

FACULTY DIVERSITY: SEIZING OPPORTUNITIES*

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THE RATIONALE FOR FACULTY DIVERSITY

An institutional imperative

- **INSTITUTIONAL CREDIBILITY, CAPACITY, & DECISIONS**
- **CULTURE, CLIMATE, AND ATTRACTIVENESS**
- **SOCIETAL NEEDS (COMMUNITIES, TRUST, COMPETENCIES, EQUITY)**
- **EDUCATION AND RESEARCH**
 - **QUESTIONS (ROLE OF RACE, CLASS, GENDER, CONTEXT)**
 - **COMPETENCIES**
 - **CONTENT**
 - **INTERPERSONAL**
 - **EXPERIENCE**
- **ROLE MODELS/MENTORS**
 - **SENSE OF POSSIBILITY**
 - **ROLE MODELS FOR ALL**
- **RETENTION OF ALL**

“Organized Anarchy”



The American college or university is a prototypic organized anarchy. It does not know what it is doing. Its goals are either vague or in dispute. Its technology is familiar but not understood. Its major participants wander in and out of the organization. These factors do not make a university a bad organization or a disorganized one; but they do make it a problem to describe, understand, and lead [and as a result evaluate].

-- Michael D. Cohen & James G. March in Leadership and Ambiguity (1974)


Assessment:

- Systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student [and campus] learning and development.
 - Marchese, T. in Assessment Essentials, Palomba, C.A. & Banta, T.W. (1999)

Empowerment Evaluation

- The use of evaluation concepts, techniques, and findings to foster improvement and self-determination...it is designed to help people help themselves and improve their programs using a form of self-evaluation and reflection.
 - David Fetterman in Empowerment Evaluation (1996)

Purposes of Assessment

- Test Assumptions
 - “Our bridge project is successful”
 - “We are...”
 - “Dive...”
 - Initiate
 - Identify Solutions
 - Develop a sense of ownership and empowerment
 - Develop and sustain capacity for organizational learning
- 

BACKGROUND FACULTY **DIVERSITY STUDIES**

- ◆ DEBUNKING THE MYTHS
- ◆ CONDITIONS OF HIRING

Interrupting the Usual and
the Assumed!

DEBUNKING THE MYTHS

- #1. Because there are so few faculty of color in the pipeline, they are being sought out by numerous institutions that must compete against one another in the hiring process
- #2. The scarcity of faculty of color in the sciences, well documented in the literature, means that few are available and those that are available are in high demand

MYTHS (CONT)

- #3. The kind of scholars represented in this study, both because of their competitive positioning in the market, and their elite education, are only interested in being considered by the most prestigious institutions making it virtually impossible for other institutions to recruit them.
- #4. Individuals are being continually recruited by wealthy and prestigious institutions with resources with which ordinary institutions cannot compete. This creates a revolving door that limits progress for any single institution in diversifying its faculty.

MYTHS (CONT.)

- #5. Faculty of color are leaving academe for more lucrative positions in government and industry.
- #6. Campuses are so focused on diversifying that “heterosexual white males” don’t have a chance.

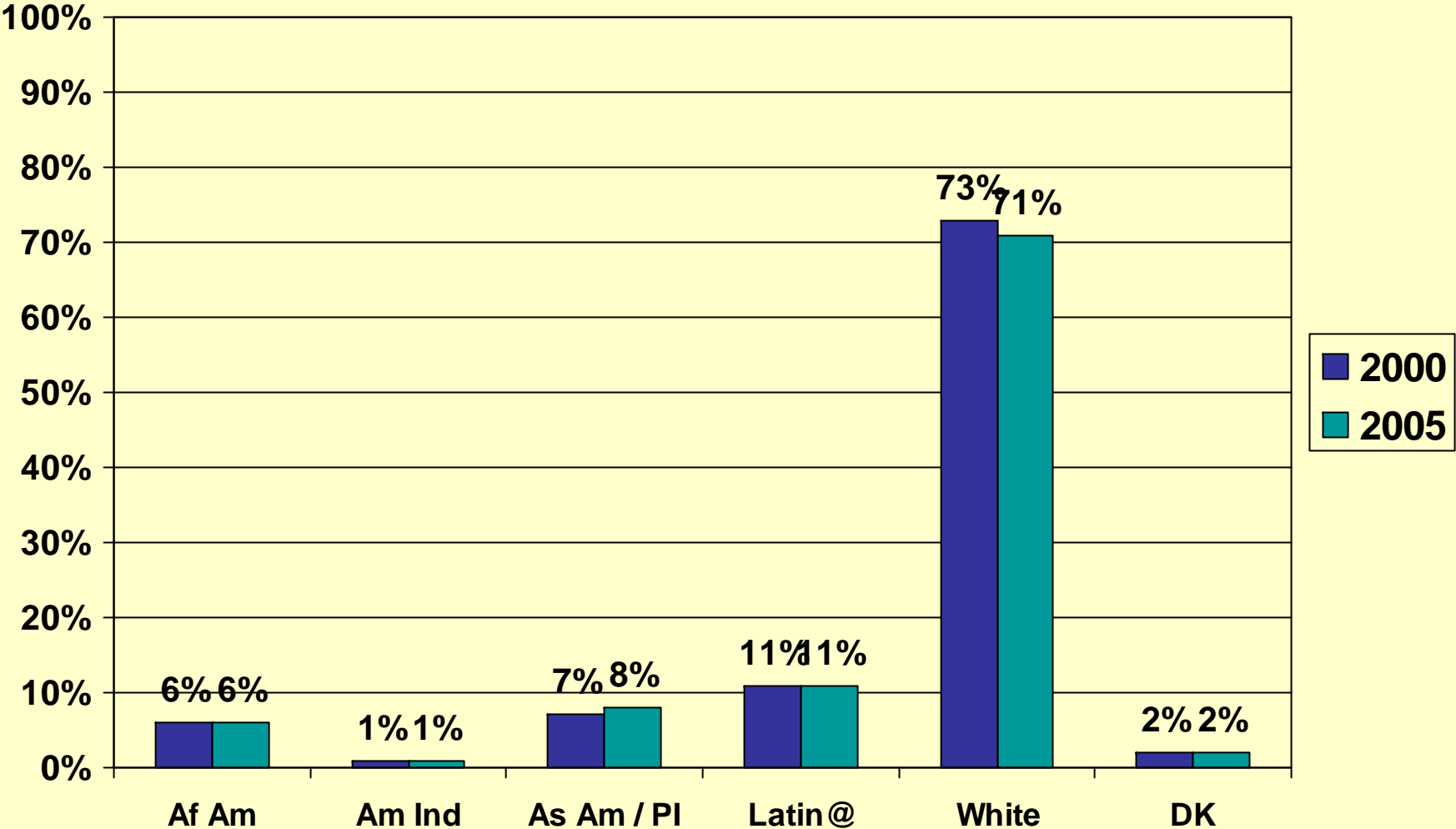
INTERRUPTING THE USUAL

At predominantly white institutions most faculty hires of underrepresented persons of color will occur when at least one of the following three conditions are met:

- A job description written to enhance the applicant pool,
- an institutional intervention strategy,
- or a diverse search committee.

