

Creating Inclusive and Culturally Engaging Courses and Spaces

Jillian Kinzie
Allison BrckaLorenz
IU Center for
Postsecondary Research



Presented at the 2018 Society for Teaching and Learning in Higher Education Conference, Sherbrooke, Québec

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

- High emphasis on inclusion
- Yet, institutions have been criticized for shortcomings in promoting inclusivity & equity
- Insufficient to simply *offer* experiences



INCLUSIVENESS AND CULTURAL DIVERSITY IN HIGHER EDUCATION

- Need more information to know if what we're doing is effective
 - Must understand how students interpret & perceive diverse experiences as they relate to institution's commitments to inclusion
 - Are culturally inclusive experiences related to other engagement measures?



What inclusiveness and diversity issues currently concern your campus and what assessment are you doing?

DISCUSS



NSSE & ICD OVERVIEW

National Survey of Student Engagement (NSSE)

Inclusiveness and Engagement with Cultural Diversity (ICD) Topical Module

- Annual survey of first-year and fourth-year students at four-year colleges and universities in the United States and Canada
- NSSE asks students about the time and effort students put into behaviors that have been linked to student learning and development.
- Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming
- New in 2017

ICD MODULE DEVELOPMENT

- Desire to improve previous Topical Module focused on Experiences with Diverse Perspectives
- Strong interest in higher education to assess and improve inclusiveness and cultural diversity
- 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

NSSE DATA & RESPONDENTS



- Administered the ICD topical module in 2017 or 2018
- Canadian English version
- 8,548 respondents
 - 55% first-years
 - 45% fourth-years
- St. Francis Xavier University
- Trent University
- Trinity Western University
- University of British Columbia
- University of British Columbia Okanagan
- University of Prince Edward Island

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?

Think about: What do NSSE's ICD Results suggest for NSSEville State?

ICD TOPICAL MODULE: COURSEWORK

1. During the current school year, how much has your coursework emphasized the following?

- Response options: Very much, Quite a bit, Some, Very little*
- a) Developing the skills necessary to work effectively with people from various backgrounds
 - b) Recognizing your own cultural norms and biases
 - c) Sharing your own perspectives and experiences
 - d) Exploring your own background through projects, assignments, or programs
 - e) Learning about other cultures
 - f) Discussing issues of equity or privilege
 - g) Respecting the expression of diverse ideas

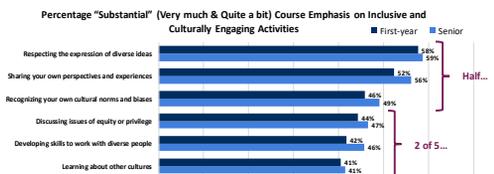


Which do you think has the strongest emphasis? Weakest?

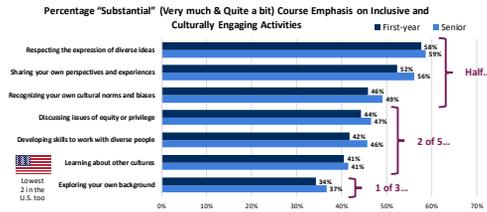
OVERALL FINDINGS: COURSEWORK



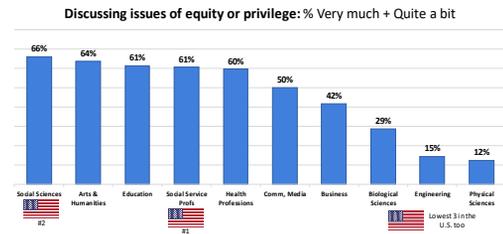
OVERALL FINDINGS: COURSEWORK



OVERALL FINDINGS: COURSEWORK



FOURTH-YEAR COURSEWORK BY MAJOR



RELATIONSHIPS BETWEEN INCLUSIVE COURSEWORK & ENGAGEMENT



- Positive for
- Higher-order learning
 - Reflective & integrative learning
 - Quality of interactions with others
 - Favorable perceptions of institutional support
- Greater institutional contribution to gains in
- 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

- Demonstrating a commitment to diversity
- Providing students with the resources needed for success in a multicultural world
- Creating an overall sense of community among students
- Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)
- Providing information about anti-discrimination and harassment policies
- Taking allegations of discrimination or harassment seriously
- Helping students develop the skills to confront discrimination and harassment

INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY

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

- a. 42% b. 55% c. 71% d. 80%



INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY

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

- a. 42% b. 55% c. 71% d. 80%

c. 71%

(67% believe the institution is creating an overall sense of community among students)

