

Survey Inclusivity: Centering Minoritized Groups in Survey Design

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Overview of Presentation

- Your Engagement!
- Introduction to survey inclusivity
- Centering Minoritized Groups Framework
- Our Process for Black Students
- Walking Through an Example
- Significance of Inclusive Survey Design
- Your Contribution to Survey Inclusivity
- Additional Tips on Language and Building Trust
- Q&A portion (10 minutes)

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Your Engagement

- At various times during our presentation, we will ask for you to reflect on your past experiences with survey design and administration and consider new possibilities.
- During these times, we encourage you to jot down thoughts and notes in whichever format works best for you.
- Your reflection notes can serve as a starting point for continuing conversations about how to be more inclusive in your survey design.
- Use the chat feature! Feel free to introduce yourself and we'd love to see your thoughts throughout the presentation.

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Let's Engage With Each Other

Place your responses in the chat!

- What has been your experience with survey design?
 - Examples:
 - I'm a novice!
 - I have some experience, but I want to do better
 - I'm pretty experienced, but I want to stay sharp
 - I'm a survey wizard, I just like talking about survey design
- What interested you in this session?

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Term Clarification

Minoritized	Certain groups have been through the process of being minoritized by power dynamics and oppressive structures
Culturally Relevant	Taking up processes and information that relates most to a specific group based on their cultural norms, values, beliefs, etc.
Critical	Paradigm that focuses on power, inequality, and social change.

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Reflection Time!

Take some time and identify a minoritized population that you are interested in serving? Why are you interested in this population?

Place your responses in the chat if you'd like!

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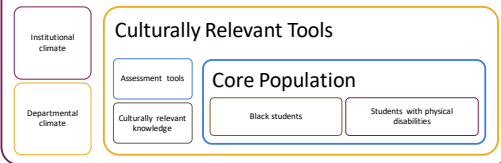
Why Survey Inclusivity?

- Shift toward more critical quantitative methodologies
 - Interrogating objectivity and deficit framing
- Consider minoritized groups earlier in assessment process
 - How often have you thought about minoritized folks when creating items?
- A need for equitable assessment tools
 - Tools not normed on White, cisgender, heterosexual, able-bodied folks

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Centering Minoritized Groups

The Environment



Adapted from the Nested Model for Diversity and Inclusion: Brickal, Orens, A., Haeger, H., & Priddy, C. (2019). An examination of faculty and support for diversity in STEM fields. Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Canada.

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Centering? How?

- We aim to prioritize specific minoritized groups to demonstrate how much we value their experiential knowledge
 - Tailoring assessment needs for specific population
 - Focusing on their unique experience when creating items and assessment tools
- But what about comparison?
 - Frequently, comparing leads to a deficit framing of a specific group and can lead to persistent negative perceptions of their abilities
 - Are you confirming your assumptions?
 - Practically speaking, can some groups even be compared?
 - For example, consider White folks experiences vs. Black/Latinx/Indigenous/Asian folks experiences in the U.S. specifically. What would an historically accurate comparison look like?

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Reflection Time!

Thinking about the population you chose earlier, reflect on how familiar you are with their specific higher education experiences? What would it mean to prioritize this group at your institution?

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Our Process Centering Black Students

- Created the Collaborative Learning Expansion Set (CLES) for the National Survey of Student Engagement (NSSE)
 - Primary component of Christen's dissertation work
- Wanted to specifically focus on Black STEM student experiences with collaborative learning
- Received idea to center Black student experiences in creating items
 - As items created for White students may not adequately capture unique experiences of Black students
- Created items that spoke to Black student experiences, as highlighted in previous literature

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Example

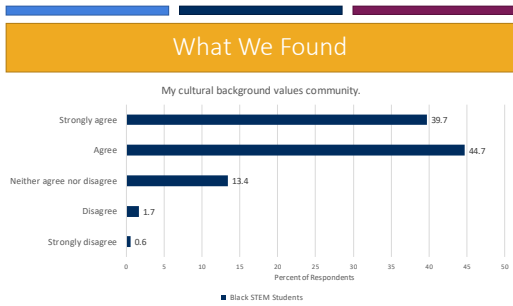
1. To what extent do you agree or disagree with the following statements?

1. My cultural background values community
2. My cultural background values individualism
3. I value the success of my community more than one person
4. When my community wins, I win
5. I am to be the best in any group I am in

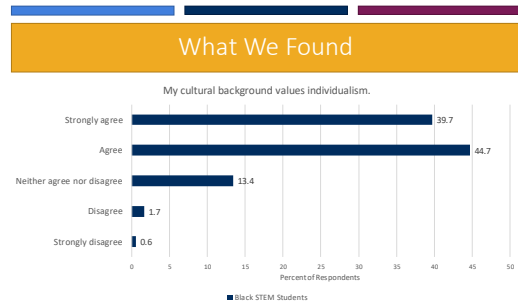
Black people tend to have more collectivist orientations

Black students frequently rely on peers for support system

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Example

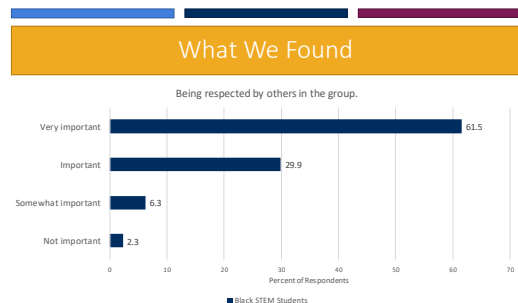
1. How important are the following to you when working in groups?

