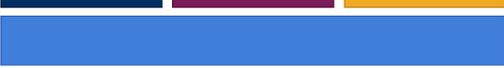




Improving Diversity and Inclusion in College Courses Should Account for Varied Faculty Roles

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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/Goles	Prepare students	→	Prepare students for diverse experiences	→	Prepare students for active partic. in a diverse society
Content	Monocultural	→	Additive	→	Multicultural
Foundations/Perspectives	Unexplored	→	Exposed	→	Multiple found/persp explored
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

Source: Nelson Laird (2014)



Elements & Levels of Diversity Inclusion

Classroom Environment	Ignored	→	Inclusive	→	Empowering
Pedagogy	Filling students with knowledge	→	Transitional: Using some new techniques	→	Critical/equity
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

Source: Nelson Laird (2014)



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?!

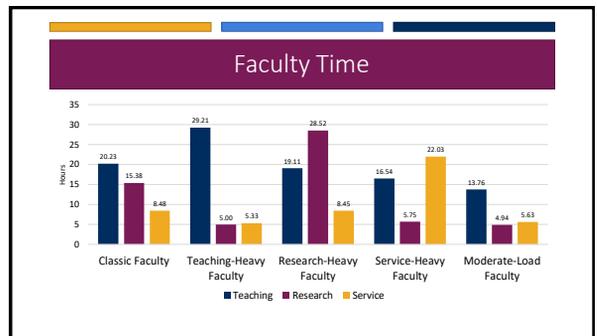
FSSE

- The Faculty Survey of Student Engagement (FSSE) measures faculty perceptions of, values for, and involvement in effective educational practices at four-year colleges and universities
- This study focuses on data from FSSE 2017-2018
 - Participated in the Inclusiveness and Engagement with Cultural Diversity Topical Module
 - 50 institutions
 - 5,555 faculty
- Faculty time groupings were created using nearly 40,000 full-time faculty at over 400 colleges and universities from 2014-2018

Faculty Time

We found **five** groups based on time spend on teaching, research and service:

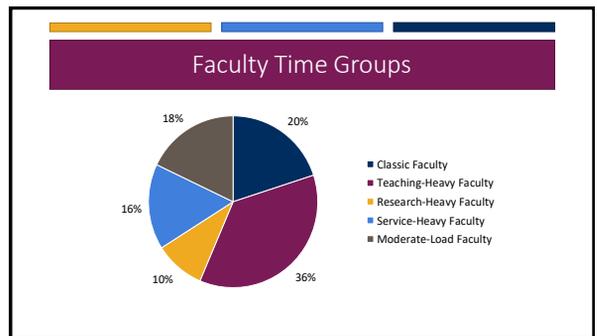
- ??
- Teaching-Heavy Faculty
- ??
- ??
- ??

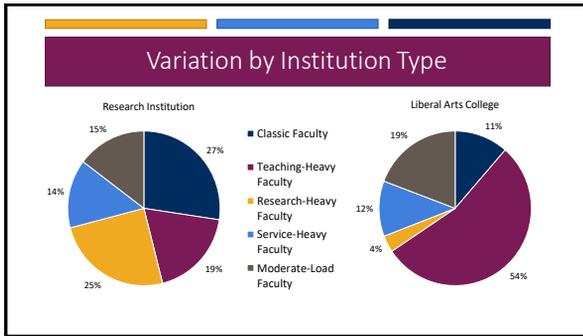


Faculty Time Groups

What do these proportions look like for your institution?
What proportions would you like to see at your institution?

- Classic Faculty
- Teaching-Heavy Faculty
- Research-Heavy Faculty
- Service-Heavy Faculty
- Moderate-Load Faculty





What do these time groups say about faculty roles?

How might these roles impact the inclusion of diversity in courses?

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
- Connect their learning to societal problems or issues
- 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

Reflective & Integrative Learning

Measure Differences Overall		Driving Items
Classic Faculty	=	<ul style="list-style-type: none"> • Combine ideas from different courses when completing assignments • Examine the strengths and weaknesses of their own views on a topic or issue • Learn something that changes the way they understand an issue or concept • Connect ideas from your course to their prior experiences and knowledge
Teaching-Heavy Faculty	-	
Research-Heavy Faculty	+	
Service-Heavy Faculty	=	
Moderate-Load Faculty	=	

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

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

Discussions with Diverse Others

Measure Differences Overall		Driving Items
Classic Faculty	=	<ul style="list-style-type: none"> • 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 • All of them!
Teaching-Heavy Faculty	-	
Research-Heavy Faculty	+	
Service-Heavy Faculty	=	
Moderate-Load Faculty	=	

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

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

Inclusive and Culturally Engaging Coursework

Measure Differences Overall	Driving Items
Classic Faculty =	<ul style="list-style-type: none"> • 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
Teaching-Heavy Faculty -	
Research-Heavy Faculty +	
Service-Heavy Faculty =	
Moderate-Load Faculty =	

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

Diversity Inclusion by Time Group

	Reflective & Integrative Learning	Discussions with Diverse Others	Inclusive & Culturally Engaging Coursework
Classic Faculty	=	=	=
Teaching-Heavy Faculty	-	-	-
Research-Heavy Faculty	+	+	+
Service-Heavy Faculty	=	=	=
Moderate-Load Faculty	=	=	=

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

What's happening here?!

What can we do to support more diversity and inclusion?

Planning for your return to campus:

1. What's one issue you will investigate further starting next week?
2. What finding will you share with someone on campus? Who? When?
3. What's one practice in need of change? Who will you work with to change it? What's the first step in making change?

Thanks so much for joining us!

Find our slides as well as other information about FSSE at fsse.indiana.edu

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