions on campus, navigating campus racial climate, and assessment of diversity and inclusion initiatives<sup>39</sup></li> <li>• Compile qualitative data into common themes</li> </ul>	<ul style="list-style-type: none"> <li>• Use student and faculty suggestions to create interventions</li> <li>• Measure interventions with further focus groups or campus-wide surveys</li> </ul>

## Key Takeaways & Final Recommendations

In accordance with the information provided, the I/O Master’s Program offers three overall recommendations for DEAC as they strive to increase recruitment and retention of minority groups, develop culturally competent employees, and create an equity-minded campus at RU.

During the selection process, ambivalence toward change and acceptance toward D&I cannot be screened out; therefore, minimizing these unconscious biases will need to be trained. As explained previously, this will take the form of awareness-based training and will need to be applied to new employees, as well as current employees and those in leadership positions.

Any interventions or actionable plans implemented should be followed up with data collection to ensure progress toward D&I is being made. Communication with HR regarding data collection on recruitment processes, performance appraisals, engagement levels, and leadership initiatives is vital. Obtained data will provide insight into successful initiatives for long-term value and will indicate any adjustments that should be considered.

The success of D&I initiatives will largely be based on the sustainability of the action plan, which can be addressed through change management. We recommend that RU offers professional development for the faculty, staff, administrators, and students. This is one change management tactic that will ease the cultural transition for everyone and will encourage and increase engagement in D&I efforts across campus. Table 15. provides the recommendations for further progression with DEAC’s action plan.

Table 15. Final Recommendations	
Selection/Training	Focus on targeting <u>unconscious biases</u> during training interventions
Data collection	Any interventions or actionable plans implemented should be followed up with data collection to <u>ensure progress</u> is being made
Change Mangement/ Employee Enagament	Offer <u>professional development</u> for faculty, staff, administrators, and students; build a <u>culture of accountability</u>

### Conclusion

The purpose of this white paper was to identify key I/O topics in alignment with DEAC’s visions, goals, and strategies. Each I/O topic was defined and interpreted within the context of D&I. Examples of businesses and higher education institutions that have achieved D&I were included to demonstrate how D&I has been addressed according to each topic. All information was identified with the intent to assist Radford University in their goal of attaining an equity-minded campus. Practical D&I recommendations associated with each key topic were presented. The content of this white paper can be referenced and used as a guide to facilitate further development and implementation of DEAC’s action plan.

## References

1. Davis, R., & Cates, S. (n.d.). The implementation of the organizational culture assessment instrument in creating a successful organizational cultural change. *International Journal of Business & Public Administration*, 15, 71–94.
2. Rivers, J. (2019). *Factors determining organizational culture*. Study.com. <https://study.com/academy/lesson/factors-determining-organizational-culture.html>.
3. *What is an inclusive culture?* (n.d.). Burton Blatt Institute. [http://bbi.syr.edu/projects/demand\\_side\\_models/docs/a\\_inclusive\\_culture.htm#\\_ftn1](http://bbi.syr.edu/projects/demand_side_models/docs/a_inclusive_culture.htm#_ftn1)
4. Williams, D. A., & Clowney, C. A. (2007). Strategic planning for diversity and organizational change: A primer for higher-education leadership. *Stylus Pub*, 2.
5. Schein, E. (1985). From organizational culture and leadership: A dynamic view. *Human Resource Management*, 24. 370-375.
6. Soloman, L. (2015). *The top complaints from employees about their leaders*. Harvard Business Review. <https://hbr.org/2015/06/the-top-complaints-from-employees-about-their-leaders>
7. *5 Powerful Ways to Take REAL Action on DEI (Diversity, Equity & Inclusion)*. (2020). Center for creative leadership. <https://www.ccl.org/articles/leading-effectively-articles/5-powerful-ways-to-take-real-action-on-dei-diversity-equity-inclusion/>
8. Spearman, J., & Harrison, L. (2010). *Real role models: Successful African Americans beyond pop culture*. University of Texas Press.
9. University of Michigan. (2019). *University of Michigan Logo*. <https://dorothyhamm.apsva.us/post/staff/beth-sanderson/university-of-michigan-logo/>
10. Gallimore, A. D. (2019). *An engineering school with half of its leadership female? How did that happen?* The Chronicle of Higher Education. <https://www.chronicle.com/article/An-Engineering-School-With/246214>
11. Global Corporate College Staff (2016). *Towards Inclusivity: A white paper on diversity best practices*. Maricopa Corporate College. <https://www.maricopacorporate.com/corporate-training/white-paper/towards-inclusivity-white-paper-diversity-best-practices>
12. The University of Virginia. (n.d.) *The University of Virginia logo*. <https://brand.virginia.edu/tools-templates/logo-toolkit/university-virginia-logo>

- 13.** Brown, S. (2018). *These campus leaders spent the fall taking a racial-equity course. Here's what they learned.* The Chronicle of Higher Education. <https://www.chronicle.com/article/These-Campus-Leaders-Spent-the/245323>
- 14.** Hemphill, B. O. (2012). *Curriculum Vitae.* <http://library.wvstateu.edu/archives/facultysenate/acadyear2010-2011/BOG/Hemphill-Brian-CV-WVSU-Pres.pdf>
- 15.** Hardbarger, M. (2017). *President Hemphill cites university's progress and momentum in his first Radford University State of the University address.* Radford University. <https://www.radford.edu/content/radfordcore/home/news/releases/2017/october/state-of-the-university.html>
- 16.** Markos, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *International Journal of Business and Management*, 5.
- 17.** Lennon, C. (2019). *How employee engagement and diversity are tied together.* CEOWORLD magazine. <https://ceoworld.biz/2018/02/27/how-employee-engagement-and-diversity-are-tied-together/>
- 18.** Clarke, N. (2015). *Employee engagement and diversity and inclusion - Two sides of the same coin.* Involvement and Participation Association. <http://www.ipa-involve.com/news/employee-engagement-and-workplace-diversity-and-inclusion->
- 19.** Downey, S. N., Werff, L. V. D., Thomas, K. M., & Plaut, V. C. (2014). The role of diversity practices and inclusion in promoting trust and employee engagement. *Journal of Applied Social Psychology*, 45, 35–44.
- 20.** University of Minnesota Human Resources. (2017). *Moving the needle: Improving the diversity climate via employee engagement.* [https://humanresources.umn.edu/sites/humanresources.umn.edu/files/moving\\_the\\_needle-improving\\_the\\_diversity\\_climate\\_via\\_emp\\_engagement-cod.pdf](https://humanresources.umn.edu/sites/humanresources.umn.edu/files/moving_the_needle-improving_the_diversity_climate_via_emp_engagement-cod.pdf)
- 21.** Anderson, D. L. (2017). *Organizational development: The process of leading organizational change.* Sage Publishing.
- 22.** Bhanot, S., & Svendsen, M. (2018). Delivering successful change on diversity and inclusion in the UN. *United Nations System Staff College: Case Study Series*, 14-20. [www.unssc.org](http://www.unssc.org)
- 23.** Stanley, C. A., Watson, K. L., Reyes, J. M., & Varela, K. S. (2019). Organizational change and the chief diversity officer: A case study of institutionalizing a diversity plan. *Journal of Diversity in Higher Education*, 12, 255-265.