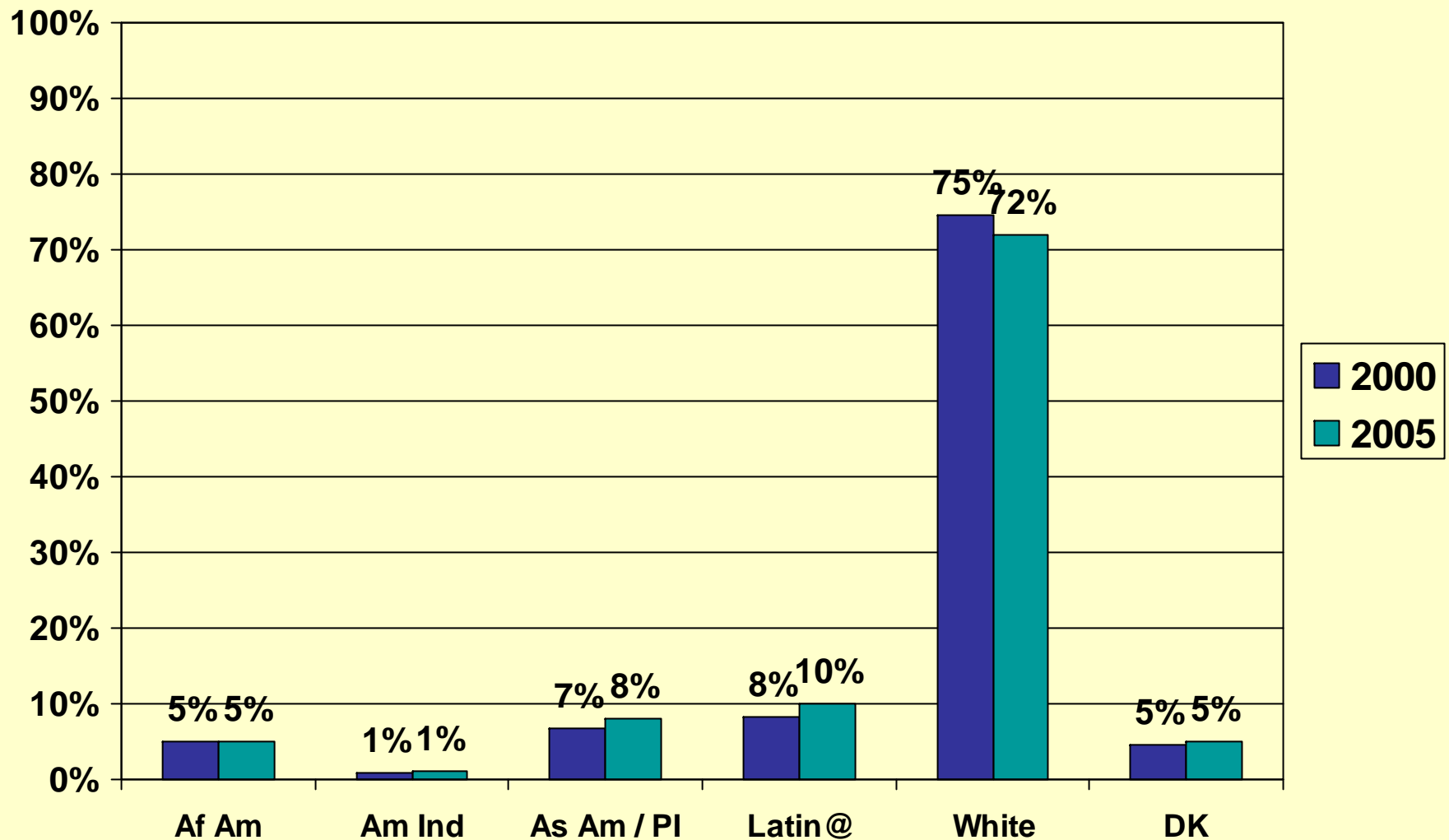
Source: Smith, D. G., C. Turner, N. Osei-Kofi, and S. Richards. (2004) *Interrupting the Usual: Successful strategies for hiring diverse faculty*. *The Journal of Higher Education* 75 (2), 133-160.

California Community College Tenured / Tenure Track Faculty by Race/Ethnicity, 2000 & 2005 (%)



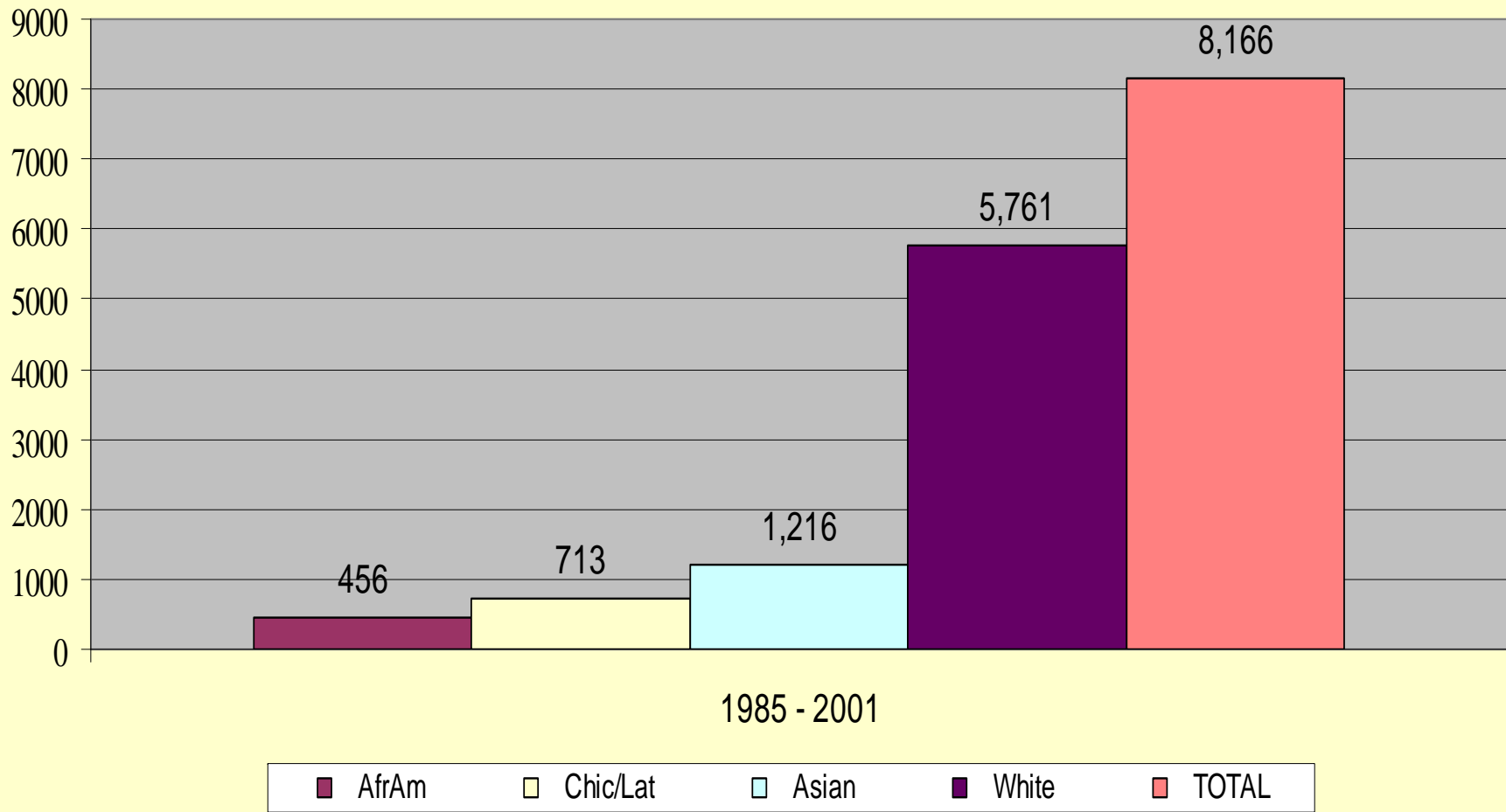
Source: California Community College Chancellor's Office, Online Data Report

