



DIVERSITY IN HIGHER EDUCATION:  
MINORITY FACULTY REPRESENTATION AT  
THE BIG TEN UNIVERSITIES

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The Office of Strategic Hiring and Support at Indiana University's Bloomington (IUB) campus works to recruit, retain, and promote faculty of color as well as senior women. Strategic Hiring and Support, in cooperation with IUB's schools and departments, has more than doubled the number of minority faculty members at IUB since its inception in 1986. Its challenge and commitment are to continue that progress, making even more marked and permanent changes in faculty diversity. Three programs that were developed to achieve this goal are the Strategic Hiring Program, the Faculty Fellowship Program, and the Faculty Mentoring Program.

The Strategic Hiring Program has been instrumental in cultivating an IUB faculty that is balanced in both ethnicity and gender. As of the 2003-2004 academic year, 117 scholars have been hired through the Strategic Hiring Program for positions at seven out of ten IUB Schools, the College of Arts and Sciences, and the University Libraries.

The Faculty Fellowship Program provides recent doctorate recipients and individuals who have completed all of their doctoral program requirements except for their dissertation with the opportunity to work at IUB as teachers, researchers, and colleagues. Summer and yearlong fellows are introduced to IUB and the Bloomington community while serving as visiting assistant professors in their chosen discipline and advancing their research. The program allows the university, its departments, and the fellows to establish relationships that may foster both the offer and acceptance of a tenure-eligible position in the future.

The Faculty Mentoring Program is designed to assist new faculty members in adjusting to the IUB campus, plan their careers, and make full use of the available resources at IUB for professional development. The objective of the program is to serve as a mechanism for retaining the best faculty by reducing the problems many new faculty members, especially faculty of color, are confronted with on a new campus.

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## **EXECUTIVE SUMMARY**

The purpose of this report is to document faculty diversity at Indiana University–Bloomington (IUB) and the other Big Ten institutions in recent years and to provide recommendations for what these and other universities can do to recruit minorities for faculty appointments.

### **SECTION I**

Section I of the report provides time series minority faculty data from IUB and other Big Ten schools between the academic years 1999-2000 and 2003-2004 (Table 2). An analysis of IUB tenure track/tenure and non-tenure track minority faculty (Table 3, Figure 1, and Figure 2) as well as minority tenure track/tenure faculty by rank (Table 4 and Figure 3) during these years is also included. In addition, this section compares cross-sectional department-level minority faculty data for six departments and schools (biology, business, education, English, history, and psychology) at IUB and within the Big Ten universities during the 2001-2002 academic year (Part C). However, the number of minority faculty members is not the only relevant factor in assessing the status of faculty diversity in higher education. The experience of these individuals at post-secondary institutions is another aspect of this issue—one that requires further research. In the near future, the Office of Strategic Hiring and Support will be evaluating the experience of minority faculty members at IUB.

### **SECTION II**

Section II provides a discussion of some of the institutional processes that may exist that prevent adequate representation of minorities in tenure track faculty positions. This section also includes some specific recommendations for recruiting minority doctoral recipients for these positions. Although this section focuses on recruitment, the Office of Strategic Hiring and Support plans to initiate a project in the 2004-2005 academic year to investigate issues related to the retention of minority and senior women faculty. A tabular summary of some of the issues and possible solutions discussed in parts A through E of section II appears on the following page.

Table i-1. Issues and recommendations related to faculty diversity discussed in parts A through E of section II

Section II	Issues	Recommendations
Part A.1	The lack of underrepresented minorities in faculty positions is, in part, attributable to the low numbers of doctorates awarded to these individuals. Further, U.S. citizen doctorate recipients are not representative of minority demographics in the United States. <sup>a</sup>	Institutions and their departments should encourage minority undergraduate students to pursue graduate study. For example, institutions could create research and internship programs designed to make undergraduates aware of the opportunities available to them in graduate school. In addition, departments should create programs designed to identify which of their own minority doctoral recipients could be considered for faculty positions.
Part A.2	The underrepresentation of minority faculty in postsecondary education in the Midwest region is also related to the relocation of individuals with doctorate degrees to other parts of the country.	Inter-institutional coordination and cooperation likely will be necessary to establish diverse faculties throughout the region. For example, the departments within different institutions could exchange information with their counterparts in other institutions about potential minority faculty candidates.
Part B	Faculty salaries also may contribute to the shortage of minority faculty in higher education.	Acknowledging wages as an issue may enable administrators to make more effective use of all available institutional resources in attracting and retaining minority faculty. In addition, institutions could provide non-salary incentives to encourage minorities to accept faculty positions (e.g., by reducing teaching loads and providing funding for summer research or travel to professional conferences).
Part C.1	Ineffective recruitment of minorities continues to plague academic institutions and prevents the number of minority faculty members from increasing. Further, IUB departments and schools are not recruiting from institutions that have historically granted the most doctoral degrees to minority students.	Departments should consider recruiting from a variety of institutions—and more specifically, from those institutions that have historically produced minority Ph.D. recipients in a given field of study. Universities should give guidance and incentives to those responsible for hiring faculty to initiate such recruiting practices. In addition, before advertising positions, departments should make sure that the description of the position opening is inclusive and that it encourages minority candidates to apply.
Part C.2 <sup>b</sup>	Institutions tend to rely on traditional networks to recruit faculty, and the pools of candidates within these networks may not be demographically representative.	Faculty search committees also should advertise faculty position openings in publications that are read by minorities and through professional organizations that target minorities, as well as through other non-traditional avenues.
Part D	Decisions regarding what constitutes a qualified candidate may be biased in favor of candidates pursuing traditional areas of scholarship; as a result, minority candidates with interests in new fields may not be given as many opportunities as other candidates.	Institutions should reconsider how they determine the attributes that qualify a candidate for a faculty position. For example, faculty search committees should consider a candidate's potential impact on recruiting and retaining a diverse student body, as well as the candidate's ability to teach and help students.
Part E	Departments and institutions likely will not be successful in recruiting and retaining minority faculty in the long run if they use the faculty search process as a stand-alone mechanism for achieving diversity.	Turner (2002) suggests several steps that departments and universities can take before the faculty search process begins and after it is completed to help ensure recruitment and retention of minority faculty.

<sup>a</sup>However, as discussed in Part C of Section I and indicated by the data in Appendix II, there are a number of minorities receiving doctoral degrees each year.

<sup>b</sup>Part C.3 of Section II includes examples of existing minority faculty recruiting programs at IUB and the University of Michigan. In addition, an overview of some of the recent faculty diversity initiatives at IUB is provided after the introduction of this report.

## CONCLUSION

The minority faculty data from IUB and the Big Ten schools in this report indicate that there is currently a lack of minority faculty on these campuses and that the faculties at institutions of higher education in the Midwest are not representative of U.S. demographics. Further, annual reports on the number of doctoral recipients by field of study suggest that there are minority individuals who could be appointed to faculty positions. In addition, IUB is generally not recruiting from the institutions that grant the most degrees to minorities, which may be the practice in other institutions, too. College and university administrators, deans, and department chairs should not just assume that there are not enough qualified minority candidates to fill vacancies. The adherence to this inaccurate assessment of the situation allows the status quo to continue indefinitely. If more colleges and universities acknowledged that there are a number of reasons for inadequate representation of minority faculty, they might be more likely to recognize their capability to proactively recruit minority faculty members and to realize their potential to contribute to the development of a diverse faculty. Therefore, the remedy will require multiple strategies such as some of those recommended in Section II of this report. These recommendations for change indicate that inequitable faculty representation is not an inevitable reality. All administrators, deans, department chairs, and faculty members have the ability and the responsibility to change the current state of faculty diversity in higher education.

## APPENDICES

Appendices I and II supplement Part C of Section I of the report. The tables and graphs in Appendix I include Big Ten faculty by ethnicity in the six fields of study highlighted in this report for the academic year 2001-2002. Appendix II provides the number of U.S. citizen doctoral recipients by ethnicity for the same six fields of study between the years 1999 and 2002. Appendix III provides some minority faculty recruitment and retention resources; additional relevant resources can be found in the references section of this report.

## INTRODUCTION

This report provides a snapshot of the state of minority faculty representation at Indiana University's Bloomington campus (IUB) and the other Big Ten institutions and seeks answers to the following questions: (1) What is the current level of faculty diversity within these institutions of higher learning? (2) What institutional processes may exist that prevent minorities from being adequately represented in the faculty ranks? (3) What specific steps can be taken to recruit minorities in faculty positions?

To begin answering these questions, section I of the report documents the number of minority faculty members in each of the Big Ten institutions as well as the number of underrepresented minority faculty members in several departments and schools, including the departments of biology, English, history, psychology; and the schools of business and education.<sup>1</sup> The term "underrepresented minority" refers to African Americans, Latino/as, and North American Indians—an interpretation that has been established by the Bloomington Faculty Council for the strategic hiring programs at IUB (BFC 1985). In this report, the term "minority" refers to African Americans, Latino/as, North American Indians, and Asian Americans. These six departments and schools were chosen because they have had various degrees of success in attracting and retaining underrepresented minorities. The Office of Strategic Hiring and Support sought to evaluate the status of faculty diversity at institutions similar to IUB by gathering information about the numbers of minority faculty within the Big Ten universities. The minority faculty data from the Big Ten schools provide a contextual basis for analyzing IUB data.

Section I provides an analysis of minority faculty data as well as comparisons to the number of doctorate degrees received by underrepresented minorities in the United States and in each of the six departments/schools referenced in this report. However, these numbers provide information only about one aspect of faculty diversity. An understanding of the experiences of minority faculty members at these institutions is necessary for a comprehensive evaluation. A qualitative analysis of this sort would be informative, and institutions and the departments within them should be encouraged to initiate this research. One of the reasons that the Office of Strategic Hiring and Support plans to establish a retention initiative in the near future is to serve this purpose—to look beyond the numbers and gather qualitative information about individual experiences.

Section II of the report discusses the issues and concerns regarding the current state of faculty diversity within the Big Ten institutions and most likely at other, similar institutions across the United States. A diverse faculty membership enhances the educational experience of students and prepares them for work in an increasingly diverse global economy. "Evidence suggests that exposure in college to a diverse faculty along with diversified curricula and teaching methods produces students who are more complex thinkers, more confident in traversing cultural differences, and more likely to seek to remedy

inequities after graduation” (Hurtado et al. 1999 and Smith and Associates 1997, cited in Turner 2002, 2). Therefore, institutions should give priority to initiatives that seek to achieve diversity.

Several reasons for the lack of minority faculty within the tenure track ranks at Big Ten institutions are mentioned in this section, including the salaries that faculty members receive compared to the salaries that individuals in the private sector can expect, the relocation of individuals who receive their doctoral degrees from the Midwest to other parts of the country, and the traditional networks used to identify candidates for faculty positions. In addition, this section provides a comparison of the terminal degree-granting institutions for faculty members within several departments/schools at IUB and the institutions that grant the most doctoral degrees to underrepresented minorities in the United States. Finally, section II of this report makes specific recommendations that IUB and other universities in the Midwest and throughout the United States can incorporate into their hiring processes to increase faculty diversity. To provide some context for this report, a brief history of the steps that IUB has taken to diversify its faculty follows.

## **RECENT FACULTY DIVERSITY INITIATIVES AT INDIANA UNIVERSITY–BLOOMINGTON**

Several reports document Indiana University’s commitment to increase the diversity of its faculty, staff, and students. The Indiana University *Strategic Directions Charter* outlines a framework for the direction that the university should move to become “America’s new public university.”<sup>2</sup> This phrase was used by the former IU president, Myles Brand, to emphasize the university’s commitment to the responsibilities it has as a public research institution (IU 1996). The charter states that one of this institution’s “responsibilities of excellence” is to “ensure that Indiana University reflects the diversity of American society and supports the achievements of minorities in all aspects of university life” (IU 1996, Appendix I).

The IUB Academic Support and Diversity report *20/20: A Vision for Achieving Equity and Excellence at IU-Bloomington* (the 20/20 report) establishes a framework—a collaborative model—for increasing diversity and equity at IUB and makes recommendations based on the observations of a cross-section of the campus community (IUB ADS 1998). In addition to addressing issues related to minority students, the report called for the strategic hiring of faculty and emphasized that deans and department chairs should make hiring minority faculty a priority. Specifically, the report recommends that IUB

...support strategic faculty hires in selected departments over the next 10 years to increase diversity and equity, especially in departments where there are currently no African American or Latino faculty members. The chancellor for Academic Support and Diversity should work with the vice chancellor for Academic Affairs, deans and department chairs to assist in developing and implementing strategies related to faculty diversity and the importance of maintaining this as a priority (IUB ADS 1998, 14).

