SURVEY OF RACIAL & ETHNIC CURRICULAR REPRESENTATION IN UNH CLASSROOMS

2022

A Brief Report of Current Practices and Recommendations for Change

CONSULTATION TEAM

This report reflects the collaborative efforts of individuals from the Office of Community, Equity, and Diversity and Psychological and Counseling Services

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INTRODUCTION

In U.S. colleges and universities, young adults gain knowledge, develop skills, and encounter a variety of experiences to prepare them for a diverse and competitive workforce, and to navigate the continued challenges they will face in our increasingly racially and ethnically diverse country. Beyond this, there are clear reasons why attention to racial and ethnic diversity are important for a cohesive and productive society. On a broad level, the overall potential of the nation is arguably enhanced by drawing on the academic and professional capacity of all of its members, meaning an ethnically diverse collective of individuals that extends far beyond those with ancestral heritage among European countries alone (Goldstein, 1994). To this end, racial and ethnic studies seek to bring narratives from people of non-White communities to the forefront, so that non-White students may experience an education that is “culturally relevant and responsive to their needs, interests, aspirations, and dreams” (Sleeter & Zavala, 2020) and so they may fairly participate in a democratic society (Pang, 2006).

In this spirit, and consistent with the University of New Hampshire's mission to build and nurture "an environment of inclusive excellence where all students, faculty, and staff can thrive," the Office of Community Equity and Diversity (CED) has requested consultation on the impact of racial and ethnic curricular representation on the academic and psychological well-being of UNH students.

In support of this request, consultants from UNH Psychological and Counseling Services (PACS) will provide a brief overview of the extant literature on the impact and relevant considerations regarding racial and ethnic pedagogy towards college students, as well as an assessment of current faculty practices at UNH.

For the purposes of this consultation project, **curricular representation** is defined as: *The inclusion of diverse racial and ethnic perspectives in course material such as class syllabi, classwork, homework, projects, assessments, discussions, and/or lectures*

Brief Literature Review

Positive Outcomes of Curricular Diversity

A powerful and well-supported method of enhancing racial and ethnic curricular representation and bringing narratives from non-White communities to light in institutions of higher education is to offer and require courses for students dedicated to the learning of racial and ethnic diversity. This has been an undertaking in many college programs, in the hopes of promoting social justice as well as healthier attitudes across different racial and ethnic groups (e.g., Bowman, 2010; Mayhew & Grunwald, 2006; Schueths, et al., 2013).

On a broad level, college students seem to experience positive democracy-related outcomes, such as "commitment to promoting racial understanding, perspective taking, sense of commonality in values with students from different racial/ethnic backgrounds, agreement that diversity and democracy can be congenial, involvement in political affairs and community service during college as well as commitment to civic affairs after college" when exposed to curricular diversity in the context of general diversity courses and ethnic studies (Gurin et al., 2003, p.25; Sleeter & Zavala, 2020).

Additionally, curricular diversity and cocurricular diversity (representation of diverse groups of students on the campus) have been shown to have a moderate effect on reducing racial biases in college students, a phenomenon that has been shown to be especially moderated through the presence of intergroup contact (Denson, 2009; Engberg, 2004; Gurin et al., 2002).

Brief Literature Review

Racial Differences in Outcomes of Curricular Diversity

There seem to be distinct differences in how much students are impacted through engaging in diversity curricula. The greatest positive impact (e.g., on racial attitudes and psychological well-being) are generally shown for White-identified students, who perhaps may not have had previous exposure to cross-racial interaction or awareness of power dynamics (Bowman, 2010; Sleeter & Zavala, 2020).

In further examination of these differences, Lopez's (2004) study used surveys conducted across 791 first-year college students to examine the effects of interethnic contact and curricula that addressed issues of ethnicity, race, and intergroup relations. It was found that European American students who were exposed to these curricula were more aware of societal inequalities and were more supportive of policies addressing educational inequity. While students who identified as African-American also reported similar attitudes towards these policies following the curricular exposure, the gains for White-identified students were greater.

In another example, Bowman (2010) found that students who took a single diversity course focusing on racial/ethnic and/or gender diversity experienced marginally worse psychological wellbeing compared to those who took no diversity courses. This decline in wellbeing was lesser for White students compared to students of color. Bowman also found that White students who took at least two diversity courses experienced greater psychological wellbeing, comfort with individual differences, relativistic appreciation of diversity, and participation and/or intentions to participate in diverse interactions. Students of color however, did not report significant gains in these areas from taking two courses, but did experience gains (alongside white students) in behavioral intentions/actions toward participation in diverse cultural / social interaction. When considering why students of color received less benefits, Bowman considered multiple potential factors, including that students of color may be discouraged by hearing insensitive or uninformed comments during introductory diversity courses, or that they may have negative feelings toward "diversity" courses overall (e.g., regarding perceived bias in diversity courses and their ability to improve race relations; Bowman, 2010; Ervin, 2001).

The researcher also posited that many college students generally tend to grow up in "relatively homogenous environments" and that taking a single diversity-based course could create a sense of disequilibrium for them, which may be resolved following taking a second course. Bowman concluded that findings offered support for the practice of institutions of higher education requiring multiple diversity courses for college students.

Brief Literature Review

Hesitance to Integrate Curricular Diversity

Despite the potential benefits, some professors may be hesitant, if not resistant, to integrate racial and ethnic curricular representation into their courses (Mayehew & Grunwald, 2006; Schueths, et al., 2013).

336 faculty at a predominantly White Midwestern university were surveyed regarding their incorporation of diversity-related content (including racial and ethnic diversity) into their courses in Mayhew & Grunwald's (2006) study. Here, it was found that identifying as female, and/or a person of color were significant predictors of being more likely to incorporate diversity-related content into curricula. In contrast, White male professors were least likely to do so.

The researchers hypothesized that faculty who identify with marginalized groups may be more likely to share "expressed solidarity" regarding the importance of integrating diversity-related content to the classroom, and that White male faculty may feel less equipped with relevant expertise to passionately and effectively do so. They also brought attention to the importance of having congruence between the beliefs of individual faculty and the institution's upper administration regarding matters of diversity, in order to increase the likelihood of inclusion of curricular diversity in courses.

Further, the authors found that faculty's personal beliefs about diversity-related matters (e.g., affirmative action, campus unity versus disunity, admission of "too many underprepared students") influenced their level of willingness to incorporate diversity-related content into curricula. For instance, the researchers found that "faculty who were more likely to believe that affirmative action leads to the hiring of less qualified faculty and staff were less likely to incorporate diversity-related materials in the classroom."

Mayhew & Grunwald (2006) suggest further research exploring reasons why White male faculty are less likely to integrate diversity-related content into curricula would be a fruitful endeavor.

Based on these findings, if a university's administration determines that increasing racial and ethnic curricular representation is a critical matter, providing education to faculty to address this hesitation and to increase comfort is essential.

KEY FINDINGS

- **Racial and ethnic curricular representation in the form of diversity-related courses generally correlates with numerous positive outcomes for college students, including wellbeing and democracy-related outcomes**

- **While students of various racial and ethnic background can benefit from this, the greatest gains are found with White students**

- **This can be enhanced even further by increasing racial and ethnic diversity in the student body**

- **Seeking to understand why some professors remain hesitant to integrate curricular diversity into their courses is an important endeavor**

METHODS

PROJECT DESIGN

The current project recruited UNH Durham faculty to better understand their teaching practices and philosophies regarding racial and ethnic representation. Emails with a short description of the project and a link to a Qualtrics survey were sent by the consultee to contacts within the University in all of areas of study. The consultants then analyzed the data from the surveys to help answer the research questions.

