Amplifying Voices and Marginalized Identities: Strengths & Weaknesses of Identity Group Programming

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June 6th, 2018
Introductions

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  Coordinator for International Initiatives

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• Instructional Consultant
  Coordinator for GTA Programming
How can we educational developers provide specific populations with the services they need, without inadvertently reinforcing marginalization they may experience?

Goals?
Mission: “support and advocate for (specific subgroups of) teachers on campus”

Advantages:
• Target specific needs
• Focus on specific interests
• How to be successful at this university
Issues currently addressed by faculty development services

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>All mean (SD)</th>
<th>R/D Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty Orientation/development</td>
<td>328</td>
<td>3.48 (.78)</td>
<td>3.41 (.80)</td>
</tr>
<tr>
<td>Mentoring programs for underrepresented faculty</td>
<td>309</td>
<td>2.71 (.80)</td>
<td>2.69 (.81)</td>
</tr>
<tr>
<td>Orientation and support for part-time/adjunct faculty</td>
<td>317</td>
<td>2.62 (1.05)</td>
<td>2.67 (1.04)</td>
</tr>
<tr>
<td>Orientation and support for fixed-term faculty</td>
<td>299</td>
<td>2.61 (1.10)</td>
<td>2.65 (1.10)</td>
</tr>
<tr>
<td>Midcareer and senior faculty development</td>
<td>318</td>
<td>2.59 (.98)</td>
<td>2.63 (.97)</td>
</tr>
</tbody>
</table>

*Faculty Development in an Age of Evidence* (Beach, Sorcinelli, Austin & Rivard 2016)  
Table 4.1
### Directors’ signature services, by institutional type

<table>
<thead>
<tr>
<th>Service</th>
<th>% of all directors</th>
<th>% of R/D directors</th>
<th>% of Comp directors</th>
<th>% of CC directors</th>
<th>% of Canadian directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty Orientation/Development</td>
<td>36</td>
<td>32</td>
<td>36</td>
<td>43</td>
<td>50</td>
</tr>
<tr>
<td>Teaching Assistant development</td>
<td>10</td>
<td>6</td>
<td>19</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Mentoring programs for under-represented faculty</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>21</td>
<td>17</td>
</tr>
</tbody>
</table>

*Faculty Development in an Age of Evidence (Beach, Sorcinelli, Austin & Rivard 2016) Table 4.2*
### Directors’ Services to Add or Expand

<table>
<thead>
<tr>
<th>Service</th>
<th>% of all directors</th>
<th>% of R/D directors</th>
<th>% of Comp directors</th>
<th>% of CC directors</th>
<th>% of Canadian directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midcareer and senior faculty development</td>
<td>21</td>
<td>24</td>
<td>18</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Mentoring programs for under-represented faculty</td>
<td>17</td>
<td>19</td>
<td>15</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Orientation and support for part-time/adjunct faculty</td>
<td>12</td>
<td>10</td>
<td>21</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>

*Faculty Development in an Age of Evidence* (Beach, Sorcinelli, Austin & Rivard 2016)

Table 4.2
Building a Bibliography
Teaching Centers in POD Search Engine

Plus:
Teaching Support

Articles + Center Resources

- Faculty with Disabilities/Chronic Illness
- Women Faculty
- Minority Faculty/Faculty of Color
- International Instructors (All Ranks)
- Part-time/Casual/Sessional
- Adjunct/Non-Tenure Track
- Late-career Faculty
- Mid-career Faculty
- New and Early-career Faculty
- Graduate Teaching Associates

Teaching Support-Articles
Teaching Center Resources
Academic Life - Other

Research Summary

Articles

- Faculty with Disabilities/Chronic Illness
- LGBTQ Faculty
- Women Faculty
- Minority Faculty/Faculty of Color
- International Instructors (All Ranks)
- Part-time/Casual/Sessional
- Adjunct/Non-Tenure Track
- Late-career Faculty
- Mid-career Faculty
- New and Early-career Faculty
- Graduate Teaching Associates
Activity One

Your Context

• Turn to worksheet provided
• Attempt to answer columns 1, 2, and 3
  What identity groups are meaningful for your context?
  What might they need?
  What programming currently exists to address these needs?

