



HOW INCLUSIVE OF DIVERSITY IS YOUR COURSE OR PROGRAM?

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3/24/10

Presentation at the 2010 ACPA Annual Conference
Boston, MA

Session Overview



◆ **Goals**

- ◆ Acquaint you with a model of diversity inclusivity
- ◆ Understand different uses of the model
 - ◆ Design
 - ◆ Assessment

◆ **Outline**

- ◆ The model (development & description)
- ◆ 2 examples of model use (1 design, 1 assessment)
- ◆ Discussion of other potential uses
- ◆ Q&A

But first...

- ◆ **Who has designed or facilitated a 'diversity' course or program?**
- ◆ **A couple of examples**



Some Questions



- ◆ **What makes a program or course a 'diversity' program or course?**
- ◆ **Who decides?**
- ◆ **Are there programs or courses on your campus that are not designated as a 'diversity' program or course?**
- ◆ **Do any of those non-diversity courses or programs include diversity in some way?**

Why Do We Need a Model?

- ◆ **We were not answering those questions very well**
- ◆ **Too content focused**
- ◆ **Ways of assessing too simplistic**
 - ◆ Diversity versus non-diversity
- ◆ **Current models incomplete**



Model Development



Phases/Levels of Diversity Integration



Sources: Banks (2006) and McIntosh (1990)

Examples of Elements

General Model

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

Lattuca & Stark, 2009

Diversity Ed Model

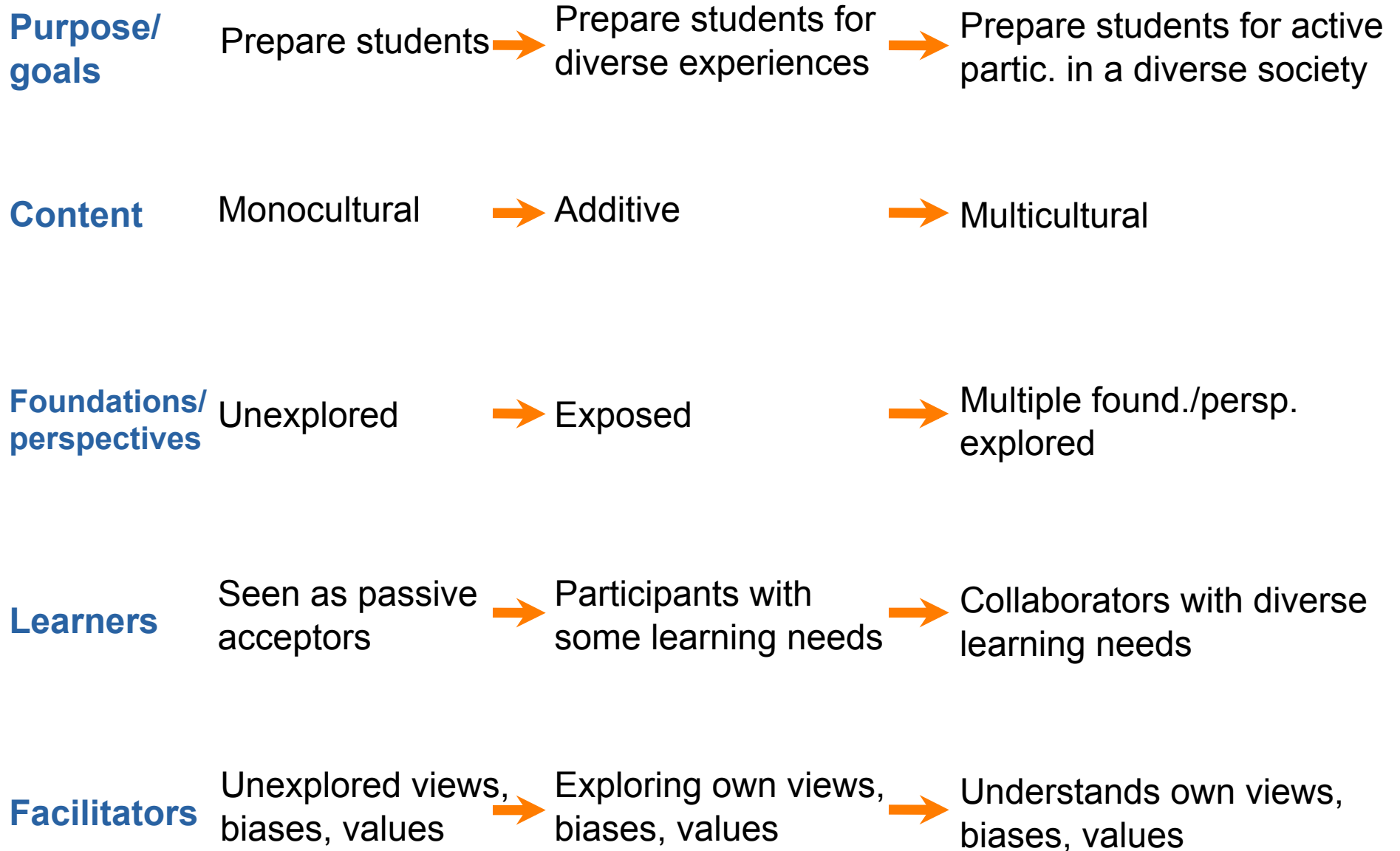
- ◆ Content
- ◆ Process
- ◆ Students
- ◆ Instructors