- 24.** *Understanding organizational structures.* (2015). Society of Human Resource Management. <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/understandingorganizationalstructures.aspx>
- 25.** Bassett-Jones, N., Brown, R.B., & Cornelius, N. (2007). Delivering effective diversity management through effective structures. *Systems Research and Behavioral Science*, 24, 59-67.
- 26.** Gelfand, M. J., Nishii, L. H., Raver, J. L., & Schneider, B. (2007). Discrimination in organizations: An organizational-level systems perspective. *Discrimination at Work: The Psychological and Organizational Bases*, 89.
- 27.** Swanson, D. R. (2002). Diversity programs: Attitude and realities in the contemporary corporate environment. *Corporate communications: An international journal*, 7, 257-268.
- 28.** Roberson, L., Galvin, B. M., & Charles, A. C. (2007). When group identities matter: Bias in performance appraisal. *The academy of management annals*, 1, 617-650.
- 29.** Vyas, R., Hirshfield, L. E., Bansal, P., & Morahan, P. S. (2017). Professional identity and performance appraisal: Implications for Indian medical education. *National Journal of Integrated Research in Medicine*, 8.
- 30.** Princeton University. (2015). A guide to the university services: Diversity and inclusion plan. [http://www.princeton.edu/userservices/us-together/DI\\_GUIDE\\_EN.pdf](http://www.princeton.edu/userservices/us-together/DI_GUIDE_EN.pdf)
- 31.** Manson, E. (n.d.). Training and education. *Diversity Best Practices*, 137–145.
- 32.** University of Michigan Human Resources. (2020). Diversity, Equity and Inclusion Training and Education. <https://hr.umich.edu/working-u-m/professional-development/diversity-equity-inclusion-training-education>
- 33.** Gasman, M., Kim, J., & Nguyen, T.-H. (2011). Effectively recruiting faculty of color at highly selective institutions: A school of education case study. *Journal of Diversity in Higher Education*, 4, 212–222.
- 34.** Benderly, B. L. (2015). *Minority Ph.D. students: Where do they go?* Science. <https://www.sciencemag.org/careers/2015/04/minority-phd-students-where-do-they-go>
- 35.** Babcock, P. (2019). *5 steps to improve diversity recruiting.* Society of Human Resource Management. <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/five-steps-improve-diversity-recruiting.aspx>
- 36.** Barrick, M. R., Swider, B. W., & Stewart, G. L. (2010). Initial evaluations in the interview: Relationships with subsequent interviewer evaluations and employment offers. *Journal of Applied Psychology*, 95, 1163–1172.



**37.** Turner, C. S. V., González, J. C., & Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, *1*, 139–168.

**38.** U.S. Equal Employment Opportunity Commission. (n.d.). *Laws & Guidelines*.  
<https://www.eeoc.gov/laws/>

**39.** Lewis, K. R., Shah, P.P. (2019). Black students' narratives of diversity and inclusion initiatives and the campus racial climate: An interest-convergence analysis. *Journal of Diversity in Higher Education*.

# RADFORD UNIVERSITY

Center for Social and  
Cultural Research

Lumina Grant Report

Prepared by:  
Dr. Allison K. Wisecup  
Lynda Burns  
Amanda Burroughs

Dr. Allison K. Wisecup  
Radford, VA 24142  
Phone: 540.831.6010  
E-Mail: [awisecup@radford.edu](mailto:awisecup@radford.edu)

### Acknowledgements

The mission of the Center for Social and Cultural Research (CSCR) is to give students experience in providing sociological knowledge and skills and a professional identity as practicing sociologists. The CSCR offers social research services for the University, community, and regional needs as well as providing research support to Sociology faculty. This report, a product of the CSCR, represents the nexus of the CSCR mission and would not have been possible without the considerable research assistance provided by Lynda Burns (Criminal Justice) and Amanda Burroughs (Sociology). Lynda and Amanda pored through hundreds of pages of analysis to interpret the results of the analyses and assisted in the distilling of this information for the final tables included in the report. I extend my sincere appreciation for the efforts of Lynda and Amada for assisting me in the preparation of the report – without your help, especially on such a short timeline, this report would not have been possible.

Dr. Allison K. Wisecup

Introduction	4
Data & Methods	4
Sample	4
Table 1. Sample Characteristics	5
Measures	5
Academic Skills, Self-perceptions, and Academic Performance	5
Academic Skills	5
Grade Point Average	6
Campus Environment	6
Table 2. Descriptive Statistics for Dependent Variables	6
Campus Experiences	7
Classroom Tokenism	7
Poor Treatment by Faculty	7
Discrimination Experience	7
Analysis	8
Academic Skills	8
Table 3. Academic Skills by Gender	8
Table 4. Academic Skills by Race	9
Table 5. Academic Skills by Academic Class and Transfer Status	10
Summary of Findings: Academic Skills	11
Campus Environment	11
Table 6. Campus Environment by Gender	12
Table 7. Campus Experiences by Race	13
Table 8. Campus Environment by Academic Class and Transfer Status	14
Summary of Findings: Perceptions of Campus Environment	14
Campus Experiences	14
Table 9. Students' Campus Experiences by Gender	15
Table 10. Students' Campus Experiences by Race	16
Summary of Findings: Students' Campus Experiences	16
Conclusions	17

## **Introduction**

This report provides a snapshot of Radford University students' experiences, impressions and attitudes. The report emphasizes aspects of students' experiences that we believe will be useful to the Lumina Foundation Grant working group. Specifically, we explore students' academic and social contexts at Radford University.

## **Data & Methods**

The survey data were collected with approval from the Radford University Institutional Review Board (protocol FY17-076) in Spring 2017 by Dr. Allison K. Wisecup and students enrolled in SOCY 480 (Survey Research Methods). The electronic survey, created with Qualtrics, was deployed in two ways: 1) some faculty in the Department of Sociology provided students enrolled in their introductory-level courses with extra credit for participating in the research and either sent an email containing a link to the survey or posted the link to the survey on their course site in the university Learning Management System (Desire to Learn) or 2) through an email distributed by the Radford University Student Government Association (SGA). Regardless of the method of distribution, the project employed non-probability, convenience sampling techniques. As such, it is important to keep in mind that the final sample is not likely to be representative of Radford University students. Further, the cross-sectional design of the research precludes making any causal assertions about the relationships explored in the analyses. Rather, the analyses only explore statistically significant associations and cannot be used to make any arguments about causality.

