Topical Module: Inclusiveness and Engagement with Cultural Diversity

This module 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. The module replaces the former Experiences with Diverse Perspectives module. (Similar FSSE set available.)

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

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, gender, religious, sexual orientation, 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

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 identity
   b. Gender identity
   c. Economic background
   d. Political affiliation
   e. Religious affiliation
   f. Sexual orientation
   g. Disability status

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 (rally, protest, etc.)
   e. Reflected on your cultural identity

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Creating Inclusive and Culturally Engaging Courses and Spaces

Jillian Kinzie & Allison BrckaLorenz
Indiana University Center for Postsecondary Research
2018 Society for Teaching and Learning in Higher Education Conference, Sherbrooke, Québec

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?

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

National Survey of Student Engagement | Annual Results 2017

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[a] 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.

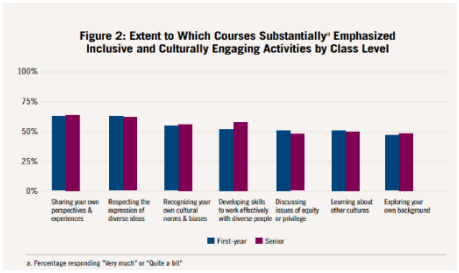
The module also revealed positive relationships between inclusive practices in coursework and positive perceptions of an inclusive environment, although perceptions of support for diversity varied by student characteristics. For example, Hispanic/Latino and White students had more positive views than 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



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