

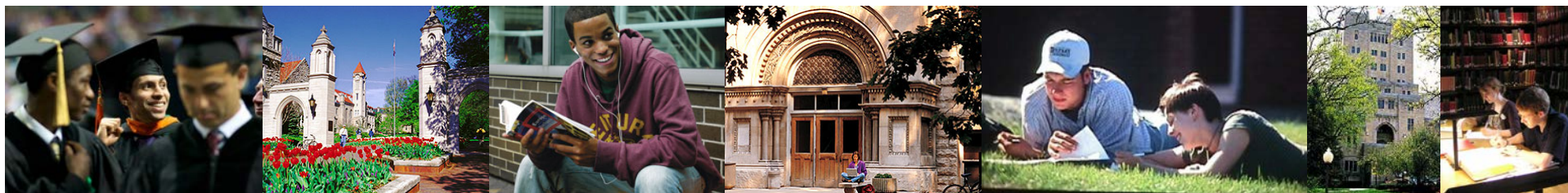
FACULTY INVOLVEMENT IN REINVIGORATING UNDERGRADUATE EDUCATION

An Area of Inequity?

Thomas F. Nelson Laird

Allison M. BrckaLorenz

Indiana University Center for Postsecondary Research



1/26/13

Presentation at the 2013 Annual Meeting of AAC&U

**We know what faculty
should be doing**

Fostering Collaborative Learning

Encouraging High-Impact Practices

Emphasizing Personal &

Social Responsibility

Using Active

Classroom Practices

Emphasizing

Integrative/

Deep Learning

Including Diversity

Teaching with Clarity

Interacting with Students

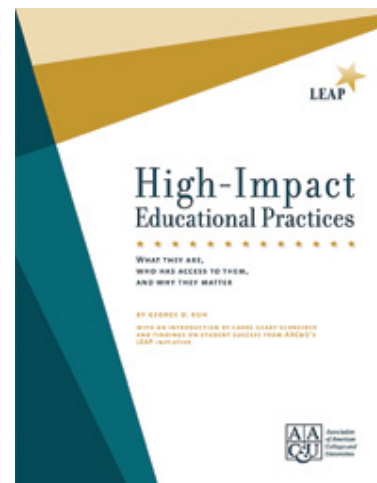
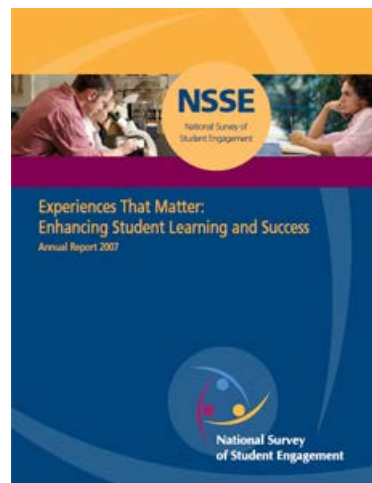
Scholarship of Teaching & Learning

FSSE and What We Know

- ◆ **Faculty Survey of Student Engagement**
- ◆ **Our work (along with others) have some consistent findings**
 - ◆ Disciplinary differences are large
 - ◆ Teaching context matters (e.g., course level, size)
 - ◆ Faculty background characteristics matter
 - ◆ Particularly gender and race

High-Impact Practices

- ◆ **Experiences that...**
 - ◆ require an investment of time and energy over an extended period
 - ◆ result in greater engagement and learning



FSSE and HIPs

◆ **Measure of valuing HIPs (6 items)**

How important is it to you that undergraduates at your institution do the following?

- ◆ Practicum, internship, field experience...
- ◆ Community service or volunteer work
- ◆ Participation in a learning community...
- ◆ Work on a research project with a faculty member...
- ◆ Study abroad
- ◆ Culminating senior experience

Valuing High-Impact Practices

% Responding
"Important" or
"Very important"

How important is it to you that undergraduates at your institution do the following?

Men

Women

Practicum, internship, field experience,...

76%

83%

Community service or volunteer work

47%

64%

Participation in a learning community...

41%

49%

Work on a research project with a faculty member...