## **Sample**

Table 1 presents the sociodemographic characteristics of the sample (N=506). Over three quarters of the sample (79%, N=402) are students enrolled in introductory-level sociology courses during the Spring 2017 semester and the remaining 21 percent (N=104) are students who responded to the survey link included in the email from SGA. As Table 1 indicates, the 76 percent (N=341) of the sample is female; a one sample t-test indicates that the sample includes significantly more female students compared to the population of Radford University students enrolled in the Spring 2017 semester (57%),  $t(449) = 9.287, p < .001$ .<sup>1</sup> Table 1 suggests that the sample is reasonably racially diverse. Specifically, 66 percent (N=302) of the sample is white, 21 percent (N=95) of the sample is Black, and 13 percent (N=61) is some other race. The results of one sample t-tests indicate that the sample includes significantly more Black students than the population of students enrolled in Spring 2017,  $t(457) = 2.500, p < .001$ . As Table 1 suggests, respondents are disproportionately first-year students (43%, N=197); the results of a one sample t-test indicate that the sample includes significantly more first-year students compared to the population (18%),  $t(457) = 10.800, p < .001$ . The sample also includes significantly fewer students of junior (26%) and senior (33%) class standing;  $t(457) = -4.231, p < .001$  (junior) and  $t(457) = -12.383, p < .001$  (senior). Finally, 16 percent of the sample are transfer students.<sup>2</sup> The information in Table 1 combined with the previous

<sup>1</sup> One sample t-tests were conducted using population estimates available from the Office of Institutional Research at Radford University; <https://ir.radford.edu/electronic-fact-book/>

<sup>2</sup> Results from a one sample t-test comparing the sample to the population indicate the proportion of transfer students in the sample does not differ significantly from the population,  $t(457) = -0.620, p > .05$ , but the estimates provided by the Office of Institutional Research are only

discussion about sampling suggests that the sample might be somewhat representative of the population, but caution should be exercised when asserting that any significant relationships discussed in the analysis section of the report are generalizable to the population from which the sample was drawn.

*Table 1. Sample Characteristics*

<b>Characteristic</b>	<b>Percent</b>	<b>N</b>
<b>Gender</b>		
Male	24	109
Female***	76	341
<b>Race</b>		
White	66	302
Black*	21	95
Other Race	13	61
<b>Academic Class</b>		
First Year***	43	197
Sophomore	25	114
Junior***	18	84
Senior***	13	61
<b>Transfer Student</b>	16	73

Note – asterisk indicate the sample differs significantly from the population;  
\*  $p < .05$ , \*\*\*  $p < .001$

## Measures

The electronic survey is an omnibus survey of students' experiences, behaviors, and perceptions. The thematic topics on the survey include from students' self-perceptions of their performance compared to average Radford students, their participation in social activities (i.e. clubs and organizations), self-reports of perceived discrimination, and the breadth and reach of their social networks. The report focuses on three thematic areas of the survey: self-perceptions of performance, campus environment, and self-reports of campus experiences. In each instance, the analyses explore gender and race differences in these reports and experiences. The specific measures used in the analyses are discussed in more detail below. Table 2 presents the descriptive statistics for each of these measures.

### Academic Skills, Self-perceptions, and Academic Performance

The following items from the survey measures different dimensions of students' academic skills and self-perceptions.

#### Academic Skills

Students were asked to self-report about various aspects of their academic and intellectual skills. Specifically, the question asked students to "rate yourself on the following academic and intellectual skills". The specific academic and intellectual skills include: 1) remembering factual knowledge, 2) understanding fundamental concepts or theories, 3) applying knowledge, concepts, or theories to a specific situation or problem, 4) analyzing ideas, arguments, 5) synthesizing and integrating information, and 6) writing skills. Responses were measured on a 5-point that range from very low (1), low (2), moderate (3), high (4), and very high (5). For the purpose of analyzing students' responses to these specific dimensions of academic skills, students' responses were categorized as very low or low, moderate, or high

---

provided for the academic year and do not provide estimates for specific semesters (i.e. Spring 2017). Still, the sample does not appear to differ significantly from the population.

or very high. These categories were used to create dichotomous variables (1=yes and 0=no) for each category.

### Grade Point Average

Students were asked to self-report their current GPA using a slider that discriminates at three decimal places (i.e 3.423). The theoretical range of the GPA variable is 0.000 to 4.000.

### Campus Environment

A question on the omnibus survey measures specific dimensions of the campus environment. Specifically, the question asks: “In your opinion, how successful has Radford been at providing each of the following”. The dimensions of campus environment measured include: 1) faculty role models similar to you, 2) administrative/staff role models similar to you, 3) clubs and organizations that reflect your interests, 4) classroom environments that encourage your academic success, and 5) a sense of being a valued member of the community. Responses were measured on a 5-point scale that ranges from not successful at all (1), somewhat successful (2), successful (3), very successful (4), and extremely successful (5). For the purpose of analyzing students’ responses to these specific dimensions of campus environment, students’ responses were categorized as not at all successful or somewhat successful, successful, or very or extremely successful. These categories were used to create dichotomous variables (1=yes and 0=no) for each category.

*Table 2. Descriptive Statistics for Dependent Variables*

<b>Academic Skills</b>	Percent	N	Mean (SD)
GPA	--	--	3.1035 (.69)
<b>Remembering Factual Knowledge</b>			
Very Low or Low	4	18	
Moderate	44	214	
High or Very High	53	256	
<b>Understanding Concepts &amp; Theories</b>			
Very Low or Low	5	22	
Moderate	48	232	
High or Very High	46	233	
<b>Application to Problems/Situations</b>			
Very Low or Low	3	17	
Moderate	36	184	
High or Very High	56	285	
<b>Analyzing Ideas/Arguments</b>			
Very Low or Low	4	19	
Moderate	33	161	
High or Very High	63	308	
<b>Synthesizing &amp; Integrating</b>			
Very Low or Low	6	30	
Moderate	45	218	
High or Very High	49	238	
<b>Writing Skills</b>			
Very Low or Low	9	46	
Moderate	34	171	
High or Very High	54	271	
<b>Campus Environment</b>			
<b>Faculty Role Models Similar to You</b>			
Not/Somewhat Successful	34	156	
Successful	39	180	
Extremely Successful	27	124	
<b>Administrative Role Models Similar to You</b>			
Not/Somewhat Successful	36	163	
Successful	39	178	

Extremely Successful	26	118	
<b><i>Clubs/ Organizations that Reflect your Interests</i></b>			
Not/Somewhat Successful	24	110	
Successful	35	163	
Extremely Successful	41	188	
<b><i>Classroom Environments that Encourage your Success</i></b>			
Not/Somewhat Successful	19	89	
Successful	40	183	
Extremely Successful	41	188	
<b><i>Valued Member of RU Community</i></b>			
Not/Somewhat Successful	27	122	
Successful	39	180	
Extremely Successful	35	159	
<b>Campus Experiences</b>			
<b><i>Classroom Tokenism</i></b>			
Never/Rarely	66	303	
Sometimes	25	118	
Often/Always	9	40	
<b><i>Poor Treatment by Faculty: Gender</i></b>		9	43
<b><i>Poor Treatment by Faculty: Race/Ethnicity</i></b>		10	52
<b><i>Poor Treatment by Faculty: None</i></b>		69	348
<b><i>Discrimination Experience</i></b>		20	90

## Campus Experiences

Three items assess specific aspects of students' campus experiences: classroom tokenism, poor treatment, and discrimination.

