

THE HETEROGENEITY OF INDUSTRIAL DESIGN HIGHER EDUCATION

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ABSTRACT

In 2021, three professors began to ask the question: If diversity benefits the design profession, and the design profession is fed by design schools, how diverse are the faculty who educate the designers of the near future? Furthermore, the team hypothesized that representation of diversity amongst faculty might support increased diversity amongst design students. Recognizing the complete lack of published demographic data focused on industrial design educators, the research team crafted an “educational design census” that has now completed two rounds of data collection.

The first round of data collection revealed unexpected patterns in the career path of design educators. Women were much more likely than their male counterparts to have taught at multiple universities, and men were much more likely to be employed by their degree-granting institution. The second round of data collection includes a much larger sample as well as six qualitative interviews.

The findings from the second round reveal insightful information concerning tenure-based and non-tenure-based career pathways and the movement of faculty between public and private universities. This data confirms there is a lack of faculty diversity in industrial design and suggests diverse faculty may encounter more career obstacles than their white, male peers. This demonstrates a clear need to create a list of best practices to support increasing diversity within the industrial design profession.

Keywords: Diversity, representation, industrial design, faculty, visual paper

INTRODUCTION

WE ARE INTERESTED IN GROWING DIVERSITY IN THE FIELD OF INDUSTRIAL DESIGN



DESIGN IS COLLABORATIVE

BY NATURE, AND MADE BETTER WHEN TEAMS ARE DIVERSE



THIS EFFORT STARTED WITH THE QUESTION - DOES DIVERSE FACULTY REPRESENTATION BOOST THE DIVERSITY OF THE FIELD?



LAST YEAR, WE MADE, DISTRIBUTED, AND SHARED THE RESULTS FROM A 'PROTOTYPE' SURVEY



THE FIRST-EVER PUBLISHED DEMOGRAPHIC DATA ABOUT INDUSTRIAL DESIGN EDUCATORS IN THE U.S.

WE LEARNED SO MUCH, WE DECIDED TO DO IT AGAIN.

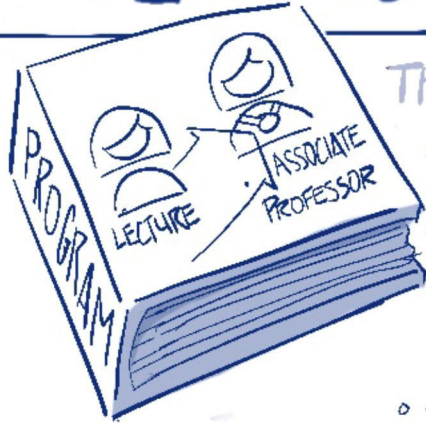


IN THIS PAPER, WE'LL SHARE...



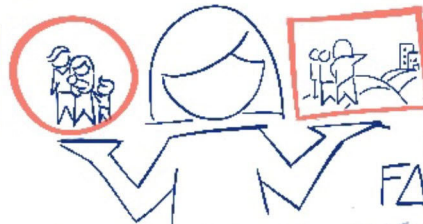
FRANK : SUPPORTING CAREER FEARLESS PROGRESSION FOR WOMEN IN AN AUSTRALIAN PROGRAM

[1]



THIS STUDY REVEALED OUTCOMES FROM
A PROGRAM DESIGNED TO SUPPORT
WOMEN'S CAREER ADVANCEMENT
FROM A LECTURER ROLE TO
ASSOCIATE PROFESSOR

3



THE STUDY SHOWED
THAT WOMEN HAVE A
HIGHER CHANCE OF
BEING DERAILED BY
FAMILY COMMITMENTS

ASPECTS

OF THE PROGRAM
THAT WERE MOST
SUCCESSFUL

THEY ⊕ ALSO TEND TO
HAVE A LEADERSHIP STYLE
THAT IS ⊖ LESS LIKELY TO
BE VALUED OR
RECOGNIZED

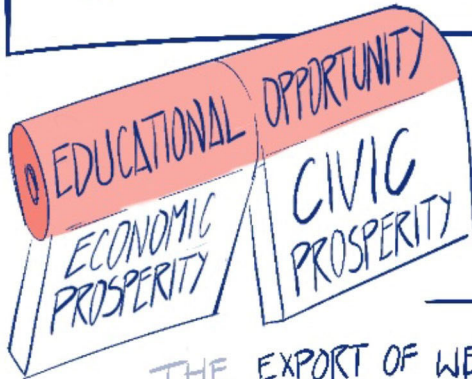
① GUEST
SPEAKERS
SPEAKING ON THE PROMOTION PROCESS

