

Data Speaks

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Evaluation of the Faculty Search Process

Working collaboratively, the Vice Presidents for Intercultural Affairs and Mission and Ministry provide a two-part professional development program for search committees (Smith, Turner, Osei-Kofi, & Richards, 2004). Part One, *Best Practices: Recruiting and Hiring Faculty for Mission*, covers LMU history, mission, and goals; The Catholic Intellectual Tradition; Ethnic and Religious Identity in U.S. Catholic Higher Education; Benefits of a Diverse Faculty; and Hiring for Mission: An Inclusive Term. Part Two, *Moving Away from Traditional Recruitment Strategies: Recruiting and Hiring Faculty for Mission* focuses on legal and ethical principles and LMU guidelines that guide the hiring process.

A total of 88 faculty members were invited to complete the evaluation because they served on one of 25 search committees during the 2010-2011 academic year. At least one search committee member completed the evaluation for 18 of the 25 search committees. Of the 27 respondents, 9 participated in *Part II, Moving Away from Traditional Recruitment Strategies: Recruiting and Hiring Faculty for Mission* in fall 2010, 11 participated in previous years, and 7 have not participated.

While some respondents were satisfied with the current search process, others identified areas for improvement. Respondents noted that the process could be improved by:

1. Providing more funding for faculty to attend professional meetings to interview applicants.
2. Providing more clarity about applicant and candidate qualifications and diversity requirements.
3. Allowing for greater faculty input in the process of writing position announcements.
4. Providing training on how to prioritize department goals while ensuring that the search continues to be consistent with university goals regarding mission and diversity.
5. Providing a mechanism so that all search committee voices are heard.
6. Raising awareness of University Mission and Identity, especially for those who do not participate in the professional development program for search committees.

To read the entire report, contact Kim Misa, kmisa@lmu.edu.

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Academic Community of Excellence (ACE), 2010-2011 Cohort

The Academic Community of Excellence (ACE) prepares undergraduate scholars to successfully gain admission to a graduate or professional degree program. The goal of ACE is to increase the graduation entrance rates of qualified applicants at the master's and doctoral levels.

The ACE program focuses on the sophomore through senior years of students from groups traditionally underrepresented in graduate school. ACE's services are linked to factors that positively influence college retention, academic excellence, and graduate school enrollment.

During the 2010-2011 academic year, there were 76 ACE students at LMU. The sophomore ACE cohort consists of 30 students and represents 39% of all ACE students during the 2010-2011 academic year.

Figures 1-3 show changes between August 2010 and April 2011 for the sophomore cohort.

For the full report, contact Kim Misa, kmisa@lmu.edu.

Figure 1: "I know the difference between a Master's degree and a doctorate degree."

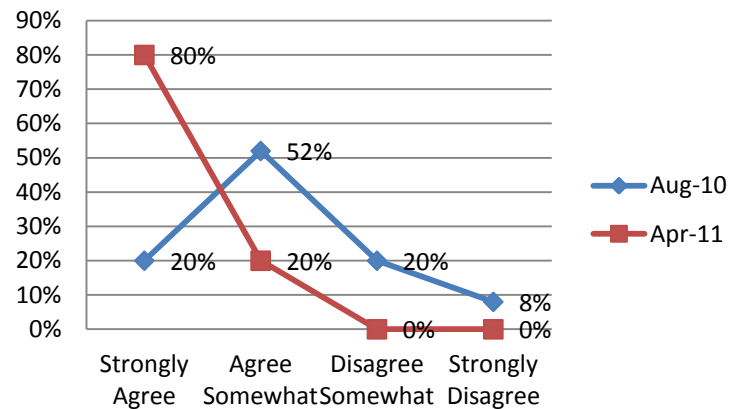


Figure 2: "I know the admission requirements for graduate school."

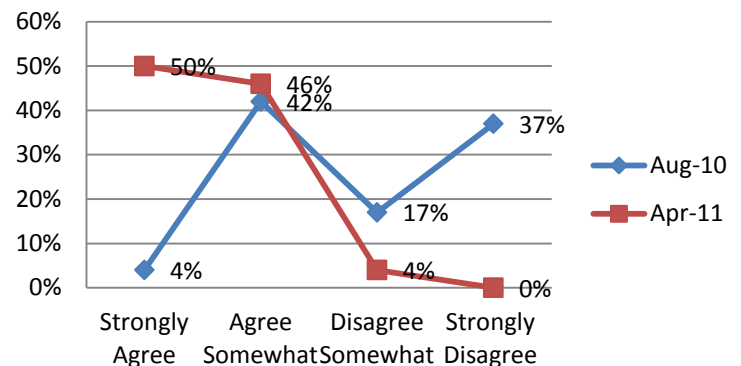
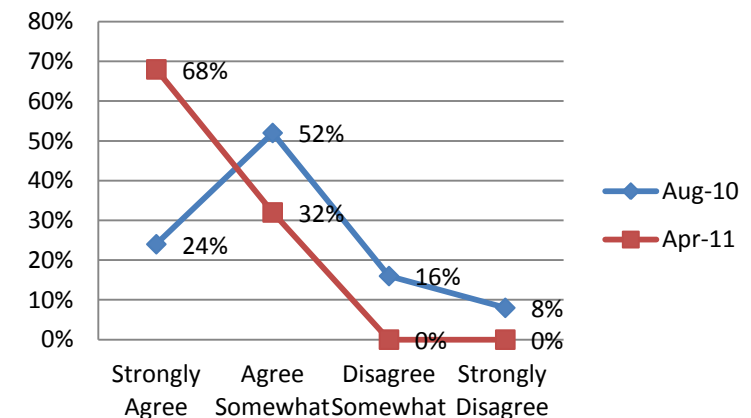


Figure 3: "I am aware of the types of skills I need to succeed in graduate school."



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