Examining the Ways Collegiate Instructors Incorporate Diversity

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Goals for Our Session

To end the session with...

- A better our understanding of how diversity can be included in collegiate courses
- An assessment of how they include diversity into courses of their own
- Knowledge about how faculty across the US include diversity into their courses for comparison and context
But first a little 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 fairly 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%
Overview

- Diversity inclusiveness in courses
- Exercise 1: Assessing your own course
- FSSE 2007 and its “experimental” items
- Exercise 2: Item grouping
- Results: Diversity inclusiveness in courses
- Exercise 3: Predicting predictors
- Results: Predictors of inclusiveness
Including Diversity into a Course
Contributions approach → Ethnic additive approach → Transformation approach → Decision-making & social justice approach

___less scholarship → ___ in scholarship → ___ as problem, anomaly, absence → ___’s lives as scholarship → Redefined & reconstructed

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

- **General Model**
  - Purpose
  - Content
  - Sequence
  - Instructional Resources
  - Learners
  - Instructional Processes
  - Evaluation
  - Adjustment
  
  *Lattuca & Stark, 2009*

- **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 partic. 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
Exercise 1
Faculty Survey of Student Engagement
FSSE History

- The survey was successfully pilot-tested in 2003, and officially launched in 2004
- To date, over 140,000 faculty members from 590 colleges and universities have responded to the survey
- Average institutional response rates about 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 & copies of survey questions & items
  - Selected results
    - Repeatable for participating campuses
    - Example tables & displays
  - Grand frequencies by Carnegie classification
  - Facilitator’s Guide and Using FSSE Data
  - 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
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
  - 1% Canadian

Field of Study

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>Arts &amp; Hum</td>
</tr>
<tr>
<td>6%</td>
<td>Biology</td>
</tr>
<tr>
<td>8%</td>
<td>Business</td>
</tr>
<tr>
<td>8%</td>
<td>Education</td>
</tr>
<tr>
<td>3%</td>
<td>Engineering</td>
</tr>
<tr>
<td>11%</td>
<td>Physical Sci</td>
</tr>
<tr>
<td>8%</td>
<td>Professional</td>
</tr>
<tr>
<td>15%</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>13%</td>
<td>Other</td>
</tr>
</tbody>
</table>
FSSE 2007
“Experimental” Items
Exercise 2
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>
<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 --> **Diverse Grounding** (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
- 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 --> **Inclusive 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
- Totally inclusive
- 7

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

- Yes
- No
FSSE Findings:
Diversity Inclusiveness
Diverse Grounding

<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>28%</td>
<td>31%</td>
<td>29%</td>
<td>12%</td>
</tr>
<tr>
<td>Students develop skills necessary to work effectively with people from various cultural backgrounds</td>
<td>18%</td>
<td>24%</td>
<td>36%</td>
<td>23%</td>
</tr>
<tr>
<td>The course content emphasizes contributions to the field by people from multiple cultures</td>
<td>19%</td>
<td>21%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>The course covers topics from multiple theoretical perspectives</td>
<td>27%</td>
<td>32%</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td>You address your potential biases about course-related issues during class</td>
<td>27%</td>
<td>27%</td>
<td>28%</td>
<td>19%</td>
</tr>
<tr>
<td>You explore your own cultural and intellectual limitations as part of class preparation</td>
<td>17%</td>
<td>26%</td>
<td>38%</td>
<td>20%</td>
</tr>
</tbody>
</table>
## Inclusive 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>35%</td>
<td>22%</td>
<td>5%</td>
</tr>
<tr>
<td>You vary your teaching methods to encourage the active participation of all students</td>
<td>40%</td>
<td>37%</td>
<td>21%</td>
<td>2%</td>
</tr>
<tr>
<td>You work on creating a classroom atmosphere that is conducive to student learning</td>
<td>67%</td>
<td>29%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>You try to empower students through their class participation</td>
<td>57%</td>
<td>30%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>You evaluate student learning using multiple techniques</td>
<td>44%</td>
<td>34%</td>
<td>19%</td>
<td>4%</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>32%</td>
<td>21%</td>
<td>4%</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>21%</td>
</tr>
<tr>
<td>6%</td>
<td>26%</td>
</tr>
<tr>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

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

- 18% Yes
- 82% No
Exercise 3
Effects on Diversity Inclusiveness

- **Diverse Grounding**
  - Women (+)
  - Faculty of color (++)
  - Tenured (-)
  - Course load (+)
  - Curricular diversity (+)
  - Discipline (+++++)
  - Upper division (+)
  - Diversity req (+++)

- **Inclusive Learning**
  - Women (++)
  - Faculty of color (++)
  - Doctorate (-)
  - Years teaching (-)
  - Tenured (-)
  - Course load (+)
  - Curricular diversity (+)
  - Discipline (+++++)
  - Course size (--)
  - Diversity req (+)
Percentage of Faculty Scoring 3 or Above

- **Diverse Grounding**
  - Diversity Req: 59%
  - Non-Div Req: 28%

- **Inclusive Learning**
  - Diversity Req: 84%
  - Non-Div Req: 71%
Disciplinary Differences in Diversity Inclusiveness

<table>
<thead>
<tr>
<th>Disciplinary Area</th>
<th>Diverse Grounding</th>
<th>Inclusive Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>1.17</td>
<td>0.63</td>
</tr>
<tr>
<td>SOC</td>
<td>1.16</td>
<td>0.18</td>
</tr>
<tr>
<td>ARTS</td>
<td>1.09</td>
<td>0.41</td>
</tr>
<tr>
<td>PROF</td>
<td>0.98</td>
<td>0.24</td>
</tr>
<tr>
<td>BUS</td>
<td>0.57</td>
<td>0.29</td>
</tr>
<tr>
<td>BIO</td>
<td>0.29</td>
<td>0.29</td>
</tr>
<tr>
<td>ENG</td>
<td>-0.01</td>
<td>0.02 0.03</td>
</tr>
</tbody>
</table>

Diverse Grounding
Inclusive Learning
Relationship between Scales and Self-Report

Diverse Grounding
Inclusive Learning

How much course is inclusive of diversity

Not at all inclusive
Totally inclusive

0
0.3
0.6
-0.3
-0.6
-0.9
-1.2
1
2
3
4
5
6
7
Some Implications

- Inclusion of diversity may be happening more than people have previously estimated or assumed.
- Focusing on more than content broadens who can be involved in the dialogue about diversity inclusion.
- Curricular diversity and student development and learning conversations need to merge more regularly.
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 website.