The Study of Visual Art & Design Academicians (SVADA)

http://www.svada-research.org

Institutional Adaptation and Professionalization: Faculty Recruitment in Colleges of Visual Art and Design

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Title Page

Statement of the Problem:

Organizational decision-making in the visual arts sector of higher education is *under-researched*.

- Faculty recruitment for artists and design professionals in the academy has not been examined previously.
- *Factors* influencing these search committee decisions have not been empirically explored or tested.

Practicing artists and design professionals are *special.* (not pejorative!)

- They primarily communicate and create their work within the realm of *visual discourse*.
- They *exhibit* the products of their intellectual labor and new ideas rather than rely solely upon publication of written work.
- Criteria for assessing their productivity in organizations may differ from traditional, mainstream higher education.

Primary Research Questions:

- Have visual art and design colleges successfully resisted environmental pressures for conformity with regard to organizational decision-making for faculty recruitment?

- Do search committees at art and design colleges engage in *isomorphic* organizational decision-making when recruiting and selecting candidates for full-time faculty status?

- Will art college institutions differ from the mainstream of higher education in their decision-making processes? If so, how?

Formal Hypotheses:

H_0: There are no significant differences among institutional categories Types I, II and III with regard to faculty recruitment preferences. Therefore, visual arts college faculty engage in institutional isomorphic patterns of recruitment behaviors:

$$\mu_{I} = \mu_{II} = \mu_{III}$$

H_1: There are significant differences among institutional categories Types I, II and III with regard to faculty recruitment preferences. Thus, visual arts college faculty do *not* engage in institutional isomorphic patterns of recruitment behaviors:

$$\mu_{I} \neq \mu_{II} \neq \mu_{III}$$

Individual Hypotheses:

I. Attainment of a terminal degree of M.F.A., its equivalent (MID, MArch) will be more strongly associated with faculty candidates' desirability for search committees in Types II & III organizational settings than for search committees in Type I.

II.. Attainment of an academic *degree from a highly prestigious institution* will be more strongly associated with faculty candidates' desirability for search committees of Type II & III organizational settings than for search committees in Type I.

III. *Frequent and consistent exhibition* of art or design works will be more strongly associated with faculty candidates' desirability for search committees of Type I organizational settings than for search committees in Type II and Type III.

IV. Achievement of *high prestige award, honors and/or grants* will be more strongly associated with faculty candidates' desirability for search committees of Type I organizational settings than for search committees in Types II & III.

V. *Artist residencies* will be more strongly associated with faculty candidates' desirability for search committees of Type I organizational settings than for search committees in Types II & III.

VI. *Prior teaching experience* will be more strongly associated with candidate desirability for search committees within Type I organizational settings than within Type II and III institutions.

Theory of Institutional Isomorphism:

- The concepts of *organizational field* and responsiveness to normative, environmental pressures have been proposed by sociological researchers (DiMaggio & Powell, 1983).
- In the case of higher education, *vulnerable* organizations with uncertain missions are most likely to engage in ritualized, symbolic action to assuage collective anxiety under conditions of uncertainty or increased competition within a given sector. (Youn, 1993).
- Isomorphic decision-making may occur in the context of faculty recruitment under these conditions (Youn and Gamson, 1992).

Institutional Categories

Investigated by the SVADA Project:

Type I: Visual Art & Design (Special Mission) Colleges

Type II: Art or Design Departments in Liberal Arts Colleges

Type III: Art or Design Departments in Research Universities

Subjects in the Study

1,782 invited to participate in the survey

170 responded and completed the core portion of the online questionnaire

[168 completed the *entire* online questionnaire]

Subjects in the Study:
Typical Organizational Roles

52.4%	Department Chair
6.0%	Division Chair
6.0%	Chair Emeritus (within maximum of 3 years)
2.4%	Area Representative
9.5%	Program Director
7.7%	Program Coordinator
1.2%	Education Director
10.1%	Academic Dean
1.8%	Dean of Faculty
.6%	VP Academic Affairs
.6%	Provost
1.2%	Other

Multi-Modal Approach

Incorporated into the Research Design:

- **Taguchi Fractional Factorial Vignettes**
  (STUDIO and ARCH-ID versions)
- **Likert Scales**
  (STUDIO and ARCH-ID versions)
- **Rating Scale** (single version)

Taguchi Design:

- Developed standardized methods for the DOE with emphasis on *quality* in manufacturing -- today principles applied in other fields, too.
- Multiple variables or factors can be effectively tested with fewer trials than traditional methods.
- Orthogonal arrays to help carry out experimental designs. Notation “L” stands for Latin Square w/ subscript number designating the number of rows in a table which shows combinations of factors.
- Orthogonal means columns in array are balanced.

