Introduction:

The Faculty Diversity Survey was designed by a small group of faculty members from the President’s Diversity Council at USM. All tenured, tenure-track, and non-tenured faculty, both part-time and full-time, were emailed the survey in March 2008. Out of the 723 faculty members, 91 surveys were completed (approximately 13% response rate). The results of the survey are reported in the following charts.
### TEACHING

1. Which topics relate to diversity in the classes you currently teach? Select all that apply.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Class</td>
<td>76%</td>
</tr>
<tr>
<td>b. Race</td>
<td>77%</td>
</tr>
<tr>
<td>c. Gender</td>
<td>75%</td>
</tr>
<tr>
<td>d. Religion</td>
<td>48%</td>
</tr>
<tr>
<td>e. Nationality</td>
<td>69%</td>
</tr>
<tr>
<td>f. Ability</td>
<td>47%</td>
</tr>
<tr>
<td>g. Ethnicity</td>
<td>79%</td>
</tr>
<tr>
<td>h. Sexual Identity</td>
<td>59%</td>
</tr>
<tr>
<td>i. Other (specified below)</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Other:**

- Diversity of lands
- Economic
- Marital status
- Philosophical orientation
- Privilege

<table>
<thead>
<tr>
<th>Other Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>3</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
</tr>
<tr>
<td>Cultural</td>
<td>2</td>
</tr>
<tr>
<td>Differences in learning styles</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Course Department

- EDU (8)
- ENG (2)
- ASL
- LIN
- NUR (7)
- HPM (2)
- BIO
- MBA
- HTY (4)
- HRD (2)
- COS
- MCLL
- SOC (4)
- MSPS (2)
- ECO
- MOT
- BUS (3)
- POS (2)
- EDI
- MUS
- CMS (3)
- PPM (2)
- EYE
- OTH
- HUM (3)
- SBS (2)
- GEO
- PSY
- REC (3)
- SED (2)
- GYA
- RUS
- SWO (3)
- ABS
- HCE
- SON
- ART (2)
- ACC
- HON
- SPM
- COM (2)
- ANE
- LAW
- WST

3. Course Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 100 Level</td>
<td>22%</td>
</tr>
<tr>
<td>b. 200 Level</td>
<td>16%</td>
</tr>
<tr>
<td>c. 300 Level</td>
<td>23%</td>
</tr>
<tr>
<td>d. 400 Level</td>
<td>7%</td>
</tr>
<tr>
<td>e. 500 Level or above</td>
<td>29%</td>
</tr>
</tbody>
</table>
4. Approximately what percentage of *this course* is devoted to these topics (from Question 1)? For the purposes of this survey, assume a course has 36 classroom hours.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 0-24% (less than 8 hours)</td>
<td>37%</td>
</tr>
<tr>
<td>b. 25-49% (8-17 hours)</td>
<td>25%</td>
</tr>
<tr>
<td>c. 50-74% (18-26 hours)</td>
<td>14%</td>
</tr>
<tr>
<td>d. 75-100% (27 or more hours)</td>
<td>22%</td>
</tr>
</tbody>
</table>

5. Which teaching methods do you use to bring these topics (from Question 1) into the classroom? Select all that apply.

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lecture</td>
<td>75%</td>
</tr>
<tr>
<td>b. Small group work</td>
<td>59%</td>
</tr>
<tr>
<td>c. Question/answer</td>
<td>65%</td>
</tr>
<tr>
<td>d. Experiential Learning</td>
<td>38%</td>
</tr>
<tr>
<td>e. Other (specified below)</td>
<td>51%</td>
</tr>
</tbody>
</table>

Other:
- Films (7)
- Guest speakers (6)
- Readings (5)
- Writing (5)
- Case studies (4)
- Test questions on exams (3)
- Class discussion (2)
- Field visits (2)
- Presentations (2)
- Blackboard discussions and readings
- Co-curricular lab
- Critique of art work
- Demonstrations
- Documentary
- Independent research
- International civic engagement
- Interviews with diverse populations
- Laboratory
- Looking at data
- Music listening and analysis
- On site application
- Online resources
- Mini-lessons
- Self-reflection
- Report on article dealing with diversity
- Projects
- Simulations
- Small group work

6. Which types of materials do you use to support teaching these topics (from Question 1)? Select all that apply.

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Textbook</td>
<td>55%</td>
</tr>
<tr>
<td>b. Primary sources</td>
<td>69%</td>
</tr>
<tr>
<td>c. Literature</td>
<td>41%</td>
</tr>
<tr>
<td>d. Pictures</td>
<td>23%</td>
</tr>
<tr>
<td>e. Movies</td>
<td>55%</td>
</tr>
<tr>
<td>f. Music</td>
<td>11%</td>
</tr>
<tr>
<td>e. Other (specified below)</td>
<td>41%</td>
</tr>
</tbody>
</table>

