Exploring Ways Faculty Incorporate Diversity into Undergraduate Courses

Presentation at the POD Network Conference, Pittsburgh, PA

Indiana University Center for Postsecondary Research

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Purpose

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

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 vary 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

<table>
<thead>
<tr>
<th>Source</th>
<th>Phases</th>
</tr>
</thead>
<tbody>
<tr>
<td>McIntosh (1990)</td>
<td>____less--&gt; ____ in------&gt; ____ as problem,--&gt; ____’s lives as--&gt; Redefined and reconstructed scholarship</td>
</tr>
<tr>
<td></td>
<td>scholarship                               scholarship             anomaly, or absence scholarship</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Course element</th>
<th>Levels of diversity inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose/goals</td>
<td>Prepare students --&gt; Prepare students for --&gt; Prepare students for active</td>
</tr>
<tr>
<td></td>
<td>diverse experiences</td>
</tr>
<tr>
<td></td>
<td>Participating in a diverse society</td>
</tr>
<tr>
<td>Content</td>
<td>Monocultural --&gt; Additive --&gt; Multicultural</td>
</tr>
<tr>
<td>Theoretical foundations</td>
<td>Unexplored --&gt; Exposed --&gt; Multiple frames</td>
</tr>
<tr>
<td></td>
<td>explored</td>
</tr>
<tr>
<td>Learners</td>
<td>Seen as passive --&gt; Seen as participants with some learning needs --&gt; Seen as participants</td>
</tr>
<tr>
<td></td>
<td>with diverse learning needs</td>
</tr>
<tr>
<td>Instructor(s)</td>
<td>Unexplored views, biases, values --&gt; Exploring own views, biases, values --&gt; Understands own</td>
</tr>
<tr>
<td></td>
<td>views, biases, values</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Filling students with knowledge --&gt; Transitional: Using some new techniques --&gt; Critical/Equity</td>
</tr>
<tr>
<td>Classroom environment</td>
<td>Ignored --&gt; Inclusive --&gt; Empowering</td>
</tr>
<tr>
<td>Evaluation</td>
<td>“Standard” --&gt; Mixed methods --&gt; Methods sensitive to student diversity</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Adjustment to cover material --&gt; Adjustment to some needs of students --&gt; Adjustment to</td>
</tr>
<tr>
<td></td>
<td>diverse needs of students</td>
</tr>
<tr>
<td>Curricular location</td>
<td>“Regular” course --&gt; Diversity course/requirement --&gt; Among an infused curriculum</td>
</tr>
</tbody>
</table>
Faculty Survey of Student Engagement
The survey was successfully pilot-tested in 2003, and officially launched in 2004.

To date, almost 100,000 faculty members from more than 465 colleges and universities have responded to the survey.

Average institutional response rates over 50%
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)
FSSE Administration

- Third party administration each spring—IU Center for Survey Research
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online
- Survey options
  - Course-based questions
  - Typical student questions
- “Experimental” items

Faculty Survey of Student Engagement
**FSSE 2007**

- **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

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Arts &amp; Hum</th>
<th>Biology</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Physical Sci</th>
<th>Professional</th>
<th>Social Sciences</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>8%</td>
<td>3%</td>
<td>11%</td>
<td>8%</td>
<td>15%</td>
<td>13%</td>
<td>8%</td>
<td>15%</td>
<td>13%</td>
</tr>
</tbody>
</table>
FSSE 2007
"Experimental" Items
Faculty Survey of Student Engagement 2007

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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain an understanding of how to connect their learning to societal 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 various cultural backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course content emphasizes contributions to the field by people from multiple cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course covers topics from multiple theoretical perspectives</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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You explore your own cultural and intellectual limitations as part of class preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

