



Education  
Advisory  
Board

Student Affairs Forum

# Promoting Diversity and Inclusion in the Classroom

Strategies to Foster Inclusive Academic Environments at Large Research Universities



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# Student Affairs Forum

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# 1) Executive Overview

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## Key Observations

**Institutional diversity offices and faculty development programs offer training workshops to assist instructors in formation of inclusive classroom environments.**

Administrators offer workshops several times annually or at the request of deans and department heads. Programs train instructors to facilitate respectful conversations on sensitive topics (e.g., race, class, privilege) and address the design of course curricula and delivery of course content to accommodate students of diverse backgrounds. Contacts recommend workshop administrators employ case studies and peer-led discussions in programs. Exploration of case studies on classroom issues allows immediate applicability to instructional settings, while peer-led discussion allows instructors to learn from colleagues' experiences. Several institutions also offer faculty-led panels and confidential one-on-one individual consultation offerings to engage faculty resistant to diversity training.

**Contacts recommend that well-regarded peers with excellent faculty records (e.g., high-producing researchers, tenured and senior professors) market, sponsor, or lead diversity education events to incentivize attendance.** The endorsement of deans and department heads greatly increases program attendance by faculty members in the units they lead. Contacts warn that non-academic staff members should not operate or promote diversity programs alone; administrative staff (in particular, student affairs staff) are often younger than faculty members and do not secure faculty respect due to lack of advanced degrees or teaching experience. Faculty members prefer to attend events operated or taught by individuals with strong academic backgrounds (i.e., doctoral degree recipients) who achieved success that align with their own professional goals (e.g., tenure, prominent publications, leadership positions on national disciplinary organizations or journals, endowed professorships). Contacts indicate that solicitation or invitation of majority-status faculty by peers of similar demographic groups eases concerns they will become the subject of criticism or reproach at diversity events.

**Incentivize program participation with stipends, reductions in the length of time faculty members must wait for sabbatical eligibility, and workshop completion certificates.**

Several contacts recommend that administrators direct inclusion workshops at teaching assistants (TAs) and other new instructors to ensure high program participation; new instructors typically have not yet acclimated to departmental cultures that promote skepticism of such events. TAs who engage in workshops gain confidence in the classroom and increase their marketability as they search for faculty positions; contacts report that workshop completion certificates especially incentivize TAs to participate in programs.

**Four of eight profiled institutions maintain university-wide diversity course requirements for undergraduate degree attainment.** Requirements typically mandate students complete separate courses in United States diversity and in global cultures.

**Most profiled institutions operate online bias reporting systems for noncriminal instances of discrimination (e.g., classroom bias incidences).** Institutional diversity offices and student affairs divisions typically manage bias reporting systems. Administrators evaluate submissions on a case-by-case basis; in the case of classroom incidences, they typically alert the dean or department chair of the report; the faculty leader then discusses the incident with the faculty member. If the student identified themselves in the report, administrators discuss with the faculty leader how the student might be made comfortable in the classroom environment. Reporting systems alert administrators to specific individuals or academic departments who would benefit most from diversity inclusion training.

