RACIAL EQUITY TASK FORCE SURVEY & VIRTUAL TOWN HALL FINDINGS

November 10, 2020
Presented by APCO Worldwide

Why We're Here Today

- **APCO was asked to collect insights to illuminate trends and lived experiences** from students, staff and faculty across the UNC System related to diversity, equity, and inclusion.

- **This Task Force is taking the first step of the UNC System's racial equity work**. We're here to help the Task Force create the intentional infrastructure that will support the system in continuing its steps to achieve equity.

- **Today, we're summarizing and sharing the trends from what thousands of students, faculty and staff** shared through survey results and our virtual town halls. This presentation is not exhaustive of that data and isn't exhaustive of stakeholder needs.

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The Opportunity

There's a gap between what people believe SHOULD happen and what they think WILL happen, creating a sense of urgency to rebuild trust.

- *There is a **perceived lack of commitment** in DEI from the UNC System leadership, as seen by students, faculty and staff.*

- *Participants say they have seen and participated in a lot of listening efforts, and have **not seen meaningful action.***

- *Participants are **looking for new or improved processes and policies** within the UNC System that address student, staff and faculty priorities.*

Perceived Commitment of UNC System Leadership to Creating A Diverse, Equitable, and Inclusive System
(% selecting not very or at all committed)*

Students (n=4,048)	34%
Faculty (n=1,788)	56%
Staff (n=3,249)	41%
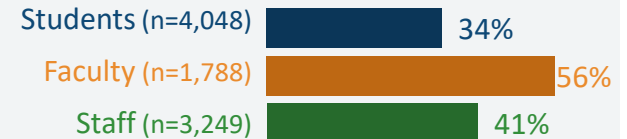
*"We seem to be **caught in this data-gathering phase**. There are **decades of research** on what it's like to be a Black faculty, staff, student. There's **retraumatizing** of them to educate the people that are traumatizing them on this trauma" - Faculty*

*"How do we move beyond workshops and discussions to **real systemic change**?" - Staff*

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*Q13. How committed do you think the [UNC System Office leadership is] to creating a diverse, equitable and inclusive campus or work environment for all races and ethnicities? [Base on respondents not selecting "Not applicable/Don't know"]

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Seven Priority Areas for Students, Faculty & Staff

- Formalize path to more **diverse, inclusive leadership**

- Ensure equity in **hiring**, **promotions, tenure and compensation**

- Establish **diversity education** model, clear pathway to independent **reporting**, and **accountability** measures

- Invest in equitable **mental health**

- Evaluate **campus police policies** and **incorporate alternative** responders

- Enhance inclusion through **representative spaces**

- Close any **funding & access gaps between HMSIs & PWIs**

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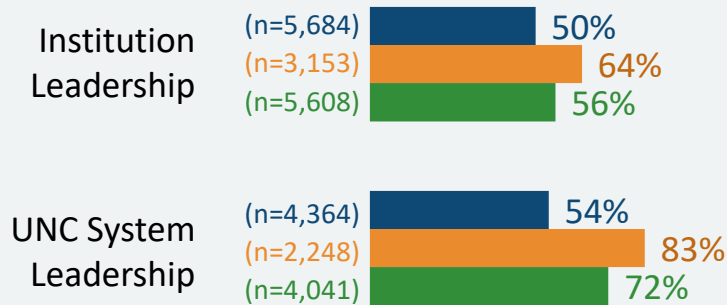# INSIGHTS FOR THE TASK FORCE AS THEY PREPARE RECOMMENDATIONS

*Based on student, staff and faculty
survey and town hall input*

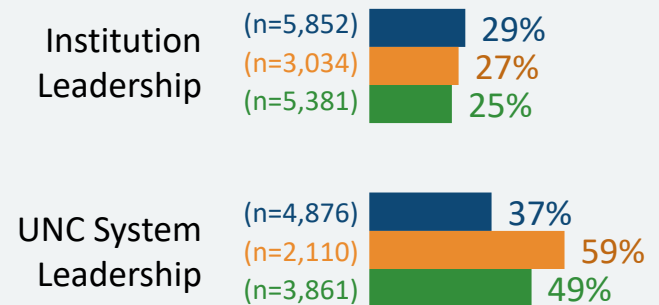# Formalize Path to More Diverse, Inclusive Leadership

Seen As Not Diverse
% Selecting "Not Very" Or "Not At All Diverse"[1]

Diversity Perceived To Be Low Priority
% Selecting "Low" Or "Extremely Low"[2]

Legend:
- Students (blue)
- Faculty (orange)
- Staff (green)

Seen As Not Diverse

Institution Leadership
- (n=5,684) Students: 50%
- (n=3,153) Faculty: 64%
- (n=5,608) Staff: 56%

UNC System Leadership
- (n=4,364) Students: 54%
- (n=2,248) Faculty: 83%
- (n=4,041) Staff: 72%

Diversity Perceived To Be Low Priority

Institution Leadership
- (n=5,852) Students: 29%
- (n=3,034) Faculty: 27%
- (n=5,381) Staff: 25%

UNC System Leadership
- (n=4,876) Students: 37%
- (n=2,110) Faculty: 59%
- (n=3,861) Staff: 49%

"When I don't see my race represented in leadership in my area, I feel discouraged that I am in the 'right' field. **I question whether or not I could get to that level**, regardless of the work I put into it."