PARTICIPANTS

Given the estimated total of 1,000 instructional staff at UNH, the consultants used a margin of error calculator to determine a sufficient sample size. Assuming a 95% confidence level and 8% margin of error, it was determined that a sample of approximately 135 faculty would be sufficient to answer the proposed research questions. Three waves of email reminders were sent to UNH Durham faculty throughout the Spring 2022 semester and one follow-up email after the semester were sent by sent by the consultee to obtain the proposed sample size.

MEASURES

DEMOGRAPHICS AND CAREER INFORMATION

Basic demographic and career information was collected at the beginning of the survey. Individuals were asked to indicate how long they have been teaching, their faculty/teaching appointment, their program (s) of study, whether they have had training in teaching diversity, and if they identify with a racial or ethnic group that is underrepresented in education (e.g., BIPOC). Options were provided for not answering or indicating "prefer not to say" in order to provide the opportunity for anonymity and increase comfort in responding.

PERSPECTIVES ON TEACHING RACIAL AND ETHNIC DIVERSITY

Individuals were asked about their general comfort in incorporating racial and ethnic diversity in the classroom as well as UNH-specific questions about awareness and interest in training in the area. Individuals were asked to rate their comfort with discussing race/ethnicity/diversity in the classroom using a 5-point Likert scale ranging from 1, *very uncomfortable*, to 5, *very comfortable*. Individuals were then asked to rate their awareness of racial and ethnic curricular representation resources for faculty at UNH using a 3-point Likert scale ranging from 1, *not aware*, to 3, *very aware*.

Next, individuals were asked if they were interested in receiving further training regarding racial and ethnic curricular representation with the options of no, unsure, and yes. Individuals were then asked about how supported they feel by UNH to have discussions regarding diversity in the classroom using a 5-point Likert scale ranging from 1, no support, to 5, fully supported.

The last section of the survey asked participants to indicate ways in which they address representation in the classroom and factors that impact the decision to incorporate representation in their curriculum. These questions were formatted to allow for the selection of multiple responses as well as a dialogue box for other responses not already listed. For the question asking about ways in which the faculty member addresses race and ethnic curricular representation in the classroom, an additional option was provided in which participants could indicate that they have not addressed diversity in the classroom. Options for these questions were derived from previous research and literature in the area of racial and ethnic pedagogy.

**The full survey and response options can be found in Appendix A.*

DATA ANALYSIS

All statistical analyses were performed in SPSS. Qualtrics data was exported to SPSS and descriptive analyses were run to explore the variable means, ranges, and frequencies. Qualitative data from the dialogue boxes were compiled for informal thematic analysis and determination of positive/negative/neutral valence. For descriptive variables with dialogue boxes (i.e., program of study), the consultants coded the responses for ease of categorization and analysis.

RESULTS

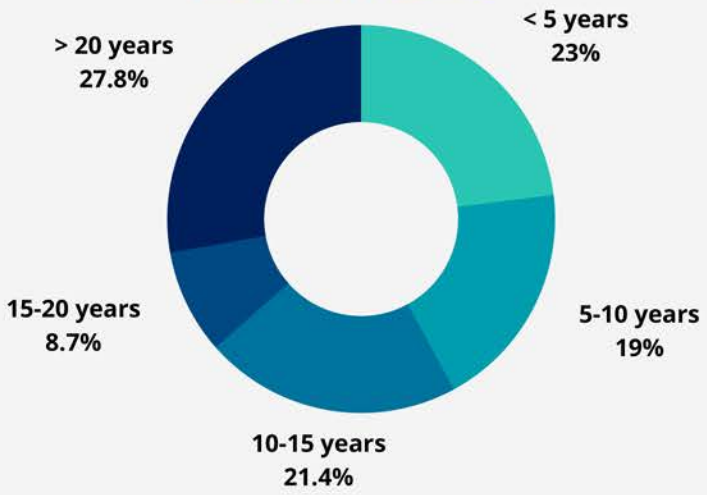
GROUP CHARACTERISTICS AND OVERALL RESPONSES

After the four waves of email requests for participation, a total of 126 UNH Durham faculty completed the survey. The final sample showed some diversity in the descriptive variables. Most participants had been teaching more than 20 years (27.8%), followed by less than 5 years (22.7%), 5-10 years (18.8%), and 15-20 years (8.7%).

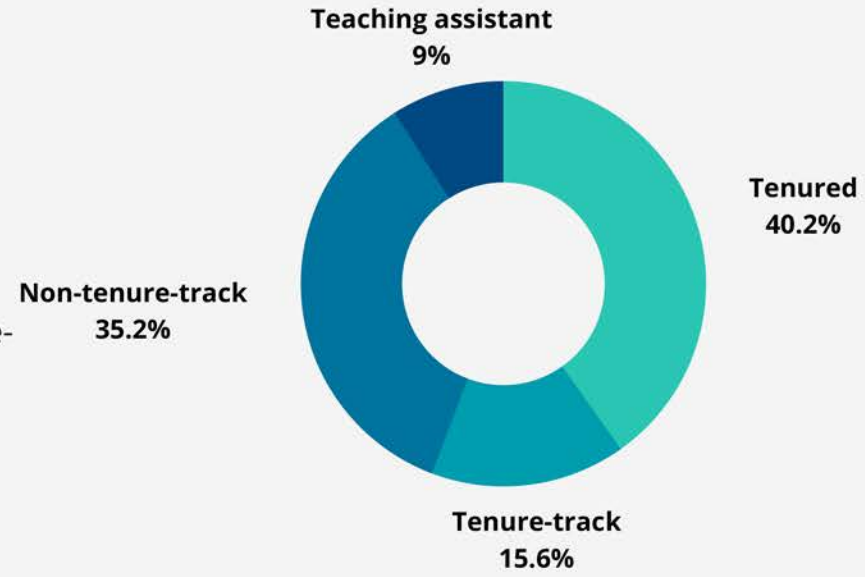
Most participants had tenured teaching positions (40.2%), followed by non-tenure-track positions (35.2%), tenure-track positions (15.6%), and teaching assistant positions (9%).

Each main UNH Durham college was represented, with most participants from the College of Engineering and Physical Sciences (CEPS; 30.2%), followed by the College of Life Sciences and Agriculture (COLSA; 24.6%), the College of Liberal Arts (COLA; 19%), the Peter T. Paul College of Business and Economics (PAUL, 11.9%), the College of Health and Human Services (CHHS; 7.9%), and those who preferred not to say (6.3%).

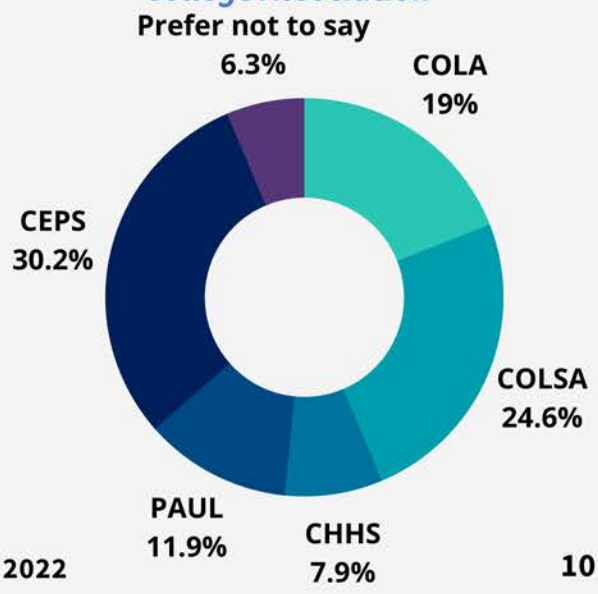
Time Spent Teaching



Faculty Appointment



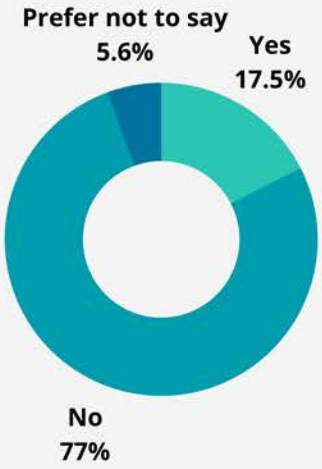
College Association



RESULTS

Most (77%) of participants reported that they did not identify with an underrepresented racial or ethnic group. 17.5% did report identify as such, and a small portion, 5.6%, preferred not to say.

