



A NEW HOPE: RECRUITING AND RETAINING THE NEXT GENERATION OF FACULTY OF COLOR

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Executive Summary

The racial and ethnic demographics of the student population in U.S. higher education has changed in recent years and even more dramatic shifts are projected over the coming decade. Given these projections, it is imperative for higher education administrators to consider ways to recruit, retain and support a more demographically representative professoriate.

The purpose of this Issue Brief is to bring attention to the need to increase diversity in the professoriate. The brief provides information regarding the current state of U.S. faculty demographics and highlights obstacles hindering the recruitment and retention of faculty of color. The brief also contains recommendations for supporting faculty of color based on scholarly research and examples of exemplary practices underway at A·P·L·U member institutions. We also hope the brief will initiate a conversation among A·P·L·U member campus leaders regarding the issues, challenges and opportunities facing faculty of color.

The future success of American higher education relies on campus executives and senior faculty members demonstrating a strong commitment to increase the racial and ethnic diversity of faculty members. We assert that only a proactive and sustained commitment to this issue will adequately address the needs of our increasingly diverse student population. This brief concludes by offering practical suggestions and highlighting exemplary programs underway at A·P·L·U member institutions in support of faculty of color.

About the Council on Access, Diversity and Excellence

The Commission develops and maintains a comprehensive agenda for A·P·L·U regarding public higher education and the compelling issues of broadening access and opportunity, improving the quality of the undergraduate experience, achieving excellence, enhancing diversity within student and faculty populations, and creating partnerships between public universities and their communities to bring about beneficial social change. CADE draws on the experience and expertise of a broad cross section of the higher education community.

The Paucity of Faculty Members of Color in American Higher Education

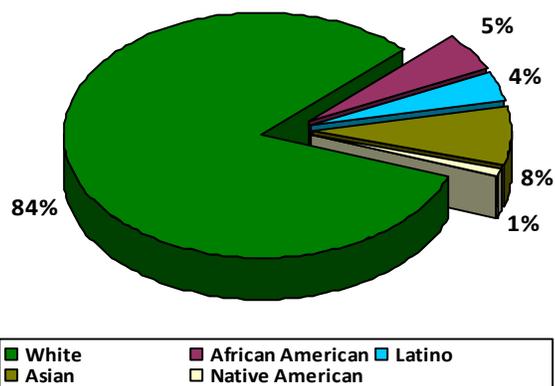
Between 1998 and 2008 student enrollment in colleges and universities increased by 32 percent from 14.5 million to 19.1 million and approximately 33 percent of these incoming students were from under-represented racial and ethnic groups (Snyder & Dillow, 2010). Despite the increasing student diversity in higher education, there have been only modest gains in the representation of faculty members of color¹ in tenure track and tenured positions in postsecondary institutions².

In 2007, faculty of color represented approximately 17 percent of all full-time instructional faculty members¹ in degree-granting institutions.

In 2009-2010, faculty members of color represented approximately 18 percent of all full-time faculty members³ in degree-granting institutions (Knapp, Kelly-Reid, & Ginder, 2010). In particular, African American and Latino faculty members represented, on average, only 5 percent and 4 percent of all full-time instructional faculty members, respectively. Asian/Pacific Islanders represented the largest percentage of faculty members of color with 8 percent, while Native Americans represented the smallest percentage, less than one percent.

The disparity between the low percentages of faculty members of color

Faculty by Race, 2009-10



and our increasingly diverse student populations and communities raises significant concerns. Researchers have found that a racially and ethnically diverse group of faculty members support undergraduate student engagement (Umbach, 2006), use distinct and varied pedagogical approaches (Antonio, 2002), and engage in service with diverse communities (Gonzalez & Padilla, 2007). Most importantly, the presence and participation of faculty of color in colleges and universities could play a critical role in retaining the next generation of undergraduate students of color (Hagedorn, Chi, Cepeda, & McLain, 2007). Given these compelling factors a closer examination of the recruitment and retention of faculty members of color is warranted.

While issues related to gender disparities in the academy are equally important, and reflect issues that are analogous to those impacting faculty members of color, we limit the current brief to examination of the barriers to increasing the racial/ethnic diversity of our faculty in higher education institutions.

¹ Faculty members of color represent African American, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native.

² Postsecondary institutions represent four-year, two-year, public, private, and for-profit higher education institutions.

³ Full time instructional faculty includes Professor, Associate Professors, Assistant Professors, Instructors, Lecturers, and other faculty members.

Understanding the Recruitment and Retention of Faculty Members of Color

Higher education researchers have identified reasons why there is a dearth of faculty members of color in most colleges and universities from a recruitment and retention perspective.

