



ARTIFICIAL INTELLIGENCE FOR SUPPORTING TEACHING FACULTY DIVERSITY AND INCLUSION

Dr.M.Punitha¹, Dr.P.Srilekha²

¹Head & Professor, Department of Social Work,
Hindusthan College of Arts & Science Coimbatore - 641028.
punimk15@gmail.com

²Assistant Professor, Department of Social Work,
Hindusthan College of Arts & Science Coimbatore - 641028.
getlekha_nila@yahoo.co.in

ABSTRACT

Diversity and inclusion within teaching faculties are vital for nurturing a rich educational atmosphere and enhancing academic outcomes. This research explores the application of artificial intelligence (AI) in promoting diversity and inclusion among teaching faculty, with a specific focus on arts colleges in Coimbatore. The study brings about how AI tools can support recruitment, retention, and career development of faculty members in institutions. The research employs mixed-methods of approach (i.e) qualitative and quantitative methods, incorporating interviews with faculty and administrative staff, as well as quantitative analysis of AI tool. The study also identifies challenges and limits, including the need for careful algorithm design to avoid the reinforcement of current biases while promoting transparency in AI decision-making processes. This research reveals how AI can be effectively be integrated into diversity and inclusion strategies within educational institutions. This document offers practical recommendations colleges, with the objective of fostering a more inclusive and supportive academic atmosphere for all teaching staff. **Research Design & Samples:** This descriptive research engaged a simple random sampling method, surveying 60 teaching facilities from Arts and Science College from the Coimbatore district. The study utilized a mixed-methods approach, combining quantitative and qualitative data from a survey and interviews respectively. **Tools of Data Collection:** Data was collected using a self-structured interview schedule to obtain personal profiles.

Keywords: *Artificial Intelligence (AI), Diversity and Inclusion and Teaching faculties.*

1. INTRODUCTION

Diversity and inclusion are key factors in promoting a rewarding learning environment that reflects a broad spectrum of perspectives and experiences. In higher education, especially within teaching faculties achieving diversity and inclusion, it is not solely a question of equity but also plays a significant role in advancing academic excellence and fostering innovation. However, these institutions often face challenges in implementing effective diversity and inclusion strategies due to several constraints. Artificial Intelligence (AI) has emerged as a revolutionary technology capable of handling various challenges by optimizing processes and delivering insights based on data analysis. Artificial intelligence tools can significantly contribute to diversity and inclusion efforts by enhancing fairer recruitment practices, improving faculty development opportunities, and confronting barriers



to professional growth. This study focuses on the application of AI for promoting diversity and inclusion among teaching faculty within the sphere of arts and science colleges in Coimbatore. Through the application of AI technologies, these institutions may be able to go beyond traditional constraints and promote a more inclusive learning environment in current scenario. This study seeks to investigate the integration of artificial intelligence into multiple facets of faculty management and development, the intention is to extend support to a diverse range of faculty members. The investigation will address several key areas such as the use of AI in optimizing recruitment processes to reduce bias, the utilization of predictive analytics to detect and alleviate challenges hindering career development and the application of AI-driven platforms for facilitating inclusive professional development. Through a case study approach, this research will assess the efficacy of these artificial intelligence applications in the context of Coimbatore's arts and science colleges, providing insights into their impact and identifying best practices.

2. DEFINITION

"Artificial Intelligence is a branch of computer science that aims to create machines that can perform tasks that would normally require human intelligence, including learning, reasoning, problem-solving, perception, and language understanding."- **Stuart Russell and Peter Norvig (2021)**.

"Diversity in teaching faculties refers to the representation of various demographic and cultural backgrounds among faculty members, while inclusion involves creating an environment where all faculty members, regardless of their backgrounds, are actively supported and able to contribute to and benefit from the academic community."- **Bell, M. P., & McLaughlin, M. E. (2016)**.

3. REVIEW OF LITERATURE

Jain, A., & Kumar, R.(2022)This study explores how AI-driven tools can facilitate the recruitment and retention of diverse faculty members in higher education. The authors examine AI algorithms designed to minimize bias in job postings and selection processes. They highlight successful case studies where AI tools have improved diversity metrics and suggest that AI can enhance transparency and fairness in faculty hiring practices.

Lee, S., & Zhang, L.(2021) Lee and Zhang investigate AI applications in faculty professional development, focusing on how AI can support the growth of underrepresented faculty members. The study identifies AI-driven platforms that offer personalized training and mentorship based on individual needs. It discusses the potential for AI to address gaps in professional development while also noting challenges related to the equitable implementation of these technologies.

