



# Incorporating Diversity into Undergraduate Courses



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Presentation at the Society for Teaching and Learning in Higher Education Conference, June 20, 2008, Windsor, ON



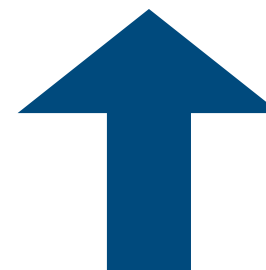
- ▶ To conceptualize different ways faculty can incorporate diversity into their courses
- ▶ To investigate and discuss how faculty include diversity in the courses they teach



# Quiz

On a 7-point scale from 1 = “not at all inclusive” to 7 = “totally inclusive”, what percentage of faculty reported that their courses were inclusive of diversity ( $> 4$ )?

- 37%
- 47%
- 57%
- 67%





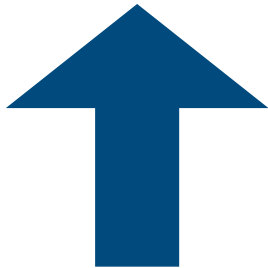
What percentage of faculty said their selected course sections met a diversity requirement?

■ 18%

■ 27%

■ 36%

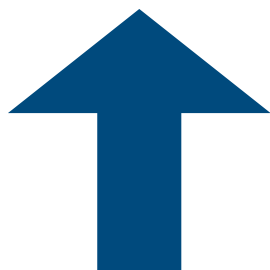
■ 45%





What percentage of faculty said their course content emphasized “quite a bit” or “very much” contributions by people from multiple cultures?

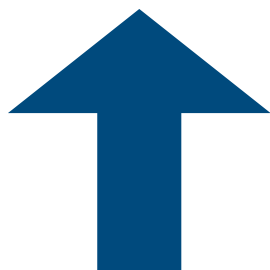
- 17%
- 41%
- 64%
- 75%





What percentage of faculty said they varied their teaching methods “quite a bit” or “very much” to encourage the active participation of all students?

- 69%
- 79%
- 89%
- 99%





# Overview

- ▶ Diversity inclusiveness in courses
- ▶ Faculty Survey of Student Engagement (FSSE)
- ▶ FSSE 2007 “experimental” items
- ▶ Some findings about diversity inclusiveness
- ▶ Discussion--thoughts, ideas, feedback?

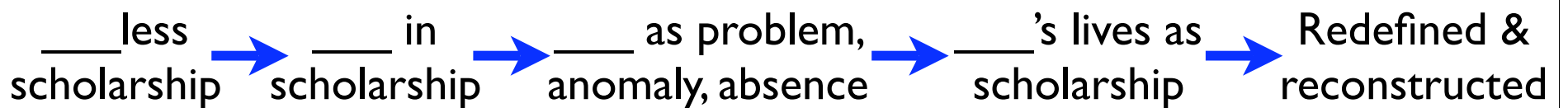
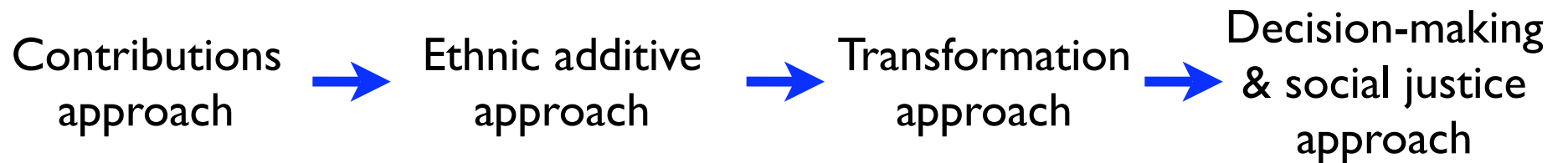


# **Including Diversity into a Course**





# Phases of Diversity Integration



Sources: Banks (2001) and McIntosh (1990)



# Examples of Elements

## ▶ General Model

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

**Stark & Lattuca, 1997**

## ▶ Diversity Course

- Content
- Process
- Students
- Instructors

**Marchesani & Adams, 1992**



# Diversity Course Elements

- ▶ Purpose/goals
- ▶ Content
- ▶ Theoretical foundations
- ▶ Learners
- ▶ Instructor(s)
- ▶ Pedagogy
- ▶ Classroom environment
- ▶ Evaluation
- ▶ Adjustment
- ▶ Curricular location



