INCLUDING DIVERSITY

A Strategy for Improving Teaching and Learning in All Courses and Curricula

Thomas F. Nelson Laird
Indiana University
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?
What distinguishes a ‘diversity’ course or program from offerings that do not carry that label?
Some Initial Thoughts

- We focus a lot on content
- We simplify too much
  - Diversity course or not
  - Diversity is for certain fields
- We often lack ways to organize our thinking about this
  - We know it when we see it
Goals For Today

- Change (at least a little) your thinking about how diversity is included in courses, programs, curricula
- Acquaint you with a model of diversity inclusivity (organize your thinking)
- Help you understand different uses of the model
  - Design, Improvement, Assessment
Session Outline

- Why include diversity?
- A model of diversity inclusivity
  - Model development & description
- Examples of model use
  - Design & improvement
  - Course Assessment
  - Assessing diversity requirements
- Q&A
Including Diversity: An Imperative

- Our campuses are diversifying
  - Need ways to deal with diversity

- We face complex problems

- Evidence that including diversity yields
  - Critical/complex thinking
  - Perspective-taking (empathy)
  - Social agency
  - Awareness of inequality
  - Tolerance & racial understanding
Model Development
Phases/Levels of Diversity Integration


Source: Banks(2006)
Course Elements (diversity)

Source: Marchesani & Adams (1992)
Course Elements (general)

- Purpose
- Content
- Sequence
  - Instructional Processes
  - Instructional Resources
- Learners
- Evaluation
- Adjustment

Source: Lattuca & Stark (2009)
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>Purpose/goals</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>Content</td>
<td>Monocultural</td>
<td>Additive</td>
<td>Multicultural</td>
</tr>
<tr>
<td>Foundations/perspectives</td>
<td>Unexplored</td>
<td>Exposed</td>
<td>Multiple found./persp. explored</td>
</tr>
<tr>
<td>Learners</td>
<td>Seen as passive acceptors</td>
<td>Participants with some learning needs</td>
<td>Collaborators with diverse learning needs</td>
</tr>
<tr>
<td>Instructor(s)</td>
<td>Unexplored views, biases, values</td>
<td>Exploring own views, biases, values</td>
<td>Understands own views, biases, values</td>
</tr>
</tbody>
</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!
Making the Model Yours

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

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

Key Questions:
- Assumptions? Perspectives?
- Different approaches to problems?

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

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

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

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

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

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

- Pick an element
- Describe it
- Identify how it could be more inclusive
- Try it out
- We could even imagine a worksheet...
<table>
<thead>
<tr>
<th>Course elements</th>
<th>Current</th>
<th>More Inclusive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose/goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations/perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjustment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Assessment
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>
<td>0</td>
</tr>
<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>
</tr>
<tr>
<td>You emphasize using multiple approaches to understand problems</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<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>
<tr>
<td></td>
<td>Very little</td>
<td>Some</td>
<td>Quite a bit</td>
<td>Very much</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-------------</td>
<td>------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>You try to learn about student characteristics in order to improve class instruction</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>You vary your teaching methods to allow for the multiple ways students learn</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The classroom atmosphere encourages the active participation of all students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<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>
</tr>
<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>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Items Used

- **Faculty Survey of Student Engagement**
  - **In 2007**
    - About 9,000 faculty members
    - From 100 U.S. colleges and universities
  
  - **In 2010**
    - About 4,000 faculty members
    - From 60 U.S. colleges and universities
### Results from FSSE