In terms of recruitment, they argue there is an inadequate pipeline of qualified undergraduate students of color seeking graduate education. Similarly, other researchers argue that there are not enough doctoral students of color seeking to join the faculty workforce.

In contrast to these views and according to the National Science Foundation's *2009 Survey of Earned Doctorates*, there was an approximately 20 percent increase in the total number students of color who earned doctoral degrees in the 2008 cohort when compared to the 1998 cohort. Approximately 7,000 doctorates were awarded to U.S. students from underrepresented groups in Life Sciences, Physical Sciences, Social Sciences, Engineering, Education, Humanities, and other fields in 2008. In the referenced 20 year period, the number of doctorates awarded to Hispanics increased 154 percent, followed by African Americans (110 percent), Asians (106 percent), and Native Americans (31 percent) (Fiegner, 2009). These increases demonstrate that more students of color are completing doctoral degrees, belying the commonly-held assumption that there is an extremely limited pool of faculty candidates.

When faculty members of color are hired as tenure track faculty members, new issues arise related to retention. Higher education researchers have found that poor retention of faculty of color is related to job satisfaction, organizational climate, and

professional fit (Turner, Gonzalez, & Wood 2008). For example, researchers have found faculty members of color are less satisfied with their work roles and duties compared to their peers. Departments often rely on faculty of color to fill multiple departmental roles: advisor to undergraduate and graduate students from underrepresented groups, department representative for college level committees, or primary instructor for diversity-related department courses. These multiple and often conflicting roles can cause faculty stress and dissatisfaction with their academic position (Ponjuan, 2006).

A "chilly" climate exacerbates the impact of demanding job duties for faculty members of color, further affecting job satisfaction.

Additionally, some of these faculty members face covertly hostile or disproportionately challenging work environments (Evans & Chun, 2007). A "chilly" climate exacerbates the impact of demanding job duties for faculty members of color, further affecting job satisfaction. Moreover, there are inherent challenges associated with being a faculty member of color in a department with few tenure track or tenured faculty members of color. The multi-faceted impact of these factors may affect the overall success, as well as the job satisfaction, of new faculty members of color.

Finally, Evans and Chun (2007) argue that, as a result of these challenging conditions, some faculty members of color question their professional fit within the department and institution and, consequently, are more likely than their white peers to leave academe for other careers. The documented challenges in recruiting and retaining faculty members of color suggest the importance of ongoing discussions

regarding approaches to recruit and retain faculty members of color. We present a series of approaches, derived from the practices of successful institutions, that, when implemented collectively, can substantially enhance the recruitment and retention of faculty members of color.

Recommendations to Recruit Faculty Members of Color into Higher Education

- At the undergraduate level, higher education institutions may create innovative undergraduate mentoring

SUCCESS SPOTLIGHT:

The Promise Program for Supporting Graduate Students

PROMISE, the National Science Foundation's Alliance for Graduate Education and the Professoriate (AGEP) in Maryland, increases the number of underrepresented minority students receiving Ph.D.s in STEM fields. Formed in 2002 and led by the University of Maryland, Baltimore County (UMBC), PROMISE is a multi-institution consortium that includes UMBC, the University of Maryland College Park and the University of Maryland, Baltimore (UMB). PROMISE's goal is to facilitate Ph.D. completion and prepare students for careers as professors in the STEM disciplines.

Developed based on many of the same principles as UMBC's renowned Meyerhoff Scholar's Program, PROMISE provides a comprehensive array of support programs, including: orientation and community building; success seminars focusing on academic, personal and professional development; and mentoring by faculty, peers and staff. The Professors-in-Training and the Dissertation House components of the program are distinctive elements that supplement these traditional support mechanisms. The Professors-In-Training component offers seminars on syllabi design, pedagogical techniques, and learning styles. Participants have opportunities to teach courses, as independent instructors, at local

universities and community colleges. The Dissertation House component of the program provides workshops, coaching and multi-day writing retreats focused on helping students complete their dissertation. Between 2005 and 2009, 80 percent of Dissertation House participants successfully completed the Ph.D. The remaining 20 percent are either teaching mathematics or science at the secondary school level or are currently writing their dissertations.

Although a relatively new program, PROMISE has already made important contributions to developing a more diverse STEM faculty. PROMISE alumni hold post-doctoral fellowships at a variety of educational and government institutions, including MIT, National Institutes of Health, the Federal Drug Administration and the University of Pennsylvania. Promise alumni hold tenure track positions at UCLA, Mississippi State, the College of Notre Dame and Norfolk State University.