- Student

"I really believe **it needs to start at the top.** Look at the composition of the Board of Governors and System Office executive level personnel. There needs to be genuine change."

-Staff

"I would like to see increasing the presence of **faculty of color in top leadership positions** a top priority on each campus."
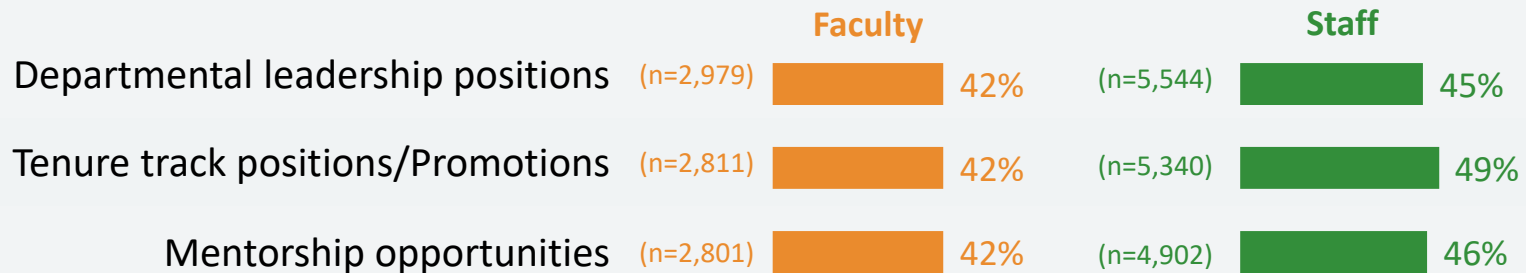
-Faculty

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[1]Q2. In your view, how racially and ethnically diverse are each of the following groups? [Base on respondents not selecting "Not applicable/Don't know"]

[2]Q3. How much of a priority would you say each of the following groups has put on fostering racial and ethnic diversity? [Base on respondents not selecting "Not applicable/Don't know"]

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Ensure Equity in Hiring, Promotions, Tenure & Comp

More than 4 in 10 faculty & staff feel opportunities for leadership roles, tenure track or promotions are, at best, "only sometimes" equitable.

Believe That Different Races, At Best, <u>Only Sometimes </u>Have Equitable Access To:

	Faculty		**Staff**	
Departmental leadership positions	(n=2,979)	42%	(n=5,544)	45%
Tenure track positions/Promotions	(n=2,811)	42%	(n=5,340)	49%
Mentorship opportunities	(n=2,801)	42%	(n=4,902)	46%

Q4. To what extent do you believe people of different racial and ethnic backgrounds are treated equitably when it comes to the following? [Base on respondents not selecting "Not applicable/Don't know"]

"Recruiting and retaining diverse faculty & staff" as well as "investigating & correcting inequities in tenure, promotions and compensation" are Top 3 priorities for faculty & staff.

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Ensure Equity in Hiring, Promotions, Tenure & Comp

Ideas to resolve:

- **Mitigate biases in** performance assessments and hiring processes

- Create structures for **career mentorship/sponsorship**

- **Address any disparities** in compensation between HMSIs, MSIs & PWIs

*"When POC are told that diversity is welcomed, but positions are determined **not by a committee but one individual**, then where is the equity? I have witnessed actions of 'favorable persons' being hired over qualified persons. How do we move beyond such actions?"*
– Staff

*"For faculty, leadership could **more highly value service work in promotion considerations**, given that **people of color tend to do more service work** and emotional labor (serving on diversity committees, mentoring students of color, etc.) - things that are very valuable but reduce the time they have for research."*
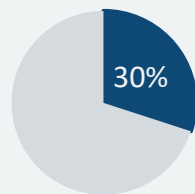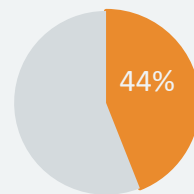*- Faculty*

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Address Training, Reporting & Accountability

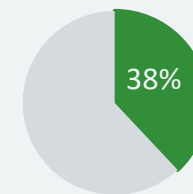Many BIPOC participants say they have experienced microaggressions, discrimination and/or harassment

Personally Experienced Racial Harassment or Discrimination

30%

BIPOC Students
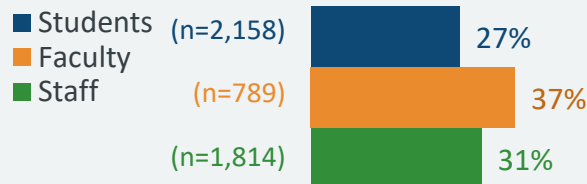(n=2,159)

44%

BIPOC Faculty
(n=792)

38%

BIPOC Staff
(n=1,812)

Q9. Have you ever personally experienced an act you considered to be racial discrimination or harassment by another member of your institution?

