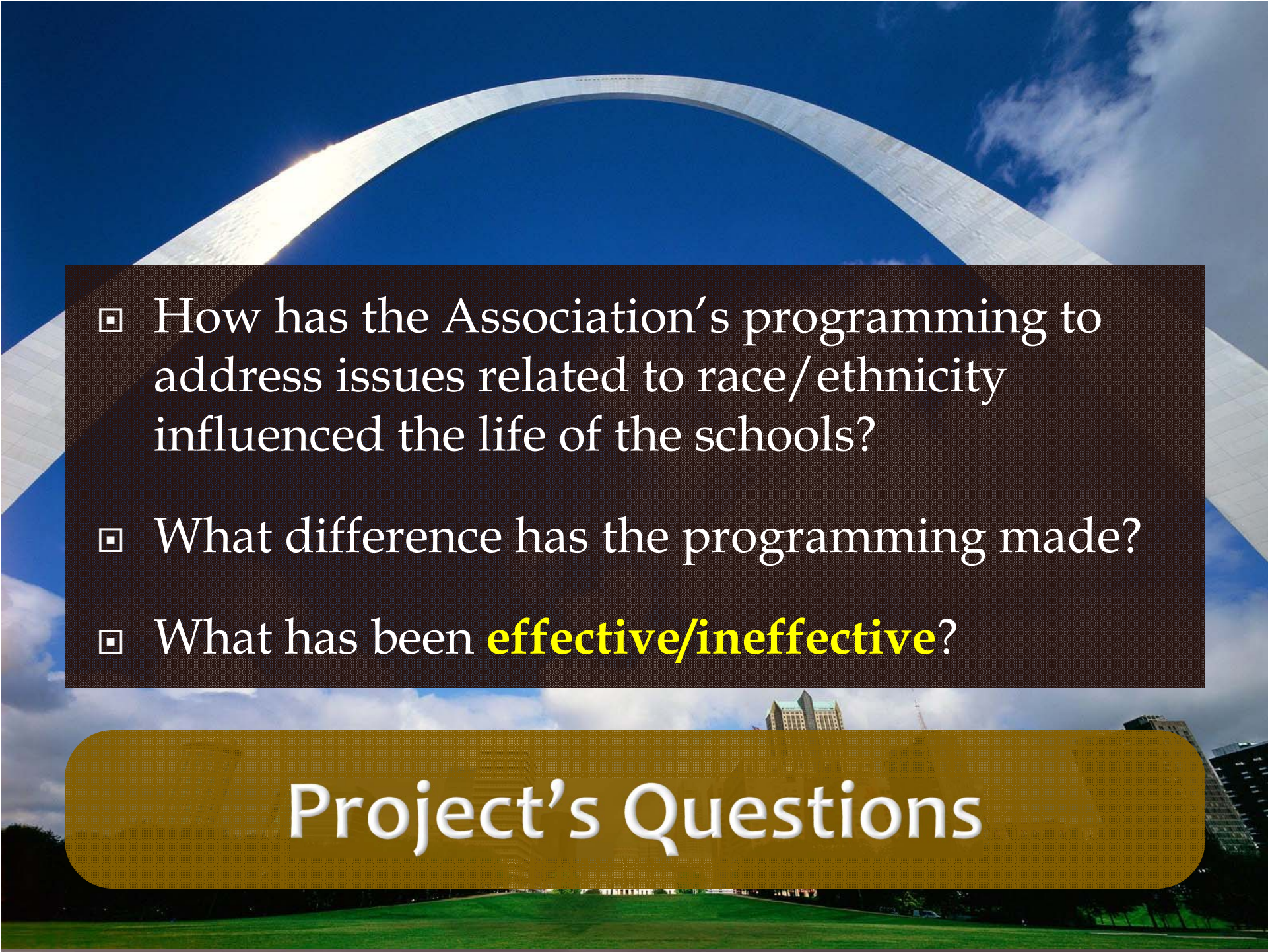# HOW'D WE DO?

