Diversity & Inclusion Research Project:
An innovative experience to improve campus climate at FPU

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Research Team: Francisco Del Canto Viterale, Manuela Gabriel, Patty Salinas, Celeste Hernandez

Overview

- ✧ **About FPU**

- ✧ **ALAS Program**

- ✧ **Diversity & Inclusion**

- ✧ **Research Project**

- ✧ **Future Direction**

About Fresno Pacific University

FPU Vision

"Fresno Pacific is a vibrant Christ-centered university that is transforming California's Central Valley and global communities through exemplary service to students of all ethnicities and cultures. Innovative programs encourage academic and professional excellence, peacemaking, social justice, ethical leadership, holistic wellness, and spiritual vitality."

-Approved by the Board of Trustees on June 11, 2016

Carnegie Classification (2020):

- 4-Year or above
- Private not-for-profit
- Size & Setting: Four-year, medium, primarily nonresidential

ALAS Title V Grant History & Objectives

FPU Individual Title V Award: $434,805-503,556 per year for 5 years (FY2015-2020) (2.3 M Total Award)

- Purpose of award: Expand educational opportunities for, and improve the academic attainment of Hispanic students.

(1) The institution's first individual Title V award (prior awards have been with other institutions as lead).

(2) The institution's largest federal award.

<u>Grant Objectives</u>

- Objective 1: Increase persistence rates of first-generation students to 85% over the current baseline data of 75% within five years.

- Objective 2: Increase the 4 year completion rates of first generation students to 50% (2% per year) over the 2009 cohort baseline data of 39%.

- Objective 3: Increase General Education Course offerings that contain at least a 10-15% cultural component to 40% (4.2% per year) over the current baseline of 17%.

FRESNO PACIFIC UNIVERSITY

ACTIVITIES:

- Diverse student workers and ALAS PMs
- CEC Grant
- Workshop: "Your culture is speaking".
- Spanish social coffee
- Diversity Training (students, faculty and staff)
- Gender gap Workshop
- Minor in Women Studies
- Soccer course
- Online International class
- Diversity Research Project

Professional Development (Faculty, Staff)

ALAS Intercultural Learning Center

Student Support Services

Diversity & Inclusion

Cultural Embedded Curriculum (Syllabus)

ALAS Events

Are we diverse at FPU?

2018 TUG Student Breakdown

- American Indian/Alaska Native
- Asian
- Black or African American
- Hawaiian/Pacific Islander
- Hispanic or Latino
- Non-Resident Alien
- Race/Ethnicity Unknown
- Two or more races
- White