Marchesani & Adams, 1992

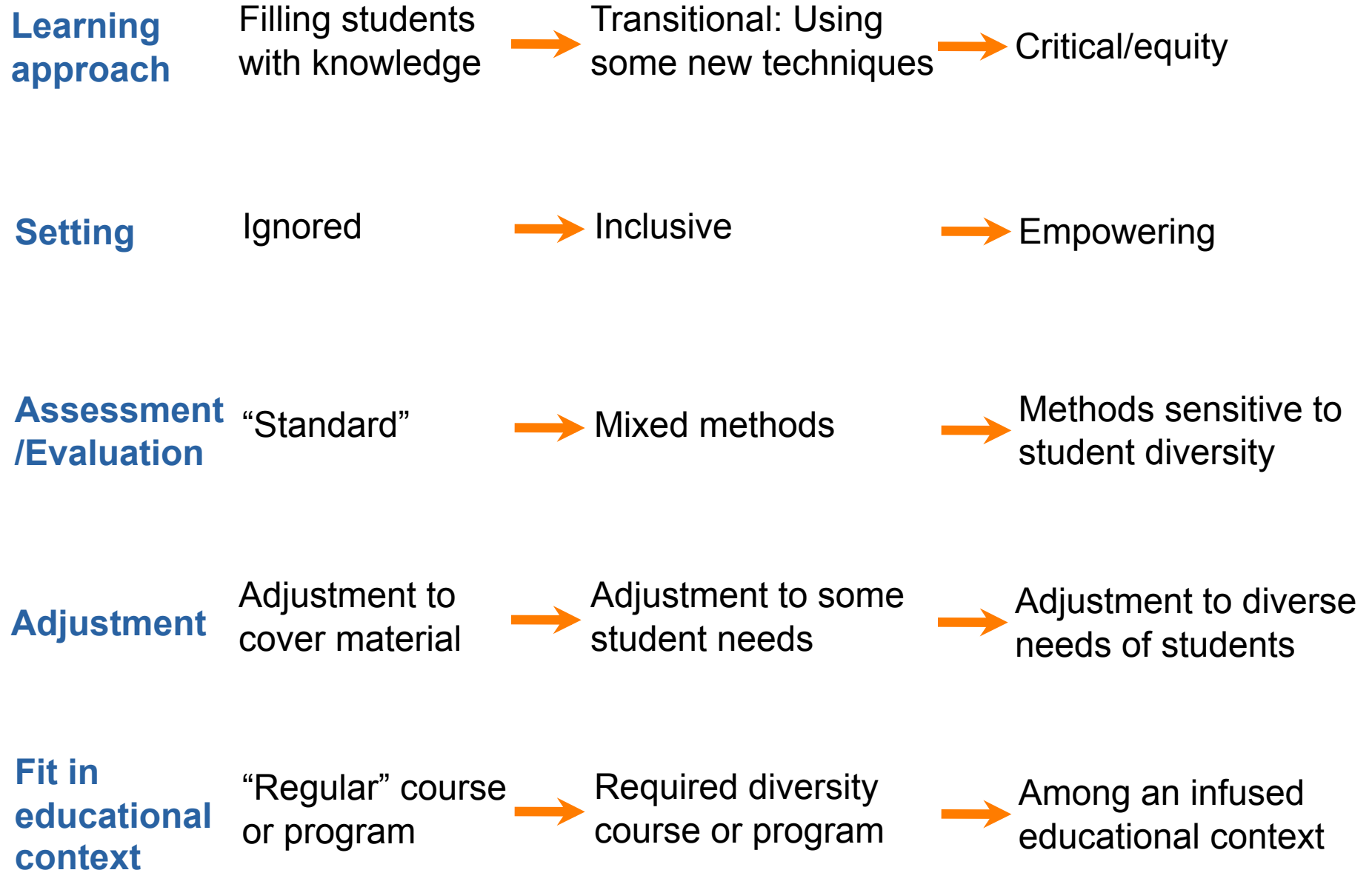
Diversity Course/Program Elements

- ◆ **Purpose/goals**
- ◆ **Content**
- ◆ **Foundations/
perspectives**
- ◆ **Learners**
- ◆ **Facilitators**
- ◆ **Learning
approach**
- ◆ **Setting**
- ◆ **Assessment/
Evaluation**
- ◆ **Adjustment**
- ◆ **Curricular
location**

Elements & Levels of Diversity Inclusion



Elements & Levels of Diversity Inclusion



Model Characteristics

- ◆ **Promotes planning**
- ◆ **Flexible**
 - ◆ Content not necessary reigning supreme
 - ◆ Any course/program can include diversity somewhere
- ◆ **Descriptive v. prescriptive**