② PORTFOLIO REVIEW
BY TENURED
FACULTY

③ WHICH LED TO
MENTORSHIP
OPPORTUNITIES

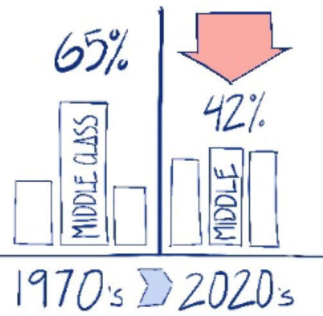
STEP UP 3 LEAD FOR EQUALITY

[2]



ECONOMIC AND CIVIC PROSPERITY BOTH HINGE ON EDUCATIONAL OPPORTUNITY

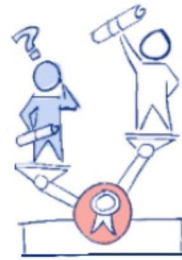
THE EXPORT OF WELL PAYING LOW SKILL JOBS SHRINK THE MIDDLE CLASS & CREATED VASTLY DIFFERENT OUTCOMES FOR LOW INCOME STUDENTS & STUDENTS OF COLOR



BARRIERS TO EDUCATIONAL SUCCESS LED TO...



• LOWER HIGHER ED ENROLLMENT



• LOW LEVELS OF DEGREE ATTAINMENT



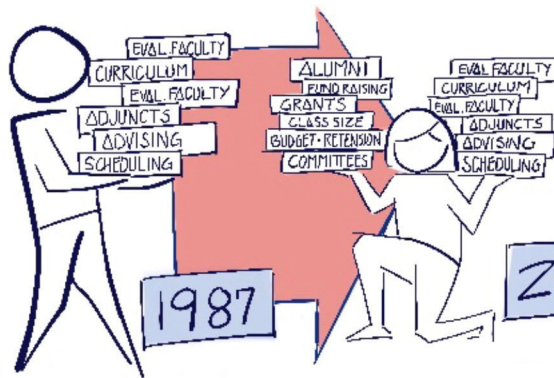
• DISSIMILAR COLLEGE EXPERIENCE

FOR LOW INCOME & STUDENTS OF COLOR - DISSIMILAR EXPERIENCE TRANSLATES TO LOWER PARTICIPATION IN STUDY ABROAD, CAPSTONE PROJECTS AND LESS UNDERGRAD RESEARCH



THE FEMINIZATION OF THE DEPARTMENT CHAIR

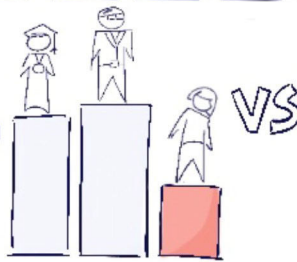
[3]-



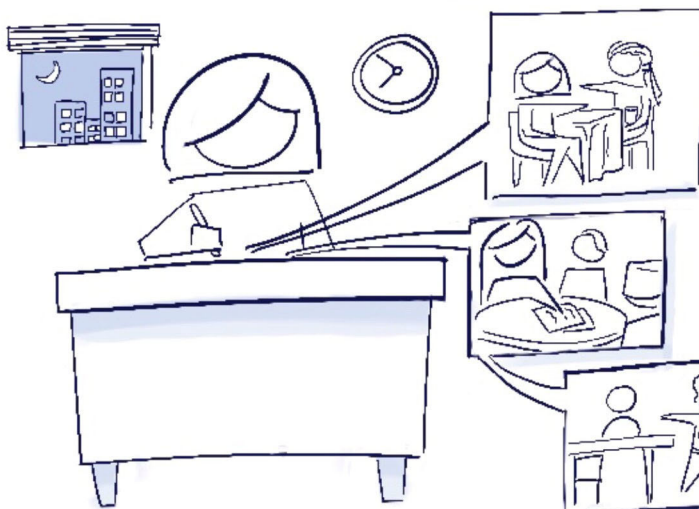
IN 1987 THE DEPARTMENT CHAIR @ THE SACRED HEART UNIVERSITY HAD A HANDFUL OF RESPONSIBILITIES...

