



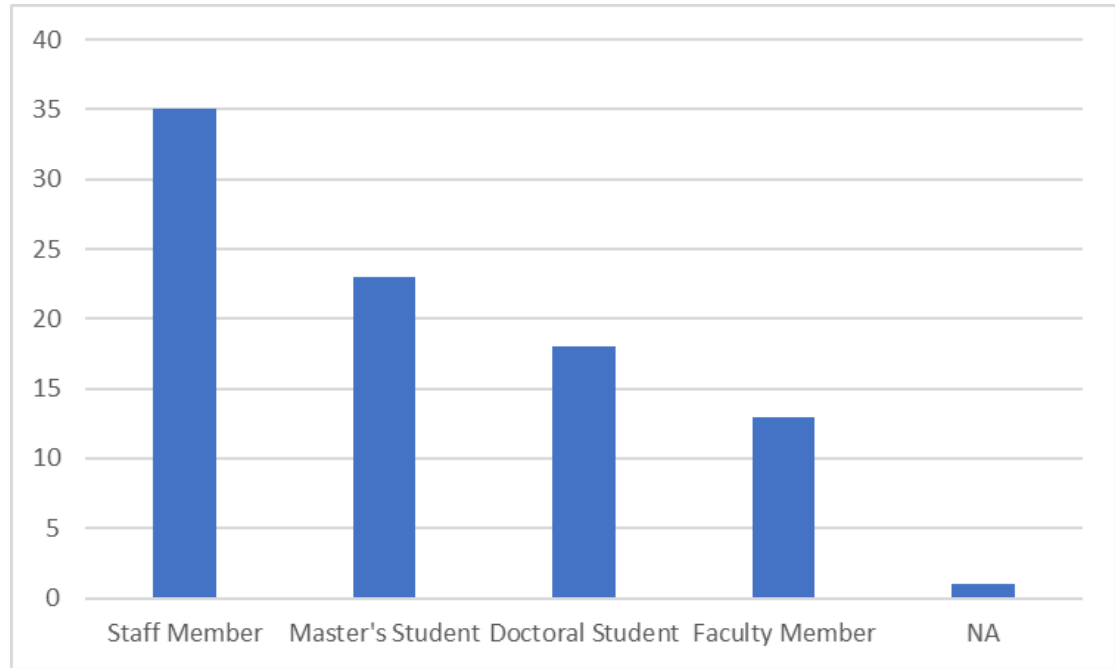
EDI Survey Results

April 2021



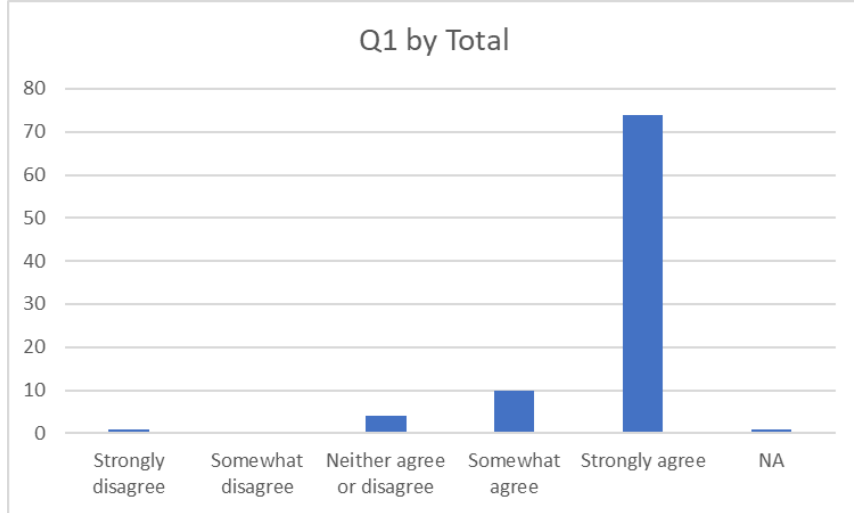
Number and Type of Respondents

Staff Member	35
Master's Student	23
Doctoral Student	18
Faculty Member	13
NA	1
Sum	90



