Incorporating Diversity into Undergraduate Courses

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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

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%

Quiz

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

- 18%
- 27%
- 36%
- 45%

Quiz

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%

Quiz

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?

Phases of Diversity Integration

- Contributions approach
- Ethnic additive approach
- Transformation approach
- Decision-making & social justice approach

- less scholarship as problem
- anomaly, absence's
- scholarship
- Redefined & reconstructed

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

<table>
<thead>
<tr>
<th>Purpose/goals</th>
<th>Prepare students</th>
<th>Prepare students for diverse experiences</th>
<th>Prepare students for active participation in a diverse society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Monocultural</td>
<td>Additive</td>
<td>Multicultural</td>
</tr>
<tr>
<td>Theoretical Foundations</td>
<td>Unexplored</td>
<td>Exposed</td>
<td>Multiple frames explored</td>
</tr>
<tr>
<td>Learners</td>
<td>Seen as passive acceptors</td>
<td>Participants with some learning needs</td>
<td>Participants with diverse learning needs</td>
</tr>
<tr>
<td>Instructors</td>
<td>Unexplored views, biases, values</td>
<td>Exploring own views, biases, values</td>
<td>Understands own views, biases, values</td>
</tr>
</tbody>
</table>
**Course Elements & Levels of Diversity Inclusion**

- **Pedagogy**: Filling students with knowledge → Transitional: Using some new techniques → Critical/equity
- **Classroom Environment**: Ignored → Inclusive → Empowering
- **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
- **Curricular Location**: “Regular” course → Diversity course/requirement → Among an infused curriculum

**Faculty Survey of Student Engagement**

**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 from:
  - Carleton University
  - Saint Mary’s University
  - University of Calgary
  - University of Guelph
  - University of Prince Edward Island
- 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
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% Biology
- 11% Business
- 8% Education
- 8% Engineering
- 13% Physical Sci

8% Professional
15% Social Sciences

182 institutions
- 18% Doctoral Research
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Field of Study
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- 8% Engineering
- 13% Physical Sci

8% Professional
15% Social Sciences

"Experimental" Items

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

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

FSSE Findings:
Diversity Inclusiveness
### Diversity Content & Skills

<table>
<thead>
<tr>
<th></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>
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<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, 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

**Percentage of Faculty Scoring 3 or Above**

<table>
<thead>
<tr>
<th></th>
<th>Diversity Req</th>
<th>Non-Div Req</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59</td>
<td>71</td>
</tr>
</tbody>
</table>

### Relationship between Scales and Self-Report

- **Diversity Cont & Skills**
- **Empowered Learning**

### 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

For More Information...

- Email: tflaird@indiana.edu
  agarver@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 website