A Review of the Research
on ATS' Work through CORE

Deborah Hearn-Chung Gin
ATS Director, Research and Faculty Development

The Association of Theological Schools' work through the Committee on Race and Ethnicity
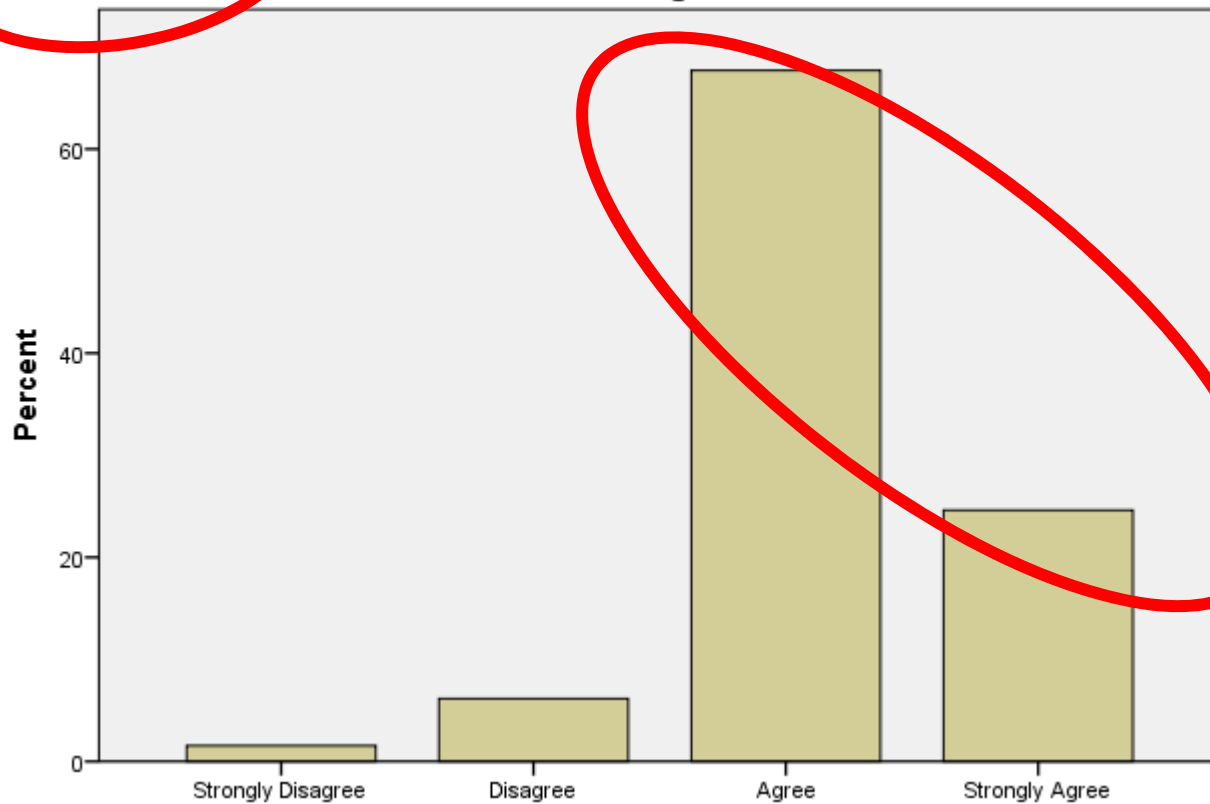
2000-2014

