

Willingness of Faculty and Students to Engage in Racial Dialogues

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- Interracial dialogues are linked to improved interracial relations (Gurin, Nagda, & Zuniga, 2013)
- Many, particularly White individuals, are hesitant to discuss race (Sue et al., 2010)
- It is necessary to understand underlying motives of interracial dialogue avoidance to identify approaches to encouraging participation

- Examined quantitative measures of the reported willingness of faculty and students to engage in racial dialogues
 - “I would like to participate in activities related to issues of race and equity at the university”
- “I believe that the university could be a more inclusive campus if (Check all that apply)”
 - Facilitated discussions
 - Guest speakers
 - Workshops or trainings
 - Courses of study
 - Other

- Examined qualitative data on justifications
 - “Why are you or why are you not interested in participating in activities related to issues of race and equity at Wingate University?”
 - Used inductive coding strategy
 - Initial read through, generated notable themes
 - Discussion with 3 coders
 - Refinement
 - Reliability

- High response rate overall (~25%)
- Still lacking in sufficient responses from URM groups, particularly faculty
- Overall diversity at the university is greater in the student body than the faculty

Student Experience

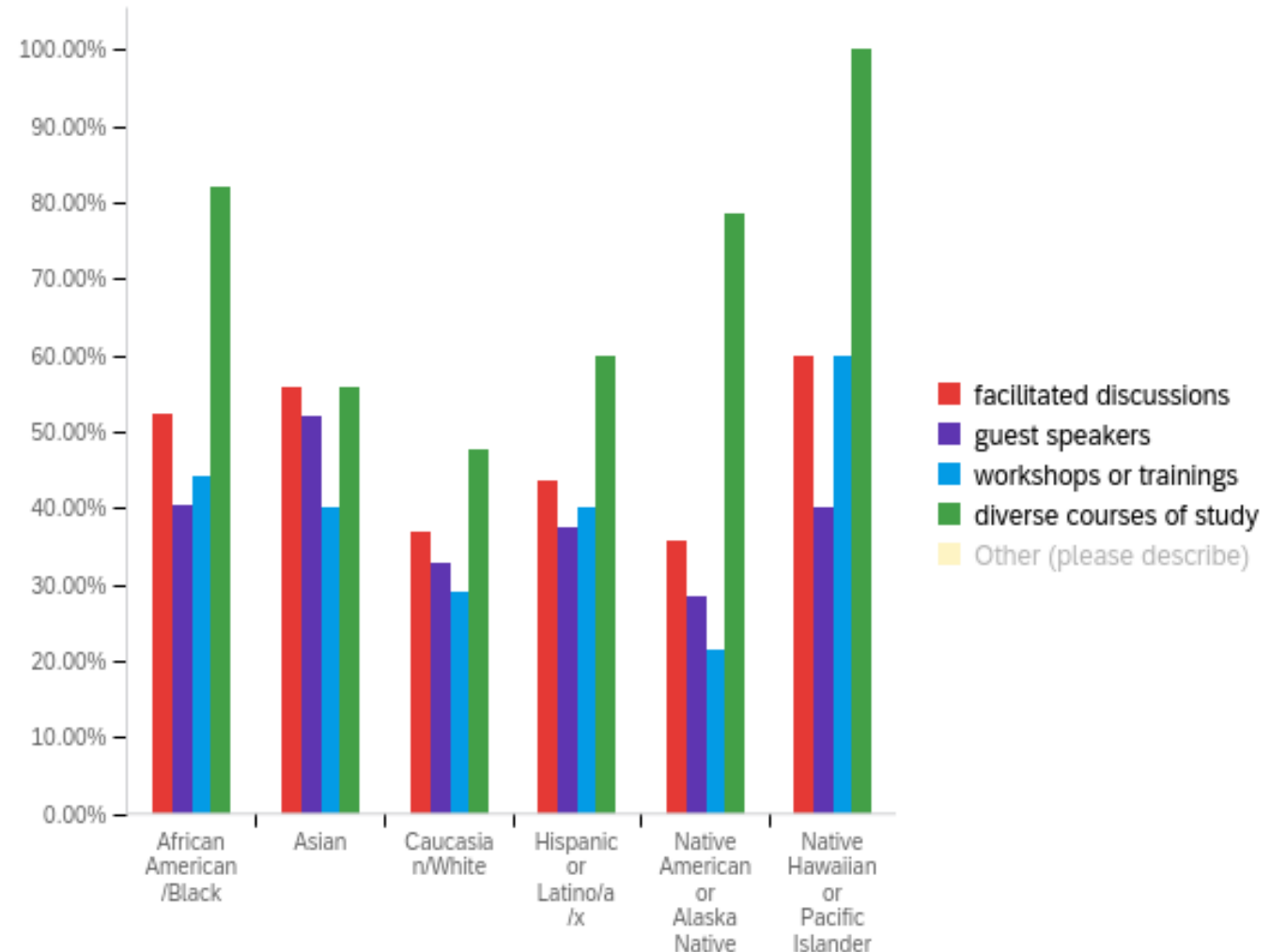
Student Demographics

N = 678

Gender	Answer	%	Count
	Female	79.91%	541
	Gender Non-binary	0.59%	4
	Gender Queer	0.30%	2
	Male	19.65%	133
Sexual Orientation			
	Asexual	4.73%	32
	Bisexual	8.43%	57
	Gay	0.89%	6
	Heterosexual/Straight	81.21%	549
	Lesbian	1.18%	8
	Pansexual	2.37%	16
	Preferred response not listed	0.74%	5
	Queer	0.89%	6
	Questioning	1.48%	10
Race			
	African American/Black	18.58%	126
	Asian	4.42%	30
	Caucasian/White	67.99%	461
	Hispanic or Latino/a/x	13.42%	91
	Middle Eastern	0.88%	6
