

FAEIS News

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Issue 31

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Greetings from the FAEIS Helpdesk!

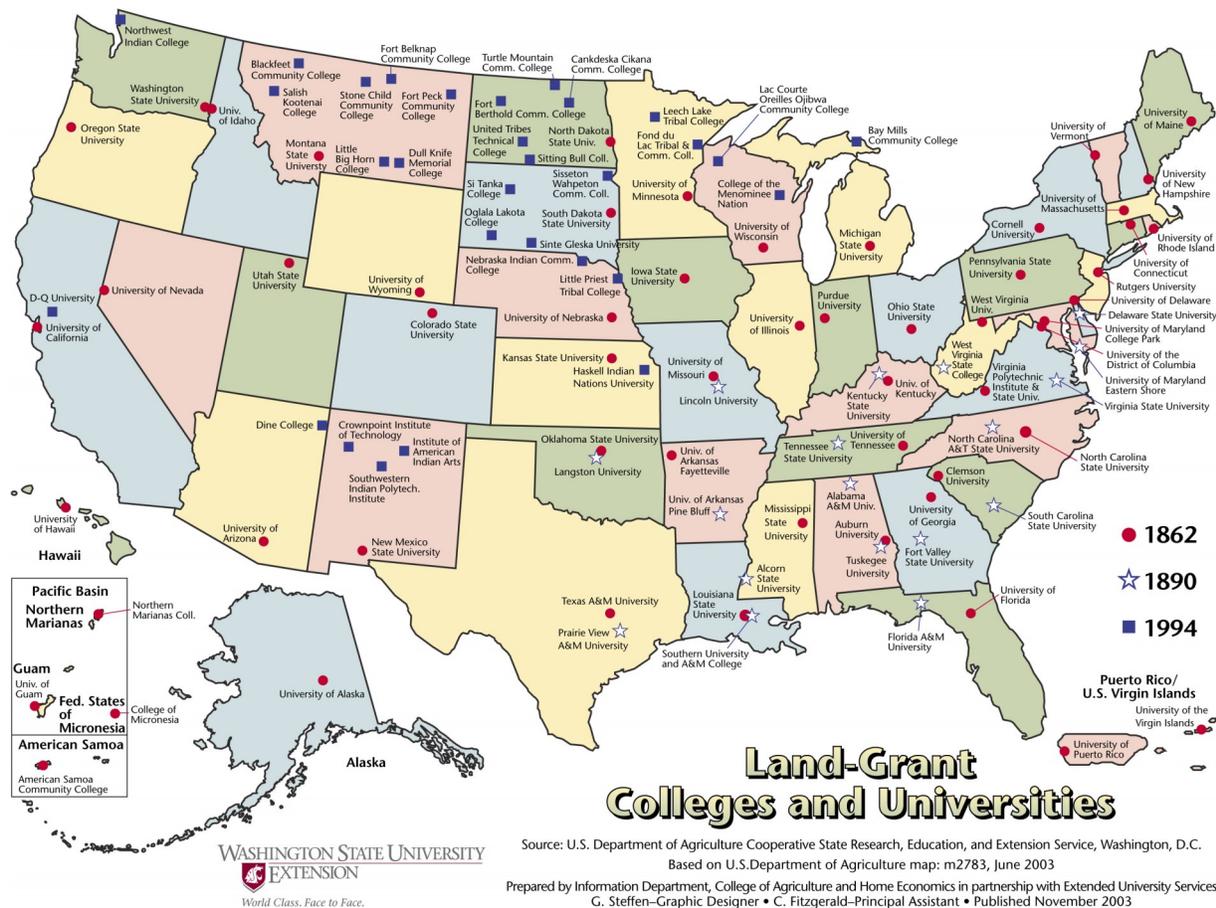
The faculty survey is still open until June 1. The Faculty Survey collects data each Fall semester on faculty academic rank and tenure status, appointment type and percentage breakdown, the faculties' primary discipline (CIP), monthly salary, demographic information, and administrative position information. If you require any assistance with this process please don't hesitate to contact the FAEIS helpdesk.

We have started to compile the 2015 student related survey data and are working on validating our results. As a part of this process the FAEIS team has already begun sending reminders and offers assistance to those who might still be working on data input. If you haven't done so already, there is a completion "button" at the bottom of each form that lets us know that your institution's surveys are complete.

Additionally we are sending out individualized 5 year trend reports to each institution to help highlight any potential gaps in the information. This report can be used to help FAEIS to better understand large changes in reported numbers. If you are still experiencing difficulties with surveys, missed the deadline, or have questions about the 5 year trend report, please contact the FAEIS helpdesk by phone (540-231-4941) or email: faeis@vt.edu.



Land Grant Institutions



This month, FAEIS explored diversity in land grant colleges and universities across various program areas and geographical regions. In this report FAEIS has defined diversity as the likelihood that an institution has a mix of ethnicities in program areas. The search was expanded to include all institution types to look at specific examples of diversity around ethnicity. FAEIS wanted to compare the percentage of diversity over the years. Our parameter for selecting institutions to include was that the institution had to have consistent enrollment data from 2009–2013.