Lack of comfort, confidence in current reporting structures

BIPOC Not Comfortable Reporting

■ Students
■ Faculty
■ Staff

(n=2,158) 27%
(n=789) 37%
(n=1,814) 31%

Q10. Regardless of whether you have experienced or witnessed an event, how comfortable would you feel in reporting an act of racial discrimination or harassment to your institutional employer?

BIPOC Not Confident in Protection From Retaliation

(n=1,945) 38%
(n=720) 52%
(n=1,682) 47%

BIPOC Not Confident Offenders Will be Held Accountable

(n=1,993) 45%
(n=734) 53%
(n=1,685) 48%

Q12. If you reported an instance of racial discrimination or harassment, how confident are you that the institutional employer would [protect you from retaliation/hold those in the wrong appropriately accountable]? [Base on respondents not selecting "Not applicable/Don't know"]

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Address Training, Reporting & Accountability

Desire for:

- **Mandatory, regular** anti-discrimination **training**

- **Independent reporting** structures

- Improved **transparency** in process and outcomes

- **Zero tolerance** policies and results-based accountability

*"I often think training is done for universities to **check off a box** so they can say they did it. It would be nice if **they followed through and implemented some policy** instead of forgetting the training the minute it's gone."*
— Student

*"Our reporting processes are problematic. Our division's head of HR reports to the same person I do. When I brought a concern, **she said she had to support the decision because the person in question is her supervisor too.**"*
- Staff

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A Strong Desire for Mental Health Investments

- **Equitable mental health is a #1 priority** for students

- Some are **turning to faculty and staff** which can have opportunity costs

- Increased **representation** and **culturally-competent support** for BIPOC traumas is key

"I don't see a face I can trust that can actively and adequately understand what I'm going through."

– Student

"Part of the deficiency in counseling services is that many counselors have no frame of reference for some of the trauma and issues that minorities faced in the past and continue to face in the present. Many minorities are left feeling undervalued and overwhelmed, and don't know what to do or how to deal with those kinds of ongoing psychological trauma."

– Anonymous

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Evaluate Campus Police Policies, Incorporate Alternatives

- Offering **alternatives** (#2) and **evaluating** campus police **practices** (#4) both **rank as Top 5** priorities for students

- All three BIPOC audiences share **lack of trust** in police and want alternatives to be considered

- Students, staff and faculty are **looking for social work and mental health support to be primary responders** for appropriate incidents

*"I want to see **campus funded alternatives to police** in community safety, in recognition of the fact that many communities can't/don't trust the police no matter what reform is done."*

– Anonymous

*"Law enforcement is expected to know all of the laws, mental health, de-escalation, etc. in one year of training when lawyers take many years to learn just the laws. We need to **change the expectations of what police are responsible to do**."*

– Anonymous

*"I think it's important we take on a **restorative justice approach in policing generally in campus police**. For example - a commitment to not take legal action for ALL non-violent drug offenses, and instead invest in therapy and rehab services."*

– Student

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Enhance Inclusion through Representative Spaces

1 in 5 BIPOC say they don't feel part of a community on campus

Don't Feel They Are Part of a Community
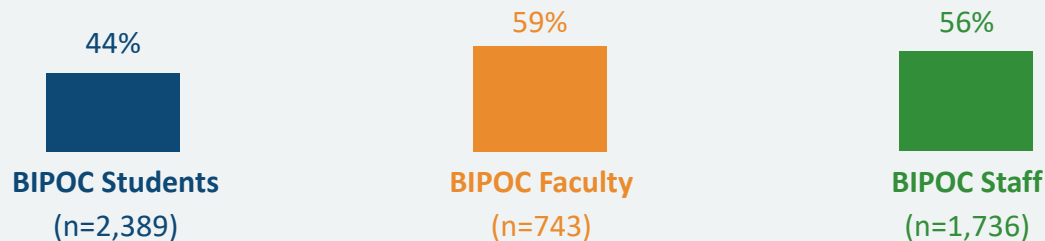
23%
BIPOC Students
(n=2,161)

20%
BIPOC Faculty
(n=788)

