



EXAMINING DIVERSITY INCLUSIVITY IN COLLEGE COURSES

UPDATES AND TRENDS

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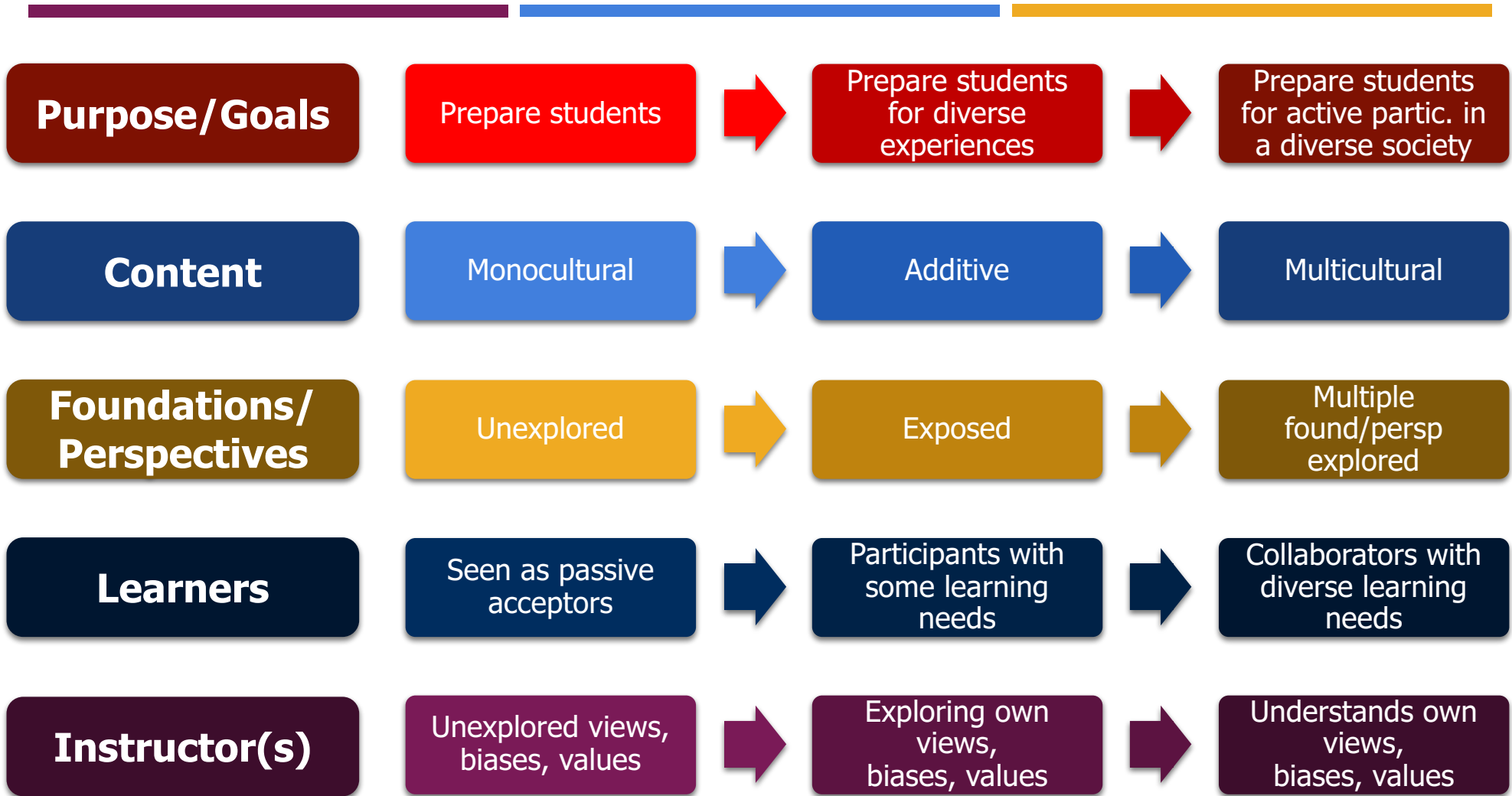
SESSION OVERVIEW