California Community College Academic Temporary Faculty by Race/Ethnicity, 2000 & 2005 (%)



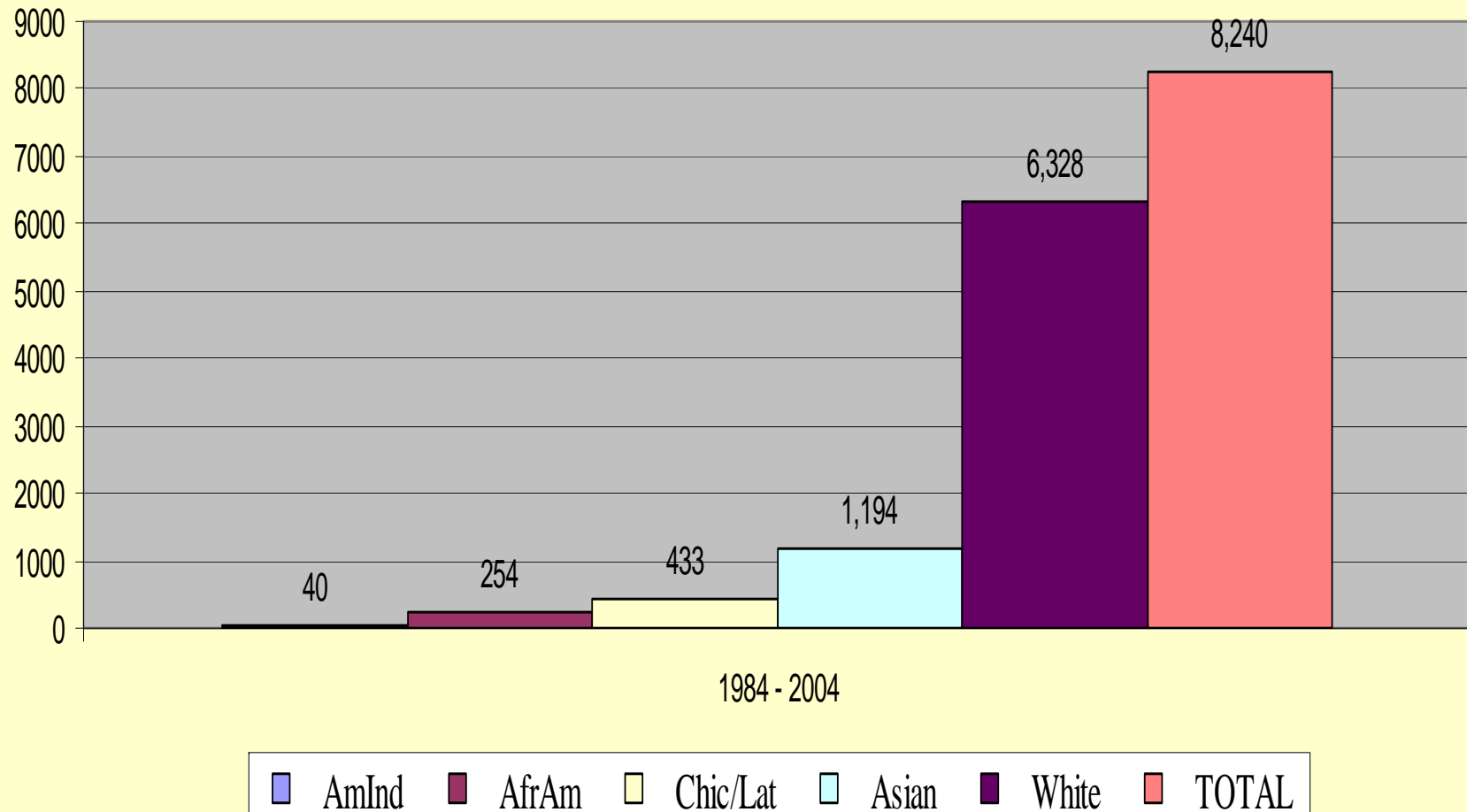
Source: California Community College Chancellor's Office, Online Data Report

CSU New Appointments of Tenure-Track Faculty by Race/Ethnicity, 1985-86 thru 2000-01



Source: California State University Faculty: 1985 to 2001 -- By Elias S. Lopez, Ph.D. & Refugio I. Rochin, Ph.D. (CRB-03-006, April 2003)

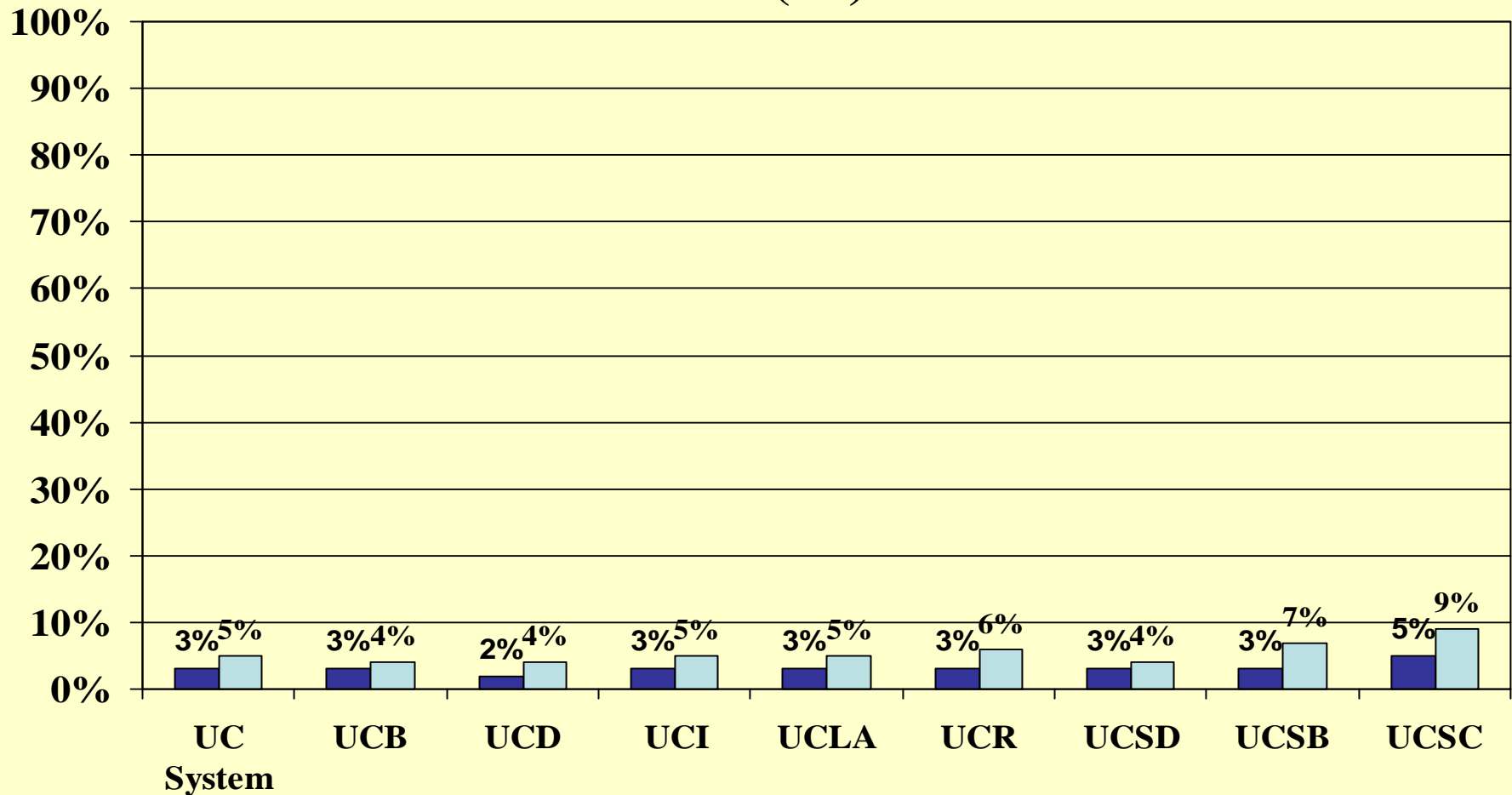
UC New Appointments of Ladder Rank Faculty by Race/Ethnicity, 1984-85 thru 2003-04



