

# HOW DO YOU KNOW YOU ARE MAKING PROGRESS?

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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

# 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

# PRINCIPLES

- 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
- →

## **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



Framework for Diversity



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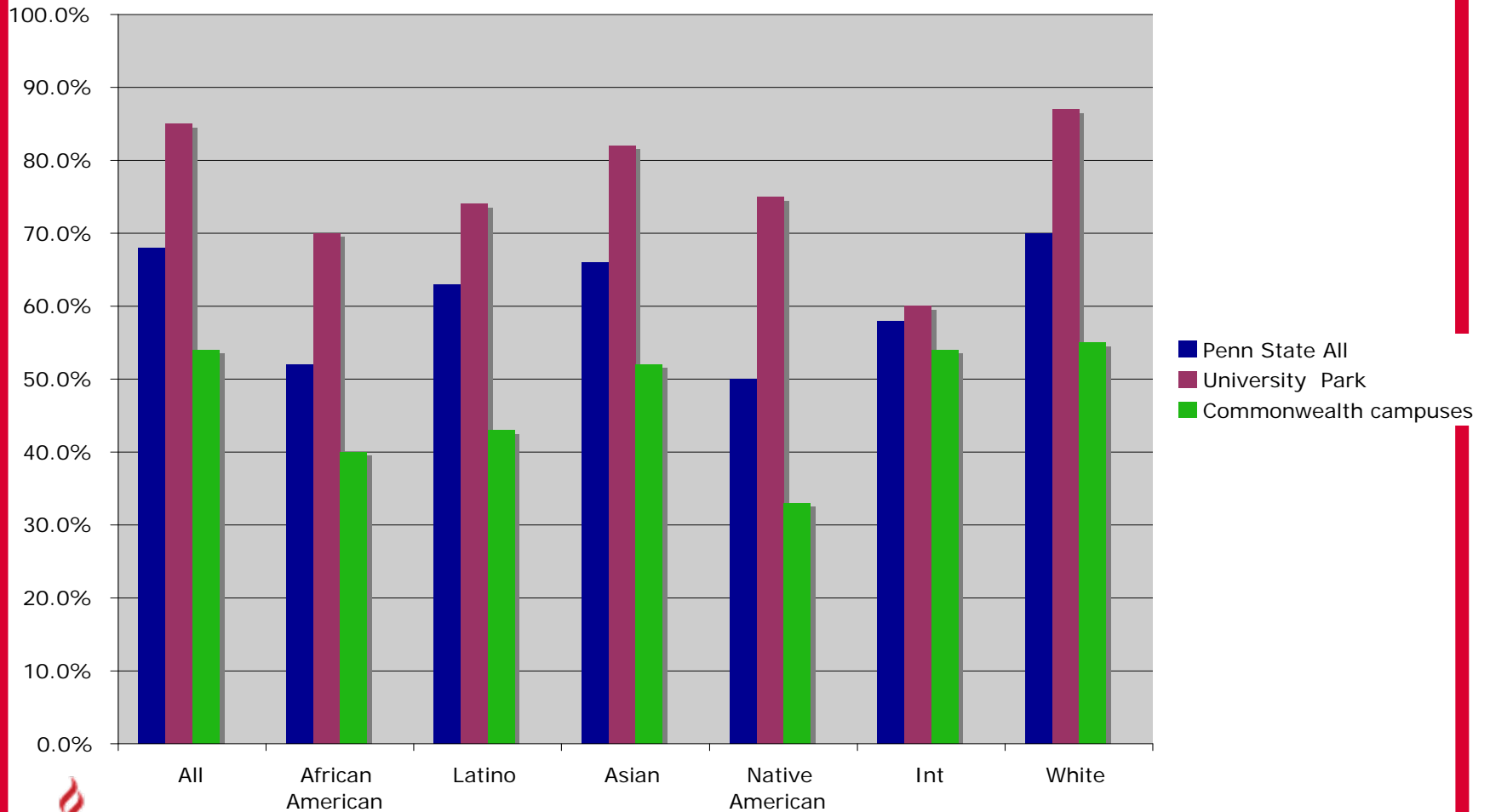
INSTITUTIONAL SUCCESS  
AND  
INSTITUTIONAL ACCOUNTABILITY  
AND  
INSTITUTIONAL CAPACITY  
FUNCTION AT  
INSTITUTIONAL, SCHOOL,  
DEPARTMENT LEVELS

