

# Responsive and Responsible: Levels of Faculty Encouragement of Civic Engagement



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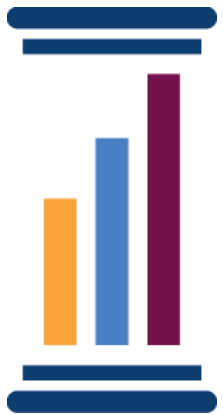
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**November 7, 2013**

**Presentation at the 2013 POD Conference | Pittsburgh, Pennsylvania**



# Presentation Agenda

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- **Background/Overview of Literature**
- **Purpose of Study**
- **Data Source / Methods**
- **Findings**
- **Discussion/Implications for Practice**

# Background/Overview of Literature

- Colleges and universities hold responsibility for preparing students to operate in a democratic society.
  - (Ehrlich, 2000)
- Most students feel disconnected from formal politics.
  - (Kiesa et al., 2007)
- Opportunities for political involvement less apparent and frequent than community service.
  - (Kiesa et al., 2007)

# Background/Overview of Literature

- Many faculty members avoid mention of their public interests for fear that they might jeopardize their reputation for “rigorous scholarship.”
  - (Boyte, 2008, p. 5)
- It is believed that larger research universities are less likely to successfully incorporate civic engagement as a “regular feature of educational life.”
  - (Lounsbury and Pollack, 2001, p. 333)

# Purpose of Study

- **This session aims to:**
  - Provide a snapshot of the civic engagement participation of students from the perspectives of different campus stakeholders.
  - Generate ideas for enhancing campus practices based on research findings.
- **Guiding Question: How does faculty encouragement of civic engagement differ by faculty, institutional type, and course demographics?**

# Data Source / Methods

## Faculty Survey of Student Engagement

- Annual spring survey. ~150 institutions.
- Faculty perceptions of how often students engage in different activities.
- The importance faculty place on various areas of learning and development.
- The nature and frequency of faculty-student interactions.
- How faculty members organize their time, both in and out of the classroom.

# Data Source / Methods

- **FSSE Civic Engagement Items**
  - **This module appended to the core survey:**
    - 1) Asked faculty to assess institutional emphasis on conflict resolution skills,
    - 2) Examined how often students are encouraged to engage with local, state, national, and global issues.

# Data Source / Methods

## Sample of Civic Engagement Module

- To what extent does your institution emphasize for undergraduate students: (Very Much | Quite A Bit | Some | Very Little)
  - Resolving conflicts that involve bias, discrimination, and prejudice.
  - Leading a group where people from different backgrounds feel welcomed and included.
  - Contributing to the well-being of their community.
- During the current school year, whether course-related or not, about how much have you encouraged students you teach or advise to do the following? (Very Often | Often | Sometimes | Never)
  - Discuss local or campus issues with others.
  - Raise awareness about local or campus issues.
  - Ask others to address local or campus issues.



# Respondent/Institutional Characteristics

2,141 faculty responded

## Gender

- 48% Women

## Race/Ethnicity

- 75% White
- 7% African American
- 4% Asian
- 3% Hispanic

## Citizenship

- 99% U.S. citizens

## Academic Rank

- 31% Lect/Inst
- 25% Assist. | 22% Assoc.
- 23% Full Professor

**18 institutions in sample:**

Nine Public/Private Institutions each

## Carnegie Classification:

- 4 – Doctoral/Research
- 10 – Master’s Colleges/Universities
- 4 – Baccalaureate Colleges

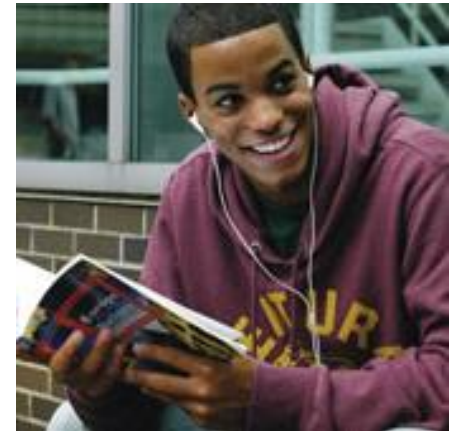
Lower Division/Mostly First-Year—42%

Upper Division or Mostly Senior—52%



# Findings

## Responsive and Responsible: Levels of Faculty Encouragement of Civic Engagement



# Institutional Emphasis for Undergraduates

Lower  
Division

Upper  
Division

## “Very Much” or “Quite a Bit” by Division

Helping people resolve their  
disagreements with each other

\_\_\_\_\_

\_\_\_\_\_

Resolving conflicts that involve bias,  
discrimination, and prejudice

\_\_\_\_\_

\_\_\_\_\_

Leading a group where people from  
different backgrounds feel welcomed and  
included

\_\_\_\_\_

\_\_\_\_\_

Contributing to the well-being of their  
community

\_\_\_\_\_

\_\_\_\_\_

# Institutional Emphasis for Undergraduates

Lower  
Division

Upper  
Division

## “Very Much” or “Quite a Bit” by Division

Helping people resolve their  
disagreements with each other

50%

48%

Resolving conflicts that involve bias,  
discrimination, and prejudice

53%

50%

Leading a group where people from  
different backgrounds feel welcomed and  
included

Contributing to the well-being of their  
community

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Institutional Emphasis for Undergraduates

Lower  
Division

Upper  
Division

## “Very Much” or “Quite a Bit” by Division

Helping people resolve their  
disagreements with each other

50%

48%

Resolving conflicts that involve bias,  
discrimination, and prejudice

53%

50%

Leading a group where people from  
different backgrounds feel welcomed and  
included

59%

58%

Contributing to the well-being of their  
community

75%

74%

# Institutional Emphasis for Undergraduates

	Full Professor	Assoc. Professor	Asst. Professor
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## “Very Much” / “Quite a Bit” by Rank