Source: <http://www.ucop.edu/acadadv/datamgmt.html>

"New Appointments 1984-85 through 2003-04 University-wide and by Campus by Ethnicity/Race"

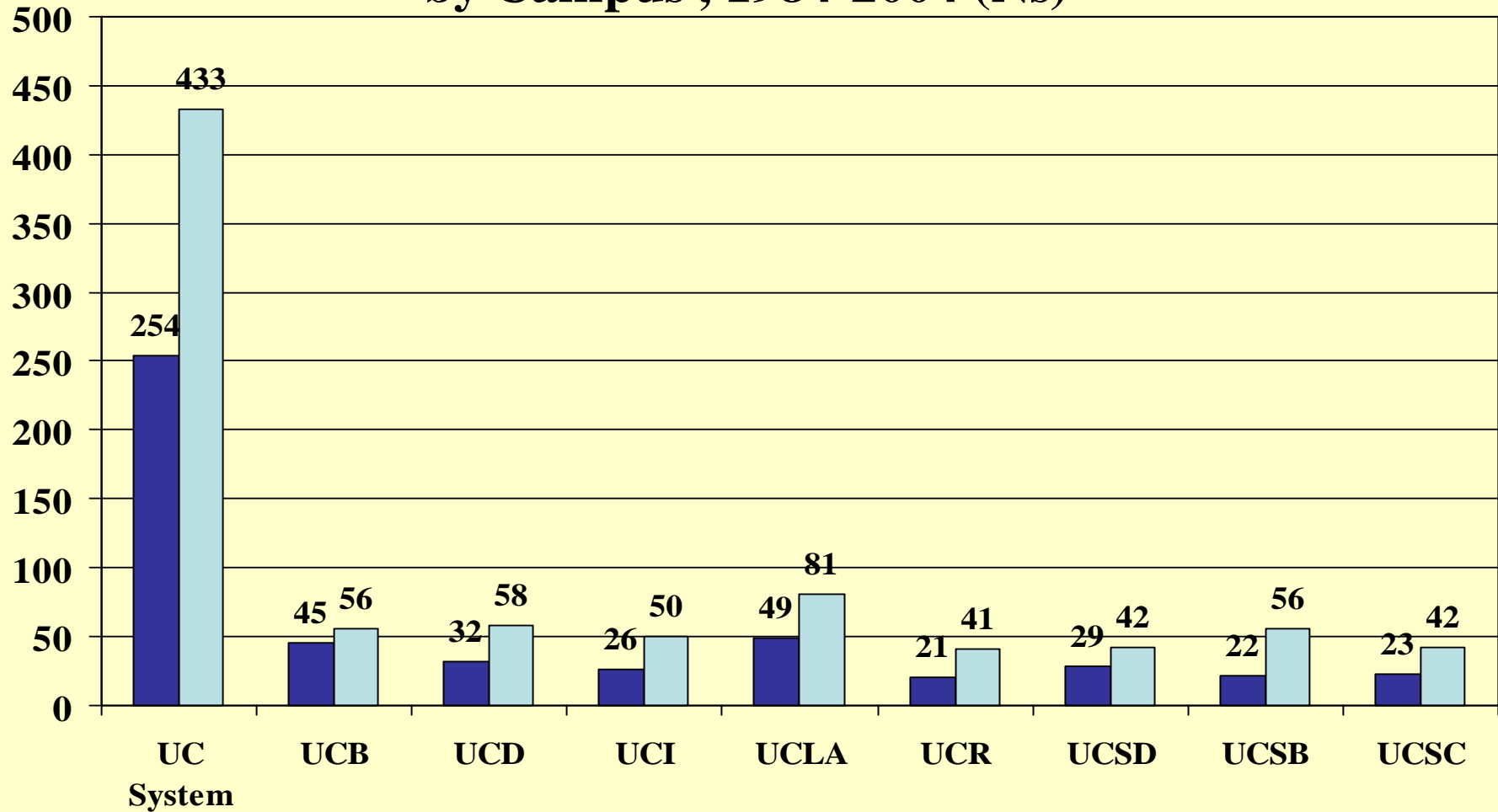
UC System African American & Latin@ Ladder Rank Faculty Hiring by Campus , 1984- 2004 (%)



Source: <http://www.ucop.edu/acadadv/datamgmt.html>

“New Appointments 1984-85 through 2003-04 Universitywide and by Campus by Ethnicity/Race”