Other:
- Videos (9)
- Internet (6)
- Articles (3)
- Case studies (3)
- Guest speakers (2)
- Advertisements
- Clickers
- Clinical experiences
- Discussion
- Experiences in K-12 schools
- Field trips
- Interactive activities
- Live performance
- My personal experience
- Children's work
- Auditory segments
- Other media
- Outside agencies
- Photographic images
- Podcasts
- PowerPoint slides
- Quizzes
- Service-learning
- Stories
- Surveillance data
7. Which types of assessment do you use to measure student learning about these topics (from Question 1)? Select all that apply.

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Multiple-choice questions</td>
<td>34%</td>
</tr>
<tr>
<td>b. Essay exams</td>
<td>37%</td>
</tr>
<tr>
<td>c. Take-home exams</td>
<td>18%</td>
</tr>
<tr>
<td>d. Short papers</td>
<td>54%</td>
</tr>
<tr>
<td>e. Research papers</td>
<td>29%</td>
</tr>
<tr>
<td>f. Presentations</td>
<td>45%</td>
</tr>
<tr>
<td>g. Other (specified below)</td>
<td>32%</td>
</tr>
</tbody>
</table>

Other:
- Class discussion (7)
- Journaling/reflective papers (6)
- Case study analysis (2)
- Quizzes (2)
- Synthesis reports (2)
- Apply concepts in real life/job
- Attending performances
- Book lists
- Course syllabi
- Fellow students' evaluations
- Homework
- Interaction with k-12 students
- Learning profiles
- Lesson plans
- Notes and reflections from classroom placements
- Online PowerPoint presentations
- Papers
- Question sets
- Resource guides
- Teaching units

8. Would you be interested in working with faculty colleagues to increase your coverage of, and improve the way you approach questions of diversity in your classes?

<table>
<thead>
<tr>
<th>Interest Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>41%</td>
</tr>
<tr>
<td>b. No</td>
<td>21%</td>
</tr>
<tr>
<td>c. Maybe</td>
<td>37%</td>
</tr>
</tbody>
</table>
9. Additional Comments related to any of the items on TEACHING:

- Creative Writing eventually confronts most issues
- Diversity is well integrated into my courses--not necessarily a % of time spent, though there is a lot of time spent on this, but throughout, embracing diversity is a foundational "stance" in my courses (a kind of attitude, position, etc.)
- Diversity issues must be addressed across the curriculum
- FYI, I don't think you have enough resolution (categories) for Question 4.
- I cover "diversity" topics in my other courses as well. I use case studies, empirical research and theoretical articles on affirmative action; gender, work and poverty; the distributional (income class, race/ethnicity, etc.) impacts of climate change, pollution and policy solutions; reproductive policy). In one course, I cover race, gender and poverty; labor market discrimination; gender, work and family; etc.
- I would like to see more honest discussion among faculty members regarding resistance in bringing these topics into the classroom
- My environmental law course includes coverage of environmental justice, a subject that involves questions of race, ethnicity, and class. But it is a relatively small part of the course, and may or may not come up on the final exam.
- My focus is on whiteness, American nationalism, Native Americans
- My students have doing service learning with Portland Elementary Schools (Reiche, East End, etc.). Fall semester raised funds to build playgrounds in Afghanistan. They are corresponding with the Afghani project manager to assess playground usage.
- RE question #8 Our faculty already consulted on the diversity sections added to this course a few years ago and CONHP already has a diversity committee that meets this need.
- This survey is clearly aimed at an undergraduate teaching faculty.
- Would like more information/discussion on maximizing discussion by diverse students in the larger classroom setting.
- Yes.
- You realize I am applying concepts related to your key words - not actually teaching those topics.
1. Which of the following best represents the connection between diversity and your research agenda?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No connection between diversity and my research agenda.</td>
<td>11%</td>
</tr>
<tr>
<td>b. Occasional connection between diversity and my research agenda.</td>
<td>19%</td>
</tr>
<tr>
<td>c. Often a connection between diversity and my research agenda.</td>
<td>27%</td>
</tr>
<tr>
<td>d. Diversity is central to my research agenda.</td>
<td>29%</td>
</tr>
</tbody>
</table>

