

## Diversifying the professoriate: designing systems to interrupt inequality

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## Problem

- Faculty populations not representative (Li and Koedel, 2017)
- Lack of diversity in the professoriate (Milem, Chang, and Lising-Antonio, 2005)
- Lack of diversity in tenured and leadership position (Campaign for College Opportunity, 2018)
- Need for greater understanding of interventions along career trajectories (Valentine, Lund and Gammie, 2016)

## Diversity and Inclusion

- What does diversity in the professoriate mean?
- What would full inclusion look like?

## Diversity and Inclusion Ideas from the Audience

- We really need to define what diversity is
- Having more people "that look like me"
- Having a difference in perspectives as well as differences in characteristics
- Expand on the intersectional options beyond the usual race/gender/etc.
- Break down the siloed programs and departments
- Have a healthier mix of new and old perspectives (and new and old faculty!)
- We need to account for the structural inequalities that have furthered inequities and create barriers for diversity
- Full inclusion is maximizing the talents of diversity

## Objectives

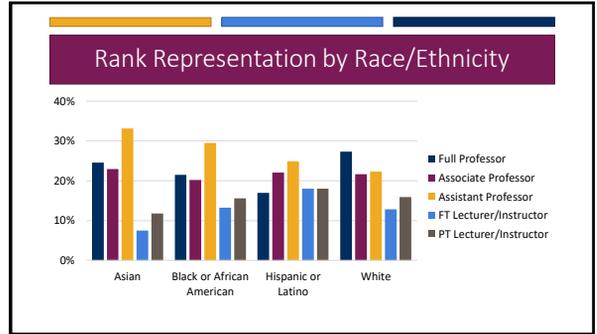
- Interrogate the structures that perpetuate the status quo
- Imagine systems to create more equitable representation in the professoriate
- Utilizing the collective wisdom in the room

## Agenda

- Research on faculty survey on Inclusiveness and Engagement with Cultural Diversity
- Facilitated discussion on barriers
- Examination of barriers and interventions

### FSSE

- Faculty Survey of Student Engagement (FSSE)
  - Faculty involvement in engaging students
  - Faculty perceptions of student engagement
  - The importance faculty place on engagement
  - Nature and frequency of student-faculty interactions
  - How faculty organize their time in and out of the classroom
- In 2017, 24,418 faculty from 154 four-year colleges and universities responded
- Extra item set appended to 30 institutions' administrations
  - Items about support for and institutional commitment to diversity
  - 1,671 faculty respondents

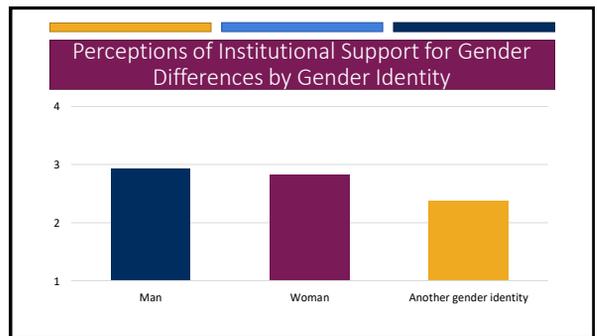
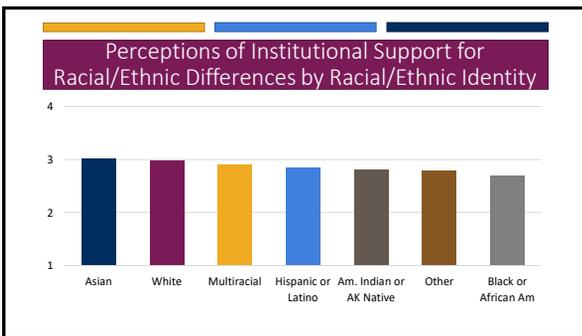
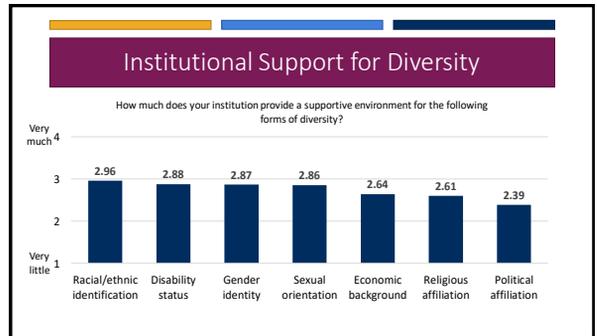


