

Faculty and Diversity

Opportunity, Encouragement, and Inclusion

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Session Objectives

- **Learn more about how faculty**
 - ◆ perceive diversity offerings on campus,
 - ◆ encourage student participation in campus events,
 - ◆ encourage discussion across difference, and
 - ◆ include diverse content into their courses
- **Learn how these diversity indicators relate to one another and what predicts them**
- **Plan for action**

Session Outline

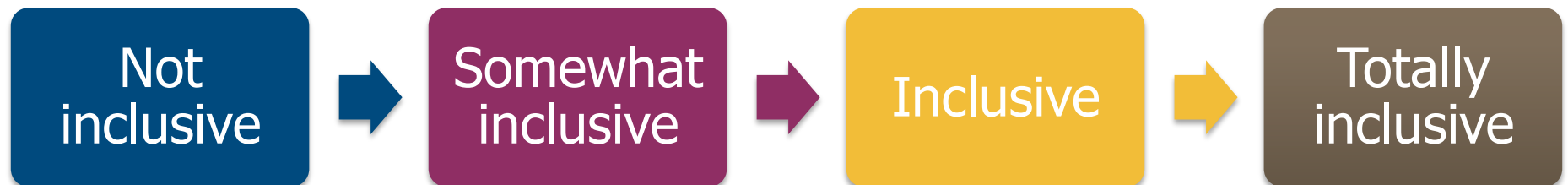
- **Some background**
- **FSSE and FSSE items related to diversity**
- **Findings**
- **Questions to be thinking about**
- **Activity**

Including Diversity: An Imperative

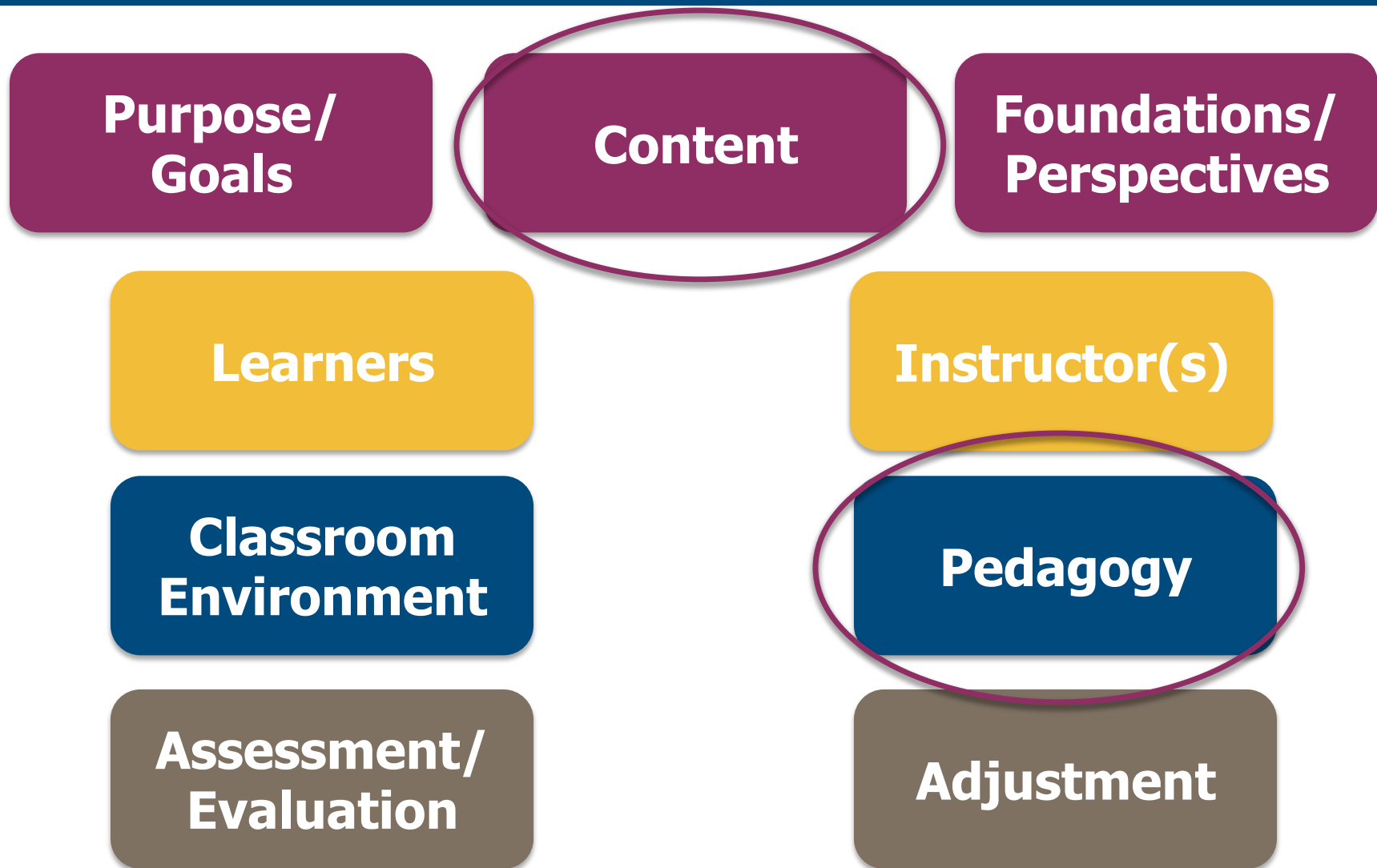
- **Our campuses are diverse & diversifying**
- **We face complex problems**
- **Evidence that including diversity yields**
 - ◆ **Critical/complex thinking**
 - ◆ **Perspective-taking (empathy)**
 - ◆ **Social agency**
 - ◆ **Awareness of inequality**
 - ◆ **Tolerance & multicultural understanding**

