

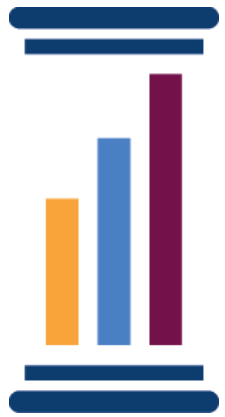
Faculty Emphasis on Diversity Conversations and Conversations with Diverse Others



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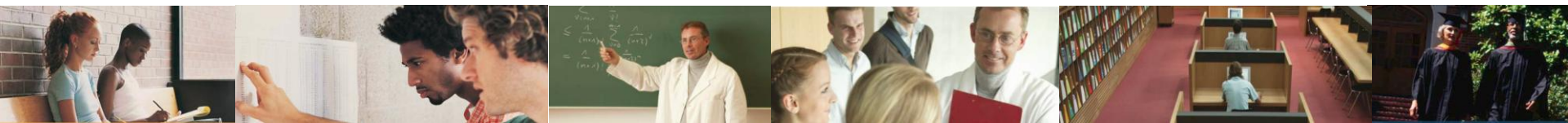
Presentation at the AAC&J Modeling Equity, Engaging Difference Conference
Baltimore, MD



10/19/12

Before We Begin...

- **How many of you are...?**
- **How many teach courses or facilitate/oversee programs aimed at inclusion of diversity in the curriculum?**
- **NSSE/FSSE familiarity?**



What's FSSE?

- **Faculty Survey of Student Engagement**
 - Annual spring survey of faculty members
 - ~150 institutions participate each year
 - Assesses faculty perceptions and encouragement of student engagement
- **Goal:** To provide information about the faculty role in improving undergraduate education



What we will do today

1. Measuring Diversity Interactions w/ FSSE

2. View of DI based on FSSE 2011

▪ How Often

- Faculty observe students communicating across difference
- Faculty organize class around diversity-related topics

▪ Who and Where

- Which disciplinary areas and what types of faculty and courses are most likely emphasize DI

▪ How is emphasis on DI connected to other good educational practices?

3. Discussion

FSSE & DI

- **Measure DI in 2 ways:**
 - interactions within classrooms across 5 areas of difference
 - inclusion of diversity-related course topics
- **Areas of difference/course topics**
 - Political viewpoints
 - Economic or social background/inequalities
 - Race, ethnicity, or country of origin
 - Religious beliefs/philosophy of life
 - Gender or sexual orientation

How often?

Who?

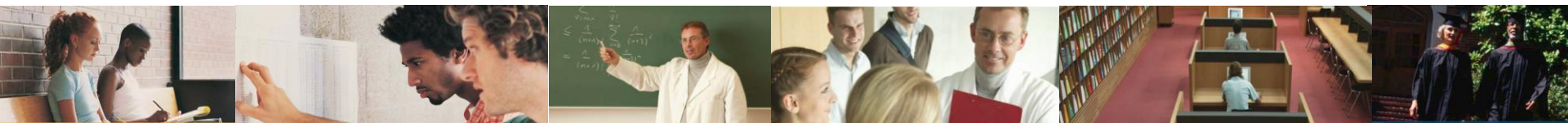
Where?



DIVERSITY INTERACTIONS

Preface

- **Data come from FSSE 2011 administration**
- **2,240 faculty members from 26 institutions**
- **Faculty responded about a particular course taught during 2010-11 AY**
- **Wide variety of faculty and courses**



Sample characteristics

2,240 faculty members

- 48% Women
- 79% White • 4% African American
- 5% Asian • 2% Hispanic
- 7% non-U.S. citizens
- 10% PT Lect/Inst, 11% FT Lect/Inst
- 27% Assist, 26% Assoc
- 26% Full Professor
- 73% Held a doctorate
- Median prior years teaching = 14