20%
BIPOC Staff
(n=1,810)
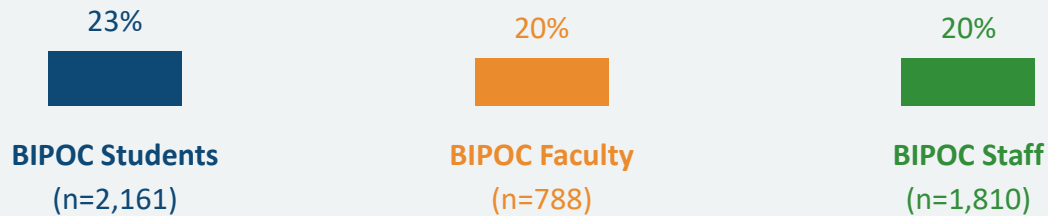
Q6. How often do you feel you are part of a community at your institution?

Many students, faculty and staff don't feel there is equitable access to representative spaces

People Of Different Races, At Best, Only Sometimes Have Access To Representative Spaces

44%
BIPOC Students
(n=2,389)

59%
BIPOC Faculty
(n=743)

56%
BIPOC Staff
(n=1,736)

Q4. To what extent do you believe people of different racial and ethnic backgrounds are treated equitably when it comes to the following? Spaces that represent a person's own racial or ethnic background [Base on respondents not selecting "Not applicable/Don't know"]

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Enhance Inclusion through Representative Spaces

- Stakeholders, especially students, share what has worked well are **spaces dedicated to marginalized communities** such as Diversity & Inclusion or Multicultural Centers on their campuses

- People caution these spaces **need to be incorporated** and **can't do it all**

*"I would like to second the importance of creating a space for POC and trusting they will come. **It is simply unethical to bring students to a university that does not have resources for them**."*
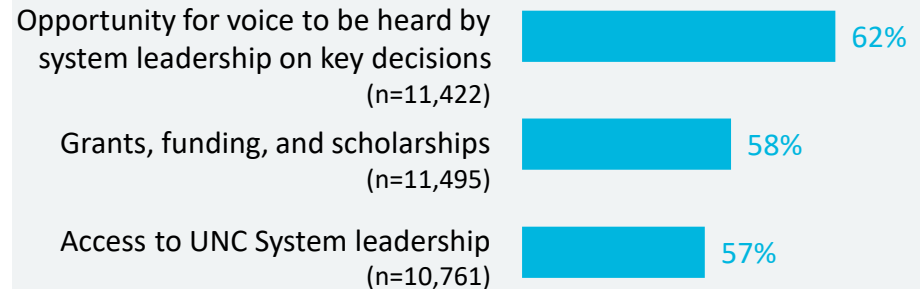*– Student*

*"We risk bringing minorities into spaces that are not prepared to support and accept them. **It seems to me that we need to first focus on purging our environments of discriminatory tendencies and unchecked racism.** That way, we don't usher our fellow BIPOC into spaces that are going to be harmful to them."*
– Student

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Close Any Funding, Access Gaps Between HMSIs & PWIs

- Majority from both HMSIs and PWIs believe institutions within the System are, at best, "only sometimes" treated equitably

- HMSIs ranked this area as **THE top priority** for the Task Force

Stakeholders Believe Institutions Within the UNC System Are, At Best, <u>Only Sometimes</u> Treated Equitably When It Comes To...

Opportunity for voice to be heard by system leadership on key decisions (n=11,422) — **62%**

Grants, funding, and scholarships (n=11,495) — **58%**

Access to UNC System leadership (n=10,761) — **57%**

Q5 - The UNC System is a collective of 17 institutions, five of which are historically black colleges and universities [HBCUs] and one of which is state designated as a historically American Indian serving university. To what extent do you believe institutions within the UNC System are treated equitably, when it comes to the following? [Base on respondents not selecting "Not applicable/Don't know"]

*"There is an old saying in football; 'If you're not in the huddle, you don't know the play.' **For decades HBCUs have not been in the huddle**. When financial decisions are being made that directly impact our institutions ability to provide the highest quality education to our constituency, we are not in the 'huddle'. This **exclusion is intentional** and done with malice and forethought."*
– Staff

*"I hope there will be an opportunity to talk about the **inequity of funding of the HBCU's** in the UNC System historically and currently. An example is UNC System schools who receive direct funding from the system to support Graduate Assistantships yet this is not offered to all....I would like to ask for this aspect of equity across all institutions for resources to be looked into."*
– Faculty

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SEIZING THE OPPORTUNITY

Move Quickly From Listening to Action

- Base expectation is **consistent communications from leadership on next steps**

- **Mobilization action needed**, not just education efforts

- The Task Force should create and share a **public action plan,** with timelines and measures

- Where possible, System/University led communications should be tied to **policy changes**

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