Student Engagement with Inclusivity and Cultural Diversity: Considering New NSSE Module Results

Jillian Kinzie
Allison BrckaLorenz
Samantha Silberstein

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INCLUSIVENESS AND CULTURAL DIVERSITY IN HIGHER EDUCATION

• Most institutions have diversity, equity & inclusion goals
• Decades of research point to benefits of culturally inclusive experiences including:
  • Decreased racial bias
  • Increased cultural awareness
  • Greater cognitive development
  • Social agency
  • Perspective-taking
  • Learning gains

INCLUSIVENESS AND CULTURAL DIVERSITY IN HIGHER EDUCATION

• Yet, institutions have been criticized for shortcomings in promoting inclusivity & equity
• Insufficient to simply offer experiences
• We must understand how students interpret and perceive diverse experiences as they relate to institution’s commitments to inclusion
• Encourage interest in how culturally inclusive experiences influence other engagement measures

What inclusiveness and diversity issues currently concern your campus?

WHY ARE WE FOCUSING ON INCLUSIVENESS AND ENGAGEMENT WITH CULTURAL DIVERSITY?

• Strong interest in higher education to assess and improve inclusiveness and cultural diversity
• 130 institutions took part in NSSE’s inaugural Inclusiveness and Engagement with Cultural Diversity (ICD) module
• Over 35,000 first-year students and 42,000 seniors

NSSE AND INCLUSIVENESS & ENGAGEMENT WITH CULTURAL DIVERSITY (ICD): DEVELOPMENT

• Desire to improve previous Topical Module focused on Experiences with Diverse Perspectives
• Growing interest in questions that would explore broader issues of inclusiveness and cultural diversity – current issues connected to engagement and inclusive excellence
• ICD module created by reviewing literature, AAC&U Intercultural Knowledge rubric, accreditation standards for diversity, campus climate surveys, NITE’s Culturally Engaging Campus Environment survey, HERI’s Diverse Learning Environment survey
The Faculty Survey of Student Engagement (FSSE) administered a set of items, created to be a parallel set to the NSSE ICD set, to over 4000 faculty at 30 institutions.

Questions ask faculty how much they incorporate inclusive and culturally engaging pedagogies in their classes as well as their perceptions of how much the institution emphasizes a commitment to diversity and inclusion and how supportive their institution is for various forms of diversity.

APPLYING NSSE ICD RESULTS: NSSEville State University (NSU) AS A CASE STUDY

NSSEville State University is interested in several inclusivity-related issues on their campus:

1. Buy-in from faculty and administrators in STEM fields is low. Is their struggle unusual? How can they make the case that this work is valuable?
2. One diversity-focused, general education course is required. What activities might NSU consider emphasizing in the course to amplify inclusive engagement? What other experiences/commitments might they emphasize?
3. Supportive, inclusive spaces matter. What forms of diversity might the campus explore to create more support? How can they promote spaces that encourage diverse interaction?

FACULTY: INCLUSIVE COURSEWORK BY DISCIPLINE

OVERALL FINDINGS: COURSEWORK

Percentage “Substantial” (Very much & Quite a bit) Course Emphasis on Inclusive and Culturally Engaging Activities

- First-Year
- Senior

3 of 5 students

ONLY HALF...
SENIOR COURSEWORK BY MAJOR: DISCUSSING ISSUES OF EQUITY OR PRIVILEGE

Discussing issues of equity or privilege (% Very much + Quite a bit)

- Social Service: 79%
- Social Sciences: 66%
- Education: 68%
- Health Professions: 60%
- Business: 60%
- Biological Sciences: 56%
- Physical Sciences: 43%
- Engineering: 28%
- Arts & Humanities: 19%
- Humanities: 19%

FINDINGS: INCLUSIVENESS & CULTURAL DIVERSITY

• Greater emphasis on inclusiveness in coursework has benefits...
  • Positive for higher-order learning, reflective & integrative learning, quality of interactions with others & favorable perceptions of institutional support
  • Students perceived greater institutional contributions to gains in understanding people of other backgrounds and being an informed and active citizen

FACULTY: INCLUSIVENESS & CULTURAL DIVERSITY

• For faculty, greater emphasis on inclusiveness in coursework relates strongly to faculty intentionally structuring their courses so that students learn and develop skills to...
  • Work effectively with others
  • Developing or clarifying a personal code of values or ethics
  • Understanding people of other backgrounds
  • Being an informed and active citizen

ICD TOPICAL MODULE: INSTITUTION EMPHASIS

2. How much does your institution emphasize the following? Response options: Very much, Quite a bit, Some, Very little
a) Demonstrating a commitment to diversity
b) Providing students with the resources needed for success in a multicultural world
c) Creating an overall sense of community among students
d) Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)
e) Providing information about anti-discrimination and harassment policies
f) Taking allegations of discrimination or harassment seriously
g) Helping students develop the skills to confront discrimination and harassment

INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY AND COMMUNITY

What % of first-year students report their institution substantially (Very much + Quite a bit) demonstrates a commitment to diversity?

a. 42%  b. 55%  c. 72%  d. 80%

(The same % believe the institution is creating an overall sense of community among students)
INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY & COMMUNITY

Yet, among seniors...

