During 2016, CTE staff developed several resources and programs to address inclusion and equity in KU classrooms. Director Andrea Greenhoot, Associate Director Doug Ward, and Faculty Fellow Meagan Patterson created web-based resources on CTE’s site (see cte.ku.edu/resources-inclusive-teaching) to offer ideas about adopting inclusive teaching methods, creating an inclusive climate, and leading difficult discussions.

The Teaching Summit in August focused on Supporting Learning for All Our Students, and it featured plenary speaker Alma Clayton-Pedersen, AAC&U senior scholar.

Greenhoot and CTE Faculty Fellow Marta Caminero-Santangelo worked with the Offices of Faculty Development, Diversity and Equity, and Academic Affairs to develop the Diversity Scholars program (see p. 6), which kicked off this fall.

Greenhoot and Caminero-Santangelo also led a workshop for new faculty members on inclusive teaching, as part of orientation.

In response to faculty concerns about students’ reactions to the election, CTE hosted four sessions that provided resources for navigating discussions with students. Greenhoot, Ward, Caminero-Santangelo, and Patterson structured and led the sessions.

In the spring, we will expand our website to include ideas about meeting the needs of students with disabilities and suggest methods for teaching international students.

Almost 100 faculty members, instructional staff, administrators, and GTAs participated in CTE’s Navigating Difficult Post-Election Dialogue sessions November 15-18. Photo Doug Ward.

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CTE View—Andrea Greenhoot discusses the role that faculty members play in promoting equity, pp. 2-3.
Perspectives—Doug Ward shares snapshots of student characteristics, pp. 4-5.
Innovations—The inaugural group of Diversity Scholars is announced, p. 6.
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CTE VIEW

Faculty play a role in modeling and promoting equity

Andrea Greenhoot
CTE/Psychology

The college-going population in the US is rapidly becoming more diverse, driven by considerable increases in the number of students who have historically been underserved by higher education. KU is no exception to these national trends.

This fall’s Teaching Summit plenary speaker, AAC&U senior scholar Alma Clayton-Pedersen, argued that we can and should address this era of increased social complexity by placing diversity, broadly and richly defined, at the center of the academic enterprise. The need to create more equitable educational opportunities that support learning for all our students has been underscored by student protests over the last year, along with evidence of persistent disparities in the academic success of students from underserved versus historically privileged groups. A central theme of Clayton-Pedersen’s work is that everyone connected to the academic enterprise has a role in addressing these challenges.

What does this mean? Efforts at diversity, equity and inclusion should not just be concentrated in co-curricular programs aimed at students from underrepresented groups, and/or courses that focus on diversity itself. Rather, for meaningful and widespread change to occur, these efforts need to be more systematically infused into the curriculum, which is the heart of our students’ academic experience. All university students should learn about the diverse world they live in, and all instructors should draw upon diversity to enrich learning for everyone. As Clayton-Pedersen writes, this approach makes it so that “diversity then is no longer ‘the other’ and synonymous with racial and ethnic minority students, gay and lesbian students, low-income and first-generation students, while those historically privileged are the norm and at the center of learning” (Clayton-Pedersen & Clayton-Pedersen, 2008).

In addition to ethical and social reasons for infusing diversity into the curriculum, there is also a pedagogical rationale: Diversity in higher education has been shown to promote complex thinking skills and knowledge that prepare students to live and work in a diverse world (Hurtado, 2005; National Leadership Council, 2007).

Faculty and instructors can play a pivotal role in efforts to promote an equitable teaching and learning environment. Research shows that many common educational and social practices reinforce inequities and work against the success of students from underrepresented groups. Here are three dimensions of teaching and course design to consider:

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Pedagogy. Instructors can attend to diversity in their learners by incorporating approaches that are known to be effective in supporting learning in students from a wide range of backgrounds. A number of pedagogies improve learning and engagement for all students, and close the achievement gap between underrepresented and majority students. Methods that incorporate active and collaborative learning, problem-based learning, increased course structure (e.g., guided-reading questions, preparatory homework, and in-class activities), an emphasis on the relevance and real-world applications...
of course material, and peer-led supplemental discussion or workshops have been shown to enhance learning for all, with disproportionate benefits for students from underrepresented groups. These approaches shrink large classes to smaller groups in the same space, reduce academic isolation, and encourage a sense of community and social support. They also enhance critical thinking, improve student preparation and accountability, and transform students into active learners. Similarly, a recent project reported in the journal *Peer Review* has shown that increased transparency in courses—by demystifying what it takes to succeed on an assignment through clear goals, assignment steps, and evaluation criteria—can produce demonstrable improvements in students’ success, particularly among underrepresented groups. Faculty at five diverse postsecondary institutions implemented two transparently designed, problem-centered assignments in courses for first-year students. Students reported increased academic self-confidence and sense of belonging, and course completion rates improved (Winkelmes et al., 2016). These gains were especially dramatic for underserved students, possibly because these students do not have the same access to insider academic knowledge that historically privileged students do.