32% · 6% · 1% · 5% · 0.36% · 1% · 7% · 5% · 43%
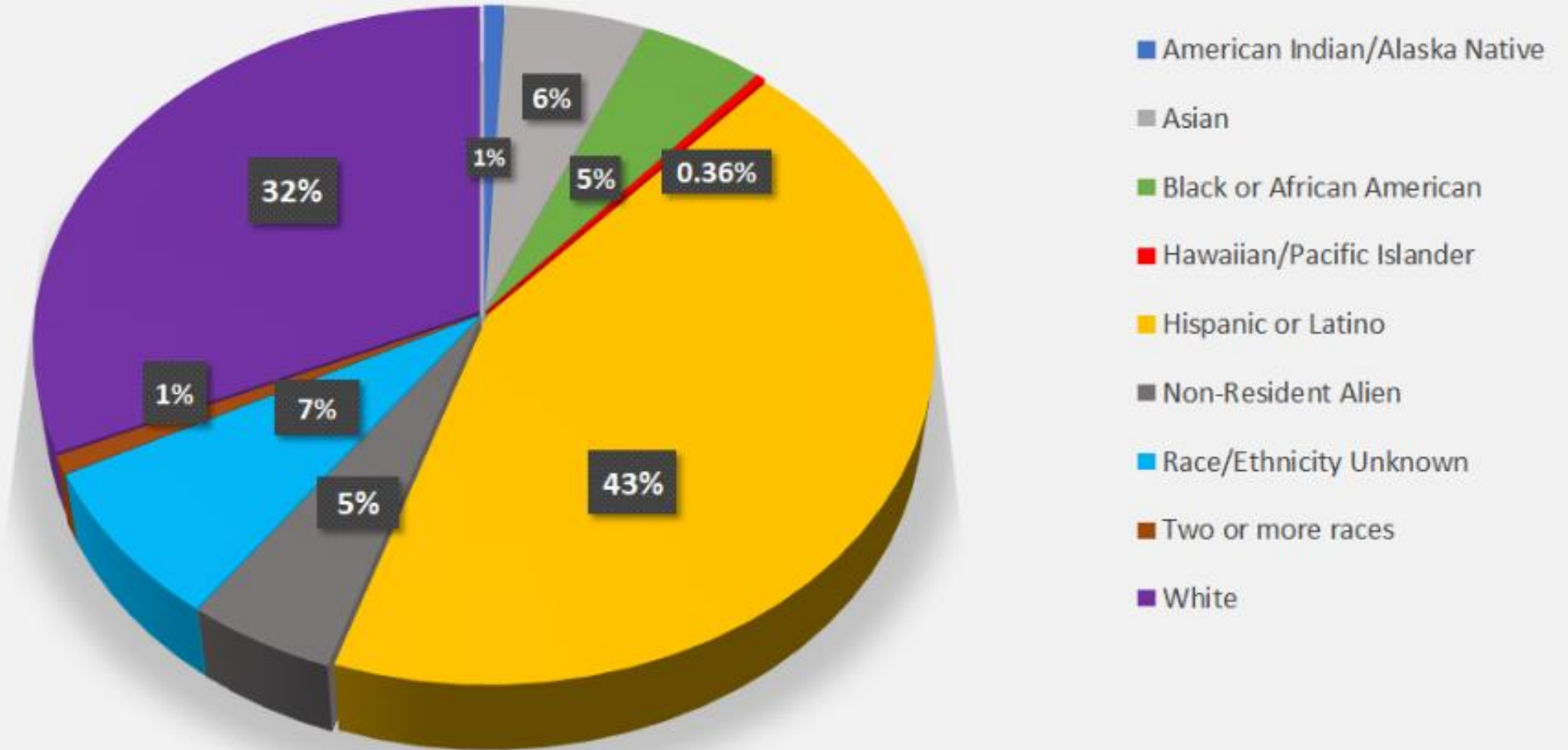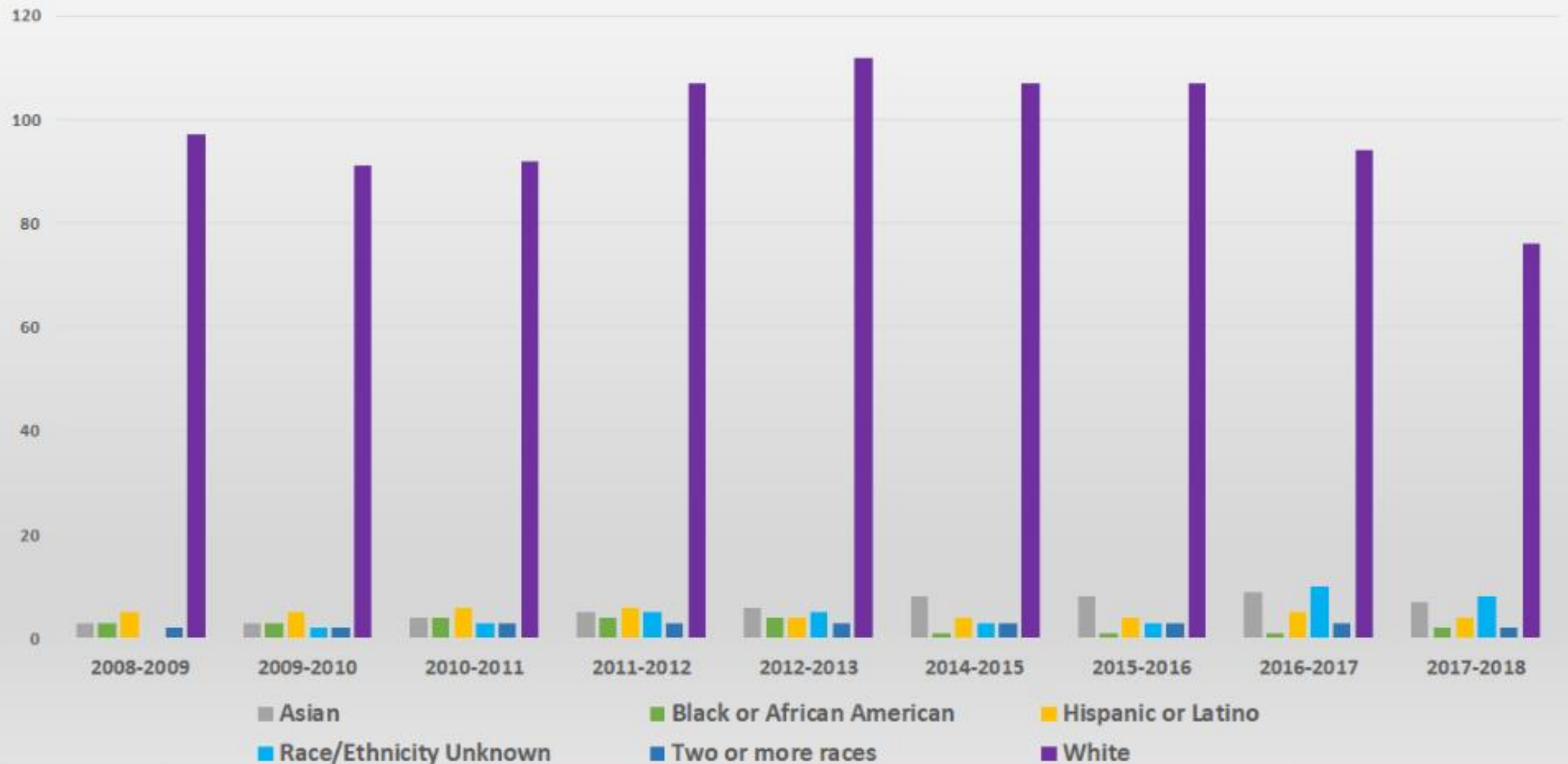
What about our Staff and Faculty?