## 2) Faculty Training and Development

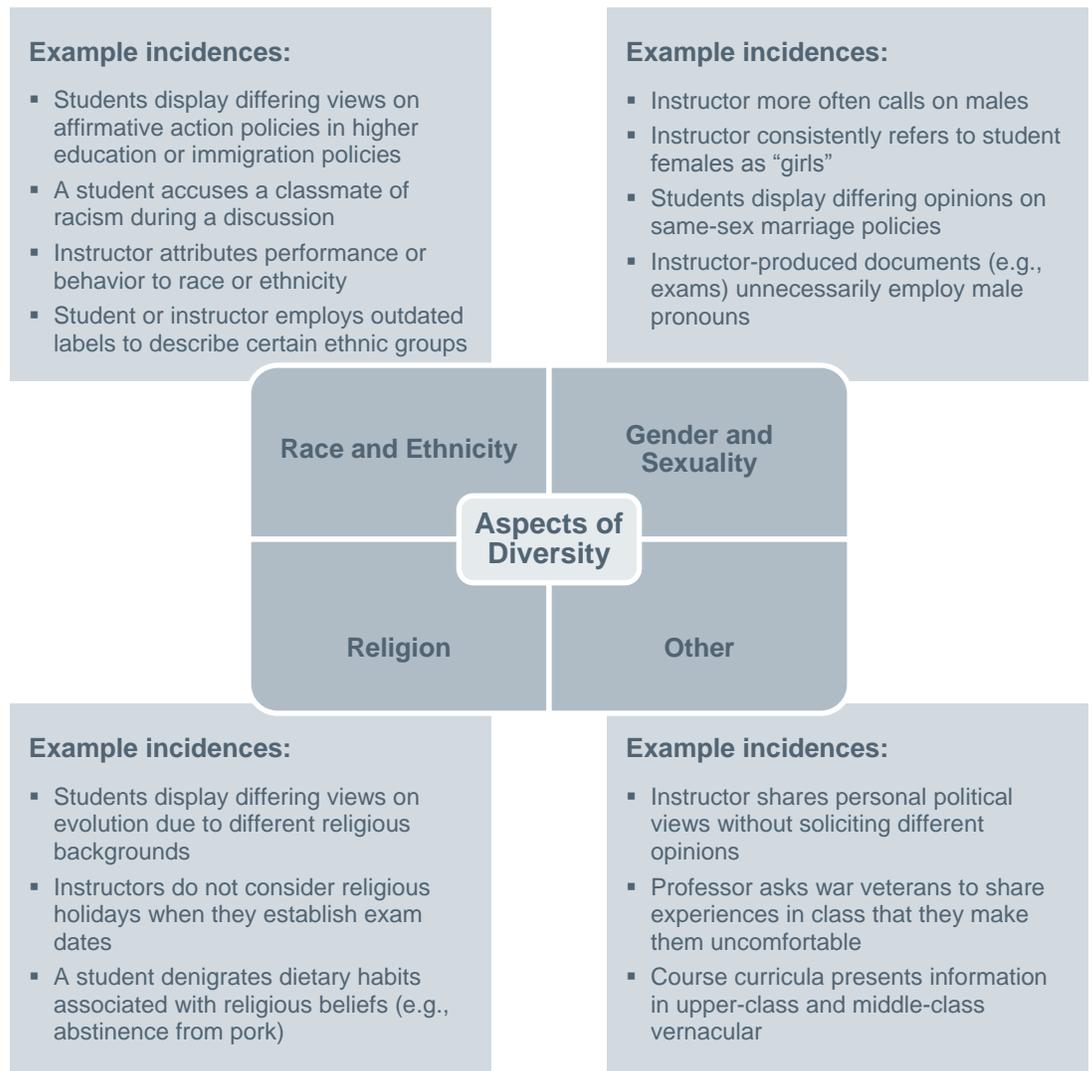
### Aspects of Diversity

#### ***Inclusive Teaching Programs Acknowledge that Differences in Background Can Generate Uncomfortable Classroom Scenarios***

Initiatives that promote inclusive teaching practices address the development of a comfortable academic environment for all students; they often address dimensions of diversity such as race, religion, gender, sexuality, and socioeconomic status.

Effective faculty training programs address design of course curricula, facilitation of respectful discussions on sensitive topics, and management of classroom situations that result from student-generated discrimination (e.g., one student calls another a derogatory name or offends another during a discussion). Common workshop components include identification and exploration of unconscious practices and potential classroom incidents that may marginalize certain students.

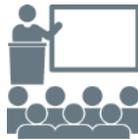
#### **Potential Classroom Incidences Addressed by Inclusive Teaching Workshops**



## Program Offerings

### *Diversity Offices and Faculty Development Functions Offer Inclusive Teaching Workshops to Instructors*

Contacts at five of eight profiled institutions offer faculty training workshops on the creation of inclusive classrooms. Profiled institutions typically deliver one to four inclusive teaching workshops annually; most institutions also offer customized workshops to departments upon request. Contacts recommend that workshops include discussion, reviews of case studies, and role-play activities in addition to lectures. Contacts report that the most impactful workshops include instructors of various ages and experience levels because participants can discuss a wide variety of classroom experiences.



#### **Market Inclusion Programs to Teaching Assistants**

Some contacts recommend that administrators market diversity inclusion workshops towards TAs and other new instructors as those less experienced will be more likely to participate in programs. Contacts point out that TAs benefit most from programming because they interact the most with students and have little experience with difficult classroom situations. TAs may complete programs to hone marketable inclusion skills.