25 YEARS LATER. THAT LIST HAS MORE THAN DOUBLED!

WOMEN, ESPECIALLY WOMEN OF COLOR ARE UNDERREPRESENTED IN THE ROLES OF FULL PROFESSORS & TOP ADMINISTRATORS



DESPITE SUCH INEQUALITIES WOMEN ARE WELL REPRESENTED AS ACADEMIC DEPT. CHAIRS



IN COMPARISON TO THEIR MALE COUNTERPARTS WOMEN SPEND MORE TIME ON MENTORING, STUDENT ADVISING AND LOCAL COMMITTEE WORK

• SERVICE BURDENS ARE ESPECIALLY HARD FOR FACULTY OF COLOR WHO FACE PRESSURE TO SERVE ON DIVERSITY & INCLUSION INITIATIVES

MANY OF THESE CONTRIBUTIONS ARE CONSIDERED "UNPROMOTABLE TASKS" THAT RECEIVE LITTLE TO NO CREDIT IN PROMOTION & MERIT EVALUATIONS



METHODOLOGY



WE SOLIDIFIED OUR SURVEY, REDUCING HOW MANY QUESTIONS WE ASKED.



TAKE OUR SURVEY!! (please!)

AND FOCUSED ON SPREADING THE WORD (DIRECTLY INVITING FACULTY FROM 30+ SCHOOLS)

WE REVISED THE SURVEY TO MAKE IT



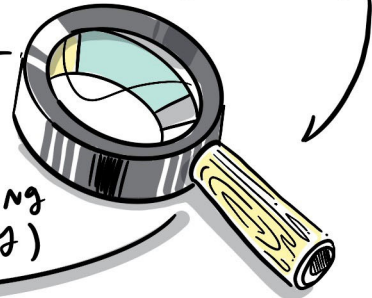
TRULY ANONYMOUS

WE REWORDED SOME QUESTIONS TO BE MORE INCLUSIVE



WHICH OFFERED MORE INFORMATION FROM THE SURVEY RESULTS

(* IN THE 1ST SURVEY, NO ONE IDENTIFIED AS HAVING A DISABILITY)



