



IMPLICATIONS FROM STUDYING DIVERSITY INCLUSIVITY

Thomas F. Nelson Laird
Indiana University

10/22/10

2010 AAC&U FACING THE DIVIDES:
Diversity, Learning, and Pathways to Inclusive Excellence, Houston, TX

Three Stories

- ◆ **Building a model to understand what we mean by “diversity course”**
- ◆ **Exploring how much faculty include diversity into their courses and who is doing so?**
- ◆ **Examining teaching practices of diversity requirements and other courses**

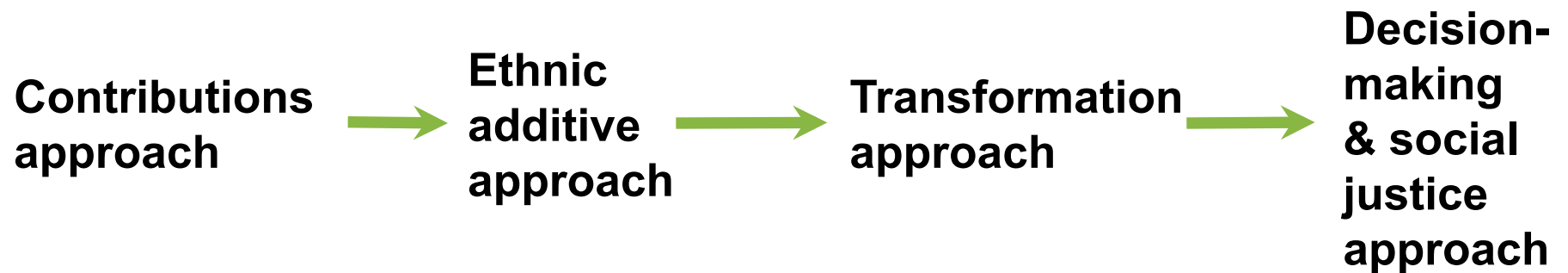




Building a Model



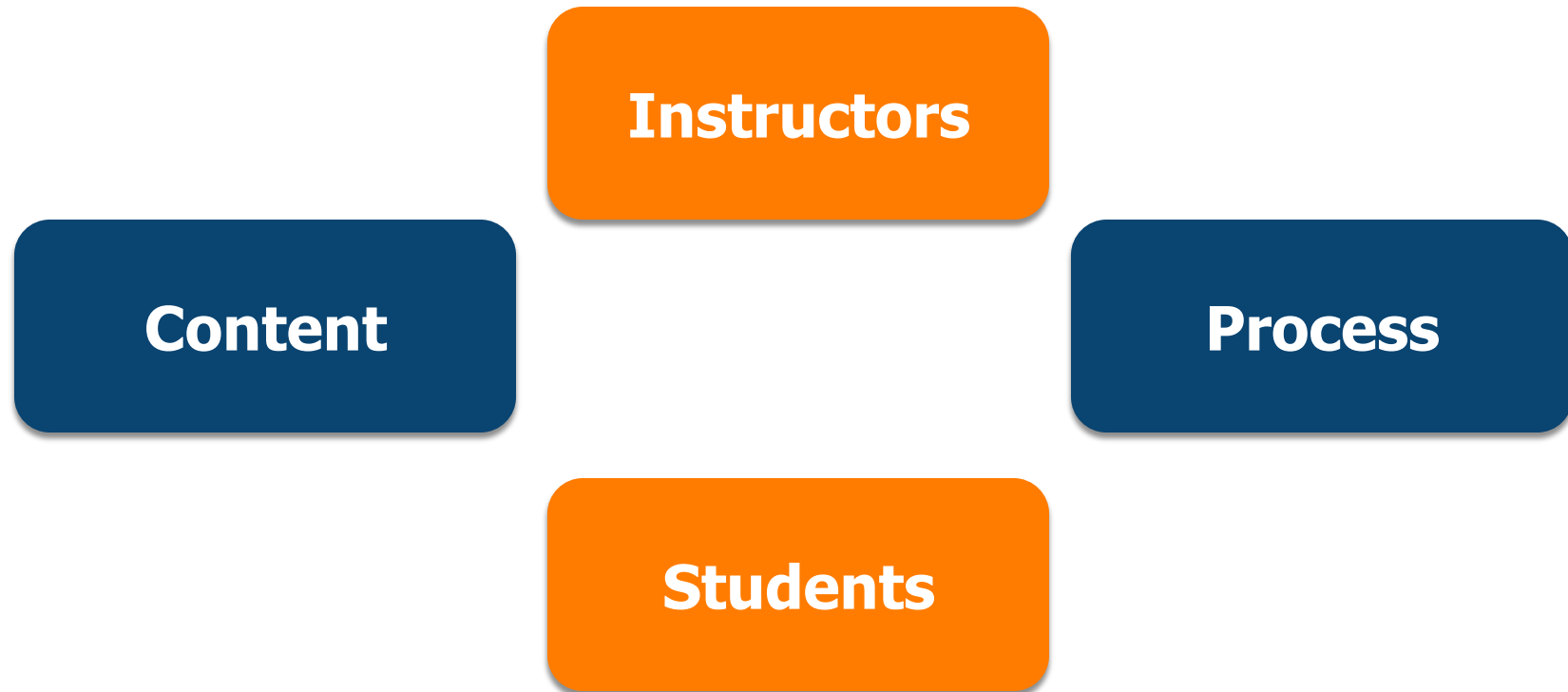
Phases of Diversity Integration



Source: Banks (2006)