Identification with Underrepresented Racial or Ethnic Group



Participants were asked if they had any training in incorporating diversity in the classroom, with 54.3% having some training, 26.4% from previous employment or education settings and 27.8% at UNH. This left almost half (45.7%) of participants reporting no training in teaching diversity in the classroom.

46%

OF FACULTY REPORTED HAVING NO TRAINING IN TEACHING DIVERSITY IN THE CLASSROOM

When asked about their awareness of racial and ethnic curricular representation resources for faculty at UNH, half of the participants reported being somewhat aware (50%), some who were very aware, (13.3%), and many who were not aware (32.0%).

Participants were asked if they were interested in such training, with the majority indicating interest (56.9%), some being unsure (21.1%), and some not being interested (21.9%).

Slightly more than half of the faculty surveyed reported being interested in receiving more training on racial and ethnic curricular representation.

Finally, when asked how supported participants felt by UNH to have discussions regarding diversity in the classroom, the majority of participants were neutral (42.6%), felt somewhat supported (24.6%), or felt fully supported (17.2%). However, some participants did also report feeling somewhat unsupported (9.0%) and no support (6.6%).

ONLY 17.2% OF FACULTY REPORTED FEELING FULLY SUPPORTED BY UNH TO HAVE DISCUSSIONS OF DIVERSITY IN THE CLASSROOM

RESULTS

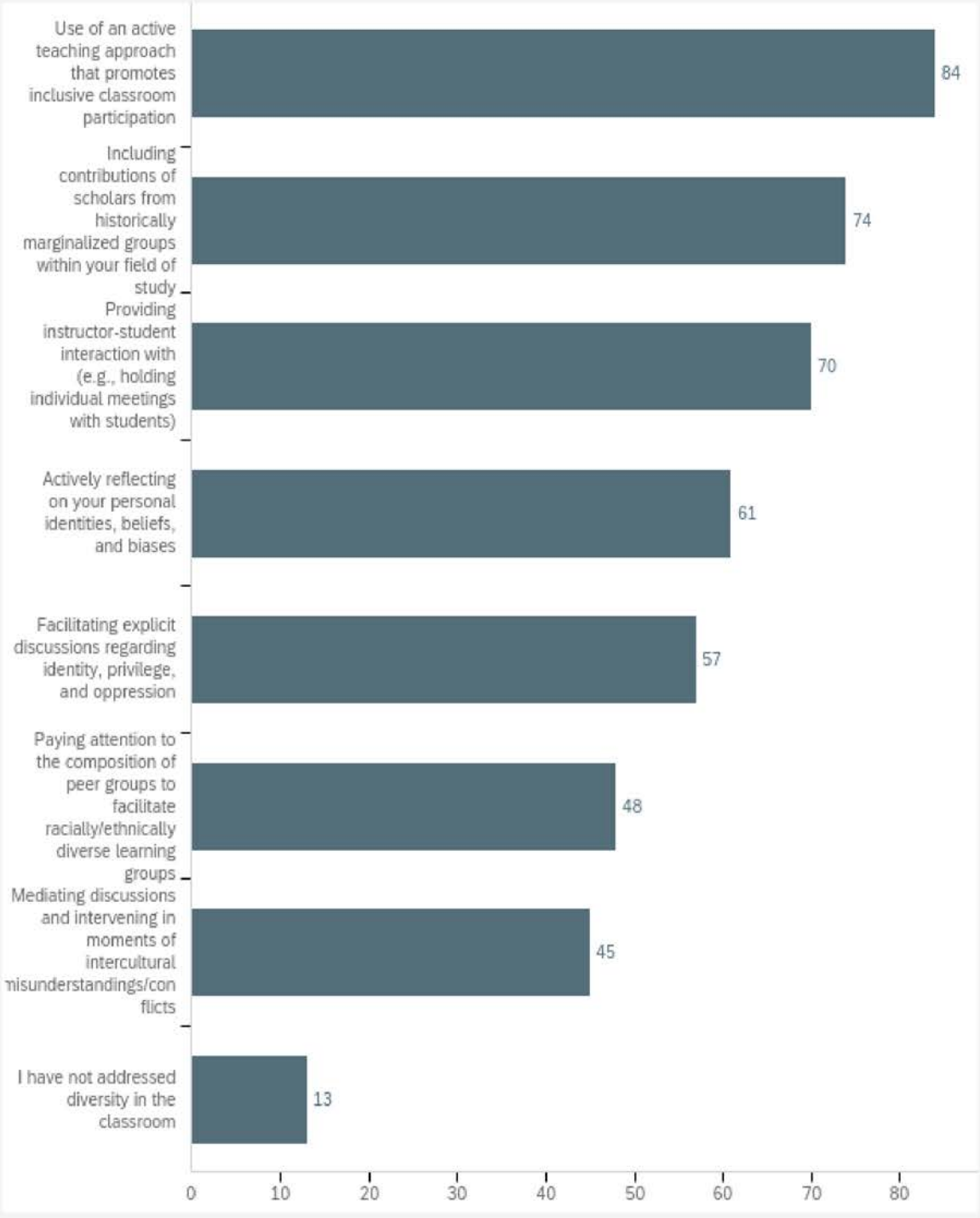
METHODS OF INCLUDING CURRICULAR REPRESENTATION

On average, participants endorsed 3.6 out of 8 example methods of incorporating racial and ethnic representation in their curriculum.