**Course content and learning goals.** Studies of student retention show that a lack of a sense of belonging puts students at a high risk for dropping out of college. Instructors can contribute to students’ sense of belonging and validation by choosing course learning goals, content, and examples that increase students’ exposure to the diversity of human experience, and give all students an opportunity to see themselves in material. For instance, choose examples meaningful to students from a range of backgrounds, acknowledge that not all students share the same points of reference or experiences (e.g., “If you’ve been on an airplane,”), and provide role models from a range of cultures, races, and genders. Ask all students to think about how their experience has been shaped by their identities so that underrepresented students are not the only ones to “have” race, sexual orientation, etc. Perhaps most importantly, instructors can reflect on how their own background, biases, and perspectives might affect how they have designed courses. Conversations with colleagues might be especially helpful in identifying disciplinary blind spots and ideas for incorporating diverse perspectives and examples into the content of a course. The network of KU Diversity Scholars (see p. 6) will be a valuable resource in this regard.

**Classroom climate.** An inclusive classroom climate embraces diversity and creates an atmosphere of respect for all members of the community. Many university students are still developing skills in civil discourse, so instructors can scaffold intellectual discourse about contentious issues by establishing guidelines for class participation that anticipate difficult discussions, and managing contentious interactions when they arise (see p. 8). Highlight the importance of respecting others’ perspectives, avoid generalizations, and be careful not to ask an individual to represent an entire group. Build rapport and community in your class, such as by incorporating peer learning (with diverse pairs or groups) or by asking students to reflect on how their learning is enhanced by interaction with classmates (e.g., “What did you learn from someone else in today’s class?”). Hot moments can be treated as learning opportunities if students are encouraged to set aside personal reactions and think about an issue productively. Instructors can defuse heated interactions by taking a break from the discussion, asking students to reflect and write, or deferring discussion to the next class period.

Fostering success for all learners requires us to reflect on our own practices and engage in deliberate, intentional efforts to enhance inclusivity and respect for diversity in our classes. Many KU faculty members are on this journey. Let us know how CTE can help you.
To practice inclusive teaching, we must know our students. University statistics offer some help with that. The charts that follow, created from public data distributed by the Office of Institutional Research and Planning, provide snapshots of student characteristics. They offer only fragments of the broad story, but they do give a sense of the types of students we teach. Think of them as a starting point rather than an ending point, a way to start conversations and to learn more about students.

**A more diverse student body**
The university rightly bragged about the diversity of this year’s freshman class (see below left). Other changes are worth noting, though. Women have outnum- bered men in all but two freshman classes over the past 15 years. This year, though, the percentage of men fell to 46.2%, its lowest level since 2002, when it was 45.8%. (Read more about that on the CTE blog.) Among all students on the Lawrence and Edwards campuses, women make up 51.3% of the 24,892 students.

Not surprisingly, 76.5% of undergraduates this year are between the ages of 18 and 21. Among graduate students, 59% are between 22 and 29, while 37% are between 30 and 49.

**Out-of-state freshmen**
Like other universities, KU has recruited more out-of-state stu- dents, who accounted for 41% of freshman in 2016 and nearly 39% of all students on the Lawrence and Edwards campuses.

**A more diverse freshman class**
White students make up the vast majority of KU’s freshman class. The percentage of Hispanic, black and Asian students has grown considerably since the early 2000s, though, as has the percentage of those of multiple ethnicities.

**Number of out-of-state students grows**
The number of new freshmen from Kansas has remained relatively stable at KU over the past five years. The number of freshmen from outside Kansas has grown by 57.5 percent, though.
The university’s freshmen show a growing diversity in another area, as well: Over the past six years, the number coming from outside Kansas has grown 57.5%. Not surprisingly, most out-of-state students come from neighboring Missouri, followed by Illinois, Texas, California and Colorado.

**Family income**

Average ACT scores and GPA reached all-time highs among this year’s freshman class. As those averages have risen, so has the income of families of incoming freshmen, shown above.

For comparison, the University lists the median income for a family of four in the U.S. That was $87,873 in 2015, according to the Census Bureau. For all households, the median was $56,516.

The income chart for families of freshmen tells only part of the story. Of all students on the Lawrence campus last year, more than 6,500 undergraduates (34.7%) received need-based financial aid, and 4,454 (23.8%) received $17.8 million in Pell grants.

In addition, more than half of students who graduated in 2014-15 had accumulated loans of $23,000 to $28,500 each.

**Students from Kansas**

More than 61% of the 24,892 students on the Lawrence and Edwards campuses are from Kansas. All of Kansas’ 105 counties are represented in that total. Nearly 80% of in-state students come from just six counties: Johnson, Douglas, Sedgwick, Shawnee, Wyandotte and Leavenworth. The number of students from those counties declined between 2014 and 2016, as did the number from 60% of Kansas counties.

**Most popular majors**

The most popular undergraduate majors range across disciplines. In order, these were the majors that had the largest number of students in 2015-16: engineering, business and accounting, biological sciences, psychology, journalism, pharmacy, education, design, communication studies, and political science.