Staff Breakdown 2009-2017
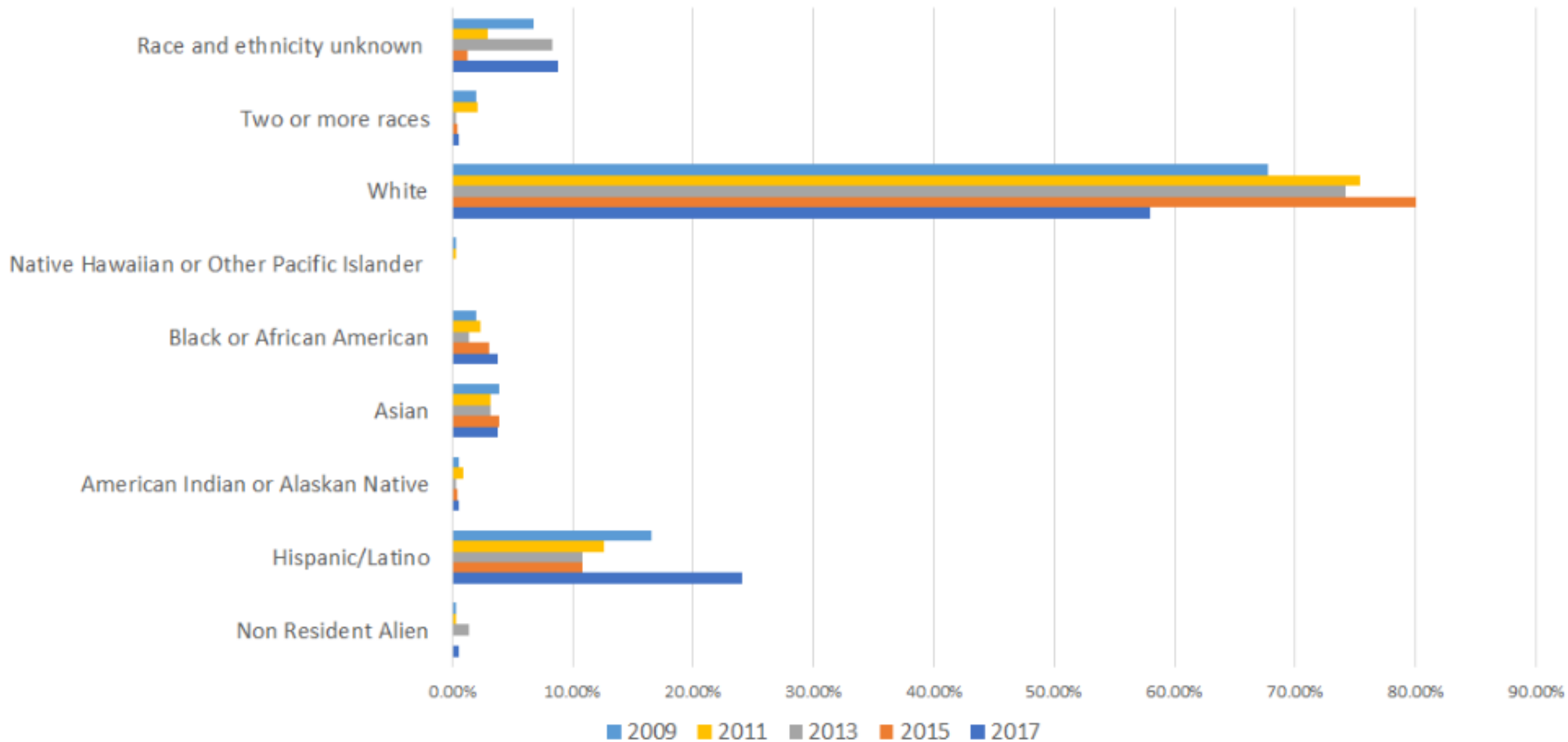
Faculty Breakdown 2008-2018

