



USI HEDS Diversity and Equity Survey Results

September 28, 2020

Charlie Blaich & Kathy Wise

Who we are

- **Lead the Center of Inquiry and the Higher Education Data Sharing Consortium (HEDS)**
 - Located at Wabash College in Indiana
 - Non-profit organization
- **Our mission: improve undergraduate liberal arts education, inclusive excellence, and student success**
 - Focus on using evidence, working with people at institutions
- **We work with 4-year and 2-year colleges and universities across the country**
- **Our work includes national research projects; grant evaluations; workshops with faculty, staff, and students; assessment support; faculty development; program evaluations; conducting focus groups; providing surveys on a range of topics; facilitating data sharing between institutions; etc.**

Overview

- We'll start by providing some information about the survey
- We'll move to discussing overall results, comparing USI to other institutions
- Then we'll dig in and look at the experiences of people with different identities, focusing on
 - Racial or ethnic identity
 - Religious identity
 - Gender identity
 - Sexual orientation
 - Political views
 - Disability status
- **A few notes**
 - We will combine groups
 - People have multiple identities, and we will look at things from the perspective of one identity that an individual may have, not all of their identities
 - For this overview, we've focused on identities, not role on campus

Diversity & Equity Campus Climate Survey

- Piloted in spring 2017
- Current version administered since spring 2018
- Given to everyone at an institution - undergraduate and graduate students, faculty, staff, and administrators
- Institutions can add supplemental questions
- Usually takes less than 15 minutes to complete
- In past 3 years, 79 institutions used the survey
 - 16 large institutions (including USI)
 - 63 small institutions

Our commitments to survey respondents

- **Allow them to identify themselves with detail and see themselves in the survey**
 - Ask detailed demographic questions
 - Ask about many different forms of diversity
 - Include open-ended questions where respondents can share their perspectives
- **Give them control over submitting their data**
- **Protect their anonymity**
 - Deprecate data when there are small numbers
 - Ask respondents not to identify people by name in their written responses
 - Review all written responses and remove the names of people who are accused of discrimination/harassment as well as information that might identify respondents

Topics on the survey include

- Perceptions of USI's campus climate
- Perceptions of USI's support for diversity and equity
- Interactions with people from diverse backgrounds
 - Frequency of and comfort with
- Activities that have influenced support for diversity and equity
 - Community service, presentations, performances, art exhibits, discussions, training, etc.
- Insensitive and disparaging remarks
 - Frequency of, who remarks were directed at, source of remarks
- Knowledge of campus processes for reporting and investigating discrimination and harassment
- Experiences with discrimination and harassment
 - Basis of, form it took, location, source of, if reported to campus officials

Definitions provided in the survey

- Diversity: differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability status, and political perspective
- Equity: a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds

Definitions provided in the survey (cont'd)

- Discrimination is the unfavorable treatment of a person based on that person's race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs.
- Harassment is a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs. *Harassment occurs when the conduct is sufficiently severe and/or pervasive that it alters the terms or conditions of employment or substantially limits the ability of a student to participate in or benefit from the college's educational and/or social programs.*

Who took the survey at USI?

1,712 Undergraduate Students

62 Graduate Students

300 Faculty

428 Staff/Administrators

USI had a great response rate!

29% Students

54% Employees

Our focus for this presentation

1,712 Undergraduate Students

~~62 Graduate Students~~

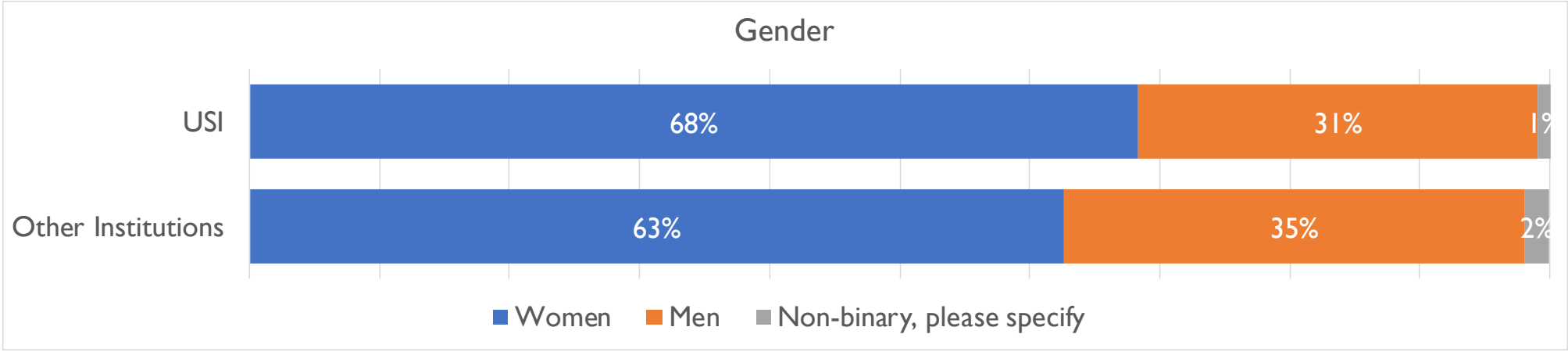
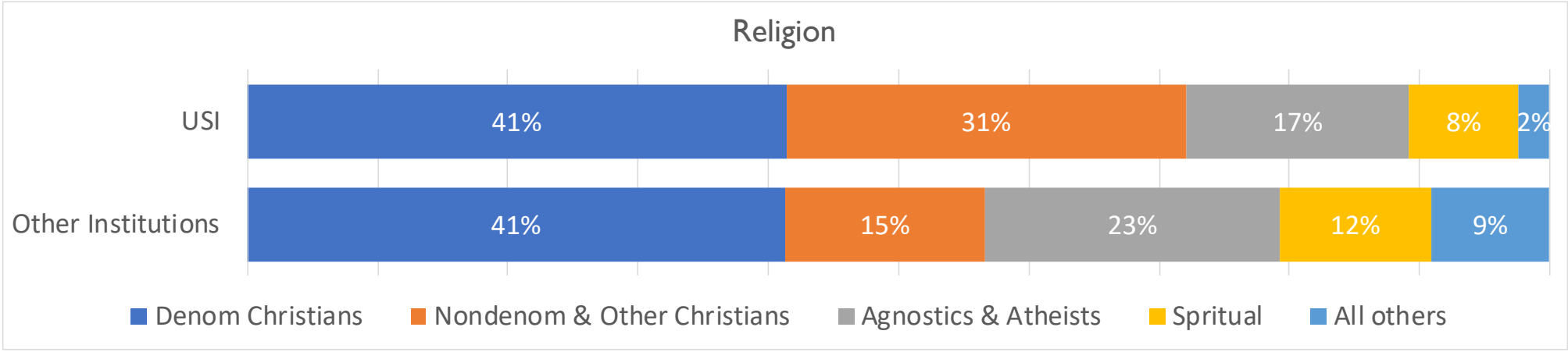
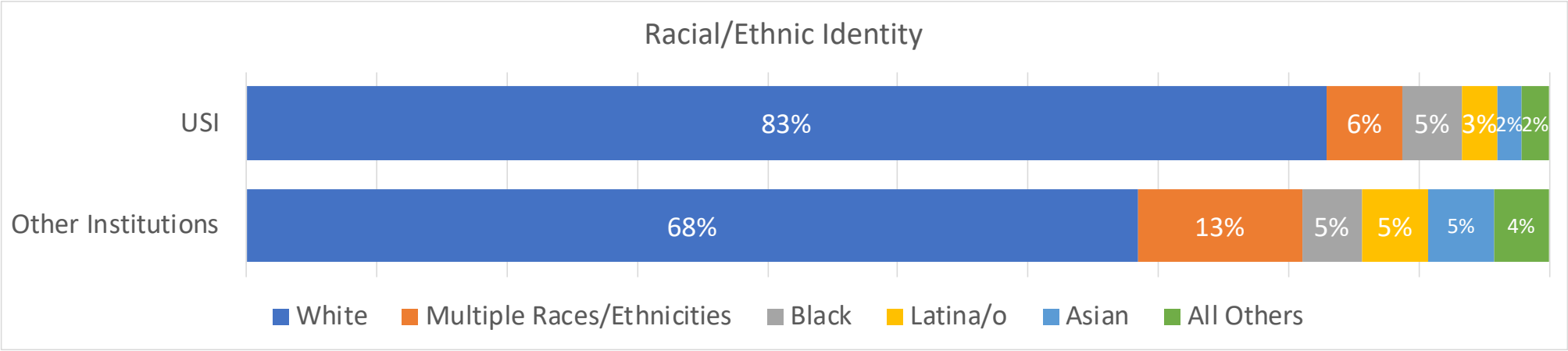
300 Faculty