10%

OF FACULTY REPORTED NOT ADDRESSING DIVERSITY IN THE CLASSROOM

PARTICIPANT ENDORSEMENT OF METHODS OF INCLUDING CURRICULAR REPRESENTATION



RESULTS

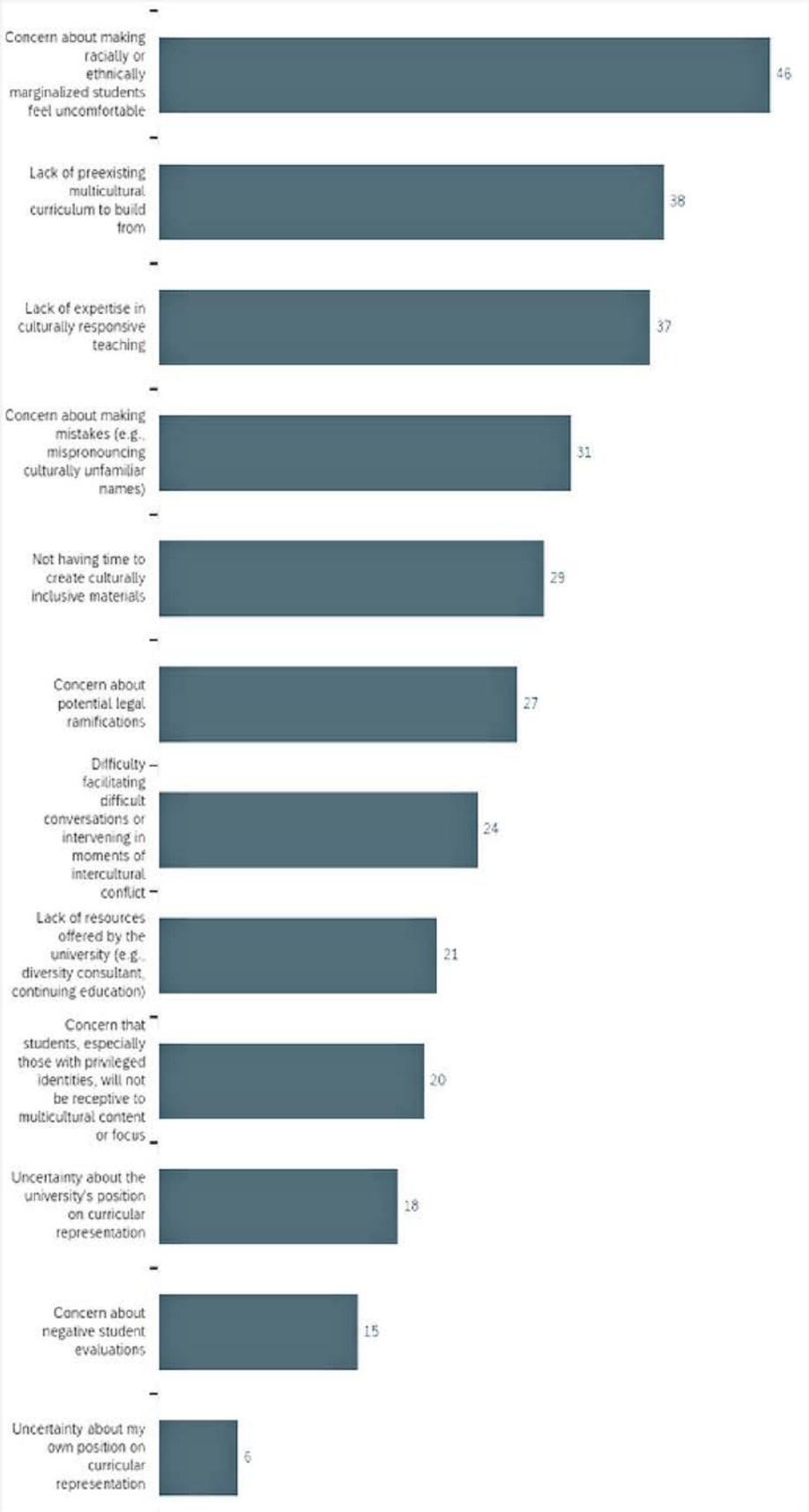
BARRIERS TO CURRICULAR REPRESENTATION

When looking at barriers that influence the incorporation of racial and ethnic representation in the curriculum, participants endorsed an average of 2.67 out of 12 factors.

The most commonly endorsed barriers include concern about making racially or ethnically marginalized students feel uncomfortable (13.53%), a lack of preexisting multicultural curriculum to build from (11.18%), and a lack of expertise in culturally responsive teaching (10.88%).

28 participants described other barriers beyond what was listed, with the majority of comments indicating a perceived lack of relevance to the topic/area of study, as well as a lack of time, lack of diversity within the students, and fear of being fired for being perceived as "racist." Some participants also had a negative reaction to this question and expressed this in the other barriers dialogue box.

PARTICIPANT ENDORSEMENT OF BARRIERS TO CURRICULAR REPRESENTATION



RESULTS

GROUP DIFFERENCES BASED ON COLLEGE AFFILIATION

When examining comfort in discussing race/ethnicity/diversity, there were significant differences between colleges, $F(5, 121) = 2.57$, $p = .030$, with CHHS and PAUL reporting the highest level of comfort in discussing these matters.

When assessing differences in feelings of support from UNH, the groups differed significantly, $F(5, 121) = 5.25$, $p < .001$, with PAUL reporting the highest level of perceived support (4.20), followed by COLSA (3.53), CHHS (3.50), CEPS (3.24), and, lastly, COLA (3.17). Those who preferred not to indicate their program of study described even less feelings of support, with an average of only 2.00.

There were also significant differences between colleges in the number of methods endorsed $F(5, 120) = 4.22$, $p = .001$. On average, faculty in COLA endorsed the most methods (5.29), followed by CHHS (4.20), COLSA (3.71), PAUL (3.20), and CEPS with the least (2.63). Those who preferred not to indicate their area of study endorsed an average of 3.13 methods. After adjusting for multiple comparisons, post hoc analyses showed the significant relationship was driven by the mean difference between COLA and CEPS.

FACULTY FROM COLA ENDORSED THE MOST METHODS OF ACADEMIC REPRESENTATION, AND FACULTY FROM CEPS ENDORSED THE LEAST

There were no significant differences between colleges regarding awareness of UNH resources, $F(5, 121) = 1.22$, $p = .306$. There were no differences in reported interest in future training, $X2(10) = 6.57$, $p = .765$.

In exploring differences between groups, there were no statistically significant differences between colleges in the number of barriers endorsed $F(5, 119) = 2.27$, $p = .052$.

FACULTY FROM PAUL COLLEGE REPORTED THE HIGHEST LEVEL OF COMFORT IN DISCUSSING RACE/ETHNICITY/ DIVERSITY, AND FEELING MOST SUPPORTED BY UNH IN THIS REGARD

RESULTS

GROUP DIFFERENCES BASED ON NUMBER OF YEARS TEACHING

There were no differences between groups based on the number of years teaching when assessing comfort in discussing race/ethnicity/diversity, $F(4, 121) = 2.13$, $p = .081$.

There were also no group differences in terms of reported awareness of UNH resources, $F(4, 121) = 0.13$, $p = .972$.

There were borderline significant differences between duration of teaching and interest in receiving further training $X2(8, 122) = 15.48$, $p = .050$, with proportionately more faculty with more time teaching being uninterested in diversity training and faculty with less time teaching being more interested in diversity training.

FACULTY WHO HAD BEEN TEACHING LONGER WERE MORE LIKELY TO SAY "NO" WHEN ASKED IF THEY WERE INTERESTED IN FURTHER DIVERSITY TRAINING

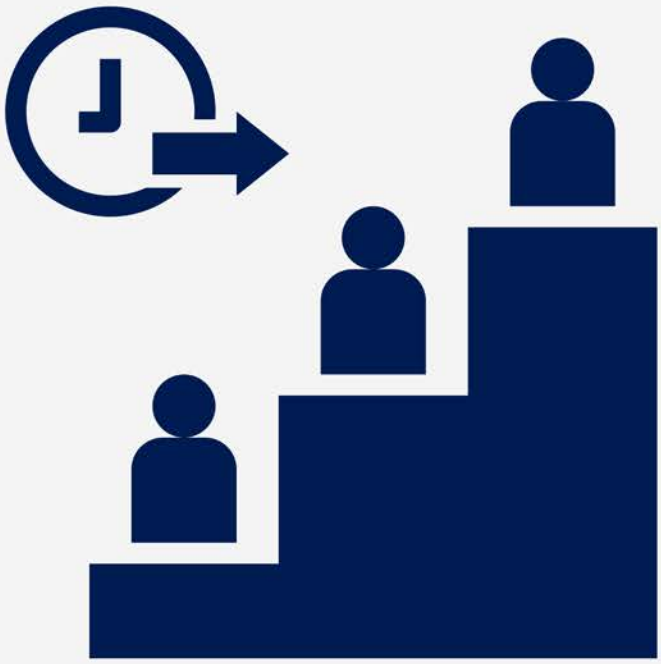
There were no significant differences between groups for the number of methods of including academic representation when looking at time spent teaching, $F(4, 121) = 0.95$, $p = .438$.

There were also no significant differences between groups for the number of barriers influencing the incorporation of representation when accounting for time spent teaching, $F(4, 120) = 1.88$, $p = .118$.

RESULTS

GROUP DIFFERENCES BASED ON FACULTY APPOINTMENT

There were no significant differences between groups based on faculty appointment when considering comfort discussing race/ethnicity/diversity, $F(3, 117) = 0.68$, $p = .566$, awareness of UNH resources, $F(3, 117) = 2.46$, $p = .067$, or feelings of support from UNH, $F(3,117) = 0.40$, $p = .753$.