#### **Include Diversity Presentations in Well-Attended Sessions of New Faculty Orientation**

No profiled institutions mandate diversity inclusion training for instructors and most do not include diversity training components in the new faculty onboarding process. At **University H**, a senior diversity office administrator delivers a brief presentation during new faculty orientation each year. This alerts faculty that the university views inclusive environments as a critical issue and makes new hires aware of resources available to them (e.g., workshops). Although not a mandatory component of orientation, most new faculty attend the diversity presentation because administrators include it in the same session where faculty members learn about benefits and other crucial information. At some institutions, deans orient new faculty and may request college or department-specific presentations on inclusive teaching.

## Select Workshops Offered to Instructors by Profiled Institutions

Institution and Unit that Administers Workshops	Workshops Offered	Workshop Details
<p><b>University D</b></p> <p>Faculty development office</p>	<ul style="list-style-type: none"> <li>▪ One workshop per semester for chairs and vice chairs on “Dealing with Conflict”</li> <li>▪ One workshop per semester for assistant professors on “Teaching a Diverse Student Body” (contacts plan to implement this workshop for associate professors as well)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Format:</b> Workshops occur over lunchtime and include sit-down catered meals</li> <li>▪ <b>Leader:</b> Expert faculty members or outside speakers lead workshops</li> <li>▪ <b>Attendance:</b> Varies, but workshops have attracted up to 60 people</li> <li>▪ <b>Cost:</b> Events that employ faculty speakers cost \$2,500 to \$3,000, while programs that feature an outside speaker may cost up to \$5,000.</li> </ul>
<p><b>University H</b></p> <p>Cultural inclusion office</p>	<ul style="list-style-type: none"> <li>▪ Customized workshops by departmental request on topics that include: “Responding to Diversity Issues in the Classroom” and “Political Correctness”</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Frequency:</b> Two to three requests per year</li> <li>▪ <b>Leader:</b> Director of the cultural inclusion unit leads workshops</li> <li>▪ <b>Attendance:</b> Generally between 12 and 30 people but workshops have attracted up to 60 people</li> </ul>
<p><b>University E</b></p> <p>Diversity office</p>	<ul style="list-style-type: none"> <li>▪ Diversity inclusion course for graduate students who serve as TAs</li> <li>▪ Inclusion programs to departments by request</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Leader:</b> Diversity unit administrative staff partners with faculty diversity experts to implement programs</li> </ul>
<p><b>University G</b></p> <p>Diversity education office</p>	<ul style="list-style-type: none"> <li>▪ Customized workshops to TAs in specific departments by request</li> <li>▪ Plan to expand programs to include faculty members</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Format:</b> Workshops occur in two sessions; each sessions lasts one and one half hours</li> <li>▪ <b>Leader:</b> Delivered by the Director of Diversity Education Initiatives and a graduate assistant</li> <li>▪ <b>Attendance:</b> 10 to 15 TAs</li> </ul>
<p><b>University F</b></p> <p>Diversity office</p>	<ul style="list-style-type: none"> <li>▪ “Examining Diversity in the Classroom” for TAs and other new instructors</li> <li>▪ Annual one-day diversity program for faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>TA workshop attendance:</b> Unit administrators request a minimum of 10 audience members for departmental workshops</li> <li>▪ <b>Faculty and staff workshop attendance:</b> About 75 participants; 40 to 50 percent are faculty members</li> <li>▪ <b>Funding:</b> Programs funded through partnership between diversity office, the College of Arts and Sciences, and the faculty development unit</li> </ul>

## Interactive Theatre at *University E*

Contacts at **University E** recommend the employment of interactive theatre in diversity inclusion programs. The institutional theatre troupe develops scripts based on social justice issues (e.g., race, religion, gender bias) and performs them at diversity programs for faculty members. Performances, which span between 50 minutes and two hours, facilitate discussion on sensitive topics and provide faculty members with a simulated experience in moderation of controversial classroom discussions (i.e., faculty role-play and lead in-character actors in a difficult conversation).

The group performs at the institution's annual Teaching and Learning Conference. Additionally, any administrator or faculty member can request a performance for their department or class; the troupe receives about twelve requests per year. The Chief Diversity Officer provides ongoing financial support for the troupe, but a grant originally funded the program.

### Phases of *University E's* Theatre Troupe Performances

**The scene:** Actors perform a ten-minute play that demonstrates a complex classroom problem with no single solution.



**Talk-back:** Actors stay in character and answer questions as audience members try to gain further insight into the issue.