Orthogonal Array for L_8 Design

Factors:	1	2	3	4	5	6	7
Trials:							
1	1	1	1	1	1	1	1
2	1	1	1	2	2	2	2
3	1	2	2	1	1	2	2
4	1	2	2	2	2	1	1
5	2	1	2	1	2	1	2
6	2	1	2	2	1	2	1
7	2	2	1	1	2	2	1
8	2	2	1	2	1	1	2

The Taguchi L_8 Factors

Investigated by the SVADA Project:

F1 = MFA/MArch Degree
F2 = Prestige of Degree Institution
F3 = Honors & Awards
F4 = Exhibition History
F5 = Artist Residency Experience
F6 = Prior Teaching
F7 = Gender (1=Female/2=Male)

Sample Taguchi Vignette #1

High Levels on All Factors:

(MFA/Hi Prestige/Awards/Exhibit/Residency/Hi-Teach/Female)

Suzanne is a sculptor and multi-media artist who has presented a reasonably strong portfolio of work. She has received excellent recommendations from previous employers and has interviewed well during a recent visit to your institution. Her compositions have been exhibited at various galleries both regionally and nationally during the past decade. Suzanne received her undergraduate training in sculpture and critical studies at the California Institute for the Arts (CalArts). She also holds an earned MFA degree in sculpture and interactive media from the Pratt Institute in New York. Suzanne is the recipient of academic scholarships and awards, as well as grants from New York Foundation for the Arts and the Guggenheim Foundation. She was also awarded a funded residency at the Headlands Center for the Arts in Sausalito, CA. For the past several years Suzanne has served as an adjunct instructor in the Fine Arts 3-D department of a visual arts college in her hometown city.

A.) If a vacancy occurred in your institution's faculty for a full-time teaching post in this specialty and a search committee was convened to review applicants for that position, would you recommend this prospective candidate for employment?

B.) How qualified would this applicant be for that position?

Sample Taguchi Vignette #2

Mixed Levels on Several Factors:

(MFA/Hi Prestige/Awards/No-Exhibit/ No-Residency No-Teach/Male/)

David is a painter and multimedia artist with a reasonably strong portfolio of work. He has received excellent recommendations from previous employers and has interviewed well during a recent visit to your institution. David began his undergraduate training in studio foundation and art history at the Accademia di Bella Arti Cuneo, Italy, and continued his studies at School of the Art Institute of Chicago (SAIC) where he received a BFA in painting and 4-D Time Arts (with a concentration in sound). David also holds an earned Masters of Fine Arts degree in painting from Yale University where he gained teaching experience as a graduate assistant for one semester. Although his work has not been exhibited since his MFA thesis exhibition several years ago, David has received numerous awards including grants from the Pollack-Krasner Foundation, the New England Foundation for the Arts, and the Connecticut Cultural Council, respectively.

A.) If a vacancy occurred in your institution's faculty for a full-time teaching post in this specialty and a search committee was convened to review applicants for that position, would you recommend this prospective candidate for employment?

B.) How qualified would this applicant be for that position?

Sample Taguchi Vignette #6

Mixed Levels on Several Factors:

(BArch/Hi Prestige/No-Award/No-Exhibit/Residency/Hi-Teach/Male)

Wesley is a licensed, actively practicing architect who has presented a strong portfolio of work. He has received excellent recommendations from previous employers and has interviewed well during a recent visit to your institution. He earned his Bachelor of Architecture degree at the Rhode Island School of Design, with an additional year of undergraduate study abroad experience at the Facolta di Architettura Politecnico in Milan, Italy. Although his work has not yet been exhibited professionally, Wesley's architectural design projects were included in student exhibitions while he attended RISD. For the past several years, Wesley has worked as a part-time adjunct instructor of architectural history and design at a visual arts college in his hometown. Most recently however he was awarded a one year residency at the Studio for Creative Inquiry at Carnegie Mellon University which will soon be completed.

A.) If a vacancy occurred in your institution's faculty for a full-time teaching post in this specialty and a search committee was convened to review applicants for that position, would you recommend this prospective candidate for employment?

B.) How qualified would this applicant be for that position?

Final Likert Scale Items (STUDIO)

In this final, brief three-page section you will be asked to respond to multiple choice items. There are no 'right' or 'wrong' answers; Your views and opinions are worthwhile and valuable. Please read each of the following statements and then check the response that best reflects your opinion.

*18) When assessing the skills of prospective faculty job applicants, a previous artist's residency experience in a recognized art community or other center for creative inquiry is highly desirable.

strongly agree agree mildly agree mildly disagree disagree strong disagree

* 19) Though it's important for new studio faculty to be active, practicing artists in their own right, it is not necessary for them to have a significant exhibition history prior to entering the teaching profession.

strongly agree agree mildly agree mildly disagree disagree strong disagree

* 20) When selecting new, full-time faculty, professional artists who have distinguished themselves with a history of significant honors and awards for their achievements will invariably have the greatest potential for contributing to the overall success of their academic departments.

Strongly agree Agree Mildly agree Mildly disagree Disagree Strong disagree

* 21) Artists and designers who possess an MFA or its equivalent have stronger critical thinking skills than those without graduate degree training.

Strongly agree Agree Mildly agree Mildly disagree Disagree Strong disagree

* 22) Prior teaching experience at an art school or within an artistic community is not essential for new faculty to become effective in the classroom-studio.

Strongly agree Agree Mildly agree Mildly disagree Disagree Strong disagree

* 23) The most desirable candidates for new, full-time studio faculty positions have usually completed their academic training within one of the more selective, intellectually demanding, theoretical or conceptually oriented programs of study in the visual arts.