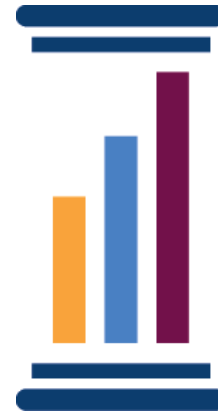
Courses

- 53% UD / 40% LD
- 57% 21-50 students
 - 30% smaller / 12% larger
- 43% Gen Ed requirement
- 7% Online
- Median course load = 6

Discipline

- 31% Arts & Hum
- 7% Biology
- 10% Business
- 3% Education
- 3% Engineering
- 15% Physical Sci
- 17% Social Science
- 8% Professional
- 7% Other

Diversity Interactions



HOW OFTEN...

Perceptions of In-Class Interactions

Often
or
Very often

During the current school year, about how often have the students done each of the following in your courses: Had serious conversations with people....

Whose political views are very different from their own _____

Who differ from them in economic or social background _____

Who differ from them in race, ethnic background, or country of origin _____

Who differ from them in religious beliefs or philosophy of life _____

Whose sexual orientation is different from their own _____

Perceptions of In-Class Interactions				
	Never	Some- times	Often	Very often
<i>Serious conversations across difference (mean = 2.01, sd = 0.81)</i>				
Political views	34%	42%	15%	9%
Economic or social background	28%	42%	20%	10%
Race, ethnic background, or country of origin	28%	42%	18%	11%
Religious beliefs or philosophy of life	32%	43%	17%	8%
Sexual orientation	41%	41%	11%	6%

Emphasis on
Diversity Topics

Often
or
Very often

During the current school year, about how often have you structured a class session around each of the following topics:

Economic or social inequalities _____

Issues of race, ethnicity, or nationality _____

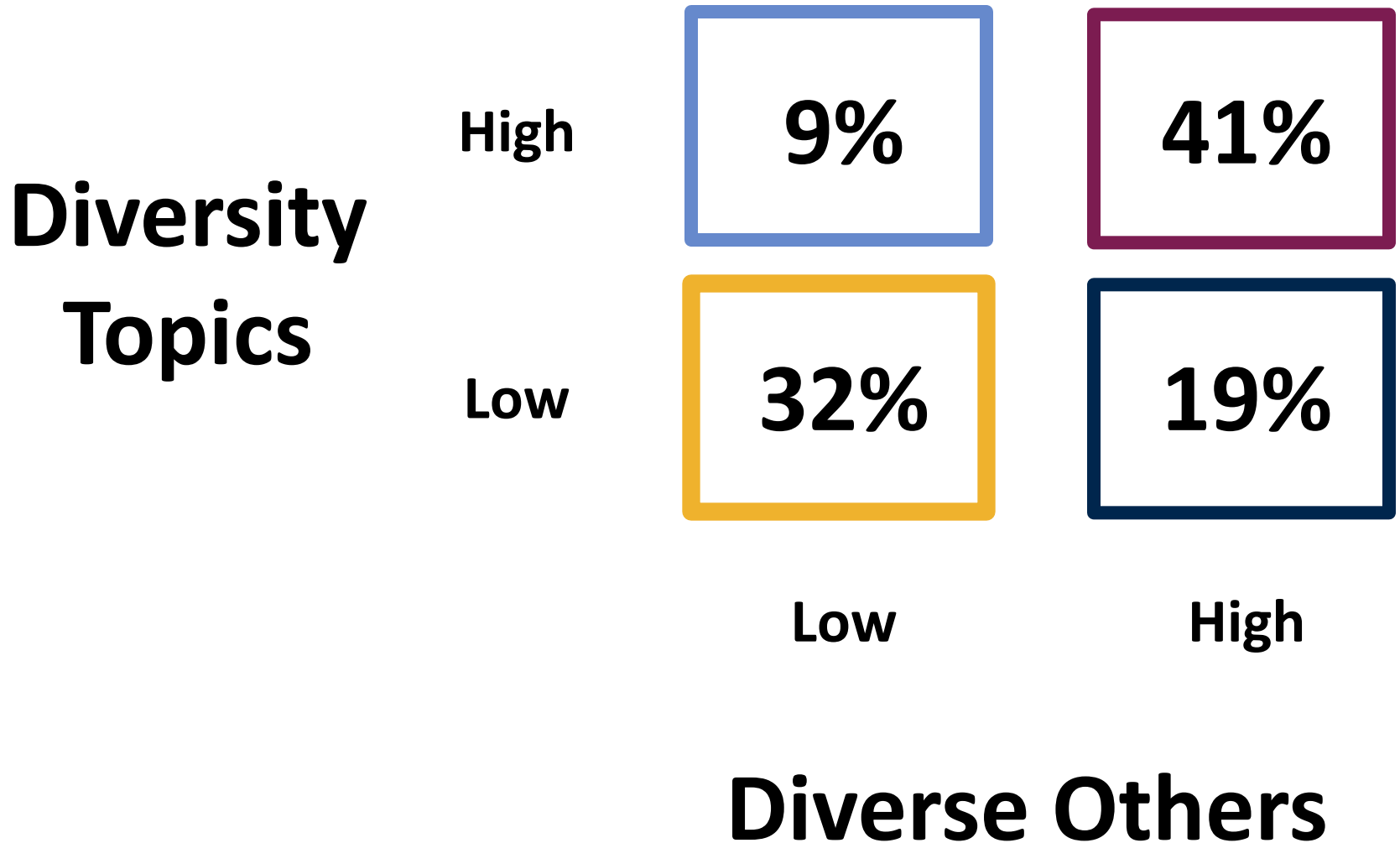
Religious or philosophical differences _____