Smith, J., & Davis, T.(2020) Smith and Davis provide a critical analysis of how AI tools impact equity and inclusion in faculty hiring and promotion. They review various AI applications used by academic institutions and assess their effectiveness in reducing disparities. The study emphasizes the need for careful design and oversight to prevent AI systems from perpetuating existing biases.



4. PURPOSE OF THE STUDY

The purpose of this study is to study the application of Artificial Intelligence (AI) in assisting and enhancing diversity and inclusion among teaching faculty. This investigation is focused on assessing the potential of AI-driven recruitment instruments aimed at minimizing biases and enhancing diversity within the team of faculties. This includes analyzing AI algorithms designed to enhance job postings, candidate screening, and processes of selection. Assess the role of AI technologies in supporting the professional advancement of faculty members from different backgrounds by delivering tailored training, mentorship, and pathways for career growth.. The study will assess the efficiency of AI in addressing barriers faced by underrepresented faculty groups. Investigate how AI can support in creating inclusive teaching and learning environments which includes examining AI tools that help faculty to develop and implement inclusive pedagogical strategies and materials.

5. SIGNIFICANCE OF THE STUDY

The study on "Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion" holds significant value for several key areas by exploring how AI can assist diversity and inclusion among teaching faculty this study contributes to the development of effective strategies for achieving equity in higher education. It provides a comprehensive analysis of AI tools that can enhance the representation and integration of faculty from diverse backgrounds, thus aiding in the accomplishment of institutional goals pertaining to diversity and inclusion. The study's findings can help higher education institutions refine their recruitment processes to be more inclusive. AI-driven recruitment tools have the opportunity to lessen discriminatory tendencies in hiring methodologies. Thus the institutions attract a broader pool of candidates from diverse backgrounds. By evaluating AI applications for faculty development, the study offers insights into how AI can facilitate the professional growth of faculty members. This can lead to more equitable access to professional development opportunities, ultimately contributing to career progression and retention.

6. RESEARCH METHODOLOGY

Objectives of the study

- To find out the personal profile of the respondents.
- To assess the level of Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion.
- To examine association between the personal profile and Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion.
- To analyze the difference and relationship between the Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion.

This descriptive research employed a simple random sampling method surveying 60 teaching facilities from Arts College in Coimbatore district. The study utilized a mixed-methods approach, combining quantitative data from a survey and qualitative insights from in-depth interviews. **Tools of Data Collection:** Data was collected using a self-structured interview schedule to obtain personal profiles. From the respondent. The statistical tools applied by the researcher are Percentage Analysis, Chi-square, T-test and ANOVA.

Table 1: Finds of the study

S:NO	FACTORS	MEDIUM	FREQUENCY	PERCENTAGE (%)
1	Age	30-45 years	54	75
2	Educational qualification	Post graduates	44	73.3
3	Marital status	Married	56	95
4	Type of family	Nuclear family	42	71.7
5	Residential background	Semi urban	15	38.3
6	No of years experience	10-15 years	41	58.3
7	Type of Organization	Private	43	78.3

7. FINDINGS

- Majority (75%) of the respondents were between the age group of 30-45 years of age.
- Majority (73.3%) of the respondents were post graduates.
- About 95.0% of the respondents are married.
- Majority (71.7%) of the respondents were from nuclear family.
- Less than half (38.3%) of the respondents are from semi-urban.
- More than half of (58.3%) of the respondents have 10 – 15 years of experience.
- Majority (78.3%) of the respondents are working private type of organization.

Table 2: Distribution of the Respondents based on Levels of Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion

S. No	AL & Diversity and Inclusion	No. of Respondents	Percentage (%)
1	High	42	70.0
2	Moderate	10	16.7
3	Low	8	13.3
TOTAL		60	100

8. INTERPRETATION

The above table depicts that 70% of the respondents experience high level of Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion, 16.7% of the respondents face moderate level of Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion and 13.3% of the respondents experience low level of Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion.