### Classroom Tokenism

One question asks, "Since you have been here at Radford, how often did you feel like your instructors thought of you more as a representative of a particular group (racial/ethnic, gender, religious, social class, etc.) than as an individual person?". Responses were measured on a 5-point scale that ranges from never (1), rarely (2), sometimes (3), often (4), and always (5). For the purpose of analyzing students' responses to these specific dimensions of classroom tokenism, students' responses were categorized as never or rarely and sometimes, often, or always. These categories were used to create dichotomous variables (1=yes and 0=no) for each category.

### Poor Treatment by Faculty

One question asks, "Have you ever felt that Radford instructors treated you poorly because of your:". Characteristics of student include gender, race or ethnicity, sexual orientation, and social class. Students could select as many of the characteristics as they felt applied to their experience or they could indicate: "I have not had such an experience". The variables are measured in dichotomous form: yes (1) and not selected/no (0).

### Discrimination Experience

In an effort to distinguish between bad experiences or treatment and perceptions of discrimination, a separate question measures students' self-reports of experiencing discrimination. The question asks: "Since you have been here at Radford, have you ever felt that you were discriminated against by faculty/staff, students, or other members of the university community?". Students indicated either yes (1) they had any discrimination experience or no (0) they had not had such an experience.



### Analysis

The analyses presented here primarily employ chi-square analyses. Chi-square analysis estimates whether there is a statistically significant relationship between two nominal variables. For example, the analyses estimate whether students' characteristics (i.e. gender, race, academic class, or transfer status) are associated with statistically significant differences in self-reports of academic skills, aspects of the campus environment, or campus experiences. In the case of students' self-reported GPA, independent samples t-test is employed to determine whether there are significant mean differences between groups.

### Academic Skills

Table 3 presents students self-reports of academic skills by gender. The results of the chi-square analyses indicate there are no significant gender differences in students' assessment of their own academic skills.

**Table 3. Academic Skills by Gender**

	Male Students		Female Students	
	%	N	%	N
<b>Remembering Factual Knowledge</b>				
Very Low or Low	5	5	3	11
Moderate	40	44	46	158
High or Very High	55	60	50	172
<b>Understanding Concepts &amp; Theories</b>				
Very Low or Low	4	4	5	16
Moderate	50	54	49	166
High or Very High	47	51	47	158
<b>Application to Problems/Situations</b>				
Very Low or Low	4	4	4	12
Moderate	40	44	38	127
High or Very High	56	61	59	200
<b>Analyzing Ideas/Arguments</b>				
Very Low or Low	2	2	5	16
Moderate	33	36	33	112
High or Very High	65	71	63	213
<b>Synthesizing &amp; Integrating</b>				
Very Low or Low	5	5	7	22
Moderate	41	44	47	161
High or Very High	55	59	46	157
<b>Writing</b>				
Very Low or Low	14	15	9	31
Moderate	40	44	35	118
High or Very High	56	50	56	192

The results from an independent samples t-test indicates that male students report a significantly lower GPA ( $m=2.97$ ,  $sd=.74$ ) compared to female students ( $m=3.14$ ,  $sd=.68$ ),  $t(425) = -2.110$ ,  $p < .05$ ). Although, there are no significant gender differences in students' self-reports of their academic skills, there is a significant gender difference in students' self-reports of GPA.

Table 4 presents students' self-reports of academic skills by race (white, Black, Other race). With one exception (low ability in the application of knowledge to problems and solutions) there are no racial differences in students' self-reports of academic skills. The analyses do suggest that white students are significantly more likely than other students to indicate they are not well-equipped to apply knowledge to problems or develop solutions, though caution

should be used when interpreting this result. Specifically, whereas 5 percent of white students and only 2 percent of students in any other racial group indicate they have low skills in this domain, the small number of observations among students from other racial groups makes interpreting this result difficult.

**Table 4. Academic Skills by Race**

Academic Skill	White Students		Black Students		Other Race	
	%	N	%	N	%	N
<b>Remembering Factual Knowledge</b>						
Very Low or Low	4	12	2	2	3	2
Moderate	46	140	43	41	39	24
High or Very High	50	150	55	52	57	35
<b>Understanding Concepts &amp; Theories</b>						
Very Low or Low	6	17	2	2	2	1
Moderate	47	140	57	54	46	28
High or Very High	48	144	41	39	52.5	32
<b>Application to Problems/Situations</b>						
Very Low or Low	5	15	1	1	0	0
Moderate	38	114	40	38	35	21
High or Very High	57	172	59	56	65	39
<b>Analyzing Ideas/Arguments</b>						
Very Low or Low	4	11	6	6	2	1
Moderate	34	103	32	30	28	17
High or Very High	62	188	62	59	75	43
<b>Synthesizing &amp; Integrating</b>						
Very Low or Low	6	18	7	7	3	2
Moderate	47	137	44	41	49	30
High or Very High	49	146	49	46	48	29
<b>Writing</b>						
Very Low or Low	11	33	12	11	3	2
Moderate	35	107	35	33	38	23
High or Very High	54	162	54	51	59	36

Note: Comparisons are white students compared to all other students, Black students compared to white and students of another race, and students of another race compared to white and Black students

\* indicates a significant difference,  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

There is some evidence to indicate significant racial differences in students' self-reports of GPA. On average, white students report a significantly higher GPA ( $m = 3.15$ ,  $sd = .72$ ) compared to students of all other races (Black and other race) ( $m = 3.01$ ,  $sd = .63$ ),  $t(431) = 2.014$ ,  $p < .05$ . Interestingly, the other comparisons (Black compared to other students and Other races compared to white and Black students) do not produce statistically significant results. It appears the pattern of results is driven by the contours of students' self-reports of GPA. Specifically, Black students report the lowest GPA ( $m = 2.98$ ,  $sd = .56$ ) of all racial groups and students of other racial groups report the second highest GPA ( $m = 3.05$ ,  $sd = .74$ ). Thus, the statistically significant difference between white students and all other students is likely a valid result, but the non-statistically significant result for the other racial group comparisons likely obtains from the nature of the groups being compared. Still, it is worth noting the general racial pattern of disparities in GPA, especially given that there is little evidence to suggest that students' perception of their academic skills is not associated with students' racial identity.