54%

51%

Study abroad

45%

47%

Culminating senior experience

81%

83%

Inclusive Excellence

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

-AAC&U Website

Diversity Inclusivity

- ◆ **The amount any element of a course includes diversity can vary from not at all to extensively**
- ◆ **Course elements include purpose/goals, content, instructor(s), learners, pedagogy, assessment/evaluation**
- ◆ **2 diversity inclusivity scales on FSSE 2007**
 - ◆ Diverse grounding
 - ◆ Inclusive learning

Inclusive Learning

% responding "Quite a bit" or "Very much"

Men

Women

You try to learn about student characteristics in order to improve class instruction

65%

80%

You vary your teaching methods to allow for the multiple ways students learn

69%

84%

The classroom atmosphere encourages the active participation of all students

95%

97%

Students feel empowered in their learning

82%

93%

You evaluate student learning using multiple techniques

70%

82%

You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs

70%

79%

Integrative Learning

- ◆ **An Essential Learning Outcome**
- ◆ **Integrative Learning includes**
 - ◆ Synthesis and advanced accomplishment across general and specialized studies

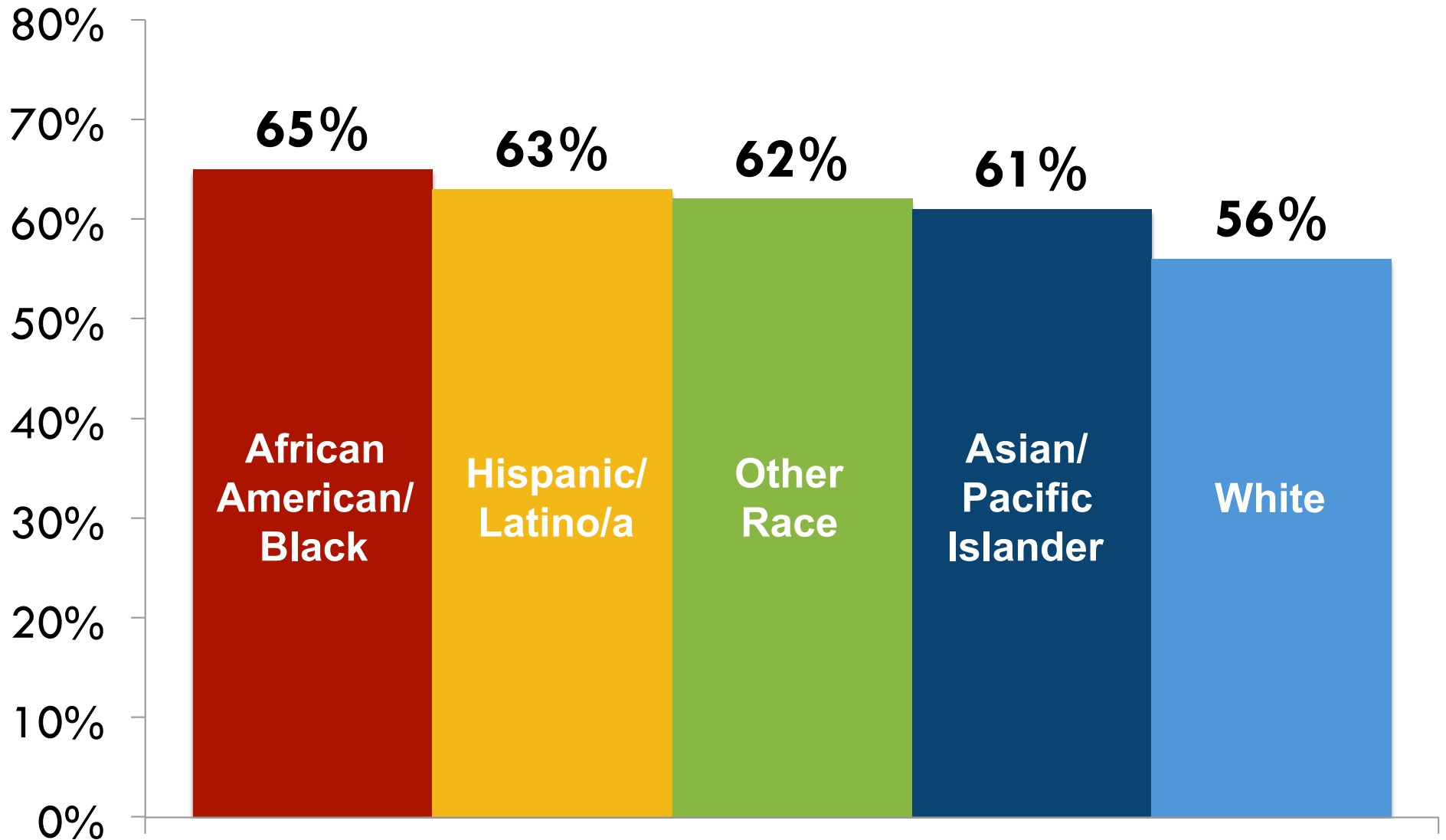
College Learning
for the
New Global Century