• 3 minutes individual reflection, 4 minutes with neighbor, 5 minutes at table
Participant Responses

- Indigenous
  - Canada
  - Australia
  - NZ
  - Sweden

Undergraduate TAs
Disciplines
Adjunct/Sessional
Chairs, Directors, Academic Leaders
Graduate Supervisors
Mission: “support and advocate for \textit{(specific subgroups of)} teachers on campus”

Disadvantages:
• Perpetuating a deficit model (also for those outside group)
• Insists on similarities imposed by majority group, rather than identified by individuals themselves
• Prioritizes conformity
• Reluctance to participate for fear of further stigmatization
"Working with underrepresented faculty"

“Faculty developers must be careful that the programming content and activities they choose do not further marginalize the underrepresented individuals and groups they are trying to serve.”

Tuitt 2010
# Our Context

<table>
<thead>
<tr>
<th>TAs</th>
<th>International population</th>
<th>Other groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-day new TA orientation</td>
<td>Individual consultation for faculty</td>
<td>Lecturer Learning Community</td>
</tr>
<tr>
<td>Graduate Teaching Fellow Learning Community</td>
<td>Supplement offerings from ESL</td>
<td>Mid-Career and Senior Faculty Learning Community</td>
</tr>
<tr>
<td>Starting TA workshop series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Job Search Series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ohio State Diversity

**STUDENT PERCENTAGE**
- White: 61.1%
- Black: 5.4%
- Asian: 3.98%
- Hispanic: 3.4%
- Undisclosed: 3%
- 2 or more: 0.006%

Total: 59,482

**FACULTY PERCENTAGE**
- White: 72.9%
- Black: 14.5%
- Asian: 3.9%
- Hispanic: 3.4%
- Undisclosed: 4.2%
- 2 or more: 0.006%

Total: 3,603

**COLUMBUS PERCENTAGE**
- White: 61.5%
- Black: 5.6%
- Asian: 3.3%
- Hispanic: 4.1%
- Undisclosed: 28%
- 2 or more: 3.3%

Total: 787,033
Trower (2003) records how underrepresented faculty:

- Experience overt/covert racism
- Experience isolation and exclusion
- Find research discredited
- Bear burden of tokenism
- More “culturally taxed” in service and mentoring of students
Activity 2

Influence

- One star – low to no influence on institutional culture
- Three star – high influence on institutional culture and climate

What counts as influence?

Representation: Can someone in this group see someone from their group as a high university official? Frequently? (President/Provost, Dean, Chair...?) What about as a large population on campus? Would a letter signed by the self-identified leaders of this group be taken seriously by the administration? By their department?
Leadership can educate majority

Univ. of Denver president of faculty senate distributed faculty publication on experiences of under-represented faculty to ALL faculty;
Encouraged chairs to discuss within their departments

Influencers can model respect

White male faculty member as ally for Asian female faculty:
He gave a guest-lecture while she was away; he took time to discuss significance of her research and her expertise

Li, C. et al. (2012). Supporting international faculty. To Improve the Academy 31 (1)
Allow for teaching moments

In a short-term learning community on course design, during a discussion of teacher identity: allow white men to hear what women of color experience.
Activity 3

Programming for the Influential

- If you did not identify an influential group on your campus initially, do so now.
- What can you design to improve the conditions of the less-influential groups?
Participant Responses

Conversations across groups with preparation.

1:1 engagement with individual.
SR: participant.

What programs can I infiltrate?
Meetings.
You’re not alone

Who can you partner with for this programming?

The Graduate School
ESL programs
Office of International Affairs
Multicultural Center
Office for Diversity and Inclusion
Ohio Union Activity Board: Graduate/Professional Students
Office for Post-Doctoral Affairs
Thank you!