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**A large proportion of graduate students**

Graduate and professional students make up the largest portion of the student body on the Lawrence and Edwards campuses, accounting for nearly a fourth of all students. We’ll look at them more closely in the next issue.
Meet KU’s Diversity Scholars for 2016-17

Twelve KU faculty members have been chosen for the inaugural Diversity Scholars Program, which will promote broader faculty adoption of teaching methods, strategies, and course materials that enhance inclusivity and respect for diversity in KU classes. The program is funded by the Offices of Faculty Development and Academic Affairs and is working in consultation with the Office of Diversity and Equity.

Program goals include improving the retention, progression and academic success of students from underrepresented groups, as well as increasing all students’ understanding and respect for diversity.

Faculty members leading the program are Marta Caminero-Santangelo and Darren Canady, Department of English, and Shannon Portillo, School of Public Affairs and Administration. The Diversity Scholars will work together on incorporating greater attention to diversity and more inclusive practices in their classes. Scholars will also discuss department- or unit-specific strategies for working with colleagues in their areas to promote and facilitate inclusive teaching and mentoring strategies.

Marta Caminero-Santangelo
English

Darren Canady
English

Shannon Portillo, Public Affairs and Administration

Cécile Accilien, African and African-American Studies

Barbara Barnett, Journalism and Mass Communications

Jody Brook
Social Welfare

Alesha Doan, Public Affairs and Administration

Stephanie Gamble
KU Libraries

Tim Hollister
Design

Krzysztof Kuczera, Chemistry & Molecular Bioscience

Carrie La Voy
Curriculum and Teaching

Ward Lyles
Urban Planning

Margaret Marco
Music

Maria Velasco
Visual Art

Lua Yuille
Law
CTE welcomes Joshua Potter

In January, Joshua Potter will begin his work as CTE’s assessment specialist.

Potter comes to KU from Louisiana State University, where he has held a tenure-track position in political science. Potter has an M.A. and a Ph.D. from Washington University in St. Louis. “As a native of Kansas City, I am excited about the opportunity to contribute to an institution that has historically provided so much to my family and my community,” Potter said.

As the specialist in documenting student learning, Potter will work in close collaboration with the Office of Academic Affairs and will serve as a campus-wide resource on undergraduate and graduate assessment. His focus will be on assisting faculty members and academic units as they identify, implement, and evaluate their assessment goals. He brings to campus skill with evaluating learning at the undergraduate and graduate levels, and he recently won a competitive award for evidence-based, hands-on teaching methods from LSU.

“I am delighted to have Josh join CTE as our specialist in documenting learning,” said Andrea Greenhoot, CTE’s Director. “I am especially excited about how Josh’s experience as a faculty member frames his work on assessment. He focuses on the power of assessment as a tool for reflecting on our courses and curricula, and enhancing our students’ learning. And I think KU faculty and staff will very much enjoy working with him.”

CTE and CODL to offer workshop on January 11

The Center for Teaching Excellence and the Center for Online and Distance Learning will offer a hands-on workshop from 1 to 4 p.m. Wednesday, Jan. 11, in Budig 6, for instructors interested in creating online elements for flipped, hybrid and online courses.

It will begin with a discussion of topics like videos and podcasts for classes, adaptive release of course materials, online communication with students, online practice quizzes, discussion boards, interactive modules for Blackboard, and other forms of digital instruction. The goal is to improve student learning by leveraging effective digital course components to encourage student engagement, providing instructors with alternatives to lecture.

After discussion about best practices for creating online course material, participants will work with staff members from CODL and CTE to begin creating that material.

Anyone interested in participating should RSVP to Judy Eddy (jeddy@ku.edu) with the following information:

• Name
• Course you are teaching
• Goal or goals you wish to accomplish with the online course material.
• A specific topic or area you wish to address in the workshop (a module, an assignment, etc.), along with information about how you are approaching this now. Providing those materials ahead of time will increase the likelihood of completing a component that day.

Questions? Contact Doug Ward at dbward@ku.edu.
Sample ground rules for difficult discussions

These ground rules are examples of ones that students could use in your courses. Ask them to expand on or modify the guidelines as they see fit.

Guidelines for class participation
1. Respect others’ rights to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.
2. Listen carefully to what others are saying, even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker’s comments.
3. Be courteous. Don’t interrupt or engage in private conversations while others are speaking.
4. Support your statements. Use evidence and provide a rationale for your points.
5. Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
6. If you are offended by something or think someone else might be, speak up and don’t leave it for someone else to have to respond to it.

From the University of Michigan Center for Research on Teaching and Learning website. For more examples like this, see crlt.umich.edu/node/58410.

Principles for constructive engagement
1. You don’t know what you don’t know. Strive for intellectual humility.
2. Everyone has an opinion. Opinions are not the same as informed knowledge.
3. Let go of personal anecdotal evidence and look at broader societal patterns.
4. Notice your own defensive reactions, and attempt to use these reactions as entry points for gaining deeper self-knowledge.
5. Recognize how your social position (such as your own race, class, gender, sexuality, ability status) informs your reactions to class material and other in the class.

Adapted from Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education, edited by James A. Banks