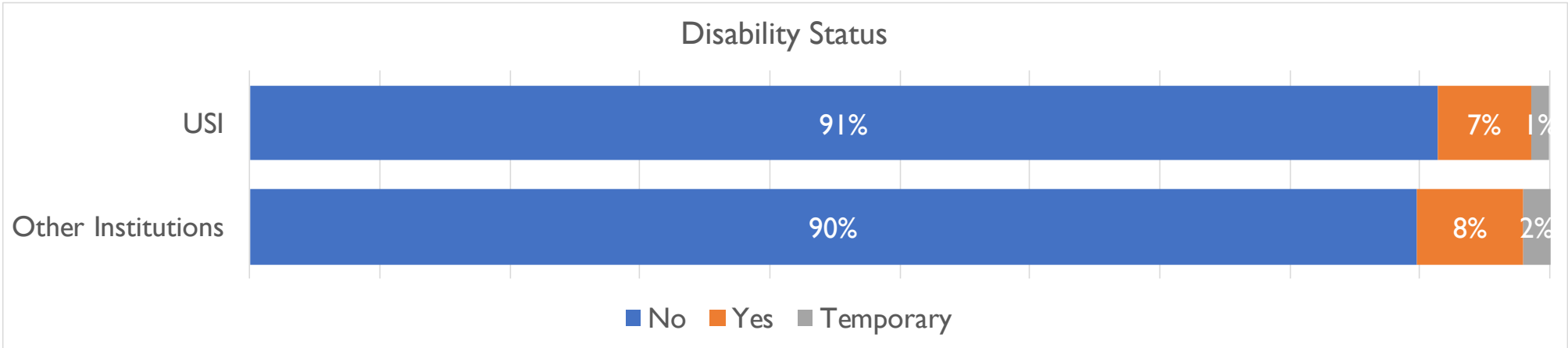
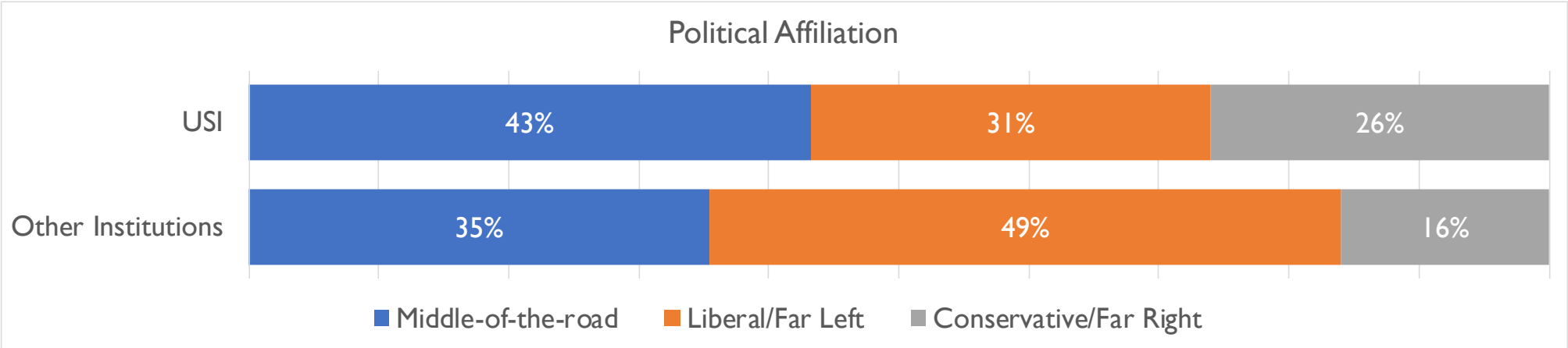
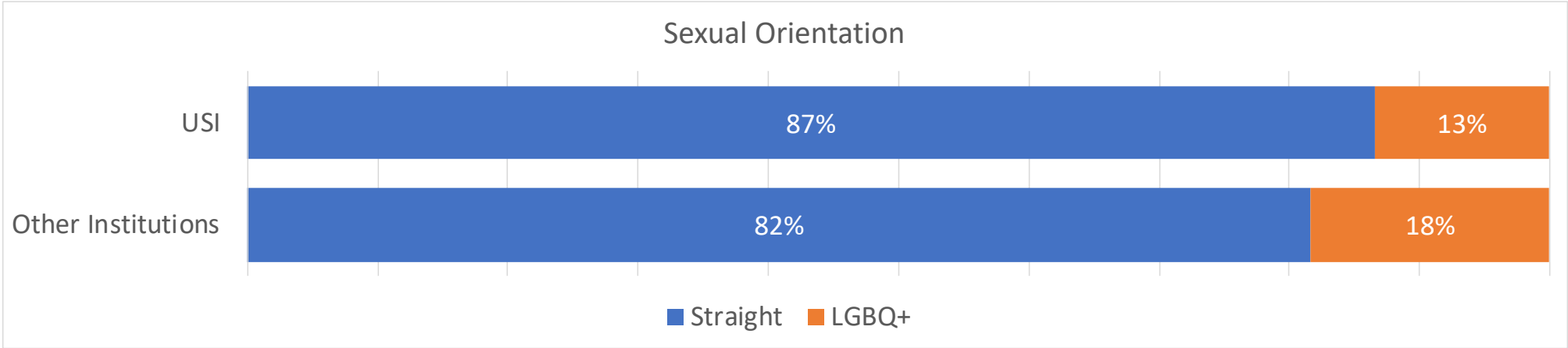
428 Staff/Administrators

Data USI has received

- Data files with USI's survey data
- **Comparison report - USI vs all other participating institutions on all survey questions and indicators**
 - Comparison data provided for large and small institutions
 - Data provided by role on campus (undergraduate students, graduate students, faculty, staff/administrators)
 - Data also often provided by gender, race/ethnicity, sexual orientation, and political affiliation
 - Data allows for external and internal comparisons
- **Report with open-ended comments from the survey**
 - “What one word or sentence would you use to describe the sense of community you feel at USI? ”
 - “What one change would you make in order to enhance the sense of community at USI?”
 - People who reported experiencing discrimination or harassment could provide additional information about their experiences

How does the diversity at
USI compare to that of
other institutions that have
participated in the survey?





How does USI compare to
other institutions on
indicators of campus climate
and views on diversity?

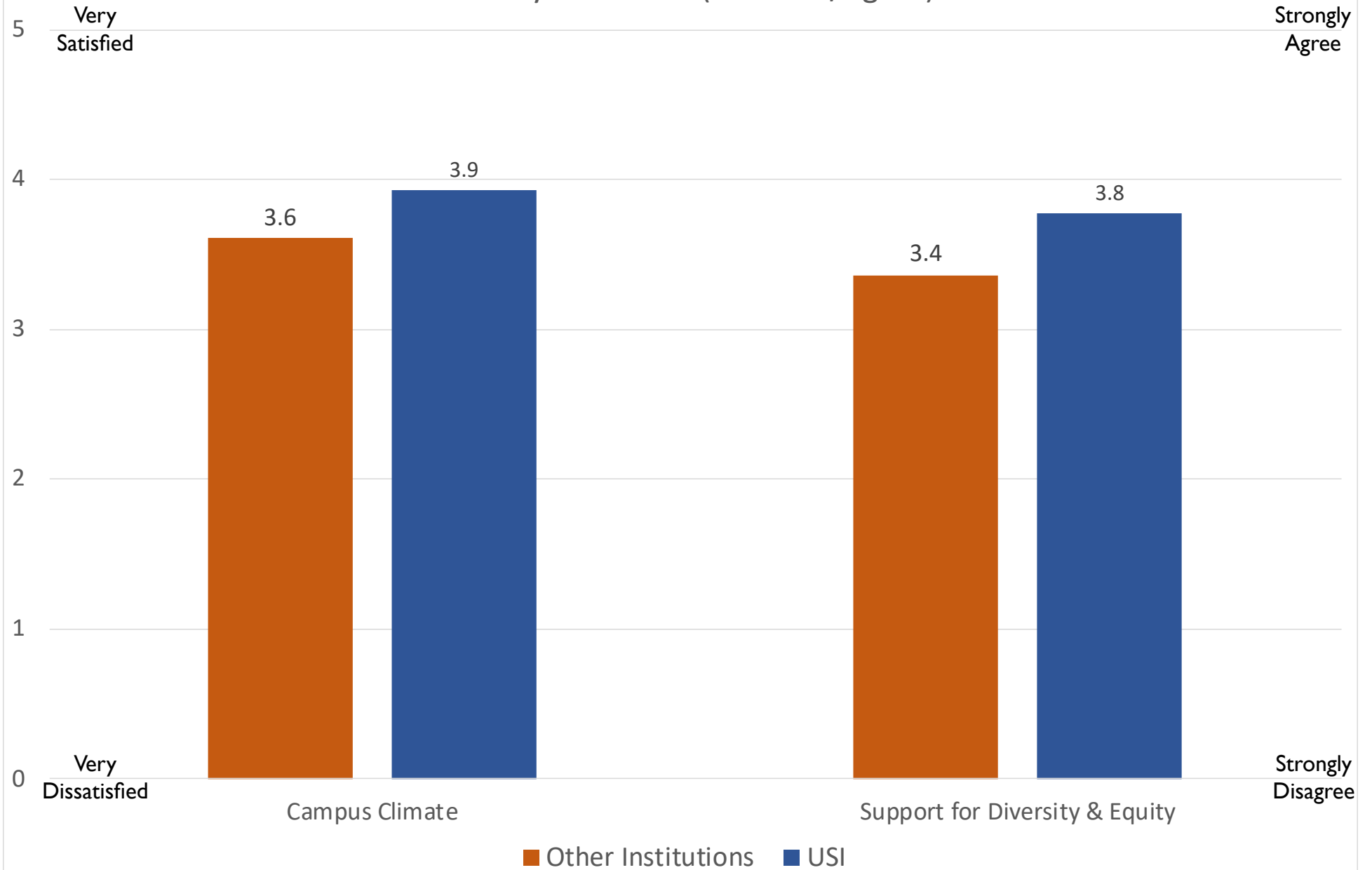
Four indicators

- **Campus Climate (*satisfaction with*)**
 - Overall campus climate
 - The campus experience/environment regarding diversity at USI
 - The extent to which you experience a sense of belonging or community at USI
 - The extent to which you feel all community members experience a sense of belonging or community at USI
- **Institutional Support for Diversity and Equity (*agreement with*)**
 - The campus environment is free from tensions related to individual or group differences
 - Recruitment of historically marginalized students, faculty, and staff is an institutional priority
 - Retention of historically marginalized students, faculty, and staff is an institutional priority
 - Senior leadership demonstrates a commitment to diversity and equity on this campus