**Intervention:** Actors perform the scene again, but encourage audience members to stop the scene and intervene (i.e., replace the actor who plays the instructor) to solve the problem; actors create as realistic an environment as possible.



**Feedback and discussion:** Actors and audience members offer feedback to the intervener on his or her strategy, and audience members engage in a discussion of the challenges raised in the scene.



### Special Programs Engage Faculty in Typically Non-diverse Disciplines

Most profiled institutions do not implement unique strategies to engage faculty members in typically non-diverse disciplines (e.g., STEM, business). Contacts recommend administrators design specialized workshops for these departments, as faculty members may not find typical program topics relevant (e.g., math courses generally do not include controversial discussion topics). Contacts also recommend administrators invite external speakers from majority-dominant disciplines to discuss inclusion. Contacts at **University H** report high attendance at a lecture by Scott Page, the author of "The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies" and a professor of complex systems, political science, and economics at the University of Michigan; the program, which administrators marketed as an academic inclusion event, attracted a large number of business faculty members who would not otherwise attend diversity programming.

## ***Learning Communities, Panels, and Consultations Provide Faculty with Additional Opportunities for Inclusion Education***

In addition to interactive inclusion training workshops, profiled institutions provide several other programs to encourage inclusive practices.

### **Additional Programs to Promote Inclusion**



#### **Learning Communities**

Faculty learning communities engage participants in regular informal conversations on topics of diversity and inclusion. This allows faculty members who struggle to provide inclusive classrooms to converse with more experienced colleagues. Examples of such communities include:

- **University E** operated a learning community on difficult dialogues in the classroom from 2006 to 2010; the initiative, funded by the Ford Foundation, ended when the grant period concluded. Each semester, ten to fifteen faculty members received a stipend of \$750 to participate in a weekly group conversation on inclusion practices. Each participant designed a proposal to create a more diverse classroom environment.
- The diversity office at **University F** will partner with the faculty development unit to launch a similar learning community in 2014.



#### **Panels**

**University D** holds regular panel events which feature faculty members identified by academic administrators as effective at certain types of practices. In the past, panels have included faculty who excel at the creation of inclusive classroom environments. Experienced faculty members answer questions and offer advice to attendees. Panel events attract faculty who do not want to commit to interactive diversity workshops.



#### **Consultations**

Diversity divisions at several profiled institutions provide informal consulting services to instructors who encounter diversity issues in the classroom. Administrators offer instructors relevant resources or discuss the instructors' problem and consider solutions. Contacts report the majority of consultations provide faculty members advice on a specific classroom incident. The Director of Diversity Education Initiatives at **University G** conducts faculty consultations five to ten times annually.

## ***Provide Classroom Inclusion Resources through Faculty Development Websites***

Contacts recommend that administrators provide resources on the creation of inclusive classroom environments on their webpages. Faculty members are more likely to find and examine these resources if they can be found on faculty development websites as opposed to diversity office websites. Contacts report the mere presence of resources on institutional websites alerts faculty to the importance of classroom inclusion to campus culture.



### **Identify Faculty Members Adept at the Provision of Inclusive Classrooms**

Diversity office administrators at **University C** identified five faculty experts on inclusion in the classroom chosen for their research on inclusion practices and work on campus diversity initiatives. Administrators are currently interviewing these faculty members about inclusive practices and will build a webpage for the faculty development website that features these interviews along with featured faculty contact information. Contacts suspect faculty members will feel comfortable approaching these faculty peers with classroom diversity issues and hope faculty interviewees will regularly serve as resources for their colleagues.



### **Short Online Modules Prompt Conversation on Inclusion**

Contacts recommend the implementation of awareness initiatives that do not demand much time from faculty. Administrators at **University E** designed an online module for faculty and staff to promote discussion on the importance of inclusive and respectful environments. The module takes approximately 15 minutes to complete. Informal feedback and a short survey at the program's conclusion reveal that faculty members find the module popular and effective. Feedback caused administrators to design a similar module specifically for the University medical school.

## **Program Operations**

### ***Faculty Members or External Experts must Promote Programs to Increase Attendance***

Institutions seeking to increase attendance at diversity education programming should cultivate faculty champions and allies. Contacts market inclusion programs on websites, but most faculty attend programs through the encouragement of faculty leaders. The endorsement of deans and department heads (e.g., a note or talk in support of workshops or events) greatly increases attendance by faculty members in the units they lead.