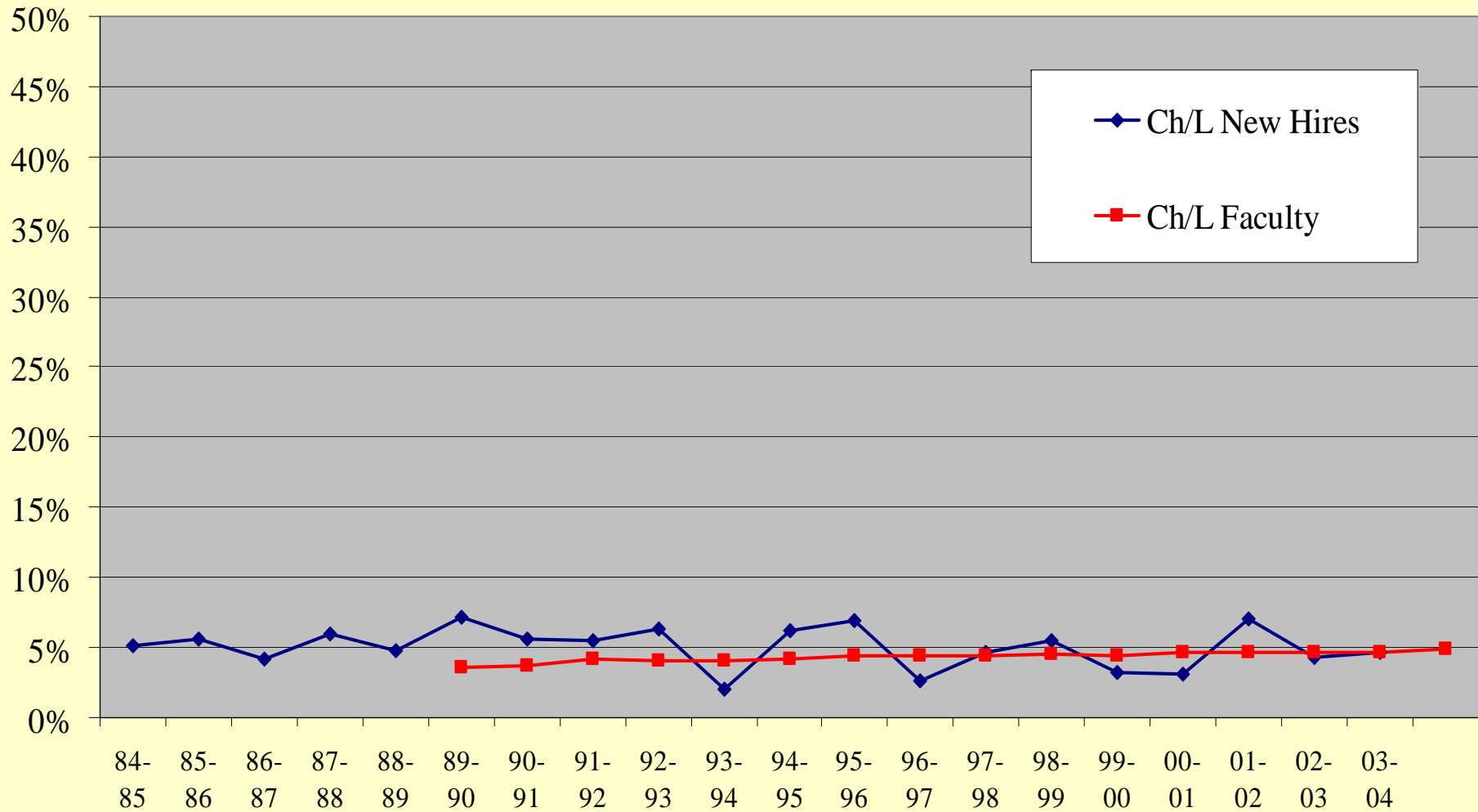
UC System African American & Latin@ Ladder Rank Faculty Hiring by Campus , 1984-2004 (Ns)



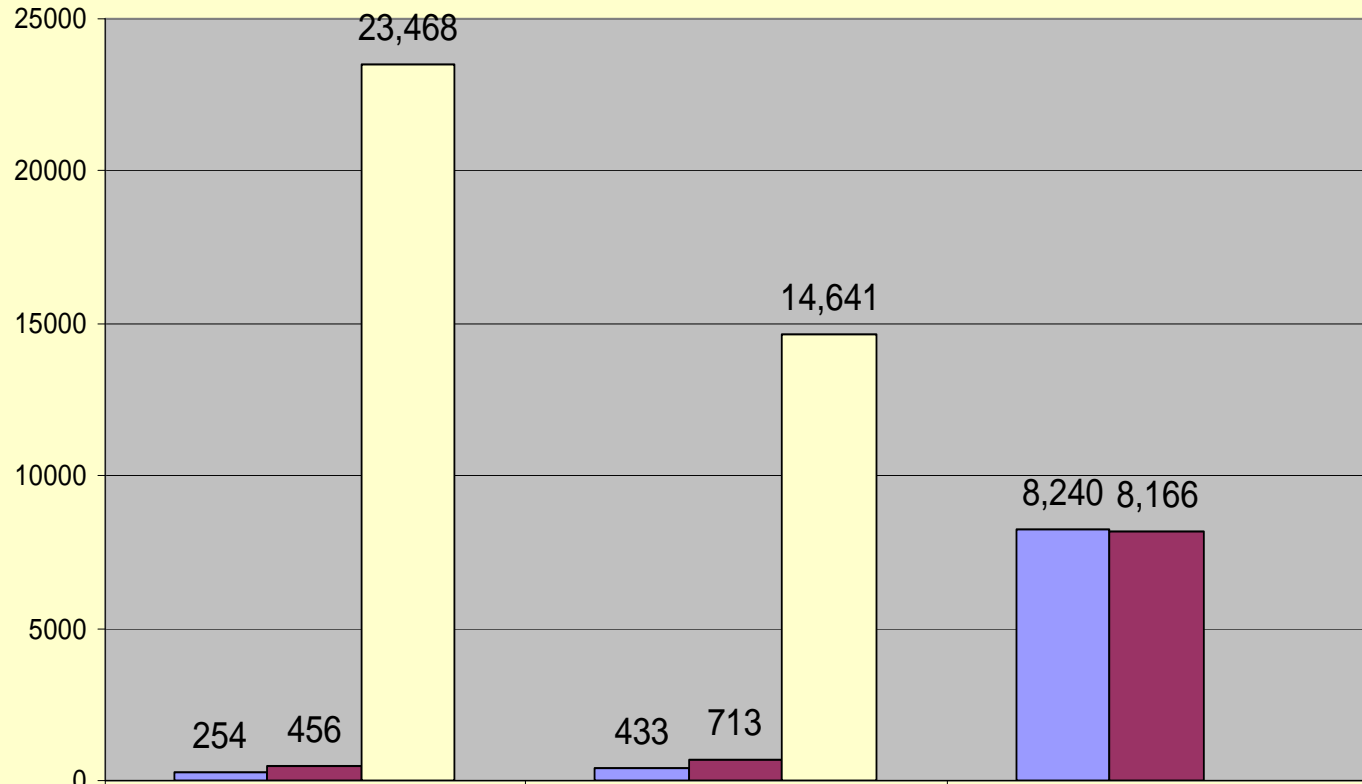
Source: <http://www.ucop.edu/acadadv/datamgmt.html>

"New Appointments 1984-85 through 2003-04 Universitywide and by Campus by Ethnicity/Race"

UC Latin@ New Faculty Hires and Demographics, Select Years (%)



