Diversifying the professoriate: designing systems to interrupt inequality

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Problem

• Faculty populations not representative (Li and Koedel, 2017)
• Lack of diversity in the professoriate (Aiken, Chang, and Lising-Antonio, 2005)
• Lack of diversity in tenured and leadership position (Campaign for College Opportunity, 2018)
• Need for greater understanding of interventions along career trajectories (Valantine, Lund and Gammie, 2016)

Diversity and Inclusion

• What does diversity in the professoriate mean?
• What would full inclusion look like?

Ideas from the Audience

• We really need to define what diversity is
• Having more people “that look like me”
• Having a difference in perspectives as well as differences in characteristics
• Expand on the intersectional options beyond the usual race/gender/etc.
• Break down the siloed programs and departments
• Have a healthier mix of new and old perspectives (and new and old faculty!)
• We need to account for the structural inequalities that have furthered inequities and create barriers for diversity
• Full inclusion is maximizing the talents of diversity

Objectives

• Interrogate the structures that perpetuate the status quo
• Imagine systems to create more equitable representation in the professoriate
• Utilizing the collective wisdom in the room

Agenda

• Research on faculty survey on Inclusiveness and Engagement with Cultural Diversity
• Facilitated discussion on barriers
• Examination of barriers and interventions
**FSSE**

- Faculty Survey of Student Engagement (FSSE)
- Faculty involvement in engaging students
- Faculty perceptions of student engagement
- The importance faculty place on engagement
- Nature and frequency of student-faculty interactions
- How faculty organize their time in and out of the classroom
- In 2017, 24,418 faculty from 154 four-year colleges and universities responded
- Extra item set appended to 30 institutions’ administrations
- Items about support for and institutional commitment to diversity
- 1,671 faculty respondents

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**Inclusiveness & Engagement with Cultural Diversity**

How much does your institution provide a supportive environment for the following forms of diversity?

*Response option: Very much, Quite a bit, Some, Very little*

- Racial/ethnic identification
- Gender identity
- Economic background
- Political affiliation
- Religious affiliation
- Sexual orientation
- Disability status

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**Institutional Support for Diversity**

How much does your institution provide a supportive environment for the following forms of diversity?

*Response option: Very much, Quite a bit, Some, Very little*

- Racial/ethnic identification
- Disability status
- Gender identity
- Sexual orientation
- Economic background
- Religious affiliation
- Political affiliation

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**Perceptions of Institutional Support for Racial/Ethnic Differences by Racial/Ethnic Identity**

- Asian
- White
- Multiracial
- Hispanic or Latino
- Am. Indian or All Native
- Other
- Black or African American

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**Perceptions of Institutional Support for Gender Differences by Gender Identity**

- Man
- Woman
- Another gender identity
Perceptions of Institutional Support for Sexual Orientation Differences by Sexual Orientation

Inclusiveness & Engagement with Cultural Diversity

How much does your institution emphasize the following?
Response option: Very much, Quite a bit, Some, Very little

- Demonstrating a commitment to diversity
- Providing faculty with the resources needed for success in a multicultural world
- Creating an overall sense of community among faculty
- Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)
- Providing information about anti-discrimination and harassment policies
- Taking allegations of discrimination or harassment seriously
- Helping faculty develop the skills to confront discrimination and harassment

Institutional Commitment

Perceptions of Support by Academic Rank

Perceptions of Support by Racial/Ethnic Identification

Perceptions of Support by Gender Identity
• Where does commitment to diversity happen?
• How do institutions commit to diversity at different points along faculty careers?

Discussion Groups

• 5 minutes to discuss barriers
• Focus on why and solutions

Barriers—Pre-professoriate Ideas from the Audience

• Faculty need to let students know that becoming a faculty member is a possibility for them
• Faculty may recognize pipeline issues, but they don’t know what to do about it
• Fellowship program for diversifying the professoriate—not actually getting students to the professoriate
• Students may be getting advised, but they aren’t necessarily getting mentored
Barriers—Professoriate
Ideas from the Audience

• Search committees for hiring are not always diverse
• Leadership needs to take a stand on hiring issues
• The tenure structure is biased against caretakers (not necessarily just mothers, but anyone caring for another)
• Students may feel that “this is how it’s supposed to be” and student evaluations can be very discriminatory for teaching or teachers they aren’t used to
  • Faculty who benefit from this don’t recognize their privilege
• Cultural taxation is an issue, people can be overwhelmed by being the representative for everything diversity

Interventions
Ideas from the Audience

• The importance of implementing and articulating the importance of diversity programs, this cannot be done passively or quickly
• Showing people that we need to do this, not just rely on our assumptions that we’re doing well, look at the data!
• Focus on recruitment (students, faculty, etc.) but there’s far fewer interventions for supporting those people; for example, a formalized mentoring program for getting tenure
• Linking structural institutional problems and the effect that it has on people is especially key
• Combating feelings of isolation when your efforts (focus on service, etc.) are not valued for junior faculty
• Taking small steps to value or acknowledge mentoring and other efforts for supporting others

Barriers—Professoriate
Ideas from the Audience

• Reducing stereotype threat or microaggressions for students can be applied to training for faculty, these issues are probably issues for faculty as well
• Have a standing lunch date for new faculty to talk about issues where administrators make sure that faculty are not booked for classes or meetings
• Set funding aside for travel to support students needing to come back to finish their doctoral work or go to interviews or other important professional development activities
• Provide training on how to do interviews with newer technologies (video calls, etc.)—don’t forget about the importance of phone interviews!
• What about staff and administration diversity? For example, Title IX issues being investigated on a particular campus by only white women
• People listen to faculty, they have a lot of power, but diversity issues need to involve staff and administration as well

Interventions
Ideas from the Audience

• Have a designated person on hiring committees that ask about diversity issues [but make sure it’s not always the same “diversity” person each time!], make sure there’s someone on tenure/promotion committees that are specifically evaluating for diversity
• Make sure this doesn’t turn into a check-the-box situation, diversity needs to be integrated throughout the hiring/tenure/promotion process. At the very least make sure that someone is keeping an eye on diversity needs
• Leadership is needed to interrupt or interrogate diversity goals being overlooked or problems being perpetuated.

Questions?

Thanks for joining us!

Slides will be posted on nsse.indiana.edu or email Allison at abreckalo@indiana.edu