Contacts recommend that non-academic staff members do not instruct programs alone; administrative staff (especially student affairs staff) are often much younger than faculty members and do not secure faculty respect due to lack of advanced degrees or teaching experience. Contacts report that faculty members more frequently attend programs operated or instructed by well-respected peers who:

- Achieved professional goals that faculty members themselves seek to accomplish (i.e., tenure, prominent publications, leadership positions in national disciplinary organizations or journals, endowed professorships)
- Possess strong academic backgrounds (e.g., doctoral degrees) and experience with higher education teaching methodologies
- Display sincerity in their desire to assist teaching practices (i.e., not make instructors experience guilt or discomfort) about current methods of instruction

- Maintain power over professional advancement of faculty members (e.g., deans or department chairs who write letters of recommendation, senior faculty who serve on tenure review committees, faculty at other institutions who may serve as external tenure and promotion case reviewers)
- Identify with a similar demographic group (e.g., age, race, gender) as the majority of faculty members

Contacts at **University E** recommend that senior institutional diversity administrators develop relationships with deans, chairs, and the most influential faculty members in each department; administrators may then rely on these individuals when they promote programs. The Chief Diversity Officer and the Director of Equity at **University E** often speak at faculty meetings to advertise their programs.

### ***Encourage Faculty Participation through Stipends and Certifications***

In addition to a reliance on academic leaders, program administrators incentivize faculty to participate in diversity programs through several different methods.

#### **Participation Incentives for Inclusion Workshops**



**Offer stipends:** Contacts recommend administrators offer faculty members small stipends to participate in diversity programs if possible. Generally, institutions that operate grant-funded diversity programs provide faculty with a stipend. As part of a grant-funded diversity initiative, **University E** operated a two-week summer on how to handle difficult situations in classrooms; administrators provided faculty participants with a \$500 stipend and graduate students with a \$250 stipend for program participation.



**Provide certificates:** Some institutions offer instructors who participate in diversity workshops certificates of completion. This incentive is especially effective for TAs and other new instructors who seek to gain professional credentials.



**Adjust sabbatical eligibility:** **University B**, which plans to implement inclusion workshops for faculty members next year, will likely incentivize faculty members to participate in programs through a reduction in the length of time they must wait to apply for their next sabbatical.



**Increase the prestige of programs with catered meals:** Contacts at **University D** report that sit-down catered meals at programs increases faculty attendance. Sit-down meals enhance the prestige of programs and faculty members are more inclined to view the program as a valuable component of their professional development.

### 3) Academic Programs and Policies

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#### Engagement Programs

##### ***Establish Microgrants and Awards to Reward Faculty Members for the Provision of Inclusive Environments***

Contacts report that microgrants that reward diversity initiatives incentivize faculty to make small changes in their curricula and research. The cultural inclusion office at **University H** allocates \$1,000 per year for small grants (i.e., approximately \$100) for campus community members who seek to make a positive change related to diversity. Contacts report that this initiative attracts two to four faculty proposals per year. Grants contribute towards small initiatives such as the creation of promotion materials to advertise campus event on inclusion.

The Academic Senate at **University D** annually presents a diversity and inclusion award of \$2,000 to one student and one faculty member. Members of the Academic Senate judge nominees based on demonstrated efforts to further a diverse, impartial, and inclusive academic environment. The initiative regularly attracts robust competition from faculty members.

Initiatives that earn faculty the diversity and inclusion award at **University D**:

- Mentorship of underrepresented student populations
- Development of and participation in academic support programs for underrepresented students
- Creation of curricula that enable students to appreciate the dynamics of inter-group relations
- Establishment of programs or curricula that encourage the free exchange of ideas that surround controversial issues
- Development of inclusive and interaction teaching strategies

##### ***Engage Faculty with Diversity Committees and Mentorship Programs that Encourage Dedication to Inclusion***

Most profiled institutions operate institution-wide faculty diversity committees as well as numerous department-level, college-level, and unit-level diversity committees. Contacts recommend departments concerned with inclusion establish diversity committees. This encourages faculty members to implement discipline-specific diversity initiatives and brings inclusion awareness to other faculty members.

Contacts at **University E** warn that diversity committees with vague missions strewn together by institutional leaders to solve campus discrimination issues may not be effective; leaders should establish task forces with specific goals and deadlines to generate real change.



