Inclusiveness and Engagement with Cultural Diversity at UNC

Background

During the spring semester of 2021, the National Survey of Student Engagement (NSSE) was distributed to freshmen and seniors at UNC. A total of 1,028 students responded to the survey (39% response rate); 375 were first-year students (40% response rate) and 653 were seniors (38% response rate). The Faculty Survey of Student Engagement (FSSE) was concurrently distributed to all undergraduate teaching faculty at UNC. A total of 224 faculty responded (35% response rate). As part of the NSSE and FSSE surveys, UNC elected to include an additional set of survey items on Inclusiveness and Engagement with Cultural Diversity (IECD). Discussions with University leadership led to the decision to obtain copyright permission to concurrently distribute a nearly identical set of items to UNC's graduate students, graduate teaching faculty, and staff. The following document summarizes the data obtained via the IECD survey items. All survey items are provided in the appendix.

Pride points

1. UNC coursework emphasizes sharing perspectives and experiences and respecting the expression of diverse ideas.
2. UNC emphasizes demonstrating a commitment to diversity, providing information about anti-discrimination and harassment policies, and taking allegations of discrimination and harassment seriously.
3. UNC provides a supportive environment for gender identity, sexual orientation, and racial/ethnic identity forms of diversity.
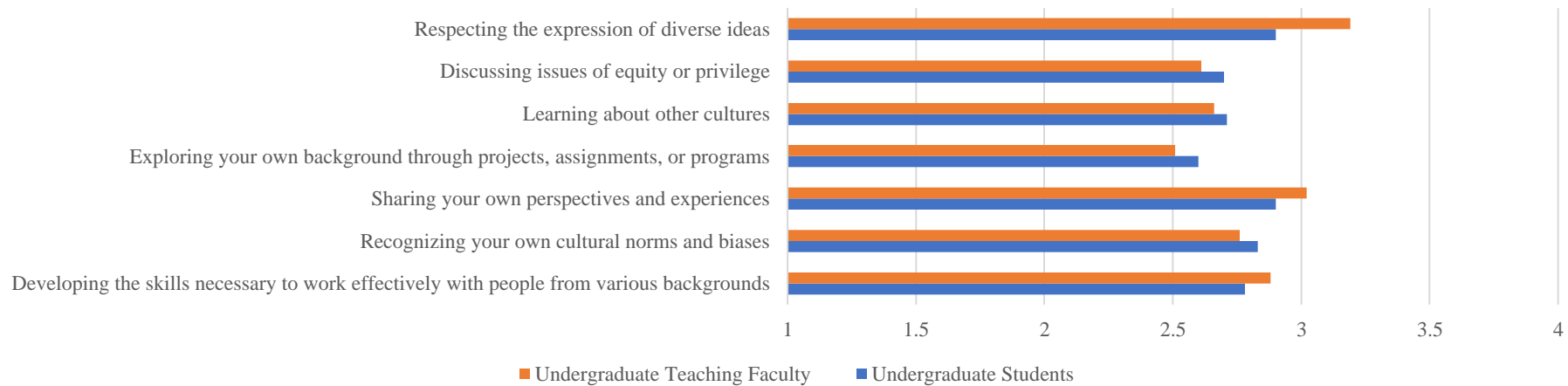4. UNC constituents have reflected often on their cultural identities.