Diversity Inclusivity

- The amount an element of an educational experience includes diversity varies



Elements of An Educational Exp



Levels of Educational Exp

- **Campus-level**
- **Course-level**

- **But, faculty should be involved at different levels...right?**



Faculty Survey of Student Engagement

- **Online survey of college faculty**
- **Complements National Survey of Student Engagement**
- **Core items and module about about diversity**

Institution Emphasis

- To what extent have events or activities offered at your **institution emphasized** perspectives on societal differences (economic, ethnic, political, religious, etc.)?

Encouraging Attendance

- About how often have you encouraged students to **attend events** or activities that focused on examining their understanding of the following?
 - ◆ Economic or social inequality
 - ◆ Issues of race, ethnicity, or nationality
 - ◆ Religious or philosophical differences
 - ◆ Different political viewpoints
 - ◆ Issues of gender or sexual orientation

Course Discussions

- In your selected course section, how much opportunity do students have to **engage in discussions** with people from the following groups?
 - ◆ People of a race or ethnicity other than their own
 - ◆ People from an economic background other than their own
 - ◆ People with religious beliefs other than their own
 - ◆ People with political views other than their own
 - ◆ People with a sexual orientation other than their own

Course Topics

- **About how often have you structured a class session around one of the following topics?**
 - ◆ Economic or social inequality
 - ◆ Issues of race, ethnicity, or nationality
 - ◆ Religious or philosophical differences
 - ◆ Different political viewpoints
 - ◆ Issues of gender or sexual orientation

Data

- **1,803 faculty members**
- **18 institutions**
 - ◆ **37% from Master's L institutions (5 insts)**
 - ◆ **8% from Master's S institutions (1 inst)**
 - ◆ **22% Bac/A&S institutions (5 insts)**
 - ◆ **17% Bac/Diverse institutions (5 insts)**
 - ◆ **17% from other/non classified institutions (2 insts)**

Faculty Characteristics

- **Race/Ethnicity**

- ◆ 3% Asian, Native Hawaiian, Other Pacific Islander
- ◆ 4% Black/African American
- ◆ 2% Hispanic/Latino
- ◆ 77% White
- ◆ 5% American Indian, Other, Multiracial
- ◆ 9% Preferred not to respond

- **98% US citizen**

- **51% female**

- **Rank**

- ◆ 23% Full
- ◆ 27% Associate
- ◆ 26% Assistant
- ◆ 11% FT Lect/Inst
- ◆ 13% PT Lect/Inst