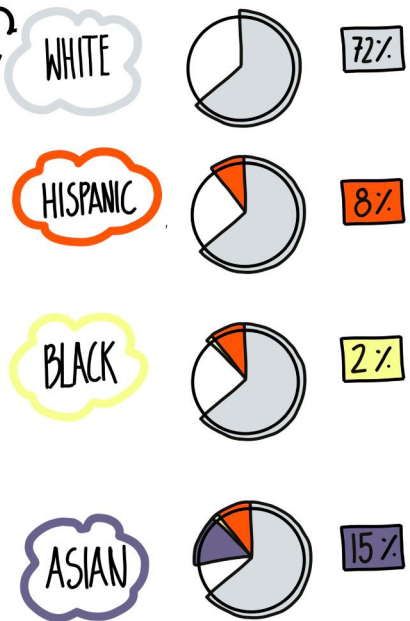
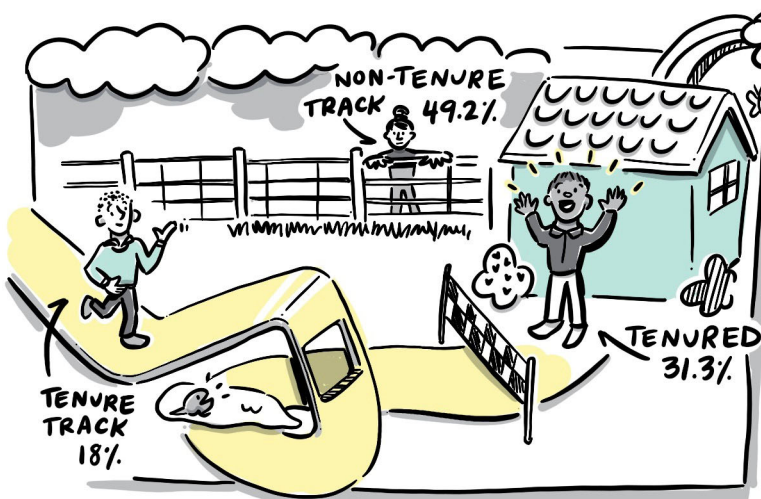
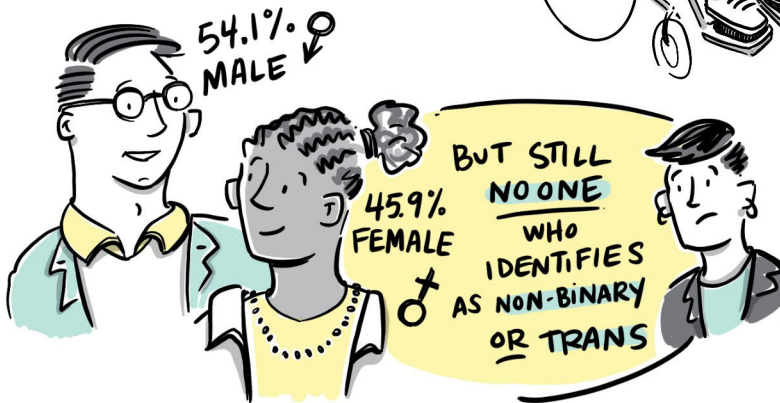
WE ADDED 6 QUALITATIVE INTERVIEWS TO OUR SURVEY DATA

THESE GAVE US AN OPPORTUNITY TO GET MORE OF THE STORY

"I REALLY FEEL LIKE..."

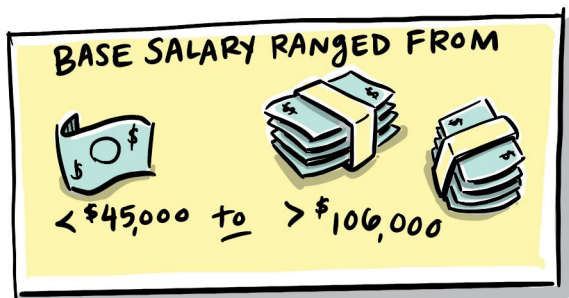
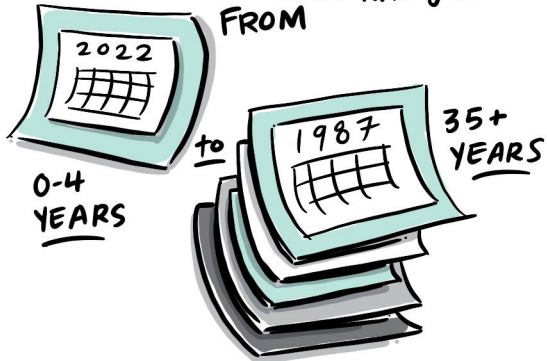
RESULTS

61 FACULTY RESPONDED



SURVEY RESULTS, 2023

EXPERIENCE WORKING FULL TIME IN ACADEMIA RANGED FROM



RESULTS

6 INTERVIEWS OFFERED INSIGHT INTO SIX DISTINCTLY DIFFERENT EDUCATORS.



NOT EVERYONE WHO RESPONDED TO THE SURVEY WAS IN SUPPORT OF FOCUSED DIVERSITY OUTREACH/EFFORTS

ONE PERSON WROTE: "SOUP CAN BE BETTER WITH MORE INGREDIENTS, BUT IT DOESN'T REQUIRE MORE TO BE GOOD."

DISCUSSION



EVEN THOUGH THE EXPERIENCES OF EACH PERSON WE INTERVIEWED VARIED SOME TRENDS EMERGED...



