

# VIRGINIA COMMONWEALTH BOARD OF VISITORS STRATEGIC TASK FORCE 12:00 P.M. February 17, 2022 SCOTT HOUSE 909 W. FRANKLIN ST. RICHMOND, VIRGINIA & VIRTUAL

#### **MINUTES**

#### STRATEGIC TASK FORCE MEMBERS PRESENT

Mr. Keith T. Parker, Chair

Dr. Gopinath R. Jadhav, Vice Chair

Mr. H. Benson Dendy III, Rector

Ms. Carolina Espinal, Vice Rector

Ms. Pamela K. El

Ambassador Carmen Lomellin

## STRATEGIC TASK FORCE MEMBERS NOT PRESENT

Mr. Todd P. Haymore Mr. Edward McCoy

#### **OTHERS PRESENT**

Mr. Jacob Belue, Interim University Counsel

Mr. Matthew Conrad, Executive Director of Government Affairs

Ms. Chelsea Gray, Assistant Secretary & Board Liaison to the VCU Board of Visitors & Executive Assistant to the President

Ms. Karol Kain Gray, Senior Vice President and Chief Financial Officer

Grant Heston, Vice President for University Relations

Dr. Tomikia LeGrande, Vice President for Strategy, Enrollment Management and Student Success

Ms. Pamela Lepley, Senior Advisor to the President

Dr. Aashir Nasim, Vice President of Institutional Equity, Effectiveness and Success

Dr. Fotis Sotiropoulos, Provost and Senior Vice President for Academic Affairs

Dr. Meredith Weiss, Vice President for Administration

VCU students, faculty and staff and members of the public via livestream

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Mr. Keith Parker, Chair, called the meeting to order at 12:08 p.m. Ms. Chelsea Gray, Assistant Secretary and Board Liaison & Executive Assistant to the President, conducted a roll call. The public was able to view the open session of the meeting via livestream at <a href="https://mssvideo.vcu.edu/BOV">https://mssvideo.vcu.edu/BOV</a>.

Ms. Chelsea Gray, Assistant Secretary and Board Liaison, reminded the Task Force that written comments were to be received prior to the meeting via an online portal and that no responses were received. She then reminded the Task Force that there would be a public comment session at this meeting and that in accordance with the published procedures for public comment, no one pre-registered to speak.

Dr. Aashir Nasim, Chief Diversity Officer for One VCU, began his presentation by giving a brief overview of the history of diversity driving excellence. He reported VCU has forty (40) FTEs focused on diversity, equity, and inclusion (DEI). The goal is to not have DEI siloed, but instead integrated throughout the institution. The vision of the charge is diversity driving excellence enterprise-wide with five strong pillar goals, each having strategies and metrics to reach those goals. VCU intentionally focuses on DEI to move the organization forward. It is important that the University engage with communities around VCU.

The Task Force members asked Dr. Nasim how VCU is communicating to vendors that they are welcome to compete for contracts, specifically minority and women-owned businesses. Dr. Nasim responded that his office and the procurement office are working collaboratively and have already seen increases in numbers and have created positions to support SWAM development to further the effort.

The Task Force members applauded the work that Dr. Nasim has done and emphasized that this should be an integrated partnership among all of senior leadership. Diversity, Equity and Inclusion has to become a part of the culture both at VCU and VCU Health. While the report includes faculty and staff, students need to be represented in this plan.

They continued to emphasize that communication is key in this plan, saying that Dr. Nasim and Mr. Heston need to work together to tell the story with other executive leaders. The communications need to be both internal and external. One member used the example that "ONE VCU has to be VCU's Nike 'Just Do it' slogan." Current and future students, and their parents, need to know about VCU's commitment to DEI throughout the University and VCU Health and that we have to act as national leaders and pioneers with this approach.

The conversation continued by encouraging Dr. Nasim to look at revenue streams. Dr. Nasim responded that in just 6 months there has been \$100,000 in revenue from certificate programs. The members asked what the board can do to help support Dr. Nasim's work. The overall response was that the board members, specifically the dual appointed VCU and VCUHS board members, need to support Dr. Nasim in his efforts across the VCU enterprise – VCU and VCU Health System. Collaboration, cooperation, and communication with the board and cabinet is important. In May the Board will see that DEI is integrated throughout the Quest 2025

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recalibration. The Task Force asked that Dr. Nasim report back to them 3 to 6 months from the meeting.

The Rector and Vice Rector addressed reports that there has been 150% turnover with black faculty. Dr. Nasim stated that this is inaccurate.

A copy Dr. Nasim's powerpoint is attached hereto as *Attachment A*.

Dr. Meredith Weiss, Vice President for Administration, reported to the task force that VCU is leading in staff diversity when compared to tier three peers. Dr. Weiss stated that Human Resources is deliberately changing and innovating at each phase of the employee lifecycle. In the past year, 45% of staff hires are from underrepresented populations.

Task force members asked if the number reported was for VCU and/or VCU Health and if the two Human Resource departments report data to Dr. Weiss. In response she reported that this information was only from the VCU (university) HR office.

Dr. Weiss reported that HR is working diligently on the diversity of leadership positions which are currently underrepresented. To address this, a new internal executive search function saved the university approximately \$900,000 in external consultant fees and diversified leadership positions with 38% diverse hires in the past year.

Dr. Weiss, explained the university has a new staff performance review process whereby HR meets with managers and calibrates performance review ratings to identify and address potential bias before they are released to employees. Dr. Weiss noted that through this process, it was found that underrepresented populations tend to rate themselves lower in performance self-reviews and Human Resources continues to address this with managers and employees.

The Task Force members reminded Dr. Weiss that underrepresented populations tend not to negotiate for themselves during the onboarding process and this should be considered when looking at salaries over time. Dr. Weiss noted, that the university is monitoring pay equity and average staff salaries are consistent across demographic groups.

A copy Dr. Weiss's powerpoint is attached hereto as *Attachment B*.

The members said that the Board of Visitors needs a DEI narrative – where we have been, where we are now and where we want to be. They want goals with a timeline. The enterprise-wide organizational structure has been demonstrated through Mr. Heston and Mr. Davenport's roles as chief communications officer and chief development officer. Members of the Task Force asked what is holding us back from this organizational structure for DEI, which is very similar to other universities with health systems. They said they expect this structure to be implemented.

Dr. Tomikia LeGrande, Vice President for Strategy, Enrollment Management and Student Success, provided a brief update on Quest 2025 recalibration. VCU's strategic plan is looking to the future for VCU to be an innovative, hybrid university that is preparing its students for real

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life experiences. VCU has to focus on recruiting and retaining high quality, diverse faculty. Excellence has to drive diversity.

She reported that VCU is still committed to the culture of care. There are 18 new online courses and 14 graduate online courses for the Fall semester. She continued to report that there are 20 in the pipeline for next year. The culture has to ensure true belonging for every student.

Lastly, Dr. LeGrande gave an overview of the strategic partnerships that VCU is pursuing with other universities, employers/community partners, national organizations, and alumni. A copy Dr. LeGrande's powerpoint is attached hereto as *Attachment C*.

The task force applauded all of the work put in by the presenters and noted that there was a great conversation. They concluded with there is tremendous work being done around DEI and now it just needs to be threaded throughout.

## **ADJOURNMENT**

There being no further business, Mr. Parker, adjourned the meeting at 2:00 p.m.

