

# Rising Up: Responding to Student Demands for More Inclusive Campuses

## 2017 ACPA Convention

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## Land Acknowledgement

#ACPA17

We would like to acknowledge that the land we are meeting on today has long served as a site of meeting and exchange amongst Indigenous peoples, specifically the Shawnee, Wyandotte, Miami and Delaware nations.

ACPA-College Student Educators International honors and respects the diverse Indigenous peoples connected to this territory on which we gather.



## Our International Field

#ACPA17

#ACPA17 provides an opportunity to discuss global concepts in higher, post-secondary, and tertiary education. Please remember that not everyone in the room is from the same country nor works within the same system of higher or tertiary education. We invite you to use language that welcomes all participants to the conversation.



## Session Overview

Rising Up: Responding to Student Demands for More Inclusive Campuses



- I. Welcome & introductions
- II. Themes:
  - Student demands & campus responses
- III. What about the data?
- IV. The CECE Model
- V. Case study & community share
- VI. Q&A



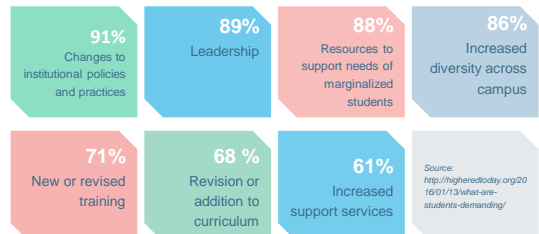
## A Brief History of the Demands

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## Themes from the Demands

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## Themes from Responses

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### Immediate Responses

- Engaging students in town hall
- Identifying some of the demands to move forward and/or formation of a working group/committees:
  - Examining historical roots
  - Developing diversity curriculum requirements
  - Analyzing/collecting data about student, faculty, and staff

### Short Term Responses

- Establishing recruitment and retention programs
- Creating advisory boards
- Developing ongoing programs (speaker series, seminars, workshops, common reads)
- Recommendations to rename buildings, awards, etc.



## So, what about the data?



## What is NSSE?

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### National Survey of Student Engagement

- An annual survey of first-year and senior students measuring their participation in educationally effective experiences
- Topics cover content such as aspects of academic challenge, learning with peers, experiences with faculty, campus environment, and high-impact practices

### Participation

- More than 1,600 colleges and universities have participated in NSSE since 2000
- 557 institutions participated in 2016

## NSSE Data

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### Safety, Sense of Belonging, Discrimination

- 34 institutions
- 13,018 students
  - Asian 4%
  - Black/Af. American 14%
  - Hispanic or Latino 6%
  - White 63%
  - Other 2%
  - Multiracial 7%
  - Prefer not to respond 3%

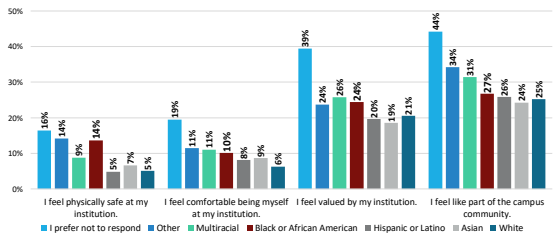
### Seriously Considered Leaving Their Institution

- 145 institutions
- 26,303 students
  - Asian 6%
  - Black/Af. American 10%
  - Hispanic or Latino 12%
  - White 58%
  - Other 1%
  - Multiracial 8%
  - Prefer not to respond 3%



## Percentage of Students Who Disagree Overall

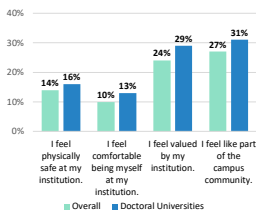
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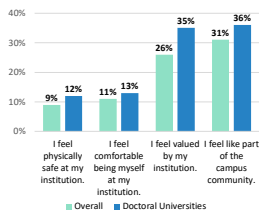
### Percentage of Students Who Disagree

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#### Black or African American



#### Multiracial



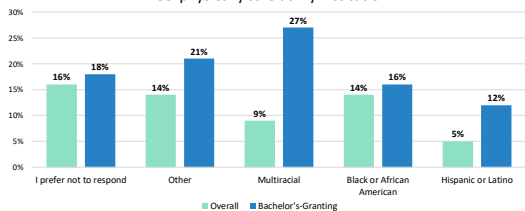
***“This school is severely deprived of individuals who actually care about the diversity on this campus BESIDES those who are considered “diverse” (minorities, LGBTQ+, etc.)”***

- Black or African American student

### Percentage of Students Who Disagree

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#### I feel physically safe at my institution.



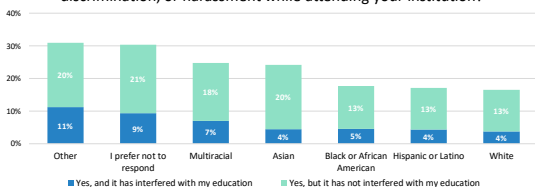
***“The majority of this campus (students, administration, many faculty) are racist and/or does not understand how race works. Also there is very little access to support for students of color + the administration is condescending and refuses to change.”***

- Multiracial student

### Discrimination Overall

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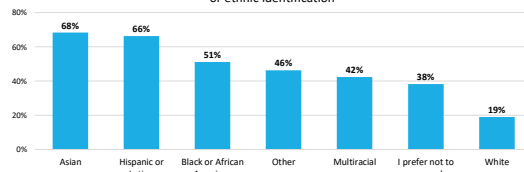
#### Have you personally experienced any offensive behavior, discrimination, or harassment while attending your institution?



### Discrimination Due to Race/Ethnicity Overall

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#### The offensive behavior, discrimination, or harassment was due to your racial or ethnic identification

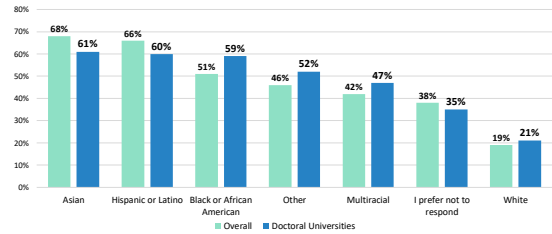


*"I feel like it's harder here at this college to be able to comfortably interact with Caucasian people and how a vast majority don't really bother to interact much with people of color. I also don't feel happy here and how I don't feel connected."*  
 -Asian



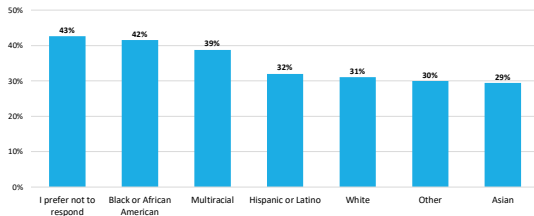
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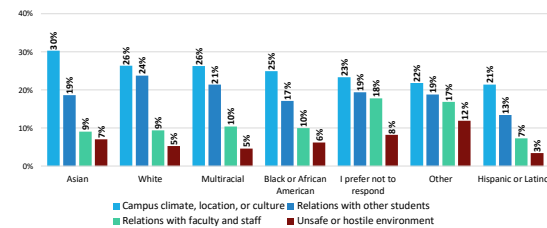
### Percentage of Students Who Have Seriously Considered Leaving Their Institution

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### Considerations for Leaving

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*"I've been frustrated with all of the racial movements on campus. I support the cause, but in my opinion some of it has gone too far. It has basically made me [feel] uncomfortable to be a white person on this campus."*

*"Professors blaming the world's problems on me because I am a [Straight] White Male."*

*"Racism/ Everyone is too PC and yet they think because I'm white they can't treat me poorly."*



### The Culturally Engaging Campus Environments (CECE) Model

Museus, S. D. (2014). The Culturally Engaging Campus Environments (CECE) Model: A new theory of college success among racially diverse student populations. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research* (Vol. 20, pp. 189-227). New York: Springer.

## 9 Characteristics of Culturally Engaging Campus Environments

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### Cultural Relevance

Five indicators focus on the ways that campus environments are relevant to the cultural backgrounds and communities of diverse college students:

- Cultural Familiarity
- Culturally Relevant Knowledge
- Cultural Community Service
- Meaningful Cross-Cultural Engagement
- Culturally Validating Environments

### Cultural Responsiveness

The remaining four indicators focus on the ways in which campus environments respond to the cultural norms and needs of diverse students:

- Collectivist Cultural Orientations
- Humanized Educational Experiences
- Proactive Philosophies
- Availability of Holistic Support



## 9 Characteristics of Culturally Engaging Campus Environments

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### Cultural Familiarity

Spaces to connect with individuals and groups who **share and understand** their cultural backgrounds and experiences.



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### Culturally Relevant Knowledge

Opportunities to **learn and exchange knowledge** about their cultural backgrounds and communities.



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### Cultural Community Service

Service opportunities for students to **give back** and **positively transform** their cultural communities.



## 9 Characteristics of Culturally Engaging Campus Environments

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### Meaningful Cross-Cultural Engagement

Opportunities to engage in interactions that **focus on solving meaningful social problems** with peers of **different cultural backgrounds**.



## 9 Characteristics of Culturally Engaging Campus Environments

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### Cultural Validation

Extent to which campus environments value and validate the **cultural backgrounds and identities** of students.



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9 Characteristics of Culturally Engaging Campus Environments

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**Collectivist Cultural Orientations**

Degree to which campuses have cultures that foster a sense of **community and collaboration**, rather than individualistic competition.



9 Characteristics of Culturally Engaging Campus Environments

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**Proactive Philosophies**

Extent to which faculty and staff go beyond making information and support available to **making proactive efforts to bring information and support** to students.



9 Characteristics of Culturally Engaging Campus Environments

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**Holistic Support**

Access to **at least one institutional agent that they trust** to provide the information they need, offer the help they seek, or connect them with the information or support that they require regardless of the problem or issue that they face.



9 Characteristics of Culturally Engaging Campus Environments

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**Humanized Educational Experience**

Degree to which campuses are characterized by **care** for students, having a strong **commitment** to fostering student success, and fostering **relationships** between institutional agents and their students.



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## Using the CECE Model

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Participants will work with each other to apply the CECE model to both the case study and to their own campuses to generate new ideas or to reshape existing efforts.



## Case Study

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Prompted by the list of demands released by students at hundreds of institutions in the Fall of 2015, students at CECE College began pushing the institution to prioritize equity and inclusion efforts. In response, campus leadership initiated a Student Demand Taskforce. CECE college has a total enrollment of close to 21,000 students, with 27.5% of being students of color.

Students at CECE College released the following set of demands:

1. Commit to having Ethnic Studies 101 as a graduation requirement.
2. Increase funding, resources and personnel (particularly those of color) for the centers on campus that support marginalized student populations.
3. Implement a strategic plan to increase retention rates of marginalized students, and create and sustain an inclusive campus environment.

Guiding questions:

- Which communities should be included in this committee?
- How do you select or prioritize which demands to respond to?
- How do you keep the campus community updated about progress on this demand?
- How might you measure success/assess success?
- How did cultural relevance/cultural responsiveness inform your responses?



What has happened/is happening at your institutions?



## Session Feedback

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- Thank you for learning with us!
- Please provide feedback on this session by completing evaluation available online at:  
<http://tinyurl.com/acpa17sessioneval>
- Your feedback is valuable to help ensure that our curriculum is meeting the needs of the attendees as well as to help presenters in their development.



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