

# FACULTY EMPHASIS ON DIVERSITY TOPICS & CONVERSATIONS WITH DIVERSE OTHERS

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# Background

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- ◆ **Research shows diversity works**
- ◆ **Types of diversity**
  - ◆ Structural (necessary but insufficient)
  - ◆ Curricular
  - ◆ Informal interactional
- ◆ **Curricular diversity**
  - ◆ Place for institutional, faculty action
  - ◆ Relatively little is know about faculty inclusion of diversity



# Including Diversity

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## ◆ **Studies of including diversity**

### ◆ General

Nelson Laird, 2011; Maruyama & Moreno, 2000

### ◆ Diverse content

Hurtado, 2001; Mayhew & Grunwald, 2006; Milem, 2001

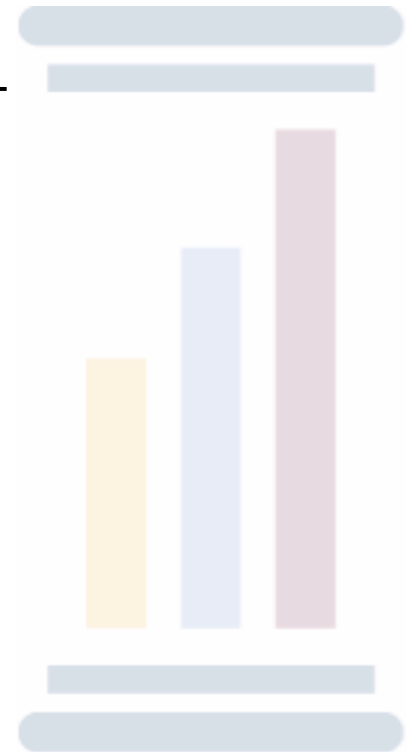
### ◆ Diversity exp or interactions

Kuh et al., 2004; Umbach, 2006; Reason et al., 2010

## ◆ **Studies find**

◆ Differing levels of inclusion

◆ Predictors =



# Studies Find...

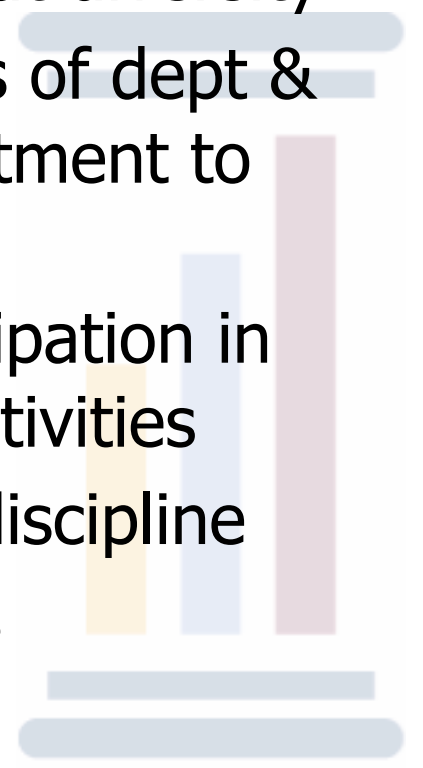
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- ◆ **Inclusion by faculty**

- ◆ **Predictors include...**

- ◆ gender
- ◆ race/ethnicity
- ◆ age
- ◆ years teaching
- ◆ rank
- ◆ employment status
- ◆ political orientation

- ◆ beliefs about diversity
- ◆ perceptions of dept & inst commitment to diversity
- ◆ prior participation in diversity activities
- ◆ Academic discipline
- ◆ Inst factors



# Limitations in Previous Work

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- ◆ **Very general or very specific**
  - ◆ Either not much depth or not much coverage of particular kinds of inclusion
- ◆ **Often few survey items capturing inclusion**
- ◆ **We wanted to look at two specific areas of inclusion with some breadth**
  - ◆ Serious conversations across difference
  - ◆ Inclusion of diversity-oriented content



# Research Questions

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- ◆ **How often do faculty structure course sessions around various topics of diversity?**
- ◆ **How often do students have serious conversations across a variety of differences in the classroom environment?**
- ◆ **Which faculty and course characteristics predict the inclusion of diverse course content and student interactions across difference?**



# Data and Sample

## 2011 Faculty Survey of Student Engagement

### 26 U.S. colleges and universities

- 15% doc/research, 50% master's, 31% bacc, 4% other
- 50% private
- UG enrollments from 1,000 to 15,000
- Noncompetitive to most competitive

### Faculty (n = 2,240)

- 48% Women
- 79% White
- 7% non-US citizen
- 73% with doctorate
- 10% PT Lect/Instr
- 11% FT Lect/Instr
- 79% Tenure track
- Median course load = 6

### Courses (n = 2,240)

- 53% Upper division
- 57% 21-50 students
- 43% Gen ed requirement
- 7% taught online
- Wide variety of fields

# Measures



**During the current school year, about how often have the students done each of the following in your courses:**

**Never      Some-  
times      Often      Very  
often**

**Had serious conversations with people whose political views are very different from their own**      **0**      **0**      **0**      **0**

**Had serious conversations with people who differ from them in economic or social background**      **0**      **0**      **0**      **0**

**Had serious conversations with people who differ from them in race, ethnic background, or country of origin**      **0**      **0**      **0**      **0**

**Had serious conversations with people who differ from them in religious beliefs or philosophy of life**      **0**      **0**      **0**      **0**

**Had serious conversations with people whose sexual orientation is different from their own**      **0**      **0**      **0**      **0**

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

**Never      Some-  
times      Often      Very  
often**

**Economic or social inequalities**

**0      0      0      0**

**Issues of race, ethnicity, or nationality**

**0      0      0      0**

**Religious or philosophical differences**

**0      0      0      0**

**Differences in political viewpoints**

**0      0      0      0**

**Issues of gender or sexual identity**

**0      0      0      0**

# Analyses

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- ◆ **Simple frequencies**
- ◆ **Regressions predicting**
  - ◆ Serious conversations
  - ◆ Diversity topics



# Results

## Results from FSSE

# Serious Conversations

	Never	Some- times	Often	Very often
Had serious conversations with people whose political views are very different from their own	34%	42%	15%	9%
Had serious conversations with people who differ from them in economic or social background	28%	42%	20%	10%
Had serious conversations with people who differ from them in race, ethnic background, or country of origin	28%	42%	18%	11%
Had serious conversations with people who differ from them in religious beliefs or philosophy of life	32%	43%	17%	8%
Had serious conversations with people whose sexual orientation is different from their own	41%	41%	11%	6%

# Results from FSSE Diversity Topics

	Never	Some- times	Often	Very often
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%

<b>Results from FSSE Regression Models</b>		<b>Serious Convers.</b>	<b>Diversity Topics</b>
<b>Women</b>		++	++
<b>Faculty of color (African American and Other)</b>		+++	+++
<b>Doctorate</b>			++
<b>Years teaching</b>			
<b>Rank/employment status</b>			
<b>Course load</b>			
<b>Discipline (largely hard/soft split)</b>		++++	++++
<b>Discipline (largely hard/soft split)</b>		+++	+++
<b>Course level</b>		++	
<b>Course size</b>		++	--
<b>General education requirement</b>		++	++

# Discussion

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- ◆ **Fairly widespread inclusion**
- ◆ **Questions about why some areas of diversity included by more faculty**
- ◆ **Opportunity for institutions to consider what areas of diversity should be emphasized and by whom**
- ◆ **Increasing inclusion a matter of recruitment and/or faculty development and planning**





**Q&A**

# For More Information...

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**Paper available on AIR Forum site or  
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