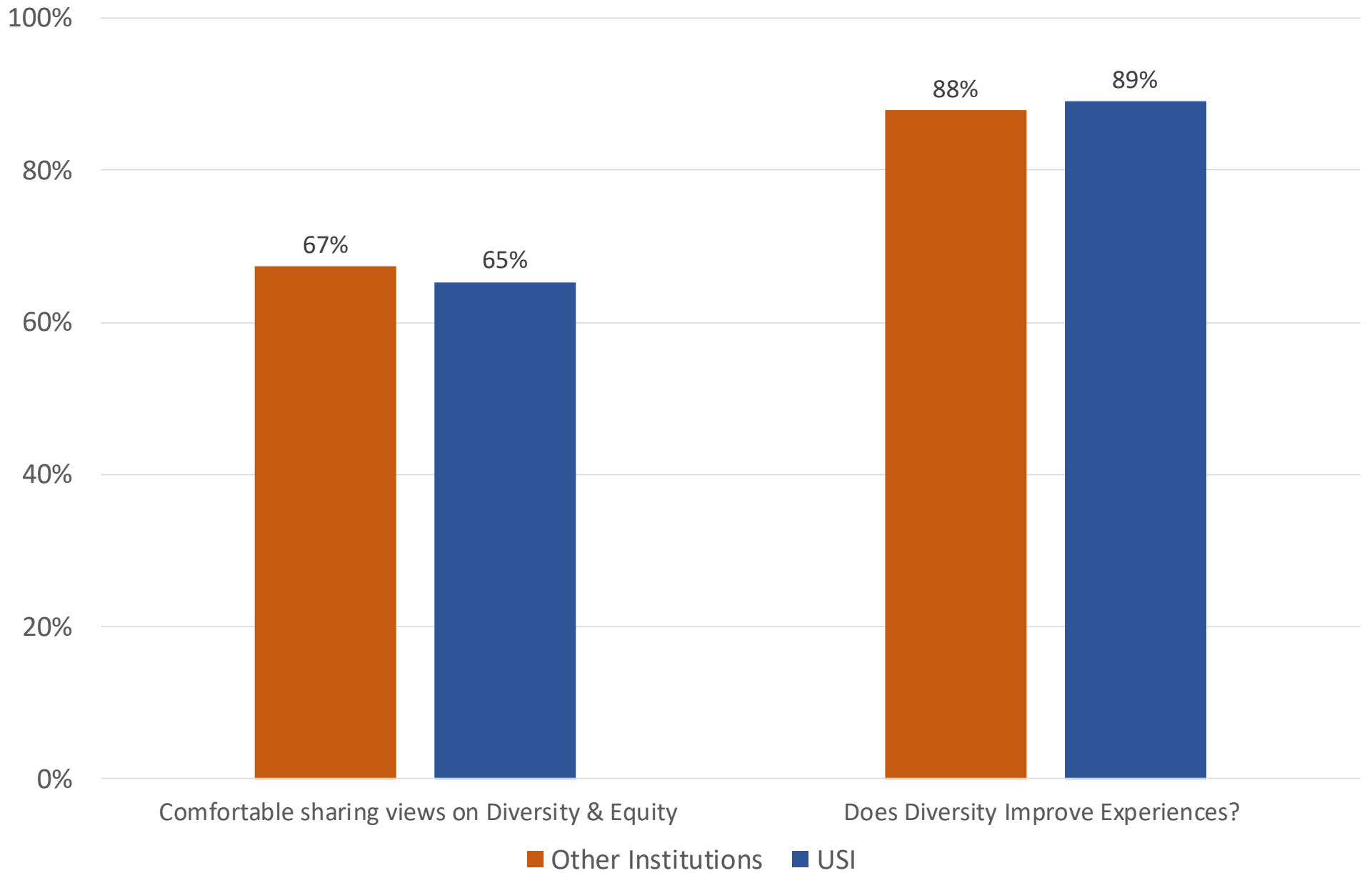
Four indicators (cont'd)

- Does diversity on campus improve experiences and interactions within the classroom, the workplace, and the overall community?
- How comfortable would you be sharing your views on diversity and equity at USI?

Diversity Indicators (Satisfied/Agree)



Diversity Indicators (% Comfortable/% Agree)



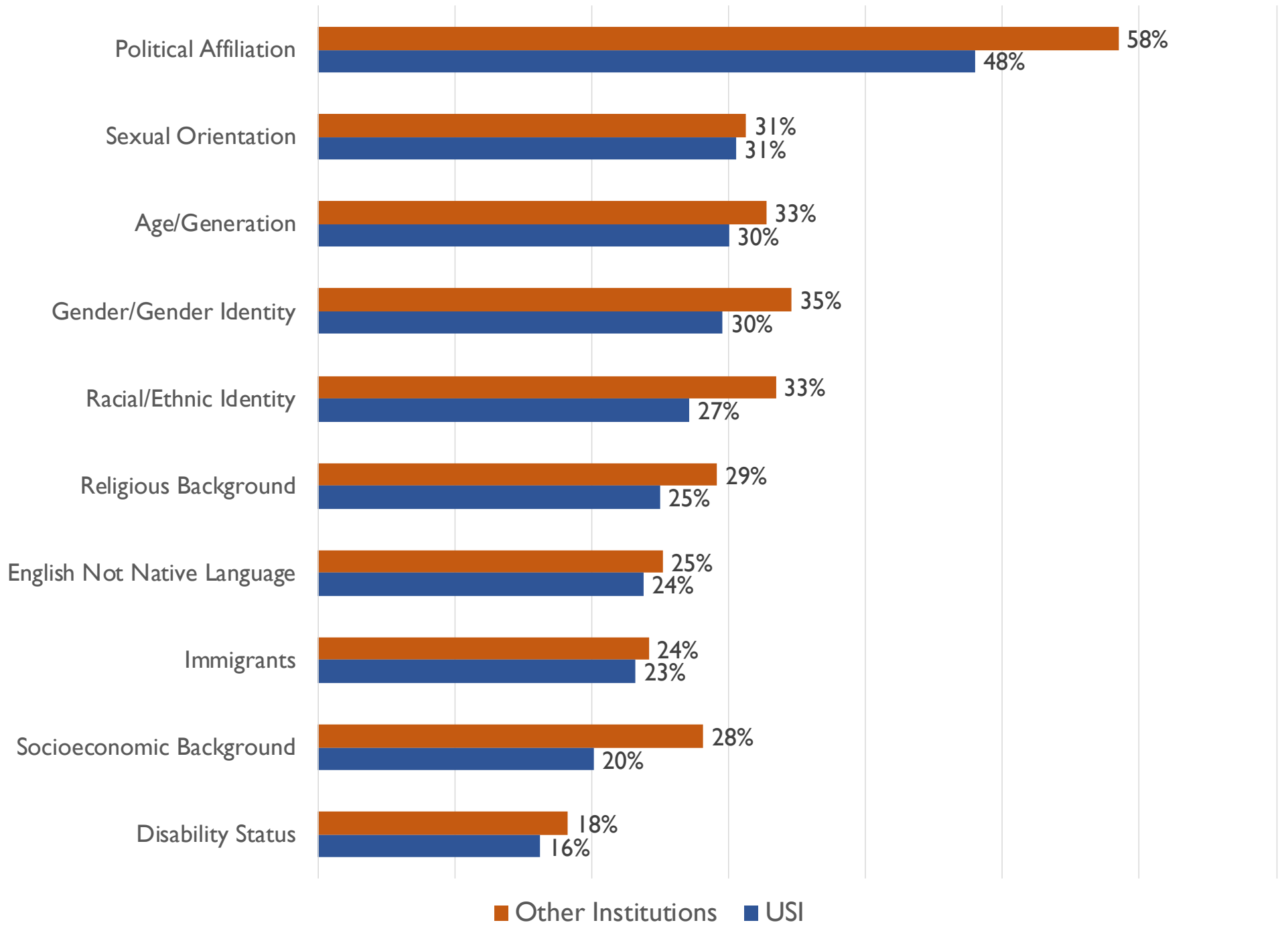
The factors that have the biggest influence on these indicators are:

- a) How often people hear insensitive or disparaging remarks
- b) Whether people experience discrimination or harassment