Access and Success Indicators



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### Six-Year graduation rates 2002 cohort



## 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?

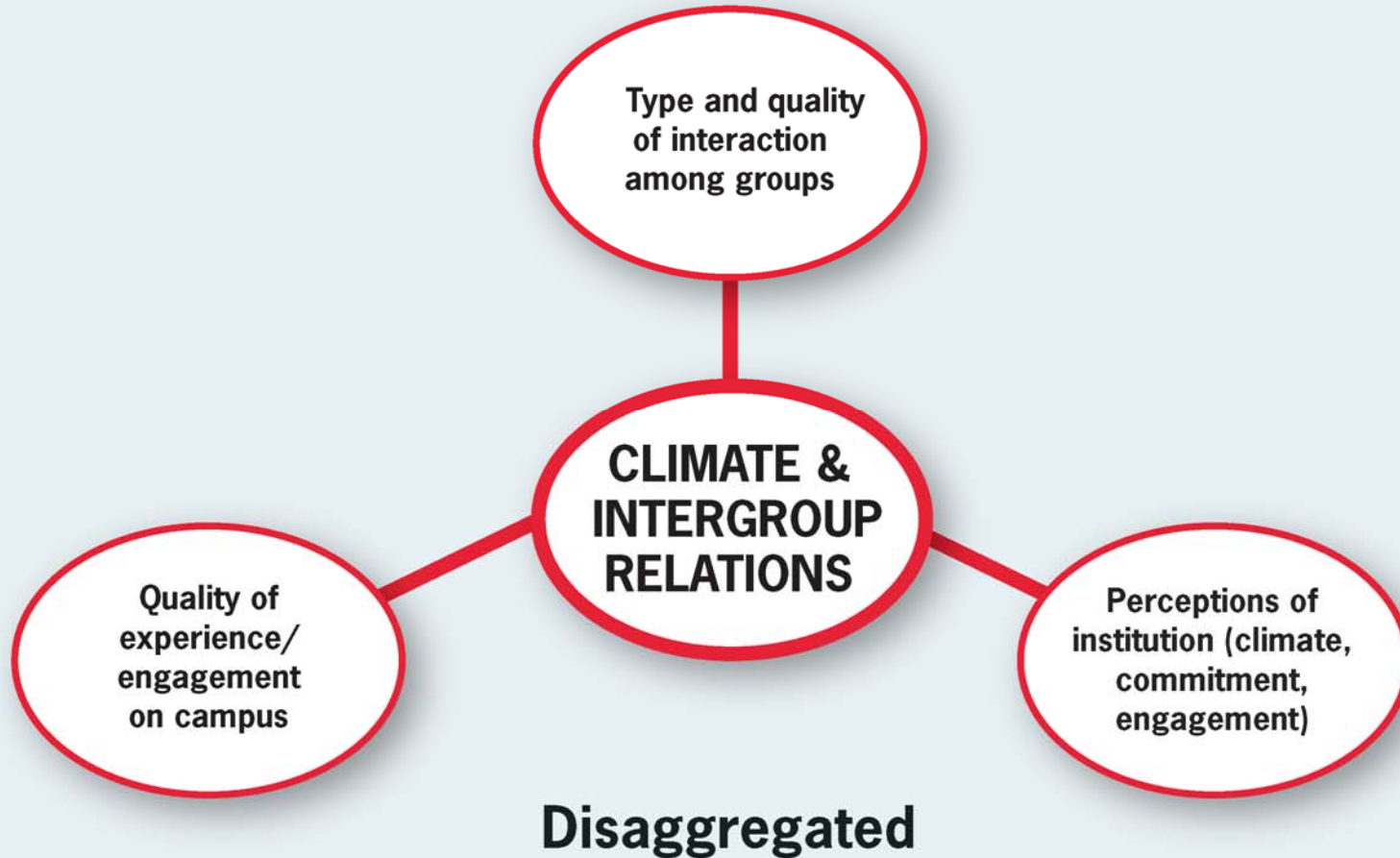
What are patterns for transferring in and out of fields?

Where are students dropping out?

What is the role of GATEWAY course?