A REPORT FROM
THE NATIONAL LEADERSHIP COUNCIL FOR
Liberal Education & America's Promise
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

FSSE and Integrative Learning

- ◆ **Measure of Emphasis on IL (5 items)**
Faculty asked for the importance, frequency, or % of students
 - ◆ Work on a paper or project that requires integrating ideas or information from various sources
 - ◆ Put together ideas or concepts from different courses when completing assignments or during class discussions
 - ◆ Discuss ideas or readings from class with others outside of class (other students, family members, co-workers, etc.)
 - ◆ Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)
 - ◆ At least once, discuss ideas from your readings or classes with you outside of class

Faculty Responding “Important” or “Very important”



Put together ideas or concepts from different courses when completing assignments or during class discussions

Personal & Social Responsibility

- ◆ **PSR an Essential Learning Outcome**
- ◆ **PSR includes**
 - ◆ Civic knowledge and engagement—local and global
 - ◆ Intercultural knowledge and competence
 - ◆ Ethical reasoning and action
 - ◆ Foundations and skills for lifelong learning

College Learning
for the
New Global Century

A REPORT FROM
THE NATIONAL LEADERSHIP COUNCIL FOR
Liberal Education & America's Promise
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

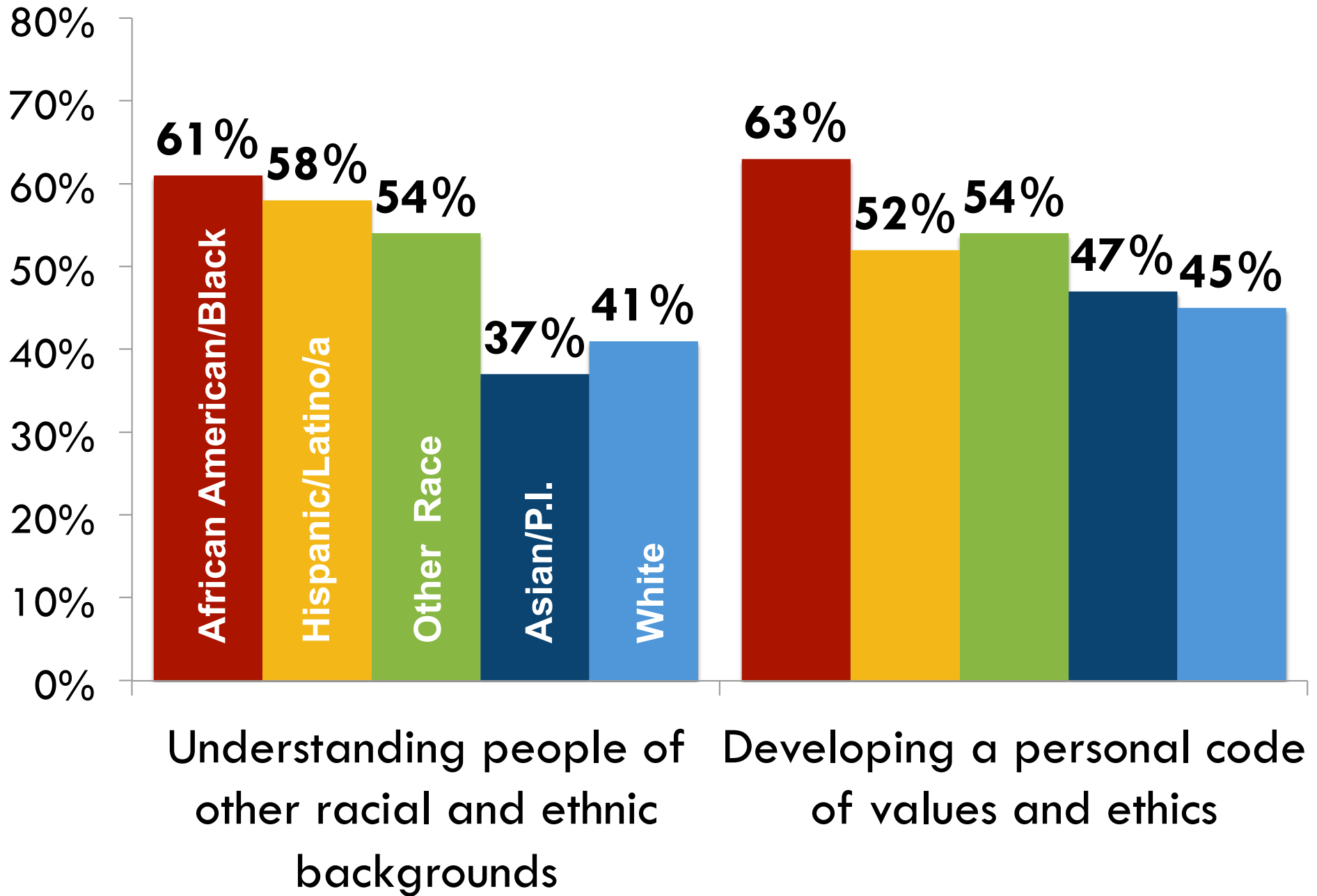
FSSE and PSR

◆ **Measure of Emphasis on PSR (4 items)**

To what extent do you structure your selected course section so that students learn and develop in the following areas

- ◆ Understanding themselves
- ◆ Understanding people of other racial and ethnic backgrounds
- ◆ Developing a personal code of values and ethics
- ◆ Developing a deepened sense of spirituality

Faculty Responding “Important” or “Very important”



Data and Sample

- ◆ **Instrument = FSSE**

- ◆ **Data**

- ◆ 2008-2012 administrations
- ◆ Institutions' most recent year of participation
- ◆ Course-based format

- ◆ **Sample**

- ◆ 310 institutions
- ◆ 42,000 faculty



Faculty Characteristics

- ◆ **48% female**
- ◆ **40% 55 or older**
- ◆ **7% international**
- ◆ **Race**
 - ◆ 6% African American
 - ◆ 5% Asian
 - ◆ 3% Latino
 - ◆ 3% Other
 - ◆ 73% White
- ◆ **68% earned doctorate**
- ◆ **47% with 15+ years teaching experience**
- ◆ **Rank**
 - ◆ 11% PT Lecturer
 - ◆ 12% FT Lecturer
 - ◆ 26% Assistant Professor
 - ◆ 25% Associate Professor
 - ◆ 26% Full Professor

Courses & Institutions

- ◆ **32% STEM field**

- ◆ 26% Arts & Humanities
- ◆ 5% Biological Sciences
- ◆ 10% Business
- ◆ 8% Education
- ◆ 11% Physical Sciences
- ◆ 9% Professional
- ◆ 14% Social Sciences
- ◆ 12% Other

