FACULTY EMPHASIS ON DIVERSITY TOPICS & CONVERSATIONS WITH DIVERSE OTHERS

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Background

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

- **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...

- 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

- 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

- 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:

<table>
<thead>
<tr>
<th>Had serious conversations with people whose political views are very different from their own</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had serious conversations with people who differ from them in economic or social background</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Had serious conversations with people who differ from them in race, ethnic background, or country of origin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Had serious conversations with people who differ from them in religious beliefs or philosophy of life</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Had serious conversations with people whose sexual orientation is different from their own</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
During the current school year, about how often have you structured a class session around each of the following topics:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic or social inequalities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Issues of race, ethnicity, or nationality</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Religious or philosophical differences</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Differences in political viewpoints</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Issues of gender or sexual identity</td>
<td>0</td>
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</tr>
</tbody>
</table>
Analyses

- Simple frequencies
- Regressions predicting
  - Serious conversations
  - Diversity topics
Results
<table>
<thead>
<tr>
<th>Results from FSSE</th>
<th>Serious Conversations</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had serious conversations with people whose political views are very different from their own</td>
<td>34%</td>
<td>42%</td>
<td>15%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Had serious conversations with people who differ from them in economic or social background</td>
<td>28%</td>
<td>42%</td>
<td>20%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Had serious conversations with people who differ from them in race, ethnic background, or country of origin</td>
<td>28%</td>
<td>42%</td>
<td>18%</td>
<td>11%</td>
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</tr>
<tr>
<td>Had serious conversations with people who differ from them in religious beliefs or philosophy of life</td>
<td>32%</td>
<td>43%</td>
<td>17%</td>
<td>8%</td>
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</tr>
<tr>
<td>Had serious conversations with people whose sexual orientation is different from their own</td>
<td>41%</td>
<td>41%</td>
<td>11%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Diversity Topics</td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
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<tr>
<td>Economic or social inequalities</td>
<td>42%</td>
<td>28%</td>
<td>16%</td>
<td>13%</td>
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</tr>
<tr>
<td>Issues of race, ethnicity, or nationality</td>
<td>43%</td>
<td>26%</td>
<td>16%</td>
<td>16%</td>
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<tr>
<td>Religious or philosophical differences</td>
<td>51%</td>
<td>27%</td>
<td>13%</td>
<td>9%</td>
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<tr>
<td>Differences in political viewpoints</td>
<td>49%</td>
<td>27%</td>
<td>14%</td>
<td>10%</td>
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</tr>
<tr>
<td>Issues of gender or sexual identity</td>
<td>53%</td>
<td>24%</td>
<td>12%</td>
<td>11%</td>
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</tr>
<tr>
<td>Results from FSSE Regression Models</td>
<td>Serious Convers.</td>
<td>Diversity Topics</td>
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<tr>
<td>Women</td>
<td>++</td>
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<tr>
<td>Faculty of color (African American and Other)</td>
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<td>++++</td>
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<tr>
<td>Doctorate</td>
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<tr>
<td>Years teaching</td>
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<tr>
<td>Rank/employment status</td>
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<tr>
<td>Course load</td>
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<tr>
<td>Discipline (largely hard/soft split)</td>
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<td>++++++</td>
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<td>Discipline (largely hard/soft split)</td>
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<tr>
<td>Course level</td>
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<td></td>
</tr>
<tr>
<td>Course size</td>
<td>++</td>
<td>-- --</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General education requirement</td>
<td>++</td>
<td>++</td>
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</table>
Discussion

- 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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tflaird@indiana.edu

Paper available on AIR Forum site or at fsse.iub.edu