There were significant differences between faculty appointments when considering interest in future training, $X2(6, 118) = 16.76$, $p = .010$, with those being non-tenure track being proportionately more interested in training than those who are tenured.

NON-TENURED FACULTY WERE MORE INTERESTED IN DIVERSITY TRAINING THAN TENURED FACULTY

In looking at the total number of methods endorsed, there were no differences between groups, $F(3,121) = 2.45$, $p = .067$.

Additionally, when exploring the number of barriers influencing representation, there were no significant differences when looking at faculty appointment, $F(3, 117) = 2.52$, $p = .061$.

RESULTS

GROUP DIFFERENCES BASED ON IDENTITY

There were no differences in comfort in discussing race/ethnicity/diversity when comparing those who identify with an underrepresented group in higher education and those who do not, $F(2, 121) = 1.27$, $p = .285$.

There were significant differences between these groups on the awareness of racial and ethnic curricular representation resources for faculty at UNH, F (2, 121) = 3.60, p = .030. However, the significance disappeared in post hoc analyses after adjusting for multiple comparisons.

There were significant differences when comparing groups on their interest in future training, X2(4) = 11.33, p = .023, with those who do not identify with an underrepresented group reporting proportionately more interest in future training.

Those who did not identify with an underrepresented group in higher education reported being more interested in future diversity training

When looking at feelings of support from UNH, there were no differences between groups based on identification with an underrepresented group, F(2,121) = 0.08, p = .923.

There were significant differences for the number of methods endorsed between those who did and did not identify with an underrepresented group in higher education. Those who identified with an underrepresented group endorsed significantly more methods on average (4.31) as compared to those who do not (3.61) and those who preferred not to say (1.71), $F(2, 123) = 3.11$, $p = .048$.

ON AVERAGE, FACULTY WHO IDENTIFIED WITH AN UNDERREPRESENTED GROUP IN HIGHER EDUCATION REPORTED USING MORE METHODS OF CURRICULAR REPRESENTATION

For barriers influencing the incorporation of representation, there were no differences between groups in terms of identifying with an underrepresented group in higher education, F(2, 122) = 1.15, p = .321.

DISCUSSION

Given that research demonstrates the benefits of incorporating curricular racial and ethnic representation for students, this study focused on how UNH faculty are currently incorporating curricular representation into their courses. This section will further explore the results of the survey and conclude with recommendations for how to support faculty in this effort.

The data analysis suggests that the faculty who participated hold mixed knowledge of racial-ethnic curricular representation as a theoretical principle guiding their teaching practices. About 20% of participants were unable to define the concept of racial-ethnic curricular representation. This may indicate a lack of familiarity or awareness of racial-ethnic curricular practices which would preclude faculty from incorporating culture and diversity issues within their course content. However, this may also be due to the survey's use of the term "racial-ethnic curricular representation," which may have been too narrow or exclusionary.

The participants may have been more familiar with similar concepts in the literature such as inclusive teaching, diversity representation, cultural integration, culturally responsive teaching or curriculum, multicultural education, decolonizing the curriculum, internationalising the curriculum, or diversifying the curriculum (Gay, 2000; Ginsberg & Wlodkowski, 2009; Hockings, 2010, Kitano, 1997; Shahjahan et al., 2022).

The survey indicated that a majority (67%) of participants are at least somewhat comfortable in discussing race/ethnicity/diversity in the classroom, and also endorsed similar comfort levels with discussing these matters regardless of personal membership to an underrepresented group. Given that discomfort with discussions of race is linked to avoidance or silence with addressing race or diversity (Sue, 2015), our findings suggest that participants have the potential to openly and confidently address diversity in the classroom.

While participants' self-reported comfort level may not be a significant barrier to a culturally inclusive approach to teaching, the findings indicate there are differences in knowledge of *how* to go about addressing race and culture in the classroom.

Quantitatively, participants who identified with an underrepresented group endorsed use of significantly more methods that promote inclusion and racial-ethnic representation. It is important to reflect on this gap in teaching methods used regarding diversity-related topics between members and nonmembers of an underrepresented group. It may be that due to their own personal experiences of being marginalized, excluded, or misunderstood in an academic context, members of an under-represented group have an increased awareness of inclusive teaching practices that create an engaging and welcoming environment for all students.

The difference in methods used between under-represented and majority identified faculty may be due to differences in quantity and quality of diversity training received. It is also possible that participants who identified as a member of underrepresented groups had more diversity training throughout their career than majority-identified participants.

In fact, a study exploring the relationship between student diversity, campus climate, faculty composition, and course content, found that although minority faculty members were underrepresented in all levels of higher education, women and minority faculty were most likely to participate in teaching and learning activities supporting diversity (Milem, 2001).

However, the current project did not collect information on the type, duration, or quantity of trainings received. This suggests that participants are likely to have a range of different training experiences that was not captured by the survey. As a result, we were unable to analyze difference in the quantity of diversity-related training received between members and non-members of an underrepresented group.

Future diversity training efficacy research can benefit from examining whether quantity of trainings impacts teaching practices and aim to identify the specific number and types of trainings needed to improve racial-ethnic curricular representation teaching practices.

BARRIERS TO INCLUSIVE TEACHING METHODS

Participants endorsed a number of barriers to utilizing teaching methods that promote racial ethnic representation in the classroom. The most commonly endorsed factors include concern about making racially or ethnically marginalized students feel uncomfortable, a lack of preexisting multicultural curriculum to build from, and a lack of expertise in culturally responsive teaching.

Other participants expressed a perceived lack of relevance to their area of study, as well as a lack of time, lack of diversity within the students, and fear of being fired for being perceived as “racist.

CONCERN ABOUT REPURCUSSIONS

The findings demonstrated that only 17.2% of participants felt fully supported by UNH to address diversity in the classroom, with other participants expressing feeling somewhat supported by UNH or neutral. This finding suggests that UNH would benefit from further assessment of what actions or communications regarding diversity initiatives is perceived as supportive by faculty.

Faculty's low perceived support from UNH to address diversity may be related to current social climate issues. Given that race-related topics are not only personally sensitive for individuals, but also politically charged, faculty may feel heightened vigilance and reluctance to address culture in the classroom. The recent passing of Sections 297 and 298 of New Hampshire's House Bill 2, which prohibits educators from teaching that one identified group is 'inherently racist, sexist, or oppressive, whether consciously or unconsciously,' may be an additional factor in faculty's reluctance to discuss race in the classroom. Faculty members may be concerned about being perceived as breaking this law.

Concern about being fired and being seen as racist was expressed by one participant through a relevant anecdote. Specifically, this participant cited a recent incident in which they perceived a lack of support for a faculty member who was identified as a racist by students on social media. The participant shared that the professor was "humiliated," criticized, and felt this situation, had it reached higher administration, would have resulted in punishment without due process or support from University.

This perspective shared by the participant highlights the difficult, yet essential role of the university to provide support for both students and faculty. In this case, faculty may feel a lack of trust, support, or transparency for how such a conflict would be managed, and may instead choose to protect themselves by avoiding discussions about culture and race altogether.

While it is important to be cognizant to not commit a microaggression or perpetuate harmful stereotypes, remaining silent on the topic of race can be equally harmful (Gay, 2000; Gay, 2010; Sue, 2015).

However, despite one's best efforts, disagreements, misunderstandings, and hurt feelings will occur. These conflicts can become teachable moments for deeper exploration of biases, stereotypes, and emotions (Sue, 2015). Conversations about race, while often challenging and uncomfortable, can lead to significant benefits in the academic learning and identity development of students (Weinzimmer & Bergdahl, 2018).

Beyond learning about various methods or strategies for increasing racial/ethnic curricular representation, faculty and teaching staff would also benefit from receiving training on how to navigate these difficult conversations with students as well as how to mediate conflict between students (Sue, 2016).