- ◆ **39% lower division**

- ◆ **50% meet general ed requirement**

- ◆ **41% Private control**

- ◆ **26% Doc RU-VH/H**

- ◆ **8% Doc DRU**

- ◆ **26% Masters-L**

- ◆ **15% Masters-M,S**

- ◆ **6% Bac-AS**

- ◆ **10% Bac-Diverse**

- ◆ **10% Other**

Measures

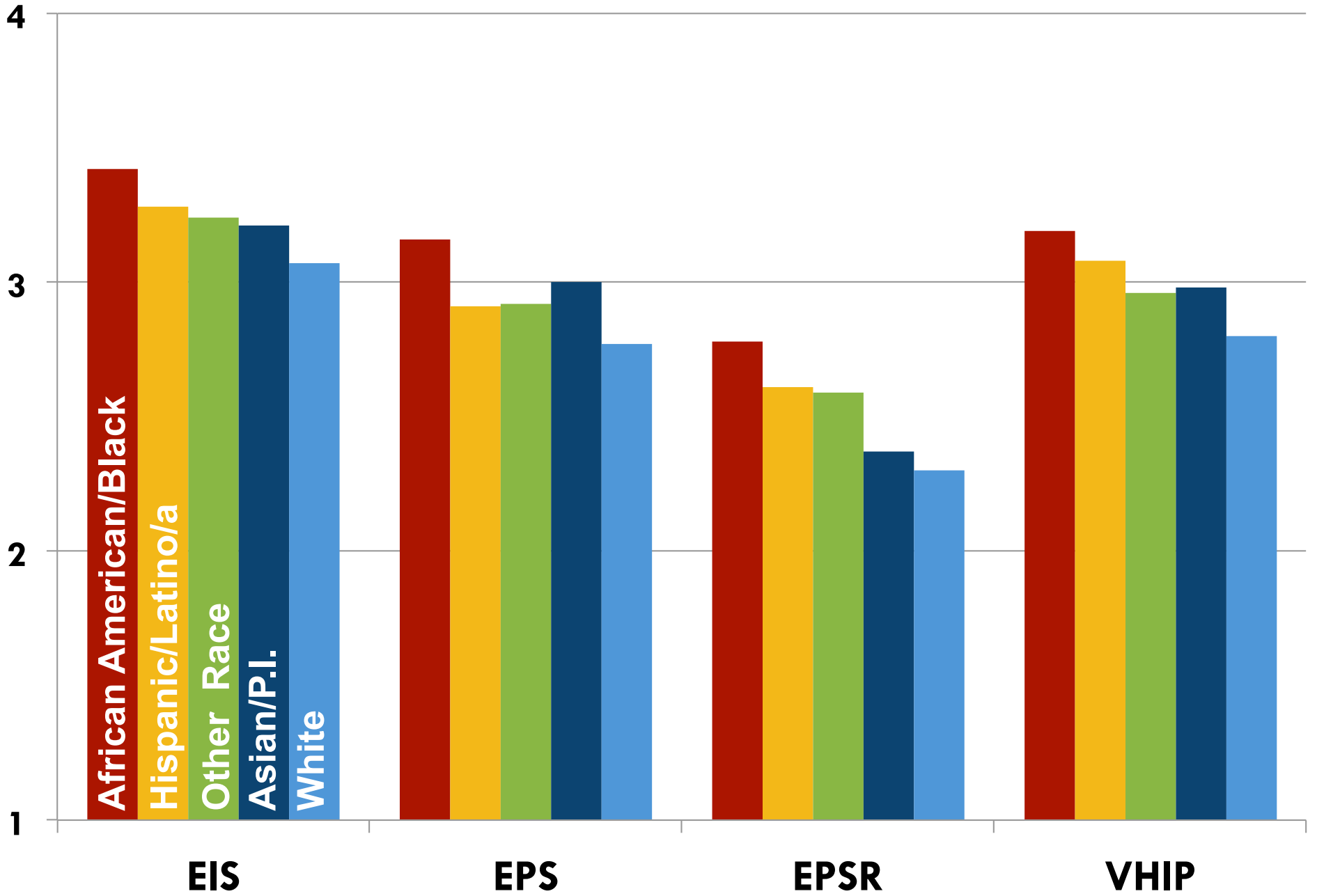
- ◆ **CS: Campus Support**
- ◆ **FSI: Faculty-Student Interaction**
- ◆ **EIS: Emphasis on Intellectual Skills**
- ◆ **EPS: Emphasis on Practical Skills**
- ◆ **EPSR: Emphasis on Personal & Social Responsibility**
- ◆ **EDAL: Emphasis on Deep Approaches to Learning**
- ◆ **ACP: Active Classroom Practice**
- ◆ **VHIP: Value of High-Impact Practices**

	Female	Asian	Black	Latino	Other Race
Campus Support	+	+	+		
Faculty-Student Interaction	+	-	+	+	+
Em Intellectual Skills	+	+	+	+	+
Em Practical Skills	+	+	+	+	+
Em Personal & Social Resp.	+	+	+	+	+
Em Deep Approaches to Learning	+		+	+	+
Active Classroom Practice	+	+	+	+	+
Value of High-Impact Practices	+	+	+	+	+