2. Which elements of diversity are *currently addressed* in your research? Select all that apply.

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Class</td>
<td>47%</td>
</tr>
<tr>
<td>b. Race</td>
<td>38%</td>
</tr>
<tr>
<td>c. Gender</td>
<td>53%</td>
</tr>
<tr>
<td>d. Religion</td>
<td>19%</td>
</tr>
<tr>
<td>e. Nationality</td>
<td>36%</td>
</tr>
<tr>
<td>f. Ability</td>
<td>19%</td>
</tr>
<tr>
<td>g. Ethnicity</td>
<td>38%</td>
</tr>
<tr>
<td>h. Sexual Identity</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Other:**
- Age (4)
- Colonialism
- Culture
- Deaf art
- Developing countries/world poverty especially children
- Differences in learning styles
- Diverse perspectives
- Heterosexism
- Rural residence
- Socially constructed notions of deservedness
3. Which elements of diversity **could be addressed** in your research? Select all that apply.

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Class</td>
<td>46%</td>
</tr>
<tr>
<td>b. Race</td>
<td>42%</td>
</tr>
<tr>
<td>c. Gender</td>
<td>46%</td>
</tr>
<tr>
<td>d. Religion</td>
<td>40%</td>
</tr>
<tr>
<td>e. Nationality</td>
<td>40%</td>
</tr>
<tr>
<td>f. Ability</td>
<td>33%</td>
</tr>
<tr>
<td>g. Ethnicity</td>
<td>43%</td>
</tr>
<tr>
<td>h. Sexual Identity</td>
<td>36%</td>
</tr>
<tr>
<td>i. Other (specified below)</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Other:**
- Culture (2)
- Learning styles
- Age
- Rural
- Developing countries/world poverty esp. children and indigenous people

4. Would you like to work with faculty colleagues to consider how integrating diversity issues into your research could improve your research?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>24%</td>
</tr>
<tr>
<td>b. No</td>
<td>35%</td>
</tr>
<tr>
<td>c. Maybe</td>
<td>23%</td>
</tr>
</tbody>
</table>

5. Additional Comments related to any of the items on RESEARCH:

- Assumption here is that I am involved in research
- I am an artist - don't do research
- I am clinical faculty so do not engage in research
- I am using the term research as my photographic work as an artist/photographer. Central to my work are issues that surround, religion, gender, and sexual orientation.
- I answered yes to #4 but in fact I already work with colleagues to do this through my participation in the Women & Gender Studies council.
- I don't have a research agenda - just teaching at this time.
- My focus is assistive technology which is really focused on access for persons who have disabilities regardless of gender, race etc.
- My research agenda has always been grounded in methods that empower people by amplifying their voices in research processes and outcomes. I have done research in different content areas, but the basic tenets of empowerment are woven into all of my work.
- Non-tenure track faculty member teaching 12 credits with no research requirements.
- Q3 is ambiguous...Do you mean which ADDITIONAL Elements (beyond Q2) could be...
## SERVICE

### 2. How often does your community, departmental, college, or university service relate to diversity?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My service does not connect to issues of diversity.</td>
<td>11%</td>
</tr>
<tr>
<td>b. My service rarely connects to issues of diversity.</td>
<td>13%</td>
</tr>
<tr>
<td>c. My service often connects to issues of diversity.</td>
<td>31%</td>
</tr>
<tr>
<td>d. Diversity is central to my service work.</td>
<td>29%</td>
</tr>
</tbody>
</table>