# Diversity Driving Excellence Enterprise-Wide

Aashir Nasim, Ph.D.
Chief Diversity Officer and Advisor for ONE VCU

**ATTACHMENT A** 



# **Brief Overview**

- VCU Quest 2025 Strategic Plan Recalibration
- Theme IV: Diversity Driving Excellence (Enterprise-Wide)
- Organization and Infrastructure
- Exemplars
  - Goal: Matrix Organization
  - Strategy: Culture and Climate
  - Metric: Faculty and Staff Hiring Benchmarks

#### Vision

# **Diversity Driving Excellence** Enterprise-Wide

Goals

A comprehensive and evolution of DEI across A conscientious drive to lead

A **cultivated** institutional

A competitively inspired

A collaborative and loop that elevates awareness and discourse between the

NADOHE Standards

**Decision Processes Employee** 

Model Accountability and

Organizational Culture and

and Remediation

Integration of DDI Performance Plans

Scientific Equity, Medicine and

Community Outreach Initiatives

Standardization of Community

Return on Investment / Return

**Strategies** 

**Team Formation and** 

**Onboarding** 

ONE VCU Principles of

**CDO Adherence** 

Diverse Hiring and SWaM **Benchmarks** 

**Institutional Reporting** Accessibility

**Patient Safety and** Satisfaction

Awards and Recognition

**ONE VCU and Unit-Level Dashboard and Reporting** 

**Continuous Improvement** Measures

**DEI Professional Development Efficacy and Effectiveness** 

**URM** and Minority Students Recruited in **Health Professions** 

**Cluster Hiring Initiatives** 

**Badging, Certificate and** Credentialing

**Enhancement of URM PI** Transdisciplinary Research

Metrics

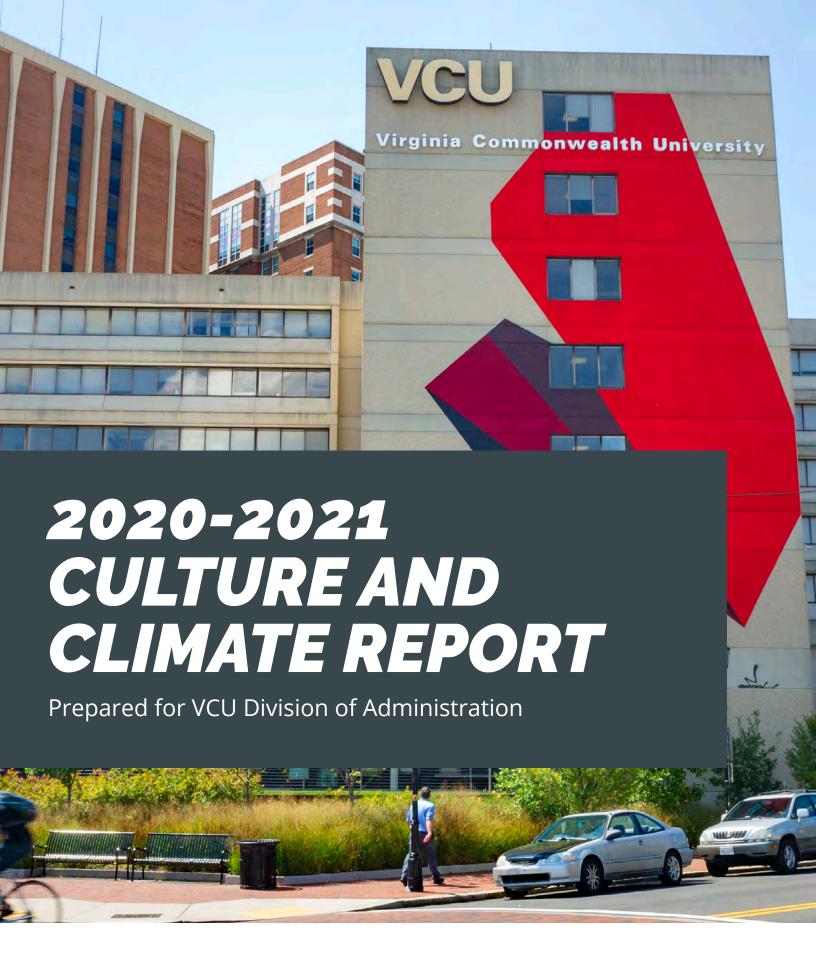
Community **Team Process and Practice Fidelity DEI Career Pathways** 

**Certification Programs** and Workshops

Dialogue Programs and **Lecture Series** 

**Publicly Accessible Databases** 

AC	COUNTABILIT	<b>7</b> )	Institutional Equity Council	Aashir CDO and Adviso							
Vision	Senior Leadership Team AVPs, Chief of Staff IE Council Vice Chairs			Cleopatra Magwaro Associate VP  Camille Burnett Associate VP  Associate VP  Associate VP							
Goals	Comprehensive and Cohesive Infrastructure		Compliance and Best Practices	Culture and Climate	Clinical Care, Curriculum and Scholarship	Community Collaboratives					
LITY	Team A Leads  VCU HR   VCUHS HR   All 3 VCU  Hospitals   Provost Op, IRDS,  SEM   EEO   Procurement   Clinical Expert		Faculty and Staff Hiring Executive Searches Diverse Suppliers Enrollment Patterns	Diversity Index [Compositional / Demographic Diversity]	VCUHS Pipeline & Faculty Pipeline Initiatives	ONE VCU – Richmond MSA Conferences and Workshops Certification Programs					
Strategies	Team B Leads Title IX   EEO   ADA   Athletics   IRDS   Student Affairs   All 3 VCU Hospitals   I&C   Inclusive Excellence   Faculty Expert		Federal and State Compliance Title IX and Non-Discrimination Institutional Compliance	Diversity Index[Representational Equity / Proportional Leadership]	Q Collective Call Me By My Name [Gender Identify, Pronouns Database]	Community Outreach Initiatives					
RESPON	Team C Leads  ADA   Provost OCPE, IRDS, Ombudsperson   VCUHS HR   Facilities   EEO   Inclusive Excellence   Clinical Expert		Accommodations and Accessibility Employee Relations	Inclusion Index [Fair, Cooperative, Open and Empowering Environments]	IExcel Education VCU Learning and Development Center for Teaching and Learning Excellence (CTLE)	Standardization of Community Advisory Councils Certificate Programs					
RED	Team D Leads  EEO   VCUHS Health Impact    IRDS  DAR   Research   Inclusive  Excellence  Libraries   CE    Faculty Expert		Equity and Opportunity Informal Dispute Resolutions Restorative Justice	Engagement Index [Intrinsic Work, Leader's Lead, Supervisor Support]	Education and Health Equity Patient Care Satisfaction Scientific Equity and Ethics	Dialogue Programs Lecture Series					
SHA	Team E Leads Inclusive Excellence   Govt Rel    HR  IT   IRDS   Research  UR  CE   MCV & CMH Physician Group   Faculty Expert		Institutional Accountability DEI Standards and Expectations Data Integrity	Diversity Index [Systems Diversity] Performance Index [Performance, Satisfaction]	Diversity and Inclusion Data Integration Grant Proposals and Projects	Publicly Accessible Databases  DEI Communications  Publications					





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# OVERVIEW OF SURVEY

The Office of Institutional Equity, Effectiveness and Success (IES) administers the Organizational Campus Culture and Climate (OCCS) Survey every 18 months to VCU faculty and staff. The OCCS is a multi-index tool to monitor and record institutional and unit-level progress toward diversity, equity and inclusion goals. The multi-index tool collects employment and survey data from several sources including VCU Human Resources, Institutional Research & Decision Support (IRDS) and academic and administrative unit leaders and faculty and staff.

After the survey is completed, the Diversity Driving Excellence measurement model (Figure 1) is applied to the data, operationalizing the concept of how institutional diversity and inclusive culture and practices promote greater engagement. And where engagement, in turn, drives performance excellence.