- **86% exp teachers (5+ yrs)**

- **60% earned doctorate**

- **Average age: 50 yrs**

- **Avg course load = 5**

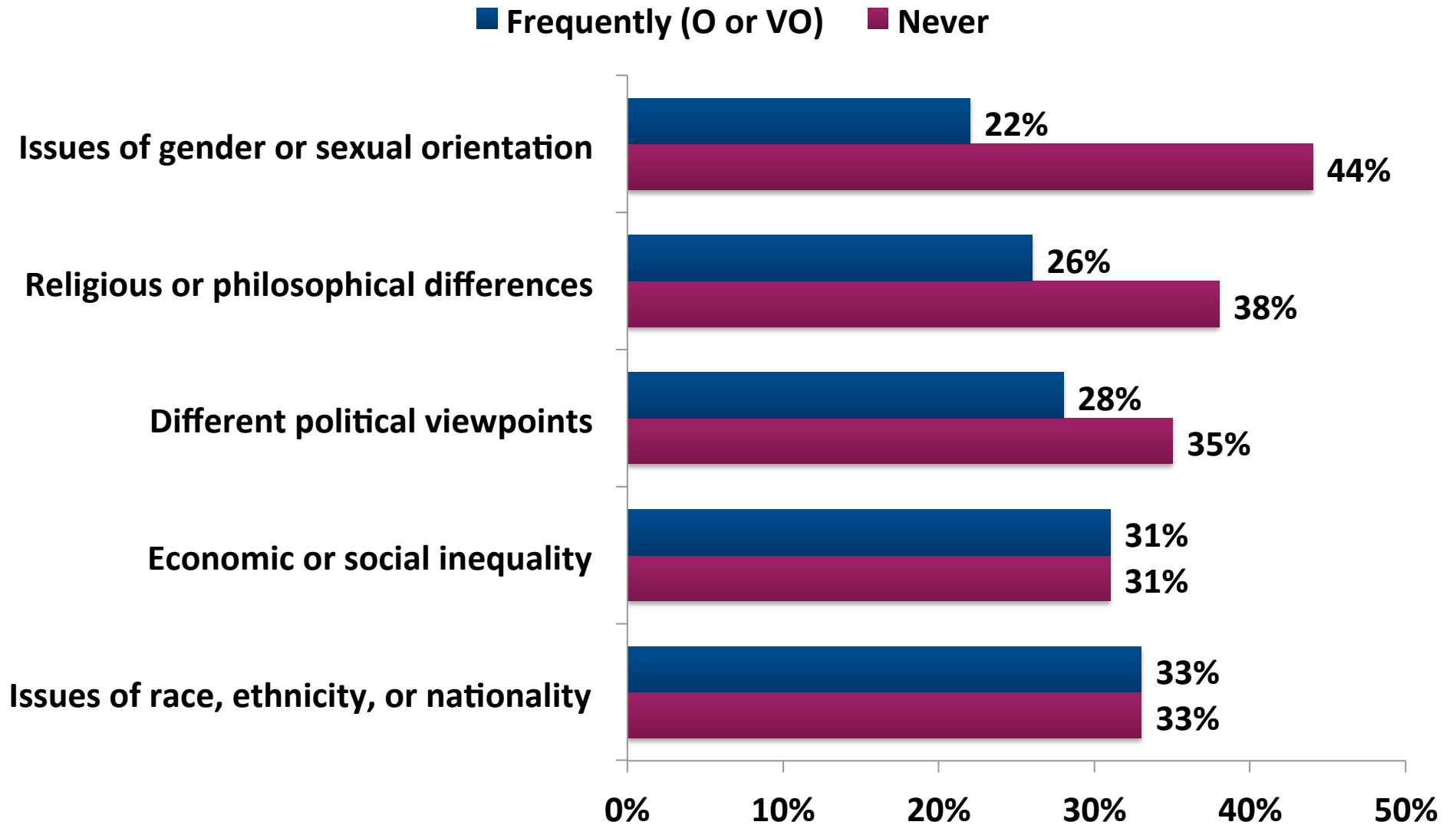
Course Characteristics

- **Courses from many fields**
- **45% lower division, 46% upper division**
- **50% gen ed requirement**
- **Class size**
 - ◆ 40% small (<20)
 - ◆ 33% medium (21-30)
 - ◆ 27% large (31+)
- **Course format**
 - ◆ 89% classroom instruction on campus
 - ◆ 2% classroom instruction at auxiliary location
 - ◆ 2% distance education
 - ◆ 7% combination of classroom instruction and distance education