### **Engage Instructors through Student-Faculty Mentorship Programs**

Contacts recommend that administrators develop programs that partner faculty members and TAs with students from underserved and underrepresented populations. Mentorship programs engage faculty in diversity issues and provide a less isolated academic environment for student participants. An equity center at **University A** operates a mentorship program for students in thirteen STEM fields, disciplines in which minority students are more likely to feel isolated. Administrators recruit both minority and non-minority faculty members to serve as mentors and advocates for minority students who pursue degrees in these departments. Senior faculty members mentor graduate students while graduate students mentor undergraduate students; administrators employ junior faculty as mentors sparingly so as not to jeopardize their own professional growth towards tenure.

### ***Factor Inclusiveness into Considerations for Faculty Promotion***

System-wide policies that apply to **University D** require that tenure and promotion review committees consider whether faculty members have demonstrated efforts to promote diversity and inclusiveness on campus. Committees promote faculty members who employ teaching strategies for the educational advancement of students from underrepresented groups and who conduct research that contributes to the equitable access and diversity in education. Contacts observe that this policy encourages faculty to establish inclusive environments for students.

## **Curriculum Policies**

### ***Institutions with Diversity Requirements Maintain Individual Curricular Requirements for United States Diversity and Global Cultures***

Four of eight profiled institutions maintain university-wide diversity requirements for undergraduate degree completion. Contacts at profiled institutions with diversity requirements report the policy is popular but faculty members of some departments display more enthusiasm for diversity requirements than others. Although administrators encourage faculty to design new courses to fulfill diversity requirements, institutional leaders can implement new curriculum policies more easily if curriculum review committees categorize established courses into requirement groupings.

## Content of Diversity Requirements

Undergraduates at **University F** and **University G** must complete one course each in the areas of diversity in the United States and global cultures.



**U.S. Diversity** courses at **University F** explore the experiences of at least two groups of subcultures; course content on one group should not cover significantly more material than the other. One-third of course content in courses that fulfill the **Cultural Diversity in the United States** requirement at **University G** must focus on the culture, perspectives, and history of one or more underrepresented cultural groups in the United States.



Courses at **University F** that fulfill the **Global Issues** requirement highlight relationships among cultures, societies, nations, and other social units; two-thirds of the course must focus on connections between two or more nations. One-third of courses flagged as **Global Cultures** at **University G** must focus on the broader cultural context of one or more non-United States communities, countries, or regions.

## Diversity Requirements at *University H*

**University H** approved a university-wide diversity requirement in 2006. Students must complete one three-credit course in Race and Racism in the United States and one three-credit course in that same category or in Human and Societal Diversity. A Diversity Curriculum Review Committee approves proposed diversity courses.

Category	Race and Racism in the United States	Human and Societal Diversity
Content	<p>Courses must promote an understanding of:</p> <ul style="list-style-type: none"> <li>▪ race and racism in the United States as it pertains to African, Latino, Native American, or Asian populations</li> <li>▪ the meaning and power of privilege</li> <li>▪ the importance and impact of multiculturalism in society</li> </ul> <p>Courses must also include content that fosters self-reflection regarding one's own prejudices.</p>	<p>Courses must promote an understanding and appreciation of at least one facet of human and/or societal diversity, which may include:</p> <ul style="list-style-type: none"> <li>▪ non-United States cultures</li> <li>▪ the workplace, organization, and/or community</li> <li>▪ global diversity issues</li> <li>▪ diverse backgrounds and/or orientations</li> <li>▪ interventions and/or techniques to serve needs of diverse groups</li> </ul>
Sample Courses	<ul style="list-style-type: none"> <li>▪ Asian American Experiences</li> <li>▪ Jazz in American Dance</li> <li>▪ Race and Ethnicity in Film and TV</li> <li>▪ African American English</li> </ul>	<ul style="list-style-type: none"> <li>▪ History of Zionism to 1948</li> <li>▪ Culture of Disability</li> <li>▪ Islamic Art</li> <li>▪ History of India since 1750</li> <li>▪ Cultural Anthropology</li> </ul>



### **Service-Based Requirements Provide Students Experiences in Marginalized Communities**

**University B**, which mandates undergraduates complete courses in “Diversity” and “Cultures and Ideas,” also requires undergraduates to fulfill an experiential social justice requirement. These courses require students to volunteer for a minimum of 16 hours with an organization that serves a marginalized group. For example, students might work with a women’s and children’s homeless shelter. Contacts report the service requirement engages students in ways traditional courses cannot.



