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This module—new in 2017—examines environments, processes, and activities that engage and validate cultural diversity and promote greater understanding of societal differences. Questions explore faculty use of inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and opportunities for diversity-related programming and coursework. The module replaces the Experiences with Diverse Perspectives module (available from 2013-2016). This document provides basic findings for the Inclusiveness and Engagement with Cultural Diversity (ICD) Topical Module scales and its individual component items.

## Data Description

The data in this brief come from faculty respondents at 30 four-year colleges and universities that administered the Faculty Survey of Student Engagement (FSSE) in 2017 and additionally selected the ICD Topical Module to append to the end of their FSSE administration. Most, 4,095 out of 4951 faculty, at these institutions responded to at least one of the items in the Topical Module. FSSE collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit the FSSE website: [fsse.indiana.edu](http://fsse.indiana.edu).

## Item Information

The ICD Topical Module consists of 21 items divided equally among three question stems. Information on these items can be found in Tables 1 and 2. Table 1 contains counts, means, and standard deviations; it additionally contains factor loadings for the items that fit within two scales. Table 2 contains frequency percentages for all of the items' response options.

With the highest average and largest proportion of faculty responding “Very much” or “Quite a bit,” faculty most substantially emphasize respecting the expression of diverse ideas and students sharing their perspectives and experiences in their coursework. Faculty least substantially emphasize exploring students' backgrounds through projects, assignments, or programs in their coursework. Faculty perceive their institution most substantially emphasizes taking allegations of discrimination or harassment seriously and demonstrating a commitment to diversity. They perceive their institution least substantially emphasizes creating an overall sense of community among faculty. They additionally perceive that their institution most substantially creates a supportive environment based on racial/ethnic identification and disability status while least substantially providing a supportive environment by political affiliation.

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Table 3 contains significant correlations between the individual items in the ICD Topical Module. Moderate-strong relationships exist among the items in #1 with the strongest relationship between coursework that emphasizes recognizing students' cultural norms and biases and coursework that emphasizes learning about other cultures ( $r = .754, p < .001$ ). Items in #1 have little to no relationship with the items in #2 and #3 indicating that faculty practice in the classroom is not necessarily related to faculty perceptions of their institutional environment. Items within #2 have moderate relationships with one another with the strongest relationship between perceptions of institutions providing information about anti-discrimination and harassment policies and institutions taking allegations of discrimination or harassment seriously ( $r = .697, p < .01$ ). Items in #2 also have moderate relationships with the items in #3 with the strongest relationship between institutions demonstrating a commitment to diversity and institutional support for persons based on racial/ethnic identification ( $r = .680, p < .01$ ). Items within #3 have moderate-strong relationships with one another with the strongest relationship between institutional support for persons based on their gender identity and institutional support for persons based on their sexual orientation ( $r = .882, p < .001$ ).

## Scale Information

The individual items within the first two questions of the ICD Topical Module are combined together to create two scales: *fICD1* and *fICD2*. To create these scales, first, the individual responses are recoded to a 0 to 60 scale: Very much=4 is recoded to 60, Quite a bit=3 is recoded to 40, Some=2 is recoded to 20, and Very little=1 is recoded to 0. Individual faculty responses on these 0-60 items are then averaged together to create an aggregate scale score. Information on these two scales can be found in Table 4. Both scales have high Cronbach's Alphas suggesting the items are highly correlated and the scales should be considered fairly narrow constructs. The intraclass correlation coefficient (ICC) suggests that 3% of the variation in *fICD1* is at the institution level with almost 8% for *fICD2*. If interested in institution-level effects, multi-level modeling may be preferable when examining *fICD2*. All factor loadings are high suggesting all items fit well within the construct (Table 1).

## Relationships with FSSE Scales

Table 5 presents correlations between the two ICD scales and the core survey FSSE Scales. Faculty whose coursework emphasizes culturally engaging activities (*fICD1*) also emphasize higher-order learning activities, provide more opportunities for students to engage in diverse discussions with others, and find it more important for the typical student to engage in reflective and integrative learning activities. Faculty who perceive their institution is more committed to diversity and inclusivity (*fICD2*) also perceive that students have higher quality of interactions with others on campus.

## Disciplinary Differences

Faculty incorporation of inclusive and culturally engaging coursework (*fICD1*) varies greatly by faculty's disciplinary area appointment (Figure 1). Faculty who more substantially incorporate such coursework are in the fields of Education, Social Service Professions, and Arts & Humanities. Faculty whose coursework least substantially includes inclusive and culturally engaging coursework are in the fields of Physical Sciences, Mathematics, and Computer Science; Engineering; and Biological Sciences,

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Agriculture, and Natural Resources. There is noticeable variation within disciplinary areas as well. For example, Arts and Humanities faculty have a relatively small interquartile range suggesting that faculty in this field more consistently incorporate inclusive and culturally engaging coursework. Other fields, such as Social Service Professions, have a slightly larger interquartile range suggesting that faculty in this field have a greater diversity in their incorporation of inclusive and culturally engaging coursework.

Faculty perceptions of their institution's commitment to diversity and inclusivity (*fICD2*) is relatively consistent between faculty by disciplinary appointments although variation does exist within these subgroups of faculty (Figure 2).

## Our Related Papers

For more information about FSSE and inclusiveness and engagement with cultural diversity see the following publications, conference papers and presentations, research reports or other FSSE investigations focused on the ICD Topical module:

- BrckaLorenz, A., Kinzie, J., Hurtado, S., & Sanchez, B. (April 2018). Exploring perspectives on culturally inclusive practice: Institutional emphasis of diversity, inclusive coursework, and student gains. Program presented at the 2018 AERA Annual Meeting, New York, NY.
- Kinzie, J., BrckaLorenz, A., & Silberstein, S. (March 2018). Student engagement with inclusivity and cultural diversity: Considering new NSSE module results. Program presented at the AAC&U's Diversity, Equity, and Inclusive Democracy conference, San Diego, CA.
- Kinzie, J., McCormick, A., Gonyea, B. & BrckaLorenz, A. (January 2018). Assessing inclusiveness and engagement with cultural diversity: Assuring success for all. Program presented at the AAC&U's 2018 Annual Meeting, Washington, DC.
- National Survey of Student Engagement. (2017). *Inclusiveness and engagement with cultural diversity. Engagement Insights: Survey Findings on the Quality of Undergraduate Education*. Bloomington, IN: Indiana University center for Postsecondary Research.
- Silberstein, S. & BrckaLorenz, A. (April 2018). Student and faculty perspectives on the emphasis of inclusive and culturally engaging coursework. Program presented at the 2018 AERA Annual Meeting, New York, NY.

## Predictors

The incorporation of inclusive and culturally engaging coursework and perceptions of institutional support for diversity and inclusivity is more or less likely based on faculty, course, and institution characteristics. Table 6 presents predictors of increased use of inclusive and culturally engaging coursework and perceptions of institutional support for diversity and inclusivity by faculty, course, and institution characteristics. Following Table 6 are figures (Figures 3-7) representing the average ICD scale scores by faculty and institution characteristics with some of the larger differences.

For the incorporation of inclusive and culturally engaging course activities, men, Hispanic or Latino, White, and U.S. citizen faculty were less likely to incorporate such activities into coursework. Queer faculty and faculty at institutions without a tenure system were more likely to do so. For perceptions of

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institutional support for inclusion and diversity, Asian and straight faculty were more likely to have positive perceptions whereas US citizen and tenured faculty and faculty at institutions with no tenure system had less positive perceptions. Although there were more notable predictors for institution-level characteristics on perceptions of institutional support than for inclusive and culturally engaging coursework, with larger doctoral-granting institutions feeling less supportive and Master's-granting institutions feeling more supportive, these effects were fairly small.

# Inclusiveness and Engagement with Cultural Diversity

Table 1. Inclusiveness and Engagement with Cultural Diversity Item Descriptives

**Earlier, you answered some questions based on one particular undergraduate course section that you are or have taught during this academic year. Thinking again about that course, how much does it emphasize the following?**

*Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little*

	Count	Mean	Std. Dev.	Factor Loading (fICD1)
Developing the skills necessary to work effectively with people from various backgrounds (fICD01a)	3,717	2.73	1.074	.812
Recognizing students' cultural norms and biases (fICD01b)	3,687	2.54	1.141	.906
Students sharing their perspectives and experiences (fICD01c)	3,693	2.79	1.076	.852
Exploring students' backgrounds through projects, assignments, or programs (fICD01d)	3,690	2.22	1.150	.802
Learning about other cultures (fICD01e)	3,701	2.37	1.175	.846
Discussing issues of equity or privilege (fICD01f)	3,686	2.31	1.169	.842
Respecting the expression of diverse ideas (fICD01g)	3,693	2.87	1.117	.844

**How much does your institution emphasize the following?**

*Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little*

	Count	Mean	Std. Dev.	Factor Loading (fICD2)
Demonstrating a commitment to diversity (fICD02a)	4,041	3.11	0.859	.759
Providing faculty with the resources needed for success in a multicultural world (fICD02b)	3,987	2.53	0.927	.813
Creating an overall sense of community among faculty (fICD02c)	4,019	2.40	0.984	.763
Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.) (fICD02d)	4,005	2.82	0.945	.851
Providing information about anti-discrimination and harassment policies (fICD02e)	4,026	3.02	0.887	.818
Taking allegations of discrimination or harassment seriously (fICD02f)	3,948	3.05	0.922	.823
Helping faculty develop the skills to confront discrimination and harassment (fICD02g)	3,970	2.57	1.008	.842

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

*Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little*

	Count	Mean	Std. Dev.	Factor Loading
Racial/ethnic identification (fICD03a)	3,962	2.96	0.915	--
Gender identity (fICD03b)	3,940	2.87	0.965	--
Economic background (fICD03c)	3,925	2.64	0.992	--
Political affiliation (fICD03d)	3,914	2.39	1.013	--
Religious affiliation (fICD03e)	3,920	2.61	0.996	--
Sexual orientation (fICD03f)	3,927	2.86	0.955	--
Disability status (fICD03g)	3,919	2.88	0.958	--

# Inclusiveness and Engagement with Cultural Diversity

Table 2. Inclusiveness and Engagement with Cultural Diversity Item Frequencies

<b>Please answer the following questions based on <i>one particular</i> undergraduate course section you are teaching or have taught during the current school year. In your selected course section, how much does the coursework emphasize the following?</b>				
	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Developing the skills necessary to work effectively with people from various backgrounds ( <i>fICD01a</i> )	32.0	25.2	26.8	15.9
Recognizing students' cultural norms and biases ( <i>fICD01b</i> )	27.9	23.1	24.2	24.7
Students sharing their perspectives and experiences ( <i>fICD01c</i> )	34.0	26.8	23.6	15.7
Exploring students' backgrounds through projects, assignments, or programs ( <i>fICD01d</i> )	20.8	17.0	25.4	36.8
Learning about other cultures ( <i>fICD01e</i> )	25.7	17.0	25.6	31.7
Discussing issues of equity or privilege ( <i>fICD01f</i> )	23.4	18.1	24.3	34.2
Respecting the expression of diverse ideas ( <i>fICD01g</i> )	39.8	23.9	19.5	16.8
<b>How much does your institution emphasize the following?</b>				
<i>Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little</i>				
	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Demonstrating a commitment to diversity ( <i>fICD02a</i> )	39.4	36.2	20.7	3.7
Providing faculty with the resources needed for success in a multicultural world ( <i>fICD02b</i> )	17.6	31.2	38.2	12.9
Creating an overall sense of community among faculty ( <i>fICD02c</i> )	16.7	26.1	37.5	19.7
Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.) ( <i>fICD02d</i> )	27.8	35.3	27.6	9.3
Providing information about anti-discrimination and harassment policies ( <i>fICD02e</i> )	34.8	37.2	22.6	5.3
Taking allegations of discrimination or harassment seriously ( <i>fICD02f</i> )	38.2	36.1	18.6	7.1
Helping faculty develop the skills to confront discrimination and harassment ( <i>fICD02g</i> )	22.6	28.1	33.3	16.0
<b>How much does your institution provide a supportive environment for the following forms of diversity?</b>				
<i>Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little</i>				
	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Racial/ethnic identification ( <i>fICD03a</i> )	34.2	33.1	27.1	5.7
Gender identity ( <i>fICD03b</i> )	32.0	31.9	27.2	8.9
Economic background ( <i>fICD03c</i> )	24.3	29.1	33.2	13.4
Political affiliation ( <i>fICD03d</i> )	21.5	36.1	24.5	18.0
Religious affiliation ( <i>fICD03e</i> )	22.9	29.4	32.9	14.7
Sexual orientation ( <i>fICD03f</i> )	30.7	33.0	27.7	8.7
Disability status ( <i>fICD03g</i> )	31.6	33.2	26.3	8.8

# Inclusiveness and Engagement with Cultural Diversity

Table 3. Significant Correlations between Inclusiveness and Engagement with Cultural Diversity Items

	ficDO 1a	ficDO 1b	ficDO 1c	ficDO 1d	ficDO 1e	ficDO 1f	ficDO 1g	ficDO 2a	ficDO 2b	ficDO 2c	ficDO 2d	ficDO 2e	ficDO 2f	ficDO 2g	ficDO 3a	ficDO 3b	ficDO 3c	ficDO 3d	ficDO 3e	ficDO 3f	
1b	.731**																				
1c	.664**	.729**																			
1d	.620**	.661**	.695**																		
1e	.598**	.754**	.602**	.613**																	
1f	.575**	.740**	.622**	.598**	.740**																
1g	.619**	.723**	.709**	.568**	.665**	.681**															
2a	.142**	.081**	.123**	.085**	.079**	.049**	.087**														
2b	.177**	.138**	.158**	.163**	.143**	.109**	.114**	.629**													
2c	.112**	.053**	.092**	.109**	.053**	.042*	.046**	.474**	.647**												
2d	.117**	.062**	.102**	.082**	.065**	.041*	.076**	.608**	.634**	.614**											
2e	.099**	.060**	.086**	.061**	.058**	.033*	.069**	.551**	.562**	.495**	.658**										
2f	.056**							.553**	.547**	.533**	.670**	.697**									
2g	.144**	.097**	.114**	.125**	.106**	.084**	.078**	.518**	.645**	.599**	.648**	.685**	.682**								
3a	.094**	.038*	.074**	.054**	.041*	.053**	.087**	.680**	.585**	.473**	.645**	.561**	.595**	.565**							
3b	.096**	.064**	.097**	.070**	.067**	.038*	.087**	.618**	.561**	.448**	.642**	.551**	.564**	.555**	.787**						
3c	.121**	.071**	.107**	.093**	.045**	.041*	.062**	.512**	.523**	.482**	.565**	.464**	.502**	.518**	.668**	.657**					
3d	.151**	.115**	.135**	.128**	.099**	.099**	.104**	.409**	.465**	.449**	.521**	.399**	.430**	.474**	.553**	.559**	.706**				
3e	.097**	.080**	.090**	.073**	.067**	.060**	.077**	.466**	.482**	.451**	.562**	.433**	.477**	.477**	.618**	.619**	.677**	.780**			
3f	.088**	.058**	.091**	.053**	.051**	.038*	.079**	.595**	.528**	.422**	.618**	.547**	.540**	.521**	.748**	.883**	.656**	.587**	.656**		
3g	.071**		.042*					.522**	.498**	.423**	.565**	.504**	.533**	.513**	.671**	.654**	.639**	.548**	.582**	.668**	

Note: \* $p < .05$ , \*\* $p < .01$

# Inclusiveness and Engagement with Cultural Diversity

Table 4. Inclusiveness and Engagement with Cultural Diversity Scale Descriptives

Scale	Count	Minimum	Maximum	Mean	Std. Dev.	Cronbach's Alpha	ICC
<i>fICD1</i>	3706	0	60	30.93	19.027	.932	.031
<i>fICD2</i>	3985	0	60	35.74	15.177	.913	.076

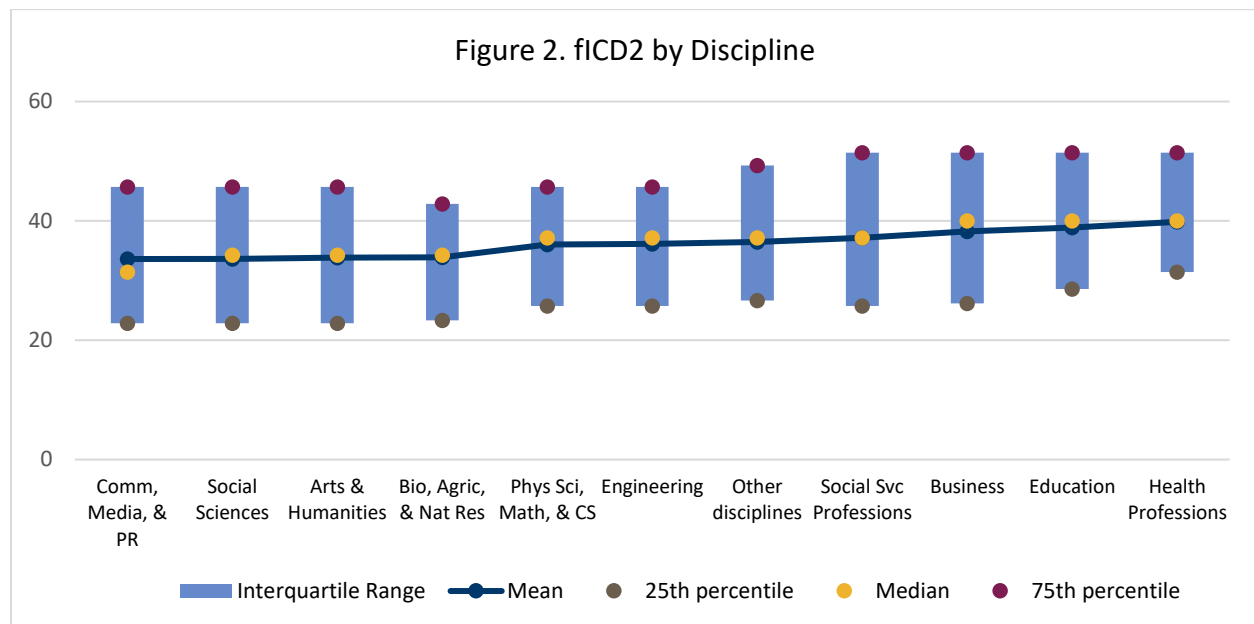
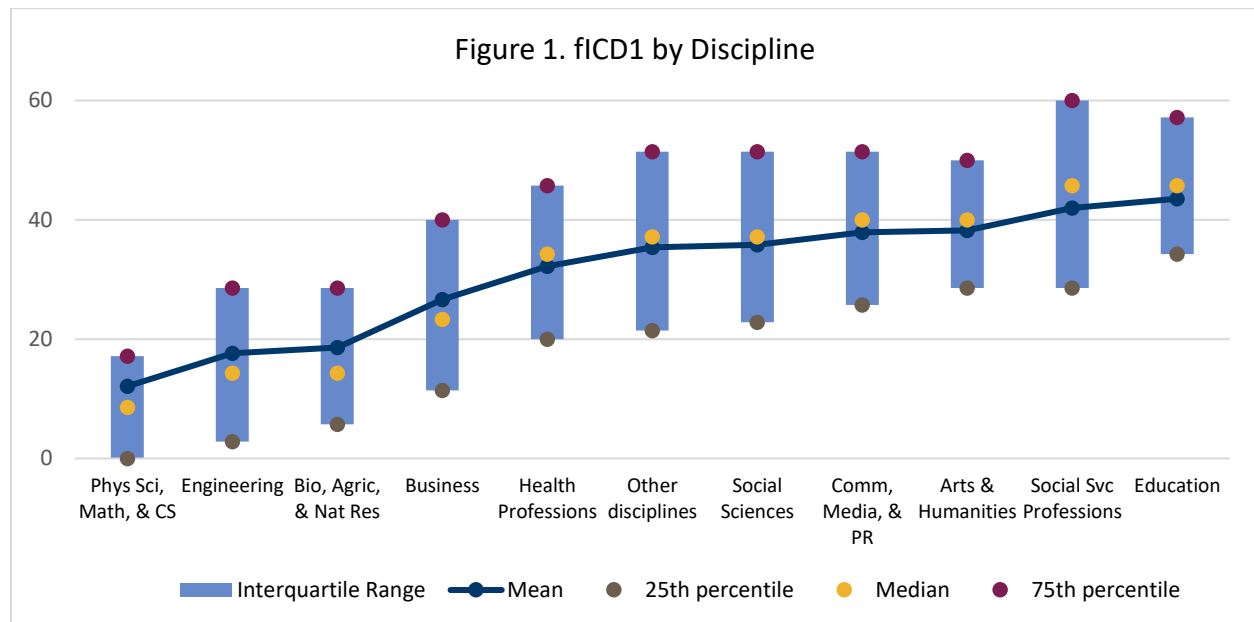
Table 5. Significant ( $p < .001$ ) Correlations between Inclusiveness and Engagement with Cultural Diversity Scales and FSSE Scales

	<i>fICD1</i>	<i>fICD2</i>
Higher-Order Learning	.453	.094
Reflective & Integrative Learning	.688	.069
Learning Strategies	.227	.115
Quantitative Reasoning	---	.126
Collaborative Learning	.094	.105
Discussions with Diverse Others	.460	.180
Student-Faculty Interaction	.269	.055
Effective Teaching Practices	.332	.169
Quality of Interactions	.056	.376
Supportive Environment	.380	.080

Note: The correlation between the two *fICD* scales is .117 ( $p < .001$ ).



# Inclusiveness and Engagement with Cultural Diversity



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Table 6. Faculty, Course, and Institution Characteristic Predictors for Inclusiveness and Engagement with Cultural Diversity Scales (continued on next page)

		<i>fICD1</i>			<i>fICD2</i>		
		Unstd.			Unstd.		
		B	SE	Sig.	B	SE	Sig.
(Constant)		.896	.175	***	0.263	0.176	
Course division	Lower-division course	-.062	.024	**	--	--	--
	Upper-division course	.030	.024		--	--	--
	Other division course	.032	.034		--	--	--
Course size	Small course size (<21 students)	-.039	.023		--	--	--
	Medium course size (21-30 students)	.028	.021		--	--	--
	Large course size (31+ students)	.011	.023		--	--	--
Course format	Traditional classroom format	-.133	.037	***	--	--	--
	Classroom at auxiliary location	.178	.077	*	--	--	--
	Distance education	-.089	.062		--	--	--
	Hybrid course	.043	.050		--	--	--
Disciplinary area	Arts & Humanities	.446	.033	***	-.107	.036	**
	Bio Sciences, Agriculture, & Natural Resources	-.575	.047	***	-.147	.052	**
	Physical Sciences, Math, & Computer Sciences	-.883	.043	***	-.033	.047	
	Social Sciences	.290	.040	***	-.083	.043	
	Business	-.255	.049	***	.037	.052	
	Communications, Media, & Public Relations	.342	.068	***	-.155	.076	*
	Education	.551	.055	***	.145	.053	**
	Engineering	-.652	.069	***	.009	.076	
	Health Professions	-.011	.051		.231	.053	***
	Social Service Professions	.506	.076	***	.075	.081	
Other disciplinary fields	.241	.062	***	.028	.066		
Academic rank	Professor	-.050	.046		.058	.048	
	Associate Professor	-.036	.045		-.010	.047	
	Assistant Professor	.070	.048		-.073	.052	
	Instructor	.019	.045		.050	.047	
	Lecturer	.062	.048		-.052	.052	
	Other rank	-.065	.049		.027	.050	
Tenure status	No tenure system	.148	.049	**	-.132	.051	**
	Not on tenure track	.026	.037		.135	.039	***
	Tenure track	-.102	.049	*	.130	.053	*
	Tenured	-.073	.044		-.133	.047	**

Notes: \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ . All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

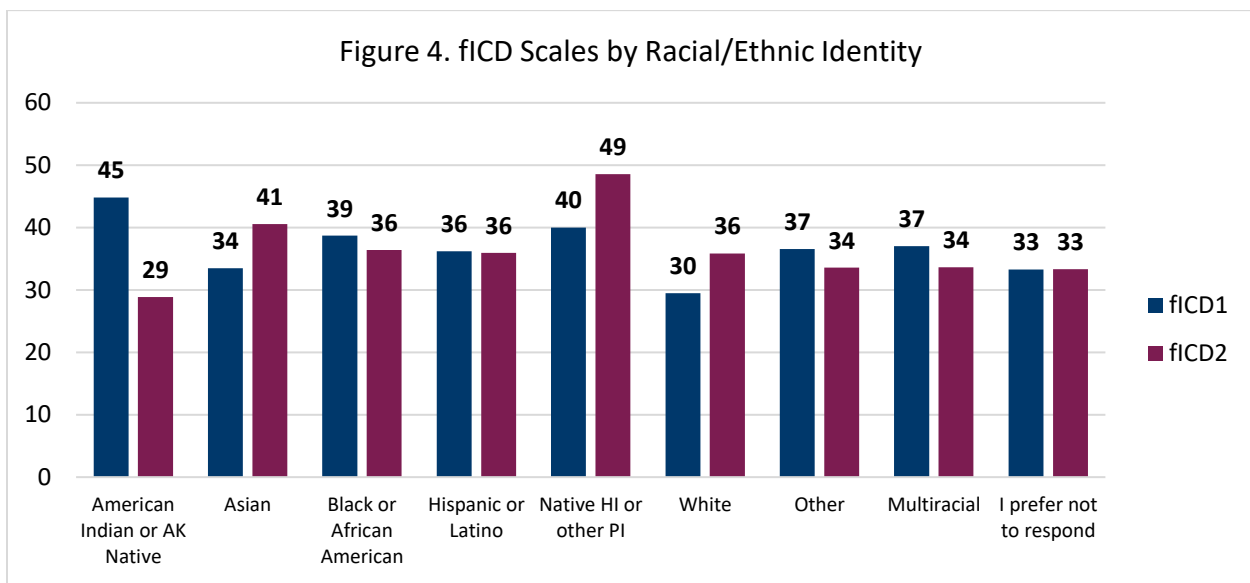
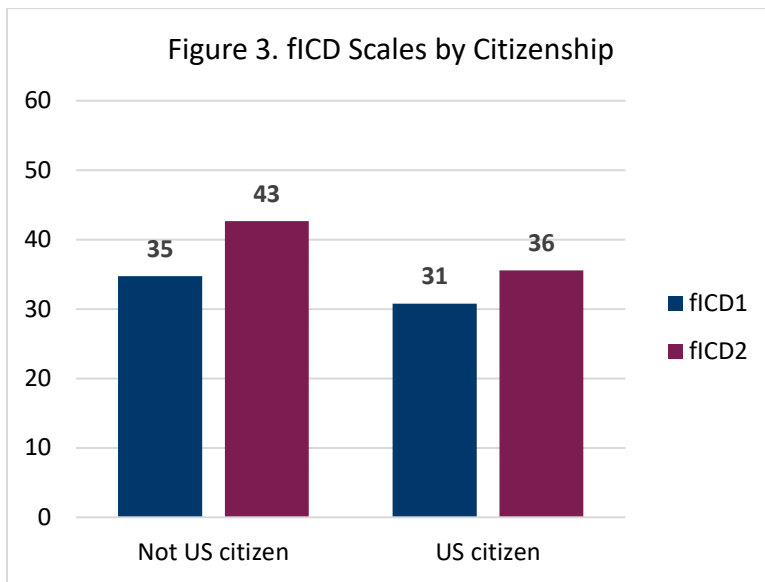
# Inclusiveness and Engagement with Cultural Diversity

Table 6. Faculty, Course, and Institution Characteristic Predictors for Inclusiveness and Engagement with Cultural Diversity Scales (continued)

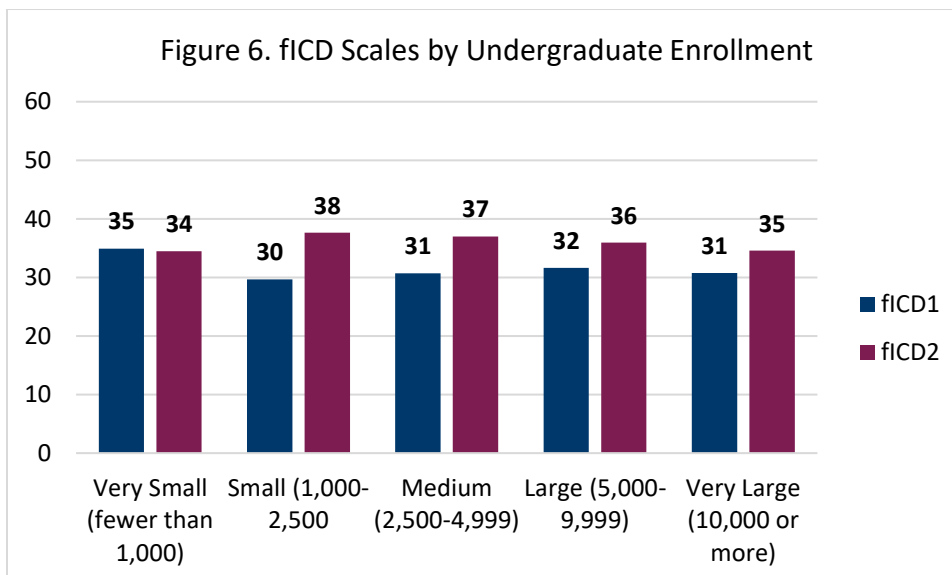
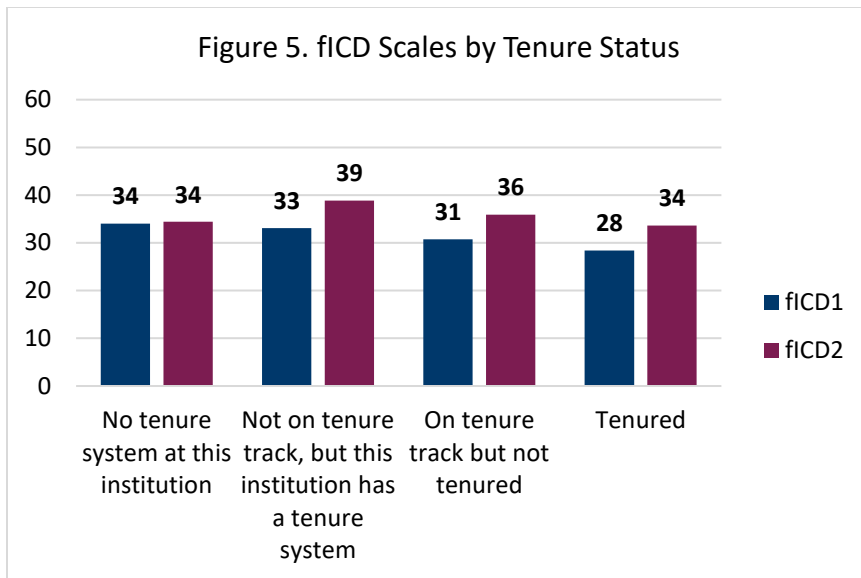
		<i>fICD1</i>			<i>fICD2</i>		
		Unstd.			Unstd.		
		B	SE	Sig.	B	SE	Sig.
Number of courses taught this school year		.017	.016		-.053	.017	**
Years of teaching experience		-.057	.023	*	-.066	.025	**
Age in years		.086	.022	***	.135	.024	***
Gender identity	Man	-.191	.075	*	.122	.076	
	Woman	.019	.075		-.043	.076	
	Another gender identity	.313	.208		.046	.207	
	I prefer not to respond	-.140	.097		-.125	.101	
Racial/ethnic identification	American Indian or Alaska Native	.083	.212		-.539	.224	*
	Asian	.013	.113		.235	.103	*
	Black or African American	-.083	.125		-.089	.117	
	Hispanic or Latino	-.274	.126	*	-.103	.120	
	Native Hawaiian or other Pacific Islander	1.261	.734		.908	.591	
	White	-.432	.099	***	-.038	.084	
	Other	-.176	.138		-.158	.134	
	Multiracial	-.147	.116		-.213	.108	*
	I prefer not to respond	-.245	.116	*	-.004	.108	
Sexual orientation	Straight (heterosexual)	-.096	.079		.271	.090	**
	Bisexual	.043	.116		.141	.131	
	Gay	-.104	.116		.119	.130	
	Lesbian	.015	.119		.144	.132	
	Queer	.487	.172	**	-.444	.184	*
	Questioning or unsure	.089	.418		.363	.476	
	Another sexual orientation	-.396	.280		-.758	.319	*
	I prefer not to respond	-.038	.095		.163	.106	
Holds an earned doctorate		-.019	.042		-.146	.045	**
US citizen		-.293	.098	**	-.456	.110	***
Private institution		.006	.062		.210	.069	**
Undergraduate enrollment in thousands		.047	.023	*	.109	.025	***
Carnegie basic classification	Doctoral U-highest research activity	-.057	.062		-.234	.067	***
	Doctoral U-higher research activity	.018	.047		-.280	.053	***
	Doctoral U-moderate research activity	-.039	.060		-.130	.064	*
	Master's C&U-larger programs	.063	.045		.172	.050	***
	Master's C&U-medium programs	.115	.043	**	.141	.048	**
	Master's C&U-smaller programs	.037	.068		.149	.075	*
	Baccalaureate-arts & sciences	.105	.057		.239	.064	***
	Baccalaureate-diverse fields	.008	.085		-.053	.095	
	Other Carnegie classification	-.249	.147		-.004	.164	

Notes: \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ . All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

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