Table 3: Influence of personal profile and Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion of the respondents

VARIABLES	STATISTICAL TOOL	VALUE	RESULT
Age & Artificial Intelligence for Supporting Teaching Faculty	ANOVA	$P = .010 < 0.05$	Significant

Diversity and Inclusion			
Educational qualification & Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion	t-test	$P = .021 < 0.05$	Significant
Marital status & Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion	t-test	$P = .714 > 0.05$	Not Significant
Type of family & Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion	t-test	$P = .018 < 0.05$	Significant
Residential background & Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion	ANOVA	$P = .637 > 0.05$	Not Significant
No of years experience & Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion	ANOVA	$P = .003 < 0.05$	Significant
Type of Organization & Artificial Intelligence for Supporting Teaching Faculty Diversity and Inclusion	t-test	$P = .866 > 0.05$	Not Significant

- There is significant difference between the age and artificial intelligence for supporting teaching faculty diversity and inclusion.
- There is significant difference between the educational qualification and artificial intelligence for supporting teaching faculty diversity and inclusion.
- There is no significant difference between the marital status and artificial intelligence for supporting teaching faculty diversity and inclusion.
- There is significant difference between the type of family and artificial intelligence for supporting teaching faculty diversity and inclusion.
- There is no significant difference between the residential background & artificial intelligence for supporting teaching faculty diversity and inclusion.
- There is significant difference between the No of years experience & artificial intelligence for supporting teaching faculty diversity and inclusion.
- There is no significant difference between the type of organization & artificial intelligence for supporting teaching faculty diversity and inclusion.

9. RECOMMENDATION

Bias-Free Recruitment Algorithms: Develop and implement AI algorithms designed to reduce bias in the recruitment process.

Diverse Candidate Pools: Use AI-powered tools to source and attract a diverse pool of candidates.



Inclusive Job Descriptions: Utilize AI to analyze and optimize job descriptions to ensure they are inclusive and appealing to a diverse range of applicants.

Personalized Professional Development: Implement AI-driven platforms that provide personalized career development recommendations and training opportunities for faculty members.

AI-Enhanced Mentorship Programs: Develop AI systems that match diverse faculty members with mentors based on specific needs and career goals.

Monitoring and Analytics: Use AI to track and analyze diversity metrics and faculty experiences.

Support for Inclusive Pedagogy: Employ AI tools to assist faculty in designing and implementing inclusive teaching materials and methods.

Bias Detection in Evaluations: Integrate AI systems to review and ensure fairness in faculty evaluations and promotions.

Feedback and Improvement Mechanisms: Implement AI-driven feedback systems that allow faculty to anonymously report issues related to diversity and inclusion.

Continuous Learning and Adaptation: Foster an environment where AI tools are continuously updated and refined based on user feedback and evolving best practices.

10. CONCLUSION

Artificial Intelligence (AI) presents considerable potential for advancing diversity and inclusion among teaching faculty in higher education. By leveraging AI technologies, institutions can transform traditional practices in recruitment, professional development, and faculty support to promote a more fair and inclusive academic environment. AI-driven tools can enhance recruitment processes by reducing biases and expanding the candidate pool, we can guarantee that a variety of perspectives are included within the faculty. Personalized AI platforms offer tailored professional development opportunities, addressing the unique needs of underrepresented faculty members and behind their career growth. Additionally, AI can assist in designing inclusive pedagogical strategies and also evaluating the faculty performance with greater fairness. Despite of its potential, the successful implementation of AI in promoting diversity and inclusion requires careful consideration in several factors. Institutions must ensure that AI systems are designed for continuously update to reflect best practices and evolving needs. Effective monitoring, transparent practices, and a commitment to ongoing improvement are essential for maximizing the positive impact of AI. Ultimately, AI provides valuable tools for enhancing diversity and inclusion, but it is not a panacea. It should be integrated attentively within a broader strategy that includes human oversight, institutional commitment, and continuous engagement with faculties. By doing so, higher education institutions can utilize the potential of the resources available to use the power of AI to create a more inclusive, supportive, and diverse academic community.

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AUTHOR PROFILE:

Author – 1



Dr.M.PUNITHA M.A, M.Phil., Ph.D, MBA, Professor & Head, Department of Social Work specialized in Medical and Psychiatry, has 21 years of teaching and research experience. Held a honorarium post as **Juvenile Justice Board member** for a period of 7 years. She has received several funds from Non Governmental Organizations & Government Organizations for research, capacity building programs etc. She holds a post as **Ethic Committee Member** at GKNM Hospital since 2019 . She has produced 23 M.Phil. and 6 PhD awarded .Have received several award and has been exposed in few international exchange programs.

Author – 2



Dr.P.SRILEKHA MSW., M.Phil., (Ph.D), NET Assistant Professor, Department of Social Work Specialized in Human Resource Management, Had been into the field of teaching for past 14 years . She has Published 7 Research Papers, Presented 6 Papers in National conferences, Co-ordinated 17 projects, Participated in more than 8 Conferences.