### **The Word “Diversity” in Curriculum Requirements May Create Controversy**

Faculty members at **University D** voted against a university-wide diversity requirement in 2004 and again in 2012. Contacts point out that the word “diversity” can be polarizing, and the ethnicities or cultural groups studied within courses that fulfill diversity requirements must be well-defined to gain faculty and student support. The proposed 2012 requirements required students to complete a course that explores competing tensions between two different groups and fosters an appreciation of the social responsibilities of a common citizenship. The requirement was not labeled “diversity” requirement.

### ***Institutions Recommend that Course Syllabi Outline Institutional Values of Inclusiveness***

Profiled institutions do not require that course syllabi include language that acknowledges classroom inclusiveness, although some institutions, colleges, and departments recommend it. Administrators at **University E**’s provost’s office recommend that faculty members include a statement that acknowledges intellectual diversity in course syllabi. A guide on how to construct effective syllabi developed by faculty development administrators at **University H** suggests faculty include attendance policy information for students who must miss classes for religious holidays.



### **Sample Statement for Intellectual Pluralism at *University E***

*The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director, the Director of the [student right office] or the [equity office], or by email at [equity office email]. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.*

**University E**, provost's office website

### ***Course Evaluations Typically do not Acknowledge Classroom Inclusiveness***

Most profiled institutions do not include questions on course evaluations that assess student perceptions of a course's inclusivity. Contacts point out that an "additional comments" prompt would be an appropriate section for students to reflect on instructors' respect for students of different backgrounds; however, many students will not provide feedback on whether the instructor provided an inclusive classroom unless explicitly asked to do so.

Faculty members at **University E** select student course evaluations for their course from several different options. Two of these options assess classroom inclusion:

- One evaluation asks whether the course instructor was sensitive to the opinions of students of all backgrounds.
- The other asks whether the instructor presented course content with different methodologies to account for the needs of all students.

At **University B**, course evaluation processes allow instructors to include one self-designed question on their evaluation, which may acknowledge classroom inclusion.



### **Course Evaluations May Not Be Helpful in the Creation of Inclusive Environments**

Contacts do not find course evaluation data helpful because students who receive high grades in courses tend to give laudatory reviews of instructors regardless of instructor strengths. Contacts also note that evaluation questions about inclusion generally do not incentivize faculty members to create more inclusive environments because tenure review committees at most institutions do not prioritize inclusive practices.

## 4) Evaluation and Assessment

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### Program Evaluation

#### ***Successful Programs Provide Implementable Inclusion Strategies and Attract Participants of Different Disciplines and Experience Levels***

Contacts collect short post-workshop surveys and informal feedback to assess faculty response to program content. Participants of successful programs should be able to articulate why they thought a session was useful rather than just expression of enjoyment. For example, feedback for workshops at **University G** revealed that instructors found it helpful to brainstorm how they might incorporate multicultural themes into courses; many did not previously consider that course texts should be written by authors of different backgrounds.

Contacts also evaluate program success based on program attendance and the audience that programs attract. Administrators attempt to attract faculty members who generally do not attend diversity programs to promote inclusion practices among instructors who do not consider them in course design and in their treatment of students. This often includes tenured faculty members or instructors who teach classes that do not cover controversial topics.

