

Understanding Faculty Experiences with Discrimination: The Role of Intersecting Identity and Institutional Characteristics



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Paper presented at the 2016 AERA Annual Meeting,
Washington, DC, April



Literature Review

- Much attention has been paid to faculty from underrepresented populations (e.g., women, faculty of color)
- Rosser (2004)- two factors that impact one's decision to leave academia are marginalized background and job dissatisfaction.
- Marginalized faculty members are more likely to leave because of discrimination (e.g., tenure/promotion, ability to engage in research) (Jayakumar et al. 2009; Xu, 2008)

Purpose

To explore faculty experiences with discrimination across various aspects of identity and its impact

Conceptual Framework

Intersectionality:

- Recognizes individuals live within multiple social identities, and allows for deeper understanding of how the interaction of these identities influence one's experiences and how they make meaning of these experiences (Nunez, 2014)
- Recognizes the systems of power and oppression associated with various social identities and how they interact with each other (Collins, 1990; Crenshaw, 1989)

Conceptual Framework

Campus climate:

- Psychological dimension- a person's perceptions of diversity
- Behavioral dimension- behaviors and actions taken on campus to promote a diverse community (Hurtado et al., 2012)

Discrimination is a merging of both of these dimensions.

Research Questions

1. Who are the faculty who report experiencing discrimination, harassment, or isolation?
 - Descriptive analyses
2. What institutional characteristics are common among faculty who report experiencing discrimination, harassment, or isolation?
 - Descriptive analyses
3. How does perception of institutional support relate to reports of discrimination, harassment, or isolation?
 - ANOVA, Tukey tests

Data & Sample

- Faculty Survey of Student Engagement
 - Faculty perceptions, values, and contributions to undergraduate student engagement
 - Companion survey to the National Survey of Student Engagement
- 2015 administration
 - 133 institutions; 19,056 faculty
- Faculty climate experimental item set
 - 16 institutions; 2,224 faculty
- Differences examined by disciplinary area, academic rank, age, gender identity, racial/ethnic identification, and sexual orientation

Respondent Descriptives

- Arts & Humanities (20%)
- Social Sciences (14%)
- Business (12%)
- Women (52%)
- Men (43%)
- US Citizens (99%)
- White (73%)
- Black (7%)
- Asian, Nat. HI, PI (4%)
- Hispanic, Latino (3%)
- Straight (82%)
- Research U's (2)
- Master's (10)
- Bachelor's (4)
- 9 privately control
- Plains (5)
- Northeast (5)
- Southeast (3)
- Southwest (3)
- Mix of sizes and levels of selectivity

Measures

Have you experienced any offensive behavior, discrimination, isolation, or harassment at your institution?

Response options: Yes, and it interfered with my ability to work; Yes, but it did not interfere with my ability to work; No

[If yes] Upon what was it based? (Select all that apply.)

- Academic rank, title, or current position
- Age
- Country of citizenship
- Disability or impairment
- Gender Identity
- Political views
- Racial or ethnic identification
- Religious or spiritual views
- Sexual orientation
- Other, please specify

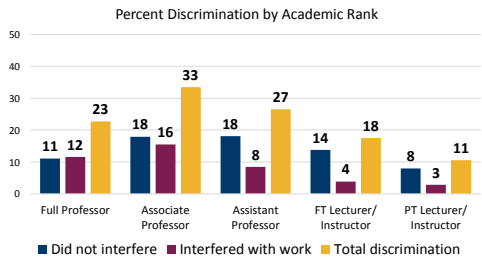
Measures

To what extent is your institution supportive of people based on the following:

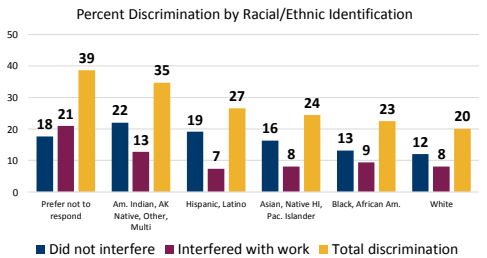
Response options: Very much, Quite a bit, Some, Very Little

- Age
- Country of citizenship
- Disability or impairment
- Gender identity
- Political views
- Racial or ethnic identification
- Religious or spiritual views
- Sexual orientation

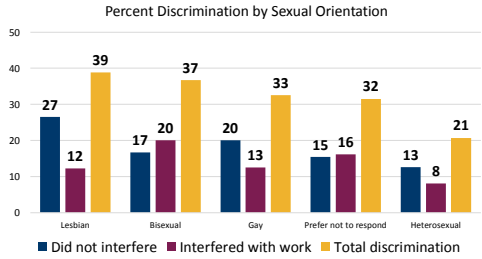
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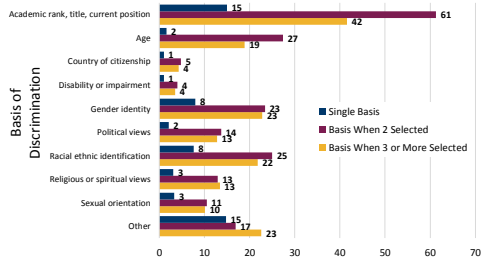
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3. How does perception of institutional support relate to reports of discrimination, harassment, or isolation?

- Faculty members who had not experienced any discrimination viewed their institution as more supportive for all identity groups
- Faculty who experienced discrimination that interfered with their work had the lowest views for institutional support based on religion, political views, race/ethnicity, and age
- There was no difference between those who experienced discrimination that did and did not interfere with their work and their perceptions of institutional support for sexual orientation and gender identity

Discussion

- Faculty from both historically marginalized identities and privileged identities experienced discrimination at their institution.
- Importance of broadening the scope of understanding the experience of faculty based on identity.
- Faculty who experienced discrimination perceived lower institutional support for all identities.
- Faculty at all types of institutions experienced discrimination

Implications

- Training**- institutions should consider how they inform faculty of their ability to report these issues without fear of retaliation
- Inclusivity**- institutions should be careful to ensure they are promoting an equitable environment for everyone. As they work to diversify faculty, they should ensure they are offering support.
- Future Research**- need to look more broadly at faculty identities. Academic, rank, title or current position were overwhelmingly selected as bases of discrimination. Future research should investigate how faculty members develop identity around rank.

Final thoughts and questions?

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