Achieving Faculty Diversity: Strategic and Intentional

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Plan for this Session

- Introductory Comments

- Part I: Discussion with respect to preliminary data from your campus and/or department:
  1. Define diversity
  2. Estimate level of
     a. Student diversity
     b. Faculty diversity
     c. Motivation to “enhance” diversity
  3. Groups report out
  4. Follow-up

- Part II: Discussion with respect to diversity on your campus and/or department on follow-up questions:
  1. What measures are you currently taking that could enhance diversity?
  2. What other measures could you try?
  3. What have been some successes and shortcomings?
  4. Groups report out
  5. Follow-up

- Part III: Case study in diversity with Chemistry at Georgia Gwinnett College

- Closing Comments
The Outlook for the Future

At a time when our society is deeply divided politically, religiously, economically, socially, and culturally, the academy must do a better job of advancing diversity and inclusiveness to fulfill its role in sustaining a democracy wherein all are valued and respected.

Two themes emerged as defining issues for the future of the professoriate:

1. Provide ongoing professional development for faculty members at all career levels and at all ranks—including adjunct faculty—through mentoring, collaborations, and training in new pedagogical methods and technologies

2. Critical importance of increasing the diversity of the professoriate and of developing strategies for recruiting, retaining, mentoring, and promoting faculty members from underrepresented groups

“Navigating the Future of the Professoriate,” Peer Review, Summer 2010, Vol. 12, No. 3, Debra Szybinski and Trace Jordan
Change can occur through open dialogue among chairs, social scientists and representatives of diversity communities.

Two approaches exist to increase diversity:
1. **Top-down approach**: Changing the culture, policies, and practices of existing departments
2. **Bottom-up approach**: Encouragement of minorities to pursue Chemistry via training and mentoring programs

“A Top-Down Approach for Diversity and Inclusion in Chemistry Departments,” American Chemical Society Symposium Series (Washington, DC) – Careers, Entrepreneurship, and Diversity: Challenges and Opportunities in the Global Chemistry Enterprise, 2014, Rigoberto Hernandez and Shannon Watt (Georgia Institute of Technology)
Most CAOs believe departments at their college highly value diversity in hiring. But they are divided about whether minority hiring targets nationally are realistic and whether their institution can meet its own target.

More than 7 in 10 CAOs believe that undergraduates should be required to take a course on diversity.

A majority of CAOs (61 percent) favor long-term contracts for faculty members as an alternative to tenure.

CAOs generally believe their institution values racial and ethnic diversity in faculty hiring but also recognize the challenges in achieving it.

Those who say their institution has a specific target for minority hiring are more optimistic than pessimistic that their college can meet that goal.

*Inside Higher Education and Gallup, Survey of College and University Chief Academic Officers, Scott Jaschik and Doug Lederman, 2017*
Part I: Discussion WRT Preliminary Data from Your Campus and/or Department

Break into Groups

1. Define diversity
2. Estimate level of
   a. student diversity
   b. faculty diversity
   c. motivation to “enhance” diversity
3. Does your faculty diversity align with student diversity?
4. Groups report out
Part I: Follow-Up

Closing the Loop

1. Does your faculty diversity align with your student diversity?
   A. Further Investigation>>>>extend this same idea to your:
      1. Administration
      2. Community around the campus

2. If not, why do you think this is the situation?
Demographic Data of Select Georgia Colleges & Universities

Race & Ethnicity of Students Among Select Georgia Colleges & Universities*

Race and Ethnicity of Faculty Among Select Georgia Colleges & Universities*

*USG Inst. Data, Fall 2014
**Other: Compiled groups
Demographic Data of Select Georgia Colleges & Universities

Gender of Students Among Select Georgia Colleges & Universities*

Gender of Faculty Among Select Georgia Colleges & Universities*
Part I: Follow-Up

Closing the Loop

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Common Barriers for *NOT* Achieving Diversity (in no particular order)

1. Stereotype Threat
2. Solo status
3. Insufficient mentoring
4. Unequal family friendly practices
5. Lack of universal design
6. Overburdening the under-represented
7. Unwelcoming climate (professional and social)
8. Hiring and promotion practices that are inequitable WRT diversity
9. Institutional Climate
Break into Groups

1. What measures are you currently taking that could enhance diversity?
2. What other measures could you try?
3. What have been some successes and shortcomings?
4. Groups report out
Part II: Follow-Up

Other Potential Strategies to Solve Diversity Issues

1. Conduct faculty searches in broad areas
2. Diversity workshop (don’t advertise as such); emphasize strategies to mitigate stereotype threat
3. Create successful mentor programs
4. Implement a policy/program targeted to address climate and/or demographics
5. Create a department diversity committee (don’t overburden under-represented); establish deliverables to measure the committee’s success.
Other Topics to Consider

Other Diversity Groups

- Disability Status
- Veteran Status
- Sexual Orientation
- Gender Identity
Part III: Case Study in Diversity with Chemistry

GGC and the School of Science & Technology

- Georgia Gwinnett College
  - Established 2006 with 6 faculty and 120 students
  - Public 4-year liberal arts college with a teaching mission
  - ~ 12,000 FTE students
  - Open access mission within University System of Georgia
  - 33% Black or African-American, 33% White, 18% Hispanic, 11% Asian
  - 54% female, 46% male
  - 28% of GGC students major in STEM programs

- STEM Students:
  - 33% Black or African-American, 31% White, 16% Hispanic, 14% Asian
  - 55% male, 45% female

- SST Faculty:
  - 202 full-time and ~130 adjunct faculty
  - 16 full, 58 associate, 106 assistant, 22 instructor

GGC Office of the President and Office of Institutional Effectiveness, November 2016
Comparison of OXIDE Data and GGC Chemistry Female Faculty

- Women
- Black
- Hispanic
- Native American

- B.S.
- Ph.D.
- Assistant Professor
- Associate Professor
- Full Professor

- U.S. Population

Georgia Gwinnett College
Game Changing
GGC Students and Chemistry Faculty

* % Women, Race & Ethnicity

*Source: GGC Institutional Research, Fall 2015 Data
Part III: Case Study in Diversity with Chemistry at GGC

Techniques we have used to achieve faculty diversity

- young faculty chair and staff search committees
- multiple hires in the same year
- active mentoring of visiting professors and part time faculty so they are competitive for full time positions
- open rank searches: instructor, assistant, associate, full
- broadly define “chemistry” faculty: traditional areas but also engineers, environmentalists, toxicologists, chemical educators
- searches not limited to traditional hiring cycle
- embrace non-traditional career paths
- expand network beyond “prestigious” institutions
- mentor and retain after hire
Closing Comments

- The first step to improving diversity is to recognize the current barriers that exist at your institution. Then form a network of individuals and a design plan to address these issues.

- Changing the culture in order to become more diverse and inclusive will take time, equitable practices and diligence.

- It is possible to be strategic and intentional with your hiring and promotion practices at your respective institution.
Questions?