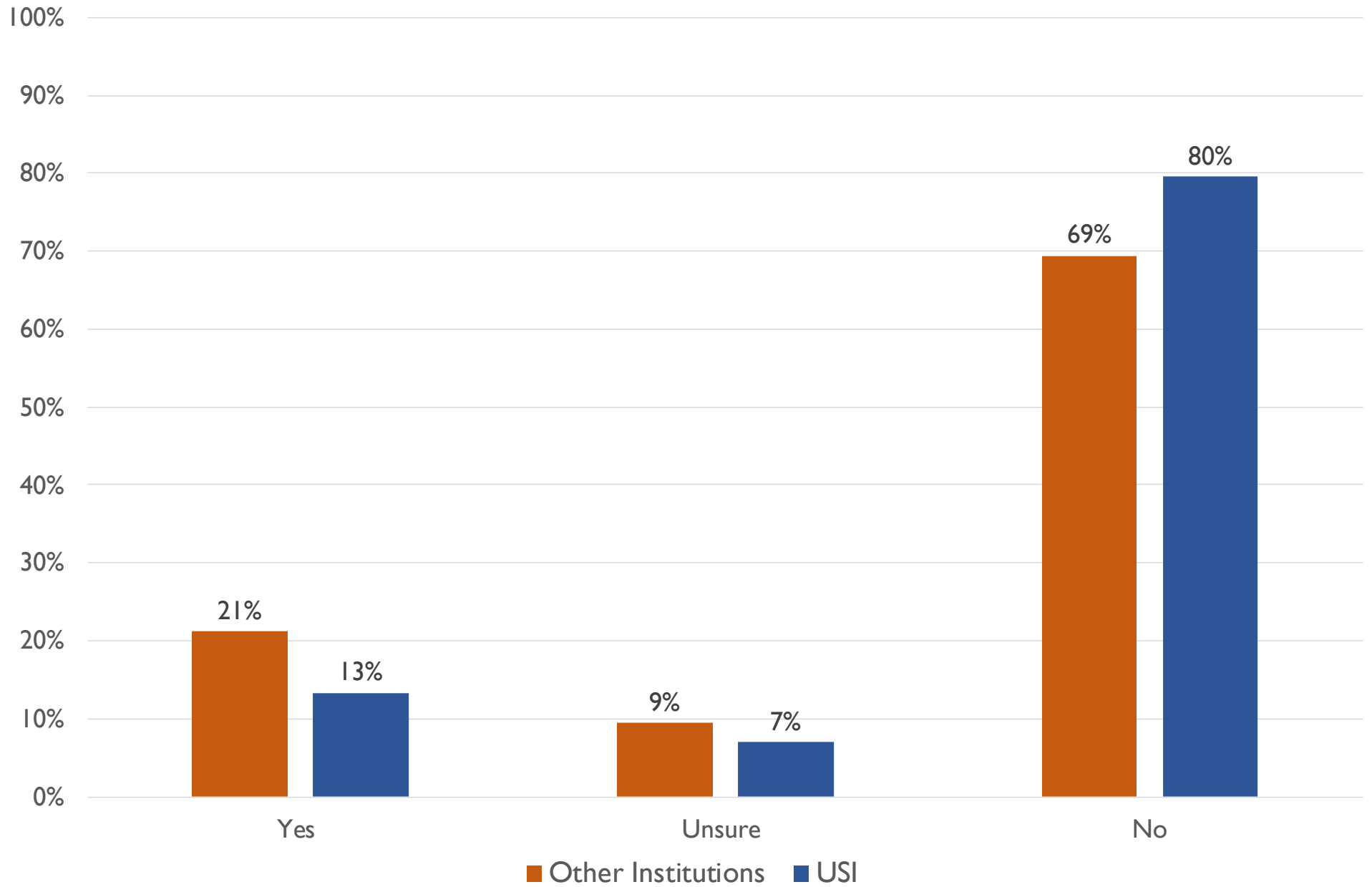
Insensitive and disparaging remarks

- During your time at USI, how often have you heard someone make an insensitive or disparaging remark about
 - People who have a particular racial and/or ethnic identity
 - People with a particular disability
 - People of a particular sexual orientation
 - People who are immigrants
 - People of a particular gender or gender identity
 - People with a particular political affiliation/view
 - People from a particular socioeconomic background
 - People of a particular age or generation
 - People from a particular religious background
 - People for whom English is not their native language

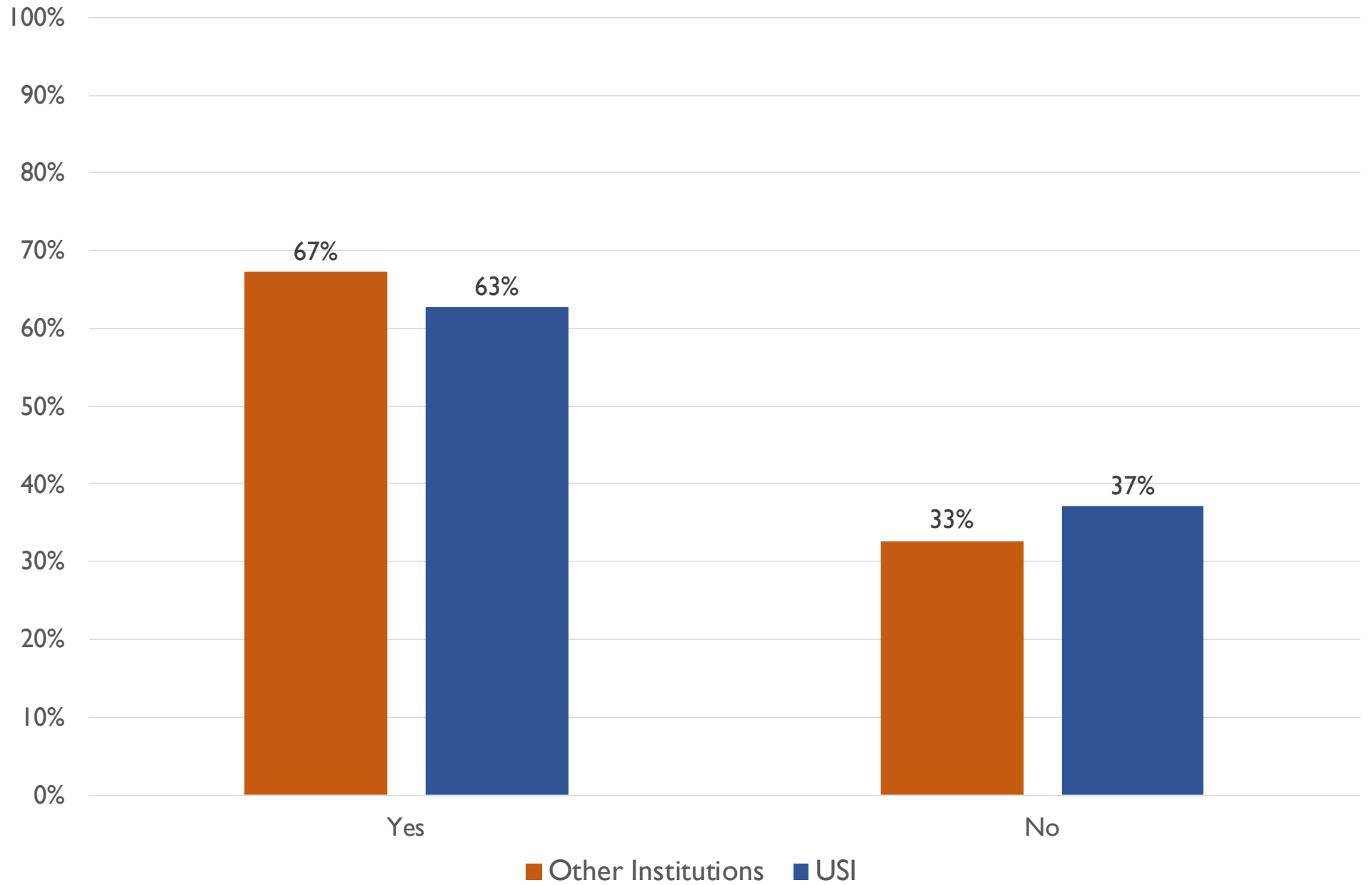
% Insensitive/Disparaging Remarks (Sometimes/Often/Very Often)



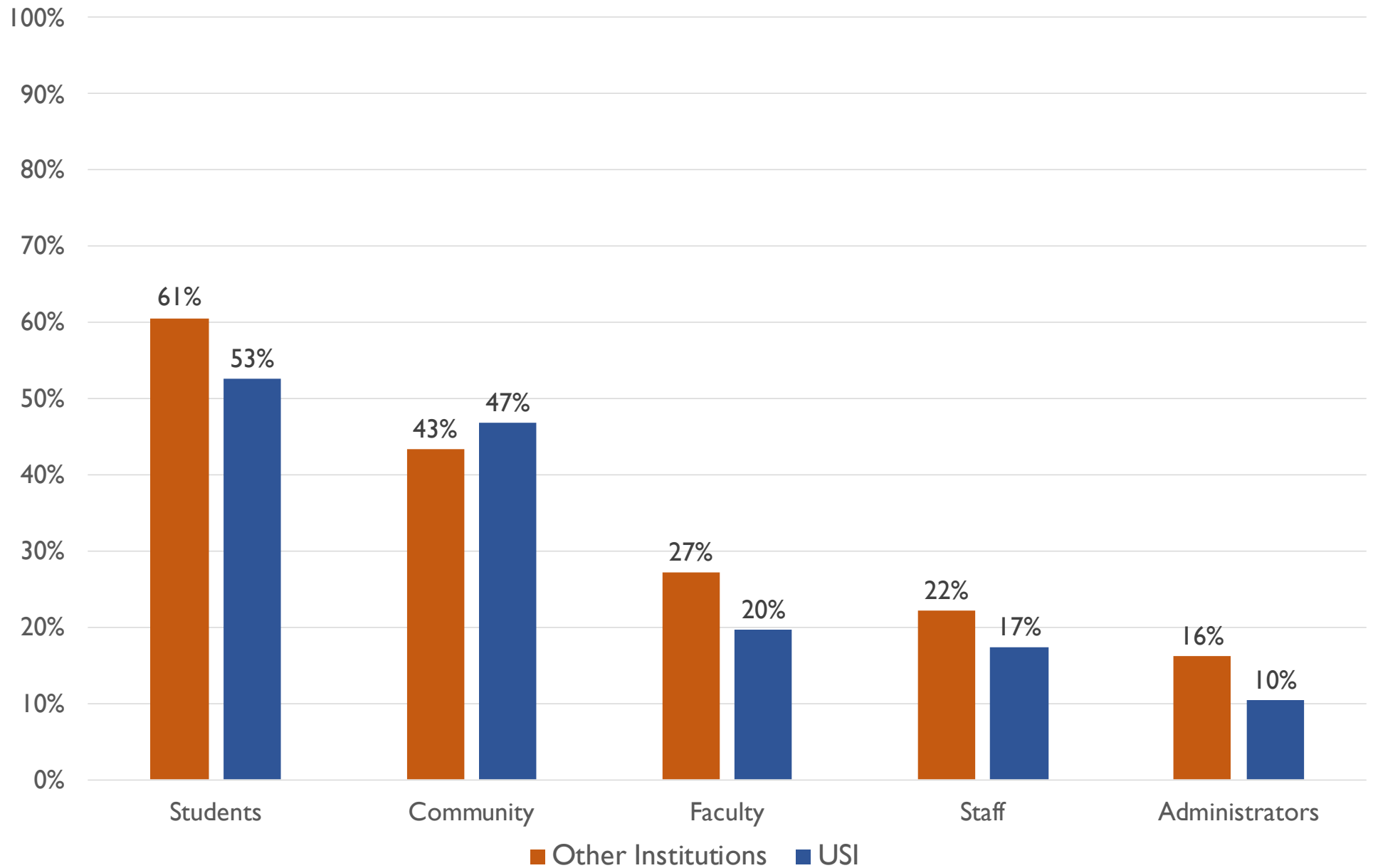
Have you ever been discriminated against or harassed?