Differences in political viewpoints _____

Issues of gender or sexual identity _____

Emphasis on Diversity Topics	Never	Some- times	Often	Very often
<i>Serious conversations across difference (mean = 1.90, sd = 0.91)</i>				
Economic or social inequalities	42%	28%	16%	13%
Issues of race, ethnicity, or nationality	43%	26%	16%	16%
Religious or philosophical differences	51%	27%	13%	9%
Differences in political viewpoints	49%	27%	14%	10%
Issues of gender or sexual identity	53%	24%	12%	11%

Diversity Topics & Diverse Others



Diversity Interactions



WHO

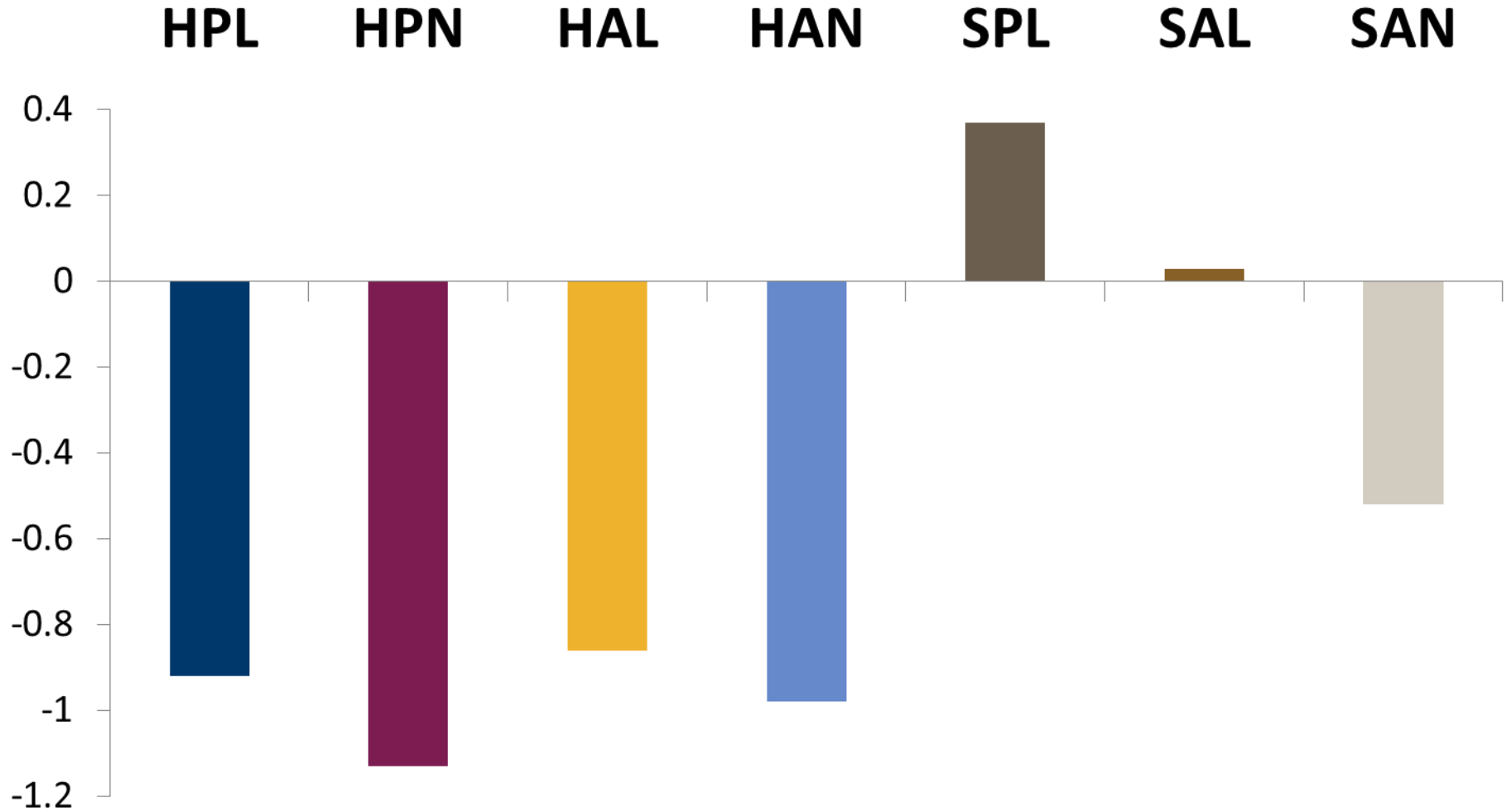
	Serious Conversations	Diversity Topics
Women	+	++
Black/African American	+++	++
Rank/employment status		
Course load		
Doctorate		++
<i>Course Characteristics</i>		
Other course level	++	
20 students or less		-
21-50 students	+	
General education requirement	+	++

Disciplinary Differences in Serious Conversations

HPL **HPN** **HAL** **HAN** **SPL** **SAL** **SAN**



Disciplinary Differences in Diversity Topics





Connecting di to other good educational practices

Effective Teaching Scales	Diverse Topics Effect size	Diverse Others Effect size
Emphasis on deep approaches to learning	.51	.51
Active classroom practice	.21	.25
Student-faculty contact	.11	.24
Emphasis on intellectual skills	.36	.36
Emphasis on practical skills	.02	.15
Emphasis on personal & social responsibility	.52	.48



DISCUSSION

Implications

- **Continue discussions about what issues should be emphasized more and what types of interactions faculty should be encouraging**
- **The diversity of faculty themselves may affect the emphases of diversity in courses**
- **Some disciplines (and some faculty) may need help finding appropriate ways to include diversity in coursework**

Questions to Consider

- **Are enough faculty in enough courses emphasizing diversity topics and conversations with diverse others?**
- **Which faculty should be emphasizing these aspects of diversity more?**
- **Are disciplinary differences unchangeable?**
- **What types of initiatives on your campuses assist faculty in incorporating diversity into their courses?**



QUESTIONS & COMMENTS



THANK YOU!

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