COMMUNITY REPORT

September 2014

DIVERSITY IN THE CLASSROOM
Diversity and Inclusion in the Classroom

Charge: This working group was asked to explore ways of incorporating, more consistently and thoroughly, respect for and inclusion of diverse perspectives and diverse students in Danforth Campus classrooms.

Tasks: 1. Explore the kinds of initiatives other institutions have taken to incorporate respect and inclusion of diverse perspectives and students in the classroom; 2. Think through the kinds of tools that might be useful to WU faculty in regards to incorporating respect and inclusion of diverse students and perspectives; 3. Develop a set of recommendations for the Office of the Provost and faculty to consider for achieving greater respect for diverse perspectives and students across the University.

Outcomes: The Diversity in the Classroom working group issued the following report with recommendations. They also compiled a list of diversity and inclusion practices currently in use in Danforth Campus classrooms, which is found in the Appendix. The report is below:

Introduction
We at Washington University are committed to excellent teaching. Self-reflection is a critical piece of developing and improving our teaching across our professional careers. The committee hopes this report and the recommendations it offers will help all faculty to rethink how we teach, how we treat the students in our classes, and how our pedagogical approaches might shape student learning, student success, and student retention.

The work of this Mosaic Project committee is a response to strong demands by students to address diversity and inclusion in classes, courses, and course requirements. Students have expressed concerns about the dearth of diversity requirements in the general education curriculum, about the lack of inclusion in some classrooms, and about marginalization of certain topics or groups in course content and discussion.1 According to the Bias Report and Support System first quarter findings, 60% of the bias reports filed were filed against faculty; the remainder involved students and staff.

This committee believes that the commitment to diversity and inclusion in the classroom and the kinds of training, incentives, and rewards Washington University develops to institutionalize this commitment can be powerful tools for attracting and retaining undergraduate students, graduate students, and faculty.

The University community is in process of adopting a statement about the values governing all of our activities in this campus community—teaching, learning, social interactions, formal and informal

1 According to Lori Patton Davis, "Center for Diversity and Inclusion: External Consultant Report," students were concerned about the lack of white faculty involvement in diversity and inclusion efforts and about unexamined white privilege on campus, particularly in the classroom, and believe it is critical for faculty to be supported in developing ways to "infuse diversity into the curriculum" and in engaging more extensively in service-related activity (21). http://diversity.wustl.edu/featureboxes/the-mosaic-project/
intellectual exchanges. These values include engaging with students and valuing their perspectives and identities; listening carefully to and respecting all students’ contributions to the learning process; attempting to understand difference and how it might shape student learning. The Diversity and Inclusion in the Classroom Committee makes its report with these values in mind.

Research demonstrates that diversifying course content and developing measures to make the classroom environment more inclusive to all students leads to stronger student success and retention. In addition, training in diversity and inclusion in the classroom can enhance faculty and graduate student confidence in engaging and interacting with students in both their formal and informal teaching.² It is in this spirit that the committee offers this report and set of recommendations.

In order for diverse and inclusive classrooms to develop and proliferate in all schools on the Danforth Campus, it is important to address four areas critical to support for these initiatives: data and feedback, infrastructure, faculty, and funding. This report presents findings and recommendations in relation to two other key areas, in addition to institutional framework concerns: curriculum and assessment and faculty training.

**Institutional Framework Issues**

Faculty have a central role in developing and maintaining inclusive environments in the classroom, the laboratory, and the field, as well as in informal interactions with students. For faculty to be successful in these efforts, they need administrative support. The committee strongly urges deans and assistant deans in all of the schools to make inclusive teaching and learning a high priority of their leadership agenda and provide faculty the guidance, resources, and support they need.

**Data and Feedback**

In order to have a powerful impact on inclusivity in our classrooms, the University needs ongoing, transparent, and well analyzed data to share with faculty and students about the problems as they arise, about the effects any training might be having, and about faculty and student responses to any reforms in our curriculum, pedagogy, and training.

- The Campus Climate Survey findings can be used to persuade faculty of the necessity of addressing inclusivity in the classroom.
- The Bias Report and Support System can be critical to assessing where the University might have problems and which problems can and should be addressed through training or other interventions.