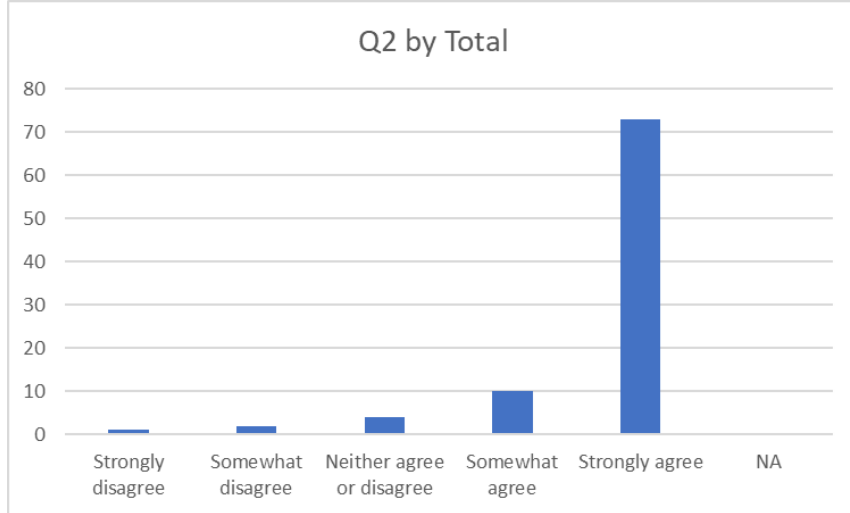
1. Addressing bias, inequities, and unjust norms in classes and interactions with students will strengthen our department

(e.g., acknowledging the diversity of student experiences and opinions, acknowledging the variety of experiences by those with invisible and visible differences from the majority, including readings by experts from diverse backgrounds, ensuring that class materials are free from stereotyping and tokenism)



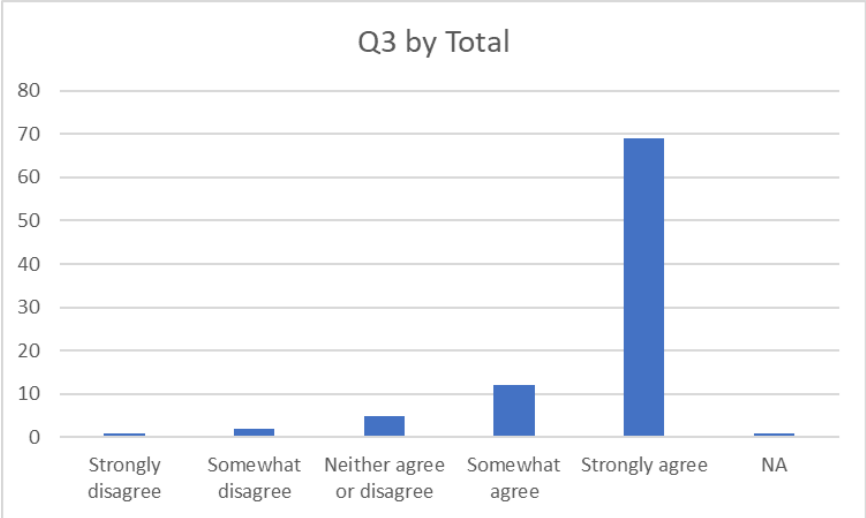
Strongly Disagree	
Staff Members	0
Master's Student	1
Doctoral Students	0
Faculty Members	0
Somewhat Disagree	
Staff Members	0
Master's Students	0
Doctoral Students	0
Faculty Members	0
Neither Agree or Disagree	
Staff Members	0
Master's Students	3
Doctoral Students	0
Faculty Member	1
Somewhat Agree	
Staff Members	3
Masters Students	3
Doctoral Students	3
Faculty Member	1
Strongly Agree	
Staff Members	31
Master's Students	16
Doctoral Students	15
Faculty Members	11

