Improving Diversity and Inclusion in College Courses Should Account for Varied Faculty Roles

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What comes to mind when you think about diversity and inclusion in college courses?

Where in the curriculum and in whose classrooms do you find diversity and inclusion?

How do you know when a course is inclusive of diversity?

Elements & Levels of Diversity Inclusion

Purpose/Goals
Prepare students
Prepare students
Prepare students
for diverse experiences
for active participation in a diverse society

Content
Monocultural
Additive
Multicultural

Foundations/Perspectives
Unexplored
Exposed
Multiple foundations, perspectives

Learners
Seen as passive acceptors
Participants with some learning needs
Collaborators with diverse learning needs

Instructor(s)
Unexplored views, biases, values
Exploring own views, biases, values
Understands own views, biases, values

Classroom Environment
Ignored
Inclusive
Empowering

Pedagogy
Filling students with knowledge
Facilitational: Using active learning techniques
Critical/Equity

Assessment/Evaluation
"Standard"
Mixed methods
Methods sensitive to student diversity

Adjustment
Adjustment to cover material
Adjustment to diverse needs of students

Model Benefits
• Promotes planning and improvement
• 9 key elements (content is only 1 of 9)
• Flexible
  • Design your way (create your own path)
  • Any course can include diversity somewhere
• Easily derive assessment tools and tasks
How are diversity and inclusion being assessed at your institution?

Are diversity and inclusion being assessed at your institution?!
Reflective and Integrative Learning

How important is it to you that the typical student do the following:

- Combine ideas from different courses when completing assignments
- Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examine the strengths and weaknesses of their own views on a topic or issue
- Try to better understand someone else's views by imagining how an issue looks from their perspective
- Learn something that changes the way they understand an issue or concept
- Connect ideas from your course to their prior experiences and knowledge

Models controlled for disciplinary area, academic rank, tenure status, gender identity, racial/ethnic identity, sexual orientation.

Reflective & Integrative Learning

Measure Differences Overall

<table>
<thead>
<tr>
<th>Driving Items</th>
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Discussions with Diverse Others

How much opportunity do students have to engage in discussions with people from the following groups:

- People of a race or ethnicity other than their own
- People from an economic background other than their own
- People with religious beliefs other than their own
- People with political views other than their own

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- People from an economic background other than their own
- People with religious beliefs other than their own
- People with political views other than their own
- All of them!
### Inclusive and Culturally Engaging Coursework

How much do your courses emphasize the following:

- Developing the skills necessary to work effectively with people from various backgrounds
- Recognizing students’ cultural norms and biases
- Students sharing their perspectives and experiences
- Exploring students’ backgrounds through projects, assignments, or programs
- Learning about other cultures
- Discussing issues of equity or privilege
- Respecting the expression of diverse ideas

### Driving Items

- Recognizing students’ cultural norms and biases
- Students sharing their perspectives and experiences
- Exploring students’ backgrounds through projects, assignments, or programs
- Discussing issues of equity or privilege

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