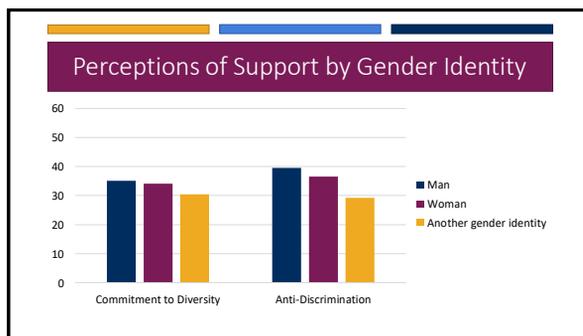
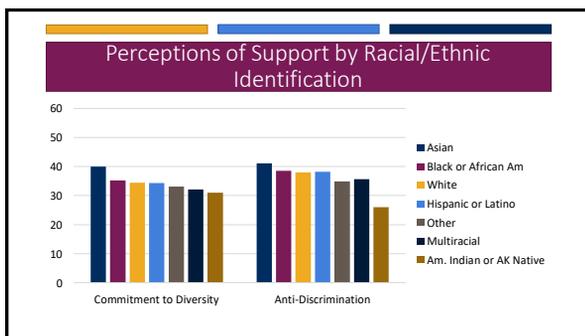
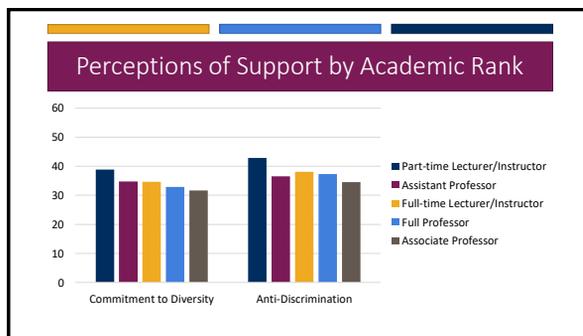
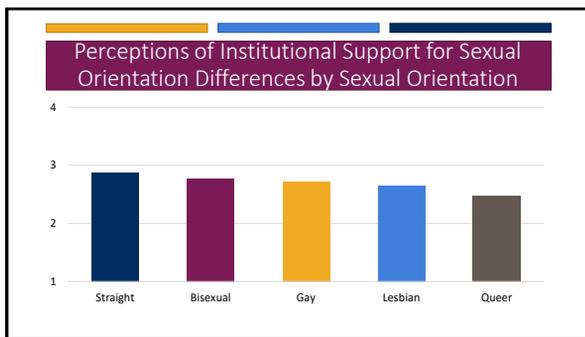
### Inclusiveness & Engagement with Cultural Diversity

**How much does your institution provide a supportive environment for the following forms of diversity?**

*Response option: Very much, Quite a bit, Some, Very little*

- Racial/ethnic identification
- Gender identity
- Economic background
- Political affiliation
- Religious affiliation
- Sexual orientation
- Disability status



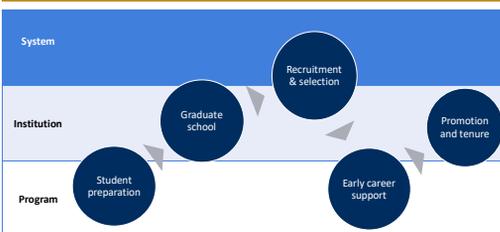


- Where does commitment to diversity happen?
- How do institutions commit to diversity at different points along faculty careers?

## Career Timeline



## Levels of Barriers and Interventions



## Discussion Groups

- Consider level of intervention
  - Program/Department
  - Institution
  - System
- Pick a part of the career path to focus on
  - Pre-professariate
    - Undergraduate and graduate education
  - Professoriate
    - Hiring, early career, review, and promotion

## Discussion Groups

- 5 minutes to discuss barriers
- Focus on why and solutions

## Barriers—Pre-professariate Ideas from the Audience

- Faculty need to let students know that becoming a faculty member is a possibility for them
- Faculty may recognize pipeline issues, but they don't know what to do about it
- Fellowship program for diversifying the professoriate—not actually getting students to the professoriate
- Students may be getting advised, but they aren't necessarily getting mentored

### Barriers—Professoriate Ideas from the Audience

- Search committees for hiring are not always diverse
- Leadership needs to take a stand on hiring issues
- The tenure structure is biased against caretakers (not necessarily just mothers, but anyone caring for another)
- Students may feel that “this is how it’s supposed to be” and student evaluations can be very discriminatory for teaching or teachers they aren’t used to
  - Faculty who benefit from this don’t recognize their privilege
- Cultural taxation is an issue, people can be overwhelmed by being the representative for everything diversity

### Interventions Ideas from the Audience

- The importance of implementing and *articulating* the importance of diversity programs, this cannot be done passively or quickly
- Showing people that we need to do this, not just rely on our assumptions that we’re doing well, look at the data!
- Focus on recruitment (students, faculty, etc.) but there’s far fewer interventions for supporting those people; for example, a formalized mentoring program for getting tenure
- Linking structural institutional problems and the effect that is has on people is especially key
- Combatting feelings of isolation when your efforts (focus on service, etc.) are not valued for junior faculty
- Taking small steps to value or acknowledge mentoring and other efforts for supporting others

### Interventions Ideas from the Audience

- Reducing stereotype threat or microaggressions for students can be applied to training for faculty, these issues are probably issues for faculty as well
- Have a standing lunch date for new faculty to talk about issues where administrators make sure that faculty are not booked for classes or meetings
- Set funding aside for travel to support students needing to come back to finish their doctoral work or go to interviews or other important professional development activities
- Provide training on how to do interviews with newer technologies (video calls, etc.)—don’t forget about the importance of phone interviews!
- What about staff and administration diversity? For example, Title IX issues being investigated on a particular campus by only white women
- People listen to faculty, they have a lot of power, but diversity issues need to involve staff and administration as well

### Interventions Ideas from the Audience

- Have a designated person on hiring committees that ask about diversity issues (but make sure it’s not always the same “diversity” person each time!), make sure there’s someone on tenure/promotion committees that are specifically evaluating for diversity
  - Make sure this doesn’t turn into a check-the-box situation, diversity needs to be integrated throughout the hiring/tenure/promotion process. At the very least make sure that someone is keeping an eye on diversity needs
- Leadership is needed to interrupt or interrogate diversity goals being overlooked or problems being perpetuated.

Questions?

Thanks for joining us!

Slides will be posted on [nsse.indiana.edu](http://nsse.indiana.edu)  
or email Allison at [abrckalo@indiana.edu](mailto:abrckalo@indiana.edu)