Diversity Course Elements



Source: Marchesani & Adams (1992)



Diversity Course Elements

- ◆ **Purpose/goals**
- ◆ **Content**
- ◆ **Foundations/
perspectives**
- ◆ **Learners**
- ◆ **Instructor(s)**
- ◆ **Pedagogy**
- ◆ **Classroom
environment**
- ◆ **Assessment/
Evaluation**
- ◆ **Adjustment**



Elements & Levels of Diversity Inclusion

Purpose/ goals

Prepare students → Prepare students for diverse experiences → Prepare students for active partic. in a diverse society

Content

Monocultural → Additive → Multicultural

Foundations/ perspectives

Unexplored → Exposed → Multiple found./persp. explored

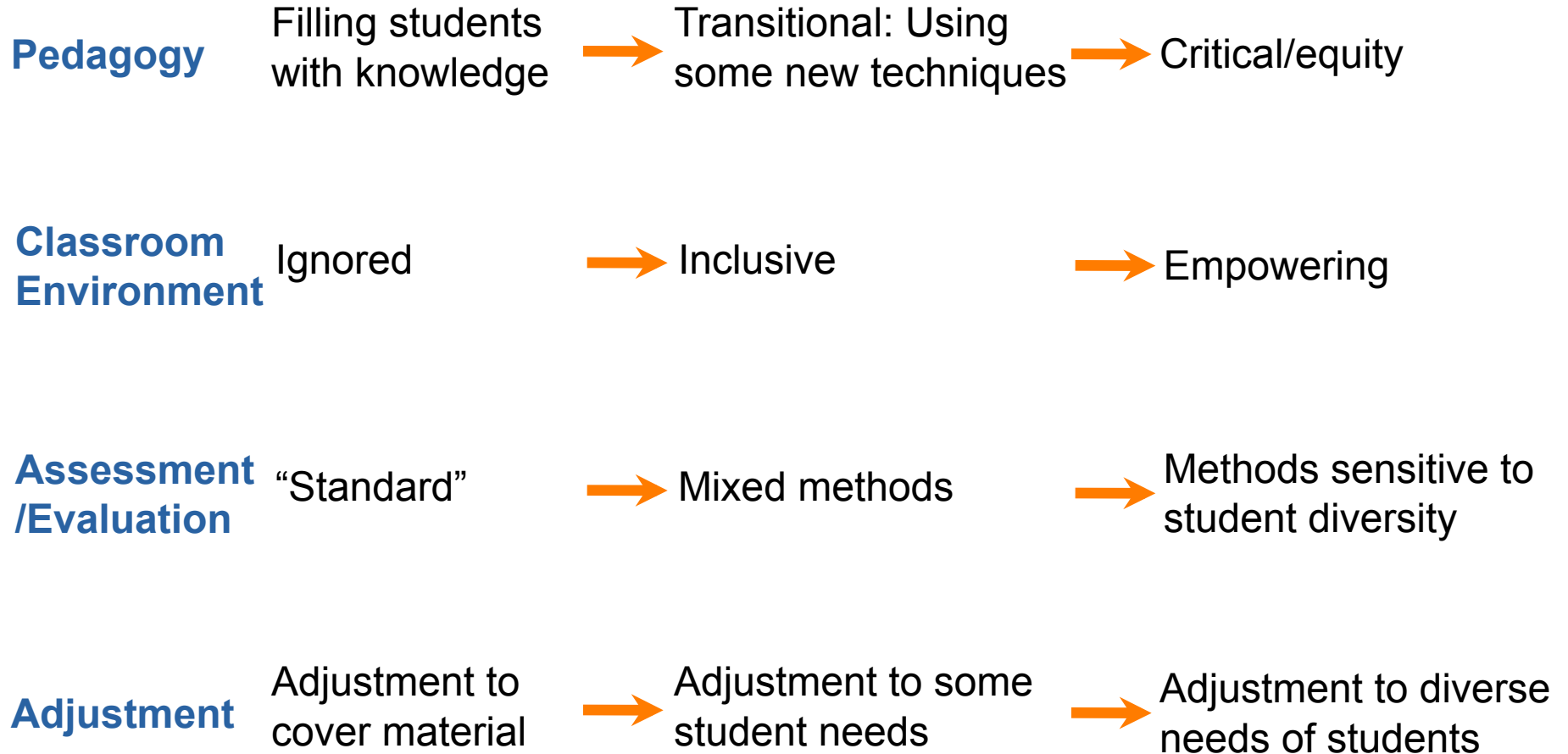
Learners

Seen as passive acceptors → Participants with some learning needs → Collaborators with diverse learning needs

Instructor(s)

Unexplored views, biases, values → Exploring own views, biases, values → Understands own views, biases, values


Elements & Levels of Diversity Inclusion




Model Characteristics

- ◆ **Promotes planning**
- ◆ **Content only one of nine elements**
- ◆ **Flexible**
 - ◆ Design your way (create your own prescription)
 - ◆ Any course can include diversity somewhere
- ◆ **Easily derive assessment tools**
 - ◆ Surveys, rubrics, and worksheets! Oh my!