Strongly agree Agree Mildly agree Mildly disagree Disagree Strong disagree

Final Rating Scale Items (BOTH)

Directions: Please read each of the following statements and assign a rating -- on a scale of 1 through 10 -- to each accordingly. There are no right or wrong answers; Your opinions are worthwhile and valuable. How would you rate each of the following?

Totally unimportant 1 2 3 4 5 6 7 8 9 10 Extremely important

***24)** Possession of an advanced, terminal degree in the visuals such as the MFA, MArch, or MID.

***25)** A significant history of juried selection of a candidate's work primarily for inclusion in group exhibitions.

***26)** Educational training received at a visual art or design department within a highly selective university.

***27)** Prior experience working productively within an established creative arts center, artists' community, colony or cooperative.

***28)** Favorable reviews or appraisal of a visual artist or designer's work provided by a leading newspapers or other print media.

***29)** Prior teaching experience with highly creative, artistically gifted students.

Ranking Preferences for Recruitment Methods:

DIRECTIONS: *Please rank order these ten different recruitment methods according to their relative effectiveness, from 1st, 2nd, 3rd,… through 10th. Indicate "1" for the 1st, "2" for the 2nd, and so on. There are no "right" or "wrong" answers. Your expert opinions are always valuable and worthwhile.*

__ Advertising in local area publications such as newspapers
__ Informal "word-of-mouth" recommendations from local campus colleagues
__ Local job fairs
__ Recruiting at annual meetings and/or conferences of regional associations
__ Advertising in regional publications
__ Inviting nominations from regional experts in a relevant field
__ Advertising online, job posting on the INTERNET
__ Recruiting at annual conferences of national associations (CAA, AIA, etc.)
__ Advertising in national publications (e.g., "Chronicle of Higher Education", etc.)
__ Inviting nominations from national experts in a relevant field

SVADA Regression Analysis: L_8 Taguchi w/ HIRE Dependent Variable

Multiple Regression for 7 Factors Across All Institutional Types I, II & III

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573[a]	.329	.317	2.134

a. Predictors: (Constant), E_F7_SC2, E_F6_SC2, E_F5_SC2, E_F4_SC2, E_F3_SC2, E_F2_SC2, E_F1_SC2, E_SCH_2, E_COL_7, E_COL_6, E_COL_5, E_COL_4, E_COL_3, E_COL_2, E_COL_1, E_SCH_1, E_F5_SC1, E_F7_SC1, E_F1_SC1, E_F6_SC1, E_F4_SC1, E_F3_SC1, E_F2_SC1

SVADA Regression Analysis: L_8 Taguchi w/ HIRE Dependent Variable

Table of Regression Coefficient Values for 7 Factors and Institutional Types I, II & III

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.378	.058		92.073	.000
	E_COL_1	1.294	.058	.501	22.147	.000
	E_COL_2	.337	.058	.130	5.761	.000
	E_COL_3	.232	.058	.090	3.963	.000
	E_COL_4	.267	.058	.103	4.565	.000
	E_COL_5	-8.434E-02	.058	-.033	-1.444	.149
	E_COL_6	.346	.058	.134	5.924	.000
	E_COL_7	-.167	.058	-.065	-2.863	.004
	E_SCH_1	.130	.086	.039	1.503	.133
	E_SCH_2	.207	.079	.068	2.610	.009
	E_F1_SC1	-.153	.086	-.046	-1.770	.077
	E_F1_SC2	.102	.079	.034	1.288	.198
	E_F2_SC1	1.187E-02	.086	.004	.138	.891
	E_F2_SC2	-2.403E-02	.079	-.008	-.303	.762
	E_F3_SC1	5.190E-03	.086	.002	.060	.952
	E_F3_SC2	-4.780E-02	.079	-.016	-.603	.547
	E_F4_SC1	.108	.086	.033	1.256	.209
	E_F4_SC2	-4.127E-02	.079	-.014	-.521	.603
	E_F5_SC1	7.105E-02	.086	.022	.823	.411
	E_F5_SC2	-8.459E-03	.079	-.003	-.107	.915
	E_F6_SC1	.236	.086	.072	2.740	.006
	E_F6_SC2	-.121	.079	-.040	-1.522	.128
	E_F7_SC1	-3.220E-02	.086	-.010	-.373	.709
	E_F7_SC2	-1.294E-03	.079	.000	-.016	.987

a. Dependent Variable: HIRE

SVADA Regression Analysis: L_8 Taguchi w/ HIRE Dependent Variable
Table of ANOVA F test Values for 7 Factors and Institutional Types I,II & III

Individual Factors	F test values	Significance Level
(F1) Terminal Degree	490.499	.000
(F2) Degree Prestige	33.191	.000
(F3) Honors & Awards	15.708	.000
(F4) Exhibition History	20.838	.000
(F5) Artist Residency	2.085	.149
(F6) Prior Teaching	35.091	.000
(F7) Gender	8.200	.004
(SCH 1) Visual Art Colleges & (SCH2) Liberal Arts Colleges	8.853	.000
(F1) & (SCH1),(F1) &(SCH2)	1.666	.189
(F2) & (SCH1),(F2) &(SCH2	.046	.995
(F3) & (SCH1),(F3) &(SCH2)	.223	.800
(F4) & (SCH1),(F4) &(SCH2)	.798	.450
(F5) & (SCH1),(F5) &(SCH2)	.406	.667
(F6) & (SCH1),(F6) &(SCH2)	3.763	.023
(F7) & (SCH1),(F7) &(SCH2)	.099	.906