**Infrastructure**

For diversity and inclusion to become integrated into the life of the campus, the following should be created to support these efforts:

² "Measuring and Promoting Diversity on Campus," Educational Advisory Board, 2013; (publications of the Association of American Colleges and Universities at www://aacu.org)
1. A Standing Committee on Diversity and Inclusion in the Classroom, whose members would serve three-year terms and include at least one faculty representative from each school and four faculty representatives from Arts & Sciences, one each from humanities, social sciences, physical sciences, and life sciences. This committee would appoint a liaison to the new Center on Diversity and Inclusion. In addition, each member would be responsible for reporting initiatives in his/her school, for sharing any data (see above) with the Dean of the school, chairs of departments, and at regular faculty meetings, and for helping to promote training initiatives within his/her school.

2. A scholar in diversity and inclusion, whose research would focus on higher education research and diversity and who would have a tenured appointment in a department and in the Teaching Center. Her/his responsibilities would include investigating and providing data on interventions that work to inform ongoing training of faculty and graduate students; developing approaches to research to assist in student retention; and maintaining contacts and networks with others working in these areas. If funding were available, this scholar might also be appointed to an endowed chair.

Faculty
Research demonstrates that the commitment to diversity and inclusion cannot be accomplished fully without also increasing diversity among the faculty. The Administration should consider cluster hires in particular areas lacking diversity and explore the success of cluster hires at other institutions. The Provost’s Target of Opportunity funding should be enhanced to foster cluster hires and individual hires in departments and schools.

Funding
Funding will be necessary to support diversity and inclusion training for faculty, graduate students, and staff. Details on the shape such training could take are below. The question remains: how do we persuade faculty, staff, and graduate students to participate in such training? Incentives and some disciplined measures should be developed to support and encourage and, in some cases, require members of the community responsible for interacting with students to receive such training. Some examples follow:

- Deans and Chairs would have to be driving interactions with faculty over inclusive teaching strategies; chairs would have to be where the buck stops.
- Require diversity and inclusion training in pedagogy for all newly hired faculty, all graduate student TA’s, and all staff interacting with students. The kind, frequency, and sequencing of such training are addressed below.
- For staff interacting on a daily basis with students, this training is crucial—students need to feel welcomed and encouraged by staff and staff need to know that their first responsibility is to be responsive to and civil with students. One effective training program the University has already offered is the Provost Leadership Academy & Networking (PLAN) for staff.
- Encourage faculty to attend diversity and inclusion training initially and then periodically as needed to improve teaching performance (based on student and peer evaluations) through the
diversity training offered regularly on campus (for example, instilling the commitment to attending one workshop every 5 years, unless an earlier intervention is needed).

- It is critical for chairs to ensure that faculty receive the additional training they need.

**Curriculum and Assessment**

In order to address curriculum and assessment issues, the committee explored what Washington University currently offers in the curriculum and examined how other institutions have approached the issue of diversity and inclusion through curriculum and assessment. After describing efforts that exist at the University, this report offers recommendations and describes some of the challenges the institution faces in providing students and faculty the opportunity to explore diversity issues together through course work in all of its many forms.

**What Currently Exists at Washington University**

The University does not have a mandated degree requirement for diversity and inclusion for either undergraduate or graduate students. However, students can explore issues of diversity and inclusion in a variety of experiences established by the academic schools and/or the individual academic departments. These experiences are driven by curriculum and take place in the classroom or are a part of special programming and community based activities.

In the **College of Arts & Sciences**, the *Discovery Curriculum’s* guidelines state that all undergraduates are required to take two courses on Cultural and Social Perspectives. One of the courses should be selected from the Social Differentiation (SD) category and one from the Cultural Diversity (CD) category. It appears that both categories would satisfy a diversity requirement; however foreign languages satisfy the (CD) category, which does not provide a diversity and inclusion experience as described in the SD definition. Therefore, students' required engagement and experience with issues of diversity is reduced to one course for the entire four years, a course that may or may not prepare them to engage with competence in situations demanding understanding of diversity and inclusion. Finally, the requirement can be completed as late as the senior year, and can be taken pass/fail, which means it is possible that this experience will have little influence on the student's understanding of diversity during much of the four years of undergraduate education.