#### Diverse Grounding

<table>
<thead>
<tr>
<th>Description</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</td>
<td>10%</td>
<td>24%</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>problems or issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students develop skills necessary to work effectively with people from</td>
<td>16%</td>
<td>33%</td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>various backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course content covers contributions to the field by people from</td>
<td>21%</td>
<td>28%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>multiple cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You emphasize using multiple approaches to understand problems</td>
<td>3%</td>
<td>19%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>You explore your own cultural and intellectual limitations as part of</td>
<td>18%</td>
<td>26%</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>class preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You address your potential biases about course-related issues during class</td>
<td>24%</td>
<td>34%</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>Inclusive Learning</td>
<td>Very little</td>
<td>Some</td>
<td>Quite a bit</td>
<td>Very much</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>You try to learn about student characteristics in order to improve class instruction</td>
<td>5%</td>
<td>21%</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>You vary your teaching methods to allow for the multiple ways students learn</td>
<td>4%</td>
<td>26%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>The classroom atmosphere encourages the active participation of all students</td>
<td>1%</td>
<td>10%</td>
<td>30%</td>
<td>59%</td>
</tr>
<tr>
<td>Students feel empowered in their learning</td>
<td>1%</td>
<td>20%</td>
<td>42%</td>
<td>36%</td>
</tr>
<tr>
<td>You evaluate student learning using multiple techniques</td>
<td>4%</td>
<td>20%</td>
<td>35%</td>
<td>41%</td>
</tr>
<tr>
<td>You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs</td>
<td>6%</td>
<td>23%</td>
<td>31%</td>
<td>40%</td>
</tr>
<tr>
<td>Results from FSSE Predicting Diversity Inclusivity</td>
<td>Diverse Grounding</td>
<td>Inclusive Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>+ +</td>
<td>+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of color</td>
<td>+++</td>
<td>+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years teaching</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank/employment status (FT Lect)</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course load</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular diversity</td>
<td>+ +</td>
<td>+ +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline (largely hard/soft split)</td>
<td>+++</td>
<td>+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower division courses</td>
<td>- -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course size</td>
<td></td>
<td>- - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity requirement</td>
<td>+++</td>
<td>++</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessing Diversity Requirements
Types of Courses Compared

- Diversity requirements
- Highly inclusive non-requirements
- Less inclusive non-requirements

Source: Nelson Laird & Engberg (in press)
Disproportionately Taught by/in

- **Diversity Requirements**
  - Men, faculty of color, non-U.S. citizens, Part-timers
  - Large classes

- **Highly Inclusive Non-Requirements**
  - Women, assistant professors
  - Upper division, small classes
<table>
<thead>
<tr>
<th>Effective Teaching Scales</th>
<th>Highly Inclusive Non-Req</th>
<th>Less Inclusive Non-Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse grounding</td>
<td>0.72</td>
<td>-1.00</td>
</tr>
<tr>
<td>Inclusive learning</td>
<td>0.67</td>
<td>-0.58</td>
</tr>
<tr>
<td>Diverse interactions</td>
<td>0.39</td>
<td>-0.53</td>
</tr>
<tr>
<td>Deep approaches to learning</td>
<td>0.61</td>
<td>-0.55</td>
</tr>
<tr>
<td>Active classroom practice</td>
<td>0.26</td>
<td>-0.47</td>
</tr>
<tr>
<td>Student-faculty contact</td>
<td>0.54</td>
<td>-0.11</td>
</tr>
<tr>
<td>Intellectual skills</td>
<td>0.38</td>
<td>-0.57</td>
</tr>
<tr>
<td>Practical skills</td>
<td>0.37</td>
<td>-0.35</td>
</tr>
<tr>
<td>Ind &amp; social responsibility</td>
<td>0.36</td>
<td>-0.89</td>
</tr>
</tbody>
</table>
Implications & Continuing from Here
Some Implications

- Assessment of diversity inclusivity possible
- Diversity is being included, but still room for improvement
- When working on improvement, start where there is agreement (class env)
Some More Implications

- Every course can include diversity
- Find discipline-based ways to include diversity into courses and programs
- Care about the selection criteria used for diversity requirements
- We should be mindful of who teaches what
Continuing from Here

- Revisit your courses, make some changes
- Curriculum committees
- Department/program meetings
- Assessment initiatives
- Faculty development programs/services
  - More workshops
  - Faculty learning communities


*Contact author for a copy