2. Recruiting, hiring, and supporting faculty from diverse backgrounds will strengthen our department.



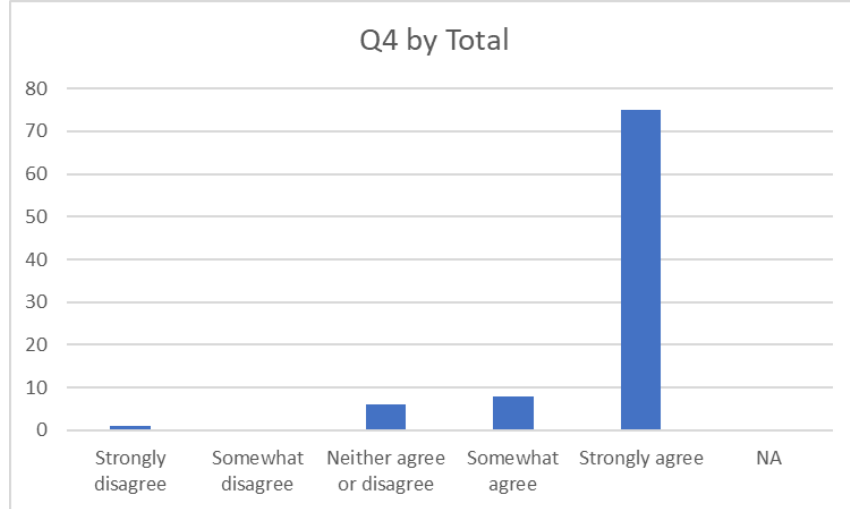
Strongly Disagree		
Staff Members		0
Master's Student		1
Doctoral Students		0
Faculty Members		0
Somewhat Disagree		
Staff Members		0
Master's Students		2
Doctoral Students		0
Faculty Members		0
Neither Agree or Disagree		
Staff Members		1
Master's Students		1
Doctoral Students		0
Faculty Member		1
Somewhat Agree		
Staff Members		4
Masters Students		4
Doctoral Students		1
Faculty Member		1
Strongly Agree		
Staff Members		30
Master's Students		15
Doctoral Students		17
Faculty Members		11

3. Recruiting, hiring, and supporting staff from diverse backgrounds will strengthen our department.



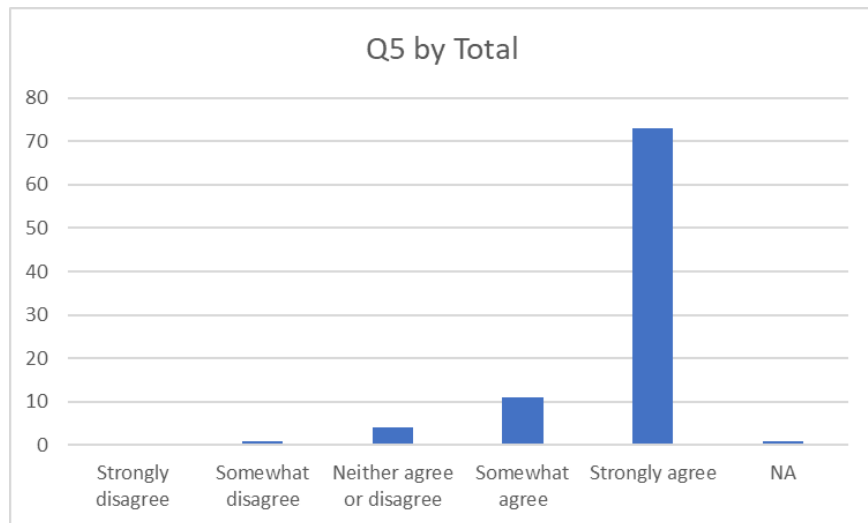
Strongly Disagree	
Staff Members	0
Master's Student	1
Doctoral Students	0
Faculty Members	0
Somewhat Disagree	
Staff Members	0
Master's Students	2
Doctoral Students	0
Faculty Members	0
Neither Agree or Disagree	
Staff Members	1
Master's Students	2
Doctoral Students	0
Faculty Member	1
Somewhat Agree	
Staff Members	4
Masters Students	5
Doctoral Students	1
Faculty Member	2
Strongly Agree	
Staff Members	29
Master's Students	13
Doctoral Students	17
Faculty Members	10