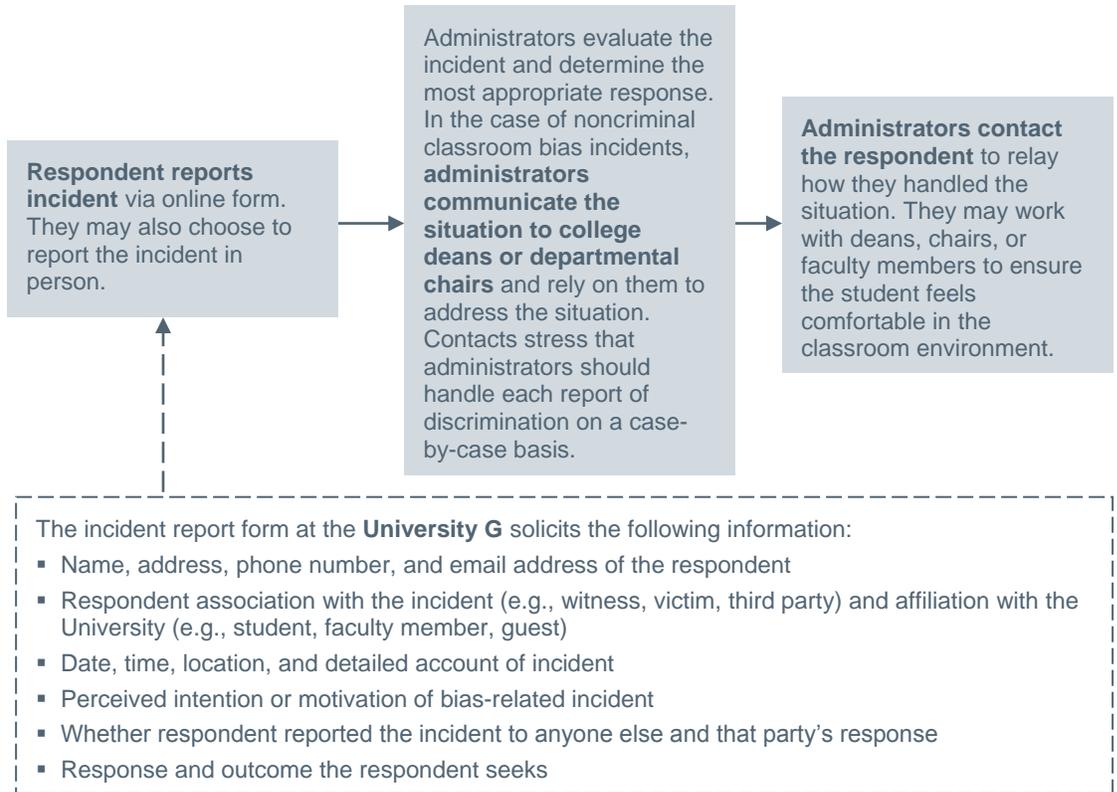
### Bias Incident Assessment

#### ***Bias Reporting Opportunities Provide Data on Common Incidences and Allow Administrators to Respond to Noncriminal Discrimination***

Most profiled institutions maintain online bias reporting systems for campus community members to report criminal and noncriminal discrimination. Administrators of reporting systems encourage students who experience classroom bias but do not feel comfortable confronting the instructor to complete the online form. Institutional diversity offices and student affairs divisions typically manage bias reporting systems. Alternatively, at **University E**, students may report classroom incidents through an online form operated by the student rights office, a division of the provost's office.

Formalized systems through which students can report noncriminal acts of discrimination alert administrators of the types of incidences that occur on campus. The systems also allow administrators to detect trends and target individuals or institutional units who could benefit from diversity inclusion training.

## Typical Incident Reporting Process



## 5) Research Methodology

### Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What programming, training, or resources do institutions provide faculty members to prepare them to teach students of diverse backgrounds and ensure inclusivity in the classroom?
- What institution-wide curricular requirements do institutions adopt with respect to diversity?
- What procedures do institutions employ for faculty and administrators to respond to student concerns about pedagogical approaches or climates that exclude students of diverse backgrounds?
- How and to what extent do institutions mandate or incentivize faculty participation in training or compliance with policies?
- How do institutions communicate new programs and policies to students and faculty? What strategies do contacts offer to address diversity and inclusion in academic settings without appearing to restrict faculty academic freedoms?
- To what extent do course evaluations include measures to assess inclusion in the classroom with respect to diversity?

- How do administrators evaluate the effectiveness of initiatives to promote inclusion in the classroom with respect to diversity? What assessment plans do they adopt or metrics do they identify to determine program success?

## Project Sources

The Forum consulted the following sources for this report:

- Education Advisory Board's internal and online research libraries ([www.eab.com](http://www.eab.com))
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Profiled institutions' websites

## Research Parameters

The Forum interviewed administrators of programs that encourage faculty to create inclusive classroom environments.

### A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
University A	Texas	4,000 / 6,000	Research Universities (very high research activity)
University B	Pacific West	5,000 / 9,000	Master's Colleges and Universities (larger programs)
University C	South	8,000 / 13,000	Research Universities (very high research activity)
University D	Pacific West	28,000 / 40,000	Research Universities (very high research activity)
University E	Midwest	27,000 / 35,000	Research Universities (very high research activity)
University F	South	19,000 / 29,000	Research Universities (very high research activity)
University G	South	40,000 / 52,000	Research Universities (very high research activity)
University H	Northeast	11,000 / 13,000	Research Universities (high research activity)