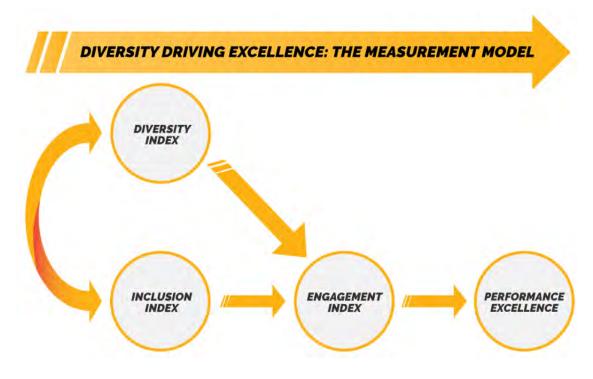


Figure 1: Diversity, Inclusion and Engagement Model

# CAMPUS CLIMATE INDEXES

The **Diversity Index** is comprised of three measures: compositional diversity, representational equity, and systems diversity. Compositional diversity reflects the extent to which faculty and staff within administrative and academic units reflect VCU's broader student population. Representational equity reflects the extent to which gender and gender identities are represented in leadership positions within units. Systems diversity is an assessment of the extent to which a unit's policies, practices, priorities and procedures reflect VCU's strategic commitments to diversity and inclusion.

To capture inclusion, also known in this instance as the **Inclusion Index**, IES developed its campus culture and climate survey based on a framework used in the U.S. Office of Personnel Management (OPM) Federal Viewpoint Survey and an extensive review of existing measures of engagement and inclusion at VCU. We surveyed faculty and staff to assess perceptions of the extent to which academic and administrative units are perceived to have a fair, open, empowering and cooperative environment.

The **Engagement Index** captures perceptions of leadership integrity within units. The **Performance Index** measures global satisfaction and perceptions of unit productivity.

## **SUMMARY OF EACH INDEX**



## **DIVERSITY INDEX**

### **Compositional Diversity**

Probability of selecting two underrepresented minority (URM) employees.

#### **Representational Equity**

Proportion of female and male employees in leadership roles.

#### **Systems Diversity**

Diverse vocabulary used within advertisements, plan progress, search ad quality and curriculum handbooks.



### **INCLUSION INDEX**

Behaviors related to inclusive environments.

#### **Fair Environment**

Employees are treated fairly and equitably.

#### **Empowering Environment**

Employees have resources, support to excel, opportunities to influence decisions and participate in meaningful and authentic ways.

#### **Open Environment**

Management supports diversity in all ways.

#### **Cooperative Environment**

Management encourages communication and collaboration.



## **ENGAGEMENT INDEX**

A measure of the conditions of the work environment conducive to engagement.

#### **Leaders Lead**

Employees' perceptions of the integrity and efficacy of senior leadership.

#### **Supervisors Support**

Supervisors value and respect employees.

#### **Intrinsic Work Environment**

Employees' feelings of motivation and competency regarding their role in the workplace.



## PERFORMANCE INDEX

A measure of performance and satisfaction in the work environment.

#### **Global Satisfaction**

Overall employee satisfaction.

#### **Performance**

Perceptions of unit productivity.

# INDEX SCORES AND SURVEY PARTICIPATION RATES

<b>DIVIS</b>	ION	OF	
<b>ADMI</b>	NIST	RAT	ION

**Diversity Index** 

5.00

**Inclusion Index** 

3.74

**Engagement Index** 

3.89

Performance Index

3.94

# **VCU OVERALL**

**Diversity Index** 

2.96

**Inclusion Index** 

3.77

**Engagement Index** 

3.88

**Performance Index** 

3.96

# **SUB-UNITS INDEX SCORES**

VCU Division of Administration

Academic Technologies  Administrative Systems	3.96 4.30 4.36	3.73 4.24	4.12 4.41
•	4.36	4.24	<i>4 4</i> 1
			74-71
Application Services		4.33	4.45
Campus Police	3.39	3.23	3.41
Computer Center	4.36	4.23	4.48
Construction and Inspection	4.30	4.09	4.36
Employee Health	-	-	4.00
Engineering and Utilities	3.27	2.72	3.46
Environmental Health and Safety	3.55	3.25	3.58
FMD Administration	4.03	4.02	4.14
FMD Planning & Design	4.36	4.22	4.35
Human Resources	4.10	4.02	4.11
Information Security	4.02	4.08	3.94
Network Services	4.50	3.83	4.23
Network and Telecommunications Svcs	3.90	4.00	4.34
Office of Sustainability	4.06	4.11	4.10
Parking and Transportation	4.01	3.92	3.81
Physical Plant	3.33	3.12	3.57
Real Estate Services	3.55	3.57	3.73
Risk Management	4.02	3.90	3.98
Technology Services	4.43	4.40	4.20
Technology Support Services	4.06	3.96	4.09
Telecommunications Services	4.26	4.13	4.27
VP for Administration	4.49	4.33	4.19

# **SURVEY PARTICIPATION RATES**

By sub-unit

UNIT	СОМРІ	COMPLETED		PARTIAL COMPLETION		NOT STARTED	
	N	%	N	%	N	%	N
E and U Operations	6	27.3%	1	4.5%	15	68.2%	22
FM Administration MBU	19	57.6%	3	9.1%	11	33.3%	33
FM Construction MBU	10	62.5%	1	6.3%	5	31.3%	16
FM Planning and Design MBU	7	77.8%	0	0.0%	2	22.2%	9
FM Real Estate Services MBU	2	40.0%	0	0.0%	3	60.0%	5
Human Resources MBU	38	52.8%	4	5.6%	30	41.7%	72
Office of Sustainability	3	75.0%	0	0.0%	1	25.0%	4
PPD Operations	38	23.2%	4	2.4%	122	74.4%	164
Parking and Transportation Services	13	28.3%	2	4.3%	31	67.4%	46
Public Safety And Security MBU	39	36.4%	1	0.9%	67	62.6%	107
Safety and Risk Management	16	47.1%	3	8.8%	15	44.1%	34
Technology Services MBU	66	28.7%	20	8.7%	144	62.6%	230
VP for Administration MBU	3	75.0%	1	25.0%	0	0.0%	4
Total	260	34.9%	40	5.4%	446	59.8%	746

# **SURVEY PARTICIPATION RATES**

By demographic breakdown

CATEGORY	NON-RESPON RESPONSE R		RESPONDEI RESPONSE R		TOTAL
	N	%	N	%	N
EMPLOYEE GROUP					
University/Academic Professionals	486	65.15	260	34.85	746
TOTAL	486	65.15	260	34.85	746
YEARS OF SERVICE AT VCU					
Less than 2 years	78	75.00	26	25.00	104
2-4 years	118	66.29	60	33.71	178
5-7 years	64	68.09	30	31.91	94
8-10 years	48	60.76	31	39.24	79
11-15 years	65	61.32	41	38.68	106
16-20 years	45	60.81	29	39.19	74
21-25 years	29	67.44	14	32.56	43
More than 25 years	39	57.35	29	42.65	68
TOTAL	486	65.15	260	34.85	746
RACE / ETHNICITY					
American Indian/ Alaskan	6	75.00	2	25.00	8
Asian	19	82.61	4	17.39	23
Black/African American	144	74.61	49	25.39	193
Hawaiian/ Pacific Islander	-	-	1	100.00	
Hispanic/Latino	27	79.41	7	20.59	34
International	1	100.00	-	-	
Two or More Races	13	56.52	10	43.48	23
Unknown	5	55.56	4	44.44	Q
White	271	59.69	183	40.31	454
TOTAL	486	65.15	260	34.85	746
GENDER					
Female	139	52.06	128	47.94	267
Male	347	72.59	131	27.41	478
TOTAL	486	65.23	259	34.77	745

# **DIVERSITY INDEX**

**Total index score** 

5.00

♠ VCU overall: 2.96

Rated on a scale of 0-5, the diversity index is comprised of three main factors: compositional diversity, representational equity and systems diversity.