	Native American or Alaska Native	2.80%	19
	Native Hawaiian or Pacific Islander	0.88%	6
	North African	0.29%	2
	Preferred response not listed	1.47%	10

Students - Endorsed Activities

- Many endorse having more DEI programming
 - Particularly interested in facilitated discussions and courses of study
 - Facilitated Discussions 40.66%
 - Guest Speakers 34.95%
 - Workshops/Trainings 32.53%
 - Courses of Study 55.36%
- Students of color are especially interested in more programming, particularly courses of study as compared to White students



- Most students were willing to participate or at least consider participating in activities related to race & equity (Yes 36.08%, Maybe, 46.99%)
- URM students were more willing to engage in such activities
 - Student of color
 - LGBTQ+ students
 - Students with Disabilities
 - Religious minorities
 - Females
- White students most unsure about participating (Yes 27.57%, Maybe, 51.40%)

- Time constraints
- Disinterest/Irrelevance
 - “Just here to get my degree and leave. Such a discussion would not benefit me in my career or make it easier to find work in my career field. These activities serve no true benefit to me.”
 - “I personally feel I have nothing of note to add to any major conversation.”
 - “It’s not something that interest me”
- Unnecessary/Harmful
 - “I do not feel that there is an issue with race or equity at our University.”
 - “In my opinion it pushes the racial issues further and self victimizes people.”

- Discomfort
 - “I’m just not comfortable coming out of my comfort zone.”
 - “I feel that it would be awkward and I would be judged.”
 - “I feel discriminated towards because I’m a white man, most equity events tend to talk down on white men because of the way people see society”
- Fear of misrepresentation
 - “Fear of being classified as racist or anything else along those lines”
 - “I feel that participating would simply open me up to more abuse or opportunities for others to harass me”