**Table 5. Academic Skills by Academic Class and Transfer Status**

Academic Skill	Freshman		Sophomore		Junior		Senior		Transfer	
	%	N	%	N	%	N	%	N	%	N
<b>Remembering Factual Knowledge</b>										
Very Low or Low	3	5	5	6	4	3	3	2	6	4
Moderate	51*	101	45	51	35*	29	38	23	43	31
High or Very High	46*	91	50	57	62*	52	59	36	52	38
<b>Understanding Concepts &amp; Theories</b>										
Very Low or Low	4	8	8*	9	4	3	0	0	1	1
Moderate	56**	109	46	52	38*	32	46	28	48	35
High or Very High	40*	79	47	53	58*	49	54	33	51	37
<b>Application to Problems/Situations</b>										
Very Low or Low	5	9	4	4	2	2	2	1	6	4
Moderate	37	73	43	48	35	29	36	22	43	31
High or Very High	58	114	54	61	58	49	62	38	52	38
<b>Analyzing Ideas/Arguments</b>										
Very Low or Low	4	7	6	7	1	1	3	2	6	4
Moderate	33	65	35	40	31	26	31	19	33	24
High or Very High	64	125	59	67	68	57	66	40	62	45
<b>Synthesizing &amp; Integrating</b>										
Very Low or Low	7	13	7	8	4	3	5	3	7	5
Moderate	49	96	50	56	38	32	38	23	40	29
High or Very High	45	88	43	48	58*	49	57	35	53	38
<b>Writing</b>										
Very Low or Low	13	26	6	7	6	5	13	8	8	6
Moderate	35	68	33	38	36	30	43	26	48	35*
High or Very High	52	103	61	69	58	59	44	27	44	32*

Comparisons include First-year to all other students, sophomore to all other students, juniors to all other students, seniors to all other students, and transfer students to non-transfer students

\* indicates a significant difference,  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 5 presents students' self-reports of academic skills by academic class and transfer status. When considering the relationship between students' academic class and academic skills, one would expect or hope that students' confidence in specific skills improves as they move from one academic class to another and thus the results would provide evidence of greater confidence in skills when comparing seniors to all other students or less confidence in academic skills when comparing first-year students to all other students. Interestingly, the results suggest this may not be the case. First, when looking at Table 5 it becomes clear there are few differences in students' perceptions of academic skills by academic class. Specifically, of the 72 possibilities for significant associations in Table 5, there are only 14 percent (N=10) of the comparisons produce significant associations. Exploring these differences reveals a few interesting patterns. Senior students' perceptions are not significantly different from other students' perceptions for any of the academic skills. Sophomore students appear to be less likely to view themselves as having low ability with regard to understanding concepts and theories, but this is the only significant difference noted in the results. Juniors appear to differ from their counterparts with regard to several of the academic skills. Specifically, juniors are more likely than other students to view their ability to recall factual knowledge as moderate [ $t(1) = 4.359, p < .05$ ] and less likely than other students to view their factual knowledge as high [ $t(1) = 4.251, p < .05$ ]. A similar pattern emerges for junior students' perceptions of their understanding of concepts and theories. Juniors are more likely to view their skills in this domain as moderate [ $t(1) = 4.527, p < .05$ ] and less likely to view their skills as high [ $t(1) = 5.623, p < .05$ ]. Finally, juniors are less likely than other students to view their ability to synthesize information as high [ $t(1) = 4.015, p < .05$ ]. First-year students' perceptions of their academic skills reveal another interesting pattern. Specifically,

compared to other students, first-year students are less likely to view their ability to remember factual knowledge as moderate [ $t(1) = 5.924, p < .05$ ] and more likely to view their skill in this domain as high [ $t(1) = 4.27, p < .05$ ]. First-year students also appear less confident in their ability to understand concepts and theories compared to other students. Specifically, first-year students are less likely to view their ability in this domain as high [ $t(1) = 6.258, p < .05$ ] and more likely to view their ability as moderate [ $t(1) = 6.799, p < .01$ ]. In sum, there are few differences in students' perceptions of academic skills by academic class. To the extent that there are differences, the majority of those differences could be viewed as resulting from a possibly over-inflated sense of confidence among first-year students combined with the repeated reflected appraisals of these skills among older students. That is, older students, by virtue of having progressed through their courses of study, have had multiple opportunities for feedback on these specific academic skills (i.e. assignments, exams, and course grades) and thus their assessment of their own skills in each of these domains is influenced by more data points. Younger students, on the other hand, may have less data (fewer collegiate reflected appraisals) to make this determination and may be basing their assessment of their skills on information or feedback received during high school.

Transfer students do not appear to systematically depart from their non-transfer counterparts with regard to their assessment of the various academic skills, with the exception of writing skills. Transfer students are significantly more likely than non-transfer students to view their writing skills as high [ $t(1) = 3.882, p < .05$ ] and significantly less likely to view their writing skills as moderate [ $t(1) = 5.783, p < .05$ ]. Still, on the whole, there are few differences in students' perception of academic skills associated with transfer status.

With regard to GPA, the results indicate there are no significant differences in GPA associated with academic class or transfer status. On average, students in all these groups report approximately a B average in their course work.

### Summary of Findings: Academic Skills

Collectively, the results with regard to group differences in students' assessments of academic skills reveal few systematic differences. There are no meaningful gender or racial differences in perceptions of academic skills, but there are some, though not many differences in perceptions associated with academic class or transfer status. On average, female students and white students indicate higher GPAs compared to other students, but there are not significant GPA differences associated with academic class or transfer status.

### **Campus Environment**

The campus environment measures assess students' views of the extent to which Radford University is successful at creating an environment that is welcoming, reflects students' interests, and provides a content that facilitates their academic success. Specifically, the questions assess whether Radford is successful at providing faculty and administrative roles models similar to them, clubs or organizations that reflect student interests, the extent which students feel valued, and classroom environments that encourage or facilitate their academic success. Chi-square analyses are employed to determine whether there are

group differences (i.e. gender, race, academic class, and transfer status) in students' perceptions of the campus environment. From an institutional perspective, it is desirable for all students to view the campus environment in similar ways – either positively or negatively. Significant group differences in students' perceptions of the campus environment would indicate that the Radford University campus is more or less welcoming and accommodating depending on students' group membership.