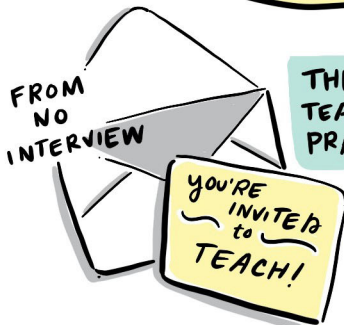
GROWTH,
LEARNING,
+ OPPORTUNITY
FOR POSITIVE
IMPACT
DRAW PEOPLE
TO TEACHING



IT'S COMMON
FOR FULL-TIME FACULTY
TO START AS ADJUNCTS



... LIKE A TEST DRIVE



FROM
NO
INTERVIEW

THERE ARE LOTS OF DIFFERENT
TEACHING POSITIONS, AND HIRING
PRACTICES ARE NOT CONSISTENT



THE COMMITTEE
WILL NOW ASK
CHALLENGING
QUESTIONS.

TO AN
INTENSIVE
SERIES OF
INTERVIEWS
+ LECTURES

BEING IN THE SECOND YEAR OF THE SURVEY MEANS WE CAN NOW COMPARE RESULTS FROM ONE YEAR TO THE NEXT.

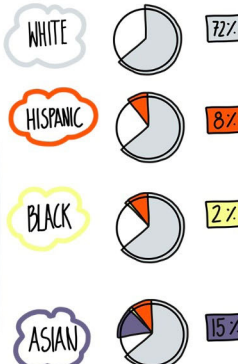
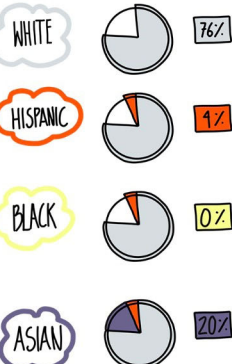
2022
PROTOTYPE SURVEY

2023 SURVEY

OUR SURVEY
GROUP IS STILL
NOTABLY LACKING
IN RACIAL
DIVERSITY.



THIS YEAR,
MORE NON-
TENURE TRACK
(ADJUNCT +
LECTURER)
FACULTY
RESPONDED.



[4]

SURVEY RESULTS, 2022

SURVEY RESULTS, 2023

DISCUSSION



LAST YEAR, WE NOTICED WOMEN WERE LESS LIKELY THAN MEN TO HAVE WORKED AT JUST ONE UNIVERSITY.



THAT TREND WAS CONSISTENT THIS YEAR

INTERESTINGLY, THIS YEAR, ALL BUT ONE TENURE TRACK FACULTY WORKED AT MORE THAN ONE UNIVERSITY.



2022

2023

2023

2022



1



2



3



4

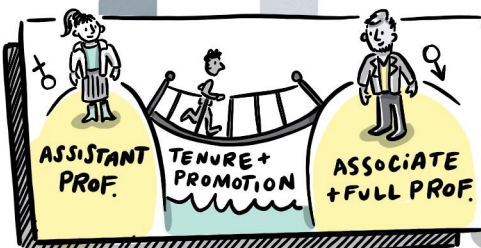


5+



- NON TENURE
- ASSISTANT PROF.
- TENURED
- ASSOCIATE PROF.
- NOT TENURED
- FULL PROF.
- ADJUNCT/VISIT.
- BLACK
- HISPANIC
- ASIAN
- BIRACIAL
- WHITE

[4]

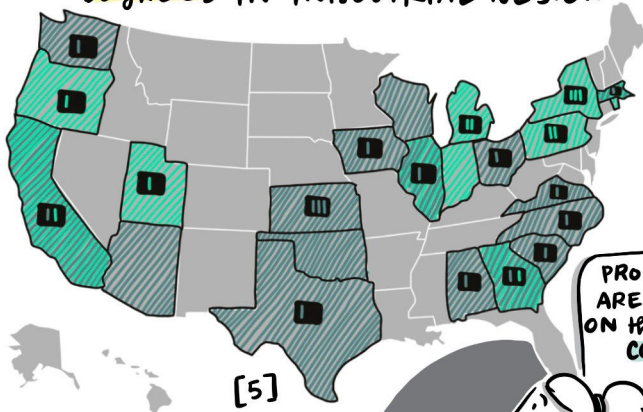
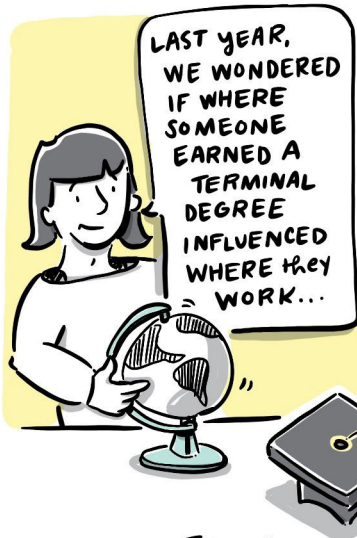


