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

- Purpose/Goals
- Content
- Foundations/Perspectives
- Learners
- Classroom Environment
- Instructor(s)
- Pedagogy
- Assessment/Evaluation
- Adjustment
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
• 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
• 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% Prefered not to respond
- **Rank**
  - 23% Full
  - 27% Associate
  - 26% Assistant
  - 11% FT Lect/Inst
  - 13% PT Lect/Inst
- **98% US citizen**
- **51% female**
- **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

Issues of gender or sexual orientation
- Frequently (O or VO): 22%
- Never: 44%

Religious or philosophical differences
- Frequently (O or VO): 26%
- Never: 38%

Different political viewpoints
- Frequently (O or VO): 28%
- Never: 35%

Economic or social inequality
- Frequently (O or VO): 31%
- Never: 31%

Issues of race, ethnicity, or nationality
- Frequently (O or VO): 33%
- Never: 33%
Course Discussions

- **Sexual orientation**: 25% (Substantial) - 35% (Very little)
- **Religious beliefs**: 25% (Substantial) - 25% (Very little)
- **Political views**: 20% (Substantial) - 32% (Very little)
- **Race/ethnicity**: 24% (Substantial) - 40% (Very little)
- **Economic background**: 18% (Substantial) - 40% (Very little)
Course Topics

- Issues of gender or sexual orientation: Frequently (O or VO) 19%, Never 55%
- Religious or philosophical differences: Frequently (O or VO) 25%, Never 46%
- Different political viewpoints: Frequently (O or VO) 27%, Never 46%
- Economic or social inequality: Frequently (O or VO) 29%, Never 42%
- Issues of race, ethnicity, or nationality: Frequently (O or VO) 31%, Never 42%
• 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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