TURNING A MODEL OF DIVERSITY INCLUSIVITY INTO COURSE AND CURRICULAR CHANGE

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Before We Begin...

- How many of you are...?

- Who has designed or facilitated a ‘diversity’ course or program?

- Who teaches a course that fulfills a diversity requirement?
One More Question to Ponder...

- How do you include diversity into your courses or programs?
Goals For This Session

- Consider ways to improve how diversity is included in our courses, programs, and curricula
- Examine how to adapt a model of diversity inclusivity to assist with improvement
- Try out different uses of the model
  - Design, Improvement, Assessment
Session Outline

- Brief description of a model of diversity inclusivity
- Examples and Exercises
  - Examples from your courses/programs
  - Design & improvement
  - Course Assessment
  - Assessing diversity requirements
- Discussion
Diversity Inclusivity Model
Phases/Levels of Diversity Integration


Source: Banks(2006)
Diversity Course Elements

Purpose/Goals
- Learners
- Classroom Environment
- Assessment/Evaluation

Content

Foundations/Perspectives
- Instructor(s)
- Pedagogy
- Adjustment

### Elements & Levels of Diversity Inclusion

<table>
<thead>
<tr>
<th><strong>Purpose/Goals</strong></th>
<th>Prepare students</th>
<th>Prepare students for diverse experiences</th>
<th>Prepare students for active partic. in a diverse society</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Monocultural</td>
<td>Additive</td>
<td>Multicultural</td>
</tr>
<tr>
<td><strong>Foundations/perspectives</strong></td>
<td>Unexplored</td>
<td>Exposed</td>
<td>Multiple found./persp. explored</td>
</tr>
<tr>
<td><strong>Learners</strong></td>
<td>Seen as passive acceptors</td>
<td>Participants with some learning needs</td>
<td>Collaborators with diverse learning needs</td>
</tr>
<tr>
<td><strong>Instructor(s)</strong></td>
<td>Unexplored views, biases, values</td>
<td>Exploring own views, biases, values</td>
<td>Understands own views, biases, values</td>
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</table>
Elements & Levels of Diversity Inclusion

**Pedagogy**
- Filling students with knowledge
- Transitional: Using some new techniques
- Critical/equity

**Classroom environment**
- Ignored
- Inclusive
- Empowering

**Assessment /Evaluation**
- “Standard”
- Mixed methods
- Methods sensitive to student diversity

**Adjustment**
- Adjustment to cover material
- Adjustment to some student needs
- Adjustment to diverse needs of students

Model Characteristics

- Promotes planning
- Content only one of nine elements
- Flexible
  - Design your way (create your own path)
  - Any course can include diversity somewhere
- Easily derive assessment tools
  - Surveys, rubrics, and worksheets, oh my!
Two Examples
Testing Model Applicability

- Volunteer?
- Tell us briefly about a course or program you teach/lead
- What are 1 or 2 ways your course or program may be considered inclusive of diversity
- Is there an element of that course or program that is less inclusive of diversity? How could it be more inclusive?
Design/Improvement Process

- pedagogy
- environment
- diversity
- purpose
- foundations
- goals
- learners
- evaluation
- perspectives
- classroom
- assessment
- instructors
Making the Model Yours

- Arrange elements
- Identify key decision points or questions
- Try it out (for design and/or improvement)
- Adapt as needed
**Purpose/goals**
- What’s the main purpose?
- What specific things should participants learn?
- How do goals contribute to creating a more just society?

**Content**
- Key Questions:
  - What will be covered?
  - In what order?
  - Materials from different cultures?

**Instructor(s)**
- Key Questions:
  - Any biases about material?
  - What instructor views or values are important?
  - How does it matter that I will be an instructor?

**Foundations/perspectives**
- Key Questions:
  - Assumptions? Perspectives?
  - Different approaches to problems?

**Learners**
- Key Questions:
  - What do I need to know?
  - How will I get the info?
  - How does learner diversity affect the plan?

**Classroom Env**
- Key Questions:
  - What conditions would encourage engagement of all?
  - Adapt the actual setting?

**Pedagogy**
- Key Questions:
  - What activities/processes will be most effective?
  - Upon what do I base answers to the first question?

**Assessment/evaluation**
- Key Questions:
  - How will I know if the course/program is effective for all?

**Adjustment**
- Key Questions:
  - How and when to adjust?
  - Upon what will I base adjustments?
Diagnosing Areas to Improve

- Pick a course, program,…
- Pick an element of the model
- Describe this element for the course or program you picked
- Identify how it could be more inclusive
- Try it out
<table>
<thead>
<tr>
<th>Course elements</th>
<th>Current</th>
<th>More Inclusive</th>
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Exercise: Improvement

- Think of a course or program that already exists (you run it or you’ve helped)
- Pick an element that can be more inclusive of diversity
- Work with a partner to think of key questions about the element and ways to make that element more inclusive?
- Consider how those changes could affect some of the other elements
Some Possibilities

- Rubric for observations (peer eval?)
- Questions for interviews
- Self-assessment worksheets
  - Like the one above
- Survey items
  - For instructors and learners
- Other possibilities?
<table>
<thead>
<tr>
<th>Indicate how much the following happen in your course or program.</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain an understanding of how course topics connect to societal problems or issues</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students develop skills necessary to work effectively with people from various backgrounds</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>The course content covers contributions to the field by people from multiple cultures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You emphasize using multiple approaches to understand problems</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You explore your own cultural and intellectual limitations as part of class preparation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>You address your potential biases about course-related issues during class</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>Indicate how much the following happen in your course or program.</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>You try to learn about student characteristics in order to improve class instruction</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You vary your teaching methods to allow for the multiple ways students learn</td>
<td>0</td>
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<td>The classroom atmosphere encourages the active participation of all students</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>Students feel empowered in their learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>You evaluate student learning using multiple techniques</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
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</table>
Exercise: Survey

- Think of a course you teach
- Complete the survey items relative to that course
- Compare your responses with a neighbor
Deciding What Counts
Some Different Decision-Makers

- Instructors
- Department/program chairs (Professors in Charge)
- Deans
- Curriculum committees
Example: General Education

- A Penn State Gen Ed Goal:

  For students to “gain understanding of international interdependence and cultural diversity and develop consideration for values, lifestyles, and traditions that may differ from their own”

- In gen ed, someone or a committee usually decides what courses fit a designation that covers one or more of its goals
Exercise: How We Decide

- You are now on a curriculum committee
  - How would you decide what counts as a “diversity” requirement?
  - What criteria would you use?

Hint: The diversity inclusivity model might be useful here.
Discussion