HOW DO YOU KNOW YOU ARE MAKING PROGRESS?

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Daryl G Smith
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This afternoon’s talk......

The Institutional Imperative...
CAPACITY BUILDING --

For a pluralistic society
HOW DO WE KNOW WE ARE MAKING PROGRESS?

♦ Audit and intelligent metric metaphor
♦ Leadership, leadership
♦ Meaning making
♦ Organizational learning, culture of evidence, not blaming
♦ Link to mission, capacity, strategic planning, program reviews, accreditation self-studies etc.
GOALS AND PURPOSE

PURPOSE OF A MONITORING EFFORT: ORGANIZATIONAL LEARNING

- Provide ongoing information about the implementation so that mid-course corrections can be instituted.

- Build the capacity of campuses to assess and learn from their own progress.

- Identity and provide opportunities for campuses to share problems and solutions.

- Avoid the frustration of competing narratives

http://www.aacu.org/irvinediveval/index.cfm
ORGANIZATIONAL LEARNING

- Using institutional data to inform progress -- NOT COMPLIANCE
- Interrupting the usual
- Engage myths that become self-fulfilling prophecies
- Maintaining the link between campus diversity efforts and institutional goals for effectiveness and excellence
- Taking time for reflection and self-learning
- Keeping all campus constituencies informed
- Building synergy among many efforts on campus
Manageable for campus and capable of being maintained
Monitors key goals and elements for the unit
Focuses on institutional issues/change, not simply project-specific issues
Reveals success and problems along the way in both results and processes
Guides interim reports to senior leadership, campus, board

http://www.aacu.org/irvinediveval/index.cfm
MOVING TO THE NEXT LEVEL--
KEY PRINCIPLES

LOCATE DIVERSITY AS PART OF THE MISSION

DIVERSITY AS PART OF CORE INDICATORS OF SUCCESS --not parallel

BEYOND PROJECTITIS TOWARD SYNERGY and coordination

MONITORING PROGRESS--HOW DO WE KNOW?

DIVERSITY AS INCLUSIVE AND DIFFERENTIATED
INSTITUTIONAL SUCCESS
AND
INSTITUTIONAL ACCOUNTABILITY
AND
INSTITUTIONAL CAPACITY
FUNCTION AT
INSTITUTIONAL, SCHOOL,
DEPARTMENT LEVELS
Access and Success Indicators

- Undergraduate/graduate population by fields and levels
- Success of students: graduation, persistence, honors, STEM fields, gateways
- Pursuit of advanced degrees
- Transfer among fields (esp. Science, Math, Engineering & Technology (STEM))

Disaggregated

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Six-Year graduation rates 2002 cohort

- All
- African American
- Latino
- Asian
- Native American
- Int
- White

Legend:
- Penn State All
- University Park
- Commonwealth campuses
A word about disaggregation

Critically important
Conditions for aggregating
  e.g. URM, “multicultural”
Too few
Identities and intersections
  e.g. Race and gender
SOME QUESTIONS
Are the disaggregated graduation/persistence rates acceptable?
According to what standard?
Accountability to society?
Peer groups?
Highest performing institutions?
Who is graduating?
In what fields are students graduating?
What are patterns for transferring in and out of fields?
Where are students dropping out?
What is the role of GATEWAY course?
Climate and Intergroup Relations Indicators

CLIMATE & INTERGROUP RELATIONS

Type and quality of interaction among groups

Quality of experience/engagement on campus

Perceptions of institution (climate, commitment, engagement)

Disaggregated
Key climate or satisfaction items--
ALL (faculty, staff, students) constituencies
(disaggregated):

1. Refer the campus to others
2. Choose to come
3. Overall Satisfaction
4. Perceptions of commitment to diversity
5. Engagement (NSSE) with “others”
   Asymmetry
**Education and Scholarship Indicators**

**Availability**
- Presence of diversity-related courses, requirements
- Degree to which courses include diversity issues and the placement of such courses

**Experience**
- Course taking patterns of students
- Research that engages society

**Learning**
- Quantity and substance of student learning about diversity
- Capstone and dissertations about diversity

**Faculty Capacity**
- Level of faculty expertise on diversity-related matters
- Level & diversity of faculty participating in diversity efforts
- Research, publishing

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EDUCATION AND SCHOLARSHIP

♦ AVAILABILITY

♦ COURSE TAKING PATTERNS

♦ LEARNING OUTCOMES

♦ FACULTY CAPACITY--research, teaching, engagement
Institutional Viability and Vitality Indicators

- Diversity and turnover of faculty and staff by level
- Institutional history on diversity issues and incidents
- Institutional strategies and dedicated resources
- Board diversity and engagement
- Centrality of diversity in the planning process, mission statements, program reviews
- Public and constituency perceptions of institutional commitment to diversity, equity
- Framework and indicators for monitoring diversity
Research on faculty diversity

♦ Faculty and leadership diversity slow to change--
♦ the next generation now being hired--international faculty growing fastest
♦ Turnover and retention
♦ Graduate student diversity
♦ Myths and reasons
♦ The story of “one good year”
♦ Process--identifying talent and interrupting the usual
### University Park Faculty Demographics 2003 & 2008

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<td>Non-Resident</td>
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RESULTS

Faculty Turnover Quotient

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

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

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

*Turnover Quotient* is a measure of the replacement rate of URM faculty over a specific period. The graph shows the turnover quotient for individual campuses from 2000 to 2004, indicating the frequency of faculty replacements.
FACULTY

- Overall --DISAGGREGATED-- over time
- New hires
- Retention/turnover -- TQ
- Location -- departments/fields
- Intersections -- race x gender, international
Institutional Goals

- What has been the impact on for example, curriculum, student success, etc.?

REPORTING

- What has been done?
- What has happened?
- What is working?
- What is not working?

- Interpretations/Perceptions
- Lessons Learned

Strategies

Findings

http://www.aacu.org/irvinediveval/index.cfm
REPORTS:

*Telling the story*

- Who shapes the story
- Who gets to tell the story
- Who gets to hear the story
- Who validates and gives feedback about the story
Reporting the Findings

• Review target audience --- campus wide, unit, program

• Format for dissemination
  ➢ Written reports; oral presentations; internal/external dissemination

• Guide the discourse

• Sustainable and manageable

• Balanced Analysis that emphasizes the good, the bad, and the ugly

• Connect findings with overall institutional mission
IMPLICATIONS FOR LEADERSHIP at ALL LEVELS

• Framework and Monitoring Progress
  • Audit and intelligent metrics metaphor
  • Institutional level ownership

• Centrality to Mission

• Leadership & Communication

• Intentionality and alignment

• Inclusive and Differentiated Approach
What makes you attractive as an institution? 
As a department or as a program?

♦ Success--with students, faculty staff 
♦ Inclusive 
♦ Interesting work that matters 
♦ Good reputation for faculty, staff and students
Urgency increasing---

This afternoon ….

But a critical element will be to take the work going on

AND monitor progress.