Opportunities for growth

1. Integrating exploration of students' own backgrounds, learning about other cultures, and discussing issues of equity and privilege into courses.
2. Emphasizing UNC's commitment to creating a sense of community at UNC and helping our constituents develop the skills to confront discrimination and harassment.
3. Creating a supportive environment for individuals' religious and political affiliations.
4. Creating more opportunities for constituents to participate in diversity-related organizations.
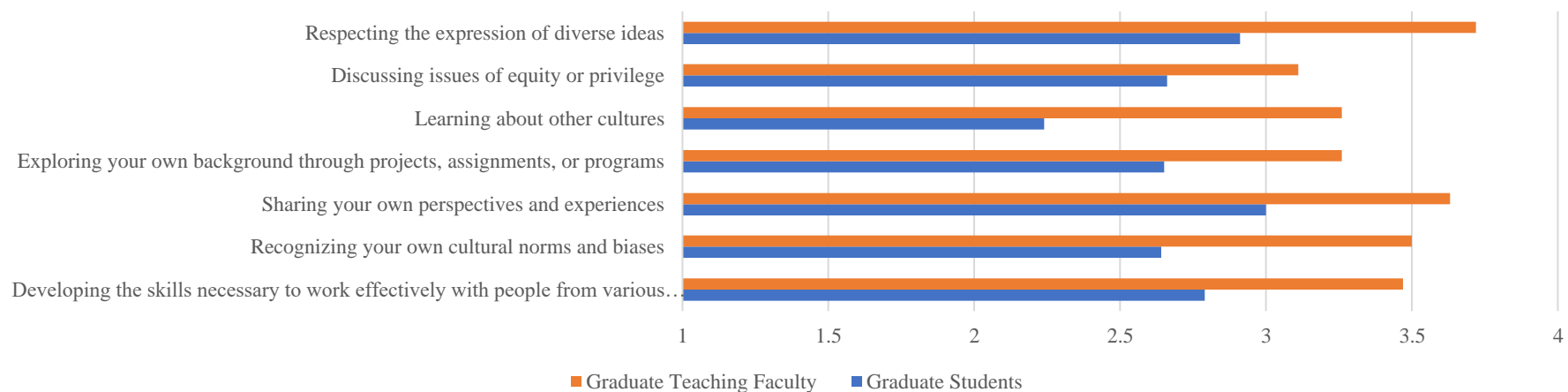
Summary

The data obtained from these surveys show there are meaningful gaps in the perspectives offered by various UNC constituent groups. Survey items assessing the infusion of diversity, equity, and inclusion (DEI) content into UNC coursework revealed large gaps between graduate students and graduate teaching faculty. Out of all UNC constituent groups, undergraduate students perceive UNC as most supportive of various forms of diversity and with respect to important and related issues (e.g., creating a sense of community, resources, information, and responding to harassment and discrimination). Undergraduate teaching faculty's responses to the same items, however, were markedly lower. Previous surveys have indicated students who leave UNC are unhappy with opportunities to socialize and attend events at UNC. While this survey was distributed approximately one year into the Covid-19 pandemic, the pattern remained true: UNC students reported limited engagement in various activities. Students who come to UNC report having engaged in a great deal of volunteer/service work during high school and a desire to help others who are in need. This data represents an opportunity to foster an even greater sense of community at UNC while supporting students' desires to support their community.

During the current school year, how much has your *coursework* emphasized the following?
Undergraduate Level

Respecting the expression of diverse ideas

Discussing issues of equity or privilege

Learning about other cultures

Exploring your own background through projects, assignments, or programs

Sharing your own perspectives and experiences

Recognizing your own cultural norms and biases

Developing the skills necessary to work effectively with people from various backgrounds

| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |

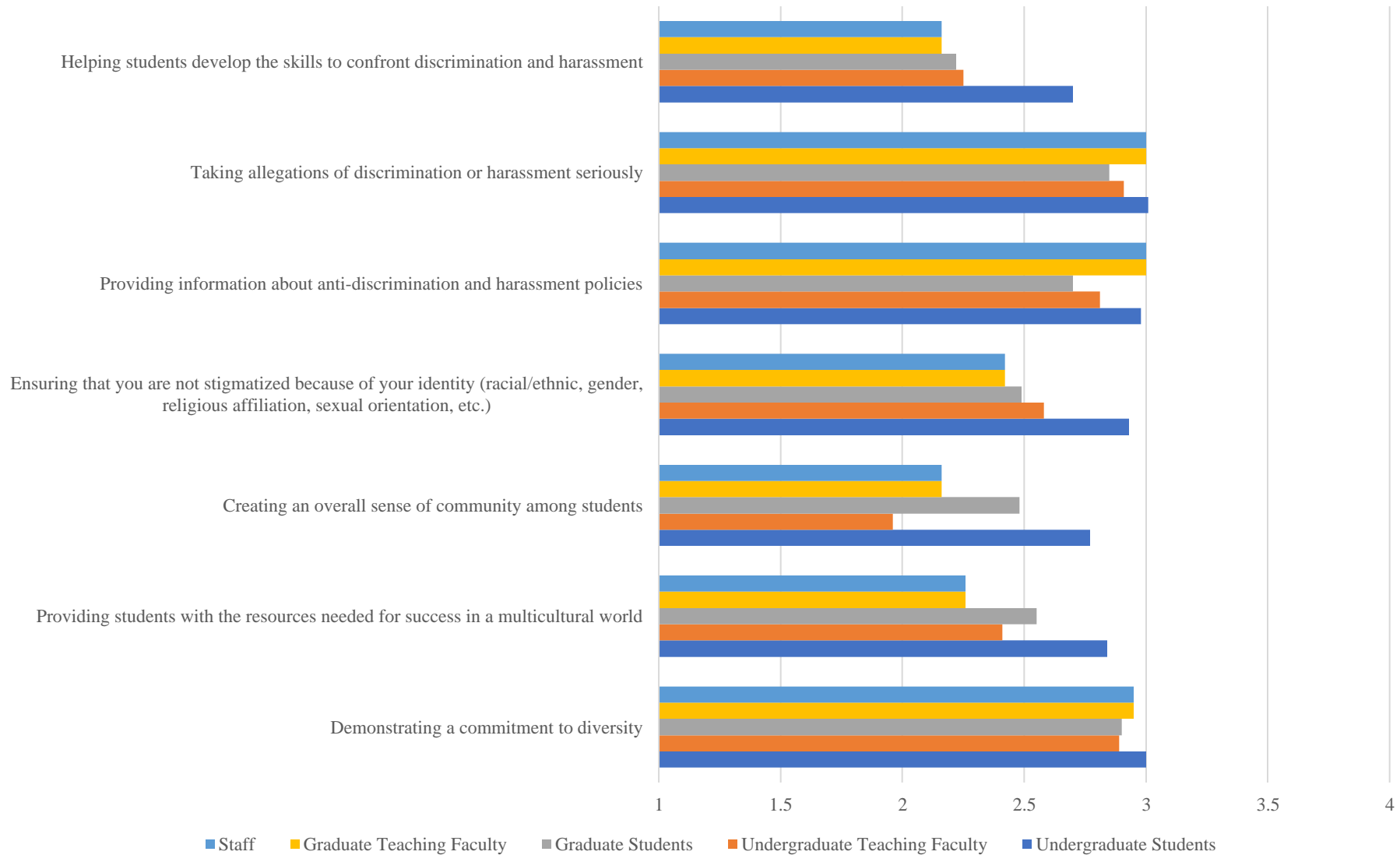■ Undergraduate Teaching Faculty   ■ Undergraduate Students

Note: The average ratings gap, between undergraduate students and undergraduate teaching faculty, for the above-listed items was .12 points. The largest gap (.29) was found for the item, "Respecting the Expression of diverse ideas."

During the current school year, how much has your *coursework* emphasized the following?
Graduate Level

Respecting the expression of diverse ideas

Discussing issues of equity or privilege

Learning about other cultures

Exploring your own background through projects, assignments, or programs

Sharing your own perspectives and experiences

Recognizing your own cultural norms and biases

Developing the skills necessary to work effectively with people from various…

| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |

■ Graduate Teaching Faculty   ■ Graduate Students

Note: The average ratings gap, between graduate students and graduate teaching faculty for the above-listed items was .72 points. The largest gap (1.02) was found for the item, "Learning about other cultures."

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How much does your institution emphasize the following?