4. Recruiting, funding, and supporting students from diverse backgrounds will strengthen our department.



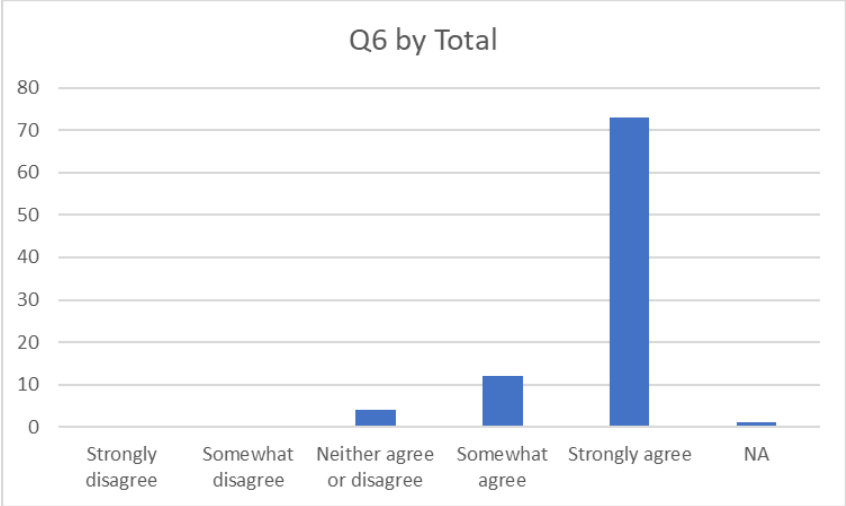
Strongly Disagree		
Staff Members		0
Master's Student		1
Doctoral Students		0
Faculty Members		0
Somewhat Disagree		
Staff Members		0
Master's Students		0
Doctoral Students		0
Faculty Members		0
Neither Agree or Disagree		
Staff Members		1
Master's Students		4
Doctoral Students		0
Faculty Member		1
Somewhat Agree		
Staff Members		3
Masters Students		2
Doctoral Students		1
Faculty Member		1
Strongly Agree		
Staff Members		31
Master's Students		16
Doctoral Students		17
Faculty Members		11

5. Engaging in ongoing discussions related to recognizing, acknowledging, and respecting the voices and experiences of people with disabilities and their families will strengthen our department.



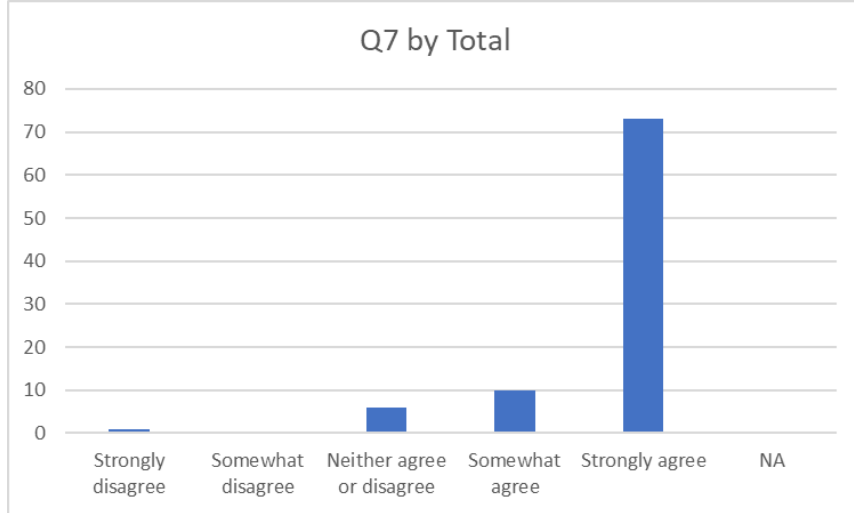
Strongly Disagree		
Staff Members		0
Master's Student		0
Doctoral Students		0
Faculty Members		0
Somewhat Disagree		
Staff Members		0
Master's Students		1
Doctoral Students		0
Faculty Members		0
Neither Agree or Disagree		
Staff Members		0
Master's Students		2
Doctoral Students		1
Faculty Member		1
Somewhat Agree		
Staff Members		3
Masters Students		2
Doctoral Students		4
Faculty Member		2
Strongly Agree		
Staff Members		32
Master's Students		17
Doctoral Students		13
Faculty Members		10

6. Creating mechanisms for soliciting feedback and input on an ongoing basis from people in the communities we serve will strengthen our department.