UC & CSU New Faculty Hires by Select Groups & Years



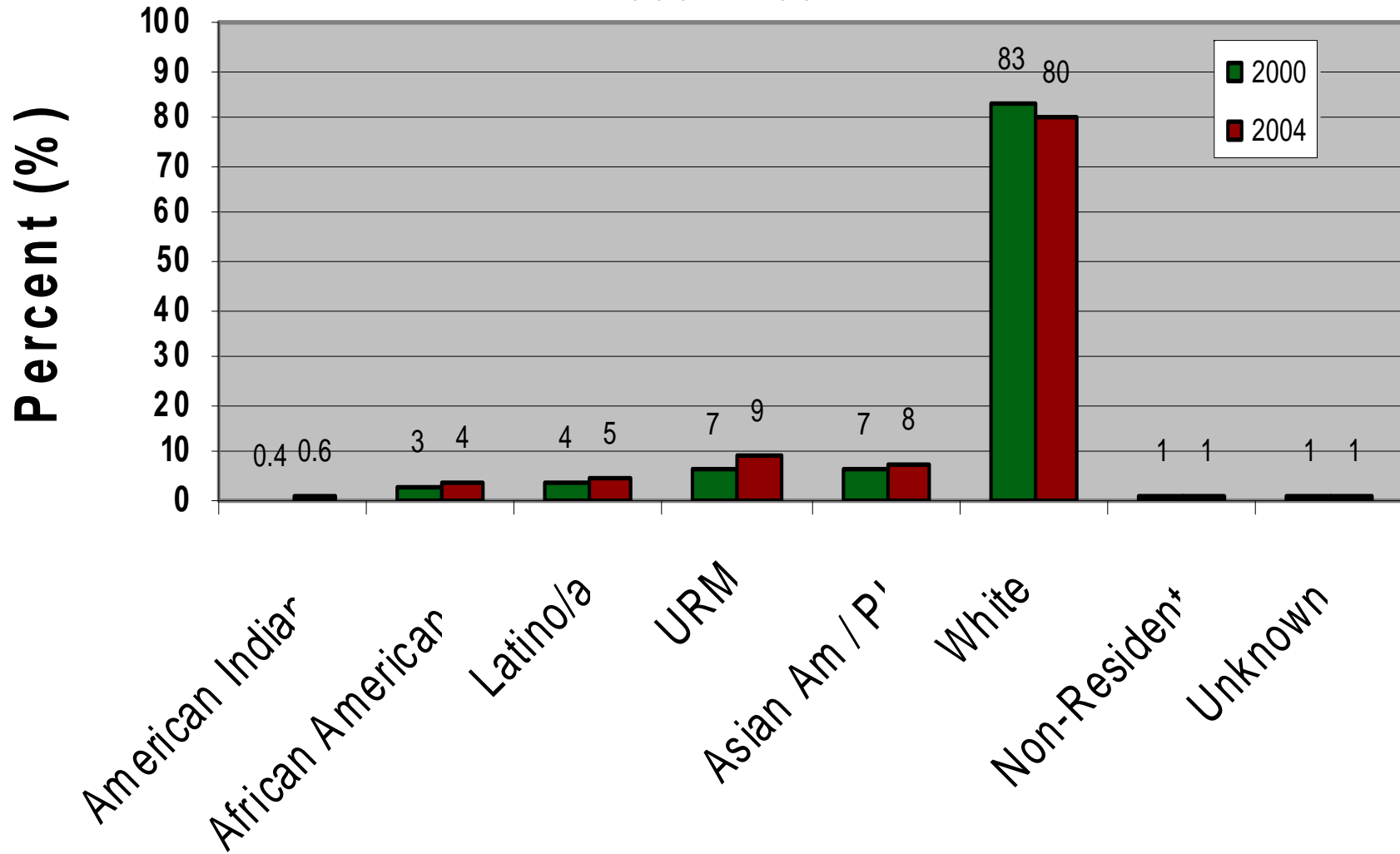
	African American	Chicano/Latino	Total Hires
UC 1984 - 2004	254	433	8,240
CSU 1985 - 2001	456	713	8,166
Doctorates Awarded 1984-2001	23,468	14,641	

Sources: UC data – UCOP; CSU Data -- California State University Faculty: 1985 to 2001 -- By Elias S. Lopez, Ph.D. (CRB-03-006, April 2003); Doctorates awarded data – WebCaspar, NSF

THE IRVINE FOUNDATION REVOLVING DOOR FACULTY STUDY

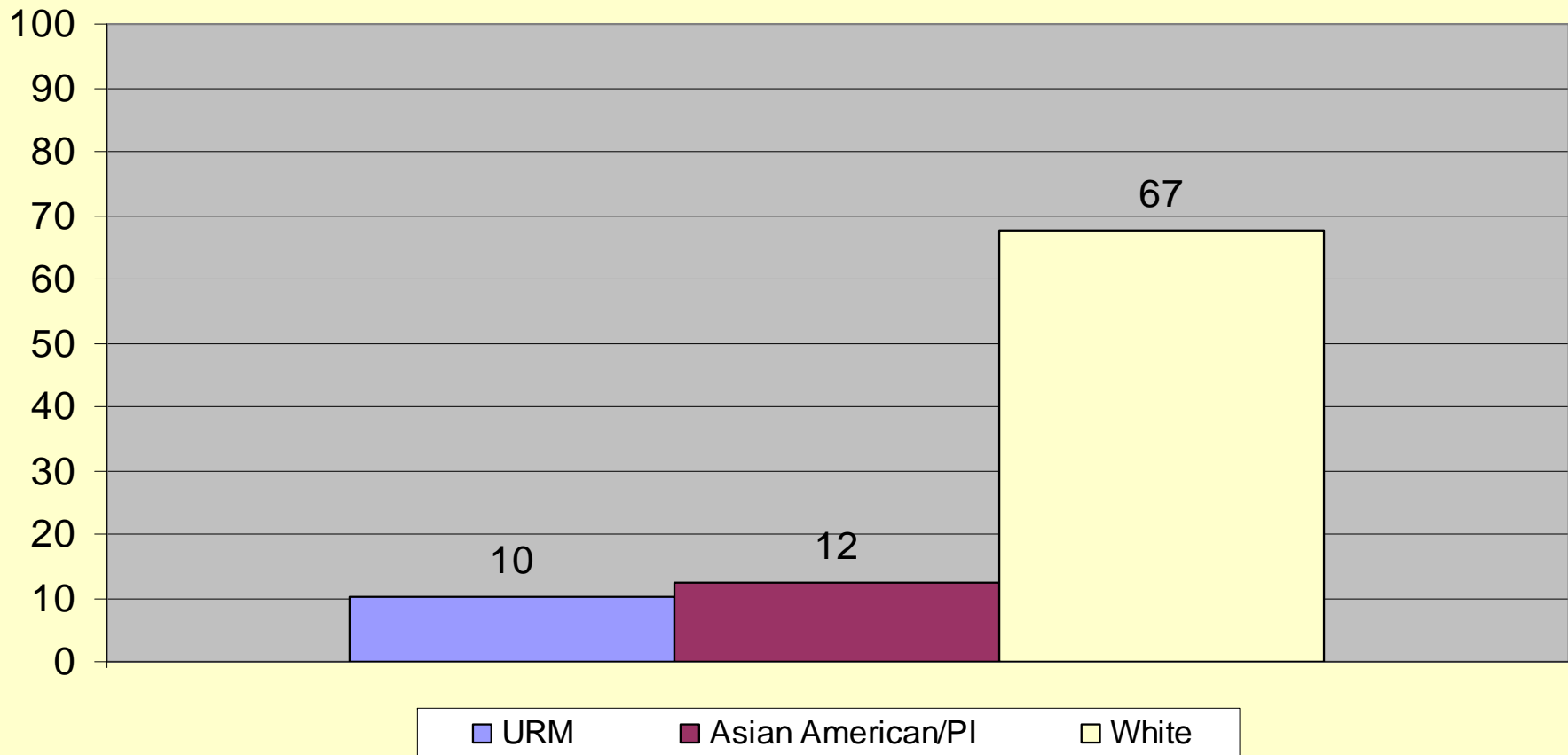
- Goal to support increasing institutional capacity for diversity and the success of URM students
- Build capacity to monitor progress--data sharing
- 28 Private California Campuses
 - All set as a priority to improve diversity in the faculty
- Size of faculty from 23 TO 1250, 6200 total
- 2000-2004