Helping people resolve their  
disagreements with each other

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Resolving conflicts that involve  
bias, discrimination, and prejudice

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Leading a group where people  
from different backgrounds feel  
welcomed and included

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contributing to the well-being of  
their community

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Institutional Emphasis for Undergraduates

	Full Professor	Assoc. Professor	Asst. Professor
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## “Very Much” / “Quite a Bit” by Rank

Helping people resolve their  
disagreements with each other

**45%**

**41%**

**47%**

Resolving conflicts that involve  
bias, discrimination, and prejudice

**49%**

**45%**

**49%**

Leading a group where people  
from different backgrounds feel  
welcomed and included

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contributing to the well-being of  
their community

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Institutional Emphasis for Undergraduates

Full Professor      Assoc. Professor      Asst. Professor

## “Very Much” / “Quite a Bit” by Rank

Helping people resolve their disagreements with each other

**45%**

**41%**

**47%**

Resolving conflicts that involve bias, discrimination, and prejudice

**49%**

**45%**

**49%**

Leading a group where people from different backgrounds feel welcomed and included

**54%**

**55%**

**57%**

Contributing to the well-being of their community

**73%**

**71%**

**73%**



# Faculty Encouragement of Undergraduates to...

Male

Female

## “Very Often” or “Often” by Gender

Inform themselves about local or campus issues

\_\_\_\_\_

\_\_\_\_\_

Discuss local or campus issues

\_\_\_\_\_

\_\_\_\_\_

Raise awareness about local or campus issues

\_\_\_\_\_

\_\_\_\_\_

Organized others to work on local or campus issues

\_\_\_\_\_

\_\_\_\_\_

# Faculty Encouragement of Undergraduates to...

Male

Female

## “Very Often” or “Often” by Gender

Inform themselves about local or campus issues

45%

52%

Discuss local or campus issues

35%

40%

Raise awareness about local or campus issues

Organized others to work on local or campus issues

# Faculty Encouragement of Undergraduates to...

Male

Female

## “Very Often” or “Often” by Gender

Inform themselves about local or campus issues

**45%**

**52%**

Discuss local or campus issues

**35%**

**40%**

Raise awareness about local or campus issues

**32%**

**41%**

Organized others to work on local or campus issues

**19%**

**21%**

# Faculty Encouragement of Undergraduates to...

Male

Female

## “Very Often” or “Often” by Gender

Inform themselves about state, national, or global issues

\_\_\_\_\_

\_\_\_\_\_

Discuss state, national, or global issues

\_\_\_\_\_

\_\_\_\_\_

Raise awareness about state, national, or global issues

\_\_\_\_\_

\_\_\_\_\_

Organized others to work on state, national, or global issues

\_\_\_\_\_

\_\_\_\_\_

# Faculty Encouragement of Undergraduates to...

Male

Female

## “Very Often” or “Often” by Gender

Inform themselves about state, national, or global issues

57%

61%

Discuss state, national, or global issues

48%

53%

Raise awareness about state, national, or global issues

Organized others to work on state, national, or global issues

# Faculty Encouragement of Undergraduates to...

Male

Female

## “Very Often” or “Often” by Gender

Inform themselves about state, national, or global issues

**57%**

**61%**

Discuss state, national, or global issues

**48%**

**53%**

Raise awareness about state, national, or global issues

**45%**

**50%**

Organized others to work on state, national, or global issues

**20%**

**21%**

# Faculty Encouragement: By Race

African  
Amer.  
or  
Black

Asian  
Hispanic  
or Latino  
White

## “Very Often” or “Often”

Raise awareness about  
local or campus issues

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Raise awareness about  
state, national, or global  
issues

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Faculty Encouragement: By Race

	Asian	Hispanic or Latino	White	African Amer. or Black
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## “Very Often” or “Often”

Raise awareness about  
local or campus issues

**36%**

**39%**

**33%**

**50%**

Raise awareness about  
state, national, or global  
issues

**44%**

**49%**

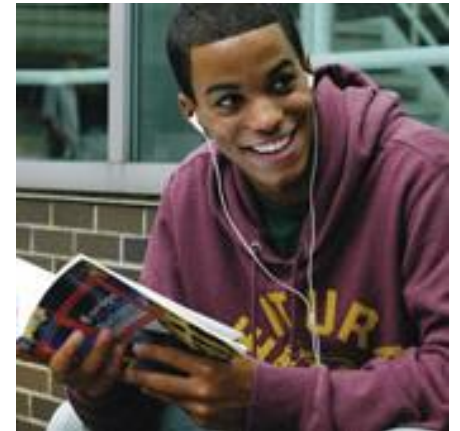
**45%**

**56%**

56% of faculty that identified as multi-racial responded “very often” or “often.”



# One More Finding for the Road? Discipline.



# Faculty Encouragement: By Discipline

Arts &  
Humanit.

Biological  
Sciences,  
Agri., and  
Natural  
Sciences

Educati.

Engineer

## “Very Often” or “Often”

Raise awareness about  
local or campus issues

**36%**

**26%**

**36%**

**33%**

Raise awareness about  
state, national, or global  
issues

**48%**

**42%**

**48%**

**37%**

# Implications for Faculty Developers, Practices

- Competitive disadvantage in lack of leadership opportunities for students?
- Discuss ways that community engagement can look and vary by discipline?
- Consideration of how faculty encouragement of civic engagement can count toward promotion and tenure?
- Others?

# Thank you for attending!



For more on civic engagement or FSSE, contact us by:

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- Web site: [fsse.iub.edu](http://fsse.iub.edu)
- Telephone: (812) 856-5824
- Visit us at the POD Resource Fair