AMONG TENURE-TRACK RESPONDENTS, MORE WOMEN WERE PRE-TENURE, WHILE MORE MEN WERE POST-TENURE.

THIS INDICATES PROMOTION DECISIONS ARE LARGELY BEING MADE BY MEN.

DISCUSSION

SCHOOLS THAT OFFER TERMINAL DEGREES IN INDUSTRIAL DESIGN

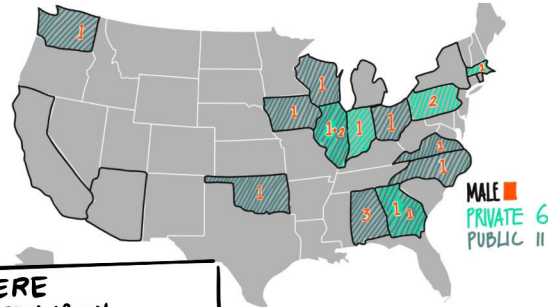
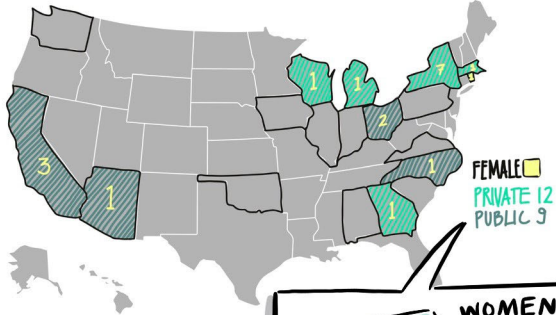


TERMINAL DEGREES
PRIVATE 11
PUBLIC 15

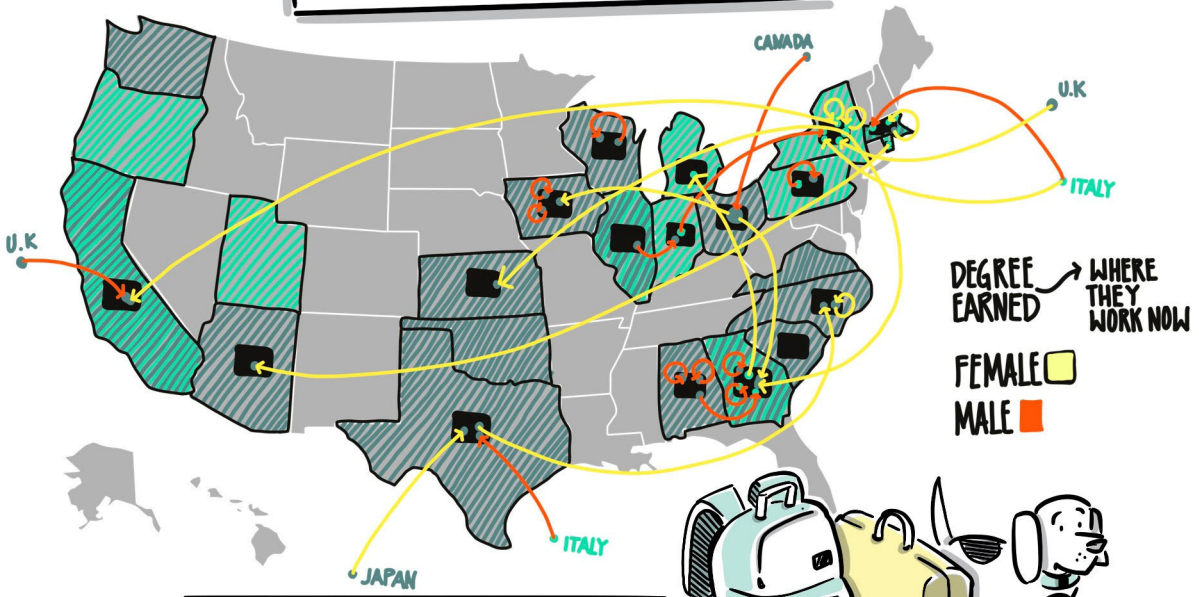
PROGRAMS ARE CLUSTERED ON THE EAST COAST AND AROUND THE GREAT LAKES.