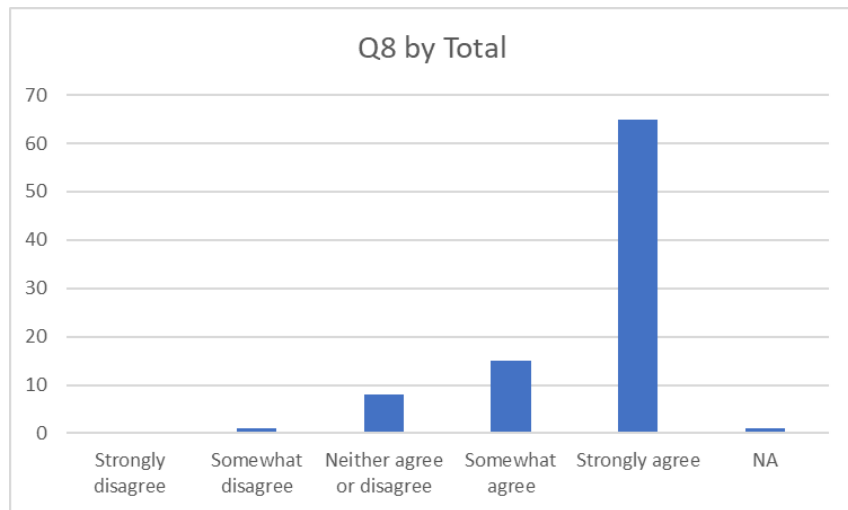
Strongly Disagree		
Staff Members		0
Master's Student		0
Doctoral Students		0
Faculty Members		0
Somewhat Disagree		
Staff Members		0
Master's Students		0
Doctoral Students		0
Faculty Members		0
Neither Agree or Disagree		
Staff Members		0
Master's Students		3
Doctoral Students		0
Faculty Member		1
Somewhat Agree		
Staff Members		5
Masters Students		2
Doctoral Students		2
Faculty Member		2
Strongly Agree		
Staff Members		30
Master's Students		17
Doctoral Students		16
Faculty Members		10

7. Developing guidelines and approaches for reducing inequities and bias in our research methods, procedures, interventions, and data analysis will strengthen our department.



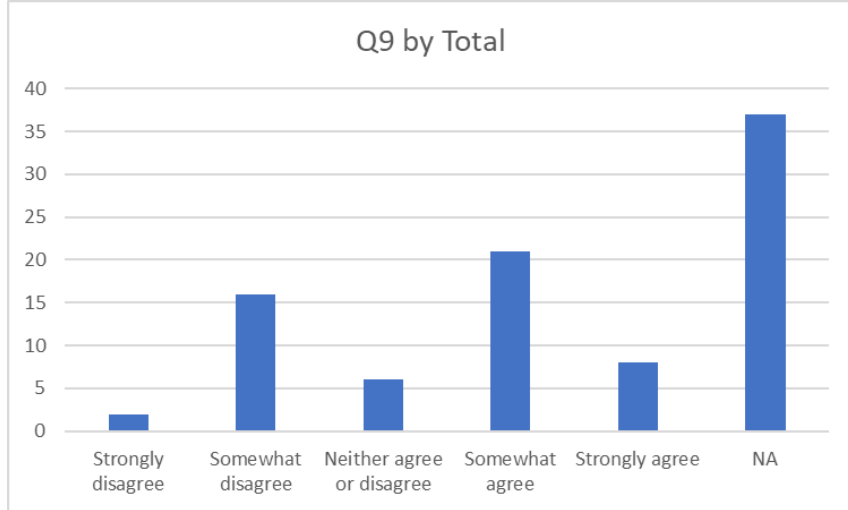
Strongly Disagree		
Staff Members		0
Master's Student		0
Doctoral Students		0
Faculty Members		0
Somewhat Disagree		
Staff Members		0
Master's Students		0
Doctoral Students		0
Faculty Members		0
Neither Agree or Disagree		
Staff Members		1
Master's Students		4
Doctoral Students		0
Faculty Member		1
Somewhat Agree		
Staff Members		2
Masters Students		3
Doctoral Students		3
Faculty Member		2
Strongly Agree		
Staff Members		32
Master's Students		16
Doctoral Students		15
Faculty Members		10

8. Exploring ways to honor and respect indigenous peoples' lands, histories, and cultures will strengthen our department.