A December 1998 memorandum that provides implementation suggestions for the 20/20 report recommended that responsibility for strategic hiring at IUB be given to an associate vice chancellor for strategic hiring and support (IUB ADS 1998). As a result of that recommendation, the Office of Strategic Hiring and Support was established in 1999 as a division of the Office of Academic Support and Diversity.

In September 2003, the Office of Academic Support and Diversity issued an update of the 20/20 report to evaluate the progress that has been made toward implementing the recommendations in that 1998 report (IUB ADS 2003). The update states that some departments still do not have any minority faculty. The report also mentions that people of color and senior women now serve as deans in the School of Education, the College of Arts and Sciences, the School of Law, and the School of Public and Environmental Affairs and that faculty pools in several schools and departments have been diversified since the 1998 recommendations. However, the update states that the recommendation to consider IUB minority doctoral recipients for faculty positions at this university generally has not been effectively implemented. It emphasizes that the university's administrators, deans, and chairs need to work to incorporate this initiative into all of the institution's schools and departments: "Academic units need to do more to embrace this ['grow-your-own'] initiative....The leadership of the chancellor, dean of the faculties, academic deans, and department chairs is essential if this recommendation is to become a reality" (IUB ADS 2003, 6).

Strategic Hiring and Support has prepared several reports about recruiting and retaining minority faculty at IUB. The 2001 *Tenure Guide* seeks to help tenure track, minority faculty members avoid possible barriers to securing tenure by describing the unwritten expectations and other criteria that are often used in making decisions about who receives tenure and when they receive it (IUB SH&S 2001). This office also issued a report in 1999, *Facing the Challenge of Achieving Minority Equity in Faculty Representation: Strategic Hiring and Support at IU-Bloomington*, which documents the historical development of strategic hiring programs at IUB and their success and calls for improved retention and promotion of minority faculty (IUB SH&S 1999, 3). The report describes some of the reasons why minorities and women remain underrepresented in faculty positions, discusses the Strategic Hiring and Support programs that are in place to address some of these problems, and makes recommendations that the entire university community should incorporate into its hiring policies to become involved in making the university's diversity and equity objectives a reality. The report discusses several reasons for the underrepresentation of minority faculty that have been documented nationwide and describes how those factors are applicable to higher education in the Midwest, specifically within the Big Ten universities and at IUB.

During the 2004-2005 academic year, SH&S plans to initiate a research project on minority and senior women faculty retention issues using a multifaceted approach, including personal interviews and focus groups, to reveal retention trends and best practices. To successfully meet the needs of minority and

senior women faculty and remain cognizant of the professional climate at IUB, SH&S plans to develop a questionnaire that will offer minority and senior women faculty members the opportunity to provide feedback about our programs and evaluate their experiences on campus. It is our hope that this process will indicate how we might improve our programs and help us address concerns about the professional culture for minority and senior women faculty at IUB. In addition, SH&S, collaboratively with the Office of Academic Support and Diversity and the Office for Multicultural Professional Development at Indiana University–Purdue University at Indianapolis (IUPUI), is organizing a day-long professional development event for faculty and graduate students. Tentatively planned for spring 2005, the symposium will showcase research being conducted by faculty and graduate students of color at IUB and IUPUI.

IUB uses several benchmarks by which the progress of these various initiatives can be measured. IUB has established goals to diversify the university community so that minority faculty members and students are represented within the university as they are represented in Indiana and in the United States. For example, the *20/20* report uses the population of Indiana high school graduates as a standard for the university to achieve in terms of minority student enrollment levels. The *20/20* report also refers to the *Strategic Directions Charter* objective that the university community “[reflect] the diversity of American society” (IU 1996). In *Facing the Challenge*, it is stated that “Indiana University is committed to building an exciting, diverse faculty, one that more closely resembles the demographics of the nation as a whole” (IUB SH&S 1999). This objective is in accordance with Indiana University’s mission, which is “to provide high quality educational opportunities for men and women from Indiana and throughout the world through a community of scholars actively engaged in teaching, research, and public service” (IU Trustees 1994). In his inaugural address in April 2004, Indiana University president Adam W. Herbert stated that the university “will work even more aggressively to enhance the diversity of the community of scholars on our campuses,” and he acknowledged the importance of providing an education that enhances students’ respect for the diversity that exists in the United States and around the world (Herbert 2004, 4). The goal for achieving institutional representation of minority faculty within IUB based on the state and national representation of these individuals is also relevant for other public research institutions.

It is essential to continue to evaluate progress toward achieving minority representation in tenure track faculty positions at IUB. This report attempts to assess that progress, or lack of progress in some cases, at IUB. The report also provides a snapshot of the diversity of minority faculty at other research institutions in the Midwest to indicate how IUB compares with them and to understand the extent to which minorities are underrepresented in higher education in this region.

## **SECTION I. THE STATE OF MINORITY FACULTY REPRESENTATION IN THE BIG TEN**

This section provides time series minority faculty data at IUB and other Big Ten universities over a four-year period (academic years 1999-2000 to 2002-2003). The section also includes cross-sectional (2001-2002) underrepresented minority faculty data for IUB and the other universities in six departments

and schools at these institutions. A comparison of this minority faculty data to the number of underrepresented minority doctoral recipients in each of these fields of study is also provided.

#### A. MINORITY REPRESENTATION IN THE UNITED STATES

Indiana University, in its 1996 *Strategic Directions Charter*, established the objective of obtaining a faculty membership that is representative of the demographics of the United States or the state of Indiana (IU 1996). Although IUB has made some progress in recent years in increasing the diversity of its faculty (see the minority faculty trends section below), the university has not yet achieved this goal. A review of U.S. Census Bureau population data indicates that the faculty at IUB does not have representation equal to the demographics of the United States, nor does it have representation that reflects the population of Indiana, which is another criterion that is used to evaluate the diversity at IUB. The U.S. Census Bureau estimated that the population of the United States in 2002 was 13.0 percent Black or African American, 4.4 percent Asian, and 13.3 percent of Hispanic or Latino origin (USCB 2003a, 2003b, and 2003c). The U.S. population in 2000 was 0.9 percent American Indian and Alaska Native.<sup>3</sup> (More recent data for American Indians were unavailable.) In Indiana, the population in 2000 was estimated to be 8.4 percent African American, 0.3 percent American Indian, 1.0 percent Asian, and 3.5 percent Latino (USCB 2000). In 2000, 25.7 percent of the United States population and 12.2 percent of the Indiana population composed underrepresented minorities.

Table 1 below compares these national and state percentages to the percent of tenure track and tenure IUB faculty in each of these ethnic groups, which indicates that only 7.0 percent of the faculty were underrepresented minorities at IUB in 2002. Minority faculty at other Big Ten institutions exhibit the same lack of representation. The number of minority doctoral recipients is also a relevant standard to use to evaluate the representation of minority faculty. Part C of this section includes the number of underrepresented minorities who received doctoral degrees in the six fields of study highlighted in this report. It is also useful to compare the representation of minority students to the representation of minority faculty at IUB because these two populations likely influence one another. For example, minority students may prefer to attend institutions where a number of minority faculty are available to provide guidance and serve as mentors. Table 1 shows the percent of IUB students in each of the minority ethnic groups enrolled in 2002. The data indicate that the student population is not representative of U.S. or Indiana demographics. Further, except for Asian Americans, the percentage of minority students by ethnicity closely resembles the minority, tenure track and tenure faculty population.

Table 1. Percent of the United States, Indiana, IUB tenure track and tenure faculty, and IUB student populations by ethnicity or origin

Ethnicity or origin	Percent of United States population in 2002 <sup>a</sup>	Percent of Indiana population in 2000 <sup>b</sup>	Percent of tenure track and tenure IUB faculty in 2002 <sup>c</sup>	Percent of IUB student population in 2002 <sup>d</sup>
Black or African American	13.0% <sup>e</sup>	8.4%	4.0%	3.8%
American Indian and Alaska Native	0.9 <sup>f</sup>	0.3	0.2	0.2
Asian and Pacific Islander	4.4 <sup>g</sup>	1.0	5.7	3.1
Hispanic or Latino/a	13.3 <sup>h</sup>	3.5	2.8	2.1
Underrepresented minorities (African American, American Indian, and Latino persons)	25.7 <sup>i</sup>	12.2	7.0	6.1

<sup>a</sup>The data in this column are from 2002, except for the data representing the percent of American Indians and Alaska Natives and the percent of underrepresented minorities, which are from 2000. More recent data were not available for these categories. Similarly, the most recent demographic data by state (in the second column) are from 2000.

SOURCE: <sup>b</sup>USCB 2000. <sup>c</sup>IU OAA 2002. <sup>d</sup>IU ASD 2003b. <sup>e</sup>USCB 2003b. <sup>f</sup>USCB 2000. <sup>g</sup>USCB 2003a. <sup>h</sup>USCB 2003c. <sup>i</sup>USCB 2000.

## B. MINORITY FACULTY TRENDS AT IUB AND THE BIG TEN

The data in Table 2 below show that the number and percent of minority faculty within the Big Ten institutions have generally increased between the academic years 1999-2000 and 2003-2004. The number of total faculty has also generally increased at most of the institutions during this period. The data in Table 2 should be reviewed carefully, however, and a few qualifications are necessary. The data includes all minorities—not necessarily those who are underrepresented; and at Pennsylvania State University, Purdue University, and the University of Wisconsin, the increases in minority faculty are primarily due to increases in minorities who are generally not considered underrepresented at IUB, such as Asian Americans. This may or may not be the situation at other institutions; the data needed to clarify this point were not available. Therefore, the numbers in Table 2 should be categorized by ethnicity to provide a more useful comparison of faculty diversity among universities. Further, depending on the institution, the data in Table 2 may include part-time and full-time, non-tenure track, tenure track, or tenure faculty; the types of faculty categories reported by each university are identified at the bottom of the table. In addition, for the purposes of this report, 1999-2000, 2000-2001, and 2001-2002 are the only academic years for which data were available from all of the schools. Therefore, for the academic years 2002-2003 and 2003-2004, the totals do not reflect the minority faculty from all of the Big Ten institutions. Data for a given institution are generally taken from the same source, with the exception of Pennsylvania State University (see the sources at the bottom of the table).

The number and percent of minority faculty at IUB and the other Big Ten schools generally increased between the academic years 1999-2000 and 2003-2004 (Table 2). Specifically, between 1999-2000 and 2001-2002, the average percentage of minority faculty in the Big Ten increased from 13 to 14 percent,

respectively. Likewise, the 2002-2003 academic year showed an increase to 15 percent; however, data from Northwestern University during this period are not included. Regardless, it is clear that none of the Big Ten faculties are demographically representative of the United States population.

In 1999-2000, the University of Illinois had the greatest percentage of minority faculty and instructors (15.7 percent). (The University of Illinois reported tenure track and tenure faculty only.) In 2000-2001, 2001-2002, 2002-2003, and 2003-2004, the University of Michigan reported the highest percentage of minority faculty (18.6, 18.5, 19.0, and 20.6 percent, respectively). However, the University of Michigan data include all part-time and full-time instructional faculty, which includes non-tenure track faculty. The University of Minnesota reported the lowest average percentage of minority faculty in all of the academic years between 1999-2000 and 2003-2004 (11 percent). The University of Iowa, Indiana University, and the University of Wisconsin reported the next lowest average percentages for this period (12.4, 12.5, and 12.9 percent, respectively). (However, the Indiana University data represent tenure track and tenure faculty only, and the University of Iowa and University of Wisconsin data include all faculty, including those in the non-tenure track.)

