ENCOURAGING DIVERSITY INCLUSIVITY IN ALL COURSES

DEVELOPING NEW APPROACHES

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Indiana University

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Session Overview

◆ Goals
  ◆ Acquaint you with a model of diversity inclusivity
  ◆ Understand different uses of the model
    ◆ Design, Improvement, Assessment

◆ Outline
  ◆ The model (development & description)
  ◆ 2 examples of model use (+2 exercises)
  ◆ Discussion
But first...

- Who has designed or facilitated a ‘diversity’ course or program?

- A couple of examples?
Some Questions

- What makes a program or course a ‘diversity’ program or course?
- Who decides?
- Are there programs or courses on your campus not designated as a ‘diversity’ program or course that still include diversity?
Why Do We Need a Model?

- Not answering those questions very well
- Too content focused
- Ways of assessing too simplistic
  - Diversity versus non-diversity
- Current models incomplete
Model Development
Phases/Levels of Diversity Integration

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

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

Sources: Banks (2006) and McIntosh (1990)
Examples of Elements

**General Model**
- Purpose
- Content
- Sequence
- Instructional Resources
- Learners
- Instructional Processes
- Evaluation
- Adjustment

**Diversity Ed Model**
- Content
- Process
- Students
- Instructors

*Marchesani & Adams, 1992*

*Lattuca & Stark, 2009*
Diversity Course Elements

- Purpose/goals
- Content
- Foundations/perspectives
- Learners
- Instructor(s)

- Pedagogy
- Classroom environment
- Assessment/Evaluation
- Adjustment

Source: Nelson Laird (under review)
## 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>Foundations/perspectives</td>
<td>Unexplored</td>
<td>Exposed</td>
<td>Multiple found./persp. explored</td>
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<tr>
<td>Learners</td>
<td>Seen as passive acceptors</td>
<td>Participants with some learning needs</td>
<td>Collaborators with diverse learning needs</td>
</tr>
<tr>
<td>Facilitators</td>
<td>Unexplored views, biases, values</td>
<td>Exploring own views, biases, values</td>
<td>Understands own views, biases, values</td>
</tr>
</tbody>
</table>
Elements & Levels of Diversity Inclusion

Learning approach
- Filling students with knowledge
- Transitional: Using some new techniques
- Critical/equity

Setting
- Ignored
- Inclusive
- Empowering

Assessment /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

Fit in educational context
- “Regular” course or program
- Required diversity course or program
- Among an infused educational context
Model Characteristics

- Promotes planning
- Content only one of nine elements
- Flexible
  - Design your way (create your own prescription)
  - Any course can include diversity somewhere
- Easily derive assessment tools
  - Surveys, rubrics, and worksheets! Oh my!
Design/Improvement Process

Model Use #1
Building One’s Own Model

- Arrange elements
- Identify key decision points or questions
- Try it out
- Adapt as needed
**Purpose/goals**

**Key Questions:**
- What’s the main purpose?
- What specific things should participants learn?
- How do goals contribute to creating more just multicultural society?

**Content**

**Key Questions:**
- What will be covered?
- In what order?
- Materials from diff cultures?

**Foundations/perspectives**

**Key Questions:**
- Assumptions? Perspectives?
- Diff approaches to problems?

**Instructor(s)**

**Key Questions:**
- Any biases about material?
- What facilitator views or values are important?
- How does it matter that I will be a facilitator?

**Learners**

**Key Questions:**
- What do I need to know?
- How will I get the info?
- How does learner diversity affect the plan?

**Classroom Env**

**Key Questions:**
- What conditions would encourage engagement of all?
- Adapt the actual setting?

**Pedagogy**

**Key Questions:**
- What activities/processes will be most effective?
- Upon what do I base answers to the first question?

**Assessment/Evaluation**

**Key Questions:**
- How will I know if the course/program is effective for all?

**Adjustment**

**Key Questions:**
- How and when to adjust?
- Upon what will I base adjustments?
Exercise 1: Improvement

- Think of a course or program that already exists (you run it or you’ve helped)

- Pick an element of the course (except content!) that can be more inclusive of diversity

- How could you change that element to make it more inclusive?

- Now map out how those changes could affect some of the other elements.
Some Possibilities

- Rubric for observations
- Questions for interviews
- Self-assessment worksheets
- Survey items
  - For facilitators and learners?
- Other possibilities?
<table>
<thead>
<tr>
<th>Course/program elements</th>
<th>Current</th>
<th>More Inclusive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose/goals</td>
<td></td>
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<tr>
<td>Content</td>
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<tr>
<td>Foundations/perspectives</td>
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<td>Learners</td>
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<td>Facilitators</td>
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<tr>
<td>Learning approach</td>
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<tr>
<td>Setting</td>
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<tr>
<td>Assessment/evaluation</td>
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<tr>
<td>Adjustment</td>
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</tbody>
</table>
Survey Items

- **Faculty Survey of Student Engagement**

- **In 2007**
  - About 9,000 faculty members
  - From 100 U.S. colleges and universities