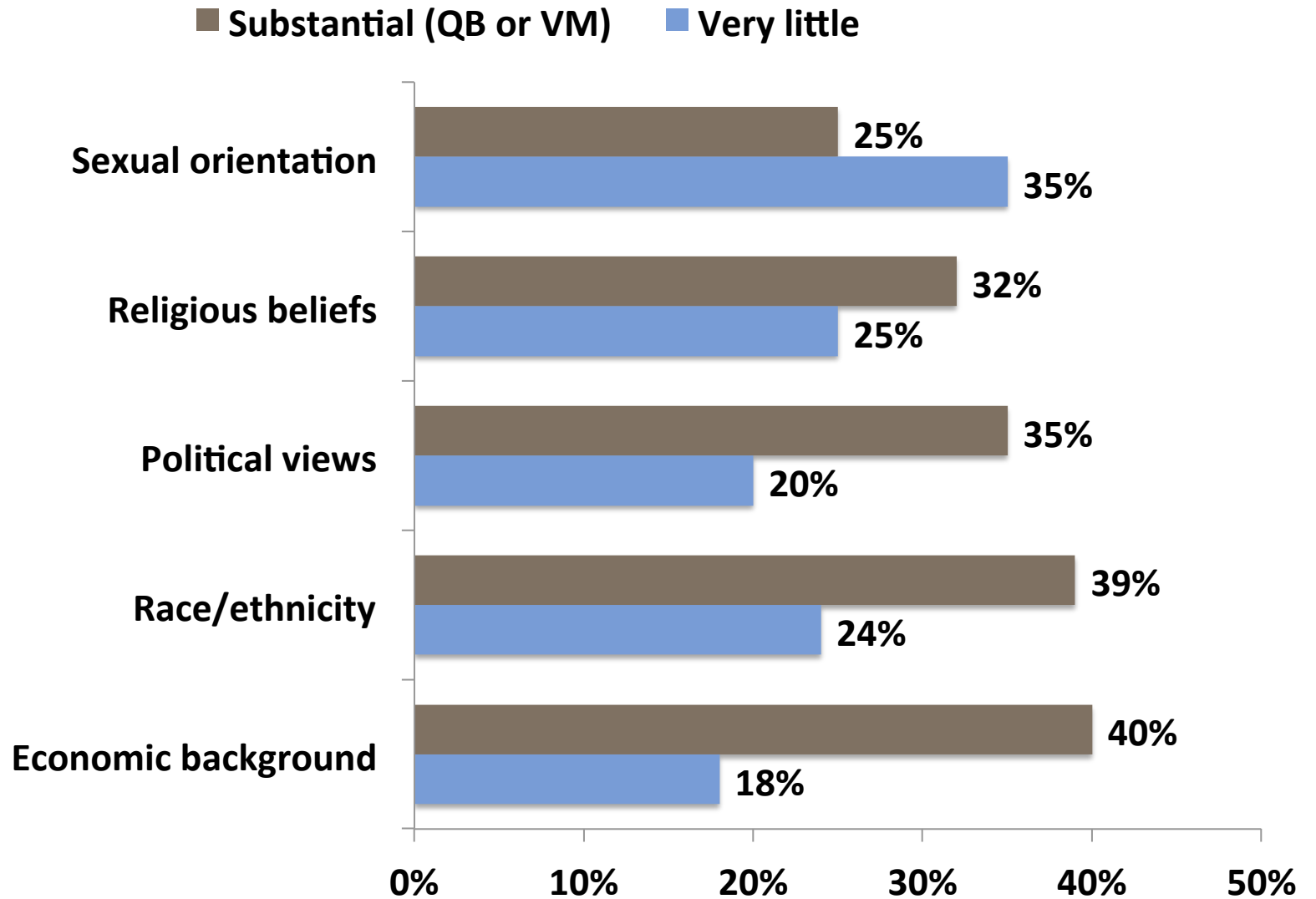
Institution Emphasis

- The extent that activities/events emphasized perspectives on societal differences:
- **56% Substantial** (Quite a bit or Very much)
- **10% Very little**