Effectiveness

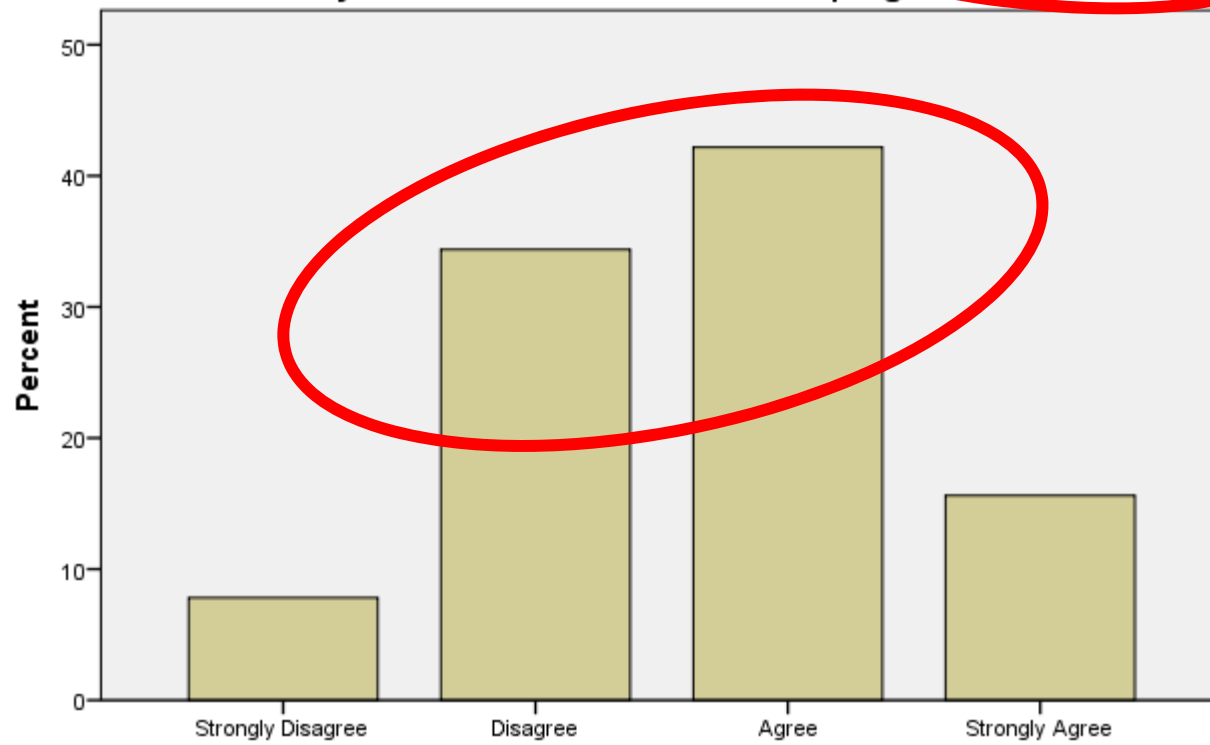I was satisfied with the ATS programming to support racial/ethnic faculty and administrators in theological education.

Effectiveness

My participation in ATS programming contributed to positive institutional change related to race/ethnicity at the theological school where I was faculty/administrator at the time of the program
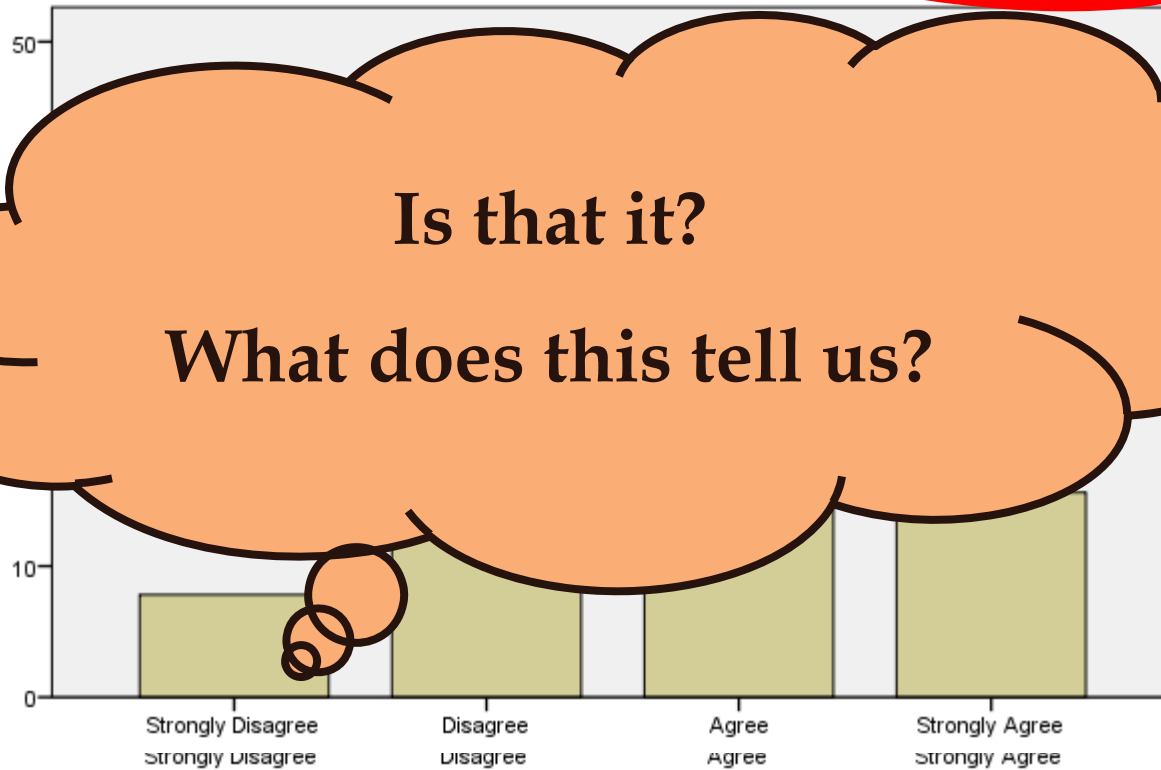
Predict future success?