SVADA Regression Analysis: L_8 Taguchi w/ QUAL Dependent Variable

Multiple Regression for 7 Factors Across All Institutional Types I, II & III

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587[a]	.344	.333	2.025

a. Predictors: (Constant), E_F7_SC2, E_F6_SC2, E_F5_SC2, E_F4_SC2, E_F3_SC2, E_F2_SC2, E_F1_SC2, E_SCH_2, E_COL_7, E_COL_6, E_COL_5, E_COL_4, E_COL_3, E_COL_2, E_COL_1, E_SCH_1, E_F5_SC1, E_F7_SC1, E_F1_SC1, E_F6_SC1, E_F4_SC1, E_F3_SC1, E_F2_SC1

SVADA Regression Analysis: L_8 Taguchi w/QUAL Dependent Variable

Table of Regression Coefficient Values for 7 Factors and Institutional Types I,II & III

Coefficients[a]

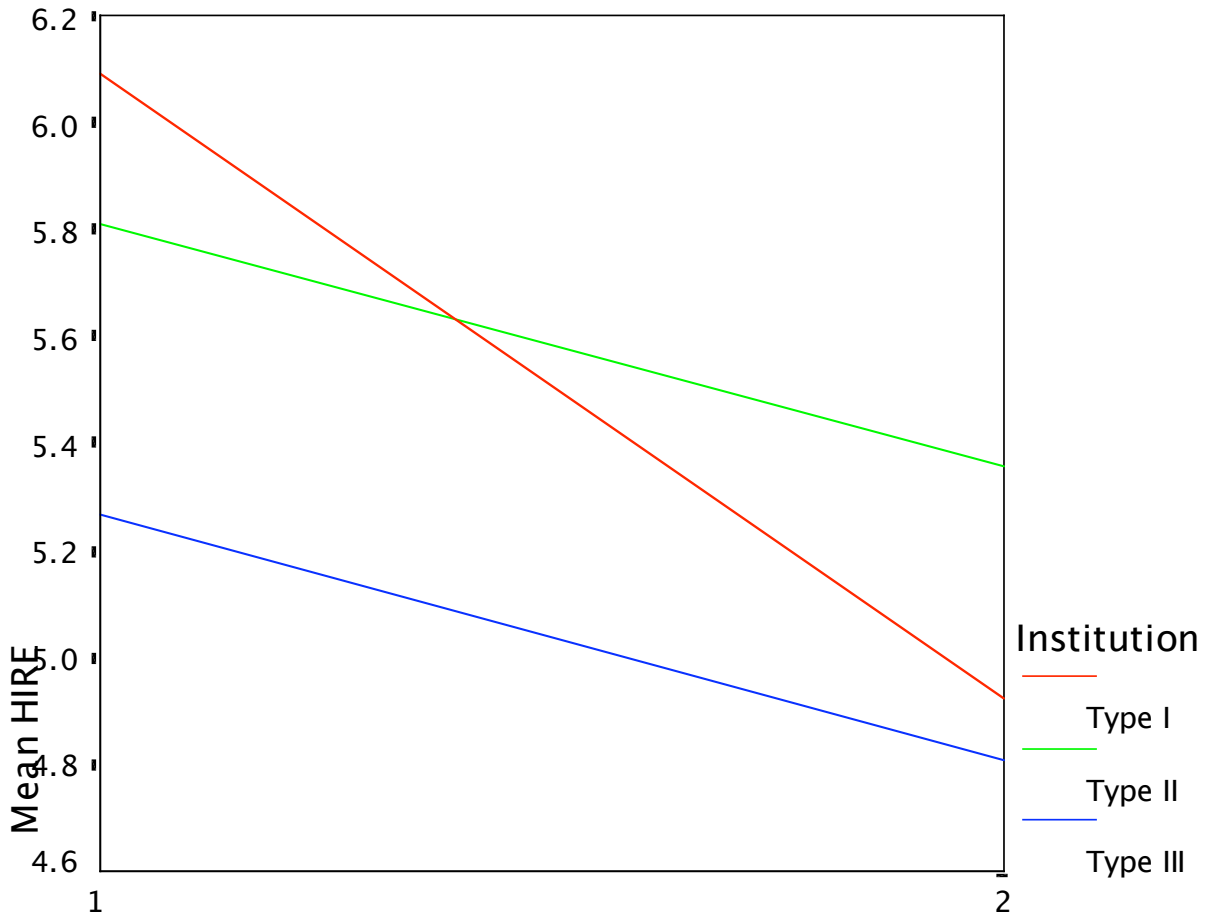
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.293	.055		95.483	.000
	E_COL_1	1.268	.055	.512	22.866	.000
	E_COL_2	.336	.055	.136	6.064	.000
	E_COL_3	.216	.055	.087	3.901	.000
	E_COL_4	.298	.055	.120	5.378	.000
	E_COL_5	-.102	.055	-.041	-1.835	.067
	E_COL_6	.340	.055	.137	6.135	.000
	E_COL_7	-.127	.055	-.051	-2.285	.022
	E_SCH_1	7.399E-02	.082	.023	.903	.366
	E_SCH_2	.269	.075	.092	3.582	.000
	E_F1_SC1	-.103	.082	-.032	-1.254	.210
	E_F1_SC2	2.598E-02	.075	.009	.345	.730
	E_F2_SC1	3.621E-02	.082	.011	.442	.659
	E_F2_SC2	-3.121E-02	.075	-.011	-.415	.678
	E_F3_SC1	-2.475E-02	.082	-.008	-.302	.763
	E_F3_SC2	-2.874E-02	.075	-.010	-.382	.703
	E_F4_SC1	.111	.082	.035	1.361	.174
	E_F4_SC2	-3.485E-02	.075	-.012	-.463	.643
	E_F5_SC1	9.109E-02	.082	.029	1.112	.266
	E_F5_SC2	-3.274E-02	.075	-.011	-.435	.664
	E_F6_SC1	.261	.082	.082	3.187	.001
	E_F6_SC2	-.134	.075	-.046	-1.776	.076
	E_F7_SC1	-1.162E-02	.082	-.004	-.142	.887
	E_F7_SC2	1.872E-02	.075	.006	.249	.804