What types of diversity?

DIVERSITY
IS
NOT
INCLUSION

INCLUSION
Thoughts, ideas and perspectives of all individuals matter

Over saturation of similarity, homogeneous culture, and simplified points of view

The dominant group or ideology is deferred to for decision making, opportunities and promotions

BELONGING
An org that engages full potential of the individual, where innovation thrives, and views, beliefs and values are integrated

EQUITY
Constantly and consistently recognizing and redistributing power

Culture assimilation results in disengagement and low retention

DIVERSITY
Multiple identities represented in an organization

ALAS Diversity Events

- Social Nest
- Faculty Seminar
- Diversity in human sexuality
- Women in Higher Education
- HSI Week
- Latin American & Diversity US/MX border
- Diversity Training for Student workers and Peer mentors
- Culturally Embedded Curriculum Grant
- Gender Gap Workshop

Starting point

ALAS Research Project

➢ **TOPIC**:
  o Diversity and inclusion at FPU

➢ **PROBLEM**:
  o FPU has to work on diversity, inclusion and intercultural issues in order to improve their community life.

➢**HYPOTHESIS**:
  o A bottom-up approach, taking in consideration ideas from the FPU students, could be helpful and complementary to design effective strategies to address diversity and inclusion at FPU.

➢ **GOALS**:
  o Create a safe environment to discuss diversity and inclusion at FPU
  o Listen to the student's opinions
  o Offer inputs and insights from the student' perspective to the FPU community

Methodology

o Combining **Quantitative** and **Qualitative** Methods:
- Focus Group
- Survey

o Three **stages**:
- Spring 2019: Focus Group
- Fall 2019: Survey
- Spring 2020: Analyze Data

o Data collection and analysis by **ALAS Team**
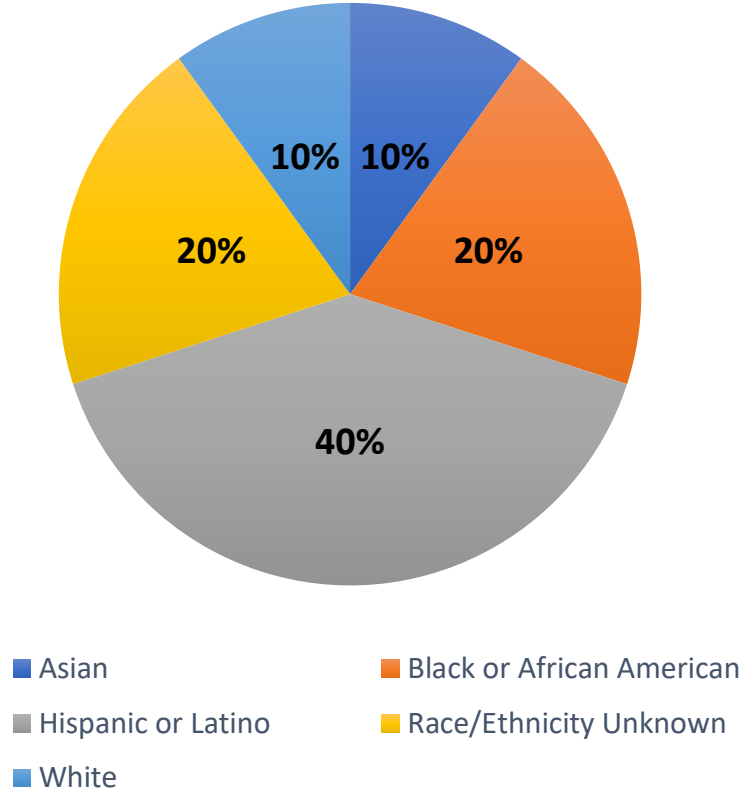
Methods: Qualitative & Quantitative