Several studies support the importance of dialogue and interactions between students of different racial and ethnic backgrounds. Studies indicate intergroup interactions complement curricular representation and is associated with student growth (Denson, 2009; Engberg, 2004; Gurin et al., 2002; Hurtado, 2000; Maruyama et al., 2000).

A qualitative case study of classrooms at University of Maryland revealed that students and faculty alike expressed direct accounts of appreciation for the learning experiences that came from pedagogy regarding curricular racial and ethnic diversity while in multi-racial/multi-ethnic classrooms (Maruyama et al., 2000). These experiences seemed to come from being able to make and learn from mistakes, address tensions, and work through conflict that arose during classroom discussions about diversity. The study concludes that:

…faculty members who recognize and use diversity as an educational tool; who include content related to diversity in their courses; who employ active learning methods; and who create an inclusive, supportive classroom climate can and do produce enhanced educational outcomes in classes comprising a racial and ethnic mix of students. (p.5)

RACIALLY HOMOGENOUS STUDENT BODY

A common belief, highlighted by a few participant responses, is that diversity-related topics are inapplicable to a majority White student population and are therefore not be relevant until the student body become more diverse. However, though a more racially heterogenous student body is an important overarching goal, research indicates the work toward inclusivity will have to go deeper than that. In fact, there is evidence that universities with diverse student bodies can also struggle with providing inclusive teaching practices.

Of note was Milem's (2001) finding that that campuses with higher diversity ratios (primarily research and doctoral level universities), had faculty that were least likely to use active learning techniques, curriculum inclusion, or attend optional diversity workshop training. This was attributed to faculty focus and pressure to be prolific researchers, which can limit time available to devote to improving teaching practices. Similarly, our survey participants also noted lack of time as a major barrier to devote to inclusive teaching practices, and it is also worth mentioning here that UNH is designated as a top tier (R1) research university.

Thus, increasing diversity in the student population does not necessarily translate to an increase in faculty engagement with diversity related topics and will not eliminate all the barriers indicated by our survey participants.

Furthermore, it is important to keep in mind that research has shown that all students, including White students, can benefit from courses that highlight diversity by increasing critical thinking, intercultural effectiveness, socially responsible leadership, and psychological well-being (Goodman & Bowman, 2014). Given this finding, an important step to increasing racial and ethnic curricular representation is to shift away from the belief that highlighting contributions of non-White individuals and scholars is only applicable to a racially and ethnically diverse student population.

PERCEIVED IRRELEVANCE TO COURSE CONTENT

Faculty in colleges that would stereotypically be associated with more diversity-related topics (COLA, CHHS, COLSA,) reported more methods of racial/ethnic curricular representation than faculty in colleges that appear to be unrelated to the topic (PAUL, CEPS).

However, Kitano (1997) posits that even disciplines that are viewed as "objective" (e.g. mathematics, the sciences, engineering, and medicine) can benefit from a transformed approach. She suggests that instructors can incorporate readings and speakers by diverse professionals, acknowledge and incorporate contributions from scholars from underrepresented groups, and discuss diverse cultural approaches in each discipline.

For example, an instructor in medicine can acknowledge and discuss non-Western and Indigenous healing methods; an instructor can use cultural considerations in applying mathematics, science, engineering, or technology to real-life scenarios, or a math lesson could incorporate different cultural approaches to solving a mathematical problem (Kitano, 1997; See Appendix K for more examples).

NEED FOR TRAINING

Of the participants, about 46% reported that they have never received diversity related training for teaching. Of the participants who have received diversity training, only 27.8% received their training at UNH. These findings indicate a real need for specialized training that targets diversity and curriculum development at UNH.

Many of the participants surveyed have not received training at UNH, which may imply a gap in communication about resources on campus, or a need to increase opportunities for professional development on UNH campus. Despite this, the survey indicates that half the participants (55%) were interested in receiving training on how to incorporate diversity into their curriculum from UNH. Diversity trainings for faculty can be very effective, and can increase faculty self-efficacy and awareness of how to support student needs (Booker et al. 2016; Mayo & Larke, 2011).

Booker et al. (2016) examined the impact of a university's Summer Diversity Institute, a 5-day program focused on incorporate diversity into curricula, improving faculty knowledge of student resources, and increasing faculty personal and societal awareness of inequalities and multicultural issues. Both faculty and students indicated positive impacts of the program. Faculty were more thoughtful in their teaching choices, became more skilled and knowledgeable of how to support students, and gained personal awareness of multicultural issues. Students gained an awareness of the importance of diversity in their future professional roles, felt more heard and understood in their classrooms, gained more personal awareness of their own cultural references, and became more accepting of others.

NEED FOR PEER SUPPORT

One of the participants indicated feeling alone in their goal of incorporating awareness of diversity issues in the classroom. Though only one participant shared this sentiment, it sheds light that some faculty may feel frustrated, overwhelmed, and helpless in their roles. This is important as research has shown that faculty in higher education can experience professional burnout that can lead to reduced motivation or even resignation (Minter, 2009). Peer support can help reduce faculty burn out and feelings of isolation.

Research has found that faculty benefit from established social support networks where they can continually consult, collaborate, provide feedback, and encourage one another with regard to teaching practices and curriculum development (Sunal et al., 2010). Sunal et al. (2010) found that faculty benefited from collaborating with colleagues outside their department and discipline in that such collaboration fostered a sense of community, understanding, and creativity with regard to curriculum reform.

Similarly, Brandon (2015) found that a peer support "writing group" increased confidence and productivity for faculty engaged in the laborious and rejection-filled process of conducting and publishing research. Participants benefited from receiving emotional support and professional advice from their colleagues.

Furthermore, Sunal et al. (2010) underscores that peer support networks give opportunity for faculty to share their differing views regarding curriculum reform. They highlight that change will likely not take place unless faculty members make effort to negotiate and create common understandings related to reform.

UNH faculty would benefit from peer support groups that can address faculty personal and professional concerns as they navigate how to incorporate racial-ethnic curricular representation practices in their curriculum.

INCREASING FACULTY COMMITMENT TO DEI TRAININGS

Specialized training focused on curriculum development, syllabi construction, course material selections, and assessment choices in the context of racial-ethnic curricular representation can provide guidance and clarity to faculty who want this additional support.

Participant desire for future training was mixed, with 50% expressing interest in future diversity-related training. Majority-identified participants expressed more interest in training. However, participants with longer teaching careers or tenured track positions were more likely to express disinterest in further training opportunities.

Given that continual training, self-assessment, and professional development is important for effective teaching, it is important to identify ways to incentivize faculty and teaching staff to attend these training.

Leadership

Although this report did not examine gender-differences, we can still draw inspiration from Marchiondo et al. (2021) study about the importance of strong leadership on diversity attitudes.

Given that women tend to support diversity efforts more than men (Harrison et al., 2006), researchers examined factors that increase male faculty endorsement of institutional diversity, such as the need for racial-ethnic representation in leadership, relevance of diversity to students' future professional lives, and need for improved access to higher education for racial-ethnic minorities.

When University leaders held more positive attitudes toward diversity, male faculty reported more diversity-related bias in academia. In turn, this predicted greater endorsement of institutional diversity initiatives by male faculty. This study underscores the importance of leaders who are visible and vocal about diversity issues.

Incentives

Mayo and Larke (2011) identified three factors that increased faculty “buy-in” or commitment to their inclusive curriculum transformation training: (1) revisions, (2) rewards, and (3) research. Mayo and Larke recommended that feedback from faculty and students about the training be integrated in yearly revisions to promote faculty collaboration and commitment to the change initiatives.

Mayo and Larke highlighted the importance of rewards such as financial compensation for attending additional professional development trainings as well as non-financial incentives like increased self-efficacy and increased positive student course evaluations.

