A Diverse Place for Students to Interact, Grow, and Belong

- 78% / 71% Frequently interacted with students from a different religion
- 57% / 51% Frequently interacted with students from a different country
- 77% / 58% Satisfied with diversity of student body
- 65% / 58% Often studied with students from different racial/ethnic groups
- 50% / 42% Frequently discussed sexism or gender equity
- 50% / 41% Frequently had honest discussions about race/ethnic relations outside of class

Diverse interactions can enhance critical thinking and problem solving skills... and reduce bias and discrimination.

- 62% / 55% Frequently evaluated the reliability of information they received
- 55% / 48% Frequently critically evaluated their position on an issue
- 54% / 50% Frequently sought alternative solutions to a problem
- 74% / 69% Often avoided using language that reinforces negative stereotypes
- 58% / 53% Sometimes or often worked with others to challenge discrimination
- 57% / 51% Frequently recognized biases that affect their own thinking

Students report a supportive environment for diversity... and most feel a sense of belonging.

- VCU appreciates cultural differences 95% / 91%
- VCU has a long-standing commitment to diversity 93% / 83%
- Students are encouraged to have a public voice 92% / 88%
- Administrators regularly speak about value of diversity 85% / 77%
- 77% / 79% Feel sense of belonging
- 74% / 78% Feel part of the community
- 59% / 52% Satisfied with atmosphere for political differences
- 65% / 56% Satisfied with atmosphere for religious differences
- 70% / 57% Satisfied with atmosphere for differences in sexual orientation

Source: Responses from 3,179 VCU undergraduate and graduate/first professional students to HERI Diverse Learning Environments Survey, Spring 2016. Note: Percentages that appear after the slash represent responses for students at other participating public universities. Prepared by Office of Planning and Decision Support (Questions? Contact jgbaab@vcu.edu)