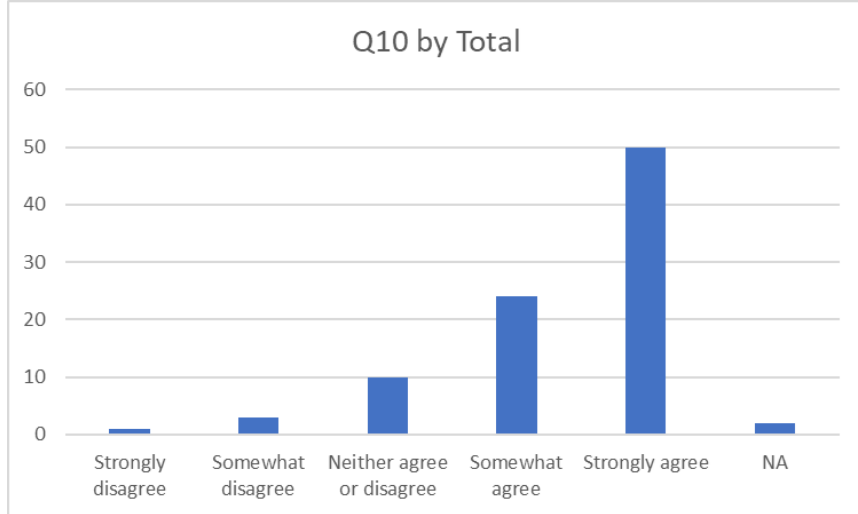
Strongly Disagree	
Staff Members	0
Master's Student	0
Doctoral Students	0
Faculty Members	0
Somewhat Disagree	
Staff Members	0
Master's Students	0
Doctoral Students	0
Faculty Members	1
Neither Agree or Disagree	
Staff Members	1
Master's Students	4
Doctoral Students	1
Faculty Member	1
Somewhat Agree	
Staff Members	7
Masters Students	3
Doctoral Students	4
Faculty Member	1
Strongly Agree	
Staff Members	27
Master's Students	15
Doctoral Students	13
Faculty Members	10

9. Currently, classes in our department address bias, inequities, and unjust norms.



Strongly Disagree	
Staff Members	0
Master's Student	1
Doctoral Students	1
Faculty Members	0
Somewhat Disagree	
Staff Members	0
Master's Students	4
Doctoral Students	6
Faculty Members	6
Neither Agree or Disagree	
Staff Members	0
Master's Students	2
Doctoral Students	2
Faculty Member	2
Somewhat Agree	
Staff Members	0
Masters Students	9
Doctoral Students	8
Faculty Member	4
Strongly Agree	
Staff Members	0
Master's Students	6
Doctoral Students	1
Faculty Members	1

10. Additional work is needed in our department to ensure our classes, research, and work address bias, inequities, and unjust norms.



Strongly Disagree	
Staff Members	1
Master's Student	0
Doctoral Students	0
Faculty Members	0
Somewhat Disagree	
Staff Members	3
Master's Students	0
Doctoral Students	0
Faculty Members	0
Neither Agree or Disagree	
Staff Members	5
Master's Students	3
Doctoral Students	1
Faculty Member	1
Somewhat Agree	
Staff Members	13
Masters Students	7
Doctoral Students	2
Faculty Member	1
Strongly Agree	
Staff Members	14
Master's Students	12
Doctoral Students	14
Faculty Members	11

11. Based on the results of this survey, the EDI committee, on behalf of the department, will develop a plan for beginning work on the highest priority areas. To help us prioritize this work, please list the three initiatives (from those listed in 1-8 above), that you think are most important or timely for the department to focus on initially. This does not mean these are the only initiatives we will begin work on; rather, it will help us set priorities. All of this work will involve students, faculty, and staff.

Ranked 1st:

Q1 (19) - "Addressing bias, inequities, and unjust norms in classes and interactions with students will strengthen our department"
Percentage of Respondents by Group: Staff 29.03% - Master's 16.67% - Doctoral 23.53% - Faculty 25.00%

Q2 (18) - "Recruiting, hiring, and supporting faculty from diverse backgrounds will strengthen our department."
Percentage of Respondents by Group: Staff 16.13% - Masters 22.22% - Doctoral - 35.29% - Faculty 25.00%

Q4 (17) - "Recruiting, funding, and supporting students from diverse backgrounds will strengthen our department."
Percentage of Respondents by Group: Staff 12.90% - Master's - 27.78% - Doctoral 11.76% - Faculty 50%

Q6 (08) - "Creating mechanisms for soliciting feedback and input on an ongoing basis from people in the communities we serve will strengthen our department."
Percentage of Respondents by Group: Staff 12.90% - Master's 16.67% - Doctoral - 5.88% - Faculty 0.00%

Q5 (07) - "Engaging in ongoing discussions related to recognizing, acknowledging, and respecting the voices and experiences of people with disabilities and their families will strengthen our department."
Percentage of Respondents by Group: Staff 12.90% - Master's 16.67% - Doctoral 0.00% - Faculty 0.00%