TERMINAL DEGREE-GRANTING SCHOOLS BY GENDER



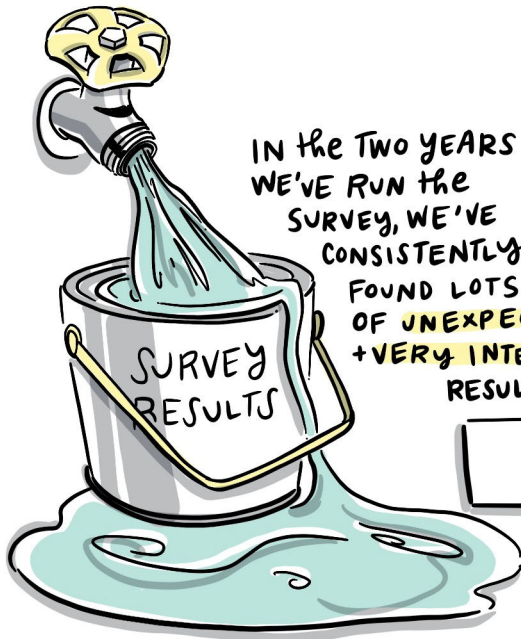
PRIVATE = W.
WOMEN WERE MORE LIKELY THAN MEN TO EARN THEIR TERMINAL DEGREE AT A PRIVATE SCHOOL.



ON AVERAGE, WOMEN TRAVELED FURTHER THAN MEN FOR JOBS AFTER EARNING THEIR TERMINAL DEGREES



CONCLUSION



IN THE TWO YEARS WE'VE RUN THE SURVEY, WE'VE CONSISTENTLY FOUND LOTS OF UNEXPECTED + VERY INTERESTING RESULTS

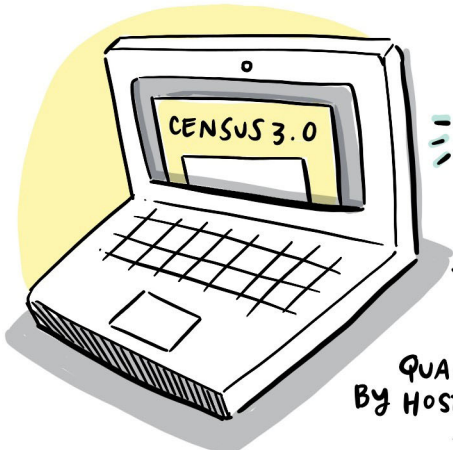


BASED ON THE RESPONDANTS TO THE SURVEY, INDUSTRIAL DESIGN EDUCATORS IN THE UNITED STATES ARE MOSTLY WHITE + MALE

THIS HAS DRAWN OUR CONTINUED FOCUS ON THE QUESTION



HOW CAN WE SUPPORT- AND BOOST- DIVERSITY AMONG INDUSTRIAL DESIGN FACULTY?



CAN'T STOP NOW!

WE PLAN TO REVISE + REPEAT OUR SURVEY

AND CONTINUE GATHERING QUALITATIVE DATA BY HOSTING INTERACTIVE WORKSHOPS + MORE INTERVIEWS



THINGS WE'RE STILL CURIOUS ABOUT

DO FACULTY HAVE INDUSTRY EXPERIENCE?

DID CURRENT FACULTY FEEL REPRESENTED BY THEIR FACULTY WHEN THEY WERE IN SCHOOL?

TENURE
WHAT ARE THE IMPACTS OF THE TENURE PROCESS?

WHAT ARE THE DEMOGRAPHICS OF EACH FACULTY MEMBER'S STUDENTS?
AND SO MUCH MORE!

TO BE CONTINUED...

REFERENCES

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