Institutional attributes?

Individual aspects?

Patterns?

Why this consultation?

Questions

Opinions

New Goals

ATS CORE members and consultants (Fall '14)

Survey creation, distribution, and analysis (Winter '14)

Making meaning of results (Spring '15)

- ▫ **Structure:**
  - ▪ **3 parts (cycles of work) + demog**
  - ▪ **Narrative (goals) + items (see handout)**
- ▫ **Sample:**
  - ▪ **86 useable cases; 33% response rate**
  - ▪ **40% female**
  - ▪ **35% White; ~20% each Afr, Asn, Lat; <5 Natv, Visa**
  - ▪ **Good balance Hold Admin Role; >95% Exec/Acad**
  - ▪ **Eccl Family—37% Evang, 51% Mainline, 12% RC/Orth**
  - ▪ **~30% each size—101-200, 201-400, >400; 10% 0-100**

The Survey

Cycle 1: Support and Nurture

- Strongest agreement:
  - **…make/renew meaningful connections** with other theological faculty/administrators of color (μ=3.34)
  - …a sense that my **race/ethnicity is a value** in theological education (μ =3.24)
  - …revisit or continue to emphasize **issues of race/ ethnicity in my role** as faculty/administrator (μ =3.28)

- Least agreement:
  - …positive **institutional change** related to race/ethnicity (μ =2.66)

Cycle 2: Informational Capacity

- Strongest agreement:
  - …my increased **understanding about dynamics** (e.g., related to **power, peer collegiality, racial/ethnic underrepresentation**) influencing my work in my institution. (μ =2.96)

- Least agreement:
  - I benefited from the institution's…**best practices for professionally developing** its racial/ethnic faculty. (μ =2.37)

  - I **utilized ATS resources** on race/ethnicity that were available to the institution …. (μ =2.36)

Cycle 3: Strategic Capacity

- Strongest agreement:
  - ATS established **appropriate goals**…. (µ =3.03)
  - The **strategies** ATS used in these programs were appropriate…. (µ =3.05)

- Least agreement:
  - The institution…enjoyed a measure of success… **because of ATS programming**. (µ =2.58)

What we expected…

- Established appropriate goals/strategies

- Report of some benefit from programming (support, information, strategic plan)

- Satisfaction ↔ individual learning

- Patterns of response

What was surprising…

- Results, in some cases, differed by group (i.e., patterns emerged)
    - Institutional changes implemented
    - Satisfaction of programming

- Relationship between individual learning and institutional learning

- Gap between institutional capacity and benefits to racial/ethnic constituents and institution

What was especially unclear...