Table 2. Big Ten minority faculty and instructional representation (number and percent)<sup>a</sup>

Big Ten institution	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Total minority faculty	Total faculty	Percent minority faculty	Total minority faculty	Total faculty	Percent minority faculty	Total minority faculty	Total faculty	Percent minority faculty	Total minority faculty	Total faculty	Percent minority faculty	Total minority faculty	Total faculty	Percent minority Faculty
Indiana <sup>b</sup> University-Bloomington	153	1,324	11.6%	161	1317	12.2%	164	1,319	12.4%	166	1,309	12.7%	179	1,328	13.5%
Michigan State University-E. Lansing <sup>c</sup>	277	1,993	13.9	288	1,977	14.6	306	1,977	15.5	314	1,959	16.0	328	1,944	16.9
Northwestern University-Evanston <sup>d</sup>	294	2,258	13.0	331	2,405	13.8	320	2,466	13.0	N/A	N/A	N/A	N/A	N/A	N/A
Ohio State University-Columbus <sup>e</sup>	460	3,444	13.4	479	3,464	13.8	505	3,526	14.3	535	3,542	15.1	576	3,657	15.8
Pennsylvania State University-University Park <sup>f</sup>	339	2,311	14.7	388	2,791	13.9	415	2,872	14.4	449	2,911	15.4	468	2,956	15.8
Purdue University-West Lafayette <sup>g</sup>	218	1,705	12.8	225	1,694	13.3	238	1,692	14.1	259	1,704	15.2	294	1,746	16.8
University of Illinois-Urbana-Champaign <sup>h</sup>	304	1,932	15.7	308	1,917	16.1	341	1,989	17.1	369	2,076	17.8	375	2,071	18.1
University of Iowa-Iowa City <sup>i</sup>	203	1,702	11.9	210	1,714	12.3	209	1,707	12.2	213	1,679	12.7	220	1,705	12.9
University of Michigan-Ann Arbor <sup>j</sup>	390	2,633	14.8	499	2,678	18.6	519	2,799	18.5	540	2,835	19.0	604	2,927	20.6
University of Minnesota-Twin Cities <sup>k</sup>	294	2,862	10.3	324	3,079	10.5	324	3,079	10.5	369	3,136	11.8	369	3,136	11.8
University of Wisconsin-Madison <sup>l</sup>	235	2,123	11.1	264	2,174	12.1	290	2,213	13.1	305	2,225	13.7	319	2,236	14.3
Total <sup>m</sup>	3,167	24,287	13.0%	3,477	25,210	13.8%	3,631	25,639	14.2%	3,519	23,376	15.1%	3,732	23,706	15.7%

<sup>a</sup> The data in this table are generally reported in the fall. For example, 1999-2000 data were usually reported in the fall of 1999.

<sup>b</sup> The Indiana University data include tenure track and tenure faculty only.

<sup>c</sup> The Michigan State University (MSU) data include tenure system faculty only.

<sup>d</sup> The Northwestern University data refer to full-time faculty.

<sup>e</sup> The Ohio State University data refer to part-time and full-time faculty.

<sup>f</sup> The Pennsylvania State University 1999 data are from a different source than the other data (2000, 2001, 2002, and 2003). The 1999 data include tenure track and tenure faculty as well as non-tenure track faculty; and the other data (from 2000, 2001, 2002, and 2003) include full-time faculty.

<sup>g</sup> The Purdue University data refer to tenure track and tenure faculty only.

<sup>h</sup> The University of Illinois data refer to tenure track and tenure faculty only.

<sup>i</sup> The University of Iowa data refer to part-time and full-time, instructional faculty.

<sup>j</sup> The University of Michigan data refer to part-time and full-time, instructional faculty.

<sup>k</sup> The 2000-2001 and 2001-2002 faculty data from the University of Minnesota are the same, because the numbers were obtained in 2000 and were not updated until 2002-2003; the 2002-2003 and 2003-2004 faculty data are also the same. The University of Minnesota data refer to part-time and full-time faculty.

<sup>l</sup> The University of Wisconsin data include non-tenure track, tenure track, and tenure faculty.

<sup>m</sup> The totals do not reflect all of the minority faculty in the Big Ten institutions for the academic years 2002-2003 and 2003-2004. Minority faculty data from Northwestern University were not available for 2002-2003 or 2003-2004.

SOURCE: The following sources were used to obtain the data in Table 2: Indiana University–Bloomington Office of Affirmative Action April 2004 *Report to the Bloomington Faculty Council: Status of Women and Minority Faculty on the Bloomington Campus* <<http://www.indiana.edu/~affirm/pdf/2004%20BFC%20Affirmative%20Action%20Report.pdf>>; Michigan State University Affirmative Action Compliance and Monitoring <<http://www.msu.edu/~aacm/>>; Northwestern University Office of Administration and Planning,

Institutional Research, Data Book 1999-2000, 2000-2001, and 2001-2002 <<http://adminplan.crown.northwestern.edu/ir/databook/index.htm>>; Ohio State University Office of Enrollment Management, Common Data Set 1999-2000, 2000-2001, 2001-2002, 2002-2003, and 2003-2004 <<http://www.afa.adm.ohio-state.edu/oem/>>; Pennsylvania State University Affirmative Action Plan 1999-2000 <<http://www.psu.edu/dept/aaoffice/plan99-00/aaplan.htm>> and Budget Office, Fact Book, Full-Time Employees by Ethnicity 2000, 2001, 2002, and 2003 <<http://www.budget.psu.edu/FactBook/>>; Purdue University Data Digest 1999-2000, 2000-2001, 2002-2003, and 2003-2004 <<http://www.adpc.purdue.edu/DataDigest/>>; University of Illinois at Urbana-Champaign Office of Equal Opportunity and Access, Fact Book, Minority Representation Among Tenure/Tenure-Track Faculty <<http://www.eoa.uiuc.edu/>>; University of Iowa Common Data Set 1999-2000, 2000-2001, 2001-2002, 2002-2003, and 2003-2004 <<http://www.uiowa.edu/~provost/irm/>>; University of Michigan 1999-2000, 2000-2001, 2001-2002, 2002-2003, and 2003-2004 Common Data Set <<http://www.umich.edu/~oapainfo/CDSIndex.html>>; University of Minnesota Office of Institutional Research and Reporting, Twin Cities Campus Standard Survey Response (Common Data Set) 1999-2000, 2000-2001, 2002-2003, and 2003-2004 <<http://www.irr.umn.edu/stsur/>>; and University of Wisconsin Data Digest 1999-2000, 2000-2001, 2002-2003, and 2003-2004 <<http://www.bpa.wisc.edu/datadigest/>>.

This comparison indicates some of the difficulty in analyzing differences in minority faculty across institutions when the institutions use various ways to categorize faculty. Based on the information used for the purposes of compiling the data in Table 2, it is evident that different institutions report their faculty numbers differently and many do not distinguish between tenure track and non-tenure track faculty or between underrepresented minorities and all minorities. The lack of standardized faculty data makes it difficult to compare the diversity of the tenure track and tenure faculty pools and to find out how diverse the faculties really are. The following example uses data from IUB to illustrate how minority classification can affect the evaluation of the state of diversity on other Big Ten campuses, which has implications for measuring the effectiveness of various diversity programs. Between 1993 and 2003, the number of minority (including Asian Americans), tenure track and tenure IUB faculty increased from 124 to 179 (from 9 to 13 percent of total tenure system faculty)—about a 31 percent increase. Underrepresented minority faculty at IUB as defined on page 1 increased from 67 to 98 between 1993 and 2003—about a 32 percent increase, but these numbers only represent about 5 and 7 percent of total tenure system faculty in 1993 and 2003, respectively. Further, the increase from 5 to 7 percent is in part due to a decreasing number of tenure system faculty in this period (from 1,364 in 1993 to 1,328 in 2003) (IU OAA 2002; IU 2004).

The *Strategic Directions Charter* and *20/20* report affirm IUB's commitment to increase the accessibility of the university to underrepresented minority students and faculty at all levels (IU 1996; IUB ASD 1998). In the United States as a whole, such minority representation has not yet been achieved within the higher education system. According to Astin et al. (1997), "non-whites are concentrated in the two-year colleges or in non-tenure track positions" (cited in Turner et al. 1999, 29). However, the percentages in Table 3 below indicate that, with the exception of Latinos, underrepresented minorities at IUB generally have achieved greater representation in the tenure track than in the non-tenure track ranks. The number of minority faculty in the IUB tenure system increased from 82 to 98 people between 1999-2000 and 2003-2004—a 16.3 percent increase. However, minority faculty represent only 7.4 percent of all tenure track and tenure faculty as of 2003-2004. Latinos only represent 3.2 percent of the tenure track and tenure faculty as of 2003-2004, and they compose 13.3 percent of the U.S. population and 4.8 percent of U.S. citizen doctoral recipients in 2002 (Table 9). Likewise, African Americans represent 13 percent of the U.S. population and 6.5 percent of U.S citizen doctoral recipients in 2002 (Table 9), and only 4

percent of tenure system faculty members were African American in 2003-2004. Clearly, a lack of diversity exists within the ranks of tenure track faculty at IUB.

Table 3. IU-Bloomington instructional, non-tenure track; tenure track; and tenure faculty by ethnicity (number and percent)<sup>a</sup>

Ethnicity	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	Non-tenure track	Tenure track and tenure	Non-tenure track	Tenure track and tenure	Non-tenure track	Tenure track and tenure	Non-tenure track	Tenure track and tenure	Non-tenure track	Tenure track and tenure
African American	3 (3.0%)	52 (3.9%)	5 (4.1%)	51 (3.9%)	5 (3.5%)	54 (4.1%)	7 (3.7%)	52 (4.0%)	8 (4.0)	53 (4.0)
American Indian	0 (0.0)	1 (0.1)	0 (0.0)	1 (0.1)	0 (0.0)	3 (0.2)	0 (0.0)	2 (0.2)	0 (0.0)	2 (1.5)
Asian American	2 (2.0)	71 (5.4)	2 (1.7)	77 (5.8)	5 (3.5)	75 (5.7)	5 (2.7)	75 (5.7)	7 (3.5)	81 (6.1)
Latino/a	3 (3.0)	29 (2.2)	4 (3.3)	32 (2.4)	4 (2.8)	32 (2.4)	4 (2.1)	37 (2.8)	7 (3.5)	43 (3.2)
Total underrepresented minority faculty <sup>b</sup>	6 (5.9)	82 (6.2)	9 (7.4)	84 (6.4)	9 (6.3)	89 (6.7)	11 (5.9)	91 (7.0)	15 (7.5)	98 (7.4)

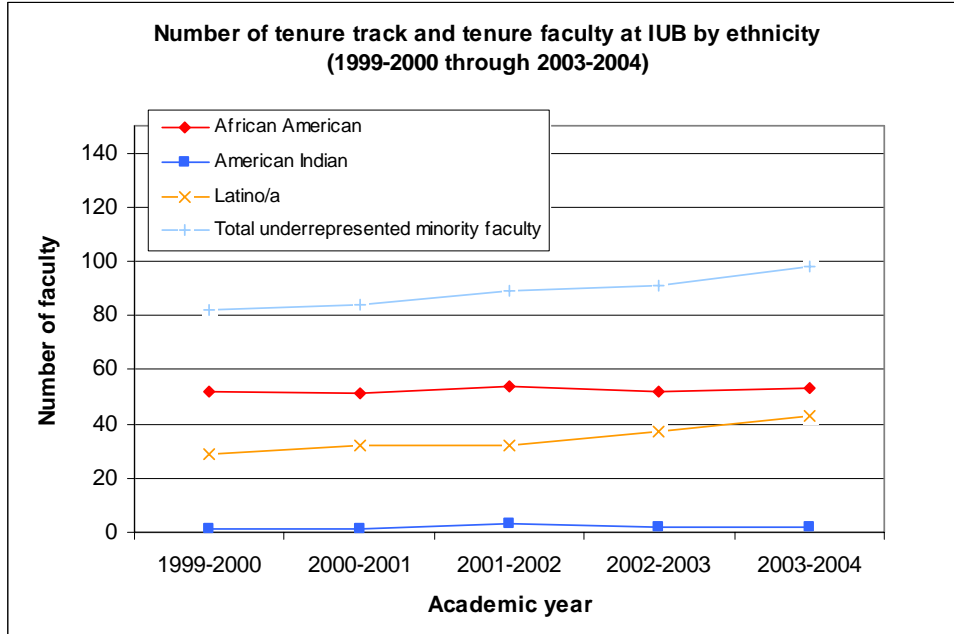
<sup>a</sup> The numbers in parentheses in the instructional, non-tenure track columns (the non-shaded columns) refer to the percent instructional, non-tenure track faculty of a particular ethnicity in a particular year out of the total number of non-tenure track faculty in that year. Likewise, the numbers in parentheses in the tenure track and tenure columns (the shaded columns) refer to the percent tenure track and tenure faculty of a particular ethnicity in a given year out of the total number of tenure track and tenure faculty for that year.

<sup>b</sup> The total number of instructional, non-tenure track faculty in 1999-2000: 101; in 2000-2001: 121; in 2001-2002: 143; in 2002-2003: 187; and in 2003-2004: 201. The total number of tenure track and tenure faculty in 1999-2000: 1,324; in 2000-2001: 1,317; in 2001-2002: 1,319; in 2002-2003: 1,309; and in 2003-2004: 1,328.

SOURCE: IU OAA 2002; IU 2004.

