

Diversity, Equity, & Inclusion

An Equity Audit of Rowan University

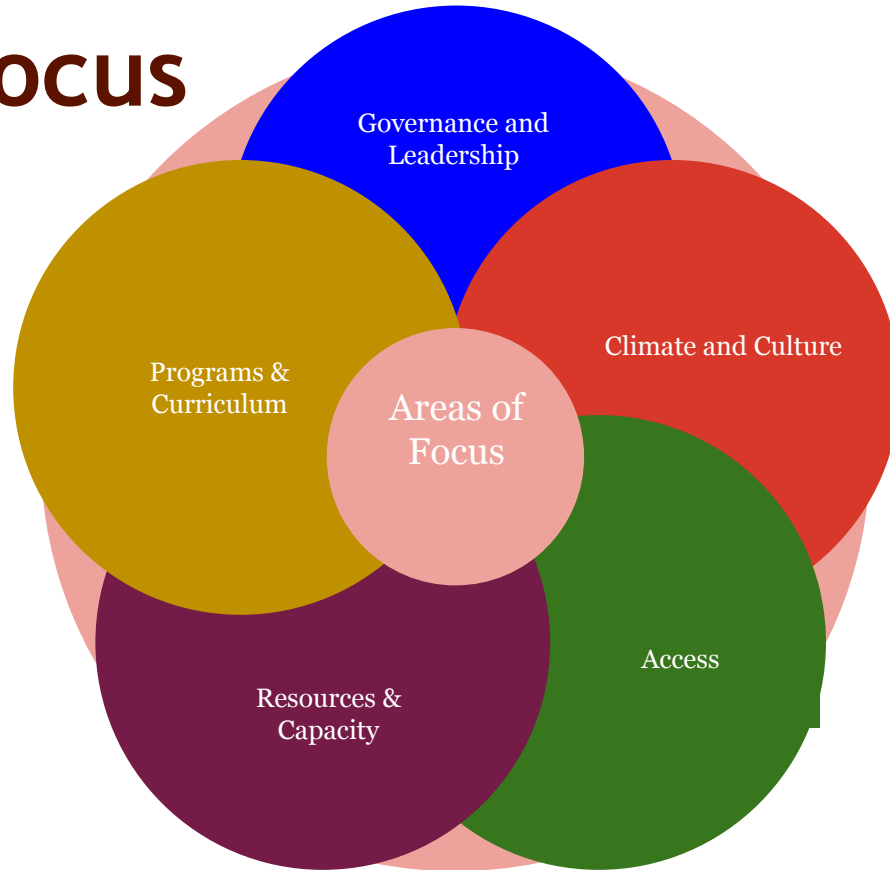
Equity Audit Purpose

1. Refine common definitions which Rowan can utilize to determine diversity, equity & inclusion
2. Analyze existing data
3. Work to develop & implement survey tools
4. Develop clear and concise recommendations

Phases of the Equity Audit



Areas of Focus



Governance & Leadership

Governance and leadership:

- Are critical to the success of institutions of higher learning (Gronn, 2002).
 - Governance & leadership is a shared function between departments and groups within the institution (Senge,1990; Wheatley,1999).
 - “hope” is not a strategy, good governance and leadership account for sustainability (Chistentsen, 2013).

Framework - Transformational Leadership Theory

A transformational leadership takes into account:

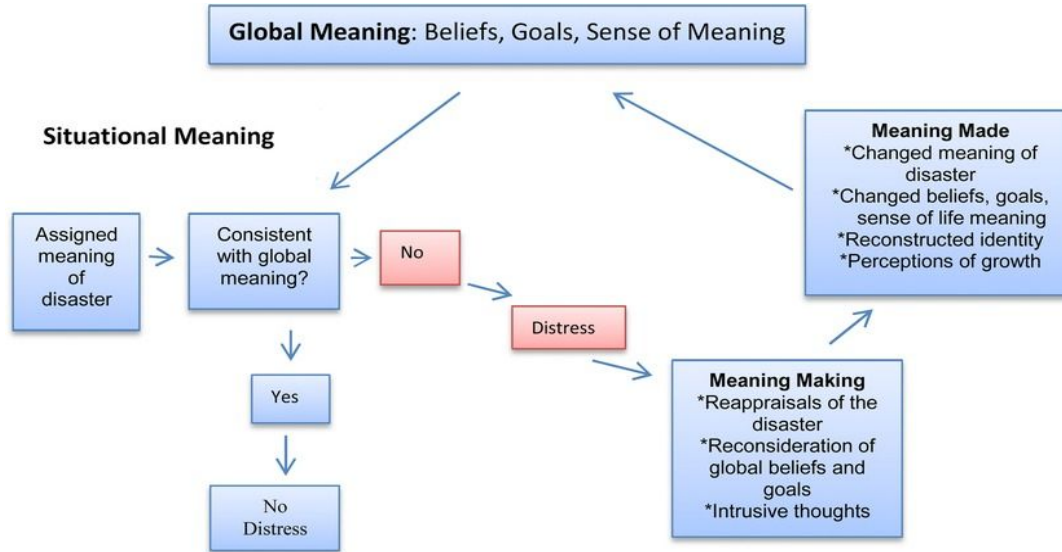
- individual traits,
- organizational culture and characteristics,
- models leadership behaviors,
- positive impact on followers and groups, and
- increases outcomes (Bass & Avolio, 1994).

Climate & Culture

- Processes, systems, & resources available for staff & students to fulfil the learning process (Loewy, & Hart, 2008).
 - Attitudes, behaviors, & standards held by faculty & students with respect for individual and group needs (Rankin & Reason, 2008).
 - Climate & culture on university campuses tends to mirror discriminatory practices toward minorities in society (Nelson & Krieger, 1997).

Frameworks - Meaning Making Theory

Meaning making theory speaks to how people make sense of their world and how they fill the gaps to relieve tension caused by events that push against the current boundaries of how they see their world (Krauss, 2005; Park & Ai, 2006).



Access

Access:

- The ability to be accepted as a member of an established prestigious institution of higher learning.
- Policies and frameworks that seek to minimize forms of privileges that discriminate against others can create good access (Holm et al, (2017)).

Frameworks - Critical Race Theory

- Examine how systemic racism impacts cultural perceptions of race & how individuals represent themselves within these systems
- Suppression of minority groups continues to exist because structures & systems designed to uphold White superiority still in place (Bell, 1995)

Resources & Capacity

- **Resources:** An embodiment of systems, processes, policies & structures available to enhance learning (Banjong, 2015).
 - Libraries, IT Resources, Health Services, Financial Services are integral to learning & must be easy to access (Whitney, Keselman & Humphreys, 2017).
- **Capacity:** Skills, abilities, processes and resources that organizations need to thrive in the fast-changing world"(Adelaja & Muraina, (2018).

Frameworks - Black Feminist Thought

- Examine the intersectionality of race, class, & gender within oppressive structures rather than looking at each as stand alone phenomenon
- Views education as practice of freedom (hooks, 1994)

Programs & Curriculum

Programs:

- Academic programs comprise the core, required and elective courses that lead to a degree or certificate (Mendels, 2016).
- Access to properly designed academic programs is a predictor of academic achievement (Fonteyne, Duyck & De Fruyt, 2017).

Curriculums:

- The lessons and academic content taught in a school or in a specific course or program (Stabback, 2016).
- A quality curriculum articulates & supports quality learning (Stabback, 2016).

Frameworks - Disability Studies in Education

- Examines social constructions of disability maintained through social hierarchies that establish disability as deviance
- Challenges educational forms & systems that uphold oppressive structures rather than promoting diversity

Equity for Who

- As we provide more resources and physical infrastructure, we must also ask ourselves, “what about the community outside of Rowan?”
- As a public institution, we have a responsibility to the local community.
 - What does that look like?

Frameworks - Anti-Colonial Theory

- Looking at physical land that the institution is using
- What levels of shared history do both Glassboro and Rowan share?
- Who has the most power in this relationship?