### 3. List the ways in which your service is currently connected to diversity.

- A “minimal” attempt to hire minority faculty after being pressured from the Dean
- Admissions, Academic Review, Student Advising, Volunteer Support to Community Orgs
- Advise student LGBT group
- As a person involved in special ed and diversity education everything I do connects to Diversity
- Assisted Bayview Heights institute a walking program for elderly.
- CEHD diversity scholar, PCD chair, Multicultural Learning Collaborative chair
- Class issues, volunteering
- Committee assignments include Multicultural Collaborative, Multicultural Education Programs, supervision of Newcomer teacher candidates, curriculum committee
- Committee work sometimes focusing on meeting health care needs of diverse populations.
- Forging a way for USM to contribute toward teacher prof development that meets the LD291 law
- I advise Deaf students as well as practicum students working with Deaf adults and children. I work with Deaf researchers from both the US and Latin America.
- I am a member of the women and gender studies council.
- I am an adjunct for USM. In my full time employment, I work on policy around issues of economic equity between various populations
- I do a lot with OLLI, therefore have relationships with older learners (average age = 70).
- I founded a program for USM students to go to an underdeveloped country and provide health outreach in rural villages to adults/children, who do not speak English and are not usually white.
- I frequently organize co-curricular events on campus that involve speakers/panelists presenting perspectives/voices that diverge from those most heard in the mainstream media.
- I have served on the diversity committee of my college
- I serve on the Sampson Center steering committee, chair the CAS Diversity committee, serve on WGS council, I was active in advocating for the creation of the CSGD and for full time staffing for coordinators of the CSGD and the WRC, and I do an enormous amount of co-curricular programming.
• I volunteer coach women athletes.
• I work in schools to support and guide teachers who work with students with disabilities and creating school-wide positive behavior supports. My college and dept service centers around disability/ability.
• I work with immigrants and refugees of different nationalities, religions, and ethnicities.
• I'm a scholar in the JBS Center, and do a lot of public workshops, lectures, etc.
• I'm active in the Deaf community; I've planned Deaf Women of New England conference in Maine last year. I require my upper level students to do a service component in the Deaf community as part of our course curriculum. Our department often sponsors Deaf community related events, by providing space for activities on campus.
• I'm on the "diversity" committee at Muskie; I’ve assisted local non-profits that deal with diversity issues in grant-writing
• In job searches
• In service learning in Chinese orphanages
• In the committees on which I serve; in the projects with which I am involved
• Japan American Society, Student Exchange, etc.
• March of Dimes issues of prematurity (birth) prevention have identified ethnic and sociocultural/demographics related to increased incidence. Discussions in how to reach and work with the represented populations is inherent in our work. CDC Maine work (technical board service) on mortality issues in the maternal-child population addresses diversity issues.
• Much of my service is related to work in the woman & gender studies program, a key "home" to diversity work at USM
• My perspectives on my service work reflect an open-minded stance on diversity. I try to raise issues when I can to question practices, policies, or attitudes that may not consider diversity issues.
• My service is limited this year due to the time-limited nature of my position.
• My teaching in a poor urban multi-ethnic public school is central to my work with USM students
• On board of International Childhood Enrichment Program - employees locals laborers in Afghanistan and Haiti to build low cost playgrounds for children in these countries. I am on the Advisory Board of STRIVE - seeks to integrate young people with developmental disabilities.
• On diversity committee
• Professional development to K-12 teachers abound issues of linguistic and cultural diversity as they related to learning and academic success
• Recruiting diverse students, diversifying curriculum and visitors, communicating about diversity within and outside community
• Regular work with composers of varying nationalities and ethnicities (both dead and alive). Additionally work with ages 13-75 in youth orchestras, undergraduate and graduate instruction and community members of various ages and abilities in Southern Maine Symphony Orchestra.
• Serve on boards and local groups dealing with social groupings (housing), legal services, civil rights, assist re non-discriminatory legislation
• Service here refers to my work as director of a national program that works with communities building partnerships where diversity is key to success and sustainability.
• Service on community agency boards and committees.
• Service on boards of organizations combating socioeconomic discrimination and barriers.
• Solidarity projects, informational projects, etc
• The department of MCLL is directly connected to all aspects of diversity as we examine the "other" at all levels of instruction
- The focus of our major is on rehabilitation of persons who have disabilities (and thus varying abilities) and on the development of health. Most of what we do takes diversity into account.
- Through mentoring students
- Wellness for all French American collection service learning faculty searches
- Working with community orgs.
- Working with immigrants at Preble Street Resource Center Translating Latin American immigrants' stories Medical interpreting
- Work with schools and faculty to increase opportunities for students lacking social & cultural capital
- Working with VA to improve access for rural veterans

4. List the ways your service could connect to diversity.

- Could chair a job search
- Could get involved more directly with a group specific to this topic
- Diverse faculty/guest lecturers
- Doubt I could be doing more
- Greater outreach activities into the public school community
- I am satisfied with this aspect of my service.
- I would like to become more involved in areas of service of diversity that I use to be at my old institution and have not made the connects with here yet at USM, like gender diversity.
- If I were more than an adjunct, the possibilities would be extensive
- In the past I have been involved in service related to GLBT concerns, provision of psychological services to diverse (including underserved populations) and many other things. I imagine this will be the case again as I (hopefully) earn a permanent position at USM.
- It always does
- Join the diversity committee
- Letters to the editor, guest speaking, etc.
- More engagement with issues of race
- More time
- Not sure
- We are not in tune with sexual identity issues in our communities
- Working with indigenous people to develop sustainable ecotourism business in their countries
- Revenues would go directly to the indigenous people

5. Would you like to work with USM colleagues to consider ways of integrating diversity issues into your service?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>24%</td>
</tr>
<tr>
<td>b. No</td>
<td>26%</td>
</tr>
<tr>
<td>c. Maybe</td>
<td>26%</td>
</tr>
</tbody>
</table>