

## Topical Module: Inclusiveness and Engagement with Cultural Diversity (Experimental Version)

*This module—added for 2017—examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. 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 and coursework. The module replaces the former Experiences with Diverse Perspectives module. Questions measuring inclusiveness of the campus environment are based on the recently launched [Culturally Engaging Campus Environments](#) survey. (Similar FSSE set available.)*

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

	Very much	Quite a bit	Some	Very little
a. Developing the skills necessary to work effectively with people from various backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Recognizing your own cultural norms and biases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sharing your own perspectives and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Exploring your own background through projects, assignments, or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Learning about other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussing issues of equity or privilege	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Respecting the expression of diverse ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. How much does your institution emphasize the following?

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

### 3. How much does your institution provide a supportive environment for the following forms of diversity?

	Very much	Quite a bit	Some	Very little
a. Racial/ethnic identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Economic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Political affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Religious affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 4. The term "cultural community" can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. On campus, there are enough opportunities to learn about my own cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. On campus, there are enough opportunities to learn about important issues within my own cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In general, people on campus value knowledge from my cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. In general, people on campus value the experiences of people within my cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In general, my cultural community is valued on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item 4 is adapted with permission from the [Culturally Engaging Campus Environments](#) survey.

# Selected Results and Institutional Stories

## Inclusiveness and Engagement with Cultural Diversity

To maximize the educational benefits of a diverse student body, colleges and universities need to be supportive and welcoming of *all* students and equip them with the skills to collaborate with people from a variety of backgrounds. When college environments are inclusive and nondiscriminatory, students feel a stronger sense of belonging, develop intercultural competence, and manifest greater cognitive development. In 2017, NSSE introduced the Inclusiveness and Engagement with Cultural Diversity Topical Module<sup>a</sup> to examine environments, processes, and activities that embrace cultural diversity and promote greater understanding of societal differences. More than 55,000 students from 132 institutions answered questions about inclusive teaching practices, perceptions of institutional support for diverse students, and participation in diversity-related programming and coursework.

About 3 in 5 students took courses that substantially emphasized sharing their own perspectives and experiences or respecting the expression of diverse ideas. However, only half said their courses emphasized learning about other cultures or discussing issues of equity or privilege (Figure 2).

Greater emphasis on inclusive coursework was positively related to an emphasis on higher-order learning in courses, reflective

and integrative learning, the quality of interactions with others on campus, and favorable perceptions of institutional support. Students who experienced more inclusive practices in coursework also perceived greater institutional contributions to their gains in personal and social development. In particular, when coursework emphasized inclusivity and engagement with cultural diversity, students were much more likely to perceive gains in understanding people with different backgrounds and in becoming active and informed citizens.

The module also revealed positive relationships between inclusive practices in coursework and positive perceptions of an inclusive environment, although perceptions of support for diversity varied by student characteristics. For example, Hispanic/Latino and White students had more positive views than the average student, while gender-variant students had less positive views. Less positive perceptions of support were also held by students with disabilities and by STEM majors.

These findings demonstrate the importance of infusing and coordinating diversity and inclusion efforts throughout the institution. Differences in perceptions by student subpopulations, some of which have been historically marginalized, call attention to the need for such coordinated efforts and their routine assessment.

a. FSSE has a parallel module. See page 13.

## Results from NSSE's new Topical Module! See:

[nsse.indiana.edu/html/modules.cfm](https://nsse.indiana.edu/html/modules.cfm)

### Topical Module: Inclusiveness and Engagement with Cultural Diversity<sup>a</sup>

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

*Very much, Quite a bit, Some, Very little*

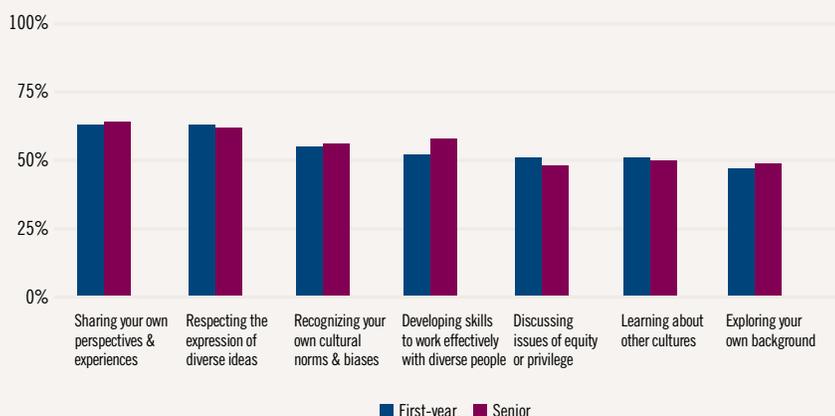
- Developing the skills necessary to work effectively with people from various backgrounds
- Recognizing your own cultural norms and biases
- Sharing your own perspectives and experiences
- Exploring your own background through projects, assignments, or programs
- Learning about other cultures
- Discussing issues of equity or privilege
- Respecting the expression of diverse ideas

How much does your institution emphasize the following?

*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

**Figure 2: Extent to Which Courses Substantially<sup>a</sup> Emphasized Inclusive and Culturally Engaging Activities by Class Level**



a. Percentage responding "Very much" or "Quite a bit"

a. Selected items. See the complete module at [nsse.indiana.edu/html/modules.cfm](https://nsse.indiana.edu/html/modules.cfm)