Phase 1: Existing Data

01	DEI Listening Tours	<ul style="list-style-type: none">• Face to face- 98 students and 34 faculty/staff• Online- 34 students and 34 faculty/staff
02	Employee Engagement Survey	<ul style="list-style-type: none">• 1,282 employees
03	Freshman & Transfer Orientation Survey	<ul style="list-style-type: none">• 746 freshman students• 204 transfer students
04	NSSE Survey	<ul style="list-style-type: none">• 449 first-year students• 599 senior class students
05	Public Safety Survey	<ul style="list-style-type: none">• 587 faculty/staff• 487 off-campus students• 397 residential students

Phase 2



Faculty & Staff Survey - Overview

Purpose:

- gain a better understanding of faculty and staff experiences related to the key topics within our conceptual framework

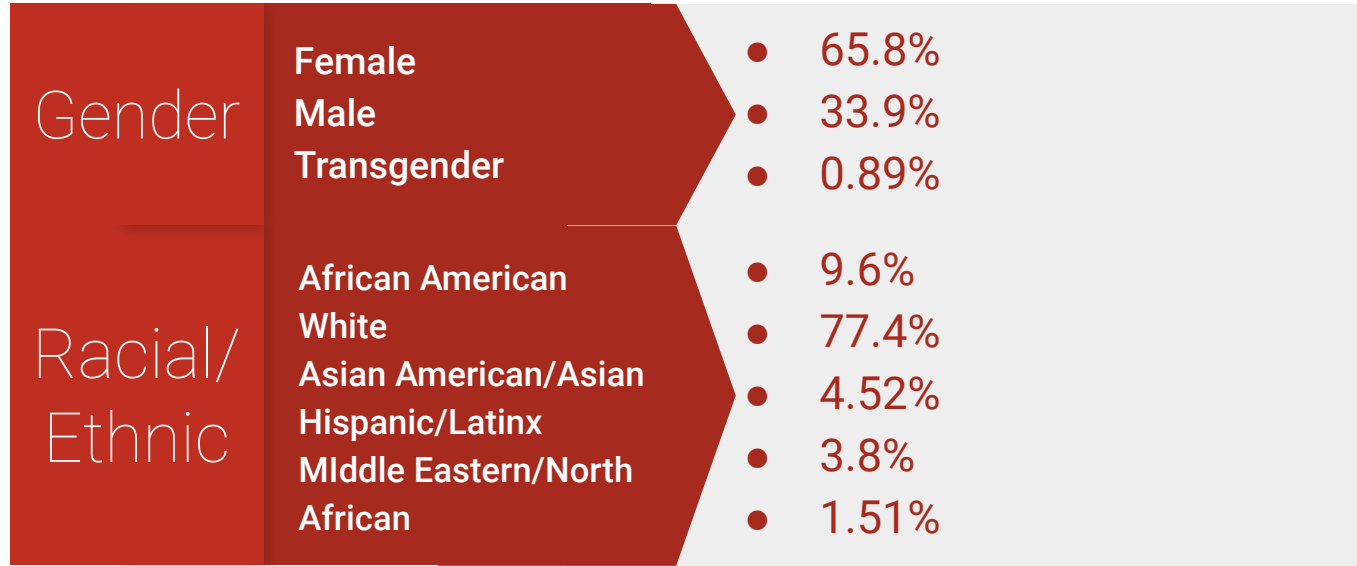
Design:

- 63 questions across 6 sections aligned with our conceptual framework: demographics; professional practices regarding DEI among faculty; professional practices regarding DEI among staff; campus resources; campus climate & culture; and campus leadership

Analysis:

- Review of survey report in Qualtrics; highlight several questions that had disparity in data & broke down by demographics

Faculty & Staff Survey Demographics



Faculty Survey Findings

26.9%

Felt extremely comfortable when asked if they felt comfortable sharing views on issues that may be regarded as political or controversial

- 36.8% felt somewhat comfortable, 28.2% felt somewhat uncomfortable, and 8.1% felt extremely uncomfortable
- Adjuncts felt the most comfortable, with 30.9% feeling extremely comfortable
- Full professors felt the most uncomfortable with 18.5% extremely uncomfortable

97%

Could articulate why diversity, equity & inclusion are important to the university

57.4% strongly agreed
39.6% agreed

- 83.6% of faculty either agreed or strongly agreed that they could interrupt unconscious bias in their work environment

32.9%

Either disagreed or strongly disagreed that there were equitable expectations around service in their department

22.9% disagreed
10.0% strongly disagreed

- 45% of lecturers disagreed; 42.5% of associate professors disagreed
- 38% of women disagreed; 26.8% of men disagreed
- 45.4% of African Americans disagreed; 57.5% of Hispanic/Latinx participants disagreed; 75% Middle Eastern participants disagreed; 31% white participants disagreed

Staff Survey Findings

32%

Strongly agreed when asked if they felt competent discussing issues of diversity, equity, and inclusion in meetings

- 32% of Administrative Assistant somewhat disagree,
- 19% Director somewhat disagree, and
- 14.03% Associated Director and Program Manager somewhat disagree.

49.1%

Strongly agreed when asked if they felt comfortable defining the terms, "diversity, equity, and inclusion,"

- 16.7% Administrative Assistants somewhat disagree, and
- 12.5% Administrative Assistant strongly disagree.

65%

When asked if they could articulate why diversity, equity and inclusion are important to the University and its mission,

- 64.3% Associate Director strongly agree,
- 100% Assistant Vice President strongly agree, and
- 76.2% Director strongly agree.
- 53.8% Administrative Assistant somewhat agree, 100% Clerk somewhat agree, and
- 71.4% Program Manager somewhat agree.

Faculty & Staff Survey Resource Findings

67.5%

Felt they had enough resources to support their professional success

46.9% felt they had just enough
20.6% felt they had more than enough

- Participants from the College of Performing Arts felt they had barely (50%) or not enough (31.3%)
- Assistant professors felt they had barely (14%) or not enough (30%)
- Administrative assistants they had barely (19.2%) or not enough (11.5%)

73.6%

Felt they had enough resources to support their overall wellbeing

48.5% felt they had just enough
25.1% felt they had more than enough

- 12 out of 16 bisexual participants felt they had barely or not enough resources
- 7 out of 17 gay/lesbian participants felt they had barely or not enough
- 6 out of 16 Hispanic/Latinx participants felt they had barely or not enough
- 12 out of 40 African American participants felt they had barely or not enough

74.3%

Felt they had enough resources on campus for their social success

51.5% felt they had enough
22.8% felt they had more than enough

- 5 out of 16 bisexual participants felt they had barely or not enough resources
- 7 out of 17 gay/lesbian participants felt they had barely or not enough
- 7 out of 16 Hispanic/Latinx participants felt they had barely or not enough
- 14 out of 40 African American participants felt they had barely or not enough

Faculty & Staff Survey Climate Findings

55%

Male respond good when asked if faculty/instructor respect for students in general:

- 34.1% female respond excellent, 54.2% female respond good,
- 43.8% male respond excellent, and 55.6% male respond good.

13%

Asian American/Asian respond fair when asked if student respect for female faculty/instructors:

- 50.4% female respond good, 54.4% male respond good, 26.5% female respond fair, and 16% male respond fair.
- 44.4% African American/Black respond good, and 27.8 African American/Black Respond fair.
- 60% Asian American/Asian respond good, and 13.3% Asian American/Asian respond fair.

12%

Male respond fair when asked if faculty/instructor respect for students from a minority racial/ethnic group:

- 45.9% female respond good, 49.2% male respond good,
- 22.9% female respond fair, and 12.3% male respond fair.
- 34% African American/Black respond good, and 31.4% African American/Black Respond fair.
- 66.7% Asian American/Asian respond good, and 20% Asian American/Asian respond fair.
- 33.3% Middle Eastern/North African respond good, and 66.7% Middle Eastern/North African respond fair.

Student Survey

The purpose of the student survey was to conduct an audit of the current systems



Student Survey - Overview

Purpose:

- Conduct an audit of the current systems, policies and processes at Rowan
- Assess the campus climate with focus on Diversity, Equity & Inclusion
- Measure extent to which students experience school as a safe, caring and welcoming environment.