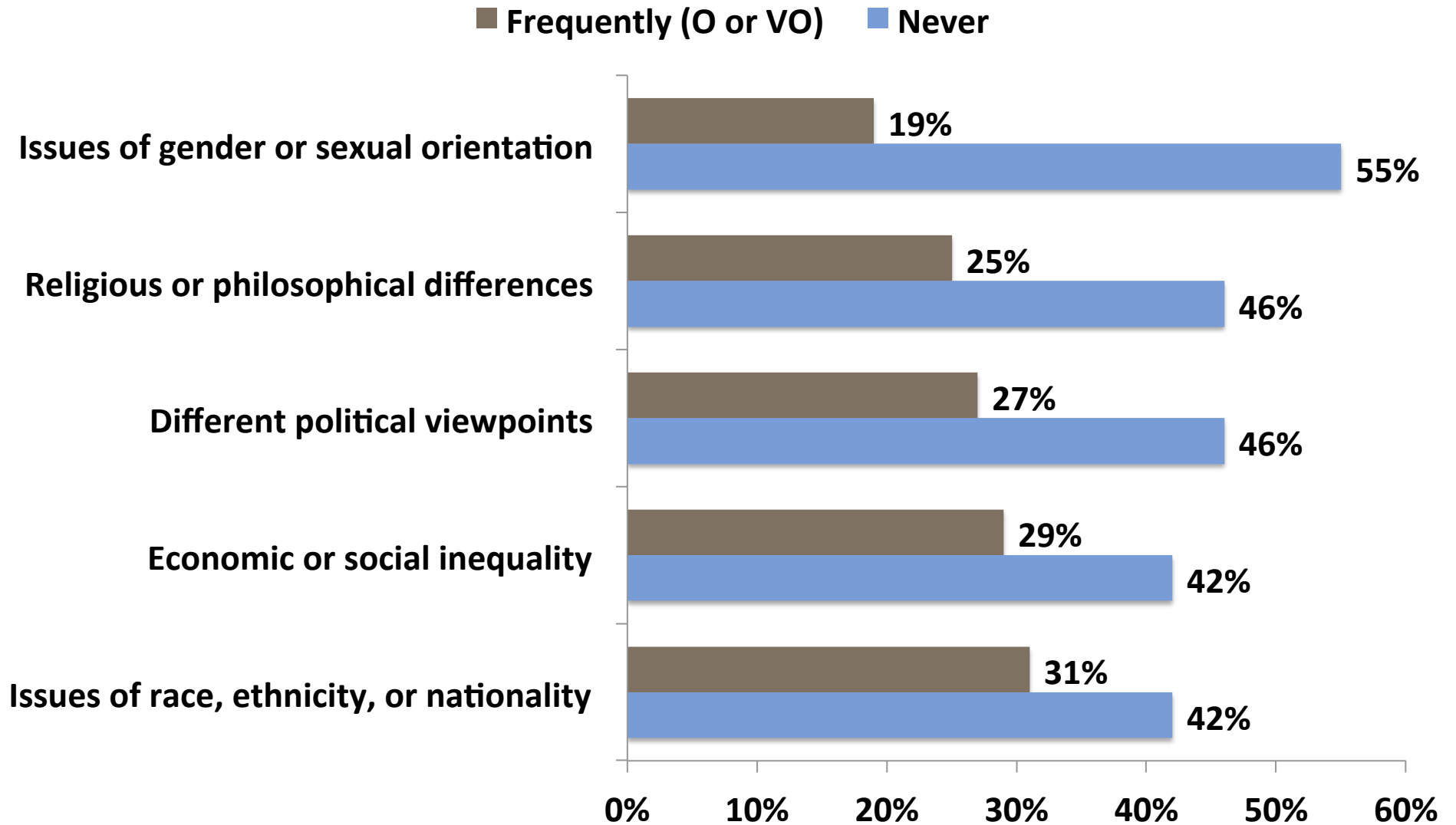
Encouraging Attendance



Course Discussions



Course Topics



Relating Diversity Measures

- **Institution emphasis related to**
 - ◆ Encouraging attendance (moderate)
 - ◆ Course discussions & course topics (weak)
- **Encouraging attendance related to**
 - ◆ Course discussions (moderate)
 - ◆ Course topics (strong)
- **Course topics related to**
 - ◆ Course discussions (moderate)

Predicting Institution Emphasis

Positive predictors

- Faculty with doctorate

Negative predictors

- Course load (small)

Predicting Encouraging Attendance

Positive predictors

- Social Service Prof
- Exp teachers (5+ years)
- Female faculty (small)
- Hispanic faculty
- General ed req (small)
- At auxiliary location
- Master's & Bach's A&S

Negative predictors

- Disciplinary area
 - ◆ Engineering
 - ◆ Physical Sciences
 - ◆ Biological Sciences
 - ◆ Business
- PT lecturer/instructor
- White, Asian/Native HI/
Other Pacific Islander, PNR
- Distance education format