# Course 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

## Theoretical Foundations

Unexplored → Exposed → Multiple frames explored

## Learners

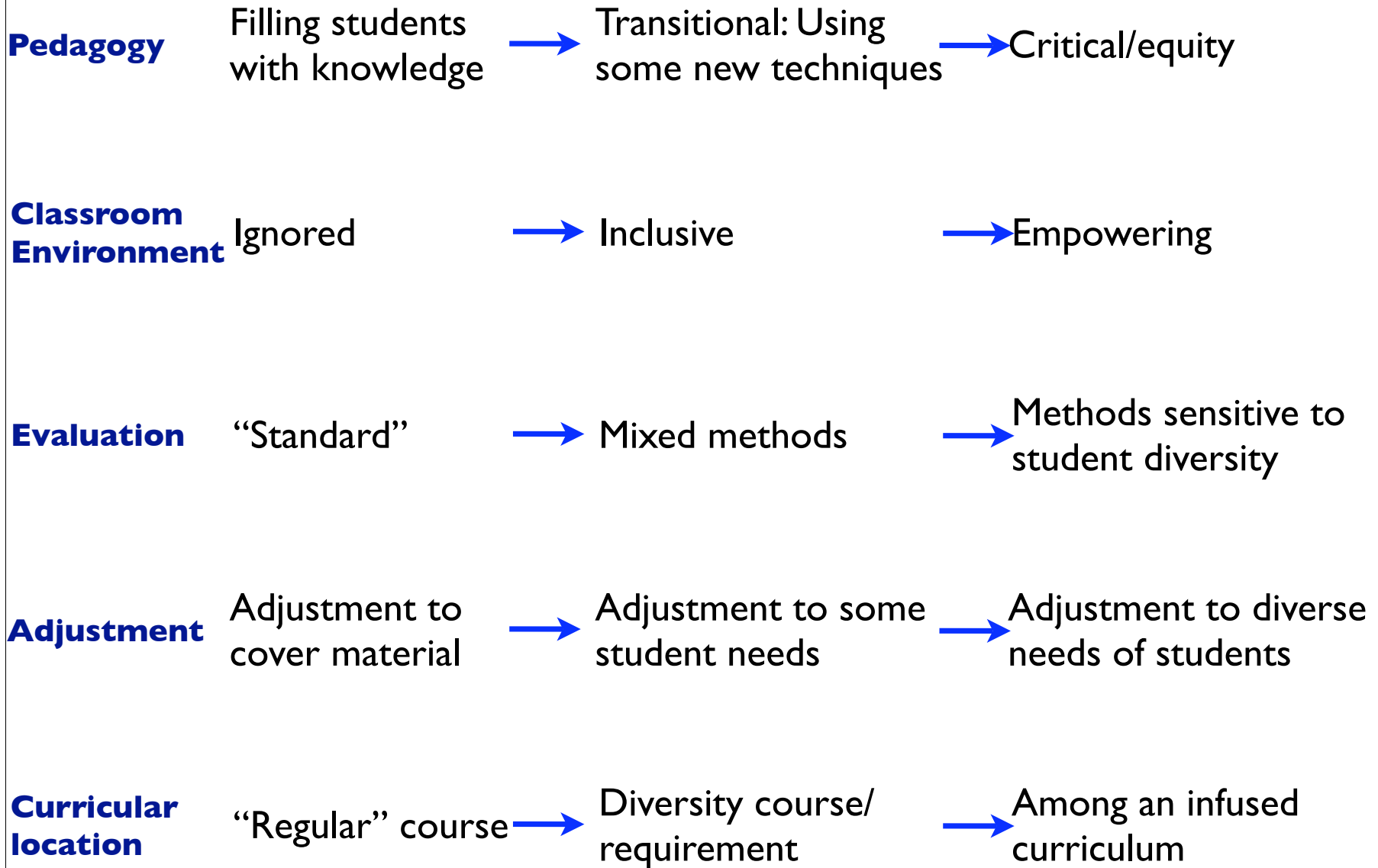
Seen as passive acceptors → Participants with some learning needs → Participants with diverse learning needs

## Instructors

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



# Course Elements & Levels of Diversity Inclusion



# **Faculty Survey of Student Engagement**

The logo for FSSE History features a stylized blue graphic on the left consisting of three dots arranged in a triangle, with a curved line passing through them. To the right of this graphic, the text "FSSE History" is written in a bold, blue, sans-serif font.

