

# Summer PROfessional Development Handout

## Session 5: Diversity in the Classroom

*Formative assessment (index cards) for today:* What is a teaching-related resource you have seen that reflects diversity or inclusive design for learning in an useful way?

### What does diversity mean?

In Purdue University's Barriers to Bridges report (1997), diversity was defined as,

Inclusiveness, wherein all members have equal opportunity to develop full human potential in an environment in which respect, mutual regard for differences, full participation, and partnership are the norm. Difference may include the full range of human variety including race, gender, age, sexual orientation, religion, physical capability, or other characteristics.

For the purposes of discussing students traditionally underrepresented in science, technology, engineering, and mathematics (STEM) majors in U.S. institutions of higher education, funding agencies often identify the following categories:

- students who self-identify as African American or black, Asian American, American Indian or Alaska Native, Latino or Hispanic American, Native Hawaiian or other Pacific Islander;
- students who are female;
- students from lower socioeconomic backgrounds;
- students who represent the first generation of their families to attend college;
- students who have a disability.

(from *Mentoring and Diversity*, a handbook by Louis Stokes Alliance for Minority Participation, Indiana)



CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!

### Who is entering higher education?

For each statement below, please estimate what percentage of the entering undergraduate class *in the U.S. as a whole* fits the categorization below. You are encouraged to first make individual guesses and then discuss your reasoning with others at your table.

1. Believe they will graduate in 4 years:                    %
  
2. Felt overwhelmed (in the last year) by all they had to do:                    %
  
3. Want to become accomplished in a performing art:                    %
  
4. Consider themselves to be Pre-Med                    %
  
5. Speak English as a native language:                    %
  
6. Identify as atheists/no religious affiliation:                    %
  
7. Are attending college more than 500 miles from home:                    %
  
8. Reported that their high school was “Mostly” or “Completely” White:                    %
  
9. Agree that “racial discrimination is no longer a major problem in America”:                    %
  
10. Have parents with a college degree:                    %

Activity is from the University of Michigan’s Center for Research on Learning and Teaching  
Data are from *The American Freshman: National Norms 2014*, summarizing results of Cooperative Institutional Research Program surveys developed and conducted by UCLA’s Higher Education Research Institute: <http://www.heri.ucla.edu/tfsPublications.php>

Interactive comparisons of select data from 1967-2014 can be seen at:  
<http://chronicle.com/article/BackgroundsBeliefs-of/145125/>

Information about Cornell University students, faculty, and staff can be explored at:  
<http://irp.dpb.cornell.edu/university-factbook>

**Who is entering higher education?**  
(Actual numbers)

- 1. Believe they will graduate in 4 years: 84.7 %
- 2. Felt overwhelmed (in the last year) by all they had to do: 34.6 %
- 3. Want to become accomplished in a performing art: 16.7 %
- 4. Consider themselves to be Pre-Med: 20.4 %
- 5. Speak English as a native language: 88.2 %
- 6. Identify as atheists/no religious affiliation: 27.5 %
- 7. Are attending college more than 500 miles from home: 16.3%
- 8. Reported that their high school was “Mostly” or “Completely” White: 52.1 %  
(Completely: 6.6%; Mostly: 45.5%)
- 9. Agree that “racial discrimination is no longer a major problem in America”: 24.7 %
- 10. Have parents with a college degree: Mother: 58.1 % Father: 54.8 %

Highest level of formal education obtained by:	Mother	Father
Junior high/Middle school or less	5.2	5.9
Some high school	3.9	5.5
High school graduate	14.9	17.1
Postsecondary school other than college	3.0	3.1
Some college	14.8	13.7
College degree	34.5	28.5
Some graduate school	2.5	1.9
Graduate degree	21.1	24.4

49<sup>th</sup> annual administration of the CIRP Freshman Survey. 153,015 first-time, full-time students who entered 227 four-year U.S. colleges and universities. There are >1.6 million first-time, full-time undergrads who started college at 1,583 four-year colleges and universities in 2014, so one percentage point here represents 16,000 students.

**More Resources**

See the great infographics from *The American Freshmen, Fall 2014* national survey at:

- <http://www.heri.ucla.edu/infographics.php>
- <http://www.heri.ucla.edu/infographics/TFS-2014-Infographic.pdf>

Six Impactful Teaching Practices to Improve the Academic Achievement of Underrepresented Minority and First-Generation Students - Delta Program, University of Wisconsin-Madison

- [http://delta.wisc.edu/Academic\\_Excellence\\_Initiative/Six\\_impactful\\_teaching\\_practices\\_2014.pdf](http://delta.wisc.edu/Academic_Excellence_Initiative/Six_impactful_teaching_practices_2014.pdf)
- [http://delta.wisc.edu/Academic\\_Excellence\\_Initiative/Six\\_Interventions\\_Annotated\\_Bibliography\\_2014.pdf](http://delta.wisc.edu/Academic_Excellence_Initiative/Six_Interventions_Annotated_Bibliography_2014.pdf)

Dramatization of a TA's first day of class, from the CIRTL Massive Open Online Course, *An Introduction to Evidence-Based Undergraduate STEM Teaching*, Fall 2014  
<https://www.youtube.com/watch?v=CffQuq7clMo>

### **Example Syllabi and Diversity Statements Discussed**

Physics 175: Stars, Galaxies, and the Universe – Shoshanna Cole, Ithaca College, Fall 2014  
(contact us to see the excerpt from the syllabus that was handed out)

Lab Website - Robert Raguso, Neurobiology and Behavior, Cornell University  
<http://www.nbb.cornell.edu/neurobio/ragusolab/labopportunities.php>

FDSC/HORT/VIEN 1104: Introduction to Wines and Vines, Kathy Arnink, Cornell University  
We did not have a handout for this part of the discussion, but you may be interested in this blog post by a course participant:  
<http://blogs.cornell.edu/david/2014/02/26/whats-it-like-to-take-an-ivy-league-class-on-wine/>

Useful links on diversity statements from Brown University's Sheridan Center for Teaching and Learning  
<https://www.brown.edu/about/administration/sheridan-center/consultations/academic-job-market-resources/diversity-statements>