Table 6 displays students' perceptions of the campus environment by gender. The results of the chi-square analyses indicate no evidence of gender differences in students' perceptions of the campus environment. These findings are laudable given that university contexts are often male-dominated and could lead female students to not see many faculty or administrative roles models. The results in Table 6 suggest that students view the campus environment similarly regardless of sex.

*Table 6. Campus Environment by Gender*

	Males		Females	
	%	N	%	N
<b>Faculty</b>				
Not/Somewhat Successful	32	34	35	120
Successful	38	41	40	135
Extremely Successful	31	33	25	86
<b>Administration</b>				
Not/Somewhat Successful	34	37	36	123
Successful	38	41	39	132
Extremely Successful	28	31	25	85
<b>Clubs</b>				
Not/Somewhat Successful	20	22	26	87
Successful	37	40	35	120
Extremely Successful	43	47	39	134
<b>Class</b>				
Not/Somewhat Successful	20	22	20	67
Successful	35	38	42	141
Extremely Successful	45	49	39	132
<b>Valued</b>				
Not/Somewhat Successful	24	26	27	93
Successful	41	45	39	132
Extremely Successful	35	38	34	116

Table 7 displays students' perceptions of the campus environment by race. As indicated in Table 7, there are interesting, systematic, and possibly troubling patterns of campus environment by race. Specifically, white students are more likely than other students to see faculty and administrative role models similar to them on campus and black students are less likely to find faculty and administrative role models on the Radford University campus. Specifically, 27 percent of white students and 48 percent of other students report that the university is not successful at providing faculty role models similar to them, a statistically significant difference [ $\chi^2(1)=21.188, p<.001$ ]. White students are significantly more likely (42%) to report that the university is successful at providing faculty role models similar to them compared to 32 percent of other students [ $\chi^2(1)=4.417, p<.05$ ]. White students are also significantly more likely to report that the university is very or extremely successful at providing faculty role models similar to them (31%) compared to 19 percent of other students [ $\chi^2(1)=6.815, p<.01$ ].

Table 7. Campus Experiences by Race

	White		Black		Another Race	
	%	N	%	N	%	N
<b>Faculty Role Models Similar to You</b>						
Not/Somewhat Successful	27***	81	51***	48	44	27
Successful	42*	128	30*	28	36	22
Extremely Successful	31**	93	19*	18	20	12
<b>Administrative Role Models Similar to You</b>						
Not/Somewhat Successful	30***	89	50**	46	46	28
Successful	42*	127	27**	25	39	24
Extremely Successful	29	86	24	22	15*	9
<b>Clubs/ Organizations that Reflect your Interests</b>						
Not/Somewhat Successful	22	67	30	28	25	15
Successful	35	106	30	28	46	28
Extremely Successful	43	129	41	39	30	18
<b>Classroom Environments that Encourage your Success</b>						
Not/Somewhat Successful	17	52	23	22	25	15
Successful	41	123	36	34	41	25
Extremely Successful	42	126	41	39	34	21
<b>Valued Member of RU Community</b>						
Not/Somewhat Successful	24	72	31	29	33	20
Successful	39	117	40	38	41	25
Extremely Successful	37*	113	30	28	26	16

\* indicates a significant difference, p<.05, \*\* p<.01, \*\*\*p<.001

As suggested in Table 7, the racial pattern for administrative role models is consistent with the pattern for faculty role models. Specifically, racial minorities are significantly more likely to report that RU is not or somewhat successful at providing administrative role models similar to them [ $\chi^2(1)=15.332, p<.001$ ]. Students of color are also significantly less likely to indicate that RU is successful at providing administrative role models [ $\chi^2(1)=4.508, p<.05$ ]. Finally, there is no evidence of racial differences with regard to the university being very or extremely successful at providing administrative role models [ $\chi^2(1)=3.725, p>.05$ ]. Perhaps more importantly, 37 percent of white students indicate that the university has been very or extremely successful at making them feel like a valued member of the community compared to 28 percent of students of color, a statistically significant difference [ $\chi^2(1)=3.875, p<.05$ ]. The analyses do not provide evidence of racial differences in students' perceptions of classroom environments or clubs and organizations.

Table 8 presents students' perceptions of the dimensions of campus environment by academic class and transfer status. The analyses indicate there are no systematic differences regarding the dimensions of campus environment associated with students' academic class or transfer status. First-year students are significantly more likely to feel that RU is very or extremely successful at providing clubs and organizations that reflect their interests compared to other students [ $\chi^2(1)=5.82, p<.05$ ]. Seniors view the campus environment most favorably on all dimensions of the campus environment. Finally, there are



no significant differences in perceptions of the campus environment among transfer students.

*Table 8. Campus Environment by Academic Class and Transfer Status*

	Freshman		Sophomore		Junior		Senior		Transfer	
	%	N	%	N	%	N	%	N	%	N
<b>Faculty</b>										
Not/Somewhat Successful	35	68	39	44	30	25	31	19	26	19
Successful	41	81	40	46	37	31	31	19	43	31
Extremely Successful	24	47	21	24	33	28	38	23*	32	23
<b>Administration</b>										
Not/Somewhat Successful	36	71	40	45	31	26	35	21	32	23
Successful	43	84	37	42	40	33	27	16	43	31
Extremely Successful	21	42	24	27	29	24	38	23*	26	19
<b>Clubs</b>										
Not/Somewhat Successful	27	54	22	25	23	19	20	12	26	19
Successful	38	75	35	40	35	29	28	17	36	26
Extremely Successful	35	68	43	49	43	36	53	32*	38	24
<b>Class</b>										
Not/Somewhat Successful	22	43	17	19	19	16	16	10	16	12
Successful	42	82	46	52	35	29	31	19	40	29
Extremely Successful	37	72	38	43	46	38	53	32*	44	32
<b>Valued</b>										
Not/Somewhat Successful	26	51	31	35	24	20	23	14	26	19
Successful	44	87	39	44	37	31	30	18	36	26
Extremely Successful	30	59	31	35	39	33	48	29*	38	28

\* indicates a significant difference,  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

### Summary of Findings: Perceptions of Campus Environment

There are some promising and concerning patterns revealed in the analyses for students' perceptions of campus environment. First, Radford appears to be successful at providing students with a welcoming and accommodating campus environment for students regardless of whether students are male or female. There are few differences in students' perceptions of the campus environment with regard to academic class or transfer status. Moreover, to the extent that there are differences it appears that students' views on the campus environment become more favorable the longer students remain at Radford University. Finally, there are very concerning racial patterns with regard to students' perceptions of the campus environment. Although there is no evidence of racial patterns in feeling that the university is successful at providing clubs/organizations that reflect their interests or classroom environments that encourage their academic success. White students at Radford University consistently report that the university is much more successful at providing faculty and administrative role models similar to them and are more likely to feel that the university is very successful at making them feel like a valued member of the university community compared to students of color. These important and systematic racial differences in students' perceptions of the campus environment might serve as an early indicator or predictor of students' persistence at the university.