INSTITUTIONAL EMPHASIS: COMMITMENT TO DIVERSITY

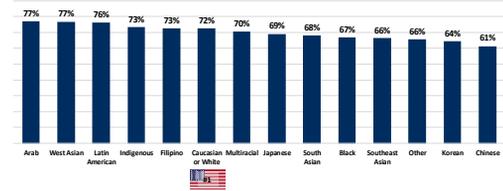
Yet, among fourth-years... (% Very much + Quite a bit)

54%
Institution is providing students resources needed for success in a multicultural world

40%
Institution is helping students develop skills to confront discrimination and harassment

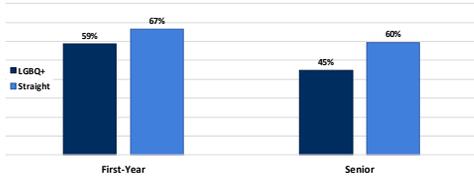
INSTITUTIONAL EMPHASIS BY ETHNIC OR CULTURAL BACKGROUND

Ensuring that you are not stigmatized because of your identity (% Very much + Quite a bit) [First-year + Fourth-year]



INSTITUTIONAL EMPHASIS BY SEXUAL ORIENTATION

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



ICD TOPICAL MODULE: SUPPORT FOR DIVERSITY

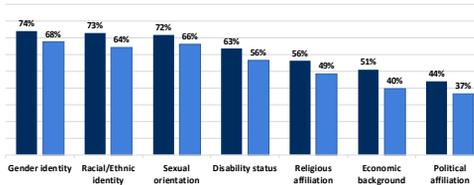
3. How much does your institution provide a **supportive environment** for the following forms of diversity?
 Response options: *Very much, Quite a bit, Some, Very little*
- a) Racial/ethnic identification
 - b) Gender identity
 - c) Economic background
 - d) Political affiliation
 - e) Religious affiliation
 - f) Sexual orientation
 - g) Disability status



Which form of diversity do students perceive gets the most support?

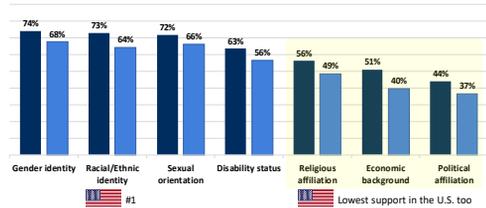
SUBSTANTIAL SUPPORT BY FORMS OF DIVERSITY

% Very much + Quite a bit

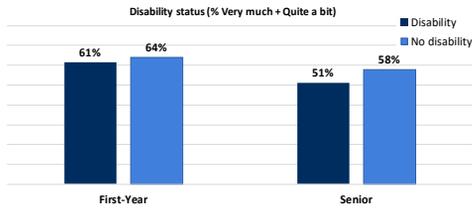


SUBSTANTIAL SUPPORT BY FORMS OF DIVERSITY

% Very much + Quite a bit



SUBSTANTIAL SUPPORT BY ABILITY



NEW FOR 2018! ICD: SENSE OF BELONGING

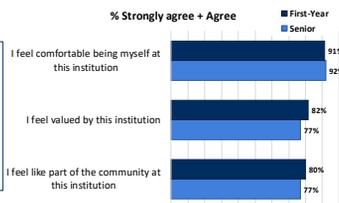
4. To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

- I feel comfortable being myself at this institution
- I feel valued by this institution
- I feel like part of the community at this institution

INITIAL FINDINGS

- 103 institutions in the U.S. and Canada
- 67,035 respondents
 - 45% first-years
 - 55% fourth-years
 - 3% Canadian (2 institutions)



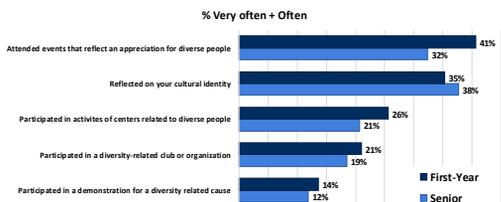
NEW FOR 2018! ICD: ACTIVITIES

5. During the current school year, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people
- Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)
- Participated in a diversity-related club or organization
- Participated in a demonstration for a diversity-related cause
- Reflected on your cultural identity

INITIAL FINDINGS



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?

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?



TO PONDER: INCLUSIVENESS & CULTURAL DIVERSITY



THANKS FOR JOINING US!

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