Rising Up: Responding to Student Demands for More Inclusive Campuses

2017 ACPA Convention
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Land Acknowledgement

We would like to acknowledge that the land we are meeting on today has long served as a site of meeting and exchange amongst Indigenous peoples, specifically the Shawnee, Wyandotte, Miami and Delaware nations.

ACPA-College Student Educators International honors and respects the diverse Indigenous peoples connected to this territory on which we gather.

Our International Field

#ACPA17 provides an opportunity to discuss global concepts in higher, post-secondary, and tertiary education. Please remember that not everyone in the room is from the same country nor works within the same system of higher or tertiary education. We invite you to use language that welcomes all participants to the conversation.

Session Overview

I. Welcome & introductions
II. Themes:
   • Student demands & campus responses
III. What about the data?
IV. The CECE Model
V. Case study & community share
VI. Q&A

A Brief History of the Demands

THEDEMANDS.ORG

Themes from the Demands

91% Changes to institutional policies and practices
89% Leadership
88% Resources to support needs of marginalized students
86% Increased diversity across campus
71% New or revised training
68% Revision or addition to curriculum
61% Increased support services

Source: http://higheredtoday.org/2016/01/27/what-are-students-demanding/
Themes from Responses
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Immediate Responses
• Engaging students in town hall
• Identifying some of the demands to move forward and/or formation of a working group/committees:
  • Examining historical roots
  • Developing diversity curriculum requirements
  • Analyzing/collating data about student, faculty, and staff

Short Term Responses
• Establishing recruitment and retention programs
• Creating advisory boards
• Developing ongoing programs (speaker series, seminars, workshops, common reads)
• Recommendations to rename buildings, awards, etc.

So, what about the data?

What is NSSE?
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National Survey of Student Engagement
• An annual survey of first-year and senior students measuring their participation in educationally effective experiences
• Topics cover content such as aspects of academic challenge, learning with peers, experiences with faculty, campus environment, and high-impact practices

Participation
• More than 1,600 colleges and universities have participated in NSSE since 2000
• 557 institutions participated in 2016

NSSE Data
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Safety, Sense of Belonging, Discrimination
• 34 institutions
• 13,018 students
  • Asian 4%
  • Black or African American 14%
  • Hispanic or Latino 6%
  • White 63%
  • Other 2%
  • Multiracial 7%
  • Prefer not to respond 3%

Seriously Considered Leaving Their Institution
• 145 institutions
• 26,303 students
  • Asian 6%
  • Black or African American 10%
  • Hispanic or Latino 12%
  • White 58%
  • Other 1%
  • Multiracial 8%
  • Prefer not to respond 3%

Percentage of Students Who Disagree Overall
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- I feel physically safe at my institution.
- I feel comfortable being myself at my institution.
- I feel valued by my institution.
- I feel like part of the campus community.
- I prefer not to respond.
- Other
- Multiracial
- Black or African American
- Hispanic or Latino
- Asian
- White
**Percentage of Students Who Disagree**

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**Black or African American**

- I feel physically safe at my institution: 16%
- I feel comfortable being myself at my institution: 14%
- I feel like part of the campus community: 20%

**Multiracial**

- I feel physically safe at my institution: 14%
- I feel comfortable being myself at my institution: 15%
- I feel like part of the campus community: 27%

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**“This school is severely deprived of individuals who actually care about the diversity on this campus BESIDES those who are considered "diverse" (minorities, LGBTQ+, etc.)”**

- Black or African American student

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**Percentage of Students Who Disagree**

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- I feel physically safe at my institution: 18%
- I feel comfortable being myself at my institution: 21%
- I feel like part of the campus community: 16%

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**“The majority of this campus (students, administration, many faculty) are racist and/or does not understand how race works. Also there is very little access to support for students of color + the administration is condescending and refuses to change.”**

- Multiracial student

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**Discrimination Overall**

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- Have you personally experienced any offensive behavior, discrimination, or harassment while attending your institution?

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**Discrimination Due to Race/Ethnicity Overall**

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- The offensive behavior, discrimination, or harassment was due to your racial or ethnic identification
“I feel like it’s harder here at this college to be able to comfortably interact with Caucasian people and how a vast majority don’t really bother to interact much with people of color. I also don’t feel happy here and how I don’t feel connected.”

-Asian

“The Culturally Engaging Campus Environments (CECE) Model

Cultural Relevance
Five indicators focus on the ways that campus environments are relevant to the cultural backgrounds and communities of diverse college students:

- Cultural Familiarity
- Culturally Relevant Knowledge
- Cultural Community Service
- Meaningful Cross-Cultural Engagement
- Culturally Validating Environments

Cultural Responsiveness
The remaining four indicators focus on the ways in which campus environments respond to the cultural norms and needs of diverse students:

- Collectivist Cultural Orientations
- Humanized Educational Experiences
- Proactive Philosophies
- Availability of Holistic Support

Cultural Familiarity
Spaces to connect with individuals and groups who share and understand their cultural backgrounds and experiences.

Culturally Relevant Knowledge
Opportunities to learn and exchange knowledge about their cultural backgrounds and communities.

Cultural Community Service
Service opportunities for students to give back and positively transform their cultural communities.

Meaningful Cross-Cultural Engagement
Opportunities to engage in interactions that focus on solving meaningful social problems with peers of different cultural backgrounds.

Cultural Validation
Extent to which campus environments value and validate the cultural backgrounds and identities of students.
9 Characteristics of Culturally Engaging Campus Environments
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Collectivist Cultural Orientations
Degree to which campuses have cultures that foster a sense of community and collaboration, rather than individualistic competition.

Proactive Philosophies
Extent to which faculty and staff go beyond making information and support available to making proactive efforts to bring information and support to students.

Humanized Educational Experience
Degree to which campuses are characterized by care for students, having a strong commitment to fostering student success, and fostering relationships between institutional agents and their students.
Using the CECE Model
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Participants will work with each other to apply the CECE model to both the case study and to their own campuses to generate new ideas or to reshape existing efforts.

Case Study
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Prompted by the list of demands released by students at hundreds of institutions in the Fall of 2015, students at CECE College began pushing the institution to prioritize equity and inclusion efforts. In response, campus leadership initiated a Student Demand Taskforce. CECE college has a total enrollment of close to 21,000 students, with 27.5% of being students of color.

Students at CECE College released the following set of demands:

1. Commit to having Ethnic Studies 101 as a graduation requirement.
2. Increase funding, resources and personnel (particularly those of color) for the centers on campus that support marginalized student populations.
3. Implement a strategic plan to increase retention rates of marginalized students, and create and sustain an inclusive campus environment.

Guiding questions:

- Which communities should be included in this committee?
- How do you select or prioritize which demands to respond to?
- How do you keep the campus community updated about progress on this demand?
- How might you measure success/successes?
- How did cultural relevance/cultural responsiveness inform your responses?

What has happened/is happening at your institutions?

Session Feedback
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- Thank you for learning with us!
- Please provide feedback on this session by completing evaluation available online at: http://tinyurl.com/acpa17sessioneval
- Your feedback is valuable to help ensure that our curriculum is meeting the needs of the attendees as well as to help presenters in their development.

Thank you.
Stay Connected
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