LaTese Briggs, a post-doctoral fellow at The Broad Institute of MIT/Harvard summarized the program's impact well: "Without PROMISE, I would not be where I am today, which is Ph.D. completed, still in love with science and extremely happy to practice my craft in one of the most amazing scientific environments in the world!"

programs that help talented students prepare for graduate study (e.g., UMBC's Meyerhoff Scholars program). These programs unite promising students of color with faculty mentors who encourage students to apply and attend graduate programs. These programs are especially in academic areas with limited racial/ethnic diversity.

- At the graduate school level, colleges and universities should help graduate school programs rethink and improve how they support graduate students of color (see the description of the Promise program on page 5). In particular, graduate programs need to improve the student transition to graduate school through peer and faculty mentoring, assist students in developing their research agenda and professional identity, and actively encourage new graduate students of color to pursue faculty careers in academic institutions.
- At the institutional level, a greater effort is needed to educate college and university search committees about the large pool of qualified candidates for faculty positions. These committees need to proactively use professional networks rather than using passive advertisement mechanisms (see further information regarding the University of Louisville's program on page 4).
- The Federal government should support loan forgiveness programs for faculty, especially in disciplines that lack racial and ethnic diversity such as Science, Technology, Engineering and Mathematics (STEM). These programs may convince graduate students of color to consider a faculty career instead of entering the private sector.

- Private foundations should expand their financial commitment to programs (graduate fellowships, post-doctoral) that support and cultivate the next generation of faculty of color.

Recommendations to Increase Retention of Faculty Members of Color in Higher Education

- At the academic department level, department chairs need to help create supportive work environments for new faculty of color. Department chairs should protect faculty members of color from excessive faculty service commitments.
- Department chairs also need to provide clear and constructive feedback through annual evaluations that highlight accomplishments and identify areas for improvement. In addition, chairs need to discuss tenure and promotion policies throughout the entire probationary period.
- At the college level, it is important for deans to support mentoring programs. Senior faculty members should help new faculty navigate department and institutional cultures and the broader professional community.
- At the institutional level, administrators should develop family-supportive and research mentoring initiatives to retain faculty members. Family supportive and research mentoring committees illustrate tangible ways that institutions commit to faculty members of color in their personal and professional lives.
- At the institutional level, administrators need to invest in professional development opportunities that educate leaders about practices that facilitate faculty retention. For example, the University of Minnesota

sponsors an annual conference focused on the retention of faculty members.

- At the federal government level, organizations like NSF and NIH should encourage research collaborations between successful grant recipients and new faculty members of color with similar research interests.

CADE's Commitment to Support Member Institutions

The Commission on Access, Diversity and Excellence is focused on initiating a conversation with public university leadership about faculty diversity and how best to impact change. The dialogue will begin with the Commission's 2011 Summer Meeting in July.

SUCCESS SPOTLIGHT:

Faculty Diversity Initiative: *University of Louisville*

The number of full-time faculty at the University of Louisville is 1,551 of which 399 or 25 percent are faculty of color. In 2001, there were 62 African American faculty members at the university.

In 2003, the university executed a diversity planning process that encompassed strategic steps to increase the number of African American faculty through a "grow-our-own" program that included "target of opportunity" hires.

A primary focus was to recruit faculty in the Science, Technology, Engineering and Mathematics (STEM) areas. In the grow-our-own program, academic units could recruit faculty with recent doctorates or post doctorates in faculty positions prior to them moving into tenure track positions. This provided the junior faculty members with

time to develop their research agenda, submit articles and fine-tune their teaching prior to the start of the tenure clock.

Department Chairs are also actively involved in recruiting faculty. For example, the chair of the department of chemistry, attended the Association of Black Chemists meeting and was successful in recruiting the first African American female faculty member in chemistry.

Similarly, various effective strategies were used to recruit African Americans in physics, math and engineering. In addition, deans and department chairs are encouraged to recruit African American faculty for endowed chairs, which resulted in five African Americans being hired in these positions.

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A · P · L · U Member Perspectives

The Commission on Access, Diversity and Excellence requested three provosts and two presidents from A · P · L · U member institutions respond to the most recent find-

ings about the state of the professoriate and their efforts to recruit and retain faculty of color on their campuses. Below is a summary of the responses received.

Suzanne Ortega

Provost, University of New Mexico

In 2004, 79 percent of the faculty at the University of New Mexico were White, non-Hispanic, 11 percent Hispanic, 2 percent Native American, and 1 percent African American. Three years later, the number of faculty had slightly declined and the percentage of White-non-Hispanic faculty had decreased to 75 percent, but the percentage of underrepresented faculty had remained the same.