- Institution
  - Ecclesial family
  - University affiliation

- Individual
  - Faculty's disciplinary area
  - Race

- Role of geography/region

- ATS involvement
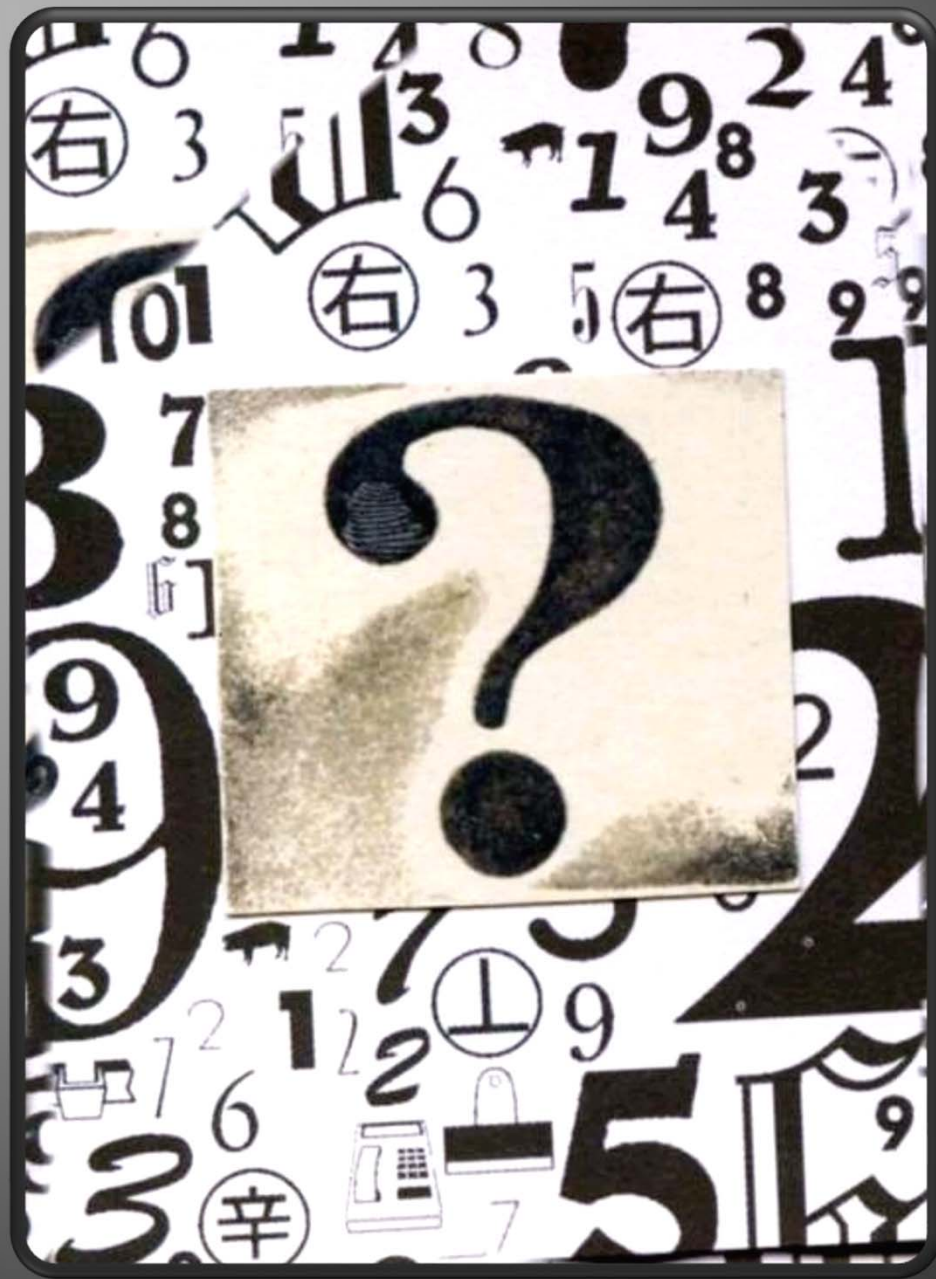
Framing the Conversation:

Cycle 1

Cycle 1: Support and Nurture

- Strongest agreement:
  - **…make/renew meaningful connections** with other theological faculty/administrators of color (μ =3.34)
  - …a sense that my **race/ethnicity is a value** in theological education (μ =3.24)
  - …revisit or continue to emphasize **issues of race/ethnicity in my role** as faculty/administrator (μ =3.28)

- Least agreement:
  - …positive **institutional change** related to race/ethnicity (μ =2.66)

Cycle 1: Support and Nurture

Positive Institutional Change
- Patterns—by Race, by Institution Size

Positive Institutional Change x Race

My participation in ATS programming contributed to positive institutional change related to race/ethnicity…

	African/ African American, Black	Asian/ Asian North American, Pacific Islander	Hispanic, Latino/a/ Latino/a American	White, Anglo/Euro North American	Total
Strongly Disagree	2	0	3	0	5
Disagree	3	10	6	3	22
Agree	4	8	6	9	27
Strongly Agree	3	0	0	7	10
Total	12	18	15	19	64

$X^2 = 23.338$, df $= 9$

Impact of Institutional Change x Race

The changes I implemented/tried to implement at the theological school where I was faculty/administrator, as a result of participation in ATS programming related to race/ethnicity:

	Afr	Asn	Lat	Wht	Total
Were never implemented.	2	3	4	0	9
Eventually faded away.	1	7	4	0	12
Were small but signified enduring forward movement.	8	6	7	13	34
Were major, lasting changes in the school.	3	2	0	5	10
Total	14	18	15	18	65

$X^2 = 20.697$, df = 9

Positive Institutional Change x Race

Group	N	Mean
Of Color	45	2.42
White	19	3.21

t(62) = 3.774, p<.001, Cohen's D = 1.05

Impact of Institutional Change x Race

Group	N	Mean
Of Color	47	2.47
White	18	3.28

t(58.6) = 4.662, p<.001, Cohen's D = .99

Impact of Institutional Change x Size

The changes I implemented/tried to implement at the theological school where I was faculty/administrator, as a result of participation in ATS programming related to race/ethnicity:

	0-100	101-200	201-400	401+	Total
Were never implemented.	1	1	1	3	6
Eventually faded away.	0	5	2	1	8
Were small but signified enduring forward movement.	1	9	7	11	28
Were major, lasting changes in the school.	0	1	7	0	8
Total	2	16	17	15	50

$X^2 = 19.721$, df = 9

Cycle 1: Support and Nurture

In what ways does support and nurture of individual racial/ethnic administrators and faculty contribute to positive institutional change?

- Consider impact of race, size of institution, other characteristics
- Consider strategies used in programming
- Consider how this will inform tomorrow's discussion re futur

Framing the Conversation:
Cycle 2

Cycle 2: Informational Capacity

- Strongest agreement:
  - …my increased **understanding about dynamics** (e.g., related to **power, peer collegiality, racial/ethnic underrepresentation**) influencing my work in my institution. (μ =2.96)

- Least agreement:
  - I benefited from the institution's…**best practices for professionally developing** its racial/ethnic faculty. (μ =2.37)
  - I **utilized ATS resources** on race/ethnicity that were available to the institution where I was employed during this time. (μ =2.36)

Cycle 2: Informational Capacity

Predicting success
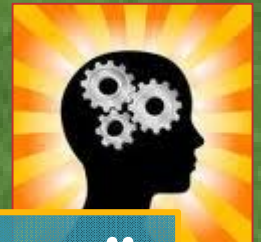
Individual satisfaction

Institutional Capacity

"Predictive Models"

- Size of institution
- Gender
- Race
- Institution used ATS resources
- Institution used best practices
- Perception that ATS established right goals
- Etc.

Institution…increased in its capacity….

Conditions for "Success"

Cycle 2: Informational Capacity

I was satisfied…

Predictor (Model R^2=.623)	Beta
…my **increased understanding about dynamics** (e.g., related to power, peer collegiality, racial/ethnic underrepresentation)	.624
I **benefited from the institution's…best practices**…(e.g., related to employment issues, campus climate, cross-racial dialogue).	.398

Cycle 2: Informational Capacity

Institution…increased in its capacity….

Predictor (Model R²=.739)	Beta
The institution…used **best practices for professionally developing** its racial/ethnic faculty.	.626
I utilized ATS resources on race/ethnicity that were available to the institution where I was employed during this time.	.443

Cycle 2: Informational Capacity

- Consider impact of institution's best practices, individual's use of resources on race/ethnicity
- Consider strategies used in programming
- Consider how this will inform tomorrow's discussion re future