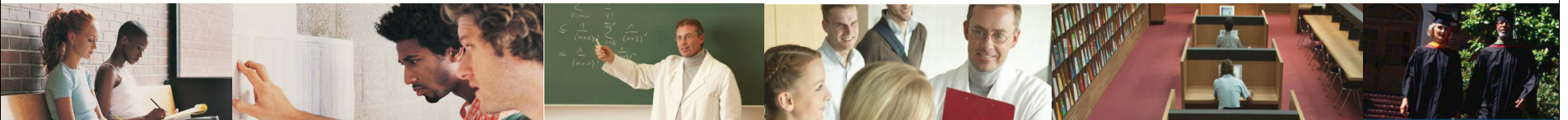
## FSSE History

- ▶ The survey was successfully pilot-tested in 2003, and officially launched in 2004
- ▶ To date, over 120,000 faculty members from 520 colleges and universities have responded to the survey, including faculty at
  - ★ Carleton University
  - ★ Saint Mary's University
  - ★ University of Calgary
  - ★ University of Guelph
  - ★ University of Prince Edward Island
- ▶ Average institutional response rates over 50%

The logo for the FSSE Survey, featuring a stylized blue graphic of three dots connected by curved lines, resembling a globe or a network.

# FSSE Survey

- ▶ Faculty perceptions of how often their students engage in different activities
- ▶ The importance faculty place on various areas of learning and development
- ▶ The nature and frequency of interactions faculty have with students
- ▶ How faculty members organize class time

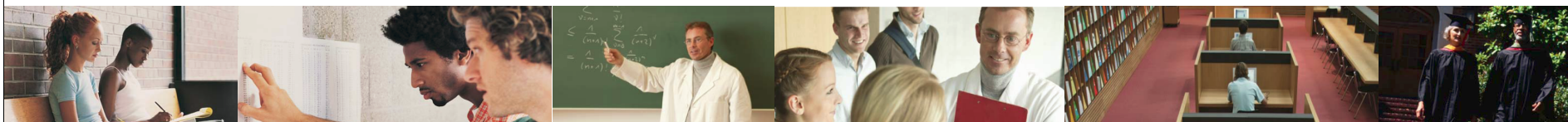






# FSSE Resources

- ▶ FSSE website [www.fsse.iub.edu](http://www.fsse.iub.edu)
  - Sample reports and copies of surveys
  - Selected results
    - ★ Downloadable syntax
    - ★ Example tables and displays
  - Grand frequencies by Carnegie classification
  - Recent FSSE research and presentations
- ▶ Special analyses (contact [fsse@indiana.edu](mailto:fsse@indiana.edu))







▶ 24,000+ faculty

- 46% Female
- 82% White
  - 6% Asian
  - 5% Black/African Amer
  - 4% Hispanic
- 84% full-time
- 74% Asst, Assoc, or Full

▶ 162 institutions

- 18% Doctoral Research
- 48% Master's
- 18% Bac Arts & Sci
- 16% Bac Diverse
- 50% Private
- 1% Canadian

Field of Study

28%	Arts & Hum	8%	Education	8%	Professional
6%	Biology	3%	Engineering	15%	Social Sciences
8%	Business	11%	Physical Sci	13%	Other

**FSSE 2007**  
**“Experimental” Items**



# Faculty Survey of Student Engagement 2007

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Earlier, you answered some questions based on one particular undergraduate course section you are teaching or have taught during this academic year. Thinking again about that course, please indicate how much the following happen.