a. Dependent Variable: QUAL

SVADA Regression Analysis: L_8 w/QUAL Dependent Variable
Table of ANOVA F test Values for 7 Factors and Institutional Types I,II & III

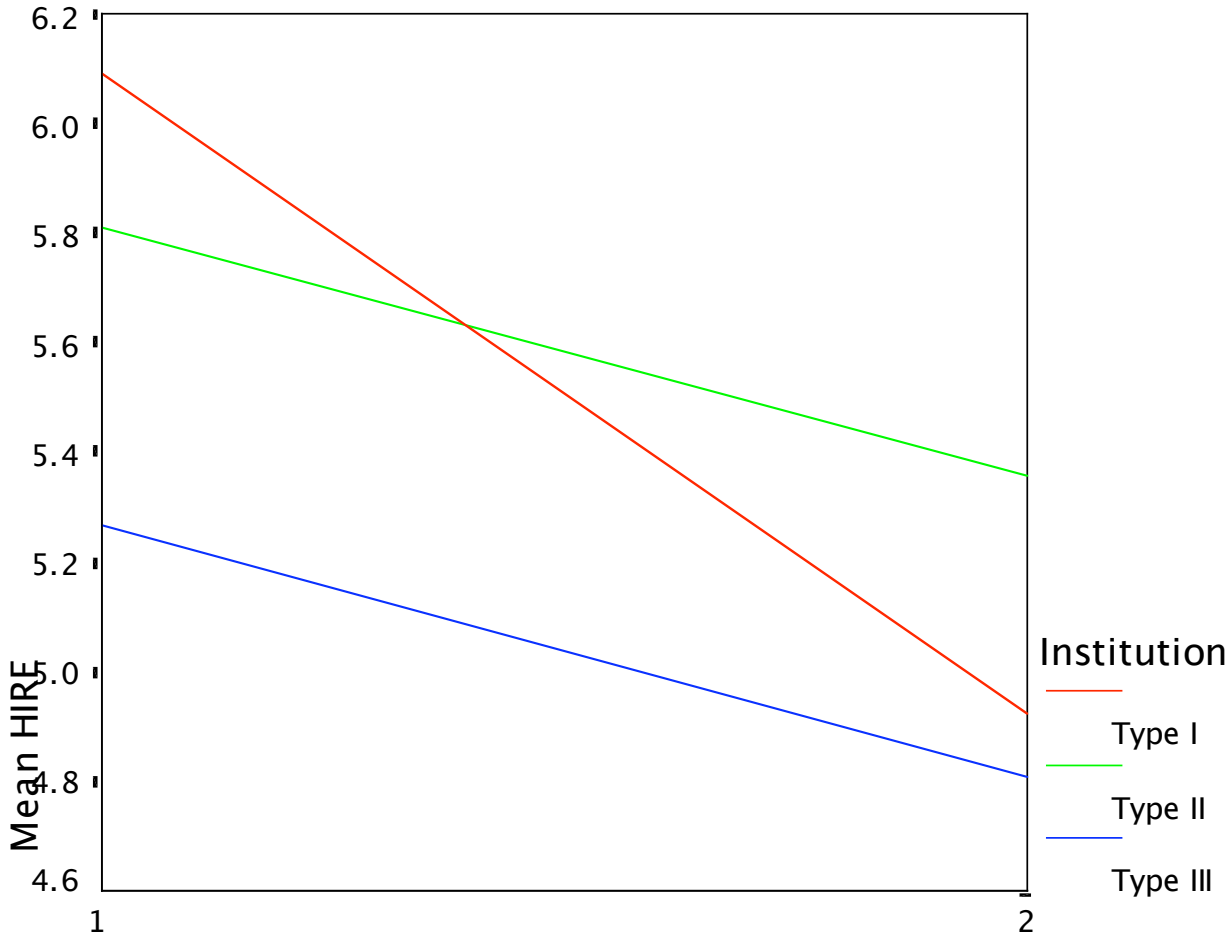
Individual Factors	F test values	Significance Level
(F1) Terminal Degree	522.874	.000
(F2) Degree Prestige	36.768	.000
(F3) Honors & Awards	15.217	.000
(F4) Exhibition History	28.919	.000
(F5) Artist Residency	3.368	.067
(F6) Prior Teaching	37.635	.000
(F7) Gender	5.222	.022
(SCH 1) Visual Art Colleges & (SCH2) Liberal Arts Colleges	11.472	.000
(F1) & (SCH1),(F1) &(SCH2)	.845	.430
(F2) & (SCH1),(F2) &(SCH2	.122	.885
(F3) & (SCH1),(F3) &(SCH2)	.240	.786
(F4) & (SCH1),(F4) &(SCH2)	.963	.382
(F5) & (SCH1),(F5) &(SCH2)	.631	.532
(F6) & (SCH1),(F6) &(SCH2)	5.093	.006
(F7) & (SCH1),(F7) &(SCH2)	.031	.969