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<th>Cultural Diversity Courses (CD)</th>
<th>Social Differentiation Courses (SD)</th>
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<td>Courses designated Cultural Diversity (CD); deepen your understanding of the diversity of cultures beyond those that are Anglo-American. Such courses may also explore diversity of values and cultures within nations and regions.</td>
<td>Courses designated Social Differentiation (SD); consider the organization and possible division of societies by social categories, such as race, class, ethnicity, and gender.</td>
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In addition to the *Discovery Curriculum* diversity requirements for undergraduates in the College of Arts & Sciences, some academic departments and graduate programs have developed diversity and inclusion curriculum and opportunities as a part of their programs in order to adhere to the core values inherent
within their disciplines. In the area of campus life, many orientation programs are designed to address diversity and inclusion, but these are not always required of every entering student and they often focus on out-of-the-classroom student experiences.

Some academic departments within the School of Arts & Sciences such as Education, Women, Gender, and Sexuality Studies (WGSS), African and African American Studies, and History naturally engage in issues of diversity and inclusion. For example, WGSS has developed curriculum in some areas to respond to student concerns about understanding marginal groups and expanded the topics in critical race and gender studies and in sexuality studies and race. In the case of Education, diversity and inclusion have been key components in curricular development; most of the courses deal explicitly with racial, ethnic, and social class diversity among learners and teachers. History has created courses to meet the diversity and inclusion requirement and needs funding to expand and enhance this effort. Art History has expanded its collection of art work that addresses gender, ethnic, and race diversity issues, for use by faculty in developing curriculum and teaching courses.

The Olin School of Business offers many courses in Organizational Behavior that provide opportunities to learn about being more inclusive and respectful of diversity. Business also sponsors “GO WEEK”, a week-long orientation for incoming students that prepares them to engage with a diverse student population. Within the School of Engineering students are required to take two one-credit-hour courses that could satisfy a diversity and inclusion requirement mandated by the ABET accreditation program. The Brown School requires all incoming students in Social Work and Public Health to participate in day-long diversity training as part of orientation. All Social Work students are required to take the Social Justice and Human Diversity course during their first semester. However, Public Health students are exempt from this requirement. The School of Architecture provides diversity and inclusion community-based opportunities through the Alberti Program and a number of elective service learning courses. The Law School’s Career Placement Office hosted a “Diversity in the Profession” session for first year students during the intersession period.

Recommendations
Given the current availability of courses dealing with social diversity on campus, the committee strongly urges undergraduate and graduate students to take such courses in their own or other schools. Unfortunately, none of the courses is required of all undergraduates. The committee discussed a number of possibilities and considered two kinds of models the university might develop, one using existing resources and the other requiring new resources. Committee members believe they should be created in tandem and thus recommend that they be carefully considered by each school’s curriculum committee:

- Use existing models and develop them further and/or require them of all undergraduates:
  - Bolster the criteria for the Social Diversity (SD) course designation to include only courses dealing extensively with social justice issues and require an SD course of all undergraduates in all schools; have the Committee on Diversity and Inclusion in the Classroom vet such courses as satisfying this SD requirement once they are approved by the respective school’s curriculum committee
o Require 2 SD courses of all undergraduates in all schools, much as the University of Texas at Austin or the University of North Carolina at Chapel Hill or the University of Vermont require such courses for all students
o Allow service-based courses to fill this SD requirement (if they contain sufficient attention to race, gender, ethnicity, class, religion as aspects of diversity)
o Have each school develop a template statement to be placed on all faculty syllabi, outlining the values governing all activities on campus (see Values Committee Statement) and stating expectations regarding classroom climate, much as the University of Missouri does.  

• With additional resources, develop a one-credit course to be required of all undergraduate and graduate students and to be taken in the first or second year of enrollment.
  o This one-credit course would familiarize students with some of the major challenges and issues of diversity in a pluralistic, democratic society and introduce them to the concepts that will prepare them for more intensive exploration in their SD course(s).
  o This one-credit course should provide opportunities for students to engage in discussions and experiences that explore issues of race, gender, sexuality, identity, religion, and ethnicity.
  o The sections of this one-credit course could include undergraduate and graduate students together.
  o This course should be supplemented by activities that introduce students to the campus and to the concept of being a student. In the case of undergraduates these activities include the Freshmen Reading Program, Freshmen Orientation, and awareness activities sponsored by student groups. For graduate students these would include Graduate Student Orientation, department and school orientation activities, and other kinds of efforts.

Challenges
In thinking about what kinds of one-credit courses would prepare students for formally engaging in learning about diversity and inclusion, the working group realizes that there are challenges that would have to be resolved. The following list is by no means exhaustive.