Core Faculty by Race/Ethnicity, 2000 & 2004



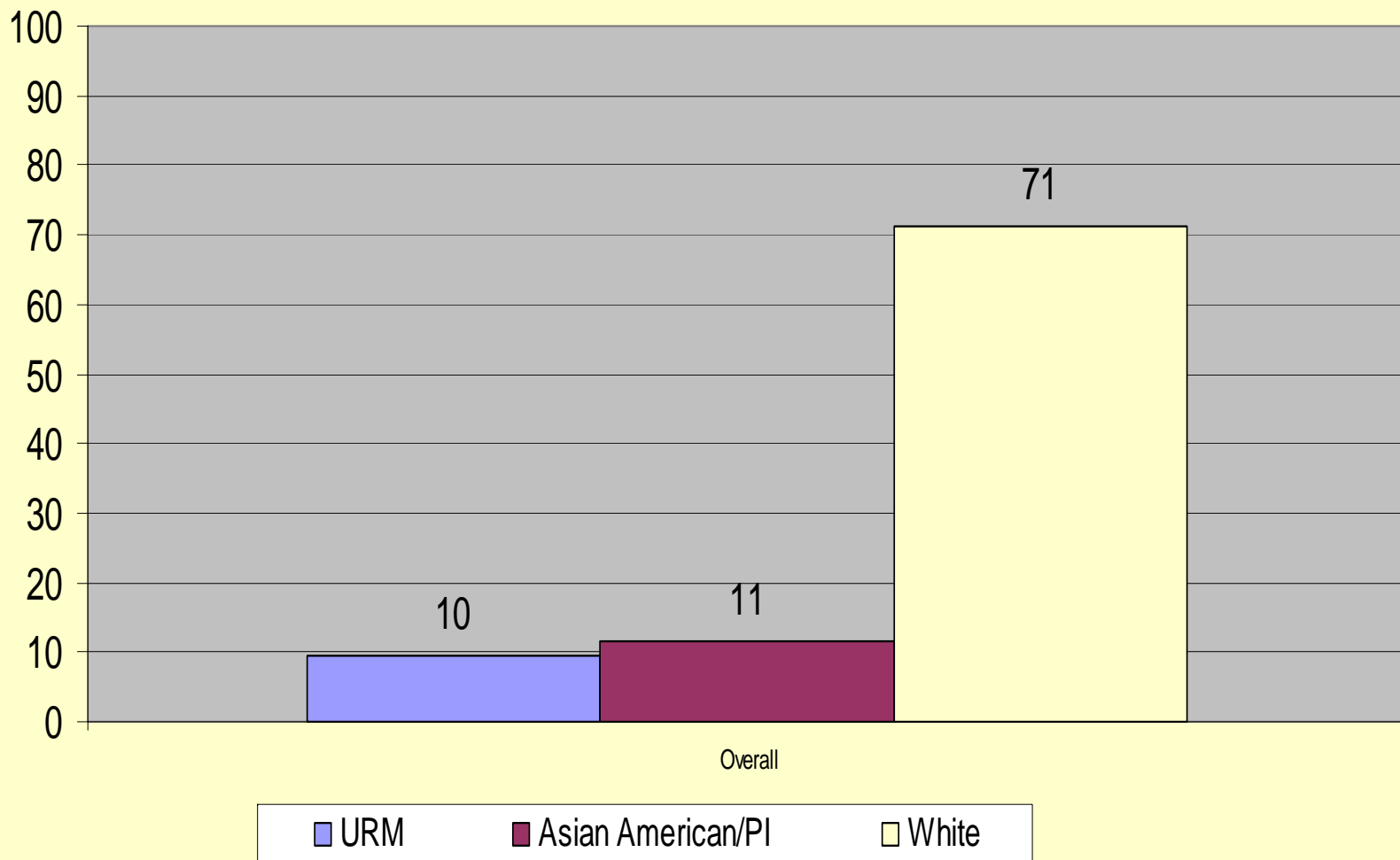
Source: Moreno, J.F. et al. *The Revolving Door for Underrepresented Minority Faculty. Research Brief from the James Irvine Foundation Campus Diversity Initiative Evaluation Resource Project. Insight: Lessons Learned from Grantmaking Programs. April 2006.*

CDI Tenured / Tenure Track Faculty Hiring by Select Groups, 2000-2003 (%)



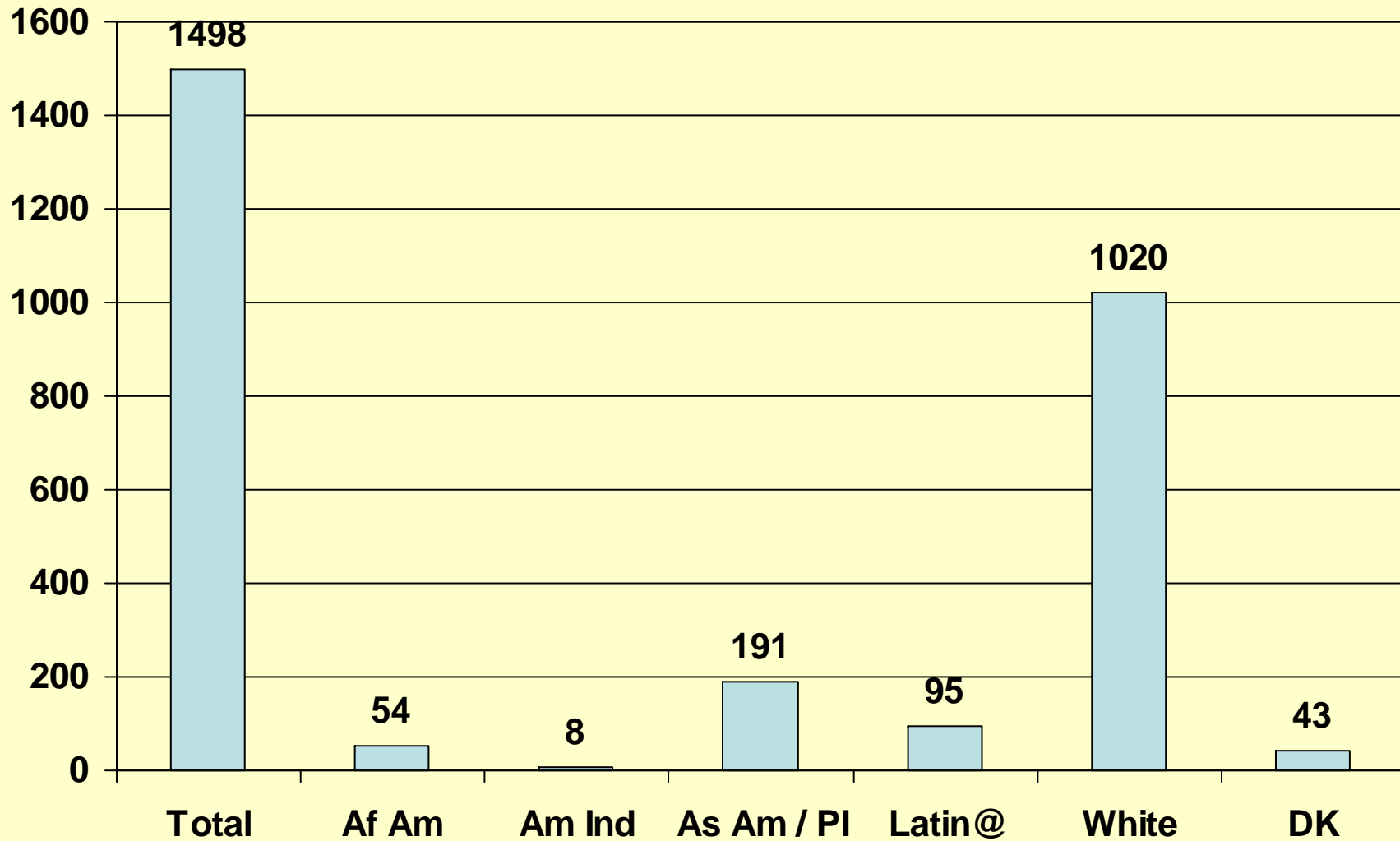
Source: James Irvine Foundation Campus Diversity Initiative, Evaluation Resource Project

