

Civic Engagement, Service-Learning and Faculty Engagement: A Profile of Black Women Faculty



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Literature Review

- Existing literature on Black/African American women faculty and issues affecting tenure and promotion largely utilizes qualitative inquiry (Thomas & Hollenstead, 2001; Cooper, 2006; Olsen, Maple & Stage, 1995)
- Consistent narrative that a major barrier to promotion and tenure is greater involvement in service-related activities (McPherson & Schapiro, 1999; Griffin & Reddick, 2011)
- Though most faculty believe in instilling in students a commitment to service (DeAngelo, Hurtado, Pryor, Kelly, & Santos, 2009), women faculty and faculty of color largely take on the burden of creating such activities for their students (Antonio, et al., 2000; Baez, 2000; Eyder, Giles, Stenson & Gray, 2001)

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Study Purpose

- To explore the extent to which Black women faculty encourage civic engagement among their students and utilize service-learning within their courses
- To better understand Black women faculty by building a profile

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Research Questions

1. How do faculty and institution characteristics compare to the overall sample of faculty for Black or African American women?
2. How do various aspects of civic engagement compare for Black or African American women, Black or African American men, White women, and White men?

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Data

Faculty Survey of Student Engagement

- Designed to measure faculty expectations for student engagement in educational practices that are empirically linked with learning and development
- In 2014, 18,860 faculty from 143 colleges and universities responded

Civic Engagement Topical Module

- Complementary to the core FSSE survey
- Short set of questions designed for deeper exploration of the importance of service-learning, perceptions of student participation in community service or volunteer work, and course emphasis on becoming an informed and active citizen
- In 2014, 1,637 faculty from 14 institutions participated in the module

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Select Faculty and Institution Characteristics

- Largest proportion of respondents in Arts & Humanities (23%)
- Faculty Rank:
 - Full (27%)
 - Associate (24%)
 - Assistant (24%)
 - Lecturer/Instructor (25%)
- White (72%)
- Gender:
 - Men (48%)
 - Women (47%)
- 35-64 years old (78%)
- Institutional-type:
 - Master's Colleges & Universities (58%)
 - Public (62%)
 - Large (5,000 or more undergraduate enrollment) (59%)

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Sample

FSSE Overall

| Racial/Ethnic Identity & Gender Identity | % | n |
|--|----|-------|
| Black or African American Women | 4 | 505 |
| Black or African American Men | 3 | 423 |
| White Women | 46 | 5,696 |
| White Men | 47 | 5,740 |

Civic Engagement

| Racial/Ethnic Identity & Gender Identity | % | n |
|--|----|-----|
| Black or African American Women | 6 | 71 |
| Black or African American Men | 5 | 65 |
| White Women | 48 | 598 |
| White Men | 41 | 502 |

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Measures

FSSE Core Survey Items

- How important is it to faculty that undergraduates participate in a service-learning project?
- How many of faculty's courses include a service-learning component?
- How much to faculty structure their courses to develop students as informed and active citizens?

Civic Engagement Topical Module Items

- How much their institution emphasizes helping people solve disagreements, resolving conflicts, leading inclusive groups, contributing to community?
- How much do faculty encourage students to inform themselves/discuss with others/raise awareness/ask others to address/organize others to address issues at a local or campus/state, national, global level?

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FINDINGS

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F: How do faculty and institution characteristics compare to the overall sample for Black or African American women?

Overrepresented:

- Education, Health Professions, Social Service Professions
- Assistant Professors
- 35-44 age category
- Smaller course loads (0-3 courses)
- Bachelor's- and Master's-granting institutions
- Private institutions
- Large (5,000-9,999 undergraduate enrollment) institutions

Underrepresented:

- Arts & Humanities; Physical Sciences, Mathematics, Natural Resources
- Full Professors
- Larger course loads (8 or more)
- Very large (10,000 or more undergraduate enrollment) institutions

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F: How do various aspects of civic engagement compare for Black or African American women and others?

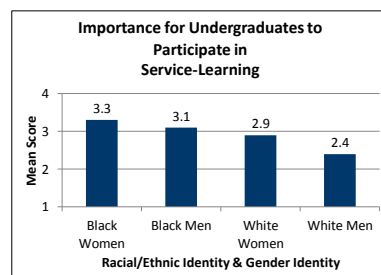
| | Black Men | White Women | White Men |
|---|-----------|-------------|-----------|
| Importance for participating in service-learning | + | +++ | ++++ |
| Courses include service-learning | + | + | ++ |
| Structure courses to develop informed and active citizens | | ++ | +++ |

$p < .05$; + $d > .1$, ++ $d > .3$, +++ $d > .5$, ++++ $d > .7$

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F: How do various aspects of civic engagement compare for Black or African American women and others?



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CEM: How do various aspects of civic engagement compare for Black or African American women and others?

| | Black Men | White Women | White Men |
|---|-----------|-------------|-----------|
| During the school-year, whether course-related or not, about how much have you encouraged students you teach or advise to do the following: | | | |
| Inform themselves (campus/local) | | | ++ |
| Discuss with others (campus/local) | | | +++ |
| Raise awareness (campus/local) | | | +++ |
| Ask others to address (campus/local) | | ++ | +++ |
| Organize others (campus/local) | | | +++ |
| Ask others to address (state, national, global) | | ++ | +++ |
| Organize others (state, national, global) | | ++ | +++ |

p < .05; + d > .1, ++ d > .3, +++ d > .5, ++++ d > .7

Discussion

- African American women faculty were disproportionately overrepresented in service-related fields and at the rank of Assistant Professor
- Results signify that faculty who identified as Black or African American women within our study value and structure more of their courses to include service-learning more than their colleagues.

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Thank you.
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