



ENCOURAGING DIVERSITY INCLUSIVITY IN ALL COURSES

DEVELOPING NEW APPROACHES

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Session Overview

◆ Goals

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

◆ Outline

- ◆ The model (development & description)
- ◆ 2 examples of model use (+2 exercises)
- ◆ Discussion



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 not designated as a 'diversity' program or course that still include diversity?**



Why Do We Need a Model?

- ◆ **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

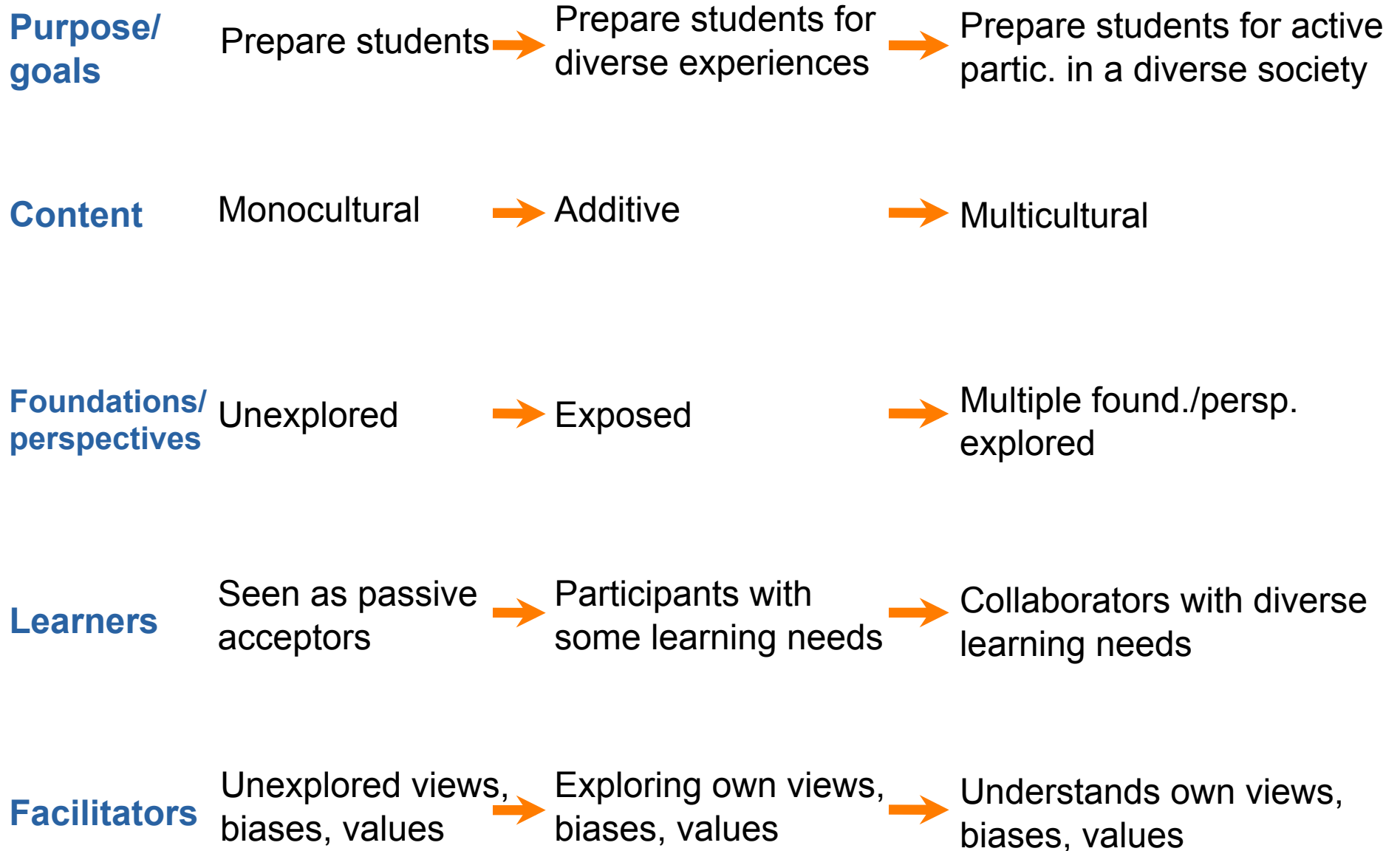
Diversity Course Elements

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

Source: Nelson Laird (under review)



Elements & Levels of Diversity Inclusion



Elements & Levels of Diversity Inclusion

Learning approach

Filling students with knowledge



Transitional: Using some new techniques



Critical/equity

Setting

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

Fit in educational context

“Regular” course or program



Required diversity course or program



Among an infused educational context

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!





Design/Improvement 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?

Instructor(s)

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?