### **Campus Experiences**

The campus experience measures provide an attempt to differentiate between perceptions of the campus environment and actual experiences in the campus context. Specifically, these measures assess whether students have had poor campus experiences such as being treated as a token in the classroom, been treated poorly because of their group

memberships (i.e. gender or race), or been discriminated against by any member of the campus community. The chi-square analyses focus on characteristic specific experiences. For example, the gender analyses focus exclusively on students’ global experiences with tokenism in the classroom, whether they have been treated poorly because of their gender, never had an experience with being treated poorly, or have experience any discrimination. Similarly, the analyses that explore racial differences explore global reports (tokenism, no poor treatment, or any discrimination) and race-specific experiences of poor treatment. Academic and transfer analyses are not presented here, in part, because there are no characteristic-specific experiences for these statuses. Further, the analyses, available upon request, did not provide any evidence of meaningful patterns of poor experiences associated with academic class or transfer status.

Table 9 displays students’ reports of campus experiences by gender. The results in Table 9 indicate some interesting gender differences in campus experiences. Nearly 70 percent of female students indicate they have never or rarely experienced being treated as a token in the classroom and 56 percent of male students report this experience. The analyses indicate that women are significantly more likely to report not or rarely experiencing token treatment in the classroom compared to male students,  $\chi^2(1)=6.897, p<.01$ . Male students are significantly more likely to feel that they are sometimes treated as a token in the classroom (36%) compared to 21 percent of female students,  $\chi^2(1)=9.959, p<.01$ . The results do not, however, provide evidence of significant gender differences in frequent token treatment in the classroom,  $\chi^2(1)=.204, p>.05$ .

*Table 9. Students’ Campus Experiences by Gender*

	Male		Female	
	%	N	%	N
<b>Token</b>				
Never/Rarely	56**	60	70	236
Sometimes	36**	39	21	72
Often/Always	8	8	9	30
<b>Treated Badly Because of Gender</b>				
Yes	9	10	9	32
<b>Never Had Any Experience of Bad Treatment</b>				
No	71	77	77	263
<b>Any Discrimination</b>				
No	74*	80	83	283

\* indicates a significant difference,  $p<05$ , \*\*  $p<.01$ , \*\*\* $p<.001$

Interestingly, whereas male students more experiences with tokenism in the classroom compared to female students, the results do not indicate that men are more likely to report having been treated poorly because of gender nor are male students more likely to report experiencing no poor treatment on campus. In contrast to this pattern of experiences, female students are significantly more likely to report having experienced discrimination in the campus context (17%) compared to men (26%),  $\chi^2(1)=4.212, p<.05$ , but it is not entirely clear that female students associated their experience of discrimination with gender discrimination.

Table 10 displays students’ report of campus experiences by race. The results in Table 10 provide some potentially concerning racial patterns of campus experiences. Compared to



students of color, white students are significantly less likely to report never or rarely being treated as a token in the classroom [ $\chi^2(1)=4.391$ ,  $p<.05$ ]. Conversely, students of color are significantly more likely to report token treatment in the classroom often or always compared to white students [ $\chi^2(1)=5.522$ ,  $p<.05$ ]. This disparate pattern maybe reveal a subtle way in which students of color experience implicit bias in the classroom and may provide the mechanism through which negative stereotype threat is activated through classroom experiences with Radford University faculty.

*Table 10. Students' Campus Experiences by Race*

	White Students		Black Students		Other Students	
	%	N	%	N	%	N
<b>Token</b>						
Never/Rarely	70*	208	57*	54	64	39
Sometimes	24	71	28	26	26	16
Often/Always	6*	19	15*	14	10	6
<b>Treated Badly Because of Race/Ethnicity</b>						
Yes	5***	16	27***	26	16	10
<b>Never Had Any Experience of Bad Treatment</b>						
No	83***	250	60***	57	64	39
<b>Any Discrimination</b>						
No	87***	264	62***	59	75	45

\* indicates a significant difference,  $p<.05$ , \*\*  $p<.01$ , \*\*\* $p<.001$

Table 10 also indicates that white students are significantly less likely than students of color to report being treated badly as a result of their race [ $\chi^2(1)=321306$ ,  $p<.001$ ]. The results in Table 10 indicate that students of color are 4 times more likely (23%) to report being treated badly because of their race compared to white students (5%). Consistent with this pattern, white students are significantly more likely to report not ever having had a bad experience on campus (83%) compared to students of color (62%), [ $\chi^2(1)=25.127$ ,  $p<.001$ ]. Finally, students of color are significantly more likely to report experiencing discrimination on campus compared to white students, [ $\chi^2(1)=26.970$ ,  $p<.001$ ]. Importantly, students of color are two and half times more likely (33%) to report having experienced any discrimination on campus compared to white students (13%). The racial patterns of campus experiences in Table 10 indicate alarming differences that might help us understand the roots of racial differences in student retention, persistence, and graduation rates.

### Summary of Findings: Students' Campus Experiences

The findings presented here suggest that male students are significantly more likely than female students to report experiencing token treatment in the classroom. Conversely, male students are not significantly more likely to report experiencing poor treatment because of their gender or to have experienced any discrimination on campus. This pattern of responses is interesting because it may indicate male students are aware that they are treated differently in classroom contexts because of their gender, but that this is not necessarily a bad experience for them. On the other hand, female students do not report token treatment in the classroom, but do report having more discrimination experiences on campus. These interesting and somewhat confounding patterns are worthy of further examination. Race, it appears, is an important predictor of students' campus experiences in the classroom and more broadly on campus. Importantly, students of color report more token treatment in the

classroom, poorer treatment associated with their race, and more discrimination experiences on campus. These racial patterns of treatment might contribute to a pervasive, though, subtle, racialized campus environment that is worthy of more detailed examination.

### **Conclusions**

Any exploration of campus climate and student experiences should be multi-faceted. The three domains of student perceptions and experiences analyzed here suggest some important patterns worthy of exploration in a broader, more systematic campus climate investigation. Specifically, there is evidence that students' perception of their academic skills may vary by academic class. First-year students may be likely to overestimate their skills, a pattern that could frustrate their efforts in the early years of their college experience. Older students, particularly seniors, do not appear to view themselves as possessing particularly well-developed academic skills, many of which are frequently sought by graduate school admissions committees or potential employers. Perhaps the most striking findings are those in the domains of campus environment and campus experiences. In both cases, consistent and systematic racial patterns emerge. Students of color do not view Radford University as being particularly successful at providing faculty or administrative role models similar to them; a perception not held by white students. Moreover, students of color consistently report being treated as a token in the classroom, experiencing poor treatment by faculty, and having discrimination experiences on campus. This pattern stands in contrast to white students who report few of each of these perceptions or experiences. The racial disparities in perceptions and experiences may provide the subtle, though insidious substructure of campus climate that discourages persistence among students of color. We recommend that your deliberations about a campus climate investigation include these domains of student experiences and perceptions.