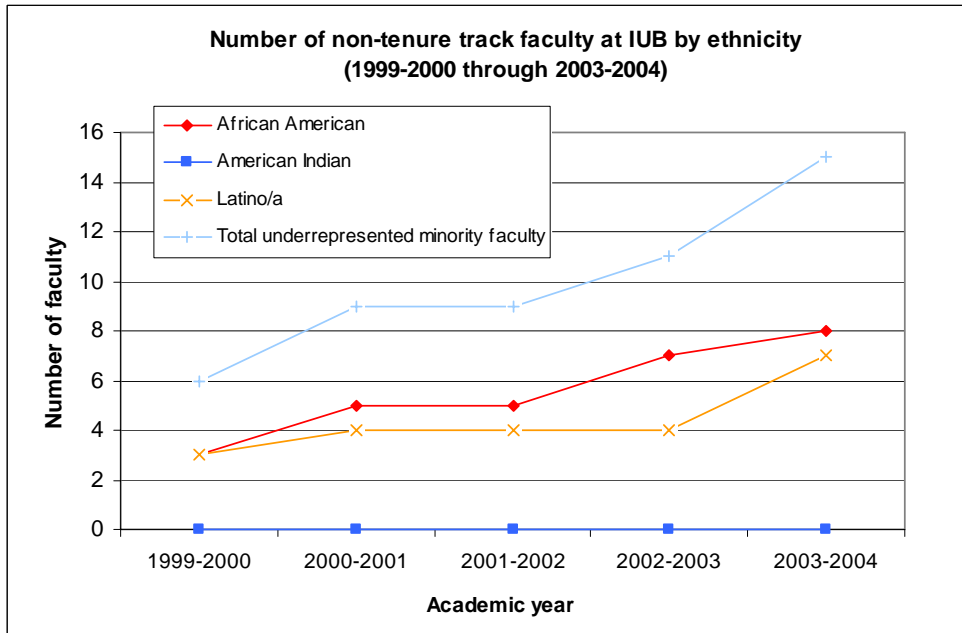
Figure 1 below depicts the number of *tenure track and tenure* minority faculty at IUB (from Table 3) in a graph. This graph shows that the number of tenure track and tenure minority faculty is increasing and that the increase is primarily due to the recent increase in the number of Latino faculty members. Figure 2 depicts the number of *non-tenure track* minority faculty (from Table 3) in graph form. The number of non-tenure track minority faculty is increasing as a result of the increases in the number of both Latino and African American faculty members.

Figure 1. Number of tenure track and tenure faculty at IUB by ethnicity (1999-2000 through 2003-2004)



Source: See source information for Table 3.

Figure 2. Number of non-tenure track faculty at IUB by ethnicity (1999-2000 through 2003-2004)



Source: See source information for Table 3.

Further, minority, tenure track and tenure faculty members are predominantly assistant and associate professors at IUB. Assistant and associate professors composed about 12 and 10 percent of tenure system faculty in 2003-2004, respectively; whereas, full and titled professors composed 4 percent (Table 4).<sup>4</sup> (The changes in the percentages of minority faculty by rank in Table 4 are due, in part, to the

increase in the number of full/titled and assistant professors between 1999-2000 and 2003-2004 and the decrease in the number of associate professors during this period.) The number of minorities in the full/titled professor and associate professor positions increased between 1999-2000 and 2003-2004. However, the increase in minority full and titled professors did not represent a considerable change; minority full and titled professors increased from 26 to 29 between 1999-2000 and 2003-2004, which represents about a 10 percent increase. Minority associate professors increased from 23 to 38, representing about a 40 percent increase and a more substantial change. The number of minority assistant professors decreased from 33 to 31 (a 6 percent decrease) during this period.<sup>5</sup> One can only speculate about the reasons for these changes, and the Office of Strategic Hiring and Support will evaluate this issue when it examines retention at IUB.

Table 4. IUB underrepresented minority tenure track and tenure faculty by rank (number and percent)<sup>a</sup>

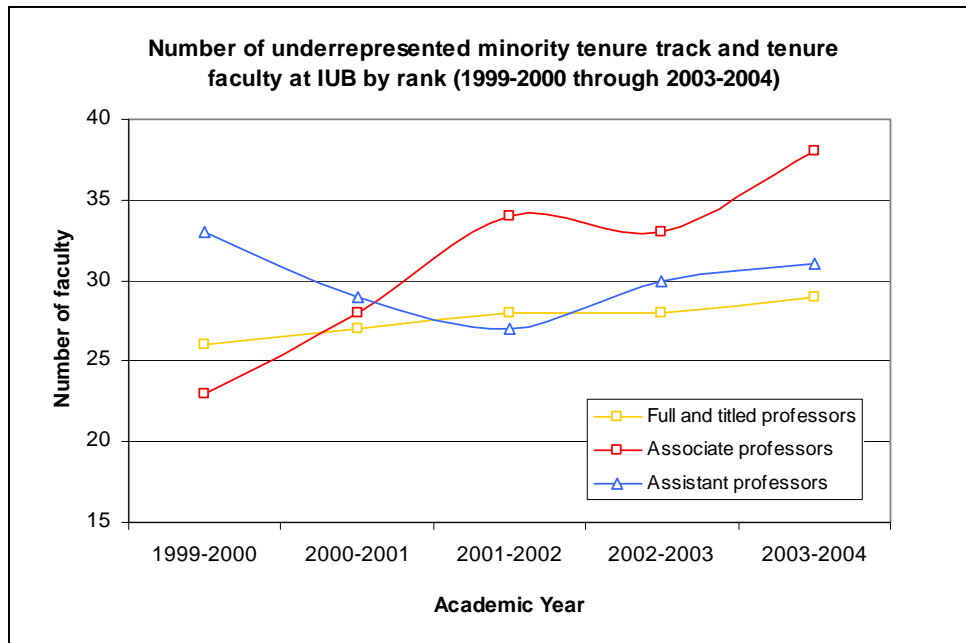
<b>Rank</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
Full and titled professors	26 (3.7%)	27 (3.9%)	28 (4.0%)	28 (4.0%)	29 (4.1%)
Associate professors	23 (6.0)	28 (7.0)	34 (8.7)	33 (8.8)	38 (10.3)
Assistant professors	33 (13.6)	29 (12.8)	27 (11.9)	30 (12.9)	31 (12.3)

<sup>a</sup> The percentages (in parentheses) in Table 4 represent the number of African American, American Indian, and Latino/a tenure track and tenure faculty within a particular rank category for a particular year out of the total number of tenure track and tenure faculty within that rank for that year.

SOURCE: IU OAA 2002; IU 2004.

Figure 3 below shows the numbers in Table 4 in graph form. These data demonstrate that most of the underrepresented minorities in the tenure system at IUB have positions in the lower ranks. Further, the associate professor rank within the tenure system is the only level at which the number of minorities has been steadily increasing since the 1999-2000 academic year. It is possible that, if given opportunities for professional and academic development, the faculty in the assistant and associate positions may stay at IUB and increase the number of minorities at the full professor level.

Figure 3. Number of underrepresented minority tenure track and tenure faculty at IUB by rank (1999-2000 through 2003-2004)



Source: See source information for Table 4.

### C. MINORITY FACULTY REPRESENTATION BY FIELD OF STUDY

This section provides a snapshot of minority representation of the faculty in six departments and schools at IUB and in the other Big Ten institutions, including the fields of biology, business, education, English, history, and psychology.

#### 1. INDIANA UNIVERSITY—BLOOMINGTON

The fields of study that have been historically well-represented by minority faculty at IUB—education, English, and history—have had mixed results in increasing the diversity of their respective faculty members. Table 5 below indicates that all three of these fields of study had a greater percentage of underrepresented minority tenure track and tenure faculty than IUB as a whole in 2002-2003. Specifically, minority faculty in the School of Education, English department, and history department composed 14.6, 7.5, and 8.7 percent of tenure system faculty in 2002-2003, respectively; whereas minority faculty only composed 7.0 percent of tenure system faculty in all departments and schools at IUB. However, the diversity of the faculty in the departments of biology, English, history, and psychology and in the School of Business has remained relatively constant in recent years. The number of minority faculty in the School of Education increased by five people—from 10 to 15 individuals—during the seven-year period between 1997-1998 and 2002-2003 (Table 5).

Table 5. IUB underrepresented minority tenure track and tenure faculty by school/department (number and percent)

School or department	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002			2002-2003		
	Total faculty	Total minority faculty	Percent minority faculty	Total faculty	Total minority faculty	Percent minority faculty	Total faculty	Total minority faculty	Percent minority faculty	Total faculty	Total minority faculty	Percent minority faculty	Total faculty	Total minority faculty	Percent minority faculty	Total faculty	Total minority faculty	Percent minority faculty
School of Education	107	10	9.3%	105	10	9.5%	104	10	9.6%	106	12	11.3%	103	12	11.7%	103	15	14.6%
Department of English	65	6	9.2	62	5	8.1	55	4	7.3	54	3	5.6	56	5	8.9	53	4	7.5
Department of History	46	4	8.7	43	5	11.6	41	3	7.3	43	4	9.3	44	4	9.1	46	4	8.7
Department of Biology	46	1	2.2	45	0	0	46	0	0	47	0	0	49	1	2.0	51	1	2.0
Kelley School of Business	106	3	2.8	110	5	4.5	111	4	3.6	112	4	3.6	114	3	2.6	115	2	1.7
Department of Psychology	42	0	0.0	42	0	0	41	0	0	40	0	0	40	0	0.0	39	0	0
<b>Indiana University–Bloomington</b>	<b>1,365</b>	<b>79</b>	<b>5.8</b>	<b>1,354</b>	<b>79</b>	<b>5.8</b>	<b>1,324</b>	<b>82</b>	<b>6.2</b>	<b>1,317</b>	<b>84</b>	<b>6.4</b>	<b>1,326</b>	<b>89</b>	<b>6.6</b>	<b>1,309</b>	<b>91</b>	<b>7.0</b>

SOURCE: Indiana University Office of the Vice Chancellor for Academic Affairs and Dean of Faculties. The IUB aggregate data (in the last row of the table) are from the *Report to the Bloomington Faculty Council: Status of Women and Minority Faculty on the Bloomington Campus* available at <<http://www.indiana.edu/~affirm/data.shtml>> (IU 2004).

It makes sense to review these data in the context of the number of doctoral recipients in each of these six fields. Table 6 below lists the number of underrepresented minorities who received doctoral degrees in the United States in 2002 for the same fields of study that are listed in Table 5. Although the data in Table 6 only represent one year, the number of doctoral recipients in a given field has generally been consistent in recent years (see Appendix II). (Appendix II provides U.S. citizen doctoral recipient data for each of these fields of study between 1999 and 2002.) The percentages of minority tenure track and tenure faculty at IUB are relatively comparable to the percentages of underrepresented minority doctorate recipients in 2002 for the fields of education, English, and history. (Specifically, 19.4, 9.5, and 8.9 percent of doctorate recipients in the fields of education, English, and history, respectively, were underrepresented minorities in 2002 (Table 6); and IUB tenure track and tenure faculty composed 11.7, 8.9, and 9.1 percent of the IUB faculty in these fields in 2001-2002 (Table 5).)

However, minority IUB faculty are not comparably represented in the fields of biology, business, and psychology. For example, 7.4, 13.3, and 13.2 percent of the doctorate recipients in the fields of biology, business, and psychology, respectively, were underrepresented minorities in 2002 (Table 6); whereas, IUB tenure track and tenure faculty only composed 2.0, 1.7, and 0 percent of the IUB faculty in these same fields in 2002-2003 (Table 5). The reason for this disparity is unclear. Fewer underrepresented minorities received doctoral degrees in the fields of English and history than in the fields of biology and psychology in 2002. The justification that there are fewer underrepresented minority candidates to apply for tenure track positions in the fields of biology and psychology should be further analyzed. Further, an estimated 79 underrepresented minorities received doctorates in business in 2002—13 percent of U.S. citizens receiving doctoral degrees in business were underrepresented minorities that year. About the same number and percent probably receives such degrees annually (82 underrepresented minorities or 12.7 percent received business and management doctorates in the United States in 2001, and 60 underrepresented minorities or 9.1 percent received this degree in 2000). Therefore, there appears to be underrepresented individuals with business doctorates who should be considered for hire as tenure track faculty (Hoffer et al. 2003, 2002, and 2001; Appendix II).

Table 6. Underrepresented minority doctorate recipients in the United States by field in 2002  
(number and percent)

Field	Total U.S. citizen doctorate recipients	Total underrepresented minority U.S. citizen doctorate recipients	Percent underrepresented minority U.S. citizen doctorate recipients
Education	5,265	1,019	19.4%
Psychology	2,719	358	13.2
Biological sciences	3,787	281	7.4
Business and management	596	79	13.3
English language and literature	823	78	9.5
History	864	77	8.9

SOURCE: Hoffer et al. 2003.

## 2. BIG TEN UNIVERSITIES

This section provides a snapshot of underrepresented minority faculty data from the Big Ten universities, most of which reported 2001-2002 data. The exceptions to this and the data sources are provided in the endnotes of this report and in Appendix I.<sup>6</sup> Appendix I includes tables and graphs of the number of faculty by ethnicity in six schools and departments within the Big Ten universities. Table 7 below provides a subset of these data. Schools of education within the Big Ten universities had the highest percentage of minority faculty (10.6 percent), and the biology departments had the lowest percentage (1.7 percent) in the 2001-2002 academic year.