Q7 (06) - "Developing guidelines and approaches for reducing inequities and bias in our research methods, procedures, interventions, and data analysis will strengthen our department."
Percentage of Respondents by Group: Staff 9.68% - Master's 0.00% - Doctoral 17.65% - Faculty 0.00%

Q3 (03) - "Recruiting, hiring, and supporting staff from diverse backgrounds will strengthen our department."
Percentage of Respondents by Group: Staff 6.45% - Master's 0.00% - Doctoral - 5.88% - Faculty 0.00%

Ranked Most Frequently:

Q2 (44) - "Recruiting, hiring, and supporting faculty from diverse backgrounds will strengthen our department."

No ranking provided, comment:
"A survey such as this one is an inappropriate mechanism to set priorities. There is no substitute for face to face discussion. This effort suggests the committee wants to push something through the department without due process. This may not be the committee's intent, but that is my impression. I predict that it will not serve the aims of the committee."

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Staff

- + POC on research team
- + Many in department are having EDI conversations and initiatives
- + Increased diversity in graduate students observed

- Biased materials (textbooks, research materials, training examples)
- Only acknowledging Christian religious holidays (SPED Scoop, decorations)
- Lack of diversity in staff and faculty
- Bias in equity; pay levels, positions, promotional opportunities
- Lack of respect towards minorities by male majority colleagues
- Focus on working for, not working with people with disabilities
- Lack of employment of people with disabilities in SPED department
- Hiring majority VU graduates

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Staff Recommendations from Q12

1. More [POC] needed to representative of the state with research and trainings
2. Involve people with disabilities in research, student experience
3. Employment of people with disabilities in SPED department
4. Keep self-advocates and families prevalent in the research experience
5. More PD in EDI; mandatory > offered
6. Hire more non VU graduates

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Masters Students

- + Discussions on implicit biases and how to reflect on them
- + POC on research team

- Few staff and faculty of color
- Classes [severe disability] do not provide preparation to teach diverse students in urban settings
- Limited explicit conversations on EDI in ABA and special education, including source material
- EDI discussions do not include Asian people
- Political beliefs should not be discussed or ridiculed
- Staff asking to identify who has been vaccinated
- Multi-cultural practices and implementation have not been addressed across coursework
- Extra coursework for international students but no extra supports
- Books that discuss you are racist if you are a certain race
- Lack of student participation in EDI activities
- Faculty pushing political beliefs
- No room for different views or opinions if you do not agree
- Not frequently collecting data on students' opinions on EDI work
- Isolating experience to be from a minority background and experience within this program

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Master's Student Recommendations from Q12

1. Increase diversity in faculty to help students in understanding and working towards reducing inequities, and to be able to see people that look like us in these positions.
2. Inclusion of Asian people in EDI discussions
3. More interactive opportunities to participate in EDI in the classroom to engage students
4. If the views of all political sides are not going to be respected, then conversations around EDI need to be optional outside of curriculum.

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Doctoral Students

- + Classes have made an effort
- + (some) faculty facilitate via readings, research, discussions
- + Some labs have real actions

- Microaggressions against ethnic minorities and people from low SES
- (some) faculty do not engage in this work
- Difficult to join a department where none of the faculty represent you
- Limited gender, ethnic, and racial diversity in faculty, staff, and student body
- Lack of focus on diversity issues in doctoral coursework (aside from disability)
- Lack of diversity, faculty and staff
- Some classes not explicit in their commitment to providing diverse voices in the works we read
- Assumption that women will have children
- Lack of qualified translators for IRB / research context
- Not listening to diverse voices mitigates mindfulness of observed efforts
- Actions by labs without diversity is not meaningful

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Doctoral Student Recommendations from Q12

1. Recruit diverse faculty and staff to promote diverse students joining the program
1. Education on research and teaching practices in regards to race, ethnicity, and religion

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Faculty

- + Strong positive feedback especially from students of color when incorporating EDI class topics
- + Appreciation for broad definition of EDI
- + Students willing to engage, are supportive, and are creating their own spaces
- + VU has improved its acknowledgement of these issues

- Not sufficiently diverse in methodology and topical interests; decreases appeal to potential faculty
- Tendency to justify lack of diversity in department as acceptable due to few POC in the field
- Not listening to autistic adults, i.e. ABA

12. What EDI issues have you encountered in the department that would be useful for us to know about in planning our EDI work? These may be either positive or negative.