Finally, faculty "buy-in" was increased through the university's encouragement to conduct research on multicultural inclusive teaching in their specific discipline, as well as financial support to present the findings at research conferences. This not only leans into faculty interest (and established university requirement) to produce quality research, but also adds to the gap in knowledge regarding inclusive curriculums in various fields, especially STEM fields.

Essentially, these recommendations by Mayo and Larke points to the need to consider faculty pressures and interests. Faculty members hold multiple roles as instructors, advisors, mentors, departmental leaders, as well as researchers in their chosen fields, which consume a significant amount of time and effort. Additional required trainings may lead to feeling disinterested, burnt out, overworked or burdened; therefore, providing compensation as an acknowledgement of the additional effort given by faculty to support students can be an act of goodwill and ultimately lead to increased faculty commitment and interest.

CONCLUSION

Hockings (2010) highlights important underlying questions regarding current curriculum and teaching practices. She states, "What knowledge is included in the curriculum, who selects it, and why are important questions when it comes to designing curricula…what counts as legitimate knowledge is the result of complex power struggles among identifiable class, race, gender, and religious groups (p.23)."

At the core of ethnic-curricular representation is a commitment to suspending the traditional and exclusive modes of teaching and learning for an inclusive approach that aims to support, acknowledge, and represent all students. Racial-ethnic curricular representation aims to combat marginalization, invalidation, and erasure within the curriculum.

While a curriculum change of this magnitude would take time to refine, University of New Hampshire can begin making steps toward ethnic curricular representation practices with the following recommendations:

1. Increase knowledge about benefits about racial-ethnic curricular representation and become familiar with resources that can guide this shift in teaching practices. (See Appendix L for resources)

2. Conduct frequent in-depth evaluations of current teaching practices and curriculums from a lens of racial/ethnic curricular representation on an individual and departmental level.

3. Increase faculty commitment and "buy-in" by providing incentives, promoting collaboration, and avoiding a top-down approach to curriculum changes.

4. Provide faculty with regularly offered specialized diversity training focused on curricular representation, cultural responsive teaching, and intergroup/racial dialogue mediation.

5. Establish detailed and transparent guidelines for how UNH will address student-teacher conflict to promote a trusting and supportive relationship between university leaders and teaching staff.

6. Encourage faculty peer support groups and collaborative networks to increase sense of community, motivation, and productivity regarding curriculum reform.

APPENDIX A

QUALTRICS SURVEY

How long have you been teaching?

- Less than 5 years
- 5-10 years
- 10-15 years
- 15-20 years
- More than 20 years

Please share your faculty/teaching appointment

- Tenured position
- Tenure-track position
- Non-tenure-track position
- Teaching assistant position

In which program(s) of study do you teach? (e.g., computer engineering)

Do you identify with a racial or ethnic group that is underrepresented in higher education? (e.g., BIPOC)

- Yes
- No
- Prefer not to say

APPENDIX A

QUALTRICS SURVEY

Have you had any training in teaching diversity in the classroom?

- Yes, in previous employment or education settings
- Yes, at UNH (if so, which campus e.g., Durham)
- No

How do you define the incorporation of racial and ethnic representation in academic curricula?

For the purposes of this survey, curricular representation will be defined as the inclusion of diverse racial and ethnic perspectives in course material such as class syllabi, classwork, homework, projects, assessments, discussions and/or lectures.

Rate your comfort with discussing race/ethnicity/diversity in the classroom

- Very Uncomfortable
- Somewhat Uncomfortable
- Neutral
- Somewhat Comfortable
- Very Comfortable

How would you rate your awareness of racial and ethnic curricular representation resources for faculty at UNH?

- Not aware
- Somewhat aware
- Very aware

APPENDIX A

QUALTRICS SURVEY

Are you interested in receiving further training regarding racial and ethnic curricular representation?

- No
- Unsure
- Yes

How supported do you feel by UNH to have discussions regarding diversity in the classroom?

- No support
- Somewhat unsupported
- Neutral
- Somewhat supported
- Fully supported

APPENDIX A

QUALTRICS SURVEY

In what ways do you address race and ethnic curricular representation in the classroom? Please check all that apply.

- Including contributions of scholars from historically marginalized groups within your field of study
- Paying attention to the composition of peer groups to facilitate racially/ethnically diverse learning groups
- Mediating discussions and intervening in moments of intercultural misunderstandings/conflicts
- Use of an active teaching approach that promotes inclusive classroom participation
- Providing instructor-student interaction with (e.g., holding individual meetings with students)
- Facilitating explicit discussions regarding identity, privilege, and oppression
- Actively reflecting on your personal identities, beliefs, and biases
- Other (please elaborate)

- I have not addressed diversity in the classroom

APPENDIX A

QUALTRICS SURVEY

What factors impact your decision about incorporating academic representation into your curriculum? Please check all that apply.

- Lack of expertise in culturally responsive teaching
- Not having time to create culturally inclusive materials
- Lack of resources offered by the university (e.g., diversity consultant, continuing education)
- Lack of preexisting multicultural curriculum to build from
- Concern that students, especially those with privileged identities, will not be receptive to multicultural content or focus
- Concern about making racially or ethnically marginalized students feel uncomfortable
- Concern about making mistakes (e.g., mispronouncing culturally unfamiliar names)
- Concern about negative student evaluations
- Concern about potential legal ramifications
- Difficulty facilitating difficult conversations or intervening in moments of intercultural conflict
- Uncertainty about the university's position on curricular representation
- Uncertainty about my own position on curricular representation
- Other (please elaborate)

APPENDIX B

Overall Results

Descriptive Variables	Full Sample (N = 126)
How long have you been teaching (%)	
Less than 5 years	22.7
5-10 years	18.8
10-15 years	21.1
15-20 years	8.6
More than 20 years	27.3
Faculty/Teaching appointment (%)	
Tenured	38.3
Tenure-track	14.8
Non-tenure-track	33.6
Teaching assistant	8.6
College area of study belongs (%)	
COLA	18.8
COLSA	24.2
CHHS	7.8
PAUL	11.7
CEPS	29.7
Prefer not to say	6.3
Identifies with underrepresented racial or ethnic group (%)	
Yes	17.2
No	75.8
Prefer not to say	5.5
Comfort discussing race/ethnicity/diversity (M)	**3.75**
Awareness of UNH resources (%)	
Not aware	32.0
Somewhat aware	50.0
Very aware	13.3
Previous training in diversity (%)	
Yes, in previous employment/education setting	26.4%
Yes, at UNH	27.8%
No	45.7%
Interested in training (%)	
No	20.3
Unsure	20.3
Yes	54.7
Feeling of support from UNH (M)	**3.37**
Total Methods (M)	**3.63**
Total Barriers (M)	**2.67**

APPENDIX C

GROUP DIFFERENCES BASED ON COLLEGE AFFILIATION

	Prefer not to say	COLA	COLSA	CHHS	PAUL	CEPS	Between Groups
Comfort discussing race/ethnicity/ diversity (M)	3.43	3.91	3.53	4.40	4.40	3.46	$F(5, 121) = 2.57$, $p = .030$
Awareness of UNH resources (M)	1.86	1.96	1.63	1.70	2.07	1.76	$F(5, 121) = 1.22$, $p = .306$
Interested in training							$X2(10) = 6.57$, $p = .765$
No	2	7	4	2	4	7	
Unsure	2	3	5	2	5	9	
Yes	3	13	21	6	6	21	
Feeling of support from UNH (M)	2.00	3.17	3.53	3.50	4.20	3.24	$F(5,121) = 5.25$, $p < .001$
Total Methods (M)	3.13	5.29	3.71	4.20	3.20	2.63	$F(5,125) = 4.22$, $p = .001$
Total Barriers (M)	3.00	2.83	3.23	1.70	1.13	2.92	$F(5, 124)$ - 2.27, $p = .052$