Design:

- 70 questions across several topics aligned with our conceptual framework: demographics; highest degree earned, college enrolled, access to campus resources, disability status, sexual orientation, perceptions of DEI ; campus climate & culture and

Analysis: Crosstabs from Qualtrics to measure relationships among variables

Student Survey Demographics

		Q15: Racial/Ethnic Group								
		Total	African American/Black	Asian American/Asian	Hispanic/Latino/a	Middle Eastern/North African	Native American/Alaska Native	Native Hawaiian/Other Pacific Islander	White	Other (Please specify)
Q4: Are you a full-time or part-time student?	Full Time	88.2%	90.5%	90.4%	91.0%	100.0%	81.8%	71.4%	87.2%	70.0%
	Part Time	11.8%	9.5%	9.6%	9.0%	0.0%	18.2%	28.6%	12.8%	30.0%
Total Count		807	105	73	101	15	11	7	485	10
Q9: Do you live on or off campus?	On-campus with roommates/housemates	31.1%	44.8%	30.1%	29.7%	20.0%	36.4%	14.3%	29.3%	20.0%
	On-campus alone	2.6%	1.9%	2.7%	3.0%	0.0%	9.1%	0.0%	2.5%	10.0%
	Off-campus with roommates/housemates	16.5%	10.5%	15.1%	16.8%	26.7%	18.2%	0.0%	17.9%	10.0%
	Off-campus with family	43.2%	37.1%	43.8%	44.6%	53.3%	27.3%	57.1%	44.1%	40.0%
	Off-campus alone	6.6%	5.7%	8.2%	5.9%	0.0%	9.1%	28.6%	6.2%	20.0%
Total Count		792	104	72	99	15	11	6	475	10
Q3: My primary college/division is:	College of Humanities and Social Sciences	12.0%	15.4%	8.3%	17.2%	6.7%	18.2%	16.7%	10.7%	10.0%
	College of Performing Arts	2.7%	1.9%	1.4%	1.0%	0.0%	0.0%	16.7%	3.4%	0.0%
	College of Business	6.1%	3.8%	12.5%	3.0%	20.0%	0.0%	0.0%	5.9%	10.0%
	College of Science & Mathematics	21.8%	26.0%	30.6%	31.3%	20.0%	27.3%	0.0%	17.3%	50.0%
	College of Education	15.9%	15.4%	4.2%	18.2%	6.7%	9.1%	0.0%	18.1%	10.0%
	College of Engineering	13.6%	8.7%	27.8%	7.1%	13.3%	0.0%	0.0%	14.5%	10.0%
	College of Communication and Creative Arts	25.1%	27.9%	13.9%	19.2%	33.3%	45.5%	50.0%	26.7%	10.0%
	School of Earth & Environment	1.1%	0.0%	0.0%	1.0%	0.0%	0.0%	16.7%	1.5%	0.0%
	Global Learning & Partnerships	1.3%	0.0%	1.4%	2.0%	0.0%	0.0%	0.0%	1.5%	0.0%
	Graduate School of Biomedical Sciences	0.4%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%
Cooper Medical School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Total Count		804	104	73	101	15	11	7	483	10
Q13: Gender Identity	Female	69.0%	69.2%	56.2%	81.2%	53.3%	81.8%	57.1%	68.5%	80.0%
	Male	28.0%	29.8%	42.5%	17.8%	33.3%	9.1%	42.9%	27.7%	20.0%
	Transgender/Gender non-conforming	3.0%	1.0%	1.4%	1.0%	13.3%	9.1%	0.0%	3.7%	0.0%

- 90.5% of African Americans stated they are full time
- Asian Americans had an identical 91.0% of full time
- 87.2% of whites said they are full time
- Only 8.7% (n=104) of students in Engineering are African American
- 14.5%(n=475) is white students
- In College of Humanities & Soc Sciences
 - 15.4% (n=104) are African American
 - 10.7 % (n=475) are white
 - 8.3% are Asian Americans(n=72)

Findings Student Survey

Campus Climate:

- Students' overall perception of Diversity, Equity and Inclusion at Rowan University is somewhat encouraging
- Recognition that Rowan University is majority white but steps are being made toward inclusion for minorities
- DEI needs more practical visibility and needs to exemplify social bonds among ethnicities on campus
- diverse social identity group members (including Gay/Lesbian, Bisexual, and Queer) very consistently reported more negative experiences

Discrimination as a major Issue:

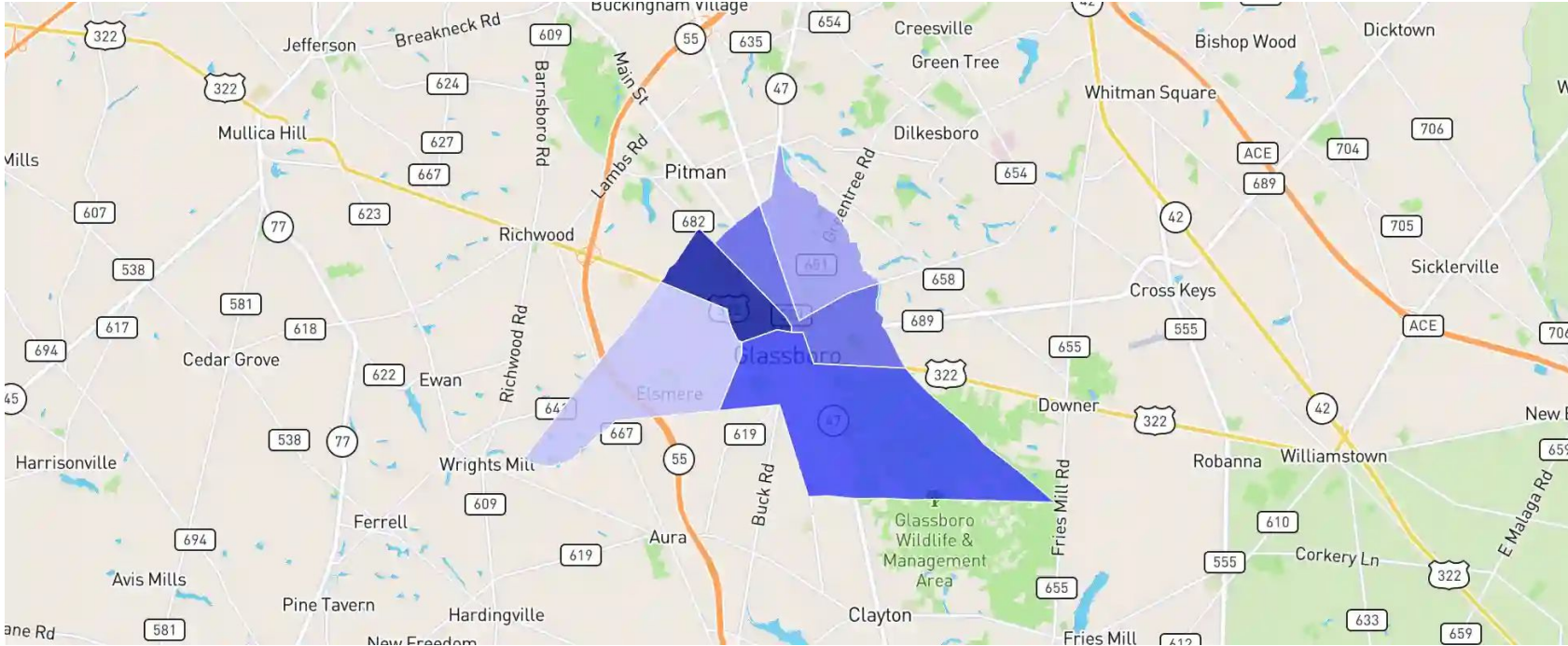
- 18% of Transgender/Gender non-conforming students indicated that they have been discriminated against in last 12 months
 - 18% of male students who said they have been discriminated against
 - 15.9% of bisexuals stated they have been discriminated against
 - Gay/lesbians, 15% stated they have been discriminated against in last 12 months
- Respondents reported instances of micro aggression, with slangs and demeaning comments targeted at them by other students