FOCUS GROUP :

- Focus Group (10 to 12 students / Facilitators / 2-hours meetings)
- 3 meetings during Spring 2019
- No video recording / Takes notes.
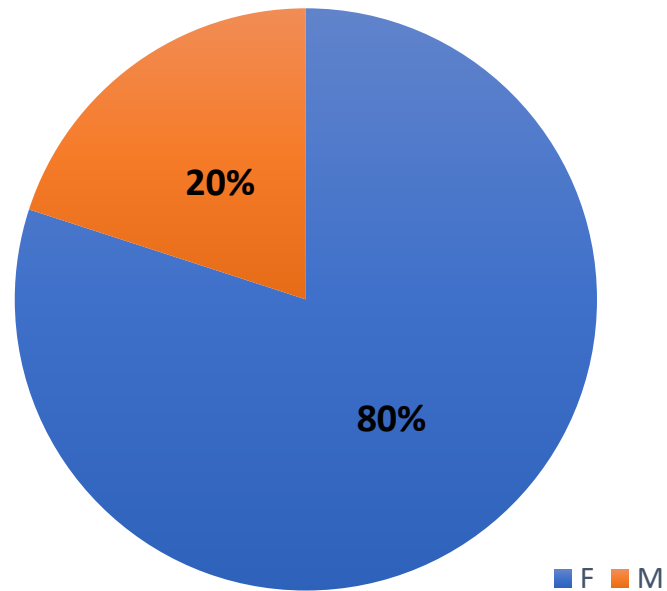- Data collection and analysis by ALAS Team
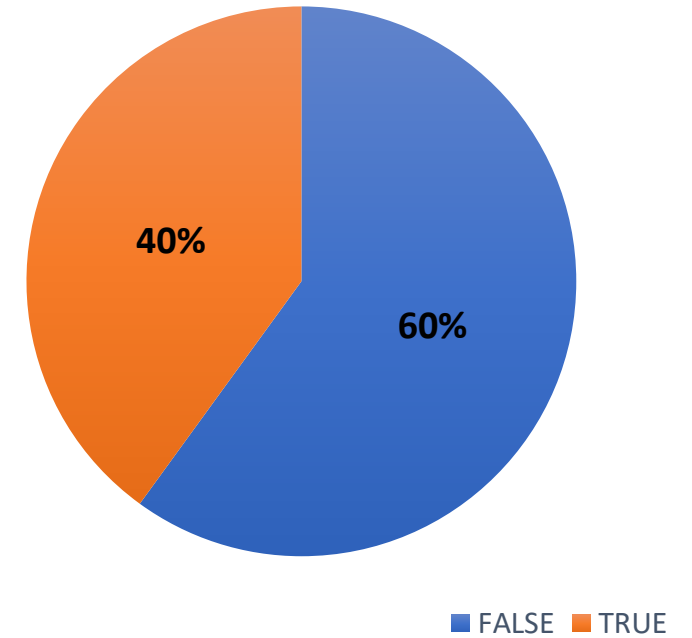
Focus Group Participants

SURVEY:

- Target population: Junior and Senior FPU students
- 11 Questions
- Statistics validation:
  - FA'19 TUG population: 523 students
  - Confidence level: 95%
  - Margin of error: 9%
  - Sample size: 100

Question #7:

Considering your experiences over the past 12 months, please indicate your **level of agreement** with each of the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel valued as an individual at FPU					
I feel I belong at FPU					
FPU has a strong commitment to diversity, equity, and inclusion					
I have considered leaving FPU because I felt isolated or unwelcomed					
I am treated with respect at FPU					
I feel others don't value my opinions and background at FPU					
FPU is a place where I am able to perform up to my full potential					
I have opportunities at FPU for academic success that are similar to those of my peers					
I have found one or more communities or groups where I feel I belong at FPU					
There is too much emphasis put on issues of diversity, equity, and inclusion here at FPU					
FPU provides sufficient programs and resources to foster the success of a diverse student body					
I have to work harder than others to be valued equally at FPU					
My experience at FPU has had a positive influence on my academic growth					
I am treated fairly and equitably on campus in general					