In 2008, the university focused on increasing the number of underrepresented faculty. These efforts were supported by a special allocation made possible by the Board of Regents to target minority hires and by focused strategies developed and implemented by the Provost and the Vice President for Equity and Inclusion.

One of the first steps was to provide search committees with practical recommendations on the recruitment and hiring of underrepresented candidates. A Search Committee Manual was developed that incorporated researched best practices and search committees received training on how to foster more inclusive searches.

In addition, a Diversity Post Doctoral Fellowship was developed to attract recent minority doctorates to campus for one year with the hopes that some might choose to stay at UNM. Faculty development opportunities that involved faculty of color from across disciplines and addressed their unique challenges also were provided. A Women of Color Faculty group was formed to provide support to faculty who felt isolated, needed support or wanted to reach out to other women across campus.

Finally, in an attempt to assess why the University had made little progress over three years, a faculty campus climate survey was administered and faculty forums were held. A faculty exit survey has been implemented that will capture the reasons why faculty leave and will serve to inform future retention strategies.

The focused process implemented in 2008 has led to four retention opportunities for underrepresented faculty, five faculty transitions from non-tenure-track to tenure-track, and six new hires.

Joseph Alutto

Provost, The Ohio State University

Aptly titled *A New Hope*, the A·P·L·U's policy brief shows that there is good reason to be optimistic about the future diversity of America's faculty. Underscoring the challenges, the brief also cites successes in overcoming these obstacles.

At The Ohio State, a public land-grant university, diversity is embedded in our institutional DNA. Our ten-year-old Diversity Action Plan frames our commitment to and strategies for diversity. Diversity as a value is inscribed into every unit's strategic plan, making deans and vice presidents accountable.

Exemplary among our diversity initiatives is the multidisciplinary Diversity Enhancement Program (DEP) for the Arts and Humanities. Designed to address impediments to the successful and healthful advancement of faculty of color through the tenure process and beyond,

DEP includes mentors from the Arts and Sciences who have undergone sustained training; an ethnic studies research working group; a pedagogy group composed of interested faculty; and a faculty of color caucus that provides networking activities. DEP began with the cluster hiring of ten faculty of color in 2005, eight of whom are now tenured faculty. From 1995-2005, 30 faculty of color left the university; under DEP, from 2005-2010, only 5 did—a significant reduction. Today, the program has 23 mentoring partnerships across 11 units.

Because we will continue to be vigilant in recruiting faculty of color and aggressive in retaining them, we are optimistic about the future. At Ohio State, ours is not so much "a new hope" as a long-standing hope, and the will and the strategies to realize it.

Annette Digby

Provost, Lincoln University (MO)

Lincoln University in Missouri is committed to diversifying faculty by recruiting and retaining "highly qualified faculty who are committed to the mission and vision of the institution (Lincoln University Strategic Plan, 2008-2012). Under the leadership of President Carolyn R. Mahoney, the institution has developed and implemented plans to meet this goal through aggressive recruitment and retention strategies.

Before posting a position advertisement, campus units and top administrators use demographic data gathered by Institutional Research to inform hiring plans and frank discussions about hiring successes and failures. Once approved,

positions are advertised in print and electronic media, including state and local papers, the university web site, and discipline-specific publications and online job databases with diverse readerships. In a recent search for a University Librarian, the position was strategically posted on electronic sites such as the HBCU University Alliance and African-American Studies and Librarianship. Lincoln also utilizes alumni to identifying candidates. The president of the national alumni association receives monthly updates of job postings for distribution to chapter presidents, who then forward the announcements to chapter members.

Retention strategies include mentoring

new faculty and faculty seeking tenure and promotion; providing financial support for off-campus professional development and for faculty to work toward a terminal degree; hosting disciplinary and interdisciplinary conferences; and providing on-campus professional development sessions, coupled with individual sessions,

especially in grant writing and the use of technology.

On a campus that celebrates diversity, embraces accountability, and practices shared governance, targeted attention to a variety of recruitment and retention strategies will help sustain faculty diversity at Lincoln.

Diana Natalicio

President, The University of Texas at El Paso

UTEP has worked to create a new 21st century model American public university, committed to provide access, academic excellence, and service to its U.S.-Mexico border region. UTEP has successfully developed an institutional culture that rejects easy excuses or myths that hinder it from achieving both access and excellence, and student and faculty diversity are central to this effort. Today, UTEP's 22,000 students are 80 percent Hispanic, 55 percent first-generation to attend college, and one-third report an annual family income of \$20,000/year or less. Designated one of seven emerging research institutions in Texas, UTEP is making rapid progress toward its goals of achieving \$100 million in research expenditures and awarding more than 100 doctoral degrees annually.