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
Students gain an understanding of how to connect their learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students develop skills necessary to work effectively with people from various cultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course content emphasizes contributions to the field by people from multiple cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course covers topics from multiple theoretical perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You address your potential biases about course-related issues during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You explore your own cultural and intellectual limitations as part of class preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Resulting scale --> Diversity Content & Skills (alpha = 0.84)**



# Faculty Survey of Student Engagement 2007

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Earlier, you answered some questions based on one particular undergraduate course section you are teaching or have taught during this academic year. Thinking again about that course, please indicate how much the following happen.

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
You try to learn about student characteristics in order to improve class instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You vary your teaching methods to encourage the active participation of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You work on creating a classroom atmosphere that is conducive to student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You try to empower students through their class participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You evaluate student learning using multiple techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Resulting scale --> Empowered Learning (alpha = 0.84)**



# Faculty Survey of Student Engagement 2007

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Considering all of its aspects (e.g., purpose, content, teaching methods, assignments, students), how inclusive of diversity is your selected course section?

Not at all  
inclusive

Totally  
inclusive



1



2



3



4



5



6



7

Does your selected course section fulfill a "diversity" requirement?

Yes

No

# **FSSE Findings: Diversity Inclusiveness**



# Diversity Content & Skills

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
Students gain an understanding of how to connect their learning to societal problems or issues	<b>26%</b>	<b>33%</b>	<b>30%</b>	<b>12%</b>
Students develop skills necessary to work effectively with people from various cultural backgrounds	<b>17%</b>	<b>26%</b>	<b>36%</b>	<b>21%</b>
The course content emphasizes contributions to the field by people from multiple cultures	<b>19%</b>	<b>22%</b>	<b>31%</b>	<b>27%</b>
The course covers topics from multiple theoretical perspectives	<b>27%</b>	<b>34%</b>	<b>27%</b>	<b>13%</b>
You address your potential biases about course-related issues during class	<b>27%</b>	<b>29%</b>	<b>27%</b>	<b>17%</b>
You explore your own cultural and intellectual limitations as part of class preparation	<b>16%</b>	<b>28%</b>	<b>36%</b>	<b>19%</b>

# Empowered Learning

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
You try to learn about student characteristics in order to improve class instruction	38%	37%	21%	5%
You vary your teaching methods to encourage the active participation of all students	42%	37%	19%	2%
You work on creating a classroom atmosphere that is conducive to student learning	66%	30%	4%	0%
You try to empower students through their class participation	57%	32%	10%	1%
You evaluate student learning using multiple techniques	44%	34%	18%	3%
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	43%	33%	20%	3%



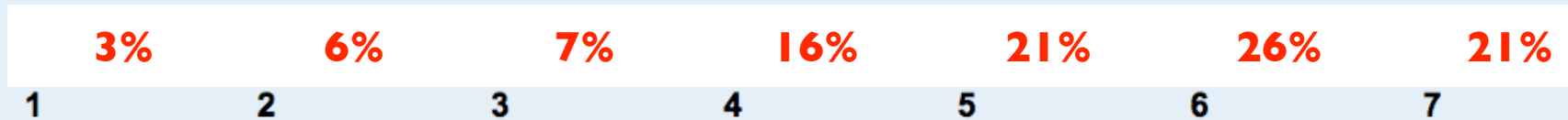
# Faculty Survey of Student Engagement 2007

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Considering all of its aspects (e.g., purpose, content, teaching methods, assignments, students), how inclusive of diversity is your selected course section?