While a student at Rowan, how often have you been affected by the following situations from faculty/ instructors

- African Americans and Hispanics (13.8%) and (6.3%, respectively) stated they had occasional verbal insults based on Race/ethnicity
- Only 3.2% of White students reported being occasionally insulted

		Q15: Racial/Ethnic Group								
		Total	African American/Black	Asian American/Asian	Hispanic/Latino/a	Middle Eastern/North Afri	Native American/Alaska N	Native Hawaiian/Other Pa	White	Other (Please
1: Never (Verbal insults because of your race and ethnicity)	%	81.7%	70.8%	77.4%	60.3%	50.0%	40.0%	40.0%	90.7%	
2: Rarely (Verbal insults because of your race and ethnicity)	%	9.6%	9.2%	11.3%	25.4%	30.0%	20.0%	0.0%	5.5%	
3: Occasionally (Verbal insults because of your race and ethnicity)	%	5.4%	13.8%	7.5%	6.3%	0.0%	20.0%	20.0%	3.2%	
4: Often (Verbal insults because of your race and ethnicity)	%	1.3%	3.1%	1.9%	3.2%	0.0%	0.0%	20.0%	0.3%	
5: Very often (Verbal insults because of your race and ethnicity)	%	2.0%	3.1%	1.9%	4.8%	20.0%	20.0%	20.0%	0.3%	
1: Never (Physical abuse based on your race)	%	93.8%	88.9%	90.6%	85.5%	70.0%	80.0%	60.0%	98.0%	
2: Rarely (Physical abuse based on your race)	%	4.6%	4.8%	5.7%	20.0%	20.0%	20.0%	40.0%	1.7%	
3: Occasionally (Physical abuse based on your race)	%	0.9%	4.8%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	
4: Often (Physical abuse based on your race)	%	0.5%	1.6%	0.0%	1.6%	0.0%	0.0%	0.0%	0.3%	
5: Very often (Physical abuse based on your race)	%	0.2%	0.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	
1: Never (Insulted based on Immigration background/status)	%	90.4%	89.1%	86.8%	69.8%	60.0%	60.0%	60.0%	96.8%	
2: Rarely (Insulted based on Immigration background/status)	%	6.0%	6.3%	7.5%	17.5%	20.0%	20.0%	20.0%	2.6%	
3: Occasionally (Insulted based on Immigration background/status)	%	2.2%	3.1%	3.8%	7.9%	10.0%	20.0%	0.0%	0.3%	
4: Often (Insulted based on Immigration background/status)	%	1.3%	1.6%	1.9%	3.2%	10.0%	0.0%	20.0%	0.3%	
5: Very often (Insulted based on Immigration background/status)	%	0.2%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	
1: Never (Insulted based on Race/ethnicity)	%	80.9%	68.8%	71.7%	55.6%	50.0%	40.0%	40.0%	90.9%	
2: Rarely (Insulted based on Race/ethnicity)	%	8.7%	9.4%	13.2%	19.0%	20.0%	20.0%	20.0%	5.6%	
3: Occasionally (Insulted based on Race/ethnicity)	%	8.2%	18.8%	9.4%	19.0%	20.0%	40.0%	20.0%	3.2%	
4: Often (Insulted based on Race/ethnicity)	%	1.8%	1.6%	5.7%	4.8%	10.0%	0.0%	20.0%	0.3%	
5: Very often (Insulted based on Race/ethnicity)	%	0.4%	1.6%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	
1: Never (Attacked because of Religion/spirituality)	%	88.0%	85.9%	82.7%	77.8%	50.0%	60.0%	60.0%	92.7%	
2: Rarely (Attacked because of Religion/spirituality)	%	7.8%	9.4%	11.5%	15.9%	20.0%	20.0%	20.0%	5.0%	
3: Occasionally (Attacked because of Religion/spirituality)	%	2.7%	1.6%	3.8%	3.2%	10.0%	20.0%	20.0%	2.0%	
4: Often (Attacked because of Religion/spirituality)	%	0.7%	1.6%	1.9%	1.6%	0.0%	0.0%	0.0%	0.3%	
5: Very often (Attacked because of Religion/spirituality)	%	0.7%	1.6%	0.0%	1.6%	20.0%	0.0%	0.0%	0.0%	
1: Never (Attacked or abused because of Sexual orientation)	%	92.9%	92.2%	92.3%	85.7%	70.0%	60.0%	60.0%	95.9%	
2: Rarely (Attacked or abused because of Sexual orientation)	%	4.7%	3.1%	3.8%	9.5%	10.0%	20.0%	20.0%	3.8%	
3: Occasionally (Attacked or abused because of Sexual orientation)	%	0.5%	3.1%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	
4: Often (Attacked or abused because of Sexual orientation)	%	1.6%	1.6%	1.9%	4.8%	10.0%	20.0%	20.0%	0.3%	
5: Very often (Attacked or abused because of Sexual orientation)	%	0.2%	0.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	
1: Never (Received demeaning comments about Socio-economic background)	%	85.7%	79.7%	78.8%	73.0%	70.0%	60.0%	60.0%	91.2%	
2: Rarely (Received demeaning comments about Socio-economic background)	%	7.5%	9.4%	9.4%	14.3%	20.0%	20.0%	20.0%	5.3%	

Glassboro Community Survey



Glassboro Community Survey: Purpose

The purpose of the community survey was to hear feedback from Glassboro residents about their experiences with Rowan University and its expansion. The main focus of this survey was to assess the equity of Rowan University within the Glassboro community. The aim of this study was to measure the extent to which Rowan University expansion is fair to the Glassboro community. Respondents gave holistic responses to the survey; discussing the benefits of Rowan's expansion while also discussing some challenges.

Glassboro Community Survey: Demographics



*It is important to note that the individuals who took this survey were not just one-sided (hate or love Rowan), but rather in the middle and spoke of positives and negatives.

Glassboro Community Survey: Demographics

Table 5
Glassboro Demographic (N=93)

<i>Variable</i>	<i>f</i>	<i>%</i>
Residency Breakdown		
25 Years or More	34	37
15-20 Years	15	16
10-15 Years	14	15
20-25 Years	10	11
6-10 Years	9	9.7
2-4 Years	6	6.5
4-6 Years	4	4.3
Less than 1 Year	1	1.1

Glassboro Community Survey: Demographics

Table 6
Residency (N-92)

<i>Variable</i>	<i>f</i>	<i>%</i>
Neighborhood Breakdown		
Chestnut Ridge	37	40
Other	24	26
Not Su	10	11
Whethersfield Woods	7	7.6
Lakeside	3	3.3
South Glassboro	3	3.3
Fairview	2	2.2
Double Tree	2	2.2
Delsea	2	2.2
Crafton/Highland Terrace	1	1.1
Hetton	1	1.1

Glassboro Community Survey: Findings

- 82 believe that their neighborhood is safe or extremely safe
 - “Unsafe” areas include: The Crossings, Hollybush, South Main Street, and Ellis Street
- 69 said it is extremely important that Rowan includes residents in conversations that impact the entire community
- Out of 10, the median average is a 4.20 when residents were asked to rate the level of communication between Rowan and Glassboro residents
- 41 said Rowan is working with Glassboro to form meaningful relationships
- 43 say it is extremely important for Rowan to impact the local economy
- Economic benefits include: Small businesses, Rowan Boulevard, and creation of jobs
- Economic challenges include: Rowan being self-serving, low-wage jobs, creation of rentals and increase of property taxes