Graph of Interaction between Prior Teaching (F6) & Institution Type for HIRE



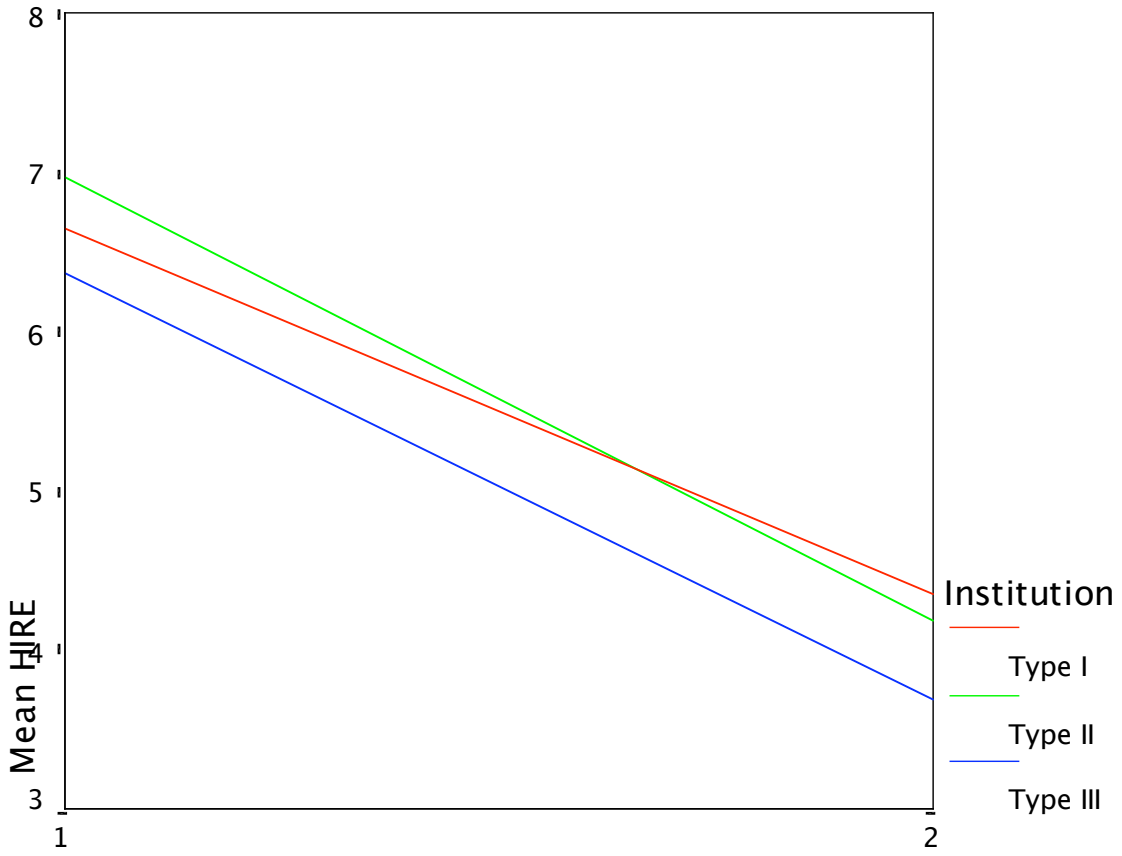
F6: 1= Prior Teaching 2= little or none

Graph Interaction between Prior Teaching (F6) & Institution Type for QUAL



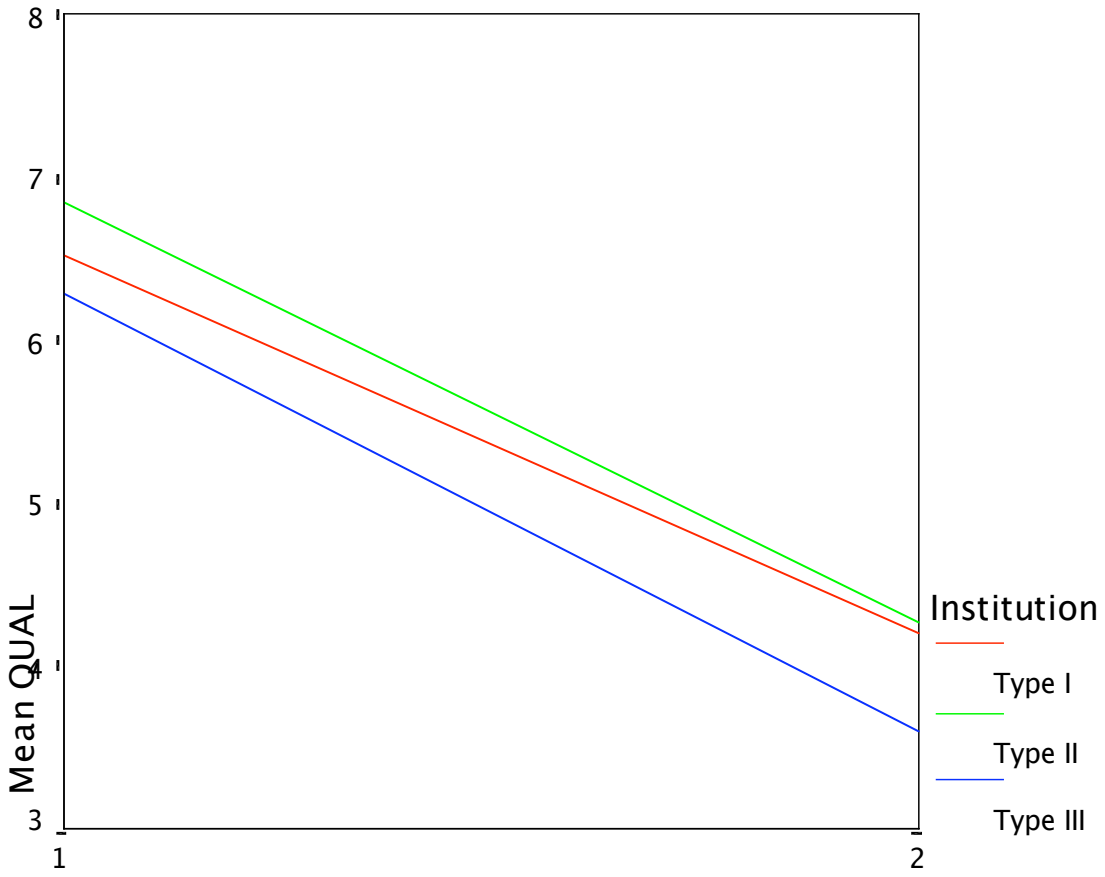
F6: 1= Prior Teaching 2= little or none

Graph Interaction between Terminal Degree (F1) & Institution Type for HIRE



F1: 1 = MFA/MArch/MID degree 2 = BFA/BArch/BID

Graph Interaction between Terminal Degree (F1) & Institution Type for QUAL



F1: 1 = MFA/MArch/MID degree 2 = BFA/BArch/BID

Validity of the Instruments
Results of Multi-Modal Approach

How well correlated are the scales used in the multimodal approach?

Correlations Between Likert Type Scale and Rating Scale Items for Factors 1 Through 6

		LKRTMFA	LKRTPRES	LKRTAWRD	LKRTEXHB	LKRTRES	LKRTTCH	RATEMFA	RATPREST	RATAWARD	RATEEXHB	RATRESID	RATTEACH
LKRTMFA	Pearson Correlation	1	.075	.146	-.020	.101	.023	-.443	-.093	-.079	-.159	.034	-.072
	Sig. (1-tailed)	.	.167	.029	.400	.095	.385	.000	.116	.155	.020	.331	.178
	N	168	168	168	168	168	168	168	168	168	168	168	168
LKRTPRES	Pearson Correlation	.075	1	.098	-.048	.032	.009	-.042	-.291	-.010	-.053	-.122	-.115
	Sig. (1-tailed)	.167	.	.104	.267	.340	.451	.293	.000	.451	.246	.058	.070
	N	168	168	168	168	168	168	168	168	168	168	168	168
.KRTAWRD	Pearson Correlation	.146	.098	1	-.073	.137	.158	-.034	-.225	-.317	-.137	-.167	-.198
	Sig. (1-tailed)	.029	.104	.	.174	.039	.021	.332	.002	.000	.038	.015	.005
	N	168	168	168	168	168	168	168	168	168	168	168	168
LKRTEXHB	Pearson Correlation	-.020	-.048	-.073	1	.101	.129	.001	-.091	.112	.124	-.053	.145
	Sig. (1-tailed)	.400	.267	.174	.	.096	.048	.496	.120	.074	.055	.247	.030
	N	168	168	168	168	168	168	168	168	168	168	168	168