Faculty Including Diversity into Their Courses



Indicate how much the following happen in your course.

Very little Some Quite a bit Very much

Students gain an understanding of how to connect their learning to societal problems or issues

o o o o

Students develop skills necessary to work effectively with people from various cultural backgrounds

o o o o

The course content emphasizes contributions to the field by people from multiple cultures

o o o o

**Indicate how much the following happen
in your course.**

**Very
little**

Some

**Quite
a bit**

**Very
much**

**The course covers topics from
multiple theoretical perspectives**

o

o

o

o

**You explore your own cultural and
intellectual limitations as part of
class preparation**

o

o

o

o

**You address your potential biases
about course-related issues during
class**

o

o

o

o

**Indicate how much the following happen
in your course.**

**Very
little Some Quite
a bit Very
much**

**You try to learn about student
characteristics in order to improve
class instruction**

o o o o

**You vary your teaching methods to
encourage the active participation
of all students**

o o o o

**You work on creating a classroom
atmosphere that is conducive to
student learning**

o o o o

**Indicate how much the following happen
in your course.**

**Very
little Some Quite
a bit Very
much**

**You try to empower students
through their class participation**

o o o o

**You evaluate student learning
using multiple techniques**

o o o o

**You adjust aspects of the course
(e.g., pace, content, or
assignments) based on student
learning needs**

o o o o

Items Implemented

- ◆ **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

**Very
little**

Some

**Quite
a bit**

**Very
much**

Students gain an understanding of how to connect their learning to societal problems or issues

12% 29% 31% 28%

Students develop skills necessary to work effectively with people from various cultural backgrounds

23% 36% 24% 18%

The course content emphasizes contributions to the field by people from multiple cultures

30% 30% 21% 19%

The course covers topics from multiple theoretical perspectives

15% 27% 32% 27%

You explore your own cultural and intellectual limitations as part of class preparation

19% 28% 27% 27%

You address your potential biases about course-related issues during class

20% 38% 26% 17%

Results from FSSE

Inclusive Learning

**Very
little**

Some

**Quite
a bit**

**Very
much**

You try to learn about student characteristics in order to improve class instruction

5%

22%

35%

38%

You vary your teaching methods to encourage the active participation of all students

2%

21%

37%

40%

You work on creating a classroom atmosphere that is conducive to student learning

0%

4%

29%

67%

You try to empower students through their class participation

1%

11%

30%

57%

You evaluate student learning using multiple techniques

4%

19%

34%

44%

You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs

4%

21%

32%

43%

| Results from FSSE Predicting Diversity Inclusivity | | | Diverse Grounding | Inclusive Learning |
|---|--|--|----------------------|-----------------------|
| Women | | | ++ | +++ |
| Faculty of color | | | +++ | +++ |
| Doctorate | | | | - |
| Years teaching | | | | - |
| Tenured | | | - | - |
| Course load | | | + | + |
| Curricular diversity | | | ++ | + |
| Discipline | | | +++ | +++ |
| Course size | | | | --- |
| Diversity requirement | | | +++ | ++ |



Diversity Requirements Unpacked



Types of Courses Compared

- ◆ **Diversity requirements**
- ◆ **Highly inclusive non-requirements**
- ◆ **Less inclusive non-requirements**



| Effective Teaching Scales | Highly Inclusive Non-Req | Less Inclusive Non-Req |
|--|---------------------------------|-------------------------------|
| Diverse grounding | 0.72 | -1.00 |
| Inclusive learning | 0.67 | -0.58 |
| Diverse interactions | 0.39 | -0.53 |
| Deep approaches to learning | 0.61 | -0.55 |
| Active classroom practice | 0.26 | -0.47 |
| Student-faculty contact | 0.54 | -0.11 |
| Intellectual skills | 0.38 | -0.57 |
| Practical skills | 0.37 | -0.35 |
| Ind & social responsibility | 0.36 | -0.89 |



Implications



Morals of These Stories

- ◆ **Build on progress already made**
- ◆ **Start where there is agreement (class env)**
- ◆ **Find ways to inclusively talk about diversity and the curriculum**
- ◆ **Work increasing the amount of diversity included in all courses**
- ◆ **Be more deliberate in design, decisions**



Thank you

For more information contact:

tflaird@indiana.edu



Purpose/goals

Key Questions:

- What's the main purpose?
- What specific things should participants learn?
- How do goals contribute to creating more just multicultural society?

Content

Key Questions:

- What will be covered?
- In what order?
- Materials from diff cultures?

Facilitators

Key Questions:

- Any biases about material?
- What facilitator views or values are important?
- How does it matter that I will be a facilitator?

Foundations/ perspectives

Key Questions:

- Assumptions? Perspectives?
- Diff 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?

Setting

Key Questions:

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

Learning Process

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?