Measuring Diversity, Equity, and Inclusion
A College-wide Survey

Lizandra Friedland
Office of Institutional Effectiveness
QUEENS COLLEGE
May 2022

Why field a DEI Survey?
Campus social dynamics related to diversity, equity, and inclusion (DEI) strongly relate to the retention, engagement and success of students, faculty, and staff.
QC SP Goal: A diverse, equitable, and inclusive culture.
CUNY Goal: “…provide a public first-rate education to all students, regardless of means or background.”
A College-Wide DEI Survey can help us track our overall progress towards these goals.

Background
• Designed Summer 2021 following the new 2021-2026 SP.
• Piloted / vetted by the SP DEI Working Group, Fall 2021.
• Piloted / vetted by CUNY Assessment Council, Spring 2022.
• Piloted / vetted by the QC DEI Advisory Committee, Spring ’22.
• Will be first fielded in Fall 2022 to the entire QC population.
• As a trend study, the survey will run once per academic year.

Survey Framework
• Definitions of DEI
• SP DEI Working Group
• 2019 COACHE survey results
• DEI surveys conducted at other institutions
• The literature on measurement of DEI-related variables:
  • sense of belonging
  • microaggressions
  • barriers to college completion for marginalized groups

Research Questions
• To what extent are diversity, equity, and inclusion experienced in primary environments?
• To what extent are intolerance, inequity and exclusion experienced at QC widely?
• What is the impact of QC DEI initiatives?

Survey Design
• 25 item questionnaire, ~15 minutes.
• The first item branches the survey (students/faculty/staff).
• Period of recall is one semester.
• Proceeds in three parts:
  • Your Experiences
  • Your Background
  • Your Recommendations.
Survey Definitions for DEI

DIVERSITY

- A community that values diversity respects the wide variety of shared and different characteristics among human beings and promotes cross-cultural competence through empathic understandings of individual and group differences. These differences can be along the dimensions of age, dis/ability, gender, race, ethnicity, sexual orientation, socioeconomic status, religious beliefs, political beliefs, etc.

Survey Definitions for DEI

EQUITY

- An equitable community guarantees fair treatment, impartial practices, and equal access to opportunities for all by acknowledging that marginalized groups face inequality and eliminating barriers that prevent the proportional distribution of desirable outcomes across groups, ensuring that characteristics such as race, gender, etc. do not determine opportunities.
Survey Definitions for DEI

INCLUSION

- An inclusive community brings people together in safe, welcoming, supportive environments where all students, faculty, and staff can thrive. This involves bringing traditionally excluded groups into processes, activities and decision-making in a way that shares power, advancing an authentic sense of belonging through infrastructures that promote broad engagement and genuine connections among people.

12 items measure Inclusivity at QC.
Each factor will have an overall score. This can tell us exactly where we need to improve.

The DEI survey is a trend study: Designed to identify and track changes over time.

Intolerance, Inequity & Exclusion

- To what extent are diversity, equity, and inclusion experienced in primary environments?
- To what extent are intolerance, inequity and exclusion experienced?
Intolerance, Inequity & Exclusion

- Disrespectful → Respectful
- Shunning → Welcoming
- Discouraging → Supporting
- Siloed → Collaborative
- Opaque → Transparent
- Unfair → Equitable
- Regressing → Improving
- Anti-LGBTQIA+ → LGBTQIA+ friendly
- Racist → Non-racist
- Sexist → Non-sexist
- Ageist → Non-ageist
- Ableist → Non-ableist
- Elitist → Non-elitist

(1) (2) (3) (4) (5)

Provides a nuanced measure of campus climate and helps us identify areas to focus on.

How many times you were treated unfairly because of your...

- Ability or disability status
- Age
- Gender or gender identity
- Height or weight
- National origin
- Political orientation
- Racial or ethnic identity
- Religious views
- Sexual orientation
- Socioeconomic class

Never / One time / A few times (2-3) / Many times (4-10) / Countless times (10+)

Microaggressions

Microaggressions indicate implicit biases: attitudes or stereotypes that affect our understanding, actions, and decisions without our conscious knowledge or awareness.

Most DEI and Campus Climate surveys don't ask about microaggressions...