# **DIVERSITY INDEX SCORE BREAKDOWN**

**Employee Compositional Diversity Score** 

2.00

Probability of selecting two underrepresented minority employees (URM).

**212**Number of URM within the unit.

10.35% Probability of selecting two URM within this group.

**Representational Equity Score** 

1.00

Proportion of female and male employees in leadership roles.

60.13%

39.87% 61 female

# **Systems Diversity Score**

2.00

Diverse vocabulary used within advertisements, plan progress, search ad quality and curriculum handbooks.

0.2

Does your unit have an up-to-date strategic plan for diversity, equity and inclusionl or incorporate diversity, equity and inclusion goals and objectives in the unit's strategic plan?

0.2

Opportunity funds for faculty, staff and students.

0.2

In what ways do your unit formally incentivize or reward diversity, equity and inclusion activities among faculty, staff and students? Please describe one or more activities, e.g., incentivization or rewards.

0.2

Recruitment of underrepresented minority faculty, staff and students.

0.2

In the past 12 months, has your unit, or any of your constituent units (not individual faculty, staff or students), received any awards or recognition (external to VCU) for activities related to diversity, equity and inclusion?

0.2

Does your unit include the following language or similar wording in all faculty and staff position search announcements? Note: This may include your constituent units. Also, this is not in reference to mandatory AA / EEO statements.

0.2

Culture of appreciation activities.

0.2

In the past 12 months, have units within your division or office undertaken any reviews, formal or informal, of curricula, guidelines, or handbooks; policies, practices, procedures or programs that may impact our university's goals and objectives related to diversity, equity and inclusion?

0.2

Professional development activities focused on diversity, equity and inclusion.

0.2

Faculty, staff, student affinity groups and organizations.

# Affirmative Action (AAP) Data

This section provides a high-level overview of Affirmative Action data - key metrics illustrating the unit's overall performance in the following areas: availability of qualified minorities and women, any adverse impacts, and the utilization and hiring rate goals for individuals with disabilities and protected veterans.

## Hiring

Availability is an estimate of the number of qualified minorities or women available for employment in a particular Job Group. This analysis compares the number of employed, qualified minorities or women at VCU in a particular Job Group based on availability in the labor market.

46

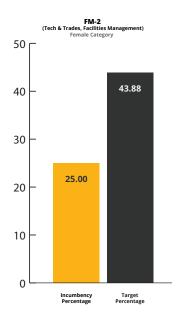
Number of total hires throughout 2020-2021.

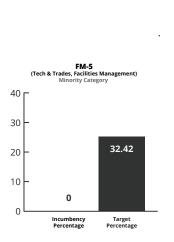
**63.04%**Percentage of minority hires from total hires.

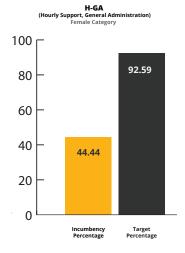
**63.04%**Percentage of female hires from total hires.

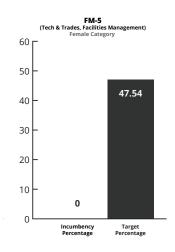
#### **Minorities and Women**

VCU Division of Administration hired 46 individuals throughout the plan year to include 63.04% minorities and 63.04% females. An analysis of the hiring data and workforce composition indicated placement goals for numerous areas, including the following:





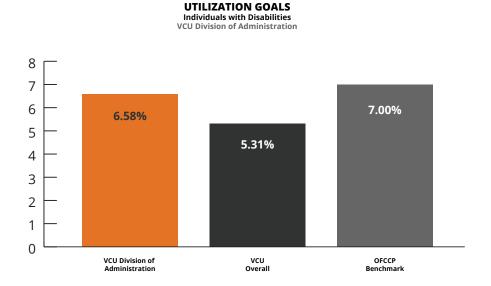




# Affirmative Action (AAP) Data (cont.)

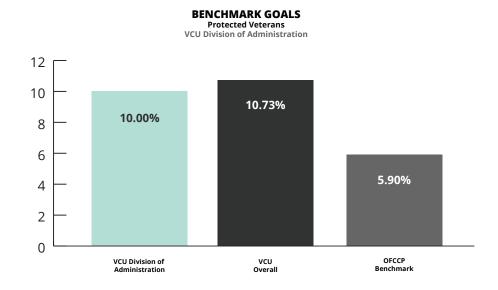
#### **Utilization Goals - Individuals with Disabilities**

The utilization rate for individuals with disabilities for VCU Division of Administration was 6.58% compared to an average of 5.31% for the entire university. The overall Utilization Goal for individuals with disabilities set by the OFCCP is 7%.



#### **Benchmark Goals - Protected Veterans**

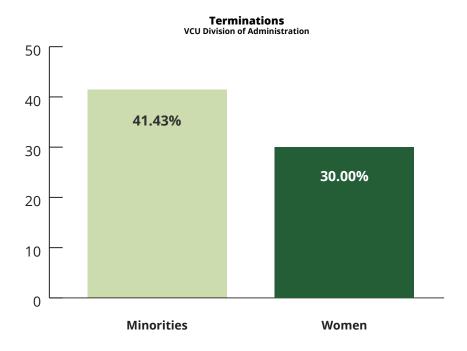
The hiring rate for protected veterans for VCU Division of Administration was 10.00% compared to an average of 10.73% for the entire university. The overall Hiring Benchmark for protected veterans set by the OFCCP was 5.90%.



# Affirmative Action (AAP) Data (cont.)

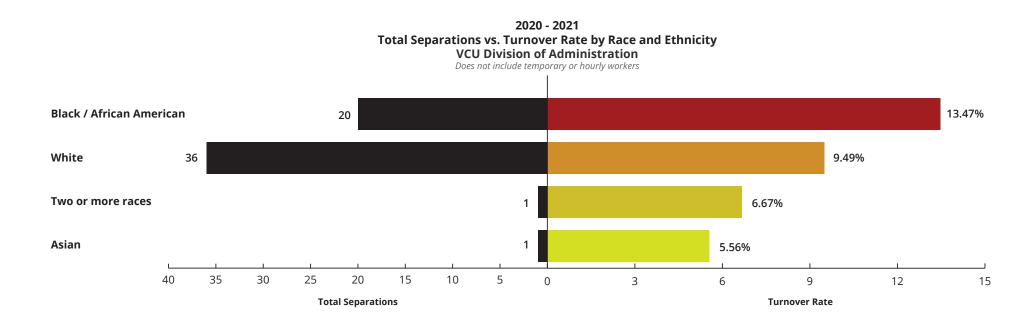
#### **Terminations**

VCU Division of Administration had 65 terminations take place throughout 2020-2021to include 33.84% minorities and 43.07% females.



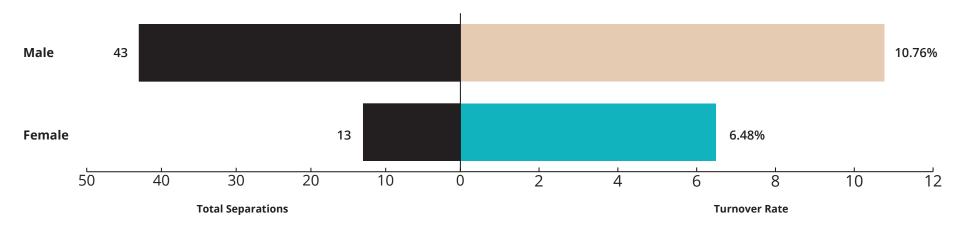
An analysis of the termination data indicated a statistically significant termination ratio exists for women and minorities in several job groups. Contact **equity@vcu.edu** for further details.