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**

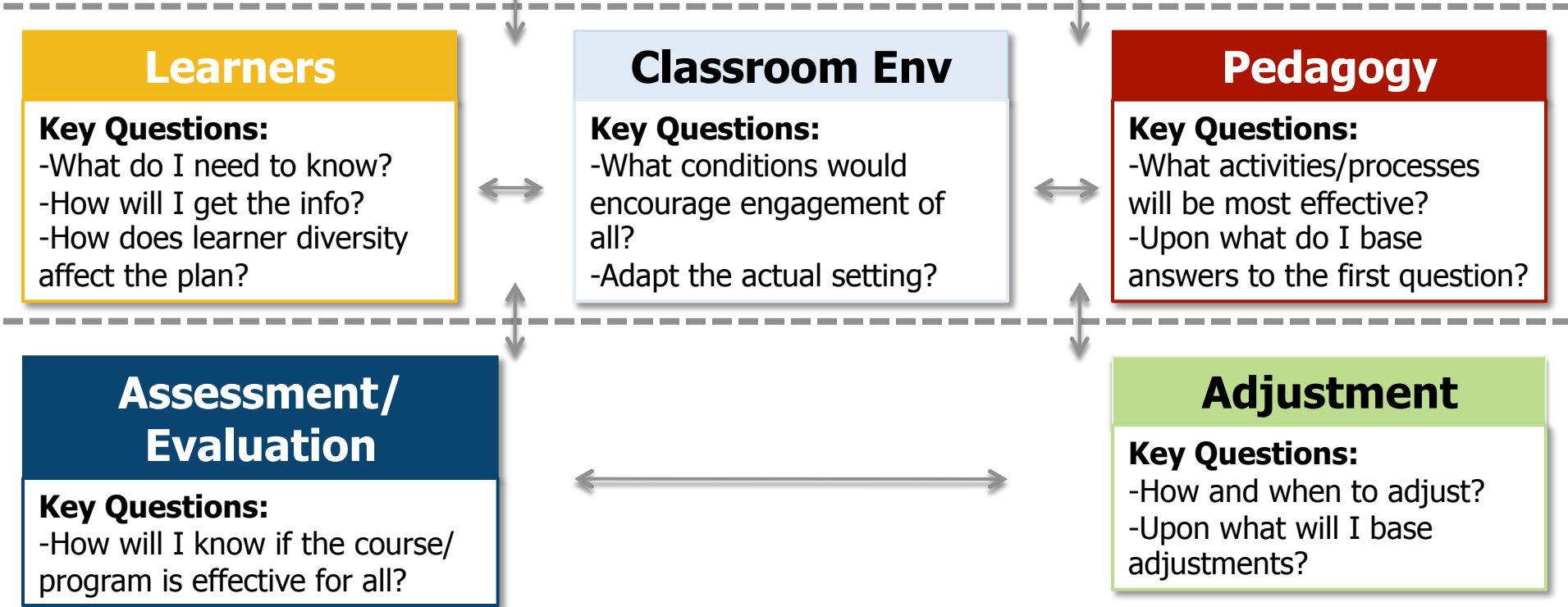
Key Questions:

- 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?



Exercise 1: Improvement

- ◆ **Think of a course or program that already exists (you run it or you've helped)**
- ◆ **Pick an element of the course (except content!) that can be more inclusive of diversity**
- ◆ **How could you change that element to make it more inclusive?**
- ◆ **Now map out how those changes could affect some of the other elements.**



Assessment

Model Use #2



Some Possibilities

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



Course/program elements

Current



More Inclusive

Purpose/goals

Content

Foundations/perspectives

Learners

Facilitators

Learning approach

Setting

Assessment/evaluation

Adjustment

Survey Items

- ◆ **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



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 course topics connect to societal problems or issues

0 0 0 0

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

0 0 0 0

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

0 0 0 0

You emphasize using multiple approaches to understand problems

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 allow for the multiple ways students learn

0 0 0 0

The classroom atmosphere encourages the active participation of all students

0 0 0 0

Students feel empowered in their learning

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

Results from FSSE

Diverse Grounding

	Very little	Some	Quite a bit	Very much
Students gain an understanding of how course topics connect to societal problems or issues	10%	24%	29%	37%
Students develop skills necessary to work effectively with people from various backgrounds	16%	33%	28%	23%
The course content covers contributions to the field by people from multiple cultures	21%	28%	24%	27%
You emphasize using multiple approaches to understand problems	3%	19%	38%	40%
You explore your own cultural and intellectual limitations as part of class preparation	18%	26%	26%	30%
You address your potential biases about course-related issues during class	24%	34%	24%	18%

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%	21%	34%	39%
You vary your teaching methods to allow for the multiple ways students learn	4%	26%	35%	35%
The classroom atmosphere encourages the active participation of all students	1%	10%	30%	59%
Students feel empowered in their learning	1%	20%	42%	36%
You evaluate student learning using multiple techniques	4%	20%	35%	41%
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	6%	23%	31%	40%

Results from FSSE Predicting Diversity Inclusivity

Women

**Diverse
Grounding**

**Inclusive
Learning**

++

+++

Faculty of color

+++

+++

Doctorate

-

Years teaching

-

Rank/employment status (FT Lect)

+

Course load

+

Curricular diversity

++

++

Discipline (largely hard/soft split)

+++

+++

Lower division courses

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Course size

Diversity requirement

+++

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Types of Courses Compared

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

Source: Nelson Laird & Engberg (under review)



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

Some Implications

- ◆ **Assessment of diversity inclusivity possible**
- ◆ **Diversity is being included**
- ◆ **Start where there is agreement (class env)**
- ◆ **Find discipline-based ways to include diversity into courses and programs**
- ◆ **Need to find ways to reach out**



Exercise 2: Reaching Out

- ◆ **Think of a department on campus not known for its inclusion of diversity in its course offerings**
- ◆ **What process might help that department consider being more inclusive in its courses?**
- ◆ **How would you know if you had an effect?**



Discussion

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