• Instructors would need to have substantial background and training in diversity. Content expertise is critical for these courses to succeed.
• Class size is also critical, particularly with respect to the institutional resources available, the need to address difficult content, and the large numbers of first- and second-year undergraduate and graduate students enrolled each year.
• Competing curricular demands on students; some programs make extensive demands on students' time and academic schedules, particularly in the first two years of study.
• Student resistance to required courses; the reason our working group recommends requiring completion of the one-credit course in the first or second year is to capture students not long

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3 The statement reads: "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 department chair and, in the case of Washington University, the student ombudsperson. Different units could develop their own wording for this statement."
after they have gone through other diversity exercises in orientation and before they spend too much time on campus. Members of the working group would like them to be better informed as they encounter people different from themselves and have to negotiate our diverse campus environment. Students would also be better prepared for deeper exploration of diversity issues as they advance through their curricular programs.

- Resources: the working group kept in mind that the University needs to capitalize on existing resources as much as possible, including faculty and student time, financial support and compensation, and institutional space.

**Assessment**

Course evaluation questions should be written in a way that the student can report on the extent to which the classroom environment has been inclusive; the extent to which the instructor shows respect for student engagement; and the extent to which and how a perceived bias impacted them personally within the classroom or in a way that an individual can report on what s/he witnessed as bias affecting others within the classroom.

- All courses designated SD should include on their course evaluations questions that address issues of diversity and inclusion as outlined in the course goals, objectives, and expectations for civility in the classroom.
- All other course evaluations should have at least two questions that address issues of diversity and inclusion within the classroom, particularly those shaping classroom climate and respect for students of all backgrounds in the classroom.
- Department chairs should be encouraged to use these evaluation responses, along with other kinds of teaching evaluations (peer-conducted evaluations, for example) in conducting the faculty member's annual review and in considering candidates for tenure and promotion.

**Faculty and Graduate Student Training in Diversity and Inclusion in the Classroom**

The recommendations that follow are based on what the working group has learned about other institutions and each of the school's practices on the Danforth Campus. There are numerous initiatives underway in the schools and they offer strong models for emulation across schools with accommodations for different disciplinary demands. Please see the Appendix for more detail on Washington University practices already in development.

- We recommend that the University hire a scholar with a PhD and a record of research in diversity and inclusion in higher education. This person should be a tenured faculty member within a department, jointly appointed in The Teaching Center. This person would develop and deliver regular research and programming on diversity and inclusion in the classroom for faculty, graduate students, and any postdoctoral appointees who have teaching responsibilities. This person would communicate frequently with the Standing Committee on Diversity and Inclusion in the Classroom (see below) to develop, evaluate, and improve this programming.
- The working group recommends that the University also hire a full-time diversity and inclusion in the classroom coordinator who could develop and implement processes for coordinating and advertising events and programs on diversity and inclusion in the classroom. This person might
also be located in the Teaching Center.

- The working group recommends that each Danforth Campus school appoint or elect a faculty committee on diversity and inclusion, if the school does not yet have one. It would be best if each school's committee include a student or students and possibly a staff member.

- The working group recommends that the Provost appoint a university-wide standing committee on diversity and inclusion (DI) in the classroom, a practice of many institutions engaged in serious efforts to address diversity initiatives. This committee would include a faculty representative from each Danforth Campus school, and four from Arts & Sciences, one each from the physical sciences, the natural sciences, the humanities and the social sciences. The committee would appoint a liaison to the Teaching Center and the Center for Diversity and Inclusion. Each faculty representative would serve for a three-year term. The purpose of this committee would be to contribute to the development of DI programming that is relevant and useful to faculty within disciplines and to help increase faculty participation in this programming. The committee would establish regular methods for reporting to each school’s deans and faculty and the Provost on relevant, de-identified data collected from the Bias Report and Support System, campus-climate survey, course evaluations, and other instruments, as well as data on enrollment and retention of a diverse student population at Washington University. The committee would prepare annual reports for the Provost and the deans and faculty at each school, to be presented at faculty meetings during the academic year.

- The working group recommends that the Deans of all Danforth Campus schools create incentives to encourage faculty to participate in faculty-development programs on inclusive teaching and diversity in the classroom. (Such incentives should not include course “buy-outs.”) We also recommend that Deans and Department Chairs develop formal means for recognizing faculty participation in programming on diversity and inclusion in the classroom. Incentives could include salary raises tied to participation in workshops, public recognition of faculty who do participate, and opportunities for participating faculty to share their experiences with others in their departments and/or schools. Rewards could include placards for each workshop and certificates for those who complete a series of workshops. These could be publicly displayed in the department or on the office door.
  - Some institutions offer awards for course diversity initiatives as an incentive for faculty course development in diversity and inclusion

- The working group recommends to the Deans of all Danforth Campus schools that all new faculty orientation programs include a session on strategies for inclusive teaching and that faculty be strongly encouraged by their deans and department chairs or directors to attend.