Faculty Recommendations from Q12

1. [Students] want more explicit instruction and opportunities to meaningfully engage
1. Increase awareness of diverse perspectives, including [autistic, disabled], in works
1. More nonwhite people at the tables where decisions are made

13. Please share additional information, suggestions, or experiences that you think would help the committee.

Staff

- Make the department more inviting and accessible to people of different cultural backgrounds
- Be sincere
- This [survey] seems superficial in intent
- Be more transparent in terms of equity in pay
- More POC in the building
- Hire people with disabilities
- Training / PD / guidance on how to have EDI conversations; what language to use; education
- Include Dr. Rich Milner [VU professor]

13. Please share additional information, suggestions, or experiences that you think would help the committee.

Master's Students

- Required class in teaching students from diverse backgrounds
- EDI conversations happen mostly outside the classroom, even when it appears on a syllabus
- ABA program should incorporate discussions around neurodiversity and its movement
- Politics should not be discussed
- Lack of diversity in the people discussing EDI
- Emphasis and education on disability identify
- More informal spaces to address inequities in SPED, especially teacher prep tracks

13. Please share additional information, suggestions, or experiences that you think would help the committee.

Doctoral Students

- Supporting diverse communities starts with create a diverse community among faculty/staff/students
- Diverse students and staff will strengthen the work that they do
- Pay BIPOC students when you include them in EDI
- SPED faculty EDI made entirely of white women
- Inclusion of diverse sexual orientations and relationship structures in EDI

13. Please share additional information, suggestions, or experiences that you think would help the committee.

Faculty

- Need to do a better job of connecting with students of color within SPED department; appoint faculty?
- Identify ways we can support other departments in area of disability
- Use EDI expertise of other departments
- Direct training focused on sensitivity and cultural responsiveness in the classroom
- Diversify our student body; address racism in standardized testing as admissions hurdle

13. Please share additional information, suggestions, or experiences that you think would help the committee.

NA

- The Department, not the committee, should discuss its priorities. Should social justice be its number one priority? If so, what possible implications for its identity?



Question for Faculty Response

- What has been done?
 - What are we doing?
- 

The ask from the PhD student committee:

The following recommendations are pulled from the data above. For each of the following recommendations, we would like a response to both of the following questions:

- What has been done to address this recommended action step?
- What is the plan to continue to address this recommended action step?

Recruitment and Employment

(From questions 2, 3, 4)

Actionable Next Steps

1. Increase diversity in faculty to help students in understanding and working towards reducing inequities, and to be able to see people that look like us in these positions.
2. Recruit diverse faculty and staff to promote diverse students joining the program.
3. Increase diversity of students in the program, including funding for these students.

Communications and Questions (from questions 5,6,7)

Actionable next steps:

1. Solicit and summarize feedback from people with disabilities (including people of color with disabilities and people with varying disabilities) and related stakeholders, and connect feedback to current projects.
2. Identify areas of inequity and bias in the department's current research through discussion with project staff (including students working on projects).

Research Practices (from question 7)

Actionable Next Steps

1. Involve people with disabilities in research.
2. More PD in EDI for staff; mandatory > offered.
3. Education on research and teaching practices in regards to race, ethnicity, and religion.

Classes and Class Content (questions 9, 10)

Actionable Next Steps

1. Prepare graduate students to teach diverse students in urban settings.
2. Increase explicit conversations in EDI in ABA and SPED, including source material.
3. Multi-cultural practices and implementation discussed across coursework.
4. Decreasing microaggressions against ethnic minorities and people from low SES.
5. Increase focus on diversity issues in doctoral coursework.
6. Provide diverse voices in the works being read by students.
7. Eliminate biased materials (textbooks, research materials, training examples) in courses.
8. Acknowledgement of multi-cultural holidays in SPED Scoop.
9. Inclusion of Asian people in EDI discussions.
10. More interactive opportunities to participate in EDI in the classroom to engage students.
11. If the views of all political sides are not going to be respected, then conversations around EDI need to be optional outside of curriculum.
12. Increased education on research and teaching practices in regards to race, ethnicity, and religion.
13. Increased awareness of diverse perspectives, including [autistic, disabled], in works.