Yet, research on barriers to college completion for marginalized groups shows that microaggressions contribute to identity threat, imposter syndrome, and lack of belonging.

Microaggression Item Description

- Second-class Citizen: Being passed over for persons from more privileged groups.
- Denial of Privilege: Downplay of the lived differences of marginalized groups.
- Insignificant Persons: Being treated as unworthy of attention or acknowledgement.
- Alien in own Land: Being treated as an outsider who doesn't belong.
- Pathologized Culture: Pressure to assimilate or downplay traits associated with your culture.
- Intelligence Ascription: Assumptions about your level of intelligence or capabilities.
- Environmental Invalidation: Being the only person of your background in the group.
- Disparaging Humor: Jokes that insult or dehumanize certain groups or characteristics.
- Myth of Meritocracy: Hints that some groups would succeed more if they only worked harder.

Intolerance, Inequity & Exclusion

Over the past year at QC, have you experienced offensive or hurtful conduct that has interfered with your ability to work or learn here?

(e.g. harassment, inappropriate jokes, hurtful gossip, derogatory slurs, etc.)

- Yes
- No

Summary

- 4 items measure the extent to which diversity, equity, and inclusion are experienced in primary environments.
- 4 items measure the extent to which intolerance, inequity and exclusion are experienced at QC widely.
- 9 items help identify responses from vulnerable or marginalized groups.
- 6 items are included to help guide 2021-2026 Strategic Plan actions on DEI.
Important Considerations

- Because the survey asks for sensitive information, it is designed to protect the anonymity of respondents.
- Before beginning the survey, respondents are oriented to the purpose of the survey, the 2021-26 Strategic Plan, and survey definitions for diversity, equity, and inclusion.
- A closing statement directs respondents to additional resources, including contacts for counseling and procedures to file formal complaints.

Next Steps

- Following the Fall 2022 pilot, the survey will run once per year.
- Items measuring DEI will remain unchanged (this is a trend study).
- Items measuring the impact of DEI initiatives, will change year to year.
- Survey findings will be analyzed over winter semesters, comprehensive reports shared with the QC community in spring.
- Because the DEI survey assesses progress on DEI at the college overall, programs and departments may want to incorporate DEI assessment into self-study surveys for targeted improvement.

Alignment of Survey Items to QC SP DEI Goals

SP GOAL 2: A diverse, equitable, and inclusive culture

1. A. Strengthen organizational infrastructure to ensure that there are effective processes in place to support DEI initiatives.
2. A. Make infrastructure investments that demonstrate support for DEI.
3. A. Increase the representation of persons with disabilities in the workplace.
4. A. Foster a culture that is welcoming and inclusive.
5. A. Increase the representation of women in leadership roles.
6. A. Develop and implement comprehensive DEI training programs.
7. A. Increase the representation of BIPOC faculty and students.
8. A. Develop and implement DEI training on identifying implicit bias and microaggressions.
9. A. Increase the representation of LGBTQ+ faculty and students.
10. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
11. A. Increase the representation of women in academic roles.
12. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
13. A. Increase the representation of women in administrative roles.
14. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
15. A. Increase the representation of women in service roles.
16. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
17. A. Increase the representation of women in non-academic roles.
18. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
19. A. Increase the representation of women in non-academic roles.
20. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
21. A. Increase the representation of women in non-academic roles.
22. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
23. A. Increase the representation of women in non-academic roles.
24. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.
25. A. Increase the representation of women in non-academic roles.
26. A. Develop and implement DEI training on recognizing implicit bias and microaggressions.

DEI Advisory Committee

The DEI Advisory Committee will discuss the results of the survey and put together a set of data-informed recommendations to QC Leadership.

a. What do the data show?

b. What actions can we take?

c. When should the impacts of those actions be assessed?
Terms

**Framework** = conceptual structure underlying the main variables
**Construct** = elements of the framework to be measured
**Factors** = dimensions that compose the construct
**Instrument** = the survey tool itself
**Survey item** = a prompt designed to measure one of the factors
**Item reliability** = consistency of item interpretation.
**Construct validity** = items measure the intended construct(s).

---

Measuring DEI via Survey

Lizandra Friedland
lizandra.friedland@qc.cuny.edu
Office of Institutional Effectiveness
Queens College