Not at all  
inclusive

Totally  
inclusive



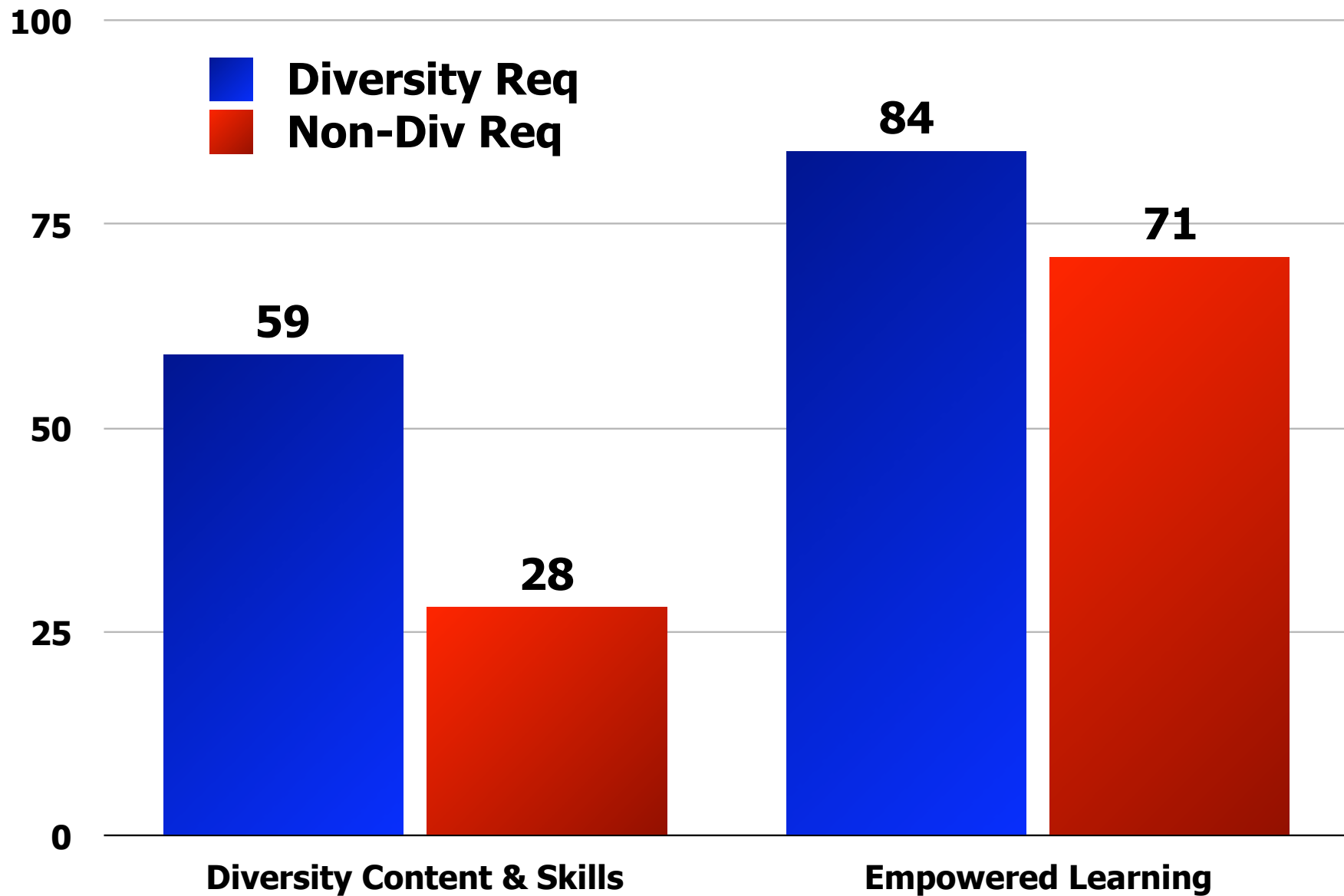
Does your selected course section fulfill a "diversity" requirement?