## **VCU Human Resources Data**



# **VCU Human Resources Data (cont.)**

2020 - 2021 Total Separations vs. Turnover Rate by Gender VCU Division of Administration
Does not include temporary or hourly workers



# INCLUSION INDEX

Rated on a scale of 0-5, the inclusion index consists of four main factors: cooperative environment, empowering environment, fair environment and open environment.

**Total index score** 

3.74

**VCU** overall: 3.77

**Cooperative Environment** 

3.75

Unit leadership encourages communication and collaboration **Empowering Environment** 

3.73

Faculty and staff have resources and support to excel

Fair Environment

3.62

Faculty and staff are treated fairly and equitably

Open Environment

3.83

Unit leadership supports diversity in all ways

# **INCLUSION INDEX BREAKDOWN BY EMPLOYEE GROUP**

Mean index and sub-index scores by unit and employee group

	University and Academic Professionals							
Sub-index	Mean	Std. Dev.	Count					
Cooperative Environment	3.75	0.78	269					
Empowering Environment	3.73	0.90	270					
Fair Environment	3.62	0.92	254					
Open Environment	3.83	0.80	260					
Total Index Score	3.74	0.79	248					

# **INCLUSION INDEX BREAKDOWN BY YEARS OF EMPLOYMENT**

Mean index and sub-index scores by unit and VCU years

	Less than two years				2-4 years			5-7 years			8-10 years		
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	
Cooperative Environment	3.98	0.49	26	3.81	0.77	61	3.61	0.74	32	3.90	0.87	34	
Empowering Environment	4.07	0.64	27	3.79	0.84	61	3.48	0.96	32	3.77	0.92	34	
Fair Environment	4.02	0.62	23	3.65	0.80	58	3.35	0.97	31	3.61	1.05	31	
Open Environment	4.04	0.64	26	3.86	0.75	61	3.66	0.85	32	3.92	0.80	31	
Total Index Score	4.06	0.54	22	3.76	0.73	58	3.54	0.82	31	3.82	0.83	30	

	11-15 years				16-20 years			21-25 years			More than 25 years		
	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	
Cooperative Environment	3.65	0.86	42	3.50	0.87	30	3.64	0.92	16	3.83	0.53	28	
Empowering Environment	3.66	1.03	42	3.54	0.84	30	3.54	1.28	16	3.91	0.61	28	
Fair Environment	3.65	0.95	40	3.25	1.01	27	3.49	1.17	16	3.89	0.70	28	
Open Environment	3.71	0.92	40	3.62	0.80	27	3.93	0.94	15	4.02	0.63	28	
Total Index Score	3.67	0.90	39	3.49	0.83	25	3.68	1.06	15	3.91	0.58	28	

# **INCLUSION INDEX BREAKDOWN BY RACE AND ETHNICITY**

Mean index and sub-index scores by unit and race and ethnicity

American Indian / Alaskan				Asian			Black / African American			Hawaiian / Pacific Islander		
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Cooperative Environment	2.93	0.70	3	4.08	0.36	5	3.74	0.68	54	4.00	-	1
Empowering Environment	2.79	0.62	3	4.08	0.56	5	3.65	0.74	53	4.25	-	1
Fair Environment	2.90	0.49	3	3.91	0.76	5	3.52	0.76	48	4.29	-	1
Open Environment	3.28	0.54	3	3.99	0.63	5	3.83	0.69	50	4.33	-	1
Total Index Score	2.97	0.55	3	4.01	0.49	5	3.70	0.68	44	4.22	-	1

	Hi	spanic / Latino		Tw	o or more races			Unknown			White	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Cooperative Environment	3.64	0.64	7	3.83	0.89	10	3.15	1.00	4	3.76	0.80	185
Empowering Environment	3.64	0.65	7	3.93	1.06	10	3.01	1.57	4	3.76	0.93	187
Fair Environment	3.48	0.51	6	3.69	1.25	10	3.17	1.18	4	3.65	0.95	177
Open Environment	3.67	0.44	7	3.80	1.12	10	3.58	0.70	4	3.85	0.83	180
Total Index Score	3.50	0.27	6	3.81	1.04	10	3.23	1.07	4	3.76	0.82	175

# **INCLUSION INDEX BREAKDOWN BY GENDER\***

Mean index and sub-index scores by unit and gender

		Female		Male					
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count			
Cooperative Environment	3.81	0.72	132	3.68	0.83	136			
Empowering Environment	3.83	0.81	133	3.63	0.97	136			
Fair Environment	3.70	0.81	122	3.54	1.01	131			
Open Environment	3.96	0.65	126	3.72	0.90	133			
Total Index Score	3.85	0.68	119	3.64	0.88	128			

<sup>\*</sup> Denotes a significant difference

# ENGAGEMENT INDEX

Rated on a scale of 0-5, the engagement index evaluates work experience, how leaders lead and how supervisors support.

Total index score

3.89

**Intrinsic work** 

3.85

Faculty and staff feel motivated and competent regarding roles in the workplace **Leaders lead** 

3.59

Faculty and staff have positive perceptions of integrity and leadership

**Supervisors support** 

4.19

Faculty and staff have the trust, respect and support of their supervisors

# **ENGAGEMENT INDEX BREAKDOWN BY EMPLOYEE GROUP**

Mean index and sub-index scores by unit and employee group

	University and Academic Professionals					
Sub-index	Mean	Std. Dev.	Count			
Intrinsic Work	3.85	0.70	289			
Leaders Lead	3.59	1.02	257			
Supervisor Support	4.19	0.81	264			
Total Index Score	3.89	0.72	255			

# **ENGAGEMENT INDEX BREAKDOWN BY YEARS OF EMPLOYMENT**

Mean index and sub-index scores by unit and VCU years

	Less	than two years			2-4 years			5-7 years			8-10 years	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Intrinsic Work	4.09	0.56	30	3.87	0.66	67	3.67	0.78	36	3.93	0.73	34
Leaders Lead	3.96	0.76	26	3.61	0.97	60	3.41	1.00	32	3.59	1.15	30
Supervisor Support	4.46	0.51	26	4.21	0.77	61	4.12	0.84	32	4.29	0.67	32
Total Index Score	4.18	0.50	26	3.90	0.68	60	3.74	0.74	32	3.96	0.78	30

		11-15 years			16-20 years			21-25 years		Мо	re than 25 years	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Intrinsic Work	3.82	0.77	45	3.81	0.62	31	3.88	0.76	17	3.76	0.72	29
Leaders Lead	3.54	1.14	38	3.23	1.23	27	3.57	1.22	16	3.88	0.56	28
Supervisor Support	4.09	1.10	41	3.95	0.74	29	4.32	0.77	15	4.17	0.80	28
Total Index Score	3.84	0.88	38	3.65	0.74	26	3.95	0.82	15	3.93	0.52	28

# **ENGAGEMENT INDEX BREAKDOWN BY RACE AND ETHNICITY**

Mean index and sub-index scores by unit and race and ethnicity

	Americ	an Indian / Alaska	an		Asian		Black	/ African America	n	Hawaii	an / Pacific Island	er
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Intrinsic Work	3.28	0.25	3	4.31	0.77	5	3.83	0.55	58	3.57	-	1
Leaders Lead	2.33	0.44	3	4.21	0.53	4	3.69	0.79	49	4.67	-	1
Supervisor Support	3.54	0.90	3	4.45	0.38	5	4.07	0.68	51	5.00	-	1
Total Index Score	3.05	0.34	3	4.34	0.50	4	3.86	0.55	48	4.41	-	1

	Hi	spanic / Latino		Tw	o or more races			Unknown			White	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Intrinsic Work	3.73	0.51	7	4.03	0.75	10	3.29	0.87	5	3.86	0.74	200
Leaders Lead	3.61	0.40	7	3.70	1.03	9	2.61	1.60	4	3.59	1.08	180
Supervisor Support	4.25	0.75	7	3.96	1.27	10	3.91	1.15	4	4.24	0.81	183
Total Index Score	3.86	0.44	7	4.08	0.64	9	3.21	1.00	4	3.90	0.76	179

# **ENGAGEMENT INDEX BREAKDOWN BY GENDER**

Mean index and sub-index scores by unit and gender

	Female			Male			
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	
Intrinsic Work	3.96	0.66	140	3.75	0.73	148	
Leaders Lead	3.66	0.92	126	3.52	1.11	130	
Supervisor Support	4.28	0.67	128	4.09	0.91	135	
Total Index Score	3.97	0.62	125	3.80	0.80	129	

# PERFORMANCE INDEX

Though unpublished, IES collects unit performance and satisfaction for VCU overall and its academic and adminstraitve units.