- **In 2010**
  - About 4,000 faculty members
  - From 60 U.S. colleges and universities
<table>
<thead>
<tr>
<th></th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
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<tbody>
<tr>
<td>Students gain an understanding of how course topics connect to societal problems or issues</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Students develop skills necessary to work effectively with people from various backgrounds</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The course content covers contributions to the field by people from multiple cultures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You emphasize using multiple approaches to understand problems</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You explore your own cultural and intellectual limitations as part of class preparation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You address your potential biases about course-related issues during class</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Activity</td>
<td>Very Little</td>
<td>Some</td>
<td>Quite a Bit</td>
<td>Very Much</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>You try to learn about student characteristics in order to improve class instruction</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>You vary your teaching methods to allow for the multiple ways students learn</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>The classroom atmosphere encourages the active participation of all students</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Students feel empowered in their learning</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>You evaluate student learning using multiple techniques</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs</td>
<td>0</td>
<td>0</td>
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</table>
## Results from FSSE

### Diverse Grounding

<table>
<thead>
<tr>
<th>Description</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
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<tr>
<td>Students gain an understanding of how course topics connect to societal problems or issues</td>
<td>10%</td>
<td>24%</td>
<td>29%</td>
<td>37%</td>
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<tr>
<td>Students develop skills necessary to work effectively with people from various backgrounds</td>
<td>16%</td>
<td>33%</td>
<td>28%</td>
<td>23%</td>
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<tr>
<td>The course content covers contributions to the field by people from multiple cultures</td>
<td>21%</td>
<td>28%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>You emphasize using multiple approaches to understand problems</td>
<td>3%</td>
<td>19%</td>
<td>38%</td>
<td>40%</td>
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<tr>
<td>You explore your own cultural and intellectual limitations as part of class preparation</td>
<td>18%</td>
<td>26%</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>You address your potential biases about course-related issues during class</td>
<td>24%</td>
<td>34%</td>
<td>24%</td>
<td>18%</td>
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<tr>
<td>Inclusive Learning</td>
<td>Very little</td>
<td>Some</td>
<td>Quite a bit</td>
<td>Very much</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>You try to learn about student characteristics in order to improve class instruction</td>
<td>5%</td>
<td>21%</td>
<td>34%</td>
<td>39%</td>
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<tr>
<td>You vary your teaching methods to allow for the multiple ways students learn</td>
<td>4%</td>
<td>26%</td>
<td>35%</td>
<td>35%</td>
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<tr>
<td>The classroom atmosphere encourages the active participation of all students</td>
<td>1%</td>
<td>10%</td>
<td>30%</td>
<td>59%</td>
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<td>Students feel empowered in their learning</td>
<td>1%</td>
<td>20%</td>
<td>42%</td>
<td>36%</td>
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<tr>
<td>You evaluate student learning using multiple techniques</td>
<td>4%</td>
<td>20%</td>
<td>35%</td>
<td>41%</td>
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<tr>
<td>You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs</td>
<td>6%</td>
<td>23%</td>
<td>31%</td>
<td>40%</td>
</tr>
<tr>
<td>Factor</td>
<td>Diverse Grounding</td>
<td>Inclusive Learning</td>
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<tr>
<td>---------------------------------------------</td>
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<tr>
<td>Women</td>
<td>++</td>
<td>+++</td>
<td></td>
<td></td>
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<tr>
<td>Faculty of color</td>
<td>++++</td>
<td>++++</td>
<td></td>
<td></td>
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<tr>
<td>Doctorate</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td>Years teaching</td>
<td></td>
<td>-</td>
<td></td>
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<tr>
<td>Rank/employment status (FT Lect)</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course load</td>
<td></td>
<td>+</td>
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<tr>
<td>Curricular diversity</td>
<td>++</td>
<td>++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline (largely hard/soft split)</td>
<td>++++</td>
<td>++++</td>
<td></td>
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<tr>
<td>Lower division courses</td>
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<td>- -</td>
<td></td>
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<tr>
<td>Course size</td>
<td></td>
<td>- - - -</td>
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<tr>
<td>Diversity requirement</td>
<td>++++</td>
<td>++</td>
<td></td>
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</tbody>
</table>
Types of Courses Compared

- Diversity requirements
- Highly inclusive non-requirements
- Less inclusive non-requirements

Source: Nelson Laird & Engberg (under review)
<table>
<thead>
<tr>
<th>Effective Teaching Scales</th>
<th>Highly Inclusive Non-Req</th>
<th>Less Inclusive Non-Req</th>
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</thead>
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<td>Diverse grounding</td>
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<td>-1.00</td>
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<tr>
<td>Inclusive learning</td>
<td>0.67</td>
<td>-0.58</td>
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<tr>
<td>Diverse interactions</td>
<td>0.39</td>
<td>-0.53</td>
</tr>
<tr>
<td>Deep approaches to learning</td>
<td>0.61</td>
<td>-0.55</td>
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<td>Active classroom practice</td>
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<td>Student-faculty contact</td>
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<tr>
<td>Intellectual skills</td>
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<tr>
<td>Practical skills</td>
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<td>-0.35</td>
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<tr>
<td>Ind &amp; social responsibility</td>
<td>0.36</td>
<td>-0.89</td>
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</tbody>
</table>
Some Implications

- Assessment of diversity inclusivity possible
- Diversity is being included
- Start where there is agreement (class env)
- Find discipline-based ways to include diversity into courses and programs
- Need to find ways to reach out
Exercise 2: Reaching Out

- Think of a department on campus not known for its inclusion of diversity in its course offerings
- What process might help that department consider being more inclusive in its courses?
- How would you know if you had an effect?
Discussion

For more information contact:
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References