Over the past 20 years, UTEP has systematically built its research and doctoral program capacity while maintaining a strong commitment to providing access and affordability to its students. Laying the foundation of a research university that also reflects diversity in its students and faculty takes a sustained commitment over many years: developing new doctoral programs; recruiting and supporting graduate students

of exceptional talent, including those from its own undergraduate population; and recruiting and supporting diverse faculty whose research, scholarship, and creative activity are of national caliber and distinction.

Increasing faculty diversity has been a key building block in UTEP's institutional development. UTEP identifies and aggressively recruits faculty members who are well matched to our mission and strategic priority areas and works to recognize and overcome specific barriers to recruiting and retaining diverse faculty.

Today, as a result of well integrated institutional policies and practices and externally funded initiatives, Hispanics now represent 30 percent of UTEP's faculty; this is satisfying progress, but our efforts will continue. UTEP also takes very seriously its major responsibility to prepare more Hispanic doctoral degree recipients who will contribute to a more diverse future U.S. professoriate. UTEP identifies and effectively prepares undergraduate students for doctoral education and research careers, at UTEP or elsewhere, and is one of the top ten baccalaureate feeder institutions for Hispanic doctoral students in the U.S.

Gregory Williams *President, University of Cincinnati*

The University of Cincinnati has been highlighted by the Princeton Review as a diverse institution that undergraduate students call a “vibrant quilt of culture” that feels “very realistic.” Yet our university still has much room for improvement on diversity. We are particularly concerned about the recruitment of a more diverse faculty and are committed to making strides in this area. I commend the A·P·L·U for bringing attention to this challenge for universities across our nation in its policy brief, “A New Hope.”

The University of Cincinnati has embraced diversity by adding it to our mission statement. Our university also has embraced diversity as one of its nine operating principles in our newly-launched strategic plan, *UC2019: Accelerating Our Transformation*. Simply put, we believe excellence goes hand in hand with diversity.

To follow up our words with actions, our Diversity Council has prepared a five-year action plan that outlines key recommendations to enhance diversity. UC also:

- Designated a major portion of its diversity budget for competitive hires of under-represented faculty. Additional efforts are underway to develop retention strategies.

- Created a template that all units can utilize to report diversity objectives. Diversity must be supported not only by each office and organization of the university but also by all individuals within the campus community.
- Presents diversity data in an annual Report Card to our Board of Trustees. Assessment and accountability are essential strategies to fulfilling our plans.
- Established an annual Diversity Conference, now in its third year. It shares innovative and best practices in our regional community.
- Conducts a semi-annual competition for faculty diversity grants to support faculty recruitment and retention. Departments receiving grants must provide a 50 percent match, thereby promoting greater accountability and buy-in. All colleges receiving awards must have formal diversity plans.
- Revised, under order Executive Order by the president, its practices for faculty searches to aggressively promote the diversity of applicant pools. Every college has a coordinator charged with responsibility for monitoring searches to ensure appropriate efforts toward diversity.

William E. “Britt” Kirwan *Chancellor, University System of Maryland*

The issue of campus diversity has long been a key focus of mine. As President at the University of Maryland, College Park, I was the “Kirwan” in the *Podberesky v. Kirwan* affirmative action case nearly twenty years ago in which the university fought to protect a merit scholarship program for high achieving African-

American students. While president at The Ohio State University, I supported the creation of a multidisciplinary institute focused on the study of race and ethnicity. When I left the university to become chancellor of the University System of Maryland, The Ohio State Board of Trustees honored me by naming the

institute the Kirwan Institute for the Study of Race and Ethnicity. Today, as Chancellor of the 11-institution University System of Maryland (USM)—which is comprised of large and small institutions, urban and rural campuses, major research and comprehensive universities, and historically black institutions—I continue this fight for diversity and inclusion.

In acknowledging that a diverse education experience benefits all students, we must also acknowledge that institutional diversity means more than just a diverse student body. A diverse learning environment, with a diverse faculty and staff, allows for a variety of perspectives. It enables young people from different cultures and backgrounds

to share experiences; challenge ideas; learn from one another; and grow as individuals in ways that could not happen if they remained within a more restricted cultural orbit.

While a commitment to diversity and to attracting an outstanding and diverse faculty, staff and student body are built into every USM campus, the one factor that, in my experience, has time and again asserted itself as invaluable has been the element of presidential leadership. Presidential leadership in creating a campus-wide ethos of inclusion, aggressive action to foster diversity, and leadership in embracing new approaches to reach our goals is indispensable. A·P·L·U has long stood as a vital ally in these efforts and deserves our thanks.