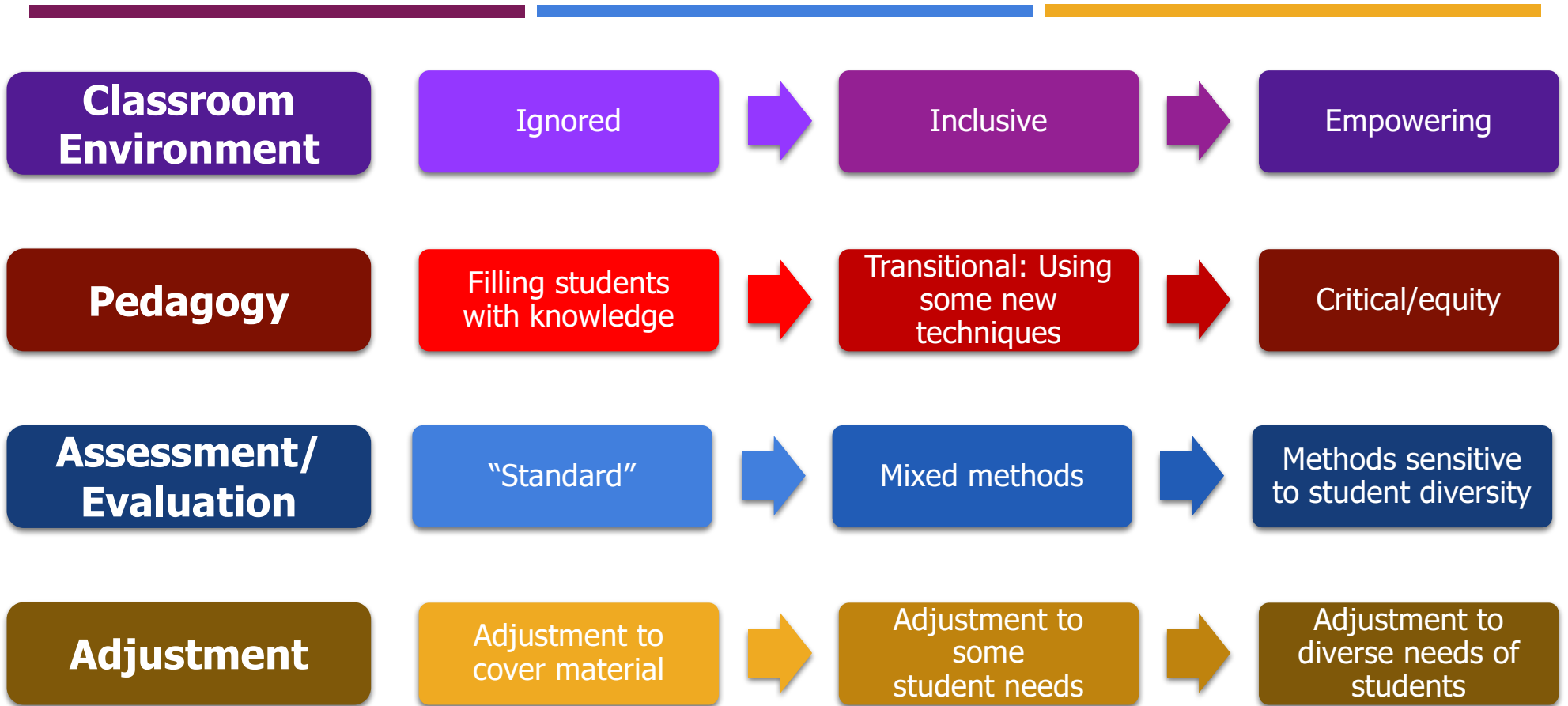
- Background on diversity inclusivity research
- Diversity inclusivity model
- Methods
- Results
- Implications

PREVIOUS RESEARCH

- The incorporation of diversity into curricular experiences has positive effects on student learning (Chang, 2002; Denson & Chang, 2009).
- Students who take a diversity course make gains in moral reasoning and have higher levels of critical thinking (Hurtado, Mayhew, & Engberg, 2003) (Hurtado, 2003; Pascarella, Palmer, More, & Pierson, 2001; Villalpando, 2002).
- Taking only one course is not sufficient – students need to engage diversity in multiple courses to receive the benefits others found (Brown, 2004; Larke, 1990).
- However, what constitutes a “diversity course” and the extent to which diversity is incorporated throughout the curriculum has been difficult to determine (Nelson Laird, 2011).



Source: Nelson Laird (2014)



Source: Nelson Laird (2014)



RESEARCH QUESTIONS

- How much do faculty report including diversity in their courses?
- How do faculty and course characteristics, as well as faculty perceptions of institutional commitment to diversity, relate to how much faculty include diversity in their courses?

DATA SOURCE

- Faculty Survey of Student Engagement (FSSE)
- Diversity Inclusivity exp item set appended to 2017 FSSE
 - 42 U.S. institutions, 4,618 faculty members

Quick Clarification!