This section also compares the number of underrepresented minority faculty in each of these departments with the number of underrepresented minorities receiving doctoral degrees in these fields each year. However, even though the number of doctoral degree recipients contributes to the number of potential minority faculty candidates, it is probably not the only factor. Career opportunities in sectors other than post-secondary academia and geographic preferences also may determine the candidate pool in these and other fields of study.

Table 7. Underrepresented minority in several departments and schools within Big Ten universities (number and percent)

School or department	Total faculty	Total underrepresented minority faculty	Percent underrepresented minority faculty
Education schools	1,008	107	10.6%
English departments	506	44	8.7
History departments	387	29	7.5
Psychology departments	469	24	5.1
Business departments	1,098	30	2.7
Biology departments	574	10	1.7

NOTE: The notes pertaining to and the sources of the data in Table 7 are provided in endnote 6 of this report and in Appendix I. Most of the data are from 2001-2002, but there are some exceptions. Underrepresented minority faculty data were not available at the school and department levels for all of the schools.

The percentages of underrepresented minority faculty in each of the six schools and departments are provided in Tables 8-a through 8-f below. The institutions in these six tables are listed in descending order from those with the highest percent underrepresented minority faculty to those with the lowest percent minority faculty.

a. BIOLOGY

Table 8-a includes the number and percent of underrepresented minority faculty in the Big Ten biology departments in 2001-2002. None of the reporting institutions had more than 5 percent underrepresented minority faculty in their biology departments. Michigan State University had the highest number and percentage (4.9 percent), and the University of Illinois had the lowest number and percentage—no minority faculty worked in the University of Illinois biology department in 2001-2002. Also, note that even though none of the institutions have more than three minority faculty in their biology departments, there were 281 underrepresented minorities who received doctorates in biology in the United States in 2002 (Table 6), 285 in 2001, and 286 in 2000 (Hoffer et al. 2003, 2002, and 2001; Appendix II). However, as noted above, there are other factors besides the number of individuals with biology doctorates that influence departmental diversity.

Table 8-a. Underrepresented minority faculty in Big Ten biology departments (number and percent)

<b>BIOLOGY DEPARTMENTS</b>			
<b>Big Ten institution</b>	<b>Total faculty</b>	<b>Total underrepresented minority faculty</b>	<b>Percent underrepresented minority faculty</b>
Michigan State University	61	3	4.9%
University of Wisconsin	50	2	4.0
Northwestern University	25	1	4.0
University of Michigan	39	1	2.6
Indiana University	49	1	2.0
University of Minnesota	84	1	1.2
Ohio State University	108	1	0.9
University of Illinois	51	0	0.0

NOTE: The data in Table 8-a are generally from 2001-2002; refer to the notes of Table I-1 in Appendix I for specific date information. The notes of Table I-1 in Appendix I also list the specific biological science departments that were included in this analysis for the institutions that have more than one biology-related department.

SOURCE: See endnote 6 of this report or the sources of Table I-1 in Appendix I for the data sources and for information about the categories of faculty (e.g., non-tenure track, tenure track, or tenure) reported for each institution.

#### b. BUSINESS

Similarly, Table 8-b below indicates that none of the business schools in the Big Ten employed more than 6 percent underrepresented minority faculty as of the academic year 2001-2002. Michigan State University's Eli Broad College of Business had the highest percent (5.8 percent), and University of Minnesota's Curtis L. Carlson School of Management had the lowest (0.9 percent). The percent of minority faculty at IUB was about average compared to the other Big Ten institutions and was far from being representative of the United States population. It could be expected that the Big Ten universities have the capability to increase the diversity of their business school faculty, because there are a number of underrepresented minority business doctoral recipients every year in the United States: 79 in 2002, 82 in 2001, and 60 in 2000 (Hoffer et al. 2003, 2002, and 2001; Appendix II).

Table 8-b. Underrepresented minority faculty in Big Ten business schools (number and percent)

<b>BUSINESS SCHOOLS</b>			
<b>Big Ten institution</b>	<b>Total faculty</b>	<b>Total underrepresented minority faculty</b>	<b>Percent underrepresented minority faculty</b>
Michigan State University	104	6	5.8%
University of Michigan	103	5	4.9
Northwestern University	113	4	3.5
University of Illinois	121	4	3.3
Ohio State University	93	3	3.2
Indiana University	114	3	2.6
Purdue University	84	2	2.4
University of Iowa	74	1	1.4
University of Wisconsin	83	1	1.2
University of Minnesota	115	1	0.9

NOTE: The data in Table 8-b are generally from 2001-2002; refer to the notes of Table I-1 in Appendix I for specific date information.

SOURCE: See endnote 6 of this report or the sources of Table I-1 in Appendix I for the data sources and for information about the categories of faculty (e.g., non-tenure track, tenure track, or tenure) reported for each institution.

### c. EDUCATION

Table 8-c below shows that the University of Illinois is the only Big Ten institution that employed a percent of underrepresented minority faculty in its College of Education (22.3 percent in 2001-2002) that was relatively comparable to the percent of underrepresented minorities in the United States population in 2000 (25.7 percent) (Table 1). Purdue University’s School of Education had the lowest percent underrepresented minority faculty (5 percent) of the reporting institutions in Table 8-c. Further, four of the 10 institutions in Table 8-c had less than 10 percent underrepresented minority faculty employed in their education schools. There are many underrepresented minorities receiving education doctoral degrees in the United States each year: 1,109 in 2002, 952 in 2001, and 1,002 in 2000 (Hoffer et al. 2003, 2002, and 2001; Appendix II). However, many of these individuals may choose to work in primary and secondary education administration, which decreases the number of individuals available to work in post-secondary institutions. Therefore, an analysis of the number of minorities with doctoral degrees in education pursuing careers in higher education would be informative in determining the number of minority candidates from which Big Ten education schools can recruit.

Table 8-c. Underrepresented minority faculty in Big Ten education schools (number and percent)

<b>EDUCATION SCHOOLS</b>			
<b>Big Ten institution</b>	<b>Total faculty</b>	<b>Total underrepresented minority faculty</b>	<b>Percent underrepresented minority faculty</b>
University of Illinois	94	21	22.3%
Indiana University	85	13	15.3
Ohio State University	116	15	12.9
Michigan State University	127	16	12.6
University of Wisconsin	154	16	10.4
University of Michigan	50	5	10.0
Northwestern University	23	2	8.7
University of Iowa	84	7	8.3
University of Minnesota	123	9	7.3
Purdue University	60	3	5.0

NOTE: The data in Table 8-c are generally from 2001-2002; refer to the notes of Table I-1 in Appendix I for specific date information.

SOURCE: See endnote 6 of this report or the sources of Table I-1 in Appendix I for the data sources and for information about the categories of faculty (e.g., non-tenure track, tenure track, or tenure) reported for each institution.

d. ENGLISH

Three of the eight institutions in Table 8-d below have less than 10 percent underrepresented minority faculty in their English departments in 2001-2002. The University of Michigan’s Department of English Language and Literature had the highest percent of minority faculty (16.7 percent), and Northwestern University’s Department of English had the lowest (3.3 percent). There are fewer individuals receiving doctoral degrees in the field of English than in education each year; there were 78 English doctoral recipients in 2002, 72 in 2001, and 74 in 2000 (Hoffer et al. 2003, 2002, and 2001; Appendix II). However, these data indicate that there is a pool of candidates available that the Big Ten universities can consider for faculty positions available within their English departments.

Table 8-d. Underrepresented minority faculty in Big Ten English departments (number and percent)

ENGLISH DEPARTMENTS			
Big Ten institution	Total faculty	Total underrepresented minority faculty	Percent underrepresented minority faculty
University of Michigan	60	10	16.7%
Michigan State University	46	7	15.2
University of Wisconsin	52	6	11.5
University of Illinois	53	6	11.3
Ohio State University	69	7	10.1
Indiana University	47	4	8.5
University of Minnesota	42	3	7.1
Northwestern University	30	1	3.3

NOTE: The data in Table 8-d are generally from 2001-2002; refer to the notes of Table I-1 in Appendix I for specific date information.

SOURCE: See endnote 6 of this report or the sources of Table I-1 in Appendix I for the data sources and for information about the categories of faculty (e.g., non-tenure track, tenure track, or tenure) reported for each institution.

e. HISTORY

Only two of the seven institutions in Table 8-e below had a faculty composed of more than 10 percent underrepresented individuals in their history departments in 2001-2002. The departments of history at the University of Wisconsin and the University of Michigan showed the highest percent underrepresented minority faculty (14.6 and 14.0 percent, respectively), and the University of Illinois department of history had the lowest (4.5 percent). Seventy-seven underrepresented minorities received doctoral degrees in history in 2002, and there were 91 recipients in 2001 and 83 in 2000 (Hoffer et al. 2003, 2002, and 2001; Appendix II). As noted above in the discussions of minority faculty representation in the other fields of study, even though some of these individuals may not be interested in careers in post-secondary education, there appears to be a number of available minority candidates who Big Ten universities can hire to diversify their history departments.

Table 8-e. Underrepresented minority faculty in Big Ten history departments (number and percent)

<b>HISTORY DEPARTMENTS</b>			
<b>Big Ten institution</b>	<b>Total faculty</b>	<b>Total underrepresented minority faculty</b>	<b>Percent underrepresented minority faculty</b>
University of Wisconsin	48	7	14.6%
University of Michigan	57	8	14.0
Michigan State University	43	4	9.3
Indiana University	38	3	7.9
Northwestern University	34	2	5.9
Ohio State University	54	3	5.6
University of Illinois	44	2	4.5

NOTE: The data in Table 8-e are generally from 2001-2002; refer to the notes of Table I-1 in Appendix I for specific date information.

SOURCE: See endnote 6 of this report or the sources of Table I-1 in Appendix I for the data sources and for information about the categories of faculty (e.g., non-tenure track, tenure track, or tenure) reported for each institution.

f. PSYCHOLOGY

Only one of the nine institutions in Table 8-f below had more than 10 percent underrepresented minorities in its psychology department; about 21 percent of the University of Michigan’s department of psychology composed underrepresented minorities in 2001-2002. Several institutions had no such faculty on staff within their psychology departments (Indiana University, Northwestern University, and the University of Iowa). This is particularly unsettling given that 358 underrepresented minorities received doctorates in psychology in 2002 (Table 6), and 345 and 397 received them in 2001 and 2000, respectively (Hoffer et al. 2003, 2002, and 2001; Appendix II).

Table 8-f. Underrepresented minority faculty in Big Ten psychology departments (number and percent)

<b>PSYCHOLOGY DEPARTMENTS</b>			
<b>Big Ten institution</b>	<b>Total faculty</b>	<b>Total underrepresented minority faculty</b>	<b>Percent underrepresented minority faculty</b>
University of Michigan	68	14	20.6%
Michigan State University	50	4	8.0
University of Illinois	48	2	4.2
Ohio State University	54	2	3.7
University of Wisconsin	35	1	2.9
University of Minnesota	37	1	2.7
Indiana University	40	0	0.0
Northwestern University	23	0	0.0
University of Iowa	30	0	0.0

NOTE: The data in Table 8-f are generally from 2001-2002; refer to the notes of Table I-1 in Appendix I for specific date information.

SOURCE: See endnote 6 of this report or the sources of Table I-1 in Appendix I for the data sources and for information about the categories of faculty (e.g., non-tenure track, tenure track, or tenure) reported for each institution.

As these snapshots of minority faculty data indicate, the faculty membership within the Big Ten universities does not reflect United States demographics or doctoral recipient pools. The numbers of underrepresented individuals receiving doctoral degrees each year indicates that each of these institutions

have opportunities to increase the faculty diversity within their departments. To accomplish this objective, each institution needs to further commit to developing strategies for ensuring these individuals are continuously sought after. The following sections describe some of the ways that this can be achieved.

## **SECTION II. RECOMMENDATIONS FOR IMPROVING FACULTY DIVERSITY**

As the doctoral recipient data in this report imply, the underrepresentation of minority faculty is not solely attributable to the lack of minorities with doctorate degrees. There are other reasons for the current state of faculty diversity at institutions of postsecondary education. Acknowledging these other institutional barriers to achieving adequate minority faculty representation may help administrators to take advantage of opportunities that exist to diversify their faculties. This section discusses some of the issues regarding faculty diversity within the Big Ten institutions, some of which may be relevant for other, similar institutions across the United States. This section also provides some recommendations for IUB and other institutions to create an environment in which qualified minority candidates are sought after and to establish a diverse faculty membership. The recommendations constitute only some of the actions that institutions can take to ensure equitable minority faculty representation—the list of suggestions in this section is not exhaustive. Some of these suggestions have been implemented by and have worked for the Office of Strategic Hiring and Support at IUB, and others have been recommended by those who have published literature on the subject.