## Climate and Intergroup Relations Indicators

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

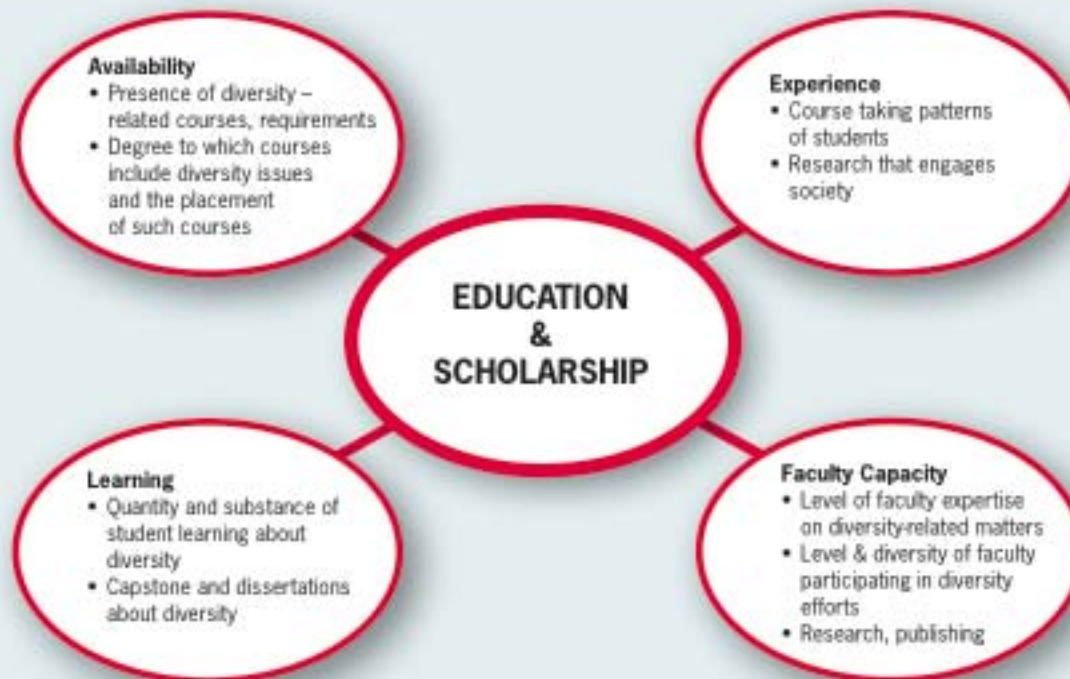
1. Refer the campus to others
2. Choose to come
3. Overall Satisfaction
4. Perceptions of commitment to diversity
5. Engagement (NSSE) with “others”

Asymmetry



## Education and Scholarship Indicators

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## EDUCATION AND SCHOLARSHIP

- ◆ AVAILABILITY
- ◆ COURSE TAKING PATTERNS
- ◆ LEARNING OUTCOMES
- ◆ FACULTY CAPACITY--research,  
teaching, engagement

## Institutional Viability and Vitality Indicators

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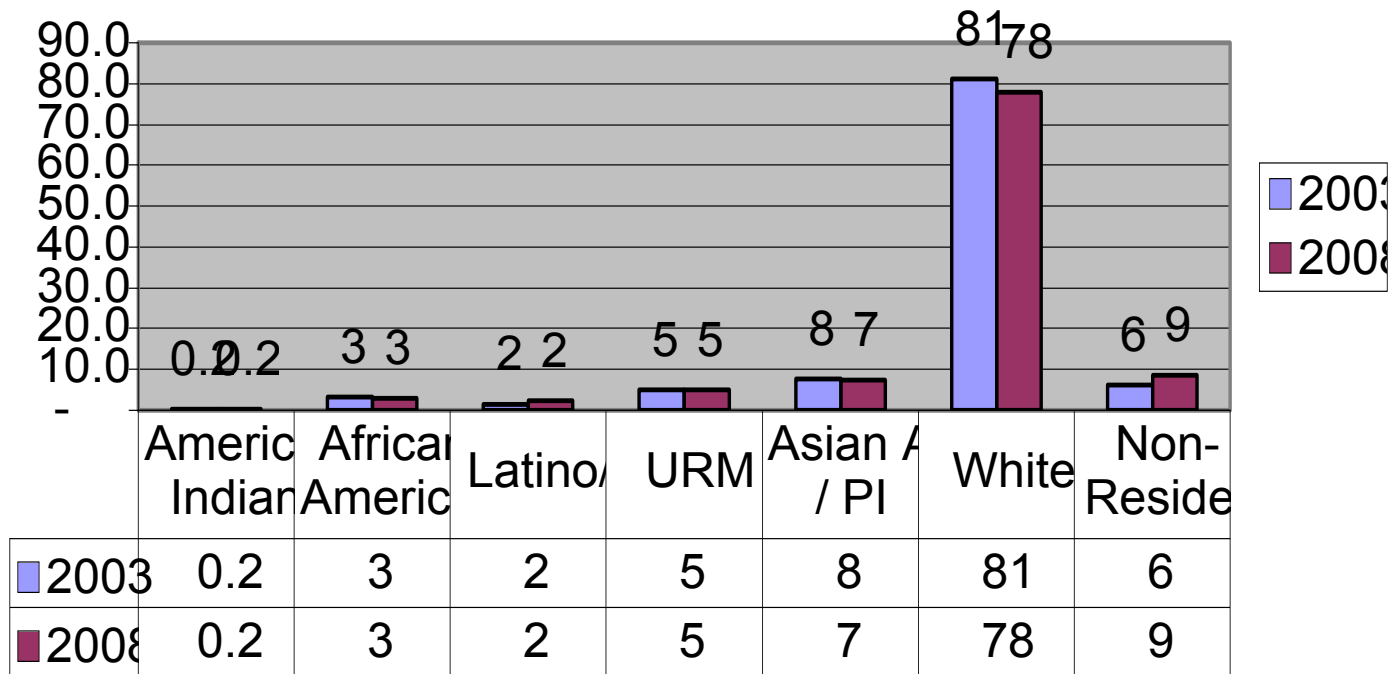


