Faculty Hiring & Diversity: Interrupting the Revolving Door

Dr. Jose F. Moreno
Chicano & Latino Studies, CSULB

Adams State University Sympawsium
May 19, 2016
Faculty Diversity...
Why Important?

• In small group discuss why faculty diversity is important in higher education? In your institution?
Faculty Diversity...
Rubrics of Success?

• Each hiring cycle represents an opportunity to “interrupt the usual”

• How determine that we are meeting success in this effort?
Where are we today?

• Group discussion on perceptions
• Our analyses of some campus’ data suggests that in 21st Century Hiring some campuses have replaced almost 2/3 of their Full Time Tenured/Tenured Track faculty
• Each hiring cycle represents a narrowing window of opportunity to truly diversify our faculty in this generation
• Will we have to wait still another generation to do what we all agree on as a “value”?
2013 Full-time faculty in postsecondary institutions, by academic rank, selected race/ethnicity, and sex

Adams State Univ. Faculty Demographics, 2011-2015

Source: Adams State University
ASU Faculty Demographics, 2015
By Race/Ethnicity

Source: Adams State University
Does increased faculty hiring lead to increased diversity?

• Hiring a diverse faculty is necessary but not often sufficient
• A campus must be cognizant of a “revolving door”
• A revolving door is when diverse faculty are hired but not retained
• Revolving door then leads to more hiring but no substantive increase in overall diversity as new hires simply replace those who have left
Revolving Door Quotient

\[
1 - \left( \frac{2008f - 2005f}{TotalNewHires} \right) \times 100
\]
Revolving Door Quotient Cont’d

- In 2000 campus has 10 Black faculty
- 2000-2005 campus hires 5 Black faculty
- Expected Black faculty in 2005 = 15
- Revolving Door Quotient allows us to explore quantitatively if additional hires are simply replacing faculty who have left institution
- 100% suggests all faculty hired are “replacements”
- 0% suggests all faculty hired are “additions”
CSULB Tenured / Tenure-Track Faculty and New Hires by Race/Ethnicity & Year, 2005 & 2008

Source: CSULB Office of Institutional Research and Assessment & Academic Personnel, CSULB
## CSULB Turnover Data

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>CSULB Faculty 2005</th>
<th>CSULB Faculty 2008</th>
<th>CSULB Faculty New Hires</th>
<th>CSULB Faculty Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>API</td>
<td>140</td>
<td>163</td>
<td>60</td>
<td>62%</td>
</tr>
<tr>
<td>Black</td>
<td>37</td>
<td>40</td>
<td>15</td>
<td>80%</td>
</tr>
<tr>
<td>Latino</td>
<td>55</td>
<td>62</td>
<td>22</td>
<td>68%</td>
</tr>
<tr>
<td>White</td>
<td>611</td>
<td>616</td>
<td>132</td>
<td>96%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>11</td>
<td>11</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>852</strong></td>
<td><strong>898</strong></td>
<td><strong>241</strong></td>
<td><strong>81%</strong></td>
</tr>
</tbody>
</table>

Turnover Quotient = \[ 1 - \left( \frac{2008f - 2005f}{Total New Hires} \right) \] \times 100

Data Source: Academic Personnel, CSULB;
TQ source: Moreno, J.F., et al. (2006) *The Revolving Door for Underepresented Minority Faculty: An Analysis from the Campus Diversity*
BACKGROUND 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. (2004) Interrupting the Usual
1. EDUCATION AND SCHOLARSHIP

- Are Research, Teaching and Interests Valued?

- Is Academic Expertise in Areas Such As: African American Studies, Women’s Studies, Ethnic Studies, Latino Studies Viewed as Value Added or Marginal?

- Are Degrees From Predominately White Colleges or Elite Institutions Viewed As More Credible Than Degrees From Predominately African American Colleges or More Diverse Institutions?

Source: Clowney, Charmaine P.,J.D., Best practices in recruiting and retaining diverse faculty, Pa state system of higher education and President, Clowney & Associates
FROM DIVERSITYWORKS, INC VIDEO
FIVE FACTORS IN CREATING AN INCLUSIVE CLIMATE

2. COMMUNITY CONNECTIONS

• Will Diverse Faculty Feel Connected to the Community Where the College or University is Located?