- [ ] Very much
- [ ] Quite a bit
- [ ] Some
- [ ] Very little

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

- [ ] Very much
- [ ] Quite a bit
- [ ] Some
- [ ] Very little

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

- [ ] Very much
- [ ] Quite a bit
- [ ] Some
- [ ] Very little

You try to empower students through their class participation

- [ ] Very much
- [ ] Quite a bit
- [ ] Some
- [ ] Very little

You evaluate student learning using multiple techniques

- [ ] Very much
- [ ] Quite a bit
- [ ] Some
- [ ] Very little

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

- [ ] Very much
- [ ] Quite a bit
- [ ] Some
- [ ] Very little

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

1 2 3 4 5 6 7

Totally inclusive

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

Yes
No
FSSE Findings: Diversity Inclusiveness
<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain an understanding of how to connect their learning to societal problems or issues</td>
<td>26%</td>
<td>33%</td>
<td>30%</td>
<td>12%</td>
</tr>
<tr>
<td>Students develop skills necessary to work effectively with people from various cultural backgrounds</td>
<td>17%</td>
<td>26%</td>
<td>36%</td>
<td>21%</td>
</tr>
<tr>
<td>The course content emphasizes contributions to the field by people from multiple cultures</td>
<td>19%</td>
<td>22%</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>The course covers topics from multiple theoretical perspectives</td>
<td>27%</td>
<td>34%</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>You address your potential biases about course-related issues during class</td>
<td>27%</td>
<td>29%</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>You explore your own cultural and intellectual limitations as part of class preparation</td>
<td>16%</td>
<td>28%</td>
<td>36%</td>
<td>19%</td>
</tr>
</tbody>
</table>
## Empowered Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>You try to learn about student characteristics in order to improve class instruction</td>
<td>38%</td>
<td>37%</td>
<td>21%</td>
<td>5%</td>
</tr>
<tr>
<td>You vary your teaching methods to encourage the active participation of all students</td>
<td>42%</td>
<td>37%</td>
<td>19%</td>
<td>2%</td>
</tr>
<tr>
<td>You work on creating a classroom atmosphere that is conducive to student learning</td>
<td>66%</td>
<td>30%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>You try to empower students through their class participation</td>
<td>57%</td>
<td>32%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>You evaluate student learning using multiple techniques</td>
<td>44%</td>
<td>34%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs</td>
<td>43%</td>
<td>33%</td>
<td>20%</td>
<td>3%</td>
</tr>
</tbody>
</table>
# Faculty Survey of Student Engagement 2007

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

<table>
<thead>
<tr>
<th>Not at all inclusive</th>
<th>3%</th>
<th>6%</th>
<th>7%</th>
<th>16%</th>
<th>21%</th>
<th>26%</th>
<th>21%</th>
<th>Totally inclusive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- 18% Yes
- 82% No
Percentage of Faculty Scoring 3 or Above

<table>
<thead>
<tr>
<th>Category</th>
<th>Diversity Req</th>
<th>Non-Div Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Content &amp; Skills</td>
<td>59</td>
<td>28</td>
</tr>
<tr>
<td>Empowered Learning</td>
<td>84</td>
<td>71</td>
</tr>
</tbody>
</table>
Relationship between Scales and Self-Report

- Diversity Cont & Skills
- Empowered Learning

How much course is inclusive of diversity

Not at all inclusive

Totally inclusive
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 (+)

Faculty Survey of Student Engagement
Disciplinary Differences in Diversity Inclusiveness

- Diversity Content & Skills
- Empowered Learning

<table>
<thead>
<tr>
<th>Disciplinary Field</th>
<th>Diversity Content &amp; Skills</th>
<th>Empowered Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>0.51</td>
<td>0.33</td>
</tr>
<tr>
<td>SOC</td>
<td>0.46</td>
<td>-0.20</td>
</tr>
<tr>
<td>ARTS</td>
<td>0.39</td>
<td>0.10</td>
</tr>
<tr>
<td>PROF</td>
<td>0.32</td>
<td>-0.06</td>
</tr>
<tr>
<td>BUS</td>
<td>-0.12</td>
<td>-0.18</td>
</tr>
<tr>
<td>BIO</td>
<td>-0.38</td>
<td>-0.42</td>
</tr>
<tr>
<td>ENG</td>
<td>-0.58</td>
<td>-0.26</td>
</tr>
<tr>
<td>PHYS</td>
<td>-0.68</td>
<td>-0.33</td>
</tr>
</tbody>
</table>

Diversity Content & Skills
Empowered Learning
Discussion
For More Information

- Email: tflaird@indiana.edu

- FSSE website: www.fsse.iub.edu

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