Incorporating Diversity into Undergraduate Courses

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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%
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%
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?
Including Diversity into a Course
Phases of Diversity Integration

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

___less in ___ as problem, ___’s lives as Redefined & reconstructed

Sources: Banks (2001) and McIntosh (1990)
Examples of Elements

- General Model
  - Purpose
  - Content
  - Sequence
  - Instructional Resources
  - Learners
  - Instructional Processes
  - Evaluation
  - Adjustment
  
- Diversity Course
  - Content
  - Process
  - Students
  - Instructors
  
Stark & Lattuca, 1997

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>Elements</th>
<th>Monocultural</th>
<th>Additive</th>
<th>Multicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose/ goals</td>
<td>Prepare students</td>
<td>Prepare students for diverse experiences</td>
<td>Prepare students for active partic. in a diverse society</td>
</tr>
<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
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%.
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
  - 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

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</thead>
<tbody>
<tr>
<td></td>
<td>28%</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Arts &amp; Hum</td>
<td>8%</td>
<td>3%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Biology</td>
<td>Education</td>
<td>Engineering</td>
<td>Physical Sci</td>
<td></td>
</tr>
<tr>
<td>8%</td>
<td>8%</td>
<td>15%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Business</td>
<td>Professional</td>
<td>Social Sciences</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>8%</td>
<td></td>
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</tbody>
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FSSE 2007
“Experimental” Items
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></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>
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</tr>
<tr>
<td>Students develop skills necessary to work effectively with people from various cultural backgrounds</td>
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<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>
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</tr>
<tr>
<td>The course covers topics from multiple theoretical perspectives</td>
<td></td>
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</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>
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</tr>
</tbody>
</table>

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

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

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

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
## Diversity Content & Skills

<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>Totally inclusive</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>21%</td>
<td>26%</td>
</tr>
<tr>
<td>21%</td>
<td>18%</td>
</tr>
</tbody>
</table>

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

- Yes (18%)
- No (82%)
Relationship between Scales and Self-Report

-1.40  -1.05  -0.70  -0.35  0  0.35  0.70

Diversity Cont & Skills
Empowered Learning

How much course is inclusive of diversity

1  2  3  4  5  6  7
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 (+)
Disciplinary Differences in Diversity Inclusiveness

<table>
<thead>
<tr>
<th>Disciplinary Area</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>-0.18</td>
<td>-0.12</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
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
  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.