Predicting Course Discussions

Positive predictors

- **Disciplinary Area**
 - ◆ Social Service Professions
 - ◆ Communications
 - ◆ Health professions
 - ◆ Arts & Humanities
- **Lecturers/Instructors**
- **Female faculty (small)**
- **General ed req (small)**
- **Bach's div/Other inst**

Negative predictors

- **Disciplinary area**
 - ◆ Physical Sciences
 - ◆ Biological Sciences
 - ◆ Engineering
 - ◆ Education
- **Assistant/Full professor**
- **Faculty with doctorate**

Predicting Course Topics

Positive predictors

- **Disciplinary area**
 - ◆ Social Service Professions
 - ◆ Social Sciences
- **Faculty with doctorate**
- **Female faculty (small)**
- **Hispanic & African Amer**
- **General ed req (small)**
- **Master's & Bach's A&S**

Negative predictors

- **Disciplinary area**
 - ◆ Physical Sciences
 - ◆ Engineering
 - ◆ Biological Sciences
 - ◆ Business
- **White faculty**

Pre-exercise questions to consider

- **At what level do you want to work?**
 - ◆ Course (working with instructors)
 - ◆ Campus programming
- **What resources are available to you?**
 - ◆ Likely partners? Who are they?
 - ◆ Unlikely partners? Who might they be?
 - ◆ Information—where is information like this on my campus?
 - ◆ Other resources?

Thinking about diversity in your sphere

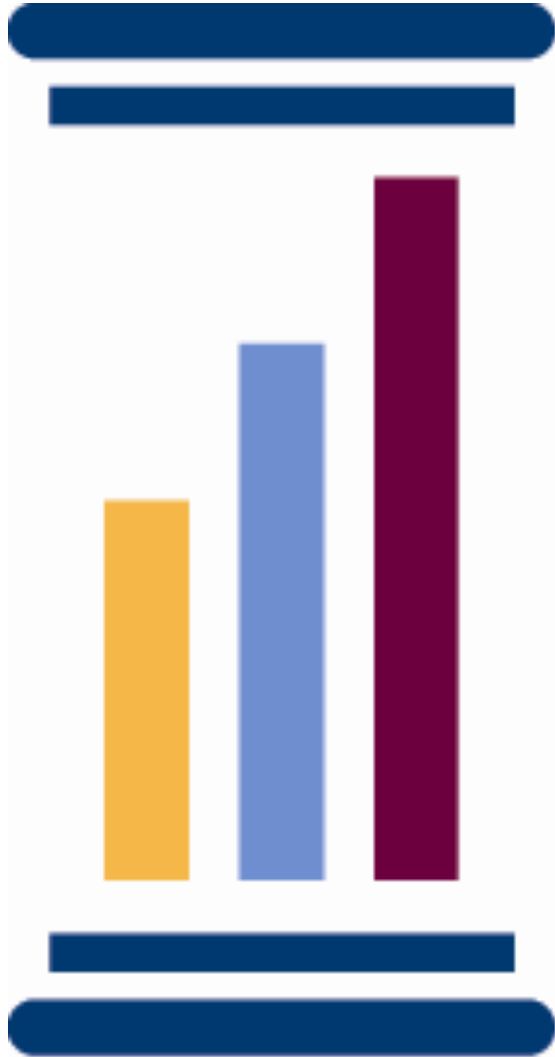
- **Take a few minutes to reflect on the following questions. Write a few sentences for each.**
 - ◆ How does your work on campus connect to the results shown?
 - ◆ What do you want to do or change regarding these issues?
 - ◆ What challenges will you face?
- **When you are finished, talk at your table, share your answers, and give each other feedback/ideas**

Exercise (*cont.*)

- **Now that you have identified some goals and shared your ideas**
 - ◆ What is your goal for next week?
 - ◆ What is your goal for next month?
 - ◆ What will you do tomorrow, this week, this month to reach your goals?
- **Take a few minutes to reflect on these questions, write a few sentences to answer them, share your ideas with your group, and exchange feedback/ideas**

Exercise (*cont.*)

- **Now consider this:**
 - ◆ How do you work with your campus colleagues like the people in your small group to make these goals happen?
- **Write down a few sentences, and then share them with your group**
- **Adapt your goals as needed**
- **Finish your plan of action for next week and for next month**



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