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## Research on faculty diversity

- ◆ 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 by 2003 & 2008



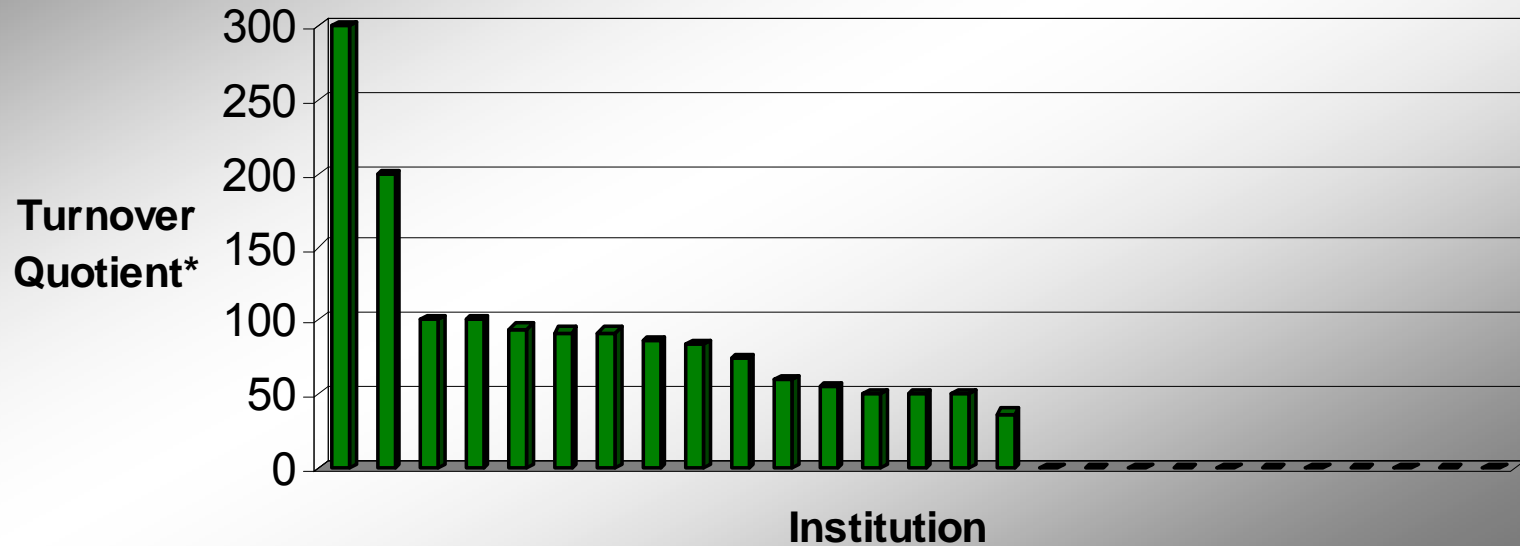
## Faculty Turnover Quotient

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

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

# RESULTS

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



# FACULTY

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



# PROCESS



# 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.