Faculty and Diversity
Opportunity, Encouragement, and Inclusion

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
Instructor(s)
Pedagogy
Classroom Environment
Assessment/Evaluation
Adjustment

Not inclusive → Somewhat inclusive → Inclusive → Totally inclusive
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 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

Encouraging Attendance

Course Discussions

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

- Frequently (O or VO) - Never

Issues of gender or sexual orientation: 22% - 44%
Religious or philosophical differences: 26% - 38%
Different political viewpoints: 28% - 35%
Economic or social inequality: 31% - 33%
Issues of race, ethnicity, or nationality: 33% - 33%

Sexual orientation: 25% - 35%
Religious beliefs: 25% - 32%
Political views: 20% - 35%
Race/ethnicity: 24% - 29%
Economic background: 18% - 40%
Course Topics

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequently (O or VO)</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues of gender or sexual orientation</td>
<td>19%</td>
<td>55%</td>
</tr>
<tr>
<td>Religious or philosophical differences</td>
<td>25%</td>
<td>46%</td>
</tr>
<tr>
<td>Different political viewpoints</td>
<td>27%</td>
<td>46%</td>
</tr>
<tr>
<td>Economic or social inequality</td>
<td>29%</td>
<td>42%</td>
</tr>
<tr>
<td>Issues of race, ethnicity, or nationality</td>
<td>31%</td>
<td>42%</td>
</tr>
</tbody>
</table>

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
  - 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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