CDI Campuses Non-Tenure Faculty Hiring by Race/Ethnicity, 2000-2003 (%)



Source: James Irvine Foundation Campus Diversity Initiative, Evaluation Resource Project

CDI New Tenured / Tenure Track Hires, 2000-2004 (Ns)



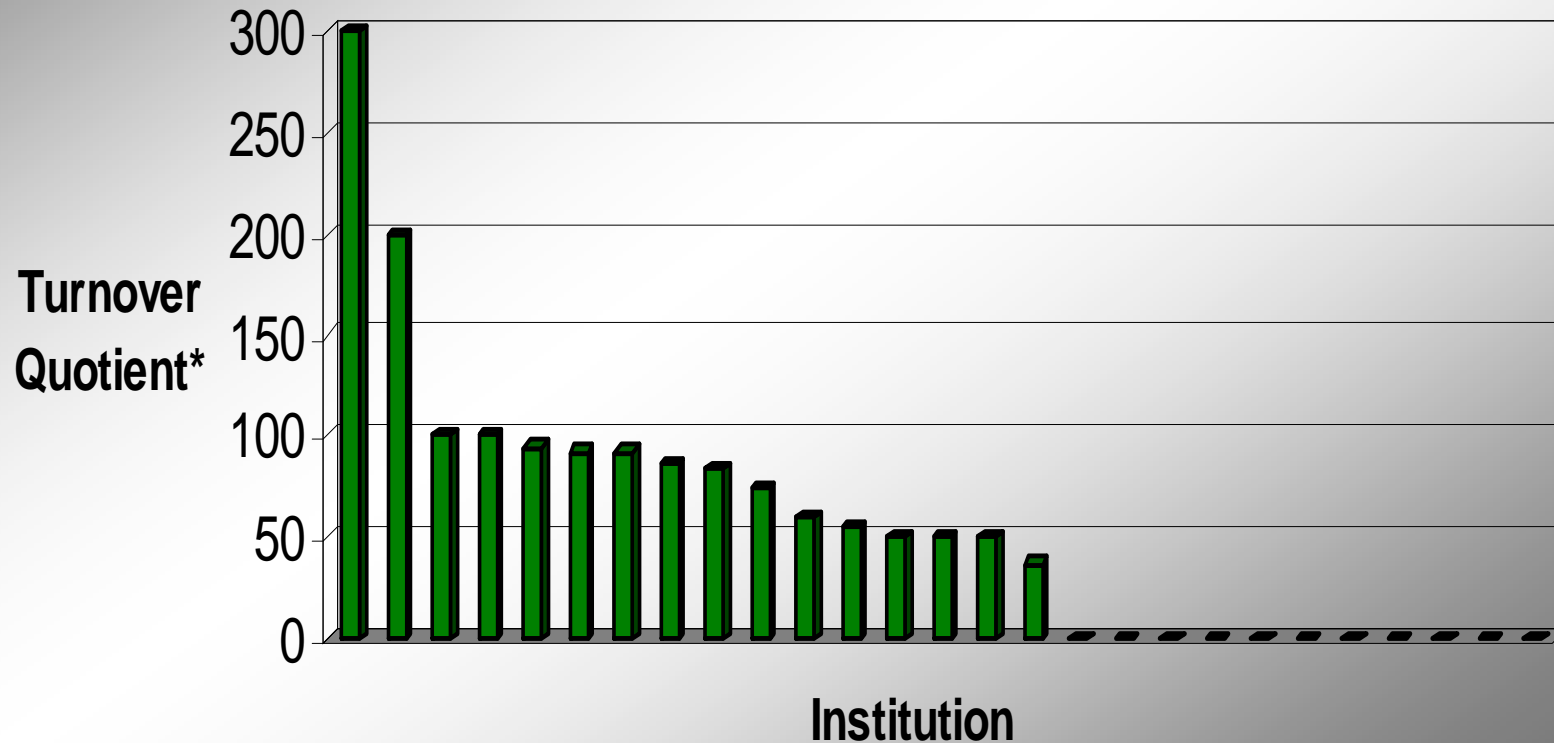
Source: Moreno, J.F. et al. *The Revolving Door for Underrepresented Minority Faculty. Research Brief from the James Irvine Foundation Campus Diversity Initiative Evaluation Resource Project. Insight: Lessons Learned from Grantmaking Programs. April 2006.*

Faculty Turnover Quotient

$$TQ = [1 - (\frac{\text{End Period URM} - \text{Start Period URM}}{\text{New URM Hires}})] \times 100$$

- TQ = 0%: No Turnover
- TQ = 100%: 100% of URM new hires replaced URM faculty who left the institution

Turnover Quotient* of URM Faculty (Replacement Rate), Individual Campuses, 2000-2004



Source: Moreno, J.F. et al. *The Revolving Door for Underrepresented Minority Faculty*. Research Brief from the James Irvine Foundation Campus Diversity Initiative Evaluation Resource Project. *Insight: Lessons Learned from Grantmaking Programs*. April 2006. <http://www.jifund.org/insight/eval/index.cfm>

CONCLUDING POINTS

- **MYTHS**
- **MISSION**
- **INTENTIONALITY**
 - **SUCCESS NOT EXCUSES**
 - **DISAGREGGATE DATA**
- **INTERRUPTING THE USUAL**
 - **JOB DESCRIPTION**
 - **SPECIAL HIRES**
 - **COLLEGES/UNIVERSITIES ARE THE ONLY INDUSTRY THAT PREPARES ITS OWN LABOR POOL**

Cautionary Note on Diversity Research / Policies

- Diversity is than less a means of continuing minority admissions in the face of widespread opposition than it is a shield behind which administrators can retain policies of admission that are woefully poor measures of quality, but convenient vehicles for admitting the children of wealth and privilege”
 - Derrick Bell, *Diversity's Distractions*, Columbia Law Review, Vol. 103, 1622, 2003

References

- Campus Diversity Initiative Evaluation Resources and Publications can be found at www.aacu.org/irvine/eval
- Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners by Garcia, M.; Hudgins, C.A.; Musil, C.M.; Nettles, M.T.; Sedlacek, W.E.; & Smith, D.G.
- Leadership and Ambiguity by Cohen, M.D. & March, J.G.
- Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education by Palomba, C.A. & Banta, T.W.
- Empowerment Evaluation: Knowledge and Tools for Self-Assessment & Accountability edited by Fetterman, D.M.; Kaftarian, S.J.; & Wandersman, A.
- *Achieving faculty diversity: Debunking the myths.* Smith, D. G., L. E. Wolf, and B. E. Busenberg. 1996. Washington, DC: Association of American Colleges and Universities.
- *Interrupting the usual: Successful strategies for hiring diverse faculty.* Smith, D. G., C. Turner, N. Osei-Kofi, and S. Richards. 2004. *The Journal of Higher Education* 75 (2), 133-160.

*This presentation includes slides from series of presentations created by Dr. Jose F. Moreno & Dr. Daryl G. Smith