

Examining the Ways Collegiate Instructors Incorporate Diversity

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Presentation at the Lilly Conference on College and University Teaching, September 26, 2009, Traverse City, MI

Exercise 1

Pick a course you teach or a program you help run. Indicate in the space provided how much each element of that course or program is inclusive of diversity. Respond using the following scale: 1 = Not at all inclusive to 7 = Totally inclusive. Now use the same scale to rate your institution's entire curriculum.

Course elements	Course or program	Institution's curriculum
Purpose/goals	_____	_____
Content	_____	_____
Theoretical foundations	_____	_____
Learners	_____	_____
Instructor(s)	_____	_____
Pedagogy	_____	_____
Classroom environment	_____	_____
Evaluation	_____	_____
Adjustment	_____	_____
Curricular location	_____	NA

Exercise 2

By placing an “X” in the appropriate column, indicate which items go together in groups (either conceptually or practically linked activities). For example, if you think all 12 items form one group, put X’s for each item in the first column. If you think the first three items are one group, put X’s in the first column for those items. You must have at least one group and can have no more than four groups of items. Also, try to name each grouping you come up with.

Diversity Inclusion Items	Item Group 1	Item Group 2	Item Group 3	Item Group 4
Students gain an understanding of how to connect their learning to societal problems or issues	_____	_____	_____	_____
Students develop skills necessary to work effectively with people from various cultural backgrounds	_____	_____	_____	_____
The course content emphasizes contributions to the field by people from multiple cultures	_____	_____	_____	_____
The course covers topics from multiple theoretical perspectives	_____	_____	_____	_____
You explore your own cultural and intellectual limitations as part of class preparation	_____	_____	_____	_____
You address your potential biases about course-related issues during class	_____	_____	_____	_____
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	_____	_____	_____	_____

Exercise 3

For each variable indicate the strength of each predictor by placing two asterisks (**) for a strong predictor, one asterisk for a weak to moderate predictor (*) and no asterisks for a predictor with no or a very weak effect.

Possible predictors	Var 1 predictor strength	Var 2 predictor strength
<i>Faculty Characteristics</i>		
Gender (M/F)	_____	_____
Race/ethnicity	_____	_____
Doctorate (N/Y)	_____	_____
Years of prior teaching	_____	_____
Employment status (PT/FT)	_____	_____
Tenure status (non-tenured/tenured)	_____	_____
Course load	_____	_____
Perceived curricular diversity	_____	_____
<i>Course Characteristics</i>		
Disciplinary area	_____	_____
Course level (LD/UD)	_____	_____
Course size	_____	_____
Diversity requirement	_____	_____

Presentation slides and handout available soon at www.nsse.iub.edu/html/pubs.cfm