Legend: Staff | Graduate Teaching Faculty | Graduate Students | Undergraduate Teaching Faculty | Undergraduate Students
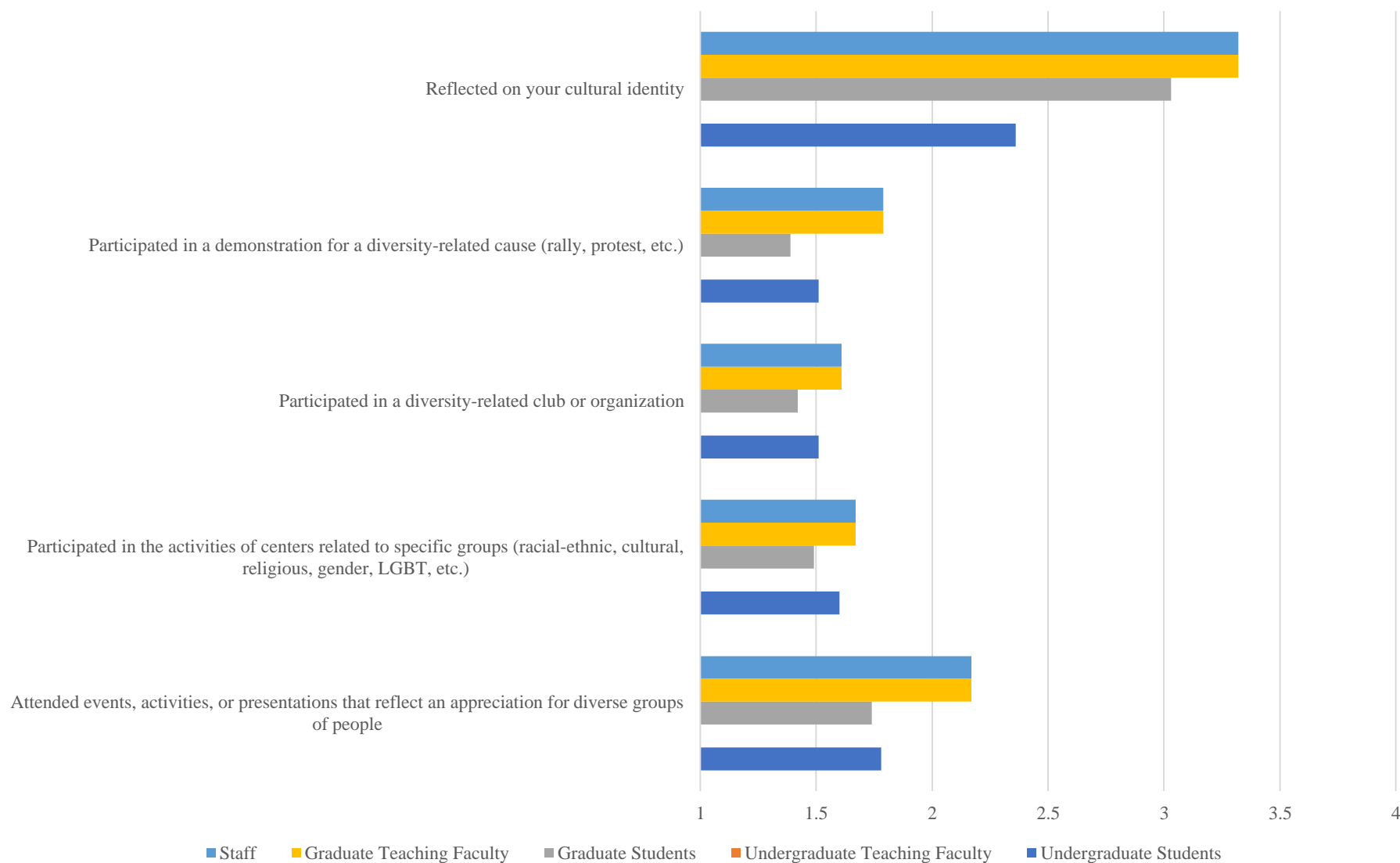
Note: On nearly every item above, undergraduate students provided the highest ratings. Staff and graduate teaching faculty provided higher ratings for providing information about anti-discrimination and harassment policies. Undergraduate teaching faculty provided the lowest ratings, on average, for the items assessing UNC's emphasis on the above-listed items.