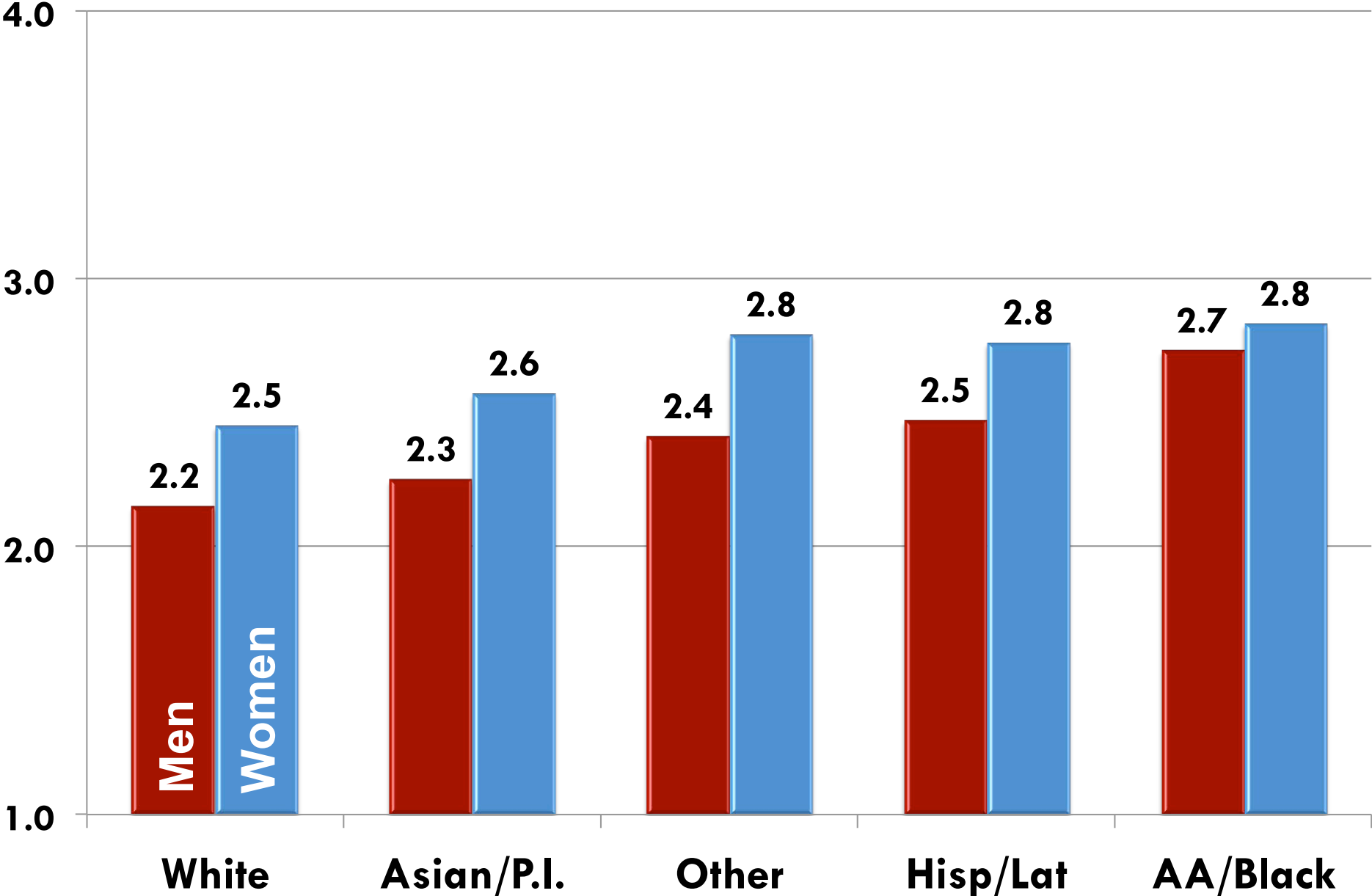
	Female	Asian	Black	Latino	Other Race
Campus Support	+	++	++		
Faculty-Student Interaction	++	-	+	+	+
Em Intellectual Skills	++	++	++	++	++
Em Practical Skills	+	++	++	++	++
Em Personal & Social Resp.	++	++	++	++	++
Em Deep Approaches to Learning	++		++	++	++
Active Classroom Practice	++	+	++	++	+
Value of High-Impact Pract.	+	++	++	++	++

	Female	Asian	Black	Latino	Other Race
Campus Support	+	++	++		
Faculty-Student Interaction	++	-	+	+	+
Em Intellectual Skills	++	++	+++	++	++
Em Practical Skills	+	++	+++	++	++
Em Personal & Social Resp.	++	++	+++	++	++
Em Deep Approaches to Learning	++		++	++	++
Active Classroom Practice	++	+	++	++	+
Value of High-Impact Pract.	+	++	+++	++	++

Scale Means by Race/Ethnicity



Emphasis on Personal & Social Responsibility by Race & Gender



Where Does This Leave Us?

Equitable?

- ◆ Good educational practices not evenly distributed by gender and race
- ◆ Those who are more likely to use good practice (women, faculty of color) are more likely to get paid less
- ◆ No indications that we are heading toward greater equity



What Should an Institution Do?

- ◆ **To improve undergraduate education**
 - ◆ Use hiring?
 - ◆ Rely on faculty development?



Hiring Issues/Inequities

- ◆ **Hire to improve undergraduate education**
 - ◆ Problem with pay equity
 - ◆ Possible problems with institutional culture and societal issues
- ◆ **Faculty Development**
 - ◆ Guess who's most likely to participate?



Discussion