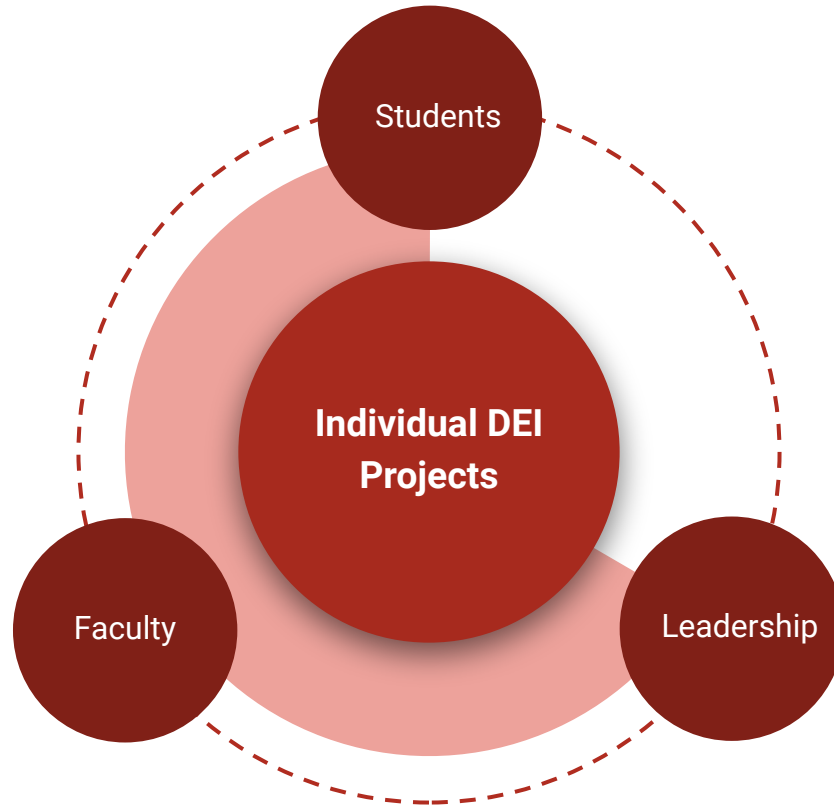
Glassboro Community Survey: Findings

- 67 said traffic issues are extremely important
- 63 said public safety issues are extremely important
- 32 said Rowan does not value the cultural or historical aspects of Glassboro
- 33 said Rowan should stay the same size and not grow
- Top resources utilized: Theater, Parking, Dining
- 58 said they have never interacted with administrators or leaders on campus
- 63 said Rowan has changed the demographics of Glassboro
- Benefited from Rowan: More businesses, aid to the Glassboro schools, Rowan Boulevard
- Harms from Rowan: Traffic, Rentals, and Parking

Glassboro Community Survey: Key Quotes

- “I believe the basic family foundation and sense of town pride has been damaged by the infusion of student rental housing in long established neighborhoods.”
- “The partnership that Rowan has with the high school is very beneficial to the local students.”
- “More information must be given to the public in regards to Rowan’s ...everything. There is no easy place to find out information about what is going on. “
- “Overall, I think things are going well. But as a married 30-something without children, my demographic feels left out of the equation. I would like a non-RoBo dining option that isn't focused on students or families/older generations.”
- “Rowan doesn't care.”
- “I am ashamed to admit I'm an alumni. The representatives sent to the Town and Gown meetings...and discuss the problems with the same solutions year after year after year with little evident change. You should be ashamed of yourselves.”
- “Rowan university should concentrate efforts on quality not quantity.”

Phase 3

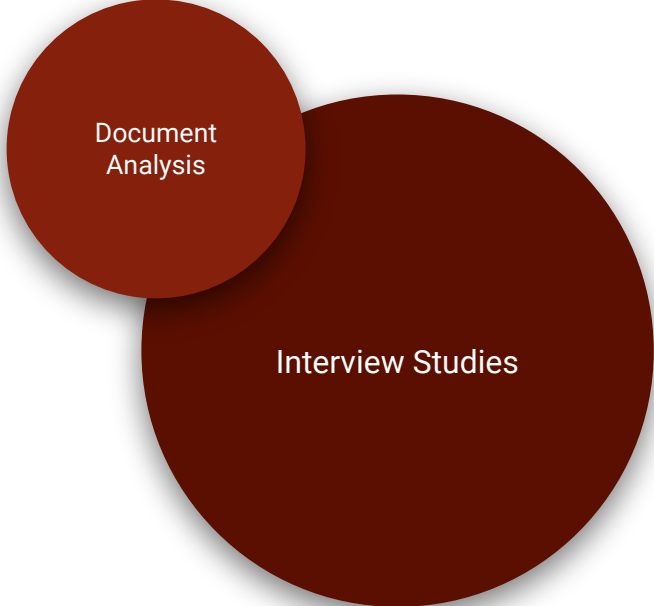
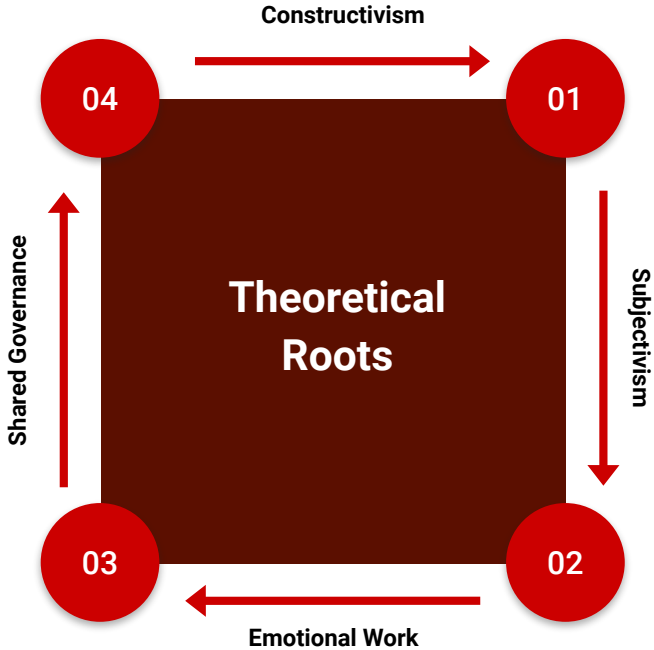


Graduate Students Finding Roots at an Undergraduate Institution

Donn Garby



Graduate Students Finding Roots at an Undergraduate Institution



Graduate Students Finding Roots at an Undergraduate Institution

Research questions:

- What are the different levels of roots that graduate students have on Rowan's campus?
- How do these different levels of roots impact the sense of belonging that a graduate student has or does not have?
- How can the University support Graduate Students at the different roots?

Graduate Students Finding Roots at an Undergraduate Institution

Themes:

- Disconnected
- Own Efforts
- No Support

Graduate Students Finding Roots at an Undergraduate Institution

- Everyone was in the Masters of Higher Education program
- $\frac{4}{5}$ were out-of-state students
- “I would recommend Rowan to those who live in-state, not out-of-state.”
- “I only feel valued because of the effort I have put in. No one has put effort into my growth here.”
- “I feel more disconnected from Rowan than I have ever felt about any place in my life.”

Say Cheese:

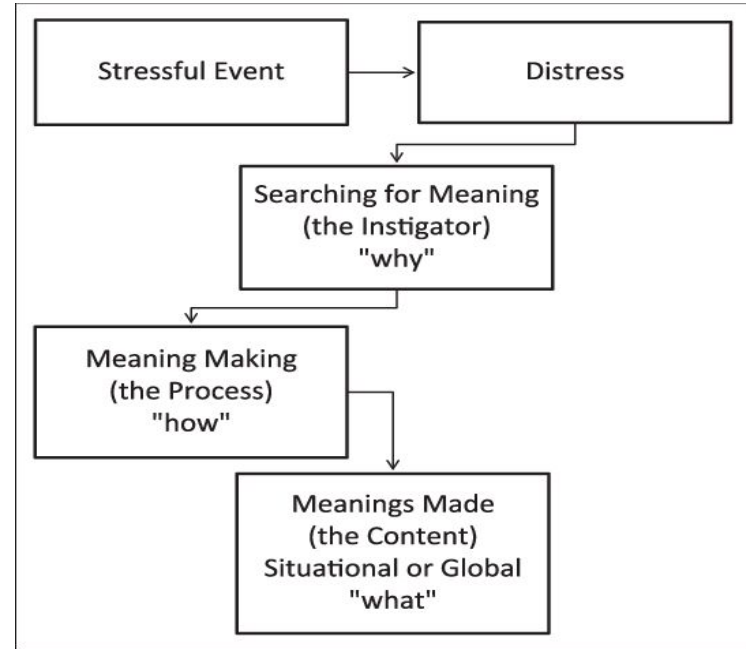
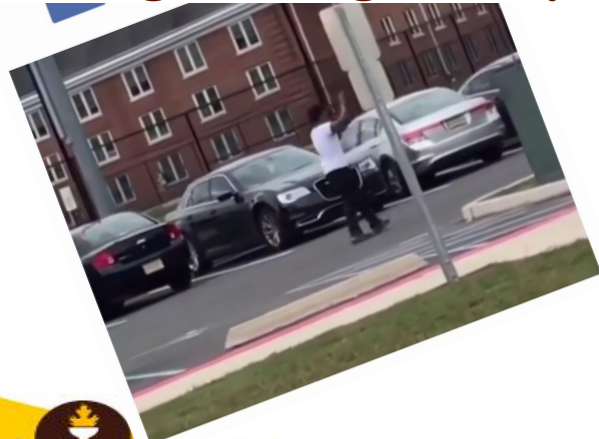
The Use of Photovoice to Understand the Effects
Privilege on Campus Culture at Rowan University

Sa-Rawla Stoute

Theoretical Framework

News Glassboro
Rowan campus reacts to viral incident of students held at gunpoint by GPD
Gramigna - October 3, 2018 6660 3

Meaning Making Theory



Methodology - Photovoice

Prompts

Where do you feel excluded?

Where is the most welcoming place

Where do you feel most supported
and heard?

Where do you feel most empowered?

Photos



Findings

Breached Trust

Responses to crisis seem disingenuous.

Response to Campus suicide

Supporting my Identities Makes me feel connected

Juneteenth March

NCOW

LGBTQIA+ room

Transgender Day of

Remembrance

Philly Outfest

Wellness center

The Closet in Savitz

The SHOP

The Wellness center

Belief in their being excluded

The cost of Housing

Rowan's Growth

The Engineering building = no flexibility, Stories of pushing women out, SES privilege, Gendered

Recommendations

More equitable housing options are needed, so that students do not feel the impacts of their socioeconomic status on campus. Implementing a lottery system and a standard housing fee will create more inclusive housing.

Leadership Commitment to Diversity, Equity, and Inclusion in Higher Education at Rowan University

Sanaz Shahi

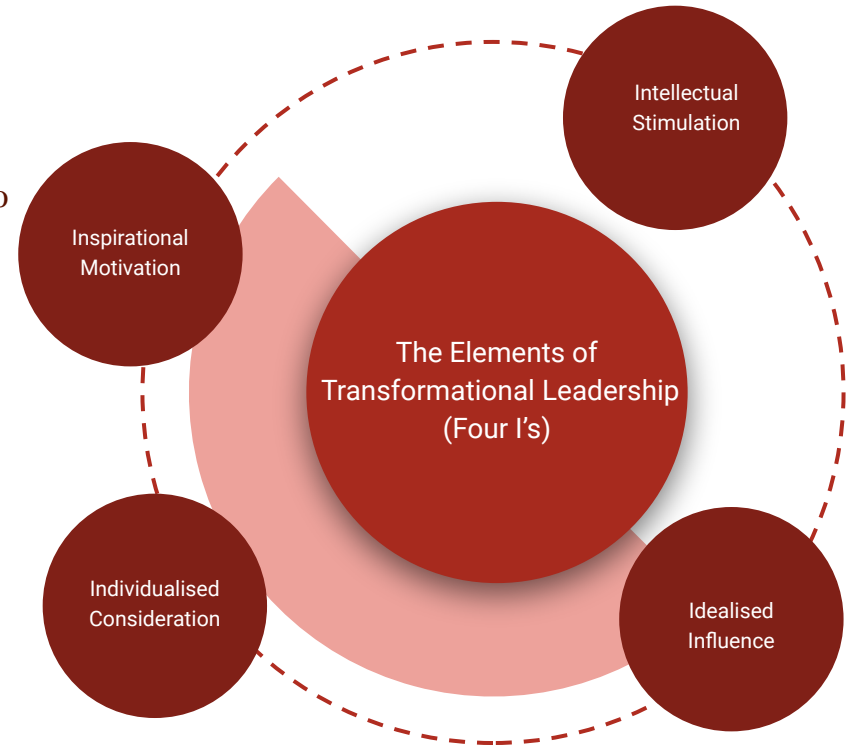
Theoretical Framework

Purpose:

- Recognizes the role of leadership in advancing diversity, equity, and inclusion.
- Explore the attitudes of leadership at Rowan University related to diversity, equity, and inclusion.

Research Questions:

- 1- What is the role of the leadership in advancing diversity, equity, and inclusion?
- 2- What support have you received to develop your skills in leading for diversity, equity, and inclusion?



Method

Qualitative Interview

- 4 leadership interviews
- 2 rounds of qualitative coding to find themes

Survey Data

- 10 questions on overall faculty/staff survey used to inform findings.

Limitations

- Due to COVID-19 shutdown I was unable to interviews with more participants.

Qualitative Findings

Responsible

- Students' outcomes,
- Provide equal resources, opportunities, and support
- Training staff and faculty about diversity, equity, and inclusion,
- Team development, and
- Making sure that diversity, equity, and inclusion are central to the mission.

Leader's Role

- Setting up structures,
- Able to motivate and inspire individuals,
- Having strategic plans with action plans,
- Growing and training the next generation of leaders, and
- Making a positive impact on campus.

Support

- Support with divers' group of leaders,
- Support to attend meetings with different perspectives,
- Inspiring with good mentors,
- Support with positive influence, and
- Support from the president's office to established the Division of Diversity, Equity, and Inclusion at Rowan University.

Survey Findings



Theory to Praxis: Analyzing Diverse, Equitable, and Inclusive Teaching Practices at Rowan University

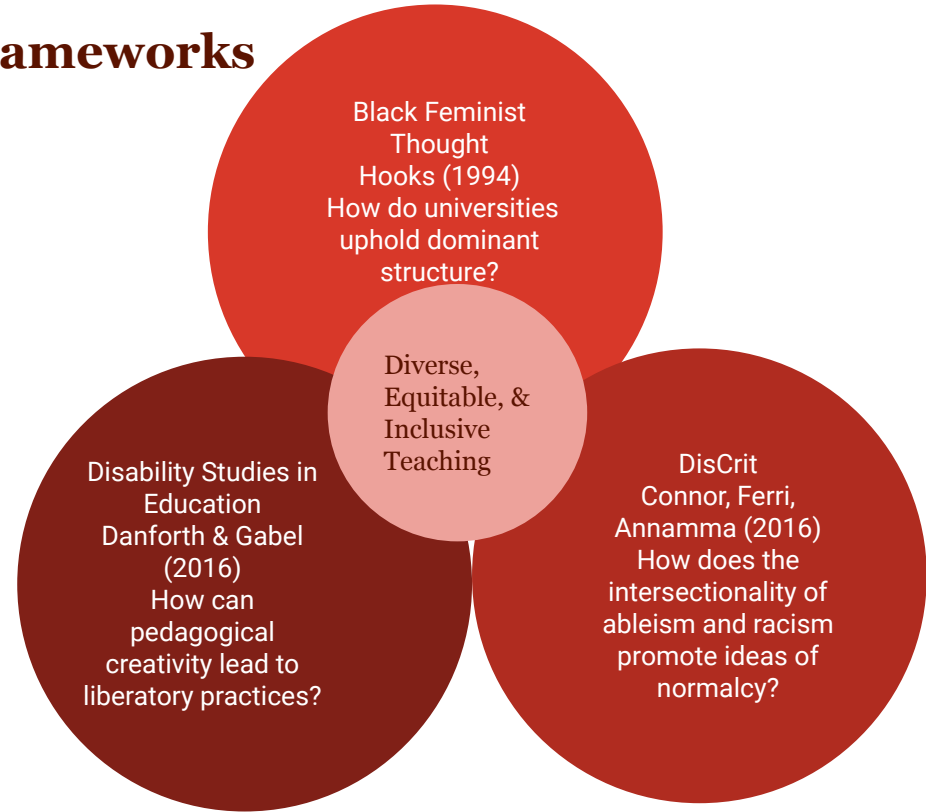
Kerry Cormier

Diverse, Equitable, & Inclusive Teaching Practices

Research Questions

1. What are faculty andragogies and experiences regarding students with diverse learning needs, and how do these philosophies impact classrooms and learning?
2. To what extent do faculty value diverse perspectives and learning preferences, and how committed are they to incorporating them into their curriculum and classrooms?