- The working group recommends that the University support the expansion and development of a wide range of faculty workshops and events on Diversity and Inclusion topics relevant to teaching and advising students. These kinds of workshops are offered at such institutions as the University of Texas-Austin, the University of Vermont, the University of North Carolina-Chapel Hill, and UCLA. The development of these workshops should involve building on, expanding, and coordinating a menu of programs and events developed by The Teaching Center, by departmental faculty and staff, or as part of cross-university efforts to improve the classroom.
climate for students in under-represented groups. Examples include:

- faculty training on LGBT issues that influence teaching and learning;
- department- and school-specific panel discussions on diversity in the classroom;
- speaker series on discipline-specific issues related to Diversity and Inclusion in the classroom; workshops on strategies to retain women and under-represented minorities, particularly in fields with pipeline issues related to gender and the intersections of gender and race.

Other kinds of programs and events to help train faculty and graduate students should include:

- A foundational Best Practices workshop, as well as more advanced, discipline-specific topics tailored for specific schools or departments. These workshops could potentially be a part of a formalized teaching certificate program developed and offered by The Teaching Center. (Expansion of Teaching Center staff would be needed to implement this recommendation).
- Such workshops should be informed by relevant research in higher education and also by (de-identified) data gathered via the Campus Climate Survey, the Bias Report and Support System, student evaluations of WUSTL courses, and informal feedback from students, so that the content is reflective of concerns of WUSTL students (creating a feedback loop to ensure that faculty are responding to issues that students are reporting).
- These programs and events should be designed to explore diversity and inclusion in a wide range of teaching and learning contexts, e.g. large and small classes; discussions, lectures; and group work; laboratories and fieldwork; and with attention to discipline-specific issues and opportunities.
- All workshops should design and collect post-workshop survey assessments and develop informal mechanisms to use for assessing faculty response to the program content. These assessments should be regularly reviewed and used to design subsequent workshops.
- The working group recommends that The Teaching Center incorporate additional training on strategies for inclusive teaching in Teaching Assistant (T)-Training programs, including the required TA Orientation for new graduate-student TAs (run by The Teaching Center, cosponsored by the Graduate School of Arts & Sciences and the Division of Biological and Biomedical Sciences). In addition, we recommend that departments include discipline-specific Diversity and Inclusion topics in both formal and informal training of graduate-student TAs. Such institutions as the University of Texas, the University of Vermont, the University of North Carolina, and UCLA offer these kinds of workshops three or four times a year for faculty and graduate student TAs.
- The working group recommends the development of formal systems and tools for faculty to conduct peer-observation, and self-reflection, on the effectiveness of current teaching practices, including specific attention to practices that can either promote or hinder an inclusive environment for teaching and learning. To this end, it is recommended that The Teaching Center, in collaboration with faculty, develop templates for observation and self-reflection on diversity and inclusion in teaching. These templates can be used by departments and schools for providing constructive guidance for all faculty being observed by peers.
Next Steps

1. Provost Thorp is appointing a standing committee on Facilitating Inclusive Classroom that will be announced in the fall semester.
2. A session on facilitating inclusive classroom was piloted during new faculty orientation.
3. The Provost has asked the Dean of the College of Arts & Sciences to lead an effort to strengthen the Social Diversity requirement in the College.

Members:
Chair: Mary Ann Dzuback, Director of Women Gender and Sexuality Studies & Associate Professor of Education
Chair: Rich Loomis, Associate Professor of Chemistry
R. Martin Arthur, Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering
Tonya Edmond, Associate Professor of Social Work
Beth Fisher, Director of Academic Services, Teaching Center
Andrea Friedman, Associate Professor of History
Cheryl Holland, Education Librarian, Olin Library
Tiffini Hyatt, College of Arts & Sciences, Class of 2014
Dorothy Kittner, Assistant Dean and Director of Corporate Relations, Olin Business School
Igor Marjanovic, Associate Professor of Architecture
Meredith Schlacter, School of Law, Class of 2014
Jen Smith, Dean, College of Arts & Sciences