How much does your institution provide a supportive environment for the following forms of diversity?
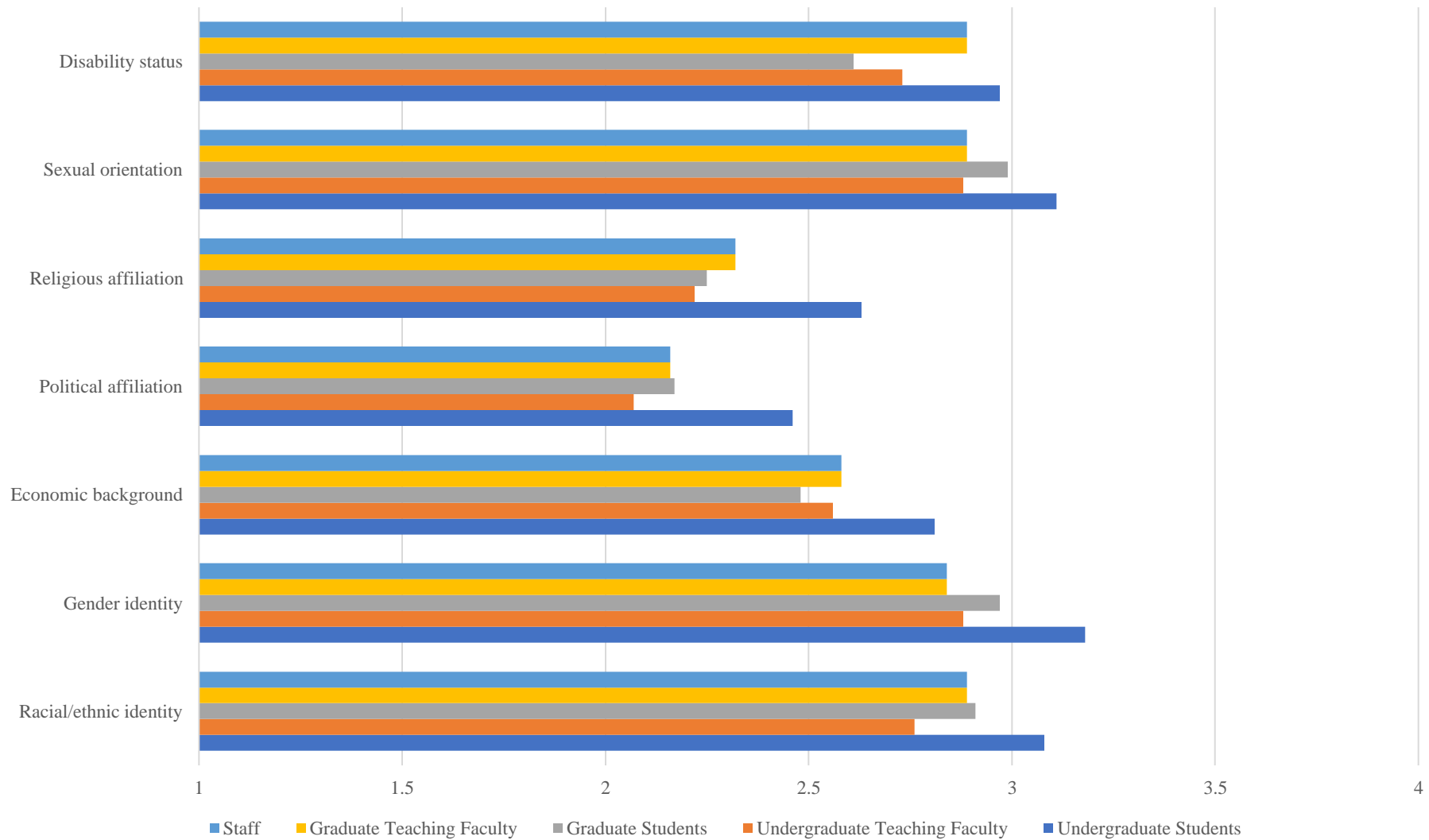
Note: On every item, undergraduate students provided the highest ratings. Undergraduate teaching faculty provided the lowest ratings, on average, for the above-listed items.