**18%** Yes

**82%** No

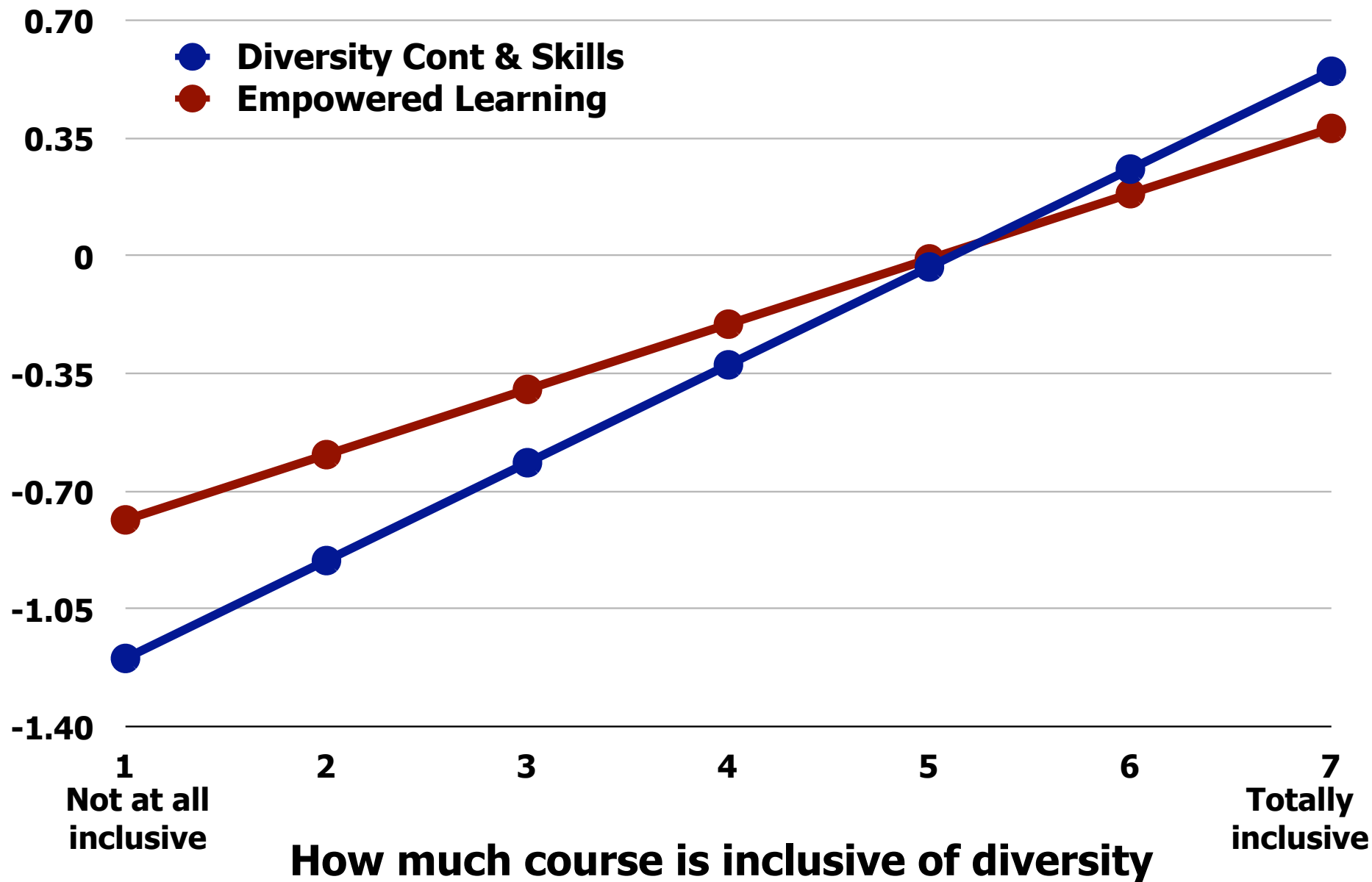


## Percentage of Faculty Scoring 3 or Above





## Relationship between Scales and Self-Report





# Effects on Diversity Inclusiveness

## ▶ **Diversity Cont & Skills**

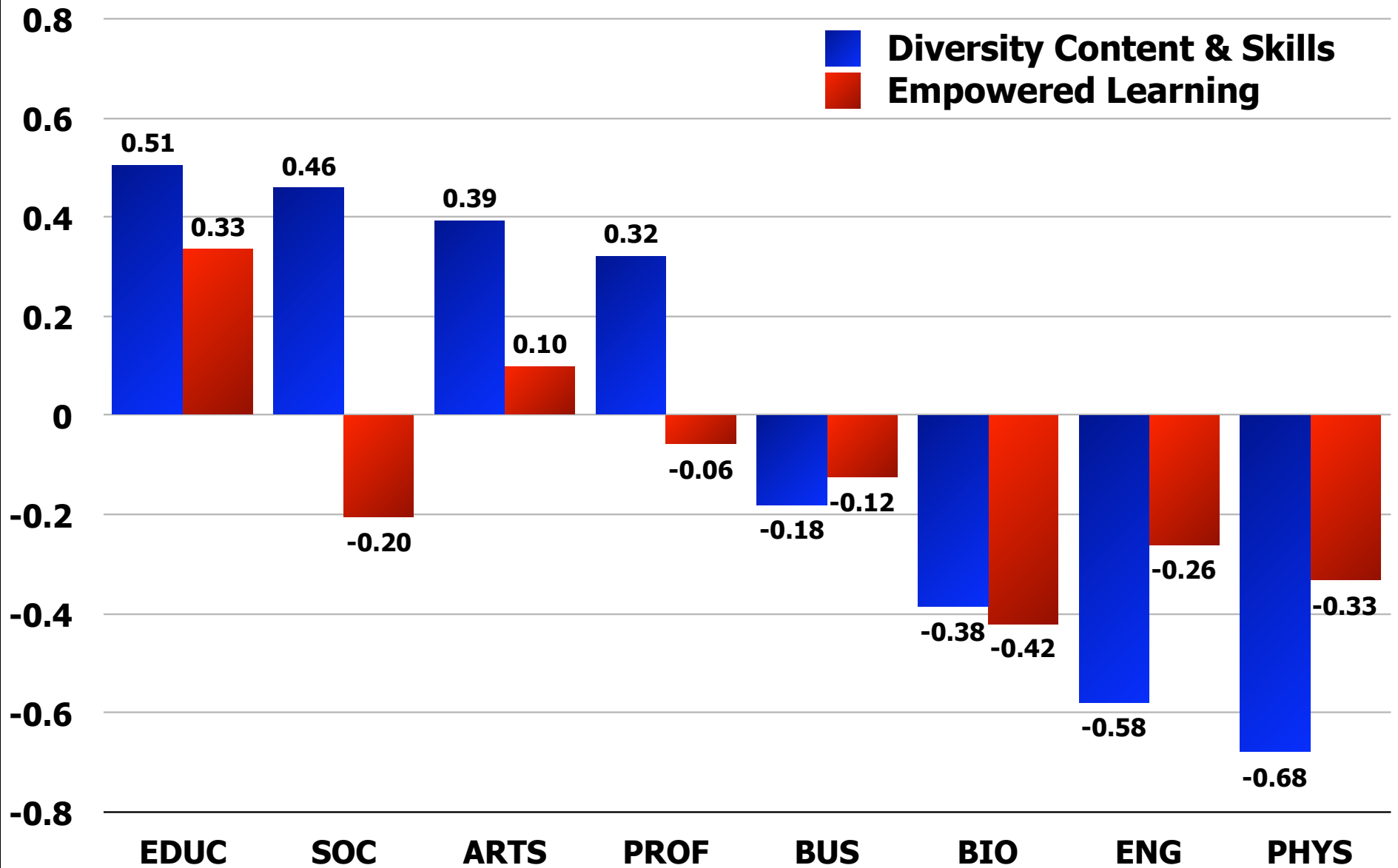
- Women (++)
- Faculty of color (+++)
- Discipline (+++)
- Upper division (++)
- Part-time (+)
- Lecturer/Instructors (+)

## ▶ **Empowered Learning**

- Women (+++)
- Faculty of color (+++)
- Discipline (+++)
- Upper division (+)
- Part-time (+)
- Lecturer/instructors (+)
- Course load (+)
- Years teaching (+)



# Disciplinary Differences in Diversity Inclusiveness





# How Do US and Canadian Faculty Differ?

- ▶ Canadian faculty more frequently
  - Cover course topics from multiple perspectives
  - Address personal biases about course-related issues
  
- ▶ US faculty more frequently use empowered learning techniques
  
- ▶ Slightly more Canadian faculty report course is:
  - Inclusive of diversity
  - Fulfills a “diversity” requirement



# Discussion



## For More Information...

- ▶ Email: [tflaird@indiana.edu](mailto:tflaird@indiana.edu)  
[agarver@indiana.edu](mailto:agarver@indiana.edu)
- ▶ FSSE website: [www.fsse.iub.edu](http://www.fsse.iub.edu)

Copies of papers and presentations as well as annual reports and other information are available through the website