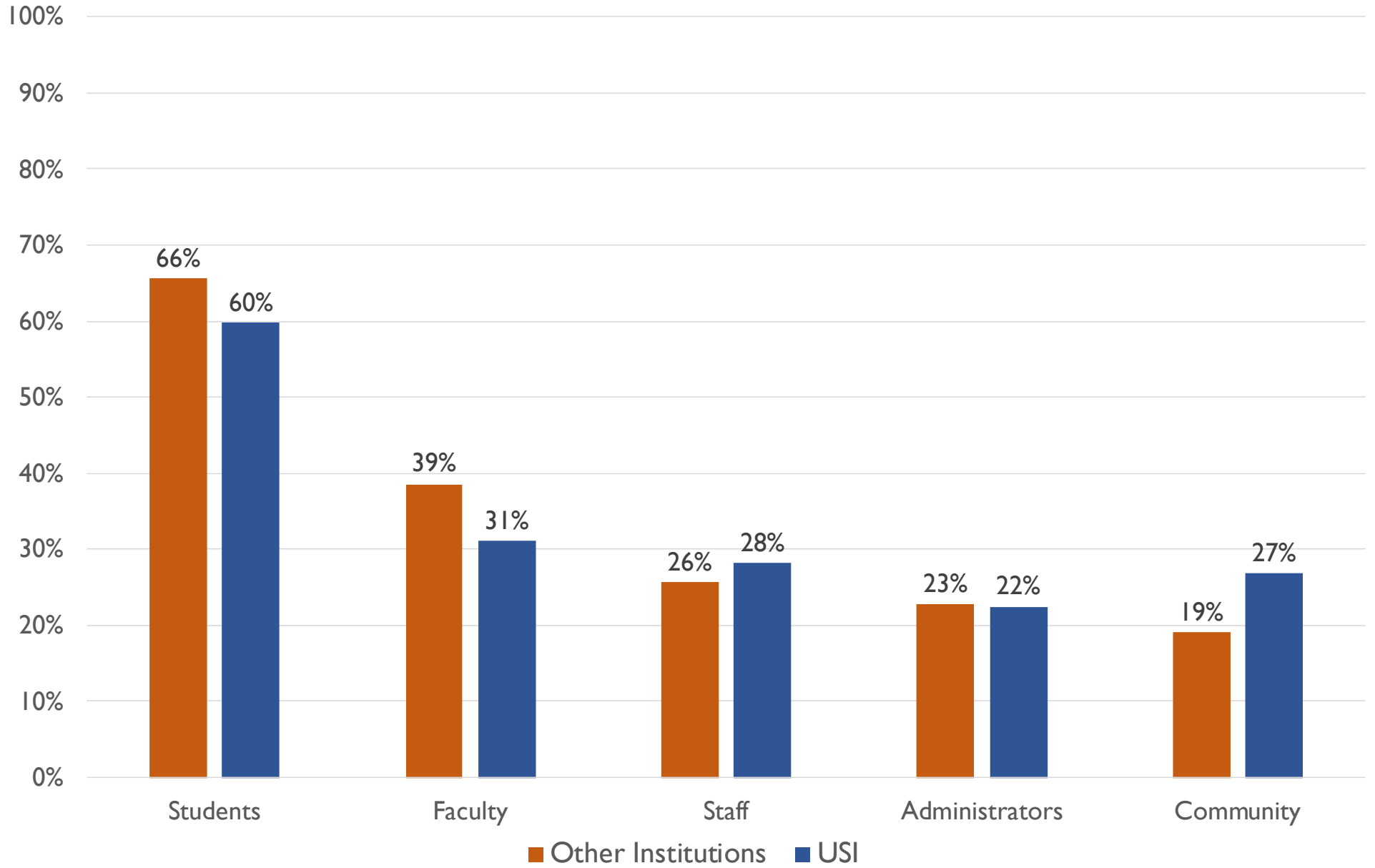
Did these incidents occur in the last year?



Source of Insensitive or Disparaging Remarks (% Sometimes/Often/Very Often)



Source of Discrimination (%)

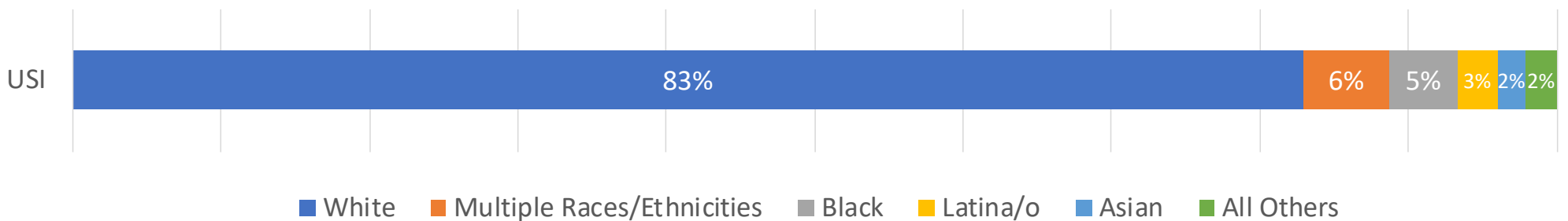
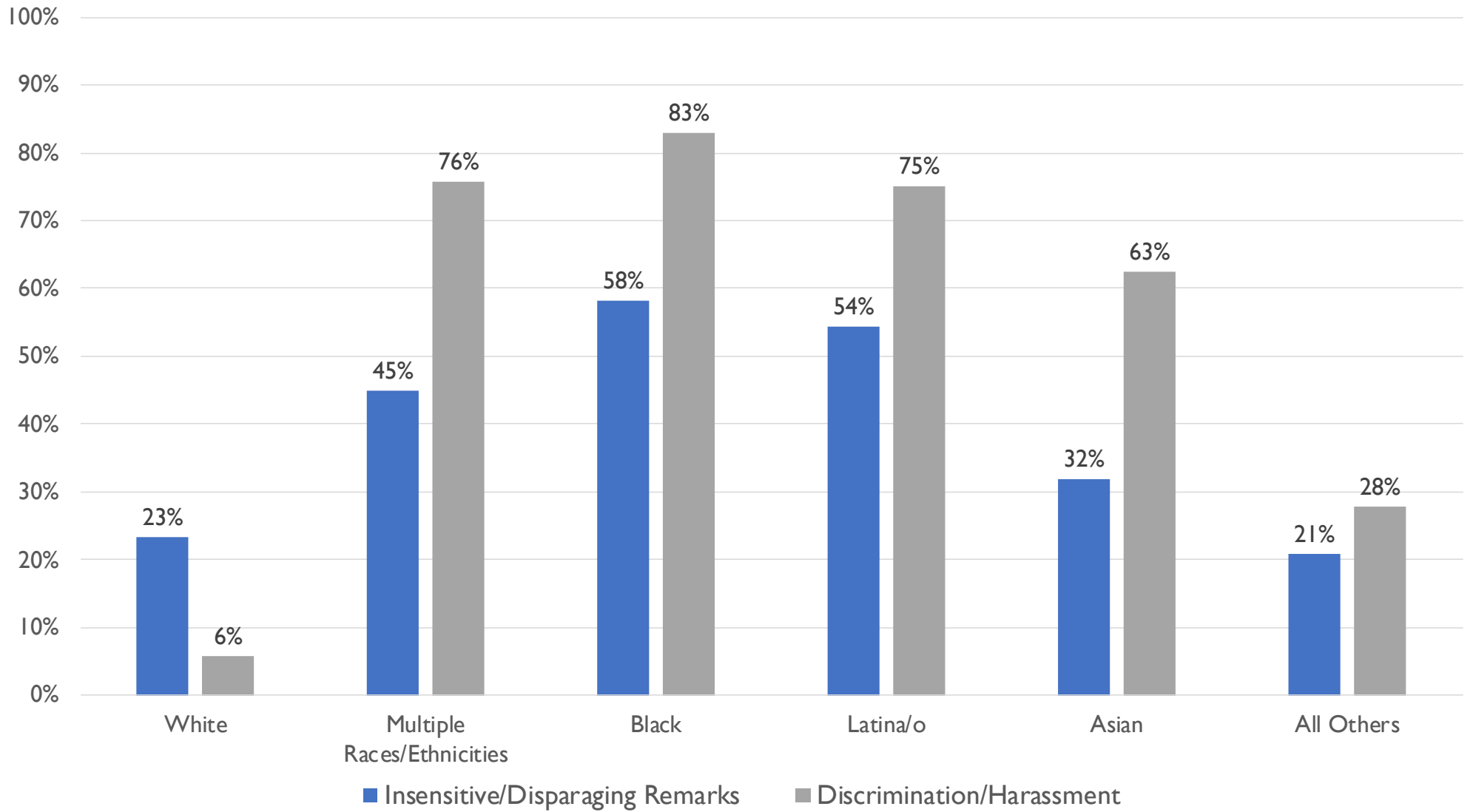


How often do people at USI with different identities experience:

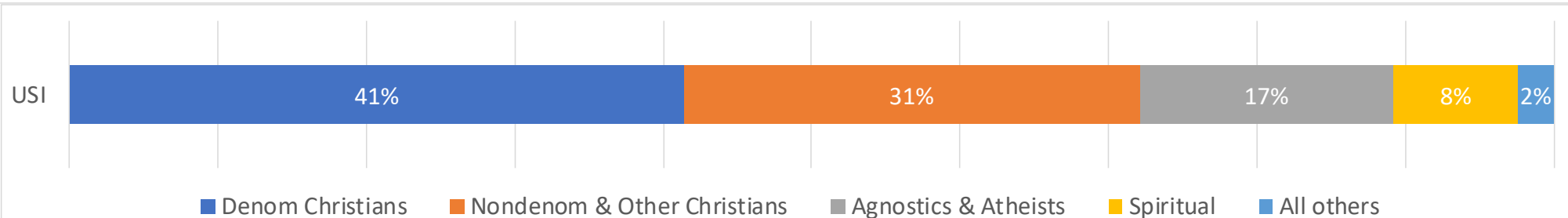
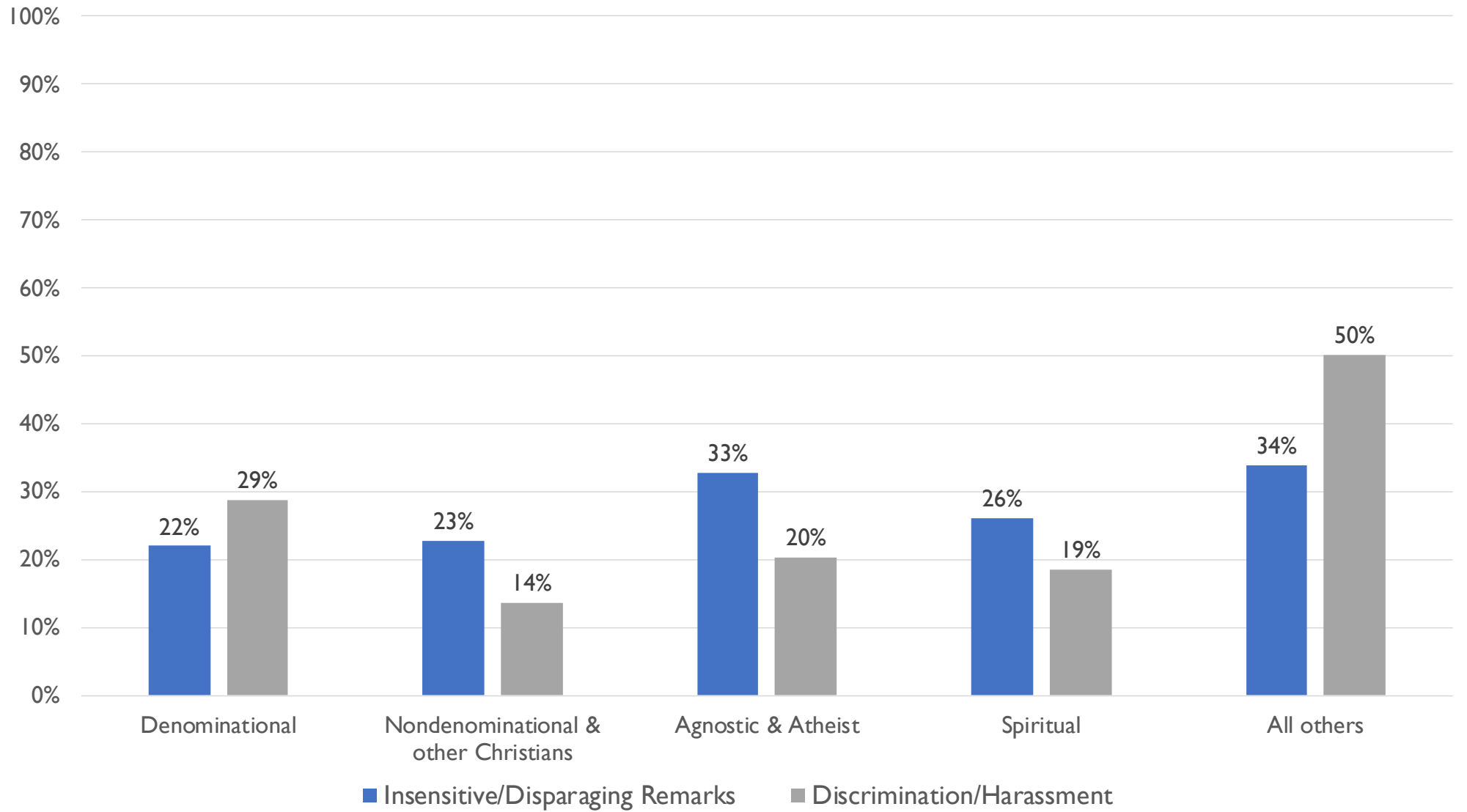
a) Insensitive and/or disparaging remarks

b) Discrimination or harassment

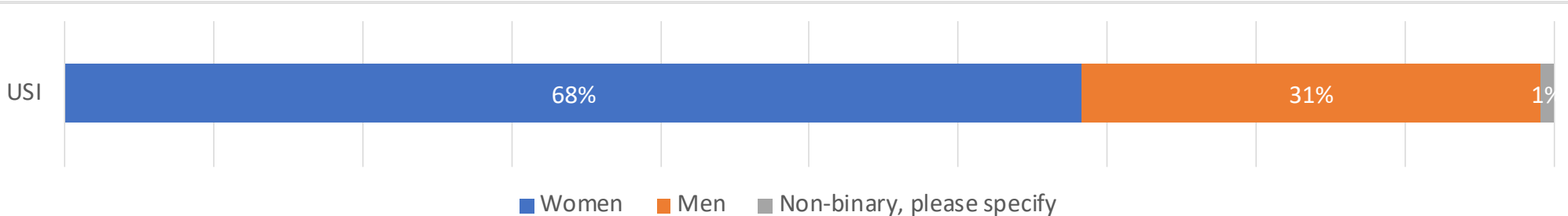
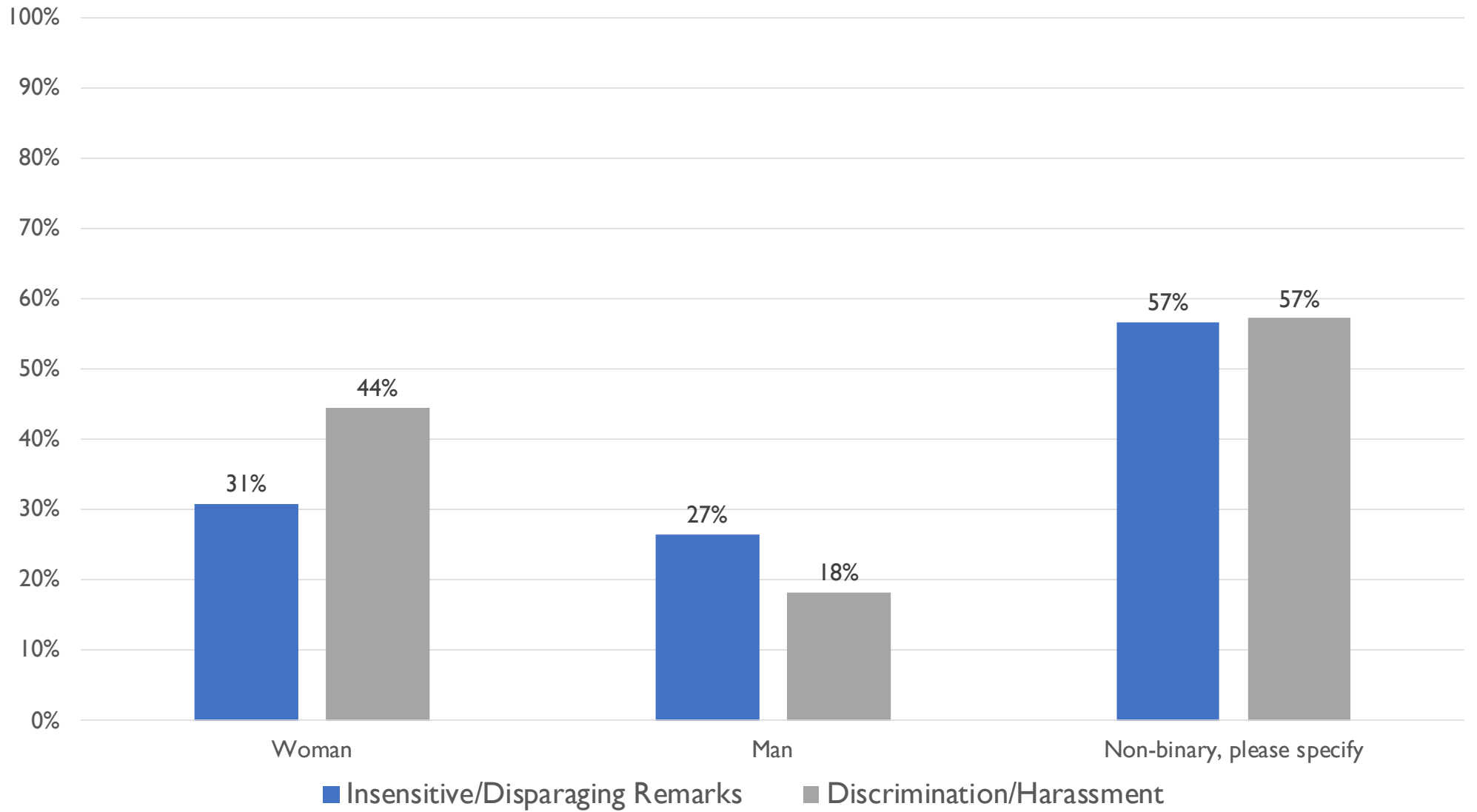
% Experiencing Negative Remarks & Discrimination on the Basis of Racial/Ethnic Identity