- Inclusiveness and Engagement with Cultural Diversity is a Topical Module offered on NSSE and FSSE
- Diversity Inclusivity is an experimental item set appended to FSSE 2007 and 2017

RESPONDENTS

- 69% White 6% Asian 6% Hispanic/Latinx
3% Multiracial 2% “Other” 8% PNR
- 48% Man 48% Woman 4% PNR
- 85% Straight 6% LGBTQ+ 9% PNR
- 66% with doctoral degrees
- ~ 20% from each rank
- 62% public institutions
- 19% doctoral/research universities
57% master’s universities 24% baccalaureate colleges



DIVERSITY INCLUSIVITY EXP ITEM SET

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

Response options: Yes, No

- | | | |
|--|----------------|---------------|
| a. A program or department requirement | YES 27% | NO 73% |
| b. A school, college, or campus-wide requirement | | |

How important to you is it to improve how diversity is included in your selected course section?

Very important	35%	Somewhat important	23%
Important	25%	Not important	17%

DIVERSITY INCLUSIVITY EXP ITEM SET

In the past year, how often have you participated in activities (workshops, campus programs, conference sessions, etc.) to improve the inclusion of diversity in your selected course section?

Very often	10%	Sometimes	40%
Often	16%	Never	34%

Please indicate whether the following statements are true or false.

- | | | |
|--|-----------------|------------------|
| a. Trying to be more inclusive of diversity makes you uncomfortable | True 6% | False 94% |
| b. You change things in your courses every year to be more inclusive of diversity | True 58% | False 42% |
| c. You do not feel supported by others in the work you do to be more inclusive of diversity | True 13% | False 87% |
| d. You work regularly with your colleagues to find ways for your courses to be more inclusive of diversity | True 44% | False 56% |

DIVERSITY INCLUSIVITY EXP ITEM SET

How inclusive of diversity is your institution's undergraduate curriculum?

Response options: Not at all inclusive (1) to Totally Inclusive (7)

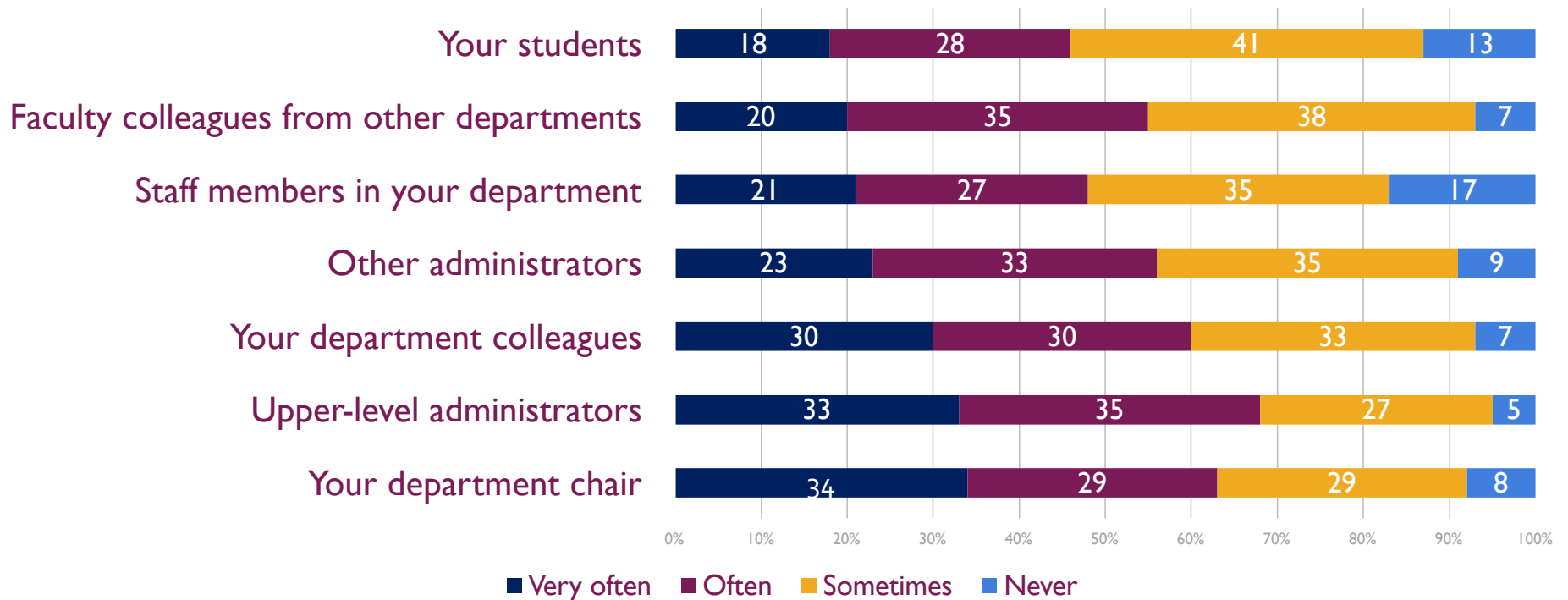
1 – 3: 15% **4: 20%** **5 – 7: 65%**

How important to you is it for the undergraduate curriculum of your institution to be more inclusive of diversity?

