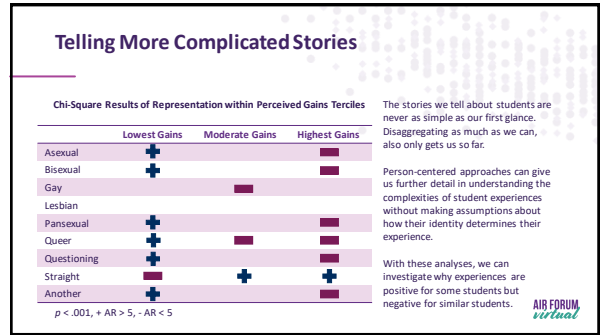


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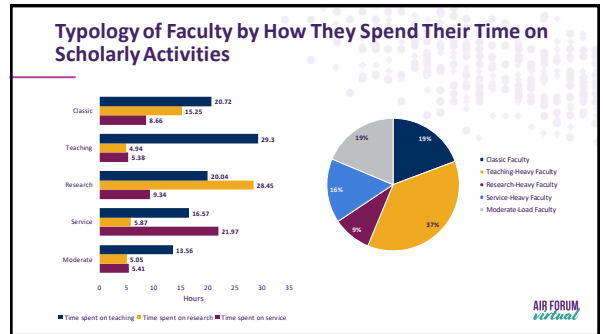
Talking about Faculty

We frequently talk about faculty in terms of their role at the institution

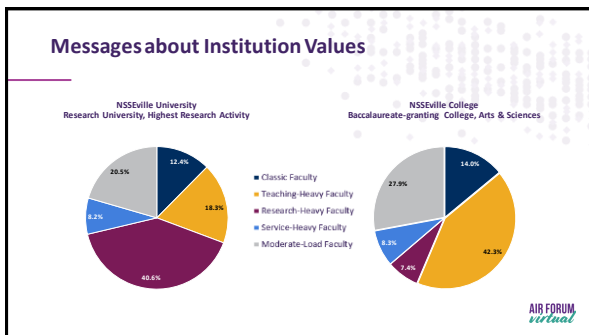
- Full-time versus part-time
- Academic rank (full, associate, assistant, lecturer, scientist, etc.)
- Adjunct versus non-adjunct
- Tenured, tenure-track, non-tenure-track
- Disciplinary areas, colleges, departments, programs

Do these designations tell us the full story about what faculty *do* in their day-to-day work? Does it tell us how they really spend their time? What could we do to better understand faculty work?

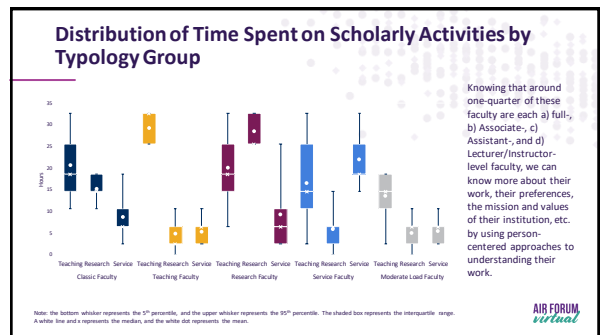
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10



11



12

A Person-Centered Approach to Measuring Socioeconomic Status (SES)

NCES defined SES as, "One's access to financial, social, cultural, and human capital resources" (2012, p. 4)

Common measures of SES:

- First-generation status (parental education)
- Pell Grant status (parental income)
- Parental Occupation

Seniors Participation in Research with Faculty Members (N = 5,750)

Generation	Done or in progress	Not done
First-generation	14.8%	85.2%
Not first-generation	26.0%	74.0%

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13

Issues with First-Generation Status

Does one variable, parental education, tell a complete story?

- But does it include one or both parent(s)?
- What about siblings, extended family, etc.?
- What else isn't captured using this single indicator?

Inconsistent definitions in higher ed. Parental education may include:

- No college experience
- Some college experience, but no degree attained
- Associates degree
- Bachelors degree or above

Implies a dichotomous comparison (FG vs. Non-FG)

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14

A Holistic Measure of Socioeconomic Status

Select questions from NSSE 2020 item-set:

Q: Which of the following did have in your home while growing up?

- Options: Dishwasher, your own bedroom, internet access, etc.

Economic Capital

Q: During high school, about how many times did you do the following with someone in your family?

- Options: Visit a public library, tour a college or university, etc.

Cultural Capital

Q: During college, about how often do you talk about what you are learning with the following people?

- Options: Parent(s), Extended family, Church or community group, etc.

Social Capital

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15

First-Generation Status Disaggregated by SES

Key Lessons

- SES is correlated, but not synonymous with FG status
- About 60% of FG students are LowSES
- About 60% of NFG students are HighSES
- About 30% of FG and NFG are MidSES

Generation	LowSES	MidSES	HighSES
First-generation	62.1%	31.6%	6.3%
Not first-generation	3.9%	35.3%	60.8%

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16

Revisiting Seniors Participation in Research with Faculty Members

Key Lessons

- SES provides an additional layer of depth to the story
- Proper use of SES requires more than one indicator
- Disaggregated SES helps avoid monolithic comparisons and normalizing affluent behaviors

SES	Generation	Done or in progress	Not done
HighSES	First-generation	29.7%	70.3%
	Not first-generation	21.2%	78.8%
MidSES	First-generation	10.9%	89.1%
	Not first-generation	10.9%	89.1%

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17

Final Thoughts


As we said before, we propose person-centered approaches as a complement to variable-centered approaches, not a complete replacement; both are important to our understanding.

Think about what this means for the reporting we do for our institutions and constituents, how we collect and use quantitative demographic data, and how we consider the experiences of small populations.

Person-centered approaches can be one additional tool we use for more critical and inclusive data analysis and data-driven storytelling.

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18



Questions? Thanks so much for joining us!

Find our slides as well as other information about NSSE and FSSE at nsse.indiana.edu

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