Institutional Excellence Via Diversity

Considerations for Faculty Recruitment at CSUN

Faculty Hiring Workshop 2015
Educational Equity Committee
October 27, 2015

EEC Committee Members: Tracy Buenavista, Marcella DeVeaux, Kim Henige, Dimpal Jain, Ruting Jia, Paul Lazarony, Debra Malmberg, Kathleen Young, Boris Ricks (Chair) & Jose Luis Vargas (Executive Secretary)
In fulfillment of our educational mission, California State University, Northridge (CSUN) is committed to educational equity.

CSUN recognizes that educational equity does not depend on ethnic, religious, or linguistic diversity alone. The concepts and dimensions of educational equity shall include, but are not limited to race, ethnic/cultural identity, religious belief, sexual orientation, sex/gender, sexual identity, disability, socioeconomic status, cultural orientation, veteran status, national origin and age.

Accordingly, through effective and well-communicated policies, we integrate values that support inclusion and prevent discrimination.
EEC Goals & Practices

✧ Foster campus climate that welcomes, recognizes, and promotes respect for diverse CSUN community

✧ Incorporate knowledge and appreciation of diverse cultural values in curriculum and extracurricular activities

✧ Develop, promote, maintain and institutionalize activities/programs that further understanding of individual/group diversity
  ✧ Faculty Recruitment Workshops
  ✧ Faculty Retention Workshops
  ✧ Campus Climate Survey
  ✧ Co-Sponsorship of workshops, lectures, events

✧ Ensure concepts and dimensions of educational equity are advanced and incorporated into every aspect of university activity including academic programs, extra-curricular activities, and employment practices
Today’s Goals

Provide institutional context/information to:

✧ Consider in your faculty search (recruitment and hiring) policies and practices

✧ Facilitate reflection regarding your faculty search policies and practices and how they may or may not reinforce CSUN’s commitment to excellence via diversity
What is Institutional Excellence?
Institutional Excellence

✧ Activities built into every facet and function of the university to achieve community engagement and student success

✧ Leadership development of faculty and staff to ensure student success

✧ Campus culture that strives for continuous improvement at all institutional levels

CSUN values diversity as an essential condition for achieving institutional excellence
How can faculty diversity enhance institutional excellence?

What are the benefits of faculty diversity?
Institutional Benefits of Faculty Diversity

❖ More student-centered approaches to teaching and learning (Jayakumar, Howard, Allen, & Han, 2009; Knowles & Harleston, 1997)

❖ More diverse curricular offerings (Knowles & Harleston, 1997; Milem, 2003)

❖ More research focused on issues of race/ethnicity, and gender and sexuality (Antonio, 2002; Jayakumar, Howard, Allen, & Han, 2009; Milem, 2003; Turner, 2000)

❖ Women and faculty of color more likely to be involved in community and volunteer service (Allen et al., 2000; Antonio, 2002; Astin et al., 1997; Villalpando & Delgado Bernal, 2002)
Immediate Benefits for Students

- Enhanced critical thinking ability (Antonio, 2004; Gurin, et al., 2002; Pascarella, 1996)

- Enhanced openness to diversity and challenges (Harper & Hurtado, 2007; Pascarella, 1996)

- Greater commitment to increasing racial understanding (Astin, 1997; Harper & Hurtado, 2007)

- Greater student engagement on campus and greater satisfaction with college (Astin, 1997; Espenshade & Radford, 2009)

- Positive perceptions of a more supportive campus racial climate (Harper & Hurtado, 2007; Hurtado, et al., 1998)
Long-Term Benefits for Students

- **Improved racial and cultural awareness** (Gurin, 1999; Harper & Hurtado, 2007)

- **Higher levels of creativity and innovation & Better problem-solving abilities** (Antonio, 2004)

- **Cultivation of workforce with greater levels of cross-cultural competence** (Gurin, 1999; Milem, 2003; Turner, Gonzalez, & Wood, 2008)

- **More demonstrated occupational and residential desegregation later in life** (Milem, 2003)
How diverse is CSUN?
Institutional Context: MSI

CSUN = One of a few institutions in the U.S. to maintain multiple Minority-Serving Institution (MSI) designations:

- **AANAPISI**: Asian American, Native American, and Pacific Islander Serving Institution (at least 10% of AA, NA, PI combined student population w/low-income status)

- **HSI**: Hispanic Serving Institution (at least 25% “Hispanic” student population w/low-income status)

Although colleges and universities are MSI designated, researchers have begun to ask if they are minority serving institutions or simply minority enrolling institutions.

- E.g., Previous EEC Campus Climate report findings indicate minoritized (gender and race/ethnicity) communities experience more hostile campus climate at CSUN
Institutional Context: CSUN by the Numbers

The following tables reflect gender and racial representation for Faculty (F) and Students (S) by College for AY 2014

- Racial groups include: American Indian & Alaskan Native (AIAN), Native Hawaiian & Other Pacific Islander (NHOPI), African Am/Black, Latina/o, Asian, White, Multiracial, and Unknown

Data for “International” faculty and students are not included, so percentages might not add up to 100%

- International student population in all colleges
- Large (5%<x) international student presence denoted by asterisk (*)
- International students at CSUN comprise 9.3% of total student population

Student data includes undergraduates + graduate students

All data is available via CSUN Office of Institutional Research
- http://www.csun.edu/~instrsch/csunnnumbersindex.html
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Diversity is multi-faceted and contextual
✧ E.g., male-identified students are severely underrepresented in Education

How diverse is your College?
✧ What are the diversity strengths of your college?
✧ What are some of the diversity limitations of your college?

How can the CSUN by the Numbers tables inform your recruitment/hiring practices?
✧ What are some diversity-targeted questions you can include (and/or have previously included) during faculty candidate interviews?

✧ In other words, what are examples of questions that would enable faculty candidates to discuss their experiences working with students from diverse backgrounds?

✧ SAMPLE: Can you describe any activities or texts that you could incorporate into the classroom that would consider or engage diverse student experiences?
Diversity is not an end in itself

- Diversity is a means of achieving educational and institutional goals
  - But adding diverse people to homogeneous environment does not automatically create more welcoming/ intellectually stimulating campus
  - Requires long-term efforts, engagement, and substantial attention to diversity and equity issues
References