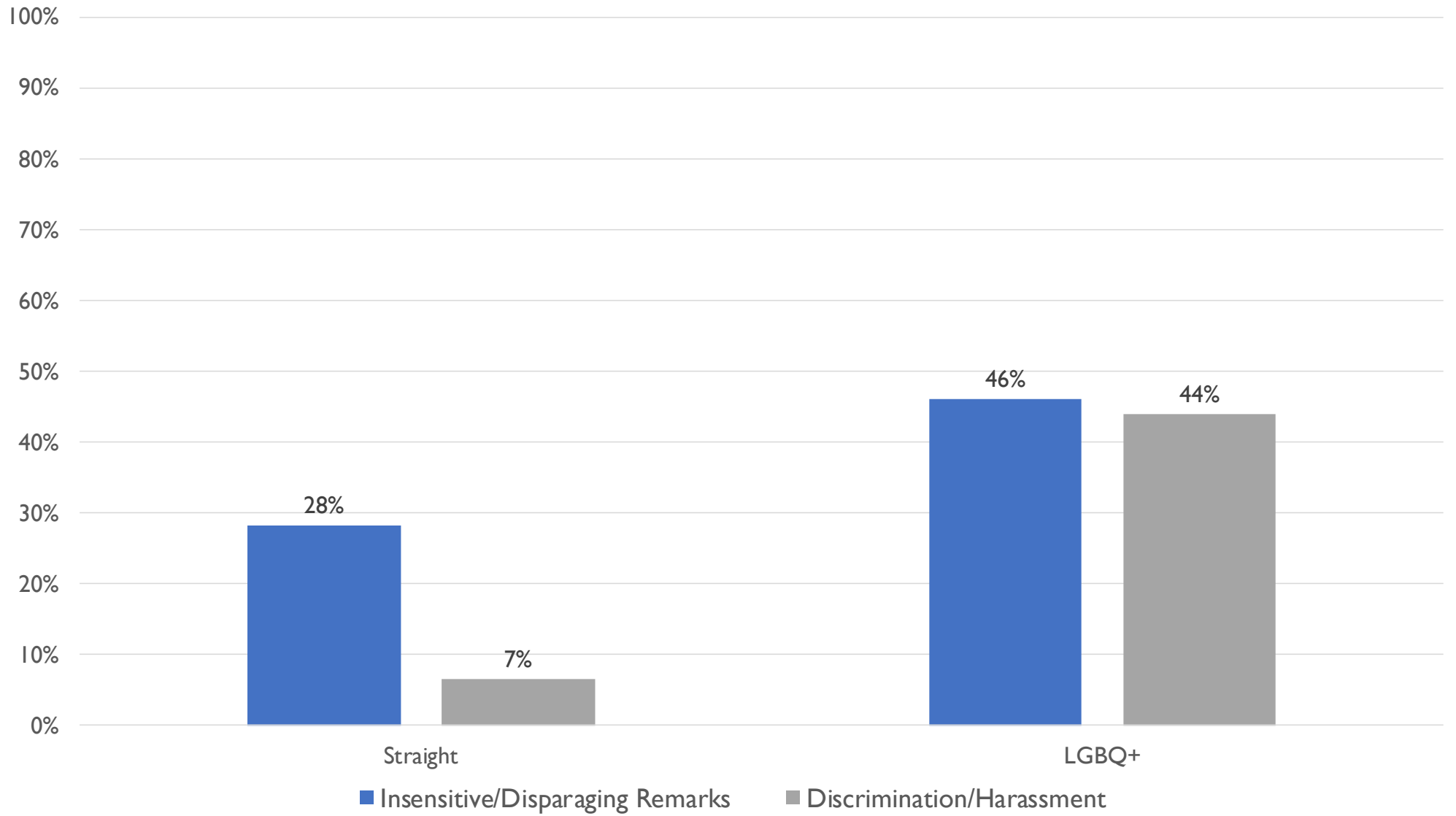
% Experiencing Negative Remarks & Discrimination on the Basis of Religion



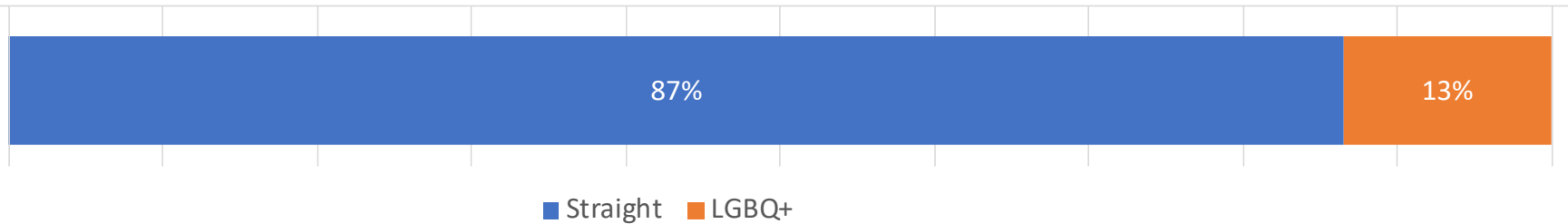
% Experiencing Negative Remarks & Discrimination on the Basis of Gender



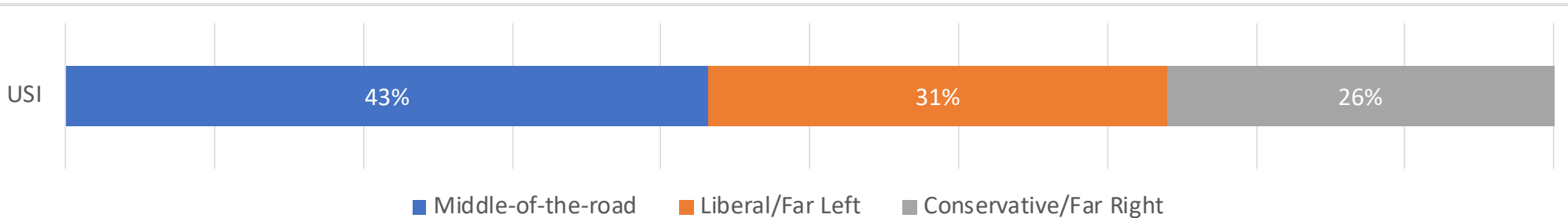
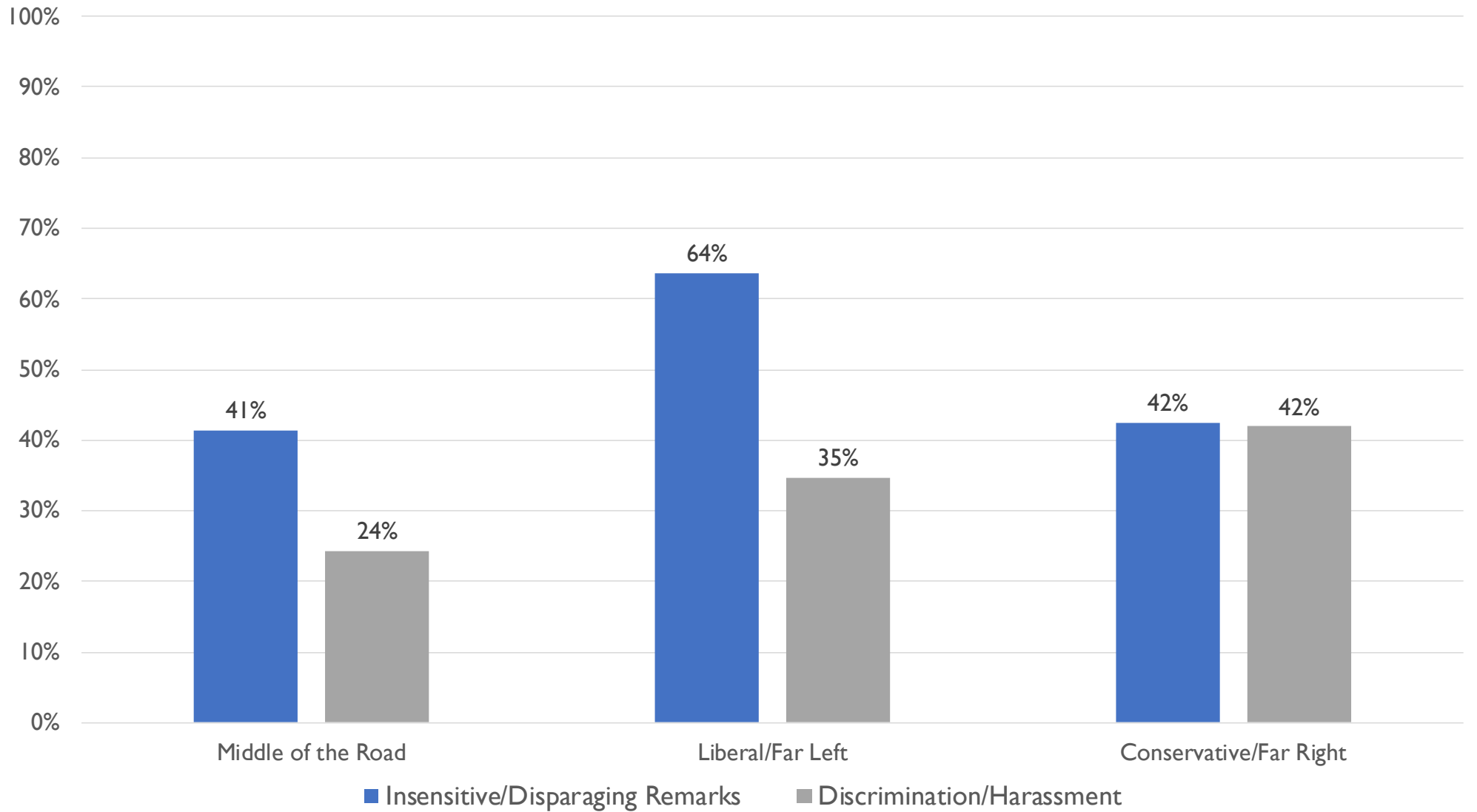
% Experiencing Negative Remarks & Discrimination on the Basis of Sexual Orientation