### **A. DOCTORAL RECIPIENTS**

The shortage of minority faculty in academia adversely impacts diversity at local, regional, and national scales. Several reasons have been used by administrators to justify the lack of diversity in tenure track and tenure positions in institutions of higher education in the United States and in the Midwest. For example, the lack of underrepresented minorities in these positions has been attributed to the low numbers of doctorates awarded to these individuals. Section I of this report indicates that there are more minority candidates in some fields of study than others. For example, there are more minority doctoral recipients in the fields of education, psychology, and the biological sciences than there are in the history, English, and business fields of study.

The lack of doctoral candidates qualified for academic positions has been termed the “pipeline” or “supply” problem. “The pipeline explanation argues that there are too few qualified minority candidates for faculty openings. Too many minority students drop out of the pipeline to academic careers at various stages” (Turner et al. 1999, 37). Cole and Barber (2003) state that this problem does exist; there is a shortage of minority candidates for positions throughout the entire academic system. They suggest that it will be necessary “to increase the overall pool of minority members who are interested in and have the necessary qualifications to be professors at all levels of our system of higher education” (Cole and Barber 2003, 6)

U.S. citizen doctorate recipients are not representative of U.S. demographics. Underrepresented minorities composed 10.8 percent of those with known ethnicity receiving doctorate degrees in 1999, 10.9 percent in 2000 and 2001, and 11.9 percent in 2002 (Table 9). However, Table 1 in section I of this report indicates that 25.7 percent of the U.S. population is composed of underrepresented minorities. The numbers in Table 9 also demonstrate that the number of people receiving doctoral degrees decreased between 1999 and 2002. However, with the exception of American Indians, in general, historically underrepresented groups earned an increasingly higher percentage and number of doctoral degrees between 1999 and 2002.

Table 9. U.S. citizen doctorate recipients in all fields by known race/ethnicity (1999 to 2002)

Race/ethnicity	1999		2000		2001		2002	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	1,324	4.9%	1,407	5.2%	1,382	5.2%	1,364	5.4%
Black	1,596	5.9	1,656	6.1	1,604	6.1	1,644	6.5
Hispanic	1,109	4.1	1,157	4.2	1,119	4.2	1,233	4.8
American Indian	219	0.8	169	0.6	149	0.6	146	0.6
White	22,929	84.4	22,911	83.9	21,842	82.6	20,720	81
Other <sup>a</sup>	445	1.6	588	2.1	339	1.3	343	1.3
<b>Total<sup>b</sup></b>	<b>27,177</b>		<b>27,300</b>		<b>26,435</b>		<b>25,450</b>	

<sup>a</sup> The percent of doctoral degrees in the "other" category is based on the total number of doctoral degrees received (not the total received by those with known race/ethnicity). The total number of doctoral degrees received by U.S. citizens, including people with unknown race/ethnicity: 27,622 in 1999; 27,888 in 2000; 26,907 in 2001; and 25,936 in 2002.

<sup>b</sup> The total refers to the total number of U.S. citizen doctorate recipients with known race/ethnicity; it does not include the numbers in the "other" category.

SOURCE: Hoffer et al. 2003, 2002, and 2001; and Sanderson et al. 2000.

## 1. RECRUITING AND MENTORING MINORITY DOCTORAL STUDENTS

Departments that have not been able to develop faculties that are representative of the demographics of their state or the country should recruit, develop, and mentor their own doctoral students to prepare them for faculty positions when they complete their studies. As mentioned in the 2003 20/20 report update, departments at IUB should create programs designed to identify which of their own minority doctoral recipients could be considered for faculty positions (IUB ASD 2003a). Several departments/schools at IUB (the School of Education, the department of English, and the Kelley School of Business) have hired Indiana University graduates as faculty members (see Table 10), which may indicate that departments/schools have already found ways to establish faculties with diverse experiences and backgrounds while simultaneously appointing individuals with graduate degrees from this institution. Further, because some departments/schools already have Indiana University graduates as faculty, this recommendation may not be that difficult to implement in other departments/schools. Universities should also establish programs that introduce undergraduate minority students to the opportunities available in graduate school, for example, by establishing research and internship programs for undergraduates at

Hispanic Serving Institutions (HSI's), Historically Black Colleges and Universities (HBCU's), and Tribal Colleges.

Institutions generally try to diversify the ideas among their faculty members by hiring people who have received their education or experience at other universities and colleges. There are ways for departments to create a faculty membership with a range of experiences and also develop programs that consider their doctoral recipients for faculty positions. Departments should maintain contact with a variety of individuals who can refer potential candidates to IUB. These individuals should include their own doctoral recipients to possibly recruit them after they have spent a few years elsewhere, for example, in a postdoctoral position at another university. Institutions also can ensure that their students and faculty are exposed to a diverse range of ideas and people by sending them to conferences and workshops attended by faculty and researchers at other institutions across the country and around the world. Institutions could allow their faculty to spend a summer or semester conducting research at other colleges or universities to further expose them to the range of research being conducted and allow them to interact with faculty from different degree programs.

## 2. INTRA-REGIONAL COORDINATION AMONG INSTITUTIONS TO RETAIN DOCTORAL RECIPIENTS

The underrepresentation of minority faculty in postsecondary education in the Midwest region is also related to the relocation of individuals with doctorate degrees to other parts of the country. According to a study of faculty in eight Midwestern states conducted between 1993 and 1995, the majority of doctoral recipients conferred in the Midwest pursue careers in other regions of the nation, especially those in academia (Turner, Myers, Creswell 1999). (The states included in the study were Illinois, Kansas, Michigan, Ohio, Wisconsin, Nebraska, Missouri, and Minnesota.) Further, the study results indicated that minorities are more likely to leave the Midwest than Caucasians. Specifically, 66.7 percent of minority doctoral graduates versus 63.1 percent of Caucasian doctoral graduates left the Midwest for positions in other regions (Turner et al. 1999, 38-39).

The development of intra-regional recruiting networks may reduce the number of minority scholars who are leaving the Midwest for academic appointments in other regions. Inter-institutional coordination and cooperation—above and beyond that offered by the Committee on Institutional Cooperation (CIC) and other consortiums—likely will be necessary to establish diverse faculties throughout the region. (The CIC is the academic consortium of the Big Ten institutions and the University of Chicago.) For example, the departments of CIC institutions could exchange information with their counterparts in other institutions about potential minority faculty candidates. This exchange of information and resources also should include initiatives that provide professional and academic development opportunities for minority graduate students.

The Midwest Higher Education Commission (MHEC) developed a Graduate Exchange of Midwest Minority Scholars (GEMMS) program proposal in 2001 to assist in the development of minority

faculty in the region. However, only three of the ten MHEC member states—Indiana, Missouri, and Nebraska—signed the participatory agreement; a minimum of four State Higher Education Executive Offices were needed to sign the agreement before it could be implemented (MHEC 2001). Because of a lack of support for the program at the outset, the MHEC is no longer working on it. However, the MHEC may pursue the issue again in the future (Jennifer Dahlquist, personal communication, May 14, 2004). Regardless, Iowa and Pennsylvania are not members of the MHEC; and ideally, all of the Big Ten, CIC, and other universities and colleges in the Midwest should coordinate their recruitment efforts to ensure that highly qualified, minority doctoral recipients are not leaving the region without being offered competitive wages and opportunities for pursuing their research interests.

The GEMMS proposal appears to have been one of the more promising mechanisms for establishing regional recruiting networks. However, in the absence of such an agreement, institutions can initiate this process by encouraging departments to coordinate their recruitment activities with similar departments at other institutions. Institutions could also establish a few department-level pilot projects by providing additional funding to these departments to establish recruiting and communication networks with other institutions. If these pilot projects are successful, the information-sharing processes, databases, and resources developed to create these inter-institutional departmental networks could be adopted by other departments to form networks with similar departments in other institutions.

According to Smith (2000), passive recruiting strategies will not likely work to create diverse faculties. Rather, “a more successful strategy calls for developing personal connections, or networks of people who have expertise in the areas of scholarship the institution needs” (Smith 2000). These personal, inter-institutional networks may be effective if established on a department-by-department basis within a specific region. Smith (2000) indicated that, in general, minority candidates did not respond to mass mailings encouraging all minorities and women to submit an application; minority candidates were more responsive to personal communications from institutions or departments that showed a genuine interest in the candidate’s qualifications and experiences.

## B. FACULTY SALARIES

The lack of minorities receiving doctoral degrees is not the only reason that faculties are not as diverse as they should be. Faculty salaries also contribute to the shortage of minority faculty in higher education. The level of financial compensation that one can expect to receive in academia affects the willingness of all doctoral recipients, including minorities, to choose a profession in academia. Turner and Myers (2000) state that “low faculty salaries have a greater effect on the representation of minority faculty members than does availability of minority Ph.D.’s.” Further, “the reduction of minority faculty supply resulting from increased private sector wages is of a smaller magnitude than the increase in supply resulting from increased faculty salaries” (Turner and Myers 2000, 184).

In 1995, the MHEC evaluated the relationship between the availability of minority candidates and faculty salary. MHEC is part of the Midwestern Regional Education Compact that comprises ten states: Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, and Wisconsin.<sup>7</sup> In this study, the MHEC found that “the supply of faculty is very responsive to earnings potential in academia,” particularly among minorities in the MHEC member states (MHEC 1995, 3).

Turner, Myers, and Creswell (1999) found that faculty wages in the Midwest were generally lower than those in other U.S. regions, especially for African Americans and Latinos. They also indicated that the average wage for an individual working in the private sector in the United States in 1990 was \$34,556, and the average wage for a faculty member was \$26,596 (Turner et al. 1999, 38). The salary data of recent psychology doctorate recipients reported in the American Psychological Association’s *1999 Doctorate Employment Survey* reflect this disparity. For example, the median starting salary of full-time assistant professors in 1999 was \$40,000 for a 9- to 10-month period (or about \$49,000 for an 11- to 12-month period).<sup>8</sup> In contrast, the median starting salary of individuals in the field of applied psychology in business or industry settings was \$71,000 for an 11- to 12-month period (Kohout and Wicherski 2003).

Administrators should be aware of the influence that wages have on the faculty labor pool. If wages are recognized as a potential barrier to increasing diversity, administrators can begin to develop policies to mitigate this problem. In an adverse economic climate, it may be difficult to find additional resources to competitively compensate faculty members. However, acknowledging this as an issue may enable administrators to make more effective use of all available institutional resources in attracting and retaining minority faculty. Institutions should make available financial resources to departments to ensure that highly qualified minority professors can be offered competitive salaries when departments would not otherwise be able to adequately compensate such professors. Turner also suggests the development of “funding pools” as a mechanism for making offers to minorities (Turner and Smith 2002, 36).

Institutions in the Midwest that can find the means to pay qualified candidates what they are worth in other academic settings in the United States will have an advantage when recruiting minority faculty members, because the pool of qualified candidates will likely increase. In addition, institutions that compensate their faculty members with other perquisites may be more successful in hiring candidates. Some non-salary incentives include providing funds for professional travel and moving or assistance in finding employment for the new faculty member’s spouse or partner (Turner and Smith 2002, 36).

### C. RECRUITING NETWORKS

Ineffective recruitment of minorities continues to plague academic institutions and prevents increases in the number of minority faculty members. Institutions tend to rely on traditional networks to recruit faculty, and the pools of candidates within these networks may not be demographically representative.

## 1. THE DEGREE-GRANTING INSTITUTIONS

To dispel the perception of some people that doctoral degree-granting institutions serving primarily minorities are of lower caliber than the institutions that are generally considered prestigious (e.g., the Ivy League schools), Alger (2000) suggests that faculty search committees evaluate how graduate schools are ranked and compare these rankings to those of institutions that have historically served minorities. (Jonathan Alger is the assistant general counsel at the University of Michigan at Ann Arbor.) A study by Mickelson and Oliver (1991, 161-162) indicated that eligible minorities may choose to attend institutions other than those that are the most highly acclaimed for a number of reasons.

Because of family obligations, community ties, hostile social and racial climates on elite campuses, inadequate social and psychological support systems at leading schools or limited financial support, well-qualified minority groups [*sic*] members may enroll in a wide variety of schools rather than following the path that leads to elite universities.