Given ATS/CORE programming, why do constituents report not benefiting from institutional efforts to professionally develop its racial/ethnic constituents?
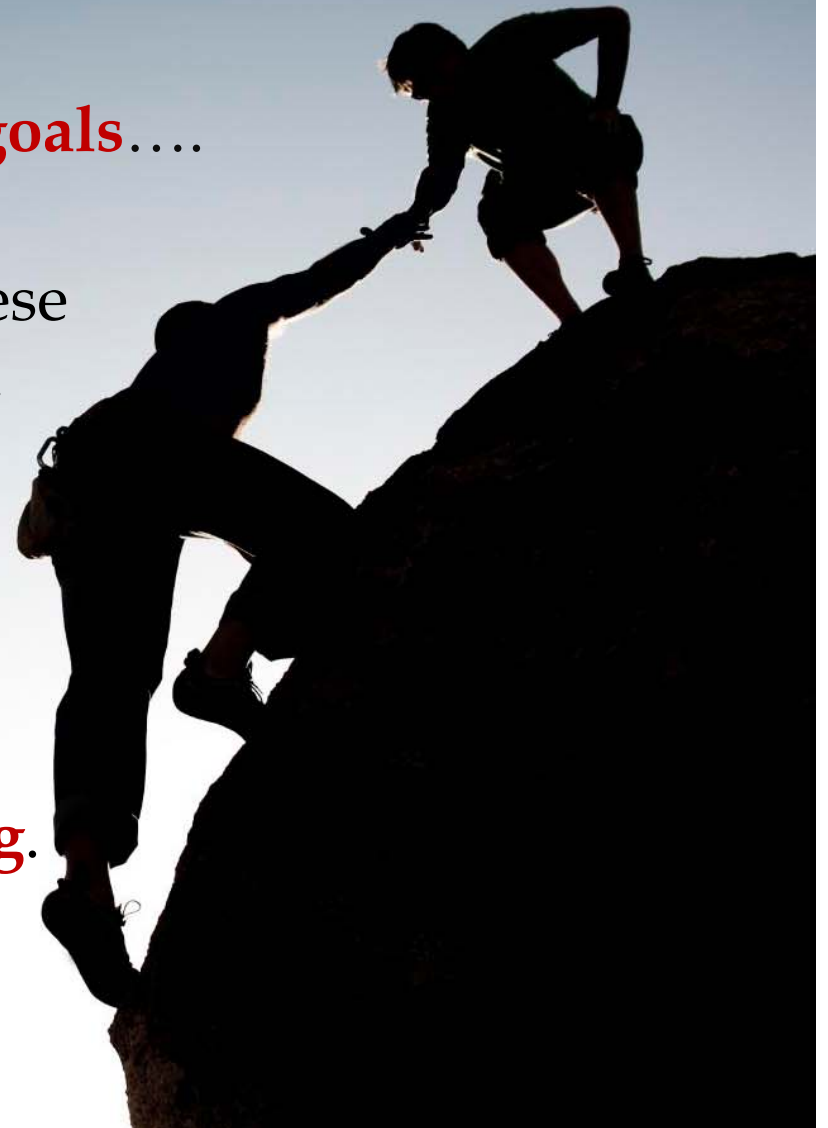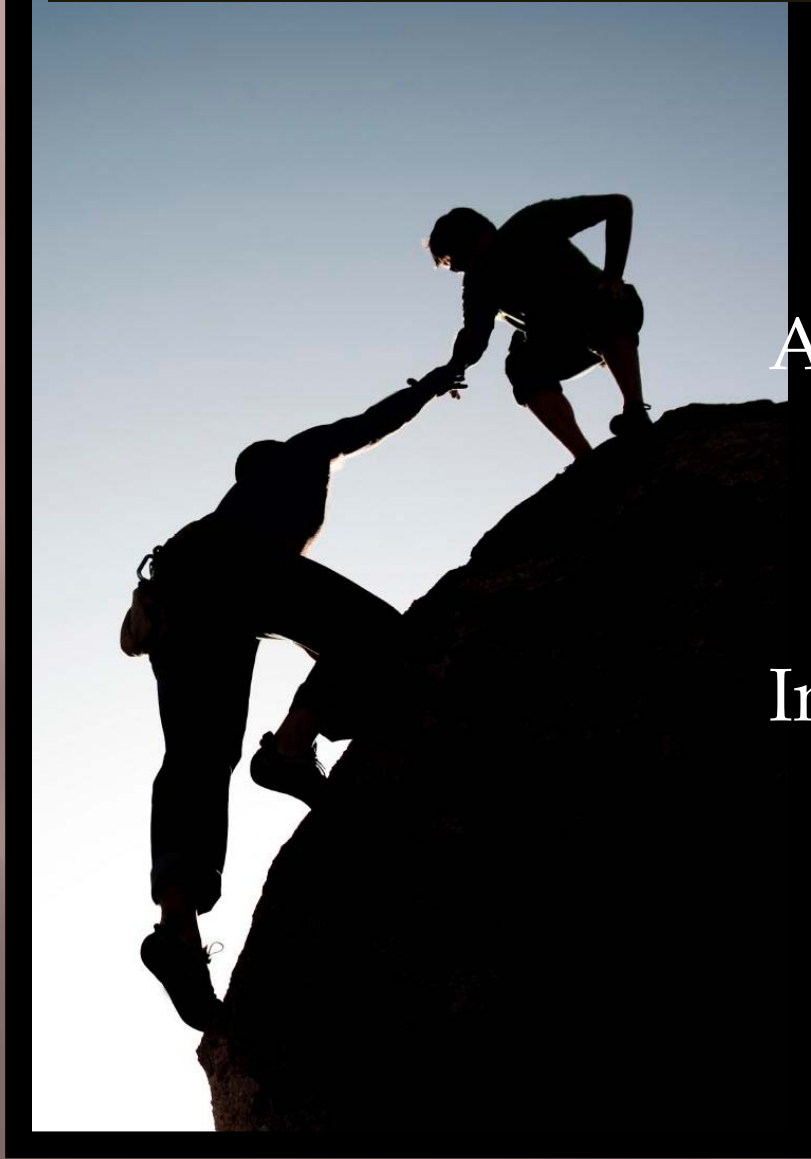
Framing the Conversation:

Cycle 3

Cycle 3: Strategic Capacity

- Strongest agreement:
    - ATS established **appropriate goals**….
      (μ =3.03)
    - The **strategies** ATS used in these programs were appropriate….
      (μ =3.05)

- Least agreement:
    - The institution…enjoyed a measure of success…
      because of ATS programming.
      (μ =2.58)

Cycle 3: Strategic Capacity

Appropriateness of Goals/ Strategies

- Patterns by Race

Institutional Change

- Participation in programming
- ATS involvement

Appropriateness of Goals/Strategies

ATS established appropriate goals in its efforts to help schools with strategic diversity planning.

	Afr	Asn	Lat	Wht	Total
Strongly Disagree	0	0	1	0	1
Disagree	2	0	1	0	3
Agree	6	2	4	18	30
Strongly Agree	2	2	0	2	6
Total	10	4	6	20	40

$X^2 = 16.178$, df = 9

Appropriateness of Goals/Strategies

ATS established appropriate goals in its efforts to help schools with strategic diversity planning.

Group	N	Mean
Of Color	29	2.86
White	14	3.14

$t(41) = 1.419$, $p > .05$, Cohen's D = .47

Group	N	Mean
URM	19	2.63
Non-URM	24	3.21

$t(41) = 3.418$, $p < .001$, Cohen's D = 1.08

Appropriateness of Goals/Strategies

The strategies ATS used in these programs were appropriate for helping schools with strategic diversity planning.

Predictor (Model R^2=.315)	Beta
I **witnessed some institutional change** as my school participated in the Preparing for 2040 phase….	.441
Ethnicity/Race: Asian/Asian North American or Pacific Islander	.330

Institutional Change & Participation

	Participants (N=39)	Non-participants (N=15)
I witnessed some **institutional change** as my school participated….	2.90	2.13

t(52) = -3.604, p<.001, Cohen's D = -1.12

Institutional Change & ATS

	Participants (N=39)	Non-participants (N=15)
I witnessed some **institutional change** as my school participated….	2.90	2.13

t(52) = -3.60, .001, Cohen's D = -1.12

Predictor (Model R²=.352)	Beta
The institution…enjoyed a measure of success…because of **ATS programming** in this area.	.392
The **strategies** ATS used in these programs were **appropriate** for helping schools with strategic diversity planning.	.365

Cycle 3: Strategic Capacity

- Consider impact of race, ecclesial family
- Consider strategies used in programming
- Consider how this will inform tomorrow's discussion re future

Institutional change appears to be taking place as a result of the "Preparing for 2040" programming. What, if anything, has ATS/CORE contributed to this change?

Goals

Analysis

Feedback

Program

- **Access and success** (recruitment/retention)
- **Climate and intergroup relations**
- **Education and scholarship** (curriculum, research/scholarship)
- **Institutional viability and vitality** (mission, infrastructure, ethos/reputation/identity)

Smith, D.G. *Diversity's Promise for Higher Education.* Johns Hopkins University Press: 2009.

HOW'D WE DO?

A Review of the Research
on ATS' Work through CORE

Deborah Hearn-Chung Gin
ATS Director, Research and Faculty Development