LKRTRES	Pearson Correlation	.101	.032	.137	.101	1	.119	-.124	.024	-.197	-.006	-.303	-.143
	Sig. (1-tailed)	.095	.340	.039	.096	.	.063	.055	.378	.005	.469	.000	.032
	N	168	168	168	168	168	168	168	168	168	168	168	168
LKRTTCH	Pearson Correlation	.023	.009	.158	.129	.119	1	-.057	.055	-.008	-.025	-.043	.295
	Sig. (1-tailed)	.385	.451	.021	.048	.063	.	.230	.238	.457	.375	.288	.000
	N	168	168	168	168	168	168	168	168	168	168	168	168
RATEMFA	Pearson Correlation	-.443	-.042	-.034	.001	-.124	-.057	1	.015	.004	.155	-.056	-.025
	Sig. (1-tailed)	.000	.293	.332	.496	.055	.230	.	.425	.479	.023	.234	.375
	N	168	168	168	168	168	168	168	168	168	168	168	168
RATPREST	Pearson Correlation	-.093	-.291	-.225	-.091	.024	.055	.015	1	.326	.273	.373	.295
	Sig. (1-tailed)	.116	.000	.002	.120	.378	.238	.425	.	.000	.000	.000	.000
	N	168	168	168	168	168	168	168	168	168	168	168	168
ATAWARD	Pearson Correlation	-.079	-.010	-.317	.112	-.197	-.008	.004	.326	1	.230	.451	.416
	Sig. (1-tailed)	.155	.451	.000	.074	.005	.457	.479	.000	.	.001	.000	.000
	N	168	168	168	168	168	168	168	168	168	168	168	168
RATEEXHB	Pearson Correlation	-.159	-.053	-.137	.124	-.006	-.025	.155	.273	.230	1	.226	.288
	Sig. (1-tailed)	.020	.246	.038	.055	.469	.375	.023	.000	.001	.	.002	.000
	N	168	168	168	168	168	168	168	168	168	168	168	168
RATRESID	Pearson Correlation	.034	-.122	-.167	-.053	-.303	-.043	-.056	.373	.451	.226	1	.201
	Sig. (1-tailed)	.331	.058	.015	.247	.000	.288	.234	.000	.000	.002	.	.004
	N	168	168	168	168	168	168	168	168	168	168	168	168
RATTEACH	Pearson Correlation	-.072	-.115	-.198	.145	-.143	.295	-.025	.295	.416	.288	.201	1
	Sig. (1-tailed)	.178	.070	.005	.030	.032	.000	.375	.000	.000	.000	.004	.
	N	168	168	168	168	168	168	168	168	168	168	168	168