• Will This Community Be a Good Place for Diverse Ethnic, Cultural or Racial Groups to Live?

• Do Networks Exists in the Community to Support the Diverse Faculty’s Life Outside of the College or University?

Source: Clowney, Charmaine P., J.D., *Best practices in recruiting and retaining diverse faculty*, Pa state system of higher education and President, Clowney & Associates
3. CLIMATE AND CULTURE

- What Are The Perceptions of Other Diverse Faculty About the University and Community?

- Does The Internal Climate of the Institution Support Diversity, Inclusion and Pluralism?

- Is There a Critical Mass of Diverse Faculty?

- Is Diversity Visible On Campus Through Program Initiatives?

- Is There a Revolving Door Syndrome For Diverse Hires?

Source: Clowney, Charmaine P., J.D., *Best practices in recruiting and retaining diverse faculty*, Pa state system of higher education and President, Clowney & Associates
4. REPRESENTATION AND VOICE

- What is the Nature of Power and Influence of Diverse Faculty, Staff and Administrators?

- Are Diverse Faculty Expected to Blend Into the Mainstream and Assimilate, or Are Their Cognitive Styles Valued and Respected?

- What Happens to Diverse Faculty Who Challenge, Ask Critical Questions or Present Unconventional View Points?

Source: Clowney, Charmaine P., J.D., *Best practices in recruiting and retaining diverse faculty*, Pa state system of higher education and President, Clowney & Associates
5. INSTITUTIONAL TRANSFORMATION

• What Roles Do Diverse Faculty Play In Governance, Strategic Planning and Departmental Priorities?

• Are Diverse Faculty Treated As Central or Tokens in the Power Structure?

• Is Diversity Actualized in Systems and Policies?

• Is the College or University Open to Change and Transformation Regarding Diversity Issues?

Source: Clowney, Charmaine P., J.D., *Best practices in recruiting and retaining diverse faculty*, Pa state system of higher education and President, Clowney & Associates
Rationales & Paradoxes

• Demographic & Proportional Imperative
  – Diversity Paradox
    • Imperative is population demographics but pools are small
    • In any given search the goal is to hire 1 or 2 faculty, so must contextualize to the local level
    • Hiring goals based on affirmative action i.e. labor pools – so why can’t institutions in diverse locales attract a disproportionate applicant pool of Faculty of Color?
    • Focus on department or college wide hiring as embedded in Institutional Goals
On Faculty and Administrator Hiring & Institutional Cultural Ways

“Given in”; “Give up”; “Move on”; or “Fight Back”

• Which do we encourage publicly but privately mentor one another? Is this consistent? Which type gets rewarded (by institution and ourselves?)

• Rhettorical commitment by institutions —how do we hold “them”...”ourselves” accountable?

• Must be outcomes driven on productivity not espoused policy rhetoric

• Every search must be tied to the institutional mission and rhetoric of centrality of diversity
Where is the leverage for this work?

- Challenge Myth-making (including our own myths)

- Must be empirically based from Dept; College to University level
  - Include overall demographics; new hiring; and track levels of replacement

- Consortia should include faculty demographics & hiring as part of on-line data system for easy access of data for report building for purposes of accountability

- Challenge individual faculty members & dept chairs (George Sanchez theory—if every faculty member had “mentored” 10 Latino students in 1985 we would be far far ahead

- WHO WILL STAND UP AND ACT?
A Latina in history said:

“\l would say I find it a little surprising that I do not regularly get phone calls. We are so few, it’s amazing that most universities will say ‘We can’t find anybody. I think I should be getting phone calls, and I don’t get phone calls.’”
References / Resources

(*This presentation includes slides prepared by Daryl G. Smith)

- Leadership and Ambiguity by Cohen, M.D. & March, J.G.
- Smith, Daryl G., Turner, Caroline S., Osei-Kofi, Nana, & Richards, Sandra
- Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty. Journal of Higher Education v75 n2 p133 Mar-Apr 2004
- Association of American Colleges & Universities (AAC&U)  
  www.aacu.org/issues/diversity/index.cfm
- Irvine Foundation Campus Diversity Initiative  
  www.aacu.org/irvinediveval/index.cfm
- DiversityWeb  
  www.diversityweb.org/
- James Irvine Foundation Publications (Campus Diversity Initiative)  
  www.irvine.org/publications/by_topic/education.shtml