Planning/Design Process

Model Use #1



Building One's Own Model

- ◆ **Arrange elements**
- ◆ **Identify key decision points or questions**
- ◆ **Try it out**
- ◆ **Adapt as needed**



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**

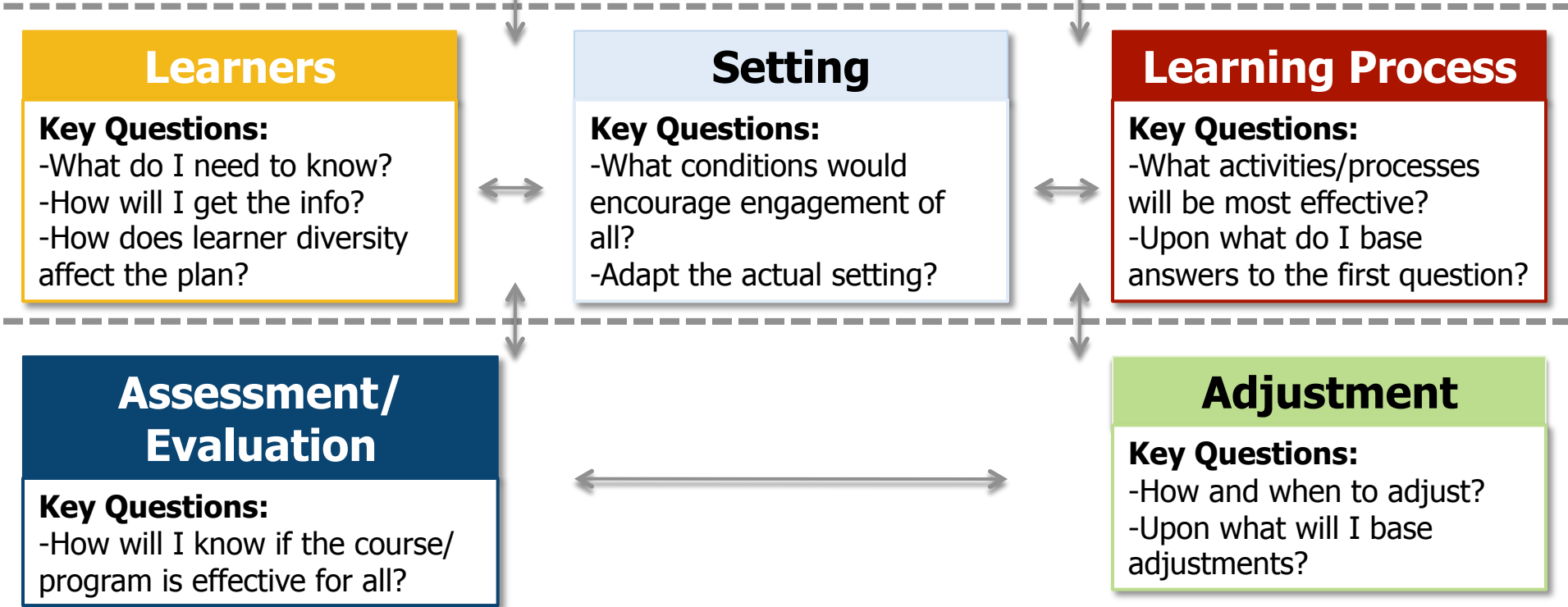
Key Questions:

- 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?





Assessment

Model Use #3



Some Possibilities

- ◆ **Rubric for observations**
- ◆ **Questions for interviews**
- ◆ **Survey items**
 - ◆ For facilitators and learners?
- ◆ **Other possibilities?**



Indicate how much the following happen in your course or program.

Very little Some Quite a bit Very much

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

0 0 0 0

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

0 0 0 0

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

0 0 0 0

The course covers topics from multiple theoretical perspectives

0 0 0 0

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

0 0 0 0

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

0 0 0 0

Indicate how much the following happen in your course or program.	Very little	Some	Quite a bit	Very much
You try to learn about student characteristics in order to improve class instruction	0	0	0	0
You vary your teaching methods to encourage the active participation of all students	0	0	0	0
You work on creating a classroom atmosphere that is conducive to student learning	0	0	0	0
You try to empower students through their class participation	0	0	0	0
You evaluate student learning using multiple techniques	0	0	0	0
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	0	0	0	0

Items Implemented



- ◆ **Faculty Survey of Student Engagement (FSSE) in 2007**
- ◆ **8,720 faculty members**
- ◆ **From 100 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

+++

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Course/Program Improvement

Model Use #3



Key Question and Answer

- ◆ **Q: How can my course/program be more inclusive of diversity?**
- ◆ **A: You need to follow a process.**
 - ◆ Assess, Choose, Adapt



Course/program elements

Current



More Inclusive

Purpose/goals

Content

Foundations/perspectives

Learners

Facilitators

Learning approach

Setting

Assessment/evaluation

Adjustment

Discussion

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