* Correlation is significant at the 0.05 level (1-tailed).

** Correlation is significant at the 0.01 level (1-tailed).

How did colleges rank their preferences for various faculty recruitment methods?

__ Advertising in local area publications such as newspapers
__ Informal "word-of-mouth" recommendations from local campus colleagues
__ Local job fairs
__ Recruiting at annual meetings and/or conferences of regional associations
__ Advertising in regional publications
__ Inviting nominations from regional experts in a relevant field
__ Advertising online, job posting on the INTERNET
__ Recruiting at annual conferences of national associations (CAA, AIA, etc.)
__ Advertising in national publications (e.g., "Chronicle of Higher Education", etc.)
__ Inviting nominations from national experts in a relevant field

How do the three institutional types differ?

Ranking the Recruitment Methods:

How do the institutional types differ?

Ranks

	Institution Type	N	Mean Rank
LOCALADV	I	47	66.83
	II	66	81.73
	III	55	102.93
	Total	168	
COWORK	I	47	73.80
	II	66	87.85
	III	55	89.63
	Total	168	
LOCJOBFR	I	47	84.02
	II	66	82.03
	III	55	87.87
	Total	168	
REGLCONF	I	47	84.90
	II	66	81.80
	III	55	87.40
	Total	168	
REGLPUB	I	47	78.32
	II	66	74.82
	III	55	101.40
	Total	168	
REGEXPRT	I	47	74.98
	II	66	96.86
	III	55	77.81
	Total	168	
WWWADV	I	47	90.82
	II	66	83.48
	III	55	80.33
	Total	168	
NATCONF	I	47	91.43
	II	66	80.27
	III	55	83.65
	Total	168	
NATPUBL	I	47	98.34
	II	66	74.94
	III	55	84.15
	Total	168	
NATEXPRT	I	47	78.03
	II	66	104.52
	III	55	66.00
	Total	168	

Kruskal-Wallis Test for ALL Institutional Categories: Type I, II & III

Test Statistics[a,b]

	LOCALADV	COWORK	LOCJOBFR	REGLCONF	REGLPUB	REGEXPRT	WWWADV	NATCONF	NATPUBL	NATEXPRT
Chi-Square	14.993	3.265	.493	.411	10.291	7.251	1.260	1.537	6.793	20.238
df	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.001	.195	.782	.814	.006	.027	.533	.464	.033	.000

a. Kruskal Wallis Test

b. Grouping Variable: SCH

Major Findings of the Study

All factors *except* for artist residency (F5) were significant predictors in the selection of new faculty, as indicated by the individual regression coefficients For F1 through F4, F6 and F7.

Mean ratings for the MFA/MArch terminal degree varied significantly among all institution types, with the largest F test values for Factor 1 (graduate degree), on both dependent measures. In other words, the MFA degree was the strongest influence on hiring and perceptions of competency.

Art colleges value teaching experience more than the other two institutional types (universities or liberal arts colleges) when recruiting full-time faculty.

Nominations from national experts in a relevant field were ranked highest and most significant as a method for effective faculty recruitment.

The gender covariate analysis revealed no interaction between subjects' gender and job candidate's gender. However, both men *and* women were equally likely to prefer males over female job candidates. Further investigation is suggested.

For additional information please visit http://www.svada-research.org