Very important	43%	Somewhat important	18%
Important	32%	Not important	7%

DIVERSITY INCLUSIVITY EXP ITEM SET

How often do the following people at your institution express their commitment to diversity?



DIVERSITY INCLUSIVITY EXP ITEM SET

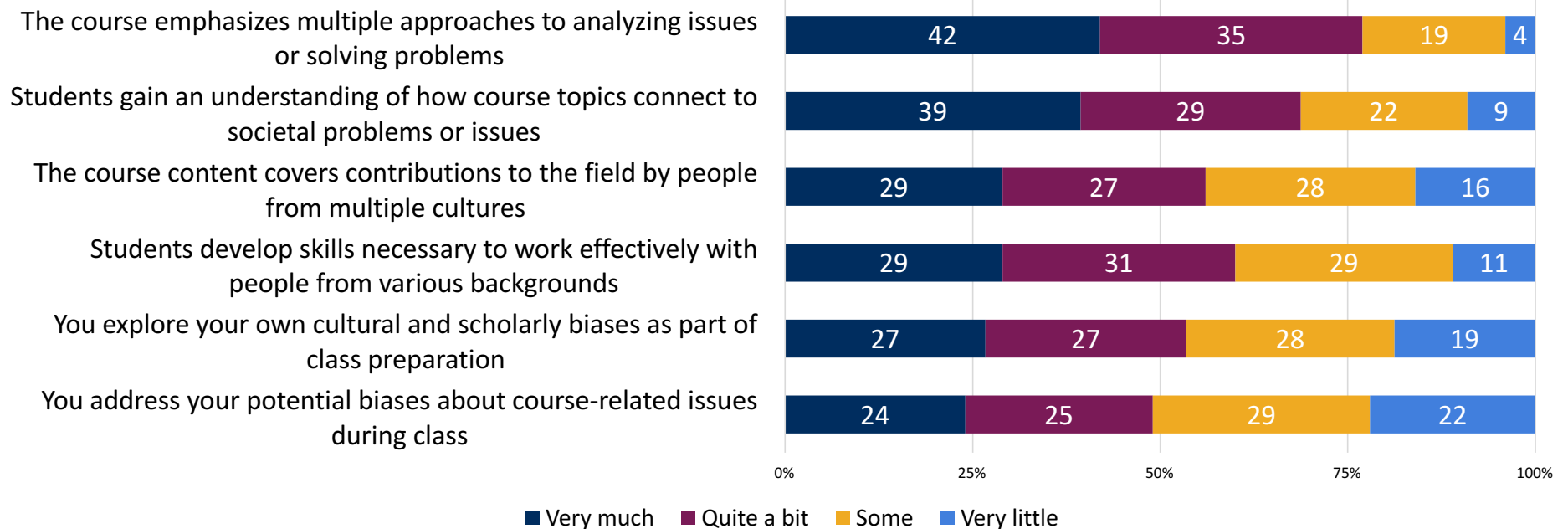
In your selected course section, how much do the following happen?

Response options: Very much, Quite a bit, Some, Very little

Students gain an understanding of how course topics connect to societal problems or issues	Purpose/goals	Diverse Grounding Scale
Students develop skills necessary to work effectively with people from various backgrounds	Purpose/goals	
The course content covers contributions to the field by people from multiple cultures	Content	
The course emphasizes multiple approaches to analyzing issues or solving problems	Foundations/ Perspectives	
You explore your own cultural and scholarly biases as part of class preparation	Instructor(s)	
You address your potential biases about course-related issues during class	Instructor(s)	
You learn about student characteristics in order to improve class instruction	Learners	Inclusive Learning Scale
You vary your teaching methods to allow for the multiple ways students learn	Pedagogy	
The classroom atmosphere encourages the active participation of all students	Classroom Environment	
Students feel empowered in their learning	Pedagogy	
You evaluate student learning using multiple techniques	Assessment/ Evaluation	
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	Adjustment	