Faculty Experience

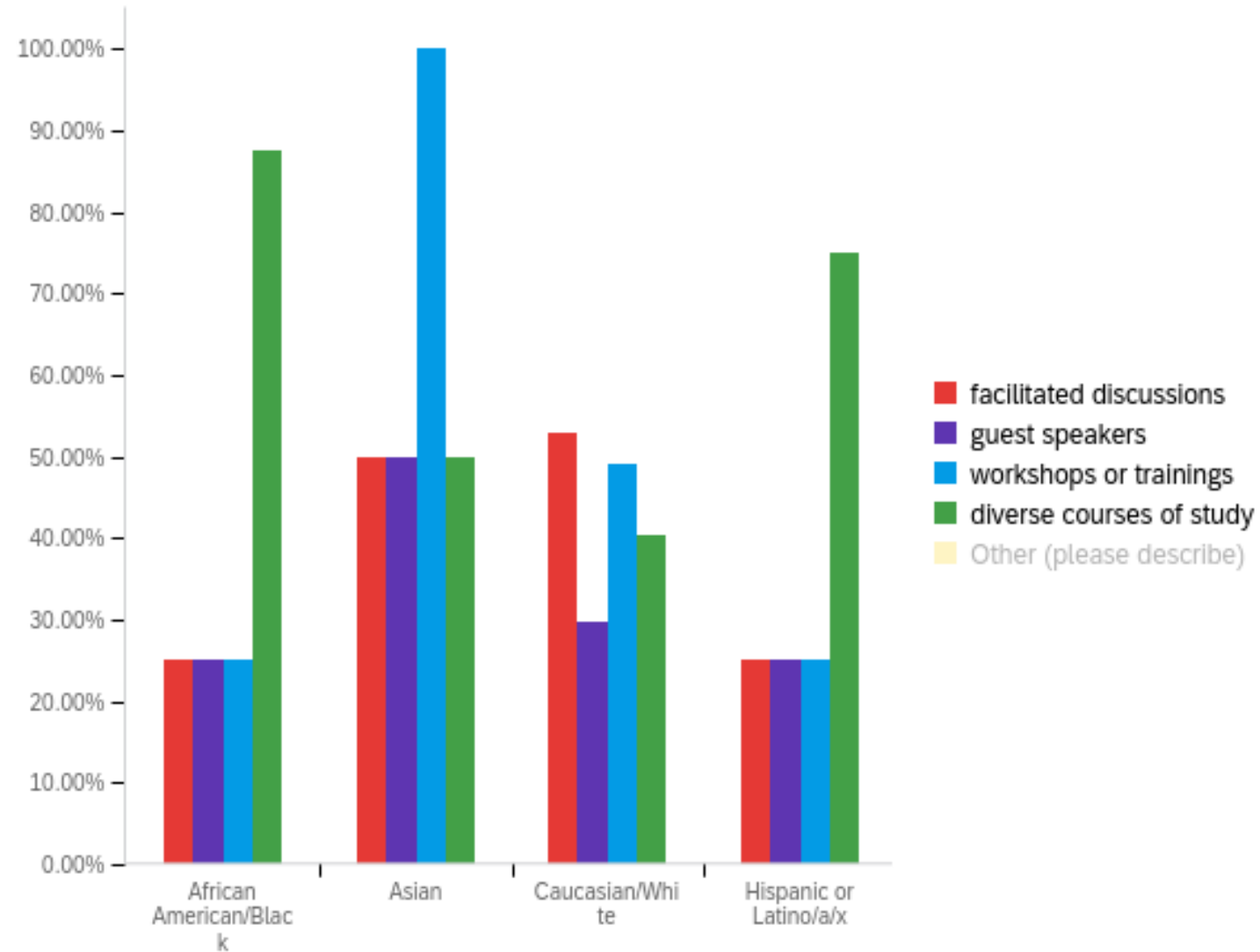
Faculty Demographics

N = 136

Gender		%	Count
	Female	55.15%	75
	Gender Non-binary	1.47%	2
	Gender Queer	0.74%	1
	Male	41.91%	57
	Preferred response not listed	0.74%	1
	Transgender Female	0.74%	1
Sexual Orientation			
	Asexual	2.92%	4
	Bisexual	3.65%	5
	Gay	1.46%	2
	Heterosexual/Straight	87.59%	120
	Lesbian	1.46%	2
	Pansexual	1.46%	2
	Preferred response not listed	0.73%	1
	Queer	2.19%	3
Race			
	African American/Black	7.30%	10
	Asian	2.19%	3
	Caucasian/White	86.86%	119
	Hispanic or Latino/a/x	2.92%	4
	Native American or Alaska Native	0.73%	1
	Preferred response not listed	3.65%	5

Endorsed Activities

- Many endorse having more DEI programming
 - Particularly interested in facilitated discussions and workshops/trainings
 - Facilitated Discussions 50.42%
 - Guest Speakers 29.41%
 - Workshops/Trainings 48.74%
 - Courses of Study 42.02%
- URM faculty more interested in programming
 - Faculty of color
 - Female faculty
 - LGBTQ+ faculty
 - Faculty with disabilities



- Most faculty were willing to participate or at least consider participating in activities related to race & equity (Yes 36.84%, Maybe, 41.35%)
- Some URM groups were more willing to engage in such activities compared to majority groups
 - Faculty of color
 - LGBTQ+ faculty
 - Non-religious faculty
 - Female faculty

- Time constraints
- Disinterest/Irrelevance
 - “It is not why I was hired. It does not get research done and papers written. Additionally, most of this type of work falls to female faculty. Why should I take time from my own research to do this if it isn't going to directly benefit my promotion or influence my own marketability of seeking a job elsewhere?”
 - “Don't see race/equity stress at our University”
- Unnecessary/Harmful
 - “This issue is truly divisive. I do not wish to perpetuate these lies and untruths. I believe there are some issues that could be discussed and addressed, but the US is not systemically racist. There is equal opportunity, but you have to want it, no matter who you are. Being forced to say that there is racism is damaging, and it will not fix the hearts of those truly racist, which are few.”
 - “Activities relating to race and equity are counterproductive. The more you focus on race and split people into groups, the more hatred you foster. Let people just be individuals without the labels and the problems fade away. People who focus on race are the true racists.”

- Discomfort
 - “I honestly do not feel comfortable being apart of these activities”
- Fear of misrepresentation
 - “I would probably be interested but would like to know how the activities would be structured. Everything that I have attended about DEI has seemed to provide one perspective. I don't have confidence that a questioning/dissenting viewpoint would be welcomed. I honestly have respectful questions to ask and would like to dialogue, but I am afraid my questions might not come across as I intend them. We seem to be living in a culture when an opposite viewpoint is shunned, rather than being welcomed. Having said all of that, I would really like to participate as equal partners and not feel like I have to defend every question I might ask.”
 - “As a male, I perceive the current efforts to be inclusive exclude males in the discussion. I (me) am not the enemy and am concerned that my gender would immediately put a target on my back in any activity I participated in.”

Key Takeaways

- A large portion of students & faculty are supportive of DEI initiatives and *somewhat* willing to engage in DEI work, but even this may be an overestimate
- Faculty and students had somewhat different interests in the programming that they wanted to participate in
- Increasing participation may be facilitated by
 - Messaging about safe & open spaces
 - Sharing about prevalence of bias incidents on campus
 - Highlighting the relevance and benefit of such programming for *all*
 - Creating area specific programming with smaller groups
 - Events that fit within work already being done

Questions



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