THE IMPERATIVE OF DIVERSITY FOR INSTITUTIONAL VIABILITY: BUILDING CAPACITY FOR A PLURALISTIC SOCIETY

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NATIONAL AND GLOBAL CONTEXT
40 years of UNFINISHED BUSINESS,
PROGRESS,
and
INCREASING DOMAINS FOR DIVERSITY
INCREASING DOMAINS FOR DIVERSITY

The role of religion
Political structures and access to power
Human rights and equity
Dealing with the histories of violence and injustice
Health and well-being of societies
Equity issues grow
Immigration
Multiple and intersecting identities
Indigenous communities--future, sovereignty, visibility

Science and technology -- domestic capacity

Demographic shifts
Figure 3. Composition of Pennsylvania’s Public High School Graduates by Race/Ethnicity 2004-05 (Actual), 2009-10, and 2014-15 (Projected)
Meanwhile on many campuses:

1. The rhetoric about diversity is increasing
2. List of “diversity identities” grows
3. Programs and projects growing
4. U.G. student diversity is growing
5. Human capacity not necessarily growing
6. Leadership coming from “diversity” roles

Conversations, task forces, committees, reports could be 40-50 years old.
Competing views of whether progress is being made....
More

Diversity efforts parallel but not part of core functions—e.g.
catalogue mission statement
strategic plans
accreditation
unit plans

Often mobilized after a crisis
Task forces or diversity committees struggling with overload or lack of direction

And, now internationalization initiatives
CAPACITY BUILDING --

think technology

NOT IF--NOW
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

- Climate and Intergroup Relations
- Education and Scholarship
- Access and Success
- Institutional Viability and Vitality

GLOBAL CONTEXT

LOCAL CONTEXT

MISSION

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RECURRING STATEMENTS OF INSTITUTIONAL MISSION

- Student Success including in STEM fields
- Preparing *all* students for participation and leadership in a diverse society
- Making a difference in society/community
EFFECTIVENESS AND DIVERSITY

- Are students from different groups succeeding?
- Are students being prepared to function in a diverse society?
- How attractive is the institution to diverse groups?
- What is the institution’s capacity to educate successfully?
Rationale for diverse leadership

- Decision making
- Perceptions of commitment and equity
- Providing Legitimacy
- Knowledge for decisions
- New approaches and scholarship
- Relationships with diverse communities on and off campus
- Institutional attractiveness
- Leadership development
- Significance of the absence of--not 1:1
- Role models
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

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<td>Non-Reside</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
Some Lessons from research

♦ When done well, diversity has educational benefits
♦ Perceptions of institutional commitment important
♦ Directly tied to excellence and accountability
♦ Identity groupings linked to success AND intergroup dialogue, community
♦ Mission, Mattering and Multiplicity create healthy communities
♦ Diversity in Leadership -- important for capacity Identifying talent
Implications

- Not about affirmative action (though it will take affirmative action) it is about mission and excellence.

- Good education matters--

- Build capacity for difficult dialogues and relationships.

- Taking advantage of disequilibrium.

- Changing culture congruent with culture.

- Distributed leadership---recognize and make central what is already going on--key groups.
IMPLICATIONS FOR LEADERSHIP

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

• Centrality to Mission

• Leadership & Communication

• Intentionality

• Inclusive and Differentiated Approach
Implications for faculty, staff, Deans

Student SUCCESS AND LEARNING including STEM pedagogy
climate of the department--student engagement
Advising--intrusive advising
Curriculum overall and in departments
expectations of student success
Belief in students
Support
Gateway courses

Hiring !!!
Program design--Program review
Attractiveness
Urgency increasing---

NCLB

Accountability

Health of a pluralistic society

Credibility in the world

Impatience and frustration on campus

Budget and resource challenges