**Total index score** 

3.94

**VCU** overall: 3.96

**Performance** 

4.04

Perceptions of unit productivity

Satisfaction

3.84

Overall employee satisfaction

# PERFORMANCE INDEX BREAKDOWN BY EMPLOYEE GROUP

Mean index and sub-index scores by unit and employee group

		University and Academic Professionals					
Sub-index	Mean	Std. Dev.	Count				
Performance	4.04	0.65	267				
Global Satisfaction	3.84	0.83	257				
Total Index Score	3.94	0.65	267				

## PERFORMANCE DEMOGRAPHICS - BY YEARS OF EMPLOYMENT

Mean index and sub-index scores by unit and VCU years

	Les	s than two years			2-4 years			5-7 years			8-10 years	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Performance	4.11	0.54	25	4.09	0.66	61	3.97	0.60	32	4.18	0.57	33
Global Satisfaction	4.27	0.61	26	3.77	0.76	60	3.54	0.94	30	3.73	0.84	31
Total Index Score	4.19	0.54	25	3.93	0.63	61	3.77	0.68	32	3.97	0.61	33

		11-15 years			16-20 years			21-25 years		Мо	re than 25 years	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Performance	4.12	0.71	42	3.86	0.76	30	3.97	0.81	16	3.93	0.55	28
Global Satisfaction	3.78	1.05	40	3.89	0.63	27	3.77	1.04	15	4.07	0.60	28
Total Index Score	3.96	0.75	42	3.86	0.61	30	3.86	0.88	16	4.00	0.54	28

## PERFORMANCE INDEX BREAKDOWN BY RACE AND ETHNICITY

Mean index and sub-index scores by unit and race and ethnicity

	Americ	an Indian / Alask	an		Asian		Black	/ African America	n	Hawaii	an / Pacific Island	er
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Performance	4.00	0.50	3	4.20	0.54	5	3.92	0.56	52	4.00	-	1
Global Satisfaction	3.43	1.21	2	4.54	0.61	4	3.88	0.67	47	3.43	-	1
Total Index Score	3.81	0.70	3	4.31	0.54	5	3.89	0.53	52	3.71	-	1

	Hi	spanic / Latino		Tw	o or more races			Unknown			White	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Intrinsic Work	4.14	0.45	7	4.40	0.49	10	2.98	1.16	4	4.08	0.66	185
Leaders Lead	3.73	0.74	7	3.87	1.10	10	2.82	1.21	4	3.84	0.85	182
Total Index Score	3.94	0.48	7	4.14	0.55	10	2.90	1.17	4	3.96	0.67	185

## **PERFORMANCE INDEX BREAKDOWN BY GENDER\***

Mean index and sub-index scores by unit and gender

		Female			Male	
Sub-index	Mean	Std. Dev.	Count	Mean	Std. Dev.	Count
Performance	4.13	0.60	131	3.96	0.70	135
Global Satisfaction	3.99	0.72	124	3.70	0.91	132
Total Index Score	4.06	0.57	131	3.83	0.71	135no

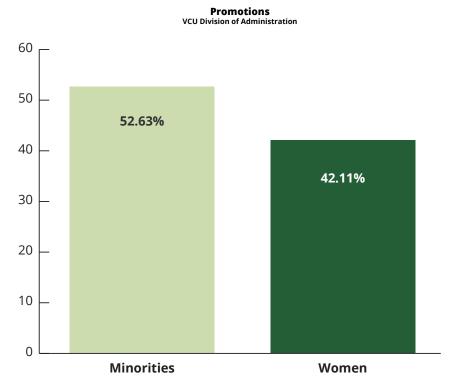
<sup>\*</sup> Denotes a significant difference

## Affirmative Action (AAP) Data

This section provides a high-level overview of VCU Human Resources data as it relates to employee-related promotions and performance.

#### **Promotions**

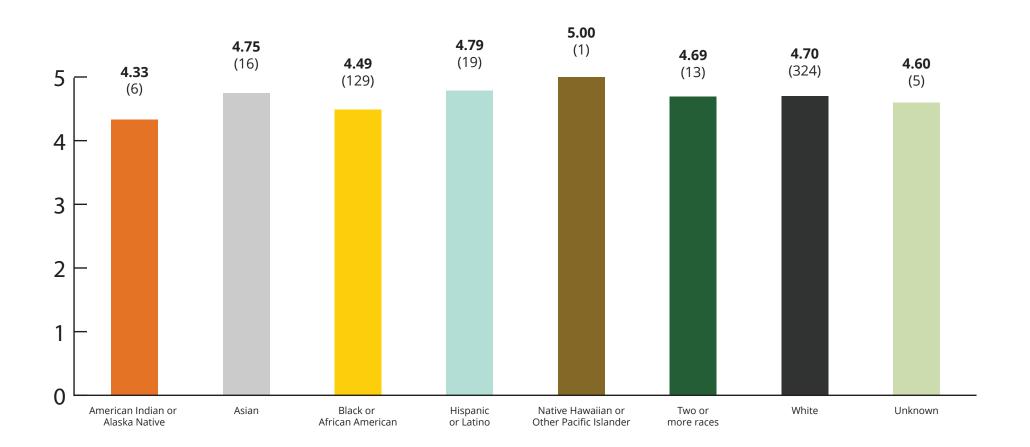
VCU Division of Administration promoted 19 individuals throughout the plan year to include 52.63% minorities and 42.11% females. An analysis of the promotions data did not present any statistically significant variations for this particular personnel activity.



#### **VCU Human Resources Data (cont.)**

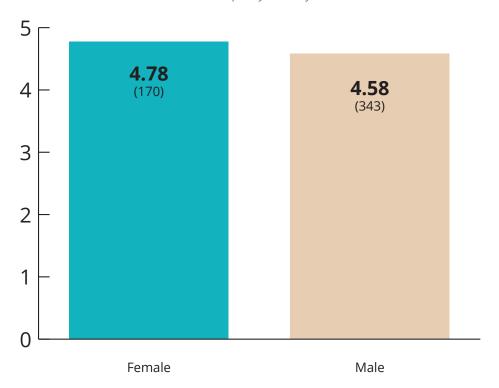
## 2020 Performance Ratings by Race and Ethnicity VCU Division of Administration

Does not include temporary or hourly workers



#### **VCU Human Resources Data (cont.)**

## 2020 Performance Ratings by Gender **VCU Division of Administration**Does not include temporary or hourly workers



# SIGNIFICANT DIFFERENCES

This section provides an overview of any statistical significant differences in the index or sub-index scores for the unit.