Research Timeline

Activity	Date/Deadline
Presentation ALAS Team	January 2019
Focus Group Meetings	-January 15th, 2019 -February 12th, 2019 -March 19th, 2019
Collect and analyze data from Focus Group	July 2019
Preliminary results	October 2019
Survey	November 19'- February 2020
Collect and analyze data from survey	March 2020
Preliminary results	May 2020
Combine analyzes	June 2020
Final results	July 2020

Findings (Preliminary)

1) **CLIMATE**
   1.1- Convivence
   1.2- Diversity
   1.3- Sense of belonging
   1.4- Inclusion/Integration

2) **CAUSAL FACTORS**
   2.1- Culture and religion
   2.2- Institutional Support
   2.3- Role of Faculty, Staff, and Administrator

3) **FUTURE**

1) Climate

1.1- <u>Convivence:</u>

• **Discrimination and racism** on campus.

• **Macro and microaggressions** around campus all the time.

• **No sense of security** for students of color.

1) Climate

1.2- <u>Diversity:</u>

- All the **diversity initiatives come from the bottom**, not from the **authorities**.

- FPU has problems approaching **minorities.**

- FPU **celebrates diversity, but this is not enough**.

- **Office of Spiritual Formation and Diversity** should not be together.

1) Climate

1.3- <u>Sense of Belonging:</u>

• You belong to small groups, but **no sense of belonging as a whole.**

• It's easier to **fit into a specific group** rather than into the institution.

• Lack of things that make you feel welcome at FPU.

• Some of the students feel they belong, **but they are not proud of the institution**.

1.4- <u>Inclusion/Integration</u>:

- **University is not inclusive**. You can see the minorities separated especially in places like the cafeteria.

- There is almost a **feeling of boundaries set by others** that you can't break through.

- **Do you feel comfortable being yourself at FPU**?:
  - 2/10: YES
  - 2/10: Only within their social circle, but not holistically
  - 6/10: NO

2) Factors

2.1- <u>Culture and Religion</u>:

- **Relevance and impact of faith component** at FPU. The religion background is prominent and sometimes is viewed as an **obstacle for the integration**.

- If you are a religious minority (non-Christian), you will feel very **uncomfortable**. The **culture shock** of religious practices.

- **College hours** are not inclusive spaces for other faiths. They focus on the Christian faith viewpoints only. College hour is chapel hour.

2.2- <u>Lack of institutional support</u>:

- **Students push Faculty for initiatives**. ALAS is the only example coming from the top.

- University tries to help but it is not enough. One example is the **Diversity training at FPU**.

- There is tension in the development of the **university identity**. The sense of the "old ID" vs "new ID", it seems threatening to old roots of the university.

2.3- <u>Role of Faculty/Staff/Administration</u>:

- Faculty are **not ethnically diverse** (mostly white).

- Professors have **prejudices and doubt** on the ability of a student's depending on their sexual orientation, ethnicity, etc.

- There is a **fear to openly talk & write about certain topics** that are not well seen at FPU because of the fear for repercussion on their grades.

- **Staff and administration are not equipped** to deal with these type of issues. Staff & Administration needs intercultural competence.

3) Future

➤ FPU **needs improvement** in terms of inclusiveness and representation of other cultures.

➤ Need for a **big plan** about diversity and inclusion. A "bigger plan" thinking beyond activities. How are we going to impact the university in the long-term.

➤ Need **more information** about minorities and diversity on campus. Openly discuss topics that are considered taboos.

➤ Need for **diversity training** for faculty, staff, administration, and student leaders.

➤ It will be necessary to **hire diverse people** as faculty, staff, and administration. Hire more people of color who are adequately trained in diversity and intercultural issues.

Future Research

- Analyze other **stakeholders** on campus in our research (Faculty, Staff, Administration)

- Use other methods/techniques:
  - Conduct **interviews**
  - **Delphi method**

- Analyze D&I policies

Limitations

- Student participants might be biased.

- Focus group participants did not change throughout the study.

- Lack of neutral standpoint from ALAS.

- Survey limitations

- Title V Grant Timeline limitation