In addition, Mickelson and Oliver state that using the doctoral degree-granting “institution as [a] proxy” for a candidate’s qualifications will generally create a less diverse pool of candidates who are offered faculty appointments. “To the degree that members of minorities are found less often at top institutions and are left out of prestigious patronage networks, the ‘institution as proxy’ process tends to exclude qualified black candidates from reaching many short lists” (Mickelson and Oliver 1991, 161)

The relative importance of the degree-granting institution for academic positions is unclear at this time. It appears that recruiting and hiring practices are most influenced by the existing networks between schools and departments and other institutions. The findings of Knowles and Harleston (1997) indicated that administrators and faculty members recruit from only a relatively small number of doctoral granting institutions and that these institutions were not the ones that award the highest number of degrees to minorities. A report issued by the American Association of University Professors (AAUP) stated that the “consistent use of the same few institutions may perpetuate a pattern of discrimination in faculty hiring” and that committees responsible for identifying faculty candidates should conduct their search within other institutions in addition to those historically used (AAUP 1982, cited in Turner and Myers 2000, 29).

Table 10 below includes the six schools and departments at IUB that were discussed in section I of this report (Table 5) and the institutions from which most of the professors in these schools/departments received their doctoral degrees. Table 10 also includes the number and percentage of the faculty in these schools/departments at IUB who received their degrees from institutions within the CIC. The data in this table indicate that recruiting faculty from the same institutions or primarily from CIC institutions may or may not lead to more diverse and representative faculties. For example, the School of Education and the Kelley School of Business had the greatest percentage of members from institutions of the CIC in 2003. However, the School of Education has one of the most diverse faculties at IUB, and the Kelley School of Business has one of the least. The departments of history and biology had the lowest percentages of their respective faculties from the CIC. However, the diversity of the faculties

within these two departments is completely different (see Table 5), which demonstrates that departments and schools should adopt more than one strategy for employing minority faculty.

Table 10. IUB tenure track and tenure faculty terminal degree-granting institutions by school/department (2003)

<b>Terminal degree-granting institution</b>	<b>Number (or percent) of IUB faculty</b>
<b>School of Education</b>	
Indiana University	13
University of Illinois	7
University of Wisconsin	5
CIC institutions	44 (43.8%)
<b>Department of English</b>	
University of California-Berkeley	7
Indiana University	5
Yale University	4
CIC institutions	14 (25.9%)
<b>Department of History</b>	
Yale University	6
University of California-Berkeley	4
CIC institutions	9 (18.4%)
<b>Department of Biology</b>	
Duke University	5
Stanford University	4
University of Chicago	3
CIC institutions	11 (22.0%)
<b>Kelley School of Business</b>	
Indiana University	23
Ohio State University	8
Purdue University	7
CIC institutions	53 (45.3%)
<b>Department of Psychology</b>	
University of Michigan	4
CIC institutions	13 (33.3%)

<sup>a</sup>The numbers represent the number of faculty in these IUB departments and schools who received their doctoral degrees from the corresponding institutions. The percentages in this table refer to the percent of faculty in these departments or schools who received their doctoral degrees from institutions within the CIC.

SOURCE: The IUB schools and departments listed in Table 10 provided the information in this table during the spring/summer of 2003.

Table 11 lists the institutions that granted the most doctoral degrees to minorities in the United States for each of the six fields of study profiled in this report during the years 2000-2001 and 2001-2002 (BIHE 2002 and 2003). (Tables 5 and 10 contain IUB-specific data for these fields of study, and Tables 8-

a through 8-f contain data for IUB as well as the other Big Ten institutions.) There is little correlation between the institutions listed in Table 11 and the degree-granting institutions of IUB faculty in Table 10. If IUB departments were to expand the number of institutions from which they recruit to include more of the institutions listed in Table 11, the faculty at IUB might become more representative of the U.S. population. Mickelson and Oliver (1991) recommend that “recruitment committees cast their nets more widely” (Mickelson and Oliver 1991, cited in Turner and Myers 2000, 31). The National Association of Schools of Public Affairs and Administration (NASPAA) states that department chairs and others responsible for hiring faculty should “network with Historically Black Colleges and Universities (HBCUs) and other institutions with large minority populations” (NASPAA 2000, 11).

As the data in Tables 8-a through 8-f seem to indicate, the situation at IUB is a microcosm of the state of minority faculty recruiting in the other Big Ten schools and possibly other institutions across the nation. Most institutions continue to recruit from colleges and universities where long-standing networks have already been established and have not aggressively expanded the number of institutions from which they seek qualified candidates. These networks may become somewhat intractable, because people tend to hire and identify with those people who look like and think like themselves—people who were taught in similar institutions and who are researching similar subjects. This tendency further perpetuates departmental and campus climates that are not representative of U.S. demographics.

Although many traditional institutions are conferring doctoral degrees to some of the best minority scholars, many potential faculty members are not being pursued because of the existing recruiting paradigm. Alger (2000) suggests that one of the reasons for this oversight is that universities may not be giving enough guidance to those responsible for hiring faculty to break these traditional hiring mechanisms. Alger recommends that institutions provide training to faculty search committees, as well as resources to enable these committees to conduct a thorough search of possible candidates (e.g., by advertising in publications that target minority graduate students and faculty members) (Alger 2000). Others have recognized the need for faculty search committees to receive diversity recruitment training as well (Smith 2000 and WCUPA 1998).

One university in the West has developed a creative technological solution to provide oversight of faculty candidate pools to monitor whether they include underrepresented minorities. A provost’s office may not become aware of the faculty candidates until the department submits a “short list” of qualified applicants, who may or may not be minorities. To circumvent this problem, the office responsible for faculty equity established an online application system that candidates fill out and that the provost can access. The provost then can evaluate whether each search process is drawing a diverse group of individuals; if not, the provost can extend the search period until it does (Turner 2002, 19).

Table 11. Top underrepresented minority doctoral degree–granting institutions by field of study

2000-2001		2001-2002	
Institution	Number of doctoral degrees granted	Institution	Number of doctoral degrees granted
<b>Education</b>			
Nova Southeastern University	39	Nova Southeastern University	75
University of Connecticut	30	Loyola University Chicago	42
University of Texas-Austin	22	Argosy University-Sarasota	32
<b>English, literature, and letters</b>			
Stanford University	7	New York University	5
University of Connecticut	6	University of North Carolina-Chapel Hill	4
		University of California-San Diego	4
<b>Social sciences and history</b>			
University of Connecticut	14	University of Michigan-Ann Arbor	17
University of Michigan-Ann Arbor	12	Howard University	13
University of California-Los Angeles	8	Harvard University	11
<b>Biology and life sciences</b>			
University of Connecticut	21	Meharry Medical College	10
Meharry Medical College	13	New York University	7
University of California-Los Angeles	8	Howard University/Duke University	6
<b>Business management and administrative services<sup>a</sup></b>			
Walden University	7	Argosy University-Sarasota	16
Nova Southeastern University	7	Nova Southeastern University	10
University of Connecticut	6	Capella University	6
<b>Psychology<sup>b</sup></b>			
Carlos Albizu University-Miami	34	Carlos Albizu University-Miami	35
Alliant International University	12	Alliant International University	26
California School of Professional Psychology-San Diego	11	California School of Professional Psychology-Alameda	14

<sup>a</sup> The 2001-2002 business figures include all minorities.

<sup>b</sup> The 2000-2001 psychology figures do not include African Americans.

SOURCE: BIHE 2002 and 2003.

## 2. ADVERTISING FACULTY POSITION OPENINGS

In addition to increasing the number of institutions in which faculty members are recruited from, faculty positions should be advertised more widely. “To engage in effective recruitment, it is important that programs advertise their openings and market their programs in African-American and Latino publications, in addition to the more general ‘open’ advertising” (NASPAA 2000). Examples of publications read by minorities throughout the country that could be used to advertise faculty positions include *The Hispanic Outlook in Higher Education* (<http://www.HispanicOutlook.com>), *Black Issues in Higher Education* (<http://www.blackissues.com>), and *Women in Higher Education* (<http://www.wihe.com>).

However, these are just some examples; it is critical to reach out to other audiences and establish networks of individuals who can refer candidates. For example, Turner (2002) suggests advertising faculty positions through the National Name Exchange program's Committee on Cooperative Minority Student Recruitment (<http://www.grad.washington.edu/nameexch/national/>) and other similar programs. The National Name Exchange is a consortium of 28 universities that identify and share the names of minority students to recruit for graduate education. Turner also suggests that search committees post faculty openings through programs that provide opportunities for undergraduate minority students, including the Andrew W. Mellon Minority Undergraduate Fellowship Program (<http://www.mellon.org/mmuf.html>) and the Bill and Melinda Gates Foundation Millennium Scholars program (<http://www.gmsp.org/main.cfm>), both of which were created to increase the number of minority students entering graduate and doctoral programs (Turner 2002, 18).

Search committee members should establish relationships with the people involved in these and other programs before the positions become available; the networking process should be a continuous one that occurs before, after, and during each search for new faculty members. The KPMG Foundation PhD Project (<http://www.phdproject.org>) is an information clearinghouse that provides underrepresented minorities with information about pursuing doctoral degrees in business and becoming professors in the field. The PhD Project sponsors a conference every November for selected, prospective graduate students. This conference provides an opportunity for representatives of universities and colleges to meet with minority students interested in becoming professors in business.

Departments could also send messages about faculty positions to graduate student or post-doctoral listservs to make their students or alumni aware of positions available in their field. Institutions also can take advantage of the lists of publications and associations that other institutions have developed and create their own for the programs that they offer. For example, the Office for Multicultural Professional Development at Indiana University–Purdue University at Indianapolis (IUPUI) has developed a list of minority faculty recruitment and retention information resources and has posted a list of professional associations that target minorities (IUPUI undated). These associations provide another avenue for advertising faculty positions. (Appendix III of this report provides a list of other useful minority faculty recruitment and retention resources.)

Turner (2002) recommends that faculty search committees use the Association of American Colleges and Universities (AAC&U) network of minority faculty members and administrators to identify candidates. She suggests that the AAC&U Office of Diversity, Equity, and Global Initiatives (<http://www.aacu-edu.org/About/degi.cfm>) may be a particularly useful resource for this purpose. Turner also lists the American Association of University Professors Committee on Historically Black Institutions and Scholars of Color (<http://www.aaup.org/Issues/HBCU>) and the American Educational Research Association Committee on Scholars of Color in Education

(<http://www.aera.net/about/whoswho/csce.htm>) as resources for individuals responsible for conducting faculty searches (Turner 2002, 10).

The Hispanic Association of Colleges and Universities (HACU) Web site, <http://www.hacu.net>, provides a list of the Hispanic-serving institutions (click on “Members”), Historically Black Colleges and Universities are available via the U.S. Department of Education’s Web site, <http://www.ed.gov>, and Tribal Colleges and Universities can be found at <http://www.aihec.org/college.htm>. Search committees can network with these member universities to identify candidates. The Preparing Future Faculty (PFF) program (<http://www.preparing-faculty.org>), established by the Council of Graduate Schools and the Association of American Colleges and Universities, is another resource for recruiters. The PFF program influences how partner institutions prepare their doctoral students by allowing them to experience the various teaching, research, and service responsibilities that are part of becoming a faculty member (Turner 2002).

Faculty search committees also can make use of doctoral recipient directories to identify potential candidates. The CIC’s online *Directory of Minority, Ph.D., M.F.A. and M.L.S. Candidates and Recipients* allows institutions to identify minority graduate students who have recently received degrees from one of the Big Ten institutions or the University of the Chicago (CIC undated). The 2003 update of the 20/20 report recommends that department faculty search committees use the CIC directory to find candidates for summer and post-doctoral positions and evaluate these individuals for their potential to meet the requirements of available faculty appointments (IUB ASD 2003a). Minority doctoral recipients could be contacted and asked to apply to faculty openings as part of a proactive search for a diverse group of candidates.

However, before advertising positions, departments should make sure that the description of the position opening is inclusive and that it encourages minority candidates to apply. In addition to other suggestions for writing position descriptions, Turner provides specific examples of phrases for advertising job openings that indicate a commitment to diversity:

- (1) experience with a variety of teaching methods and/or curricular perspectives, (3) previous experience interacting with communities of color, (4) experience in cultures other than their own, (5) academic experiences and interests in culturally diverse groups, (6) interest in developing and implementing curricula that address multicultural issues, and (7) demonstrated success in working with diverse populations of students (Turner and Smith 2002, 38 and Turner 2003, 17-18).