1. Choosing the members of your group
2. Being respected by others in the group
3. Being viewed by group members as the smartest
4. Being assigned an important role in the group
5. Making sure your voice is heard among group members

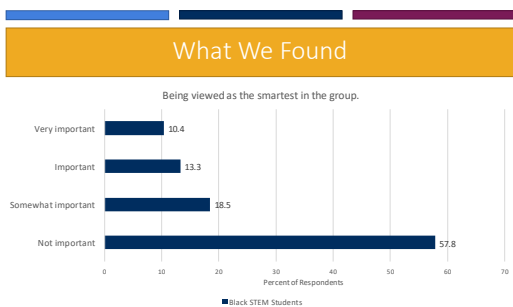
Black students deal with negative perceptions of their academic performance

It can be hard to be heard when you are the 'only one' represented in a group setting

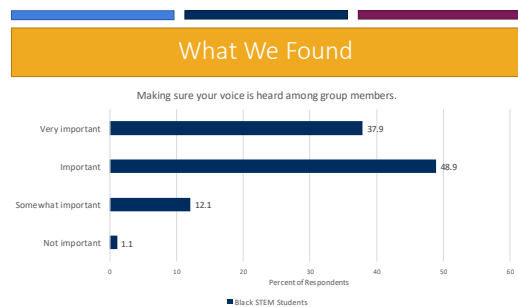
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Key Takeaways

- We centered Black students' higher education experiences, as well as specific perceptions that typically accompany Black student achievement
- This information was used to create the survey items and conduct subsequent analyses
 - Again, what does it mean to understand their experience with tools not designed to understand their experience?
- We now have a better idea of what Black STEM students value based on questions that were designed to capture their experiences
 - A next step would be to determine how we better serve Black STEM students based on an assessment tool designed to understand their specific values

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Reflection Time!

Taking into consideration the population you chose, how is your institution currently serving those people? What changes would you like to see implemented in the future?

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Using Inclusive Language

- Be very careful with language, especially when it comes to identity and cultural differences important to your institution's communities
- Figure out what exactly you're trying to study
 - Sex versus gender, gender identity versus gender expression, etc.
 - Sexual identity versus sexual attraction versus sexual behavior, etc.
- What language is common among the people you're studying?
 - Gender variant, gender minorities, trans*, trans-spectrum, gender non-conforming, gender queer, nonbinary, noncisgender

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Language Complications

- Gender and sex (and sometimes sexual orientation!) are often used interchangeably or are conflated
- "Straight" has become far more common than "heterosexual" but, for example, "straight" doesn't translate easily in Spanish so "not gay" may be better. Straight might also imply something "crooked" about non-straight identities
- Gender variant respondents may have difficulty choosing a sexual orientation, for example "straight" might apply but not feel right
- Comprehension and terminology use differs by age, race/ethnicity, level of education.... "Queer" might make sense to students but be offensive to faculty
- Some terms are very culturally specific such as "two-spirit" for American Indian tribes, "fa'afafine" from Samoan culture, "same-gender loving" or "DL, or Down Low" are used by Black or Latino men

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Be Wary of "Best Practice"

- Be critical of what, even trusted, groups say about what is "best practice" for asking questions. Generalized suggestions may not be what's best for your campus and needs
- "Best practice" language from even a few years ago may be badly outdated as identity language evolves quickly
- Consider multiple options from various sources, think of them as being on a spectrum of inclusivity. Less inclusive items (majority options and an "other" category) may contain fewer options but will be easier to analyze. More inclusive items (many options, write-ins, check-all-that-apply) may be very difficult to use and analyze
- Be prepared to compromise, there is **no single right way** to ask identity questions

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Avoiding Bias, Error, and Further Marginalization

- Measurement error
 - Not understanding the terms or concepts being asked about can be problematic (for example, asexual is largely misunderstood and can be overreported). Adding definitions may help.
 - Concepts on a continuum are often asked as nominal categories, some may be "between" categories or not quite fit into your given options. Check-all questions and write-ins may help but are difficult to analyze.
- Social desirability or anxiety
 - To some people these are sensitive questions. Assurance of privacy may help.
- Nonresponse bias
 - Any population may not want to respond if they generally feel marginalized. This is a cultural problem. If the groups you're interested in studying already feel disconnected, it will be especially hard to reach them.

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Questions to Ask Yourself

- What is it that you *really* need to know?
- How do you plan to analyze the data you collect?
- How will you use, recode, or combine categories?
- Who will you be reporting the information to?
- How will you use the information to disaggregate other information?
- What will be the consequences for choosing a select-all-that-apply question versus select-one?
- What is your balance between useful survey data and inclusivity?
- How can the creation and use of these items and data build trust?

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Building Trust

- Think ahead of time about the groups you want to study so strategic efforts can be made to recruit them
- Buy-in from these groups is critical, but they can be quickly exhausted with survey and study burden
- Triangulation and combining data from multiple cohorts can build trust in the results (although a qualitative stance may be necessary!)
- Not ignoring minoritized groups can go a long way, demonstrate how their responses made a difference or created change
- Include members of these groups in collecting and analyzing data, planning, and action steps to future build good will

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Reflection Time!

Who can you contact on campus to get guidance on language about identity and cultural differences?
Where can you start building trust with your chosen population?

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Final thoughts and questions?

Thanks for joining us!

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