Frameworks



Diverse, Equitable & Inclusive Teaching Practices

Methods

Qualitative Interviews

- 11 faculty interviews/questionnaires representing 6 of Rowan's 7 colleges
- 2 rounds of qualitative coding to find themes

Survey data

- 10 questions on overall faculty survey used to inform findings
- Student survey questions related to faculty analyzed

Limitations in Methods

Due to COVID-19 shutdown I was unable to:

- Recruit more participants
- conduct classroom observations/walking tours
- recruit staff from support centers (i.e. Academic Success, Faculty Center)
- recruit students

Diverse, Equitable & Inclusive Teaching Practices Findings

01

Faculty viewing students through deficit lenses is oppressive

- Students are seen as lazy for cheating or trying to get out of work, but there is little or no reflection on barriers that leads to behaviors
- Enforcing Freire's (1970) banking model of education

02

Faculty recognize bias systems but still work within & uphold inequitable practices

- Recognizing attendance policies are inequitable but still maintain them
- Recognizing external factors in students' lives (i.e. jobs, family responsibilities) but still expecting high levels of productivity (i.e. amount of readings)
- Maintaining "non-negotiables of teaching"

03

Burden is on students to get help rather than requiring faculty to proactively plan

- Students must claim disability identity to get services
- Participants felt it's critical to know students but the system "is not designed to let us get to know our students"
- 4 out of 11 knew of proactive pedagogical approaches, Universal Design for Learning (UDL) & culturally responsive teaching (CRT)

04

Faculty did not see and/or understand how to embed DEI into courses

- One participant shared they didn't see how DEI tied into their content
- After discussing andragogical practices for an hour, one participant said "well we didn't really talk about diversity"
- Feelings of "content tyranny" & fear of sacrificing rigor if incorporating DEI

Diverse, Equitable & Inclusive Teaching Practices Findings

05

Limited forms of assessment are limiting ways for students to meaningfully engage in content

- Participants' with large class sizes felt need for exams
- Exam attendance policies create barriers to access (i.e. lateness due to commuters' road troubles)
- 54% of survey participants felt divers assessments were very important; 29% of participants participated in PD on assessments

06

Perception that older faculty are less willing to adjust their teaching approaches

- One participant felt older faculty did not see need to provide resources, while another felt younger faculty were open to new ideas
- 53.6% of full professors in survey felt classroom community was very important; 58.6% felt it was very important to accommodate diverse learning styles

07

Faculty who viewed teaching as their main responsibility implemented more creative instructional methods

- Group work in assessments to mimic real world scenarios
- Project-based learning, experiential learning were seen as strengths
- Focus on teaching content & skills necessary for career goals

08

To sustain more diverse faculty, we must address both student & peer biases

- Two participants self-identified as gay or disabled, & felt it was important to share identities with their classes to promote positive perceptions
- One participant self-identified as woman of color & only feels comfortable teaching online course because of experiences of students' bias against her
- Faculty rating students' respect for faculty of color, 18% said it was excellent
- Students rating students' respect for faculty of color, 41.1% said it was excellent

Perceptions of Diversity, Equity & Inclusion by Black Students, Staff & Faculty at Rowan University.

Mbuh Payne

Purpose of the study

01

Investigate perceptions of black students on issues of Diversity Equity & Inclusion

- How do Black students believe Rowan caters for issues of Diversity equity and Inclusion.
- Do students believe enough is being done to foster Diversity

02

Ascertain how students have personally experienced the campus

- How do they view the overall campus climate at Rowan
- Do they feel safe on campus (Do they feel happy belonging to groups and other social events on campus)
- What relationships do they have with faculty, staff and other students who are not Black?

03

Examine the perceptions of Black staff on Issues of Diversity, Equity & Inclusion

- Do they feel valued in their current roles
- Are they provided with enough resources to do their jobs?
- How do they relate to the overall campus climate as minorities

04

Determine the extent to which faculty are supported

- Are they valued and supported adequately within their departments
- How do they view issues of Diversity Equity and Inclusion in and out of the classroom
- How do they foster Diversity, Equity & Inclusion in the classroom

Theoretical Framework

Critical Race Theory

Theory examines
Categorizations of Race,
Law and Power.

Bell (1995)



Methods

13 Interviews conducted via
phone and video platforms.
-8 students-5 staff -1 faculty

Stuckey (2013)



Qualitative Analysis

-Interviews transcribed,
coded and analyzed.
-Powerful quotes for
analysis

Saldana (2016)

Data Entered and Analysed in Dedoose

Interview transcripts were entered in Dedoose from which first level coding was done. This was followed by Axial coding. Four themes were selected using code co-occurrence feature of Dedoose

Findings

Number of Participants

- 13 Participants from 6 colleges
- 8 students, 4 staff, and 1 faculty
- Longevity on campus shaped experience
- Staff had very different experience from faculty
- Student experience exemplified more

Campus Climate

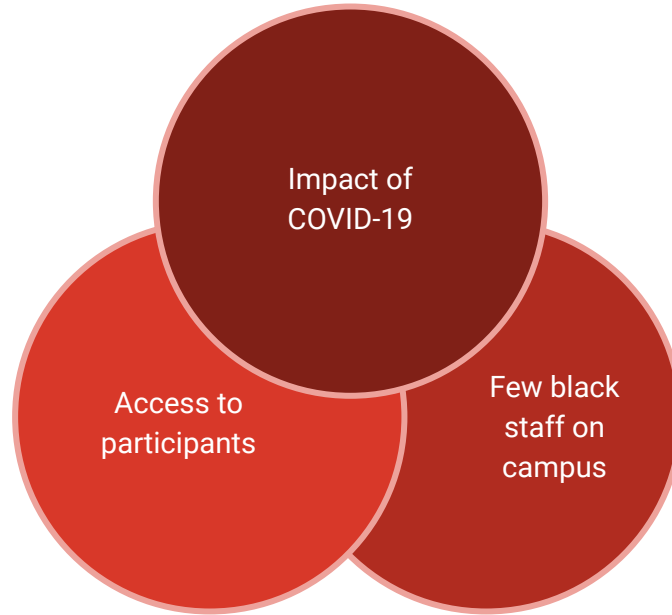
- Awareness about issues of race was an overarching phenomenon
- DEI needs to provide more cultural competency training
- Fear of security personnel
- Overall positive perception of DEI

Feeling of Inadequacy

- Students feel lonely
- Feeling of quiet discrimination by others
- Fear of job security
- Lack access to resources by students
- Staff are under represented at all levels
- Subtle, culture of microaggression

Limitations of The Study

- Access to participants was constrained by the pandemic that shut down the entire campus.
- Participants from major colleges on campus were hard to find and did not respond to emails and all other forms of contacts.
- Some colleges and departments either had fewer staff who were Black or did not have any at all



Overall Limitations of the Equity Audit

COVID-19 and the subsequent shutdown of campus significantly impacted our research.

Due to social distancing limitations we were unable to:

- Recruit sufficient participants in several of our individual projects
- Conduct observations of classrooms or participate/observe in campus activities
- Modify data collection methods

While our findings offer insight into the experiences of many students, faculty, and staff at Rowan University, our research is limited in its scope and may not necessarily represent the entire campus community.