- **60%** Institution is providing students resources needed for success in a multicultural world
- **55%** Institution is helping students develop skills to confront discrimination and harassment

FINDINGS: FIRST-YEAR BY RACIAL/ETHNIC IDENTIFICATION

Ensuring that you are not stigmatized because of your identity (% Very much + Quite a bit)

- White: 76%
- Hispanic or Latino: 74%
- Multiracial or other PI: 69%
- Native HI or other PI: 68%
- Asian: 68%
- Black or African Am.: 64%
- Other: 66%

FINDINGS: SENIOR BY RACIAL/ETHNIC IDENTIFICATION

Taking allegations of discrimination or harassment seriously (% Very much + Quite a bit)

- White: 72%
- Hispanic or Latino: 70%
- Multiracial: 67%
- Black or African Am.: 66%
- Asian: 63%
- Other: 61%
- Native HI or other PI: 59%

FINDINGS: BY CLASS LEVEL AND SEXUAL ORIENTATION

Taking allegations of discrimination or harassment seriously (% Very much + Quite a bit)

- First-Year: LGBQ+: 72%, Straight: 76%
- Senior: LGBQ+: 66%, Straight: 70%

FACULTY: INSTITUTIONAL COMMITMENT

How much does your institution emphasize the following?

- Demonstrating a commitment to diversity: 3.11
- Taking allegations of discrimination or harassment seriously: 3.05
- Providing information about anti-discrimination and harassment policies: 3.02
- Ensuring that you are not stigmatized because of your identity: 3.82
- Helping faculty develop the skills to confront discrimination and harassment: 2.57
- Providing faculty with the resources needed for success in a multicultural world: 2.53
- Creating an overall sense of community among faculty: 2.40

SUPPORT FOR DIVERSITY

3. How much does your institution provide a supportive environment for the following forms of diversity?
   
   a) Racial/ethnic identification
   b) Gender identity
   c) Economic background
   d) Political affiliation
   e) Religious affiliation
   f) Sexual orientation
   g) Disability status

Which form of diversity do students perceive gets the most support?
4. To what extent do you agree or disagree with the following statements?
   Response options: Strongly agree, Agree, Disagree, Strongly disagree
   a) I feel comfortable being myself at this institution
   b) I feel valued by this institution
   c) I feel like part of the community at this institution

5. During the current school year, about how often have you done the following?
   Response options: Very often, Often, Sometimes, Never
   a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people
   b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)
   c. Participated in a diversity-related club or organization
   d. Participated in a demonstration for a diversity-related cause
   e. Reflected on your cultural identity
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Really. What do NSSE’s ICD Results suggest for NSSEville State?

CONSIDERING RESULTS AND YOUR ASSESSMENT NEEDS

What do these results suggest for your inclusiveness and cultural diversity efforts?

What are you currently assessing? How?

INSTITUTION IDEAS FOR USING ICD RESULTS

- Organizing a faculty data action team to review and make recommendations based on all NSSE and FSSE data including the ICD Topical Module
- Sharing results with President’s Council for Diversity to make recommendations
- Sharing results with faculty, administration, and with a broader audience at a national conference (e.g., AIR, RMAIR)

INSTITUTION IDEAS FOR USING ICD RESULTS

- Looking at ICD module data in relation to campus climate study
- Using ICD module to inform campus climate survey development
- Link NSSE and ICD data with data from student information system to analyze impacts of students’ perceptions of institution’s emphasis on diversity and supportive environment on perceived gains and success rates (e.g., academic standing, retention)
- Using results as a baseline to assess the impact of newly instituted core curriculum changes and new diversity and inclusion plan

NSSE ICD RESULT USE: WITH WHOM SHOULD ICD RESULTS BE SHARED?

- Sharing data and results with various stakeholders:
  - Presidents, Vice Presidents of Academic Affairs, Vice Presidents of Student Affairs, Chief Diversity Officers, President’s Diversity Councils, curriculum committees, and faculty development offices.
  - Presidents, Vice Presidents of Academic Affairs, Vice Presidents of Student Affairs, Chief Diversity Officers, President’s Diversity Councils, curriculum committees, and faculty development offices.
  - Presidents, Vice Presidents of Academic Affairs, Vice Presidents of Student Affairs, Chief Diversity Officers, President’s Diversity Councils, curriculum committees, and faculty development offices.
THANK YOU FOR JOINING US!

Email: nsse@indiana.edu
Web: nsse.indiana.edu
Twitter: @NSSEsurvey / @NSSEinstitute
Facebook: @NSSEsurvey
Blog: NSSEsightings.indiana.edu