***Shaded cells denote statistically significant findings**

APPENDIX D

GROUP DIFFERENCES BASED ON NUMBER OF YEARS TEACHING

	< 5 years	5-10 years	10-15 years	15-20 years	>20 years	Between Groups
Comfort discussing race/ethnicity/ diversity (M)	3.64	4.09	3.24	3.82	3.97	$F(4, 121) = 2.13, p = .081$
Awareness of UNH resources (M)	1.82	1.78	1.76	1.73	1.86	$F(4, 121) = 0.13, p = .972$
Interested in training						$X2(8, 122) = 15.48, p = .05$
No	2	5	4	3	12	
Unsure	6	2	5	5	8	
Yes	20	16	16	3	15	
Feeling of support from UNH (M)	3.39	3.52	3.16	2.91	3.54	$F(4,121) = 1.09, p = .366$
Total Methods (M)	2.97	3.92	3.78	4.45	3.60	$F(4,125) = 0.95, p = .438$
Total Barriers (M)	3.62	2.79	2.19	2.36	2.26	$F(4, 124) = 1.88, p = .118$

***Shaded cells denote statistically significant findings**

APPENDIX E

GROUP DIFFERENCES BASED ON FACULTY APPOINTMENT

	Tenured	Tenure-Track	Non-tenure-track	Teaching assistant	Between Groups
Comfort discussing race/ethnicity/ diversity (M)	3.55	3.94	3.84	3.64	F(3, 117) = 0.68, p = .566
Awareness of UNH resources (M)	1.85	1.53	1.74	2.18	F (3, 117) = 2.46, p = .067
Interested in training					X2(6, 118) = 16.76, p = .010*
No	16	2	5	3	
Unsure	11	3	6	5	
Yes	20	12	32	3	
Feeling of support from UNH (M)	3.26	3.59	3.40	3.36	F(3,117) = 0.40, p = .753
Total Methods (M)	3.63	4.05	3.67	1.73	F(3,121) = 2.45, p = .067
Total Barriers (M)	2.17	3.21	3.28	1.91	F(3, 120) = 2.52, p = .061

***Shaded cells denote statistically significant findings**

APPENDIX F

GROUP DIFFERENCES BASED ON IDENTIFICATION WITH AN UNDERREPRESENTED GROUP

	Prefer not to say	Yes	No	Between Groups
Comfort discussing race/ethnicity/ diversity (M)	4.43	3.67	3.72	$F(2, 121) = 1.27, p = .285$
Awareness of UNH resources (M)	2.29	2.00	1.72	$F(2, 121) = 3.60, p = .030$
Interested in training				$X2(4) = 11.33, p = .023$
No	4	8	14	
Unsure	1	4	21	
Yes	2	9	59	
Feeling of support from UNH (M)	3.43	3.29	3.38	$F(2,121) = 0.08, p = .923$
Total Methods (M)	1.71	4.32	3.61	$F(2,125) = 3.11, p = .048$
Total Barriers (M)	1.71	3.18	2.63	$F(2, 124) = 1.15, p = .321$

***Shaded cells denote statistically significant findings**

APPENDIX G

Assignments that demonstrate Racial-Ethnic Curricular Representation (Ali, 2018; Goering et al., 2022; Kitano, 1997

EXAMPLES OF ASSIGNMENTS THAT DEMONSTRATE RACIAL-ETHNIC CURRICULAR REPRESENTATION

Mathematics:
Before students engage with how to solve a math equation, a philosophical lesson on the origins of where the math function can be given. The concept of the Pythagoras Theorem, although it refers to a Greek philosophical math concept, has been debated to have been rooted in knowledge known by Imhotep, a mathematical scholar, scientist, and architect from Egypt. During his visit to Egypt, Pythagoras, a Greek scholar, studied and learned the mathematical formula from Imhotep's scholars and brought it back to Greece to teach his fellow citizens how to apply this concept (Ali, 2018)

American History:
Ask students to prepare and deliver a speech on the meaning of democracy from the perspective of a notable figure from early or recent times, such as Thomas Jefferson, Elizabeth Cady Stanton, W.E.B. Du Bois, Cesar Chavez. Goals include encouraging students to demonstrate their knowledge of major issues related to democracy over time; to recognize the influence of intersectional identities, social positionality, power and privilege on human experiences and viewpoints; to appreciate diverse perspectives; and to understand the complexity of democracy as a concept and way of life (Kitano, 1997)

Philosophy:
An assignment about existentialism may ask students to compare the way three book characters dealt with life crises. The goal is to choose characters that require students to not only integrate analysis from traditional existential thinkers (e.g. Nietzsche, Camus,Sartre, and Heidegger), but also to explore the characters' response to their life crisis through a multicultural lens (Kitano, 1997).

Mathematics:
Ask students to find an alternative algorithm for one arithmetic operation. The algorithm must be used by people from another culture or country. Goals include helping students to appreciate different cultures, have found different and equally correct algorithms and recognize that algorithms used in the U.S. represent only one of many correct approaches (Kitano, 1997)

Sciences:
Scientist Spotlights asks students to review the biography and work of specific scientists, write a critical reflection, and include a description of what they learned about “the types of people who do science” (Schinske, et al., 2016). Professors are encouraged to introduce diverse scholars that combat stereotypes about science , scholarly contributions, and who can be a scientist. The assignment is aimed to foster a conversation about diversity (Goering et al., 2022).

Business:
An organization management instructor can ask students to synthesize their knowledge of change theories and apply them to specific situations that demand social change. Students can work in small groups to develop an action plan for decreasing racism in the workplace (Kitano, 1997)

APPENDIX H

RESOURCES FOR RACIAL-ETHNIC CURRICULAR REPRESENTATION & INCLUSIVE CURRICULA DEVELOPMENT

How to Incorporate Diversity into the Curriculum (With Rebecca Mark, PhD, Associate Professor of English)

- https://www.fcs.uga.edu/docs/Incorporate_Diversity_into_the_Curriculum.pdf

Manifesto for Decolonising the curriculum (Keele University)

- https://www.keele.ac.uk/equalitydiversity/equalityframeworksandactivities/equalityawardsandreports/equalityawards/raceequalitycharter/keeledecolonisingthecurriculumnetwork/#keele-manifesto-for-decolonising-the-curriculum

Guide for Inclusive Teaching (Columbia University)

- https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/principle-3/

Revolutionizing my syllabus: The Process (Bryn Mawr College)

- https://www.brynmawr.edu/inside/academic-information/centers-institutes/teaching-learning-institute/creating-rethinking-syllabi-open-learning/revolutionizing-my-syllabus-process

University of Indianapolis Curriculum Diversification resources

- https://uindy.edu/inclusion/diversification-partners
- https://uindy.edu/inclusion/files/inclusionassessment-may2021.pdf

APPENDIX H

RESOURCES FOR RACIAL-ETHNIC CURRICULAR REPRESENTATION & INCLUSIVE CURRICULA DEVELOPMENT

Decolonising the Curriculum Resources (Stockton University)

- https://stockton.edu/diversity-inclusion/decolonizing-curriculum.html

Diversifying the Curriculum (Oxford Brookes)

- https://www.brookes.ac.uk/staff/academic/inclusion/diversifying-the-curriculum/

Curriculum Diversification Resources (University of Indianapolis)

- https://uindy.edu/inclusion/diversification-partners
- https://uindy.edu/inclusion/files/inclusionassessment-may2021.pdf

Facilitating Difficult Race Discussions (Derald Wing Sue)

- https://www.colorado.edu/center/teaching-learning/sites/default/files/attached-files/facilitating_difficult_race_discussions.pdf

Faculty Focus: Diversity and Inclusion in the Classroom
https://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf

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