The nature of the data used in these analyses precluded many other interesting comparisons. Although the dataset used for these analyses included a measure of first-generation status, there were suspiciously high numbers of missing data on these specific items to raise concerns about the validity of the measure. Given that first-generation students comprise a substantial proportion (approximately 40%) of the student body, a campus climate investigation should be certain to include sufficient numbers of first-generation students for analyses. Further, specific sampling techniques, such as stratified random sampling, should be employed to be certain there are sufficient numbers of first-generation students in racial subgroups to explore the interaction of race and first-generation status. Similarly, the dataset did not include a sufficient number of observations to explore the perceptions or experiences of LGBTQ+ students or of students with marginalized gender identities. Again, specific sampling strategies should be employed to be certain that sufficient numbers of students in these groups are included. Further, for these students it might be more appropriate to include a qualitative rather than quantitative methodology such as interviews or focus groups.

The analyses presented here include several domains and measures selected by the first author. There are, to be sure many other possible measures that may be of interest to the

Lumina working group. We would be willing to have further conversations about other possible measures for analyses that may be of interest to the working group upon request. Please contact Dr. Allison Wisecup for further information about these opportunities.

## Appendix F

### Faculty Morale Survey 2020 Tests taken between 3/17/20 – 5/11/20

#### 2018 Scale vs. *2020 Scale*

1 – Strongly Disagree

2 – Disagree

3 – Neutral / Neither Agree nor Disagree

4 – Agree

5 – Strongly Agree

**6 – Not Applicable**

**7 – Prefer Not to Answer**

\*\*\* predominant answers for this item were either “does not apply” or “prefer not to answer”.

-If no 2018 comparison score exists, it is because this question wasn't asked in 2018.

-2020 items were corrected to compare the 7 point scale to the 5 point scale

	2018 Average <i>N = 193</i>	2020 Average <i>N = 141</i>
<b>Questions About Students</b>		
Overall, I find the students I teach to be adequately prepared to succeed in my class.		3.19
Overall, I am satisfied with student attendance in my class(es).		3.81
Overall, I am satisfied with student engagement in my class(es).		3.64
Overall, I am satisfied with the quality of students' completed assignments.		3.38
Overall, I believe students respect me as their instructor.		4.41
My interactions with my students have a net positive affect on my morale.		(6.03)***

<b>Questions About Department</b>		
My work environment is collegial at the department level.	4.06	4.09
I am given the opportunity to participate in decisions that affect me in my department.	4.00	4.06
My Chair keeps me well informed of matters important to faculty.	4.17	4.07
I am satisfied with the leadership of my department Chair.	3.98	3.78
I believe my Chair values my opinion.	4.06	3.99
I believe my Chair does all they can to meet the needs of my department.		3.20
I am satisfied with the diversity of faculty in my department.		2.73
<b>Questions About College</b>		
My work environment is collegial at the college level.	3.84	4.06
I am given the opportunity to participate in decisions that affect me in my college.	3.25	3.35
My Dean keeps me well informed of matters important to faculty.	3.61	3.63
I believe the Dean does all they can to meet the needs of my college.		3.76
I am satisfied with the leadership of my college Dean.	3.62	3.68
I believe my Dean values my opinion.	3.56	3.63
I am satisfied with the diversity of faculty in my college.		3.51
<b>Questions About the Provost</b>		
The Provost keeps me well informed on matters important to faculty.	3.15	3.35

I believe the Provost does all they can to meet the needs of my college.	3.14	3.41
I believe the Provost values faculty opinion.	3.17	3.43
I am satisfied with the leadership of the Provost.	3.23	3.53
I believe the Provost responds to inquiries from faculty in a timely manner.	3.08	3.38
<b>Questions About the President</b>		
The President keeps me well informed on matters important to faculty.		3.64
I believe the President does all they can to meet the needs of my college.		3.4
I believe the President values faculty opinion.	3.43	3.32
I am satisfied with the leadership of the President.	3.62	3.55
I believe the President responds to inquiries from faculty in a timely manner.	3.31	3.5
<b>Question About the Board of Visitors</b>		
I am satisfied with the leadership of the Board of Visitors.	3.30	3.13
<b>Questions About the Faculty Senate</b>		
The Faculty Senate keeps me well informed on matters important to faculty.		4.27
I believe the Faculty Senate does all it can to meet the needs of my college.		3.86
I believe the Faculty Senate does all it can to represent faculty opinion.	3.73	4.07
I am satisfied with the leadership of the Faculty Senate.		4.09
I believe the Faculty Senate responds to inquiries from the faculty in a timely manner.		4.02

<b>Questions About Campus Environment, Facilities, Resources, and Compensation</b>		
The University facilitates my professional development.	3.64	3.60
The University provides the technology needed to do my job well.		3.95
The University provides other equipment and materials needed to do my job well.	3.45	3.75
The University's bureaucratic procedures are reasonable.	2.24	2.52
The University provides sufficient support for student research opportunities.		3.63
My workload is reasonable.	2.97	3.31
My office is adequate for my needs.	4.10	4.28
The classrooms where I typically teach are conducive to learning.	3.38	3.60
The University has family-friendly employee benefits.	3.73	3.83
The University offers programs to help invest/manage my finances effectively.	3.51	3.68
I am satisfied with my base salary.	2.61	2.71
The University provides good health benefits.	4.0	4.23
My overall compensation package is competitive.		2.98
The University engages in sufficient sustainability initiatives.		3.57
College and University awards to recognize faculty achievement are adequate.		3.2
The University provides sufficient support for faculty diversity and inclusion initiatives.		3.41

<b>Questions About Overall Satisfaction at Radford University</b>		
My Radford colleagues express a positive attitude about the state of the university.	3.01	3.04
I am satisfied with the current state of the University.	3.00	3.12
I believe the University has a positive image in the local and regional community.	3.16	3.45
I believe the University helps me to succeed in my profession.		3.53
I believe that my teaching activities are valued here.		3.82
I believe that my research activities are valued here.		3.31
I believe that my service activities are valued here.		3.62
The future of this University is important to me.	4.53	4.53
If I had it to do over again, I would still choose this University.	3.69	3.82
I believe morale among faculty is positive.	2.89	2.87
I am proud to be part of this University.		3.97
Overall, I am satisfied with my job.	3.56	3.81