Faculty Assessment Report 2006

Goal:

B. In support of an increasingly diverse student body, Texas State will increase the recruitment and retention rates of Black/African-American and Hispanic/Latino faculty and the curriculum will reflect multicultural content and perspectives.

Measures and data

Source of data

Measure #1: Annually Texas State will demonstrate an increase in Black/African-American and Hispanic/Latino faculty hires considering the availability of appropriately trained Black/African-American and Hispanics/Latinos within the discipline.

1. Minority full time faculty at Texas State compared to the top 10 largest public universities in Texas [Source: IR]
   - Texas State ranks 4th [9th in 2005] in percentage of Black/African-American faculty
   - Texas State ranks 4th [4th in 2005] in percentage of Hispanic/Latino faculty

2. Percentage and number of minority tenure track faculty who started or were hired at Texas State since September 2005 [Source: Office of the Provost, Faculty Records]
   - 13% of all [47] new hires were Hispanic/Latino, totaling 6 new hires.
   - 17% of all [47] new hires were African American, totaling 8 new hires.
   - 45% of all [47] new hires were of an ethnic minority, totaling 21 new hires

3. October 15, 2005 Faculty profile: 2.2% Black/African-American [2.3% in 2004], 9.6% Hispanic/Latino [8.5% in 2004] [Source: Ethnic Diversity of Full-time Tenured and Tenure-Track Faculty at Texas State University-San Marcos, Compared to U.S. Doctoral Recipients in FY 2004 and FY 2005, IR]

Analysis: [Including Initiatives/Strategies Implemented]

- Clearly, much progress was made again, for the second year in a row, in terms of increasing minority tenured/tenure-track faculty members at Texas State. Hispanic/Latino and Black/African-American faculty represented 14 of 47 [or 30%] tenured and tenure track hires made during Sept 2005 – August 2006 [including hires effective 1 Sept 2006], compared to 11.8% of tenured and tenure track faculty at Texas State as of Fall 2005 and 10.8% in Fall 2004. Hiring three Black/African-American
faculty in the Department of Mathematics was especially an achievement worthy of recognition.

- A recruitment and hiring partnership continued between the Office of Equity and Access and the Office of the Provost in an effort to enhance recruitment and hiring strategies.
- The Office of the Provost funded 7 Target of Opportunity faculty hires for Fall 2005 and 8 for Fall 2006.
- The Office of the Provost continued to distribute availability statistics [Ethnic Diversity of Full-time Tenured and Tenure-Track Faculty at Texas State University-San Marcos, Compared to U.S. Doctoral Recipients in FY 2004 and FY 2005] to academic departments, in an effort to maximize minority faculty recruitment and hiring.

- Challenges

  - Competition for diversity candidates
  - Faculty salaries at hiring
  - Pipeline issues in many disciplines
  - Obtaining and verifying data

- Recommendations

  - Promote and require diversity in search committee membership
  - Continue newly implemented Pre-Doctoral Summer Fellowship Program [3 recipients in Summer 2006]
  - Continue Target of Opportunity faculty hires
  - Revise measure language
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Measures and data

Source of data

Measure #2: Annually Texas State will demonstrate an increase in the retention rate in the Black/African-American and Hispanic/Latino tenure track faculty.

See attachment: Attrition of Tenure-Track Faculty of the Last 5 Fall Semesters within Two Academic Years

Analysis: [Including Initiatives/Strategies Implemented]

- Hispanic/Latino and Black/African-American faculty members appear to have been retained at a slightly lower rate than White faculty over the past 5 years, although for some years Hispanic/Latino and Black/African-American faculty members were retained at higher rates than White faculty. The small number of non-White faculty, especially Black/African-American faculty, clearly resulted in a greater variation in the corresponding attrition rate, when even one more or one less faculty member was or was not retained for a particular counting cycle.

- When we look also at Minority full time faculty at Texas State compared to the top 10 largest public universities in Texas [Source: IR], we get another indirect assessment of our retention efforts, at least on a comparative basis:
  2. Texas State ranks 4th [4th in 2005] in percentage of Hispanic/Latino faculty

Challenges

- Competition for diversity candidates
- Faculty salaries and supporting resources
- Service workload burdens for minority faculty
- Cultural differences in departments lacking significant ethnic and racial diversity

Recommendations
• Explore ways to improve faculty mentoring, especially to address this issue of faculty retention
• Encourage and promote the use of exit interviews as a means to gain insight about faculty attrition
• The Hispanic Policy Network and Coalition of Black Faculty and Staff should be supported and their value recognized, including their role in helping retain faculty
• Consider salary inducements
Goal:

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Measures and data

Source of data

Measure #3: Annually two courses in each college will be newly developed or modified to reflect a multicultural perspective.

Twenty-five courses [new or modified] received multicultural curriculum endorsements, including COMM 1310, ENG 1310 and ENG 1320, which are three General Education Core Curriculum courses. [Source: Multicultural Curriculum Transformation Institute, May 2006, Report]

Analysis: [Including Initiatives/Strategies Implemented]

- The campus has exceeded the expectations of this measure.

1. The Office of the Provost and the Equity and Access Committee provided funding for the Multicultural Curriculum Transformation workshop. The Center for Multicultural and Gender Studies sponsored the two week workshop with select number of Texas State faculty from the seven colleges. Guest scholars and Texas State faculty experts shared ideas and activities to stimulate curricula change. The workshop was designed to support the Strategic Plan goal of developing two multicultural classes per year. Multicultural content refers to international or United States diversity or a combination of both.

2. A multicultural curriculum initiative was launched. It was designed to promote and enhance the taking of courses designated as “multicultural” that was spearheaded by Dr. Sandra Mayo, Director of the Center for Multicultural and Gender Studies (MCGS), and which in part, was a response to Associated Student Government (ASG) legislation S.R.F. 2005-06/03 and S.R.F. 2005-06/11. Courses will be designated as multicultural and noted as such in the Schedule of Classes in two ways: a) courses already approved and included in the Multicultural Curriculum Report updated in January 2006 by MCGS would receive the designation; and b) faculty members would seek an endorsement from MCGS and its Advisory Council by completing an assessment form for each course for which they want a designation. With the endorsement, the form is sent through the appropriate...
university channels for curriculum changes or additions. The college’s curriculum committee or dean’s council approves non-substantive changes; new courses go through channels to the university curriculum committee. The Undergraduate Catalog, Graduate Catalog, and the Schedule of Classes will be revised to include a statement about multicultural courses, including a definition of a multicultural course. This initiative is a voluntary one. However, the Office of the Provost expects widespread participation by faculty and their departments, given the recent success of the Multicultural Curriculum Transformation Institutes, the commitment to designate COMM 1310 as a multicultural course, and a number of new or existing courses modified to reflect a diversity component, as recently tracked in the university’s diversity report. As a result, we envision a point sooner in the future than later when “every student at Texas State takes a [multicultural] class before graduation,” which was the intent of ASG S.R.F. 2005-06/11.

a. From the previous year’s recommendations: A standard for multicultural perspective was developed

- Challenges
  - Increasing faculty participation in curriculum transformation activities
  - Assessing standard for multicultural perspective

- Recommendations
  - Provide more curriculum transformation and development workshops
  - Share Multicultural Curriculum Transformation 2006 outcomes