Recommendations for Faculty

Training on how to embed DEI

Need to help faculty understand ways in which they are or can be addressing DEI in their content

Reframing & Redesigning Assessments

Align assessments with career goals & skills

Commitment to viewing students through strengths-based rather than deficit based lenses



Encourage Classroom Communities

Knowing students & their learning preferences will relieve students of the need to claim a disability

Encourage Faculty Socials

Informal gatherings are a place to network & learn from and about one another, making a strong campus community

Faculty training on equitable andragogical approaches, Universal Design for Learning & Culturally Sustaining Pedagogies

Recommendations for Staff & Leadership

Require Diverse Search Committees

To ensure the hiring of more diverse candidates, we must have more diverse hiring policies

Hold regular Town Halls on Campus

Town halls should be proactive & invite community opinions on campus decisions

Ensure all staff members can comfortably define & talk about DEI

More staff trainings on how to disrupt unconscious bias in the workplace

Leadership must be more visible on campus

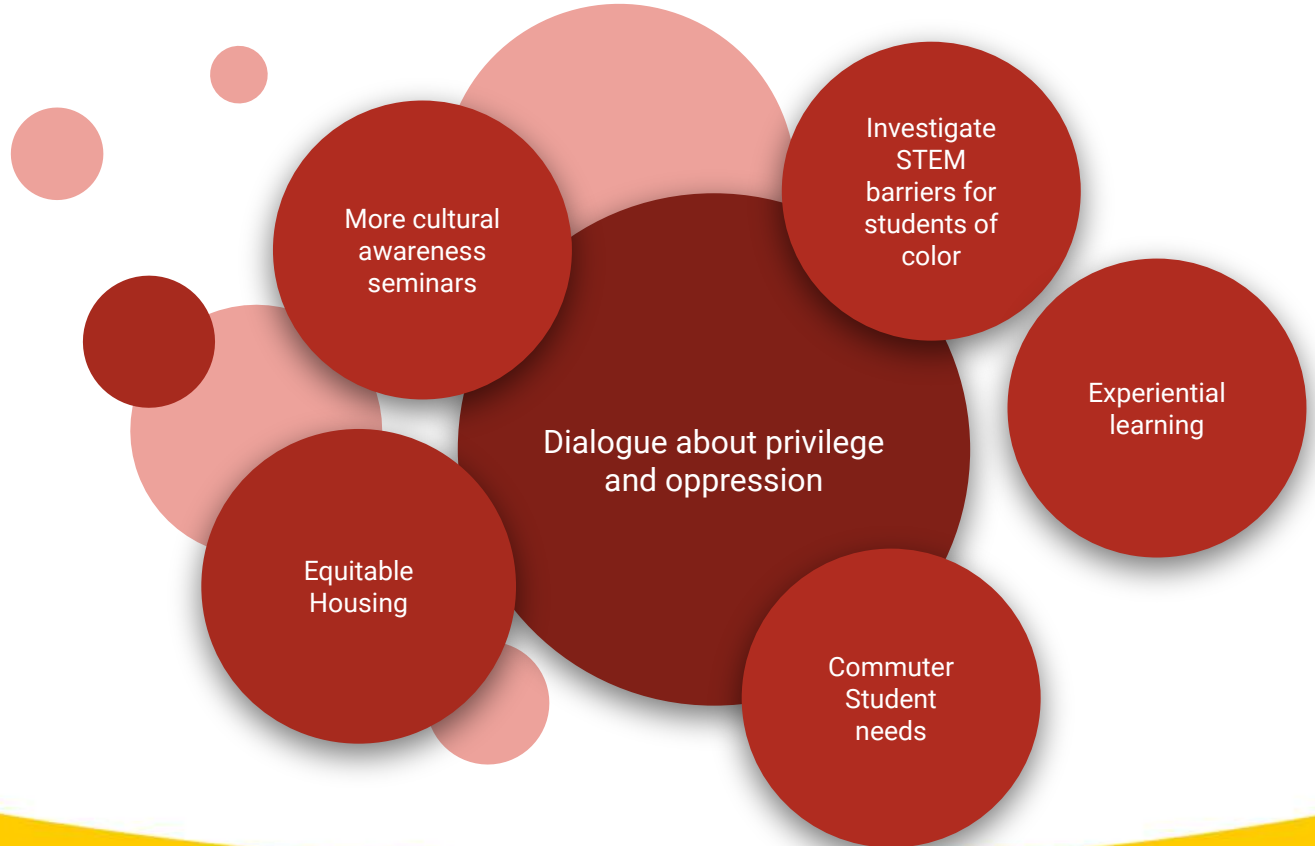
Working in the library or eating in dining halls are ways to be more visible

Meaningfully participate in campus events

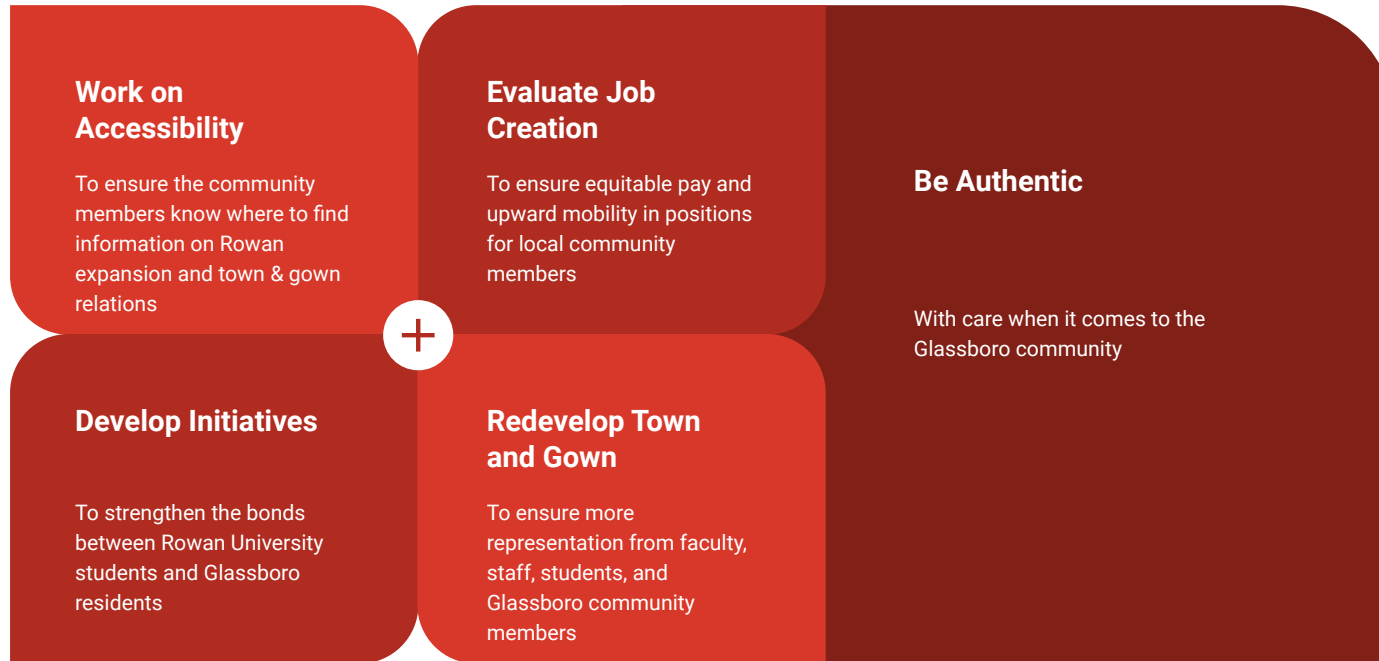
Leadership should engage more with the community

Leadership must use race and ethnicity as an example to make sure that the university provides solutions.

Recommendations for Students



Recommendations for Community



*Others as mentioned in the final report

Final Takeaways

- There were many positives and many areas of improvement within Rowan's community
- Look through the raw data with a holistic lens and ensure to analyze both ends of the spectrum
- We want to be mindful of the meaning that is created by marginalized students in response to the climate and culture

Questions, Comments, Feedback