After we compared diversity by institution type, FAEIS looked at diversity by region. The results include institutions from all different categories of land grant institutions, 1862, 1890, and 1994 from the four different regions. The regions are defined below:

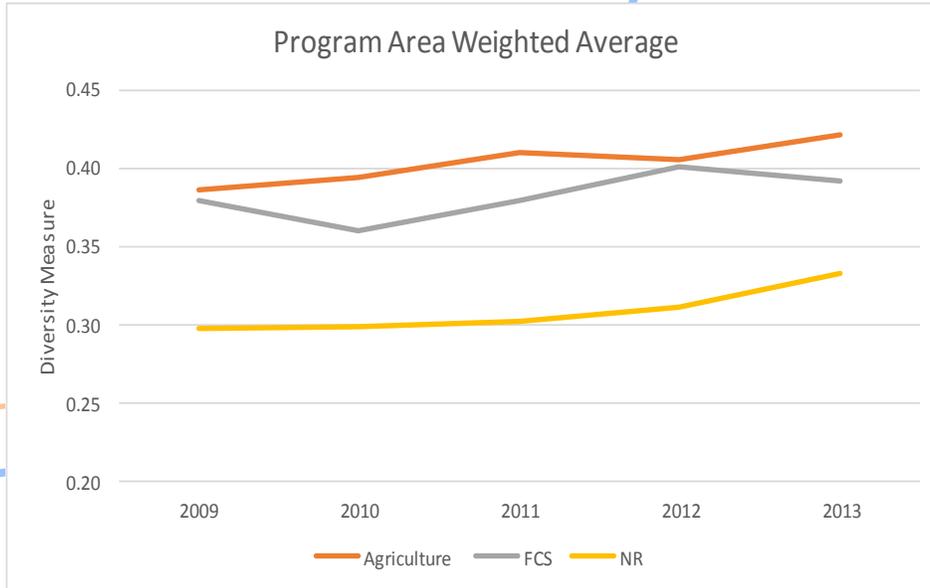
Region	States and Territories in the Region
South	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, Puerto Rico
North-East	Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, Vermont, Virgin Islands, Washington D.C., West Virginia,
North-Central	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
West	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Guam, Micronesia, Montana, Nevada, New Mexico, Oregon, Samoa, Utah, Washington, Wyoming

Diversity by Program Area

Our total count for 1864 land grant institutions is 58 colleges and universities. Our total count for 1890 land grant institutions is 19 colleges and universities. The 1994 institutions are excluded for this specific example due to a high percentage of missing data in the FA EIS database. FA EIS wanted to see if diversity has an overall increase in program areas over time.

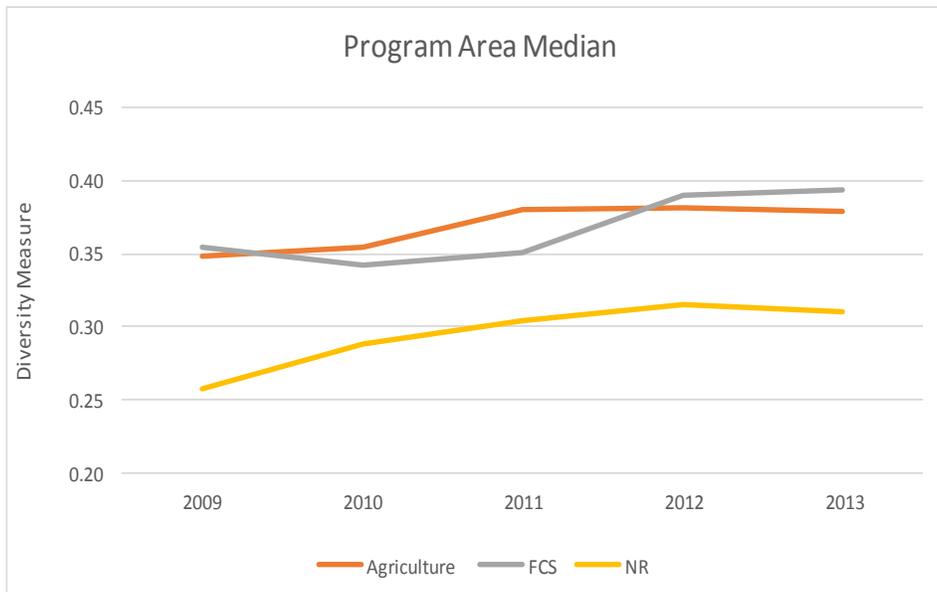
To read the graphs: Agriculture is the program area of Agriculture, Agriculture Operations, and related sciences, FCS is Family and Consumer Science/Human Science, NR is Natural Resources and Conservation.

Diversity is defined as the probability, when drawing two individuals from a specific program, that they are of different ethnicity.



Graph 1

The averages for Program Areas are weighted using IPEDS total enrollment for the selected institutions. In graph 1, Natural Resources (NR) continues to increase while Family and Consumer Science (FCS) is decreasing in diversity. For NR, the increase in diversity corresponds with an increasing change when two students are selected at random they will be of a different ethnicity.