During the current school year, about how often have you done the following?

Reflected on your cultural identity

Participated in a demonstration for a diversity-related cause (rally, protest, etc.)

Participated in a diversity-related club or organization

Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)

Attended events, activities, or presentations that reflect an appreciation for diverse groups of people

Legend: ■ Staff   ■ Graduate Teaching Faculty   ■ Graduate Students   ■ Undergraduate Teaching Faculty   ■ Undergraduate Students

Note: Undergraduate students provide the lowest ratings, on average, for the above-listed items. Undergraduate teaching faculty were not prompted, via the FSSE, to respond to these items.

Report prepared in November 2021 by the Office of Institutional Research and Effectiveness

Appendix

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. **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

Faculty Survey of Student Engagement (Undergraduate Teaching Faculty) Inclusiveness and Engagement with Cultural Diversity Survey Items

1. **Earlier, you answered some questions based on one particular undergraduate course section that you are teaching or have taught during this academic year. Thinking again about that course, how much does it emphasize 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 students' cultural norms and biases
   c. Students sharing their perspectives and experiences
   d. Exploring students' backgrounds 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 faculty with the resources needed for success in a multicultural world
   c. Creating an overall sense of community among faculty
   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 faculty 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

Graduate Students Inclusiveness and Engagement with Cultural Diversity Survey Items

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. **During the current school year, about how often have you done the following?**
   Response options: Very often, Ofteån, 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

Graduate Teaching Faculty Inclusiveness and Engagement with Cultural Diversity Survey Items

1. **Please answer the following questions based on one particular graduate course section that you are teaching or have taught during this academic year. Thinking about that course, how much does it emphasize the following?**
   Response options: Very much, Quite a bit, Some, Very little
   h. Developing the skills necessary to work effectively with people from various backgrounds
   i. Recognizing students' cultural norms and biases
   j. Students sharing their perspectives and experiences
   k. Exploring students' backgrounds through projects, assignments, or programs
   l. Learning about other cultures
   m. Discussing issues of equity or privilege
   n. 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
   h. Demonstrating a commitment to diversity
   i. Providing faculty with the resources needed for success in a multicultural world
   j. Creating an overall sense of community among faculty
   k. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)
   l. Providing information about anti-discrimination and harassment policies
   m. Taking allegations of discrimination or harassment seriously
   n. Helping faculty 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
   h. Racial/ethnic identity
   i. Gender identity
   j. Economic background
   k. Political affiliation
   l. Religious affiliation
   m. Sexual orientation
   n. Disability status
4. **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

Staff Inclusiveness and Engagement with Cultural Diversity Survey Items

1. **How much does your institution emphasize the following?**
   Response options: Very much, Quite a bit, Some, Very little
   - o. Demonstrating a commitment to diversity
   - p. Providing faculty with the resources needed for success in a multicultural world
   - q. Creating an overall sense of community among faculty
   - r. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)
   - s. Providing information about anti-discrimination and harassment policies
   - t. Taking allegations of discrimination or harassment seriously
   - u. Helping faculty develop the skills to confront discrimination and harassment

2. **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
   - o. Racial/ethnic identity
   - p. Gender identity
   - q. Economic background
   - r. Political affiliation
   - s. Religious affiliation
   - t. Sexual orientation
   - u. Disability status

3. **During the current school year, about how often have you done the following?**
   Response options: Very often, Often, Sometimes, Never
   - f. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people
   - g. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)
   - h. Participated in a diversity-related club or organization
   - i. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)
   - j. Reflected on your cultural identity