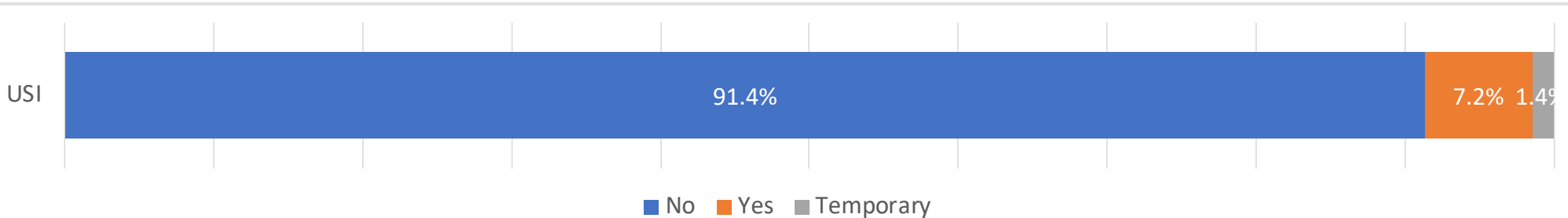
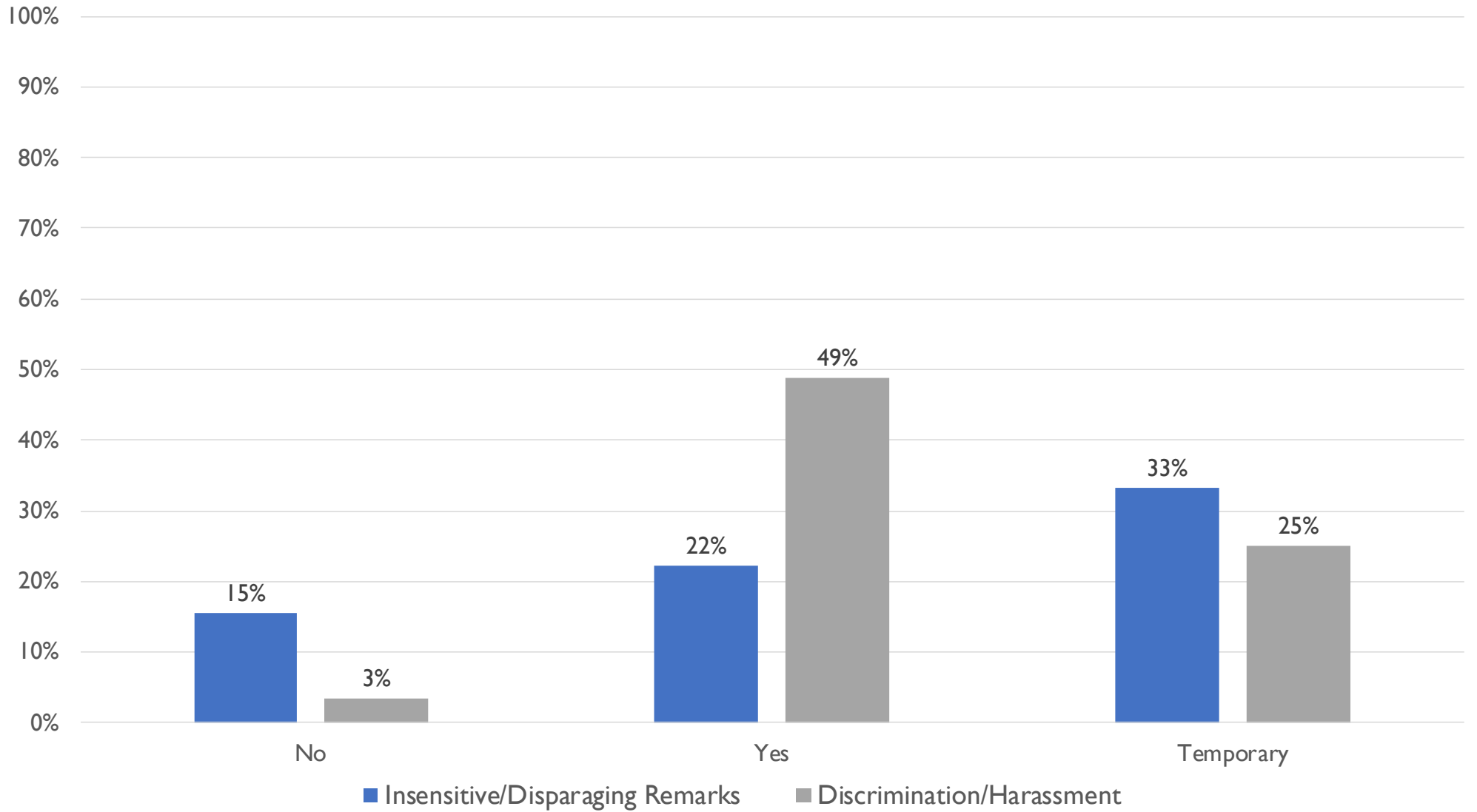
USI



% Experiencing Negative Remarks & Discrimination on the Basis of Political Affiliation



% Experiencing Negative Remarks & Discrimination on the Basis of a Person's Disability



Based on what we've seen so far,
what could help USI?

What improves climate, support for diversity, and learning?

- **Increasing how often people enact the best of human qualities**
 - Being kind, being empathetic, assuming the best in other people, being supportive, listening carefully, resisting the temptation to express anger, etc.
 - Regardless of whether the people you're interacting with are members of your group
- **Reducing how often people experience harsher human qualities**
 - How often people hear disparaging or insensitive remarks aimed at people who share a particular identity
 - How often people experience harassment or discrimination based on their identity (or identities)
- **Both of these will improve student learning**

From the Wabash Study - effective interactions with diversity

- **Interactional Diversity includes the following questions**
 - During the school year, how often have you
 - ▶ *Attended a debate or lecture on a current political/social issue?*
 - ▶ *Participated in a racial or cultural awareness workshop?*
 - ▶ *Had serious discussions with student affairs staff (e.g., residence hall staff, career counselor, student union or campus activities staff) whose political, social, or religious opinions were different from your own?*
 - ▶ *Had serious conversations with students of a different race or ethnicity than your own?*
 - ▶ *Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?*
 - To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?
 - While attending this college, how often have you
 - ▶ *Had discussions regarding inter-group relations with diverse students (e.g., students differing from you in race, national origin, values, religion, political views)?*
 - ▶ *Had meaningful and honest discussions with diverse students about issues related to social justice?*
 - ▶ *Shared personal feelings and problems with diverse students?*

From the Wabash Study - other factors that matter for diversity

- The following practices
 - Had an impact on our measures of diversity regardless of the content of the course or program
 - Improved the impact of diversity experiences

Good teaching

- Faculty interest in teaching and student development
 - ▶ *Faculty who are genuinely interested in students*
 - ▶ *Giving prompt feedback*
- High-quality interactions with faculty outside of the classroom
- Teaching that is clear and organized

Challenge

- Time on task
- Being challenged to do your best work
- Being required to integrate, think critically, reflect and engage in other higher-order work

Experiences that have less certain impact

- **The frequency with which someone interacts with people who are different than themselves**
 - Simply interacting isn't enough, the interactions have to be intentional, well-supported, well-guided, and sustained
 - ▶ *It's important to remember that you're trying to change beliefs and attitudes about identities that have developed over decades*
- **HIPs and programming aimed at diversity**
 - Are they of high quality? That is, in addition to strong content:
 - ▶ *Are they well-taught or led?*
 - ▶ *Do they ask people to reflect, integrate, and engage higher-order intellectual activities in a supportive environment over a sustained period of time?*
 - ▶ *Have the programs been tuned, using data, to work in the unique educational environments in which they are located?*
 - ▶ *Are they preaching to the choir? Do they reach outside of the converted?*
 - Variation in quality is a serious problem with HIPS, STEM inclusive excellence programming, faculty development efforts and centers, sexual assault programming, educational reform efforts, etc.

| | Increased my support for diversity and equity? |
|---|--|
| Performed community service | 67% |
| Engaged in discussions or activities concerning political issues | 55% |
| Attended presentations, performances, or art exhibits related to diversity | 61% |
| Participated in discussions, training, or activities on racial/ethnic issues | 66% |
| Participated in discussions, training, or activities on gender issues and/or gender identity issues | 61% |
| Participated in discussions, training, or activities on sexual orientation issues | 59% |
| Participated in discussions, training, or activities on socioeconomic status issues | 54% |
| Participated in discussions, training, or activities on religious diversity issues | 50% |
| Participated in discussions, training, or activities on disability issues | 54% |
| Participated in discussions, training, or activities on disability issues | 48% |

| | Increased my support for diversity and equity? |
|---|--|
| Performed community service | 67% |
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| Participated in discussions, training, or activities on disability issues | 48% |

But participating in these activities is correlated

It looks like many of the same people are attending these events

| | Increased my support for diversity and equity? | Have not engaged in this activity |
|---|--|-----------------------------------|
| Performed community service | 67% | 29% |
| Engaged in discussions or activities concerning political issues | 55% | 37% |
| Attended presentations, performances, or art exhibits related to diversity | 61% | 34% |
| Participated in discussions, training, or activities on racial/ethnic issues | 66% | 29% |
| Participated in discussions, training, or activities on gender issues and/or gender identity issues | 61% | 33% |
| Participated in discussions, training, or activities on sexual orientation issues | 59% | 36% |
| Participated in discussions, training, or activities on socioeconomic status issues | 54% | 43% |
| Participated in discussions, training, or activities on religious diversity issues | 50% | 45% |
| Participated in discussions, training, or activities on disability issues | 54% | 43% |
| Participated in discussions, training, or activities on disability issues | 48% | 47% |

| | Increased my support for diversity and equity? | Have not engaged in this activity |
|---|--|-----------------------------------|
| Performed community service | 67% | 29% |
| Engaged in discussions or activities concerning political issues | 55% | 37% |
| Attended presentations, performances, or art exhibits related to diversity | | 34% |
| Participated in discussions, training, or activities on racial/ethnic issues | | 29% |
| Participated in discussions, training, or activities on gender issues and/or gender identity issues | | 33% |
| Participated in discussions, training, or activities on sexual orientation issues | | 36% |
| Participated in discussions, training, or activities on socioeconomic status issues | | 43% |
| Participated in discussions, training, or activities on religious diversity issues | 50% | 45% |
| Participated in discussions, training, or activities on disability issues | 54% | 43% |
| Participated in discussions, training, or activities on disability issues | 48% | 47% |

Forcing people to attend these activities could create push back

Questions,
comments,
thoughts?