In a study of 689 faculty searches among three “large elite public research institutions” between 1995 and 1998, Turner and Smith (2002) found that, of the searches that resulted in an underrepresented minority hire, 24 percent had mentioned diversity in the job description. Further, 36 percent of the searches that resulted in the hiring of an African American mentioned diversity in the job description, and 33 percent of the searches that hired an American Indian mentioned diversity (31-32). Twenty-three percent of the searches that resulted in a “special hire” of an underrepresented minority also had

mentioned diversity in the job description, and an additional 24 percent of underrepresented minorities hired were special hires in which there had been no mention of diversity in the job description. A special hire is defined as involving “any special initiatives, funding sources, or interventions that were used in the search such as target of opportunity hires” (31). Special hires can also include “exceptional hires, search waivers, spousal hires, special hire intervention, modification of usual search requirements to meet program needs, shortened search process (truncated process), cluster hiring, or out of cycle” (34). Twenty-nine of the underrepresented hires were found via a “regular” search process—one that involved “advertising a job, reviewing applications received, [and] bringing in several finalists.” However, only 14 percent of African Americans and no American Indians were hired when a regular search was conducted. Some of the results of their study are reproduced in Table 12 below. As a result of their study, Turner and Smith concluded that “intervention strategies,” such as using special hiring mechanisms and writing job descriptions that encourage minorities to apply, are especially important in hiring African American and American Indian faculty and continue to be important for Latino/as as well.

Table 12. Faculty search strategy used and percent of individuals hired by ethnicity

<b>Ethnicity of individuals hired</b>	<b>Diversity mentioned in job description</b>	<b>Special hire</b>	<b>Diversity mentioned in job description and special hire</b>	<b>Regular search</b>
African American hires	36	27	23	14
American Indian hires	33	50	17	0
Latino/a hires	17	19	7	57
Asian American hires	12	5	1	82
Underrepresented minority <sup>a</sup> hires	24	24	23	29

<sup>a</sup> For the purposes of this study, “underrepresented hires” refers to African Americans, American Indians, Latinos/as, and Asian Americans.

SOURCE: Turner and Smith 2002, 31-32.

### 3. EXAMPLES OF EXISTING MINORITY FACULTY RECRUITING PROGRAMS

The IUB Office of Strategic Hiring and Support has been involved in implementing programs that seek to recruit and retain minority faculty, and other universities might consider adopting similar programs of their own. The Strategic Hiring Program at IUB assists academic departments in hiring and retaining minority and senior women faculty through the development of tenure and mentoring initiatives and the provision of funds for faculty salaries. As of 2003-2004, 117 scholars from a wide range of disciplines have been hired by IUB as a result of this program—17 of which were hired within the School of Education, eight in the department of English, five in the Kelley School of Business and the department of history, and three in the departments of biology and psychology. Further, the minority faculty members hired as part of the Strategic Hiring Program compose a large proportion of the minority faculty in the School of Education (see Table 5 in section I). This school had 15 minority faculty

members in 2002-2003, which composed 14.6 percent of the total faculty there (Table 5). Thirteen of the 17 faculty members (76 percent) hired through this program by the School of Education remain at IUB. The diversity within the departments of English and history has also increased as a result of the Strategic Hiring Program; minorities constitute 7.5 and 8.7 percent of the faculty in the English and history departments, respectively (Table 5). Neither the Kelley School of Business nor the departments of biology and psychology have more than two minority faculty members (and none have more than two percent minority faculty) in their respective fields of study (Table 5). Perhaps if these three areas used the resources available through the Strategic Hiring Program, they might be able to increase the number of minority faculty in the same way that the School of Education has.

Eighty-two percent of the people (32 of the 39 faculty members) hired through the Strategic Hiring Program since 1986 in the fields of biology, business, education, English, history, and psychology were still working at IUB as of May 2004. The percentage of faculty hired through this program is lower when people within all fields of study are included; about 71 percent (85 of the 117 people hired through the program) remained at IUB as of May 2004.

The Office of Strategic Hiring and Support is also responsible for the Faculty Fellowship Program (FFP), which brings recent recipients of doctoral degrees to the IUB campus throughout the academic year and summer to teach and advance their research. The objective of the FFP is to provide participating departments and schools with qualified minority instructors and researchers that will lead to tenure track positions at IUB at the conclusion of the fellowship or in the near future (IUB SH&S undated). This program provides opportunities for professional development for the faculty fellows and also serves as a mechanism for identifying potential candidates for faculty openings. Even if a faculty fellow is not offered a job immediately, departments can use faculty fellowship program directories to identify potential qualified candidates when positions do open up.

Another example of a program that creates opportunities for minority doctoral recipients to work in academia is the University of Michigan's Martin Luther King Jr./Cesar Chavez/Rosa Parks (KCP) Fellowship program (<http://www.rackham.umich.edu/Fellowships/guideln/2430.html>). The KCP Fellowship program provides financial assistance for minority graduate students who are working on completing their doctoral degrees (and who are residents of Michigan). In return, the recipients must obtain an academic or administrative position within a post-secondary institution in Michigan or Illinois and stay in that position for a minimum of three years after receiving a doctoral degree. This program is designed to increase the number of minorities receiving doctoral degrees and the number of minorities with careers in higher education. The state of Florida has a similar program. The Florida Education Fund's McKnight Doctoral Fellowship program (<http://www.fl-educ-fd.org/mdf.html>) grants annual fellowships to African Americans who are working toward a doctoral degree at Florida universities. The purpose of this program is to increase the number of African Americans who qualify for faculty positions at post-secondary institutions within the state of Florida. Turner, in an appendix of her monograph,

*Diversifying the Faculty: A Guidebook for Search Committees*, provides a list of Web resources available that have information about other programs throughout the United States that are working to increase the diversity of faculty in colleges and universities. Search committees might find these resources useful (Turner 2002, 35).

#### D. CANDIDATE EVALUATION CRITERIA

In addition to revamping recruiting practices to establish larger candidate pools from which institutions seek new faculty members, institutions should evaluate how they determine who is selected for faculty positions. The research of minority candidates may be discounted by faculty search committees because their field of study is not conventional or because the candidates are not perceived as qualified based on their ethnicity (Turner and Myers 2000, 26). New areas of scholarship are often not considered legitimate fields of study (Smith 1996, 73). Therefore, decisions regarding what constitutes a qualified candidate can be biased in favor of candidates pursuing traditional areas of scholarship; and as a result, minority candidates with interests in new fields may not be given as many opportunities as other candidates. This bias toward tradition may also affect a faculty search committee's evaluation of the journals in which a candidate's research is published.

Ponterotto (1990) suggests that institutions reconsider how they determine the attributes that qualify a candidate for a faculty position—for example, by considering the candidate's potential impact on recruiting and retaining a diverse student body.

'Necessary qualifications' should be defined carefully. Does excellence in the field include being able to relate to, mentor, and be a role model for minority students, or would this just be a nice extra in a candidate? For example, which of the following two candidates is more qualified for the job of full professor: a generally good teacher with seventy-three articles published in academic journals, or a generally good teacher with thirty-nine articles published and an exemplary reputation for mentoring minority students and attracting them to the campus? In this example, an important question is what constitutes a 'qualified' candidate (Ponterotto 1990, 71).

Smith (2000, 52) recommends that the people responsible for making faculty hiring decisions “consider the mission of the institution and the candidate's success in teaching the kinds of students it attracts.” Further, committees should consider candidates' abilities to teach and help the students enrolled at the institution and not decide who is qualified based solely on the number of post-doctoral appointments or publications in prestigious journals (Smith 2000). Smith (2000, 52) states that “search committees serious about diversity need to consider *real* indicators of excellence rather than surrogate ones, such as the institution from which the candidate earned a degree” (emphasis in original).

Faculty search committees not only have a responsibility to identify qualified minority candidates for faculty appointments, they also should be encouraged to evaluate the individuals based on all of their experiences and qualifications (and not solely on the reputation of the institution that conferred the

candidate's degree). A diverse group of faculty members may be able to positively influence students from diverse backgrounds in ways that a group of heterogeneous faculty members could not. Further, "diversity among instructors may make the educational experience less biased toward the status quo" (Pitts and Wise 2003). Institutions can encourage faculty search committees to examine candidates' qualifications and experiences holistically by providing incentives to those committees that can show that they have considered all of the candidates' potential contributions to the university, the relevant field of study, and the students who will be learning from them.

#### E. BEFORE AND AFTER THE SEARCH PROCESS

The focus of this section has been primarily on the recruiting process—what faculty search committees can do during the search process to find qualified minority candidates. However, there are steps that departments and institutions can take before the search period to make the search process more effective. What departments and institutions can do to retain minority faculty members after they are hired is yet another issue that requires further discussion and is briefly addressed here. The Office of Strategic Hiring and Support plans to initiate a research project to further study the issue of retention.

As noted earlier, establishing networks to identify candidates and identifying funding resources are steps institutions and departments can take before the search process begins. Turner suggests several other practices that institutions and their leaders can develop before recruiting candidates (Turner 2002, cited in Turner and Smith 2002, 35-36). For example, institutions should explain why a diverse faculty is important to the campus community and the education of its students, staff, and faculty. The goals of the institution and its commitment to diversity should be incorporated into the goals of each department. Institutions and departments should work to make sure that the professional environment is inclusive and friendly. A climate that welcomes diversity may also help to retain minority faculty. Climate assessments or cultural audits can help universities determine whether departments are supportive of diversity or whether the department culture may discourage it. The DiversityWeb (<http://www.diversity.web>) provides a list of campus climate and evaluation tools on one of its Web pages.<sup>9</sup>

After the search process is over, Turner suggests that institutions and departments talk with the new hire often about their experiences and to help make the transition a smooth one for the individual. Turner also suggests that universities evaluate the effectiveness of the search process and determine what worked and what did not.

"A solid foundation for campus faculty diversity can be laid by search committee processes—processes which not only reflect the larger institutional commitment to diversity but which also serve as occasions for serious campus reflection on the barriers to recruitment and retention of faculty of color" (Turner 2002, cited in Turner and Smith 2002, 40).

## CONCLUSION

The minority faculty data from IUB and the Big Ten schools in section I of this report indicate that there is currently a lack of minority faculty on these campuses and that the faculties at institutions of higher education in the Midwest are not representative of U.S. demographics. However, the number of minority faculty at these institutions only partially explains the situation; the experiences of minority faculty members also are relevant for understanding the effectiveness of recruiting practices and whether faculty are likely to stay after they are recruited. The issue of retention and the experiences of minority faculty at IUB will be addressed by the Office of Strategic Hiring and Support in a subsequent research project.

Section I also indicated that annual reports on the number of doctoral recipients by field of study suggest that there are minority individuals who could be appointed to faculty positions. In addition, IUB is generally not recruiting from the institutions that grant the most degrees to minorities, which may be the practice in other institutions, too. College and university administrators, deans, and department chairs should not just assume that there are not enough qualified minority candidates to fill vacancies. The adherence to this inaccurate assessment of the situation allows the status quo to continue indefinitely. If more colleges and universities acknowledged that there are a number of reasons for inadequate representation of minority faculty, they might be more likely to recognize their capability to proactively recruit minority faculty.

The current state of faculty diversity in higher education is the result of many factors; and as a result, the remedy will require multiple strategies such as some of those recommended in section II of this report. Standard recruiting practices at IUB, and possibly other Big Ten institutions, are not identifying pools of candidates who are representative of the population as a whole. To avoid this problem and to increase the number of minority applicants, departments can advertise positions via graduate student listservs, in publications that have minority readerships, and by personally communicating with staff at similar departments at other institutions, as well as staff at organizations involved in encouraging undergraduates to undertake further study in graduate and doctoral programs. Search committees should be careful to write faculty position descriptions in a way that encourages minority applicants and emphasizes the institution's commitment to diversity. Departments from different institutions within the Midwest and other regions can work together to inform one another of doctoral students who may be potential minority faculty candidates to create pools of candidates that are more inclusive of minorities. Institutions also could provide incentives for departments to academically and professionally develop their own minority doctoral students for future teaching positions. Further, institutions should encourage departmental recruiters to make hiring decisions based on an evaluation of how the individuals can contribute to the university and their potential ability to help the students learn.

However, focusing on increasing faculty diversity during the faculty search process is not enough. Departments and institutions also should take steps before and after the search process to increase the number of underrepresented minorities in candidate pools and increase retention rates. These recommendations for change indicate that inequitable faculty representation is not an inevitable reality. There are a number of actions that departments and universities can take to increase the number of minority candidates for faculty positions. All administrators, deans, department chairs, and faculty members have the ability and the responsibility to change the current state of faculty diversity in higher education.

## ENDNOTES

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<sup>1</sup> The specific Big Ten campuses for which minority faculty data were obtained are provided in Table 2.

<sup>2</sup> The preface of the *IU Strategic Directions Charter* describes where each of the terms in the phrase *America's New Public University* came from. Specifically, the word *America* in this phrase is used to emphasize the “accomplishments of American higher education.” The word *new* is used to focus on “IU’s increased responsiveness to social and economic conditions.” The term *public* is used to indicate IU’s commitment to “the ideals of public higher education” and to be “accessible, affordable, and accountable to the citizens of the state.” The term *university* refers to IU “as one university, consisting of multiple campuses with distinctive but complementary missions” (IU 1996). The *IU Strategic Directