

## 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

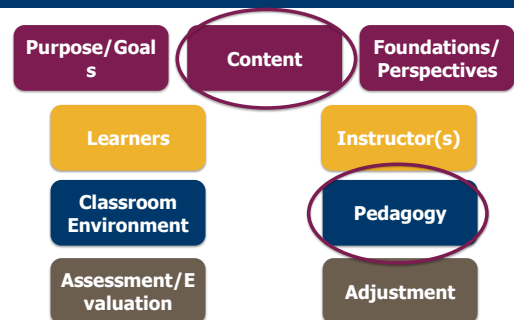
- Our campuses are diverse/diversifying
- We face complex problems
- Evidence that including diversity yields
  - ◆ Critical/complex thinking
  - ◆ Perspective-taking (empathy)
  - ◆ Social agency
  - ◆ Awareness of inequality
  - ◆ Tolerance & multicultural understanding

## 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
- **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**
- **98% US citizen**
- **51% female**

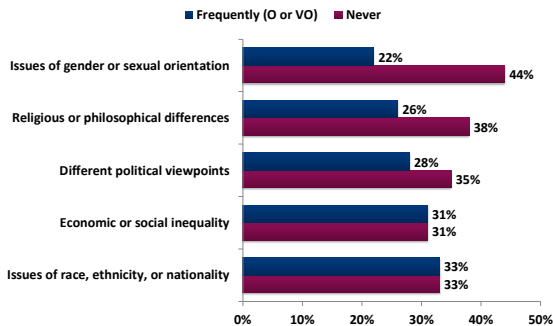
## Course Characteristics

- **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

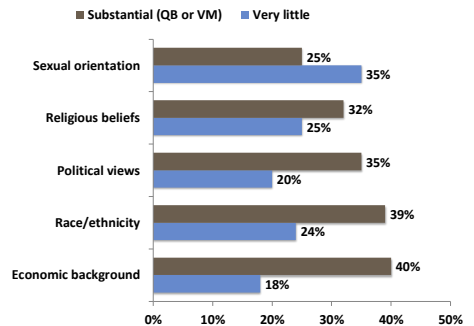
## Institution Emphasis

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

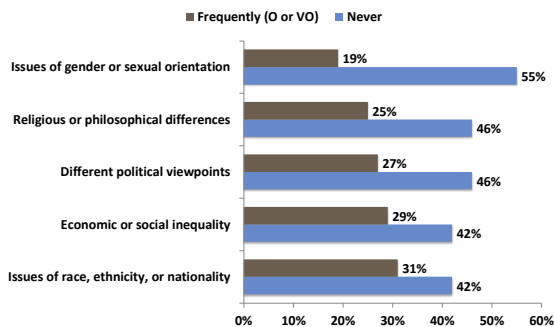
## Encouraging Attendance



## 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

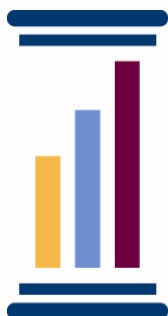
- **Take a few minutes to reflect on the following questions. Write a few sentences for each.**
  - ◆ How does your work on campus connect to the results shown?
  - ◆ What do you want to do or change regarding these issues?
  - ◆ What challenges will you face?
- **When you are finished, talk at your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