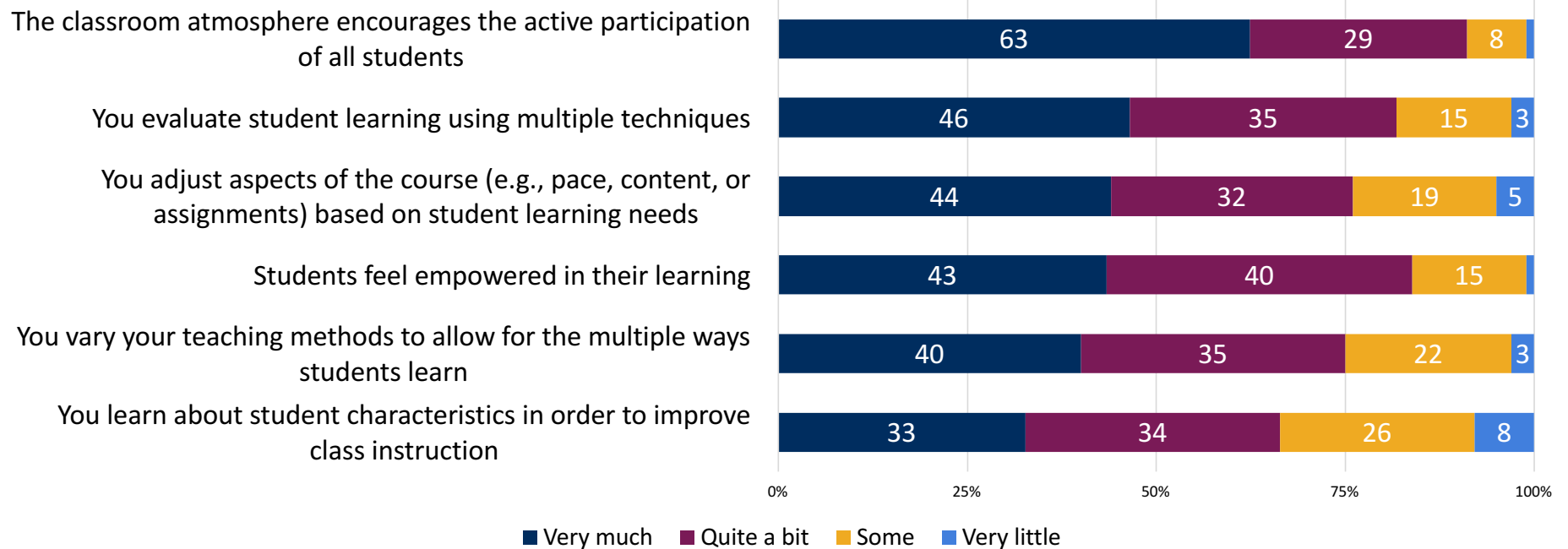
FINDINGS: FREQUENCIES

Diverse Grounding Practices Responses



FINDINGS: FREQUENCIES

Inclusive Learning Practices Responses



FINDINGS: PREDICTORS OF DIVERSITY INCLUSIVITY

Predicting Diversity Inclusivity	Diverse Grounding	Inclusive Learning
Women	+++	+++
African Amer. or Black; Hispanic Faculty	+++	+++
Multiracial; Other faculty	++	+
Asian Faculty		++
PNR to race/ethnicity	+	++
LGBTQ+	++	+
Doctorate		- -
Years teaching		-
Course load	+++	+++

FINDINGS: PREDICTORS OF DIVERSITY INCLUSIVITY

Predicting Diversity Inclusivity	Diverse Grounding	Inclusive Learning
Curricular diversity		++
Discipline (largely hard/soft split)	- - -	- - -
Lower division	-	- -
Diversity requirement	+++	+++
Perceived inst commitment to diversity	+++	+++
General ed designation	+++	
Auxiliary location	+++	+++
Combination distance and classroom	++	
Small course size		+++

TRENDS

	Very much		Quite a bit		Some		Very little	
	2017	2007	2017	2007	2017	2007	2017	2007
Students develop skills necessary to work effectively with people from various (cultural) backgrounds	29%	17%	31%	23%	29%	36%	11%	23%
The course content covers (emphasizes) contributions to the field from people from multiple cultures	29%	19%	27%	21%	28%	31%	16%	30%
You address your potential biases about course-related issues during class	24%	16%	25%	26%	29%	38%	22%	20%
You evaluate student learning using multiple techniques	46%	42%	35%	34%	15%	20%	3%	4%
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	44%	41%	32%	33%	19%	22%	5%	4%



IMPLICATIONS

- More faculty are incorporating diversity than we might think
- Every course can be more inclusive
- By changing the way we assess diversity inclusivity we can better understand the impact of diversity in the curriculum
- Assessing diversity inclusivity in this way allows for focus on elements with greater faculty agreement

QUESTIONS/COMMENTS?

Thank you for joining us!

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