	Significar	nce Level	
Job Title	Inclusion Index	Engagement Index	Performance Index
Male / Female	Significant Female > Male	Not significant	Significant Female > Male

# RECOMMENDATIONS

# Office of Institutional Equity, Effectiveness and Success (IES)

**CONTACT** ies@vcu.edu

## **Equity and Access Services**

#### **CONTACT**

Patrick Noonan noonanpr@vcu.edu

Director, Equal Opportunity & Affirmative Action Programs

#### **Human Resources**

#### **CONTACT**

Bobbi Gouffon gouffonb@vcu.edu

Director of Organizational Effectiveness

- Relatively low participation rates in select administrative units may signal underlying culture and climate issues. Consider engaging an external consultant to conduct more intensive interviews with unit staff to better gauge employee sentiment.
- The systems diversity sub-index score was exceptionally high compared to other administrative units. Consider reasons why system-wide, culture of appreciation activities have not translated into perceptions of inclusion and engagement for minoritized staff.
- Review the job groupings in the Job Group Analysis to determine if appropriate or need adjustments.
- Assess the employment transactions (hires, promotions, terminations) for entry-level jobs and non-office jobs where there seem to be more discrepancies between availability and incumbency.
- Consider how involuntary terminations disproportionately affected women and non-white employees, who were concentrated in these entry-level and non-office roles.
- Consult with us within 30 days to drill-down further on employment transaction data and to look at incumbency vs availability, instances of adverse impact, and other metrics.
- Within 30 days, meet with your Human Resources Professional and Organizational Effectiveness team to review the HR DEI analytics for 2021 with the goal of identifying areas that may need further attention. Create a follow-up action plan accordingly post the data review.
- Within 60 days, invite VCU Human Resources to a management meeting to review relevant HR great place initiatives such as promotion in place, career development, flexible and alternative work arrangements, etc. The objective of the meetings should be to educate managers on the policies and brainstorm ways to implement them within their teams.

#### **IExcel Education**

#### **CONTACT**

Jan Altman jhaltman@vcu.edu

Executive Director, IExcel Education

- Request IExcel Education seminars for leaders and employees, especially "Implicit Bias in the Workplace" and "Cultivating an Inclusive Workplace". Include a follow-up session for reflection.
- Provide incentives for learning about ways to improve diversity and inclusion in the workplace. Highlight the availability and value of IExcel's new digital badges.
- Encourage unit leaders to enroll in the Diversity and Inclusion Leadership Certificate program in 2022 or register for the specialization course, "Advancing Diversity and Equity in Corporate Settings".

Recommendations 37



ADDENDUM



## **IEXCEL EDUCATION COURSE CATALOG**

## IEXCEL DIVERSITY AND INCLUSION LEADERSHIP CERTIFICATE PROGRAM

#### **Fundamentals of Diversity & Inclusion D105**

Provides an overview of the most recent and compelling developments in the field of diversity and inclusion (D&I) in the workplace.

#### **Implicit Bias & Microaggressions D202**

Contributes to diversity and inclusion education by providing participants with foundational knowledge and skills for reducing implicit biases and microaggressions.

#### **Leading Diverse Teams D309**

Learn about being an inclusive leader of diverse teams.

#### **Building an Inclusive Community D400**

Develop key leadership skills required to nurture an inclusive community.

#### Cultivating Inclusive Learning Environments D527

Cultivate inclusive learning environments where all learners are valued.

#### **Diversity & Inclusion in Healthcare D604**

Apply a health equity framework to issues of workforce diversity, education, hiring and retention as well as patient-centered outcomes.

## Advancing Diversity & Equity in Corporate Settings D707

Create work environments that empower employees to utilize their unique strengths and diverse experiences.

## IEXCEL EXECUTIVE LEADERSHIP DIVERSITY AND INCLUSION TRAINING

IExcel Executive Leadership D&I training is an interactive half-day session, designed for top leaders on-the-go, drawing on a few highlights from the 40-hour certificate program.

#### **TRAINING**

## **Creating An Age Inclusive Academic Workplace T218**

Learn how to combat ageism, adultism and ableism from expert VCU gerontologists, and strengthen your group's ability to act as age allies.

# Rehearsing For Change: Fostering Inclusivity In Academic And Administrative Units T159

Generate and rehearse responses to challenging situations related to intercultural conflict through interactive theater, role play activities, critical reflection and group dialogue.

#### SEMINARS AND WORKSHOPS

#### **Combating Health Inequities S744**

Equips participants with a baseline level of awareness that can inform their future engagement relative to their interests or expertise.

#### **Cultivating an Inclusive Workspace S765**

Tools for scanning power dynamics in the environment, setting inclusion-related goals for each level within the system and incorporating actionable practices toward creating a more diverse, equitable and inclusive work environment.

#### **Deconstructing Disabilities S402**

Deconstruct prevailing social, economic, political, and historical factors that limit the framing of disability within the realms of compliance and legal obligation in the context of higher education.

## Disabilities and the Accessible Classrooms S922

Evaluate the resources available at VCU, explore best practices, assess practical considerations, and develop strategies for accommodating a wide range of disabilities.



## **IEXCEL EDUCATION COURSE CATALOG**

#### **Disability and Neurodiversity 101 S948**

Teaches basics of population size, appropriate terminology (including people-first vs. identity-first language), personal disclosures of barriers, and key accessibility issues at VCU and in the surrounding community.

# Experiential Exercises to Teach About Diversity, Oppression, and Social Justice S910

Participants will learn about three experiential learning models relative to teaching content on diversity, oppression, and social justice, as well as guidelines for implementation.

#### Feedback Conversations in Diverse Teams S937

Participants will learn about three experiential learning models relative to teaching content on diversity, oppression, and social justice as well as guidelines for preparing for, implementing, and evaluating these types of exercises.

#### **Gender: Beyond the Binary S946**

Offers terminology and definitions to guide inclusive language practices, and increased awareness of the current social and political context as it applies to genderqueer and non-binary people.

# How to Incorporate Diversity Into Your Curriculum: An Instructor's Guide to Delivering Inclusive Pedagogy S560 (3-part seminar)

Best practices for revising course content to incorporate learner-centered teaching methodologies that consider multiple cultural perspectives.

#### Implicit Bias in Healthcare S903h

Cultivate self-awareness of implicit bias in health sciences professionals, and to help them consider the impact of their bias on patient care.

#### Implicit Bias in the Workplace S903w

Cultivate self-awareness of implicit bias in the workplace, and help participants consider the impact of their bias on workplace culture.

#### **Inclusive Recruitment Practices W556**

Learn about the role of implicit bias and the impact of structural and institutional policies on recruitment, application review, and the interview process in this 50-minute workshop.

#### **RAMmalogues**

RAMmalogues, led by trained facilitators, is a monthly forum for intercultural, multigenerational, and community-wide dialogues around who we are and what matters to us.

## DIVERSITY AND INCLUSION DIALOGUE FACILITATOR TRAINING

This course (16+ hours) teaches D&I concepts and core facilitation skills such as deep listening, rapport-building, and navigating tension and conflict, necessary for leading inclusive dialogue. RAMmalogues facilitators earn stipend and all participants earn an IExcel silver digital badge.





#### **COLLABORATIVE SUCCESS PLAN**

This collaborative success plan is offered to provide you, your faculty and staff with resources to support your growth in diversity, inclusion and engagement, enhance your learning and further improve your climate. Contact jhaltman@vcu.edu for more information.

For VCU Division of Administration

Presentation date Jan. 27, 2022

#### **INDEX SCORES**

#### **Diversity Index**

This index is comprised of three separate sub-scores, including how the composition of faculty / staff reflect our student population, representation of gender and gender identity in leadership positions, and how the unit's policies, practices, priorities and procedures reflect VCU's commitment to diversity and inclusion.

5.00 / 5.00

#### **Inclusion Index**

This index consists of ratings from the Culture & Climate survey related to unit leadership providing a fair, open, empowering or cooperative environment for employees and peers providing a supportive environment.

3.74 / 5.00

#### **INDEX SCORES**

#### **Engagement Index**

This index evaluates employees' perceptions of leadership, supervisor support and intrinsic work experience, as reflected in the Culture & Climate survey ratings.

3.89 / 5.00

#### **Performance Index**

This index reflects internal data collected on unit perfo satisfaction.

3.94 / 5.00

#### A. IExcel curriculum recommendations for unit leadership

- **X** Diversity and Inclusion Leadership Certificate Program
- X Diversity and Inclusion Leadership Certificate Specialization Online Courses
- X IExcel Executive Leadership **Diversity and Inclusion Training** 
  - RAMmalogues
- Diversity and Inclusion Dialogue **Facilitator Training**

#### B. IExcel curriculum recommendations for leadership and employees that support specific areas of growth

#### Ageism (or AFU)

 Creating an Age Inclusive
Academic Workplace T218

#### Communication

RAMma	logues
 IV (IVIIII)	iogacs

- Diversity and Inclusion **Facilitator Training**
- Feedback Conversations in Diverse Teams S937
- Rehearsing for Change: Fostering Inclusivity in Units T159

#### **Disabilities**

- Deconstructing Disabilities S402
- Disabilities and the Accessible Classroom S922
- Disability and Neurodiversity 101 5948

#### Equity

- **Combating Health Inequities S744**
- Implicit Bias in Healthcare S903h
- Implicit Bias in the Workplace S903w

#### **Gender identity**

Gender: Beyond the Binary S946

rmance and		



## **COLLABORATIVE SUCCESS PLAN**

This collaborative success plan is offered to provide you, your faculty and staff with resources to support your growth in diversity, inclusion and engagement, enhance your learning and further improve your climate. Contact **jhaltman@vcu.edu** for more information.

C. IExcel curriculum recommendations for faculty regarding inclusive teaching and curriculum (including courses S922, S946 and S948 listed in the previous page).
How to Incorporate Diversity into your curriculum: Inclusive Pedagogy S560
Experiential Exercises to Teach about Diversity, Oppression & Social Justice S910
Cultivating Inclusive Learning Environments D527

D. IExcel recommendations to deepen diversity and inclusion learning
Plan a follow-up session in advance, or additional time, for employees to discuss applying what they learned to their specific work.
Employees may be incentivized by the opportunity to earn digital badges.
Some IExcel courses which provide reflection and enhance D&I learning include:
Rehearsing for Change: Fostering Inclusivity in Units T159
Cultivating an Inclusive Workplace S765
Immunity to Change (ITC) workshop W570 RAMmalogues
Diversity and Inclusion Facilitator Training

E. IExcel curriculum recommendations for unit leadership and employees, related to factors of each individual index:
Diversity Index
<ul><li>Inclusive Recruitment Practices W556</li><li>Cultivating an Inclusive Workplace S765</li></ul>
Inclusion Index
<ul> <li>Combating Health Inequities S744</li> <li>Feedback Conversations in Diverse Teams S937</li> </ul>
Engagement Index
<ul> <li>Advancing Diversity and Equity in Corporate Settings D707</li> <li>Cultivating an Inclusive Workplace S765</li> <li>Feedback Conversations in Diverse Teams S937</li> </ul>
Performance Index
<ul> <li>Rehearsing for Change: Fostering Inclusivity in Units T159</li> <li>Creating an Age Inclusive Academic Workplace T218</li> <li>Cultivating an Inclusive Workplace S765</li> </ul>



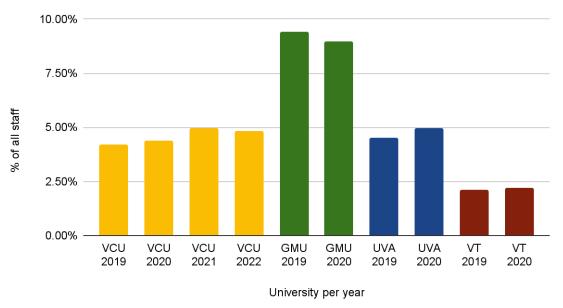
## ATTACHMENT B

# Virginia Commonwealth University Staff demographics

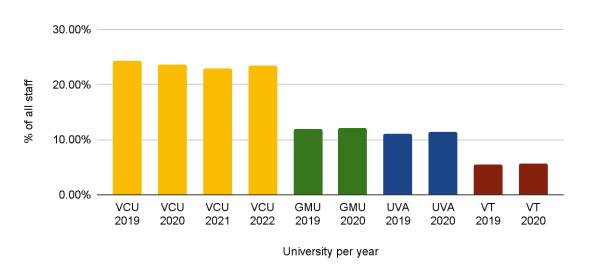
VCU Board of Visitors Strategic Task Force February 17, 2022



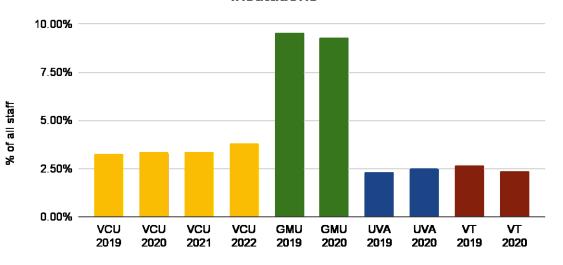
#### Percentage of Asian Staff at VCU and Peer Institutions



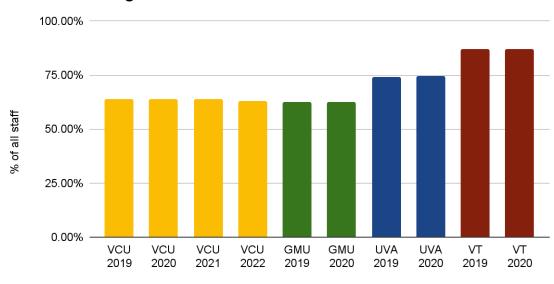
## Percentage of Black or African-American Staff at VCU and Peer Institutions



## Percentage of Hispanic or Latino Staff at VCU and Peer Institutions



#### Percentage of White Staff at VCU and Peer Institutions





## Percentage of Male and Female Staff at VCU and Peer Institutions

80.00% 60.00% 40.00% % of all staff 20.00% 0.00% VCII 2019 Natile Ferrale VCII 2020 Ferrale VCII 2021 Natile Ferrale CHII 2019 Ferrale CHII 2020 Ferral





# Advancing DEI through Human Resources





# Appendix

### **Definitions and data sources**

#### **VCU** staff

- All full-time and part-time University and Academic Professionals and Classified employees. Faculty, hourly, student workers, work study, post docs, and grad assistants are not included.
- Information is from Banner, VCU's employee system of record.

## Peer data for GMU, UVA, VT

- Information is from the Integrated Postsecondary Education Data System (IPEDS), the primary federal entity for collecting and analyzing data related to education in the U.S.
- Using IPEDS definitions, staff is defined as non-instructional full-time staff.



## **VCU STRATEGIC PARTNERSHIPS**



#### **Other Universities**

Purpose: Leverage expertise, degree program partnership, grant funding or research collaborations

- Arizona State University
- University of Central Florida
- Virginia State University
- **NOVA Community College**
- Reynolds Community College
- International Universities

## **Employers/ Community Partners**

**Purpose: Strengthen student** opportunities and experiences

- **Chamber RVA**
- Management Round Table
- Federal Reserve Bank of Richmond
- School/ Department Advisory Boards
- Individual meetings with targeted employers to explore possibilities

## ATTACHMENT C



## **National Organizations**

**Purpose: Collaborate with like**minded universities, recognition of VCU strengths & innovation, grant funding opportunities

- Association of Public and Land-Grant Universities (APLU)
- Coalition of Urban Serving Universities (USU)
- University Innovation Alliance (UIA)
- First Scholars Initiative
- **Gates Foundation**

#### **Alumni**

**Purpose: Connect students and** alumni to expand network to create meaningful relationships

- VCU Link (online community)
- Mentorship and guidance
  - Ex: African American Alumni Council and Black Male students