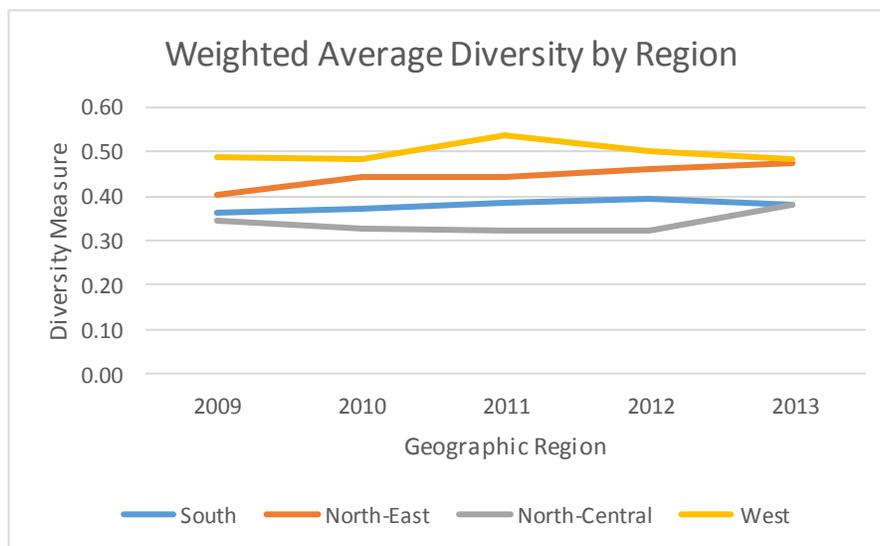
Graph 2

Graph 2 shows the median diversity for FCS is increasing. Overall there tends to be an increase in diversity.

Diversity by Region

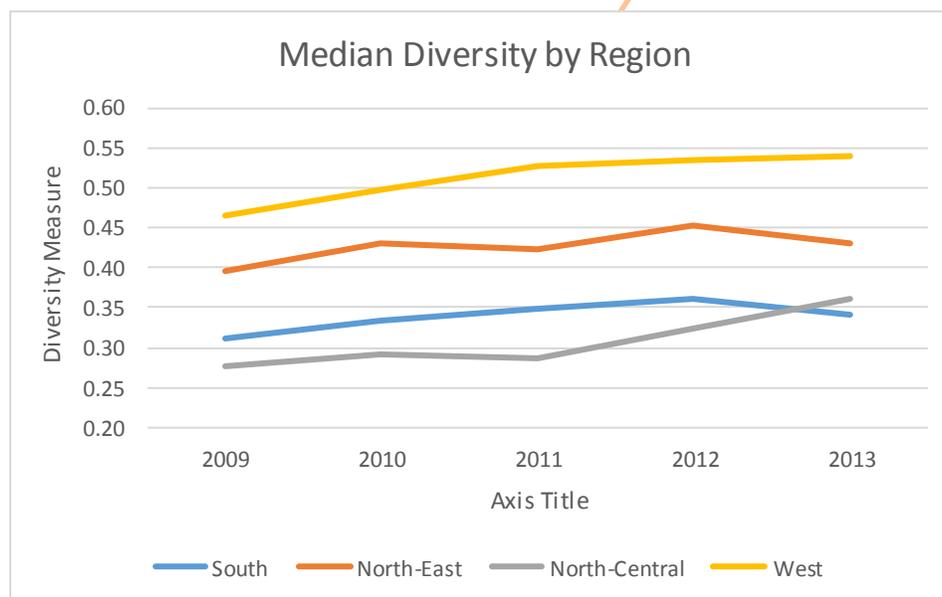
Our total institution count for the South included 28 colleges and universities; the North-East had 17 colleges and universities; North-Central had 31 colleges and universities; and the West had 30 colleges and universities. FAEIS was interested in seeing how diversity varied amongst different regions.

Diversity is defined as the probability when drawing two individuals from a population that they are of different ethnicity.



Graph 3

In graph 3, the FAEIS data is weighted using IPEDS total enrollment. The North-East and North-Central have a steady increase in diversity. The West is the only region that has diversity at one point going over 0.50, which means there is over a 50% chance that when, selected at random, two students would be of different ethnicity.



Graph 4

The median diversity by region highlights the increase of diversity in the West and North-Central regions. This is to say from 2009 to 2013, in the West diversity has climbed from 0.46 to 0.54. From 2009 to 2013 the probability that, when selecting two students at random, they would be of different ethnicity has increased. This region's diversity has increased compared to other regions.

Conclusion

Overall, the FAEIS data on diversity, when weighted against IPEDS total enrollment, shows diversity in land grant institutions increasing. The degree to which diversity has increased will vary depending on if diversity is measured based on region or program area.

In our next issue, FAEIS will continue to look at diversity by looking at distribution by race and gender in enrollment and the distribution of gender in faculty. The three programs we will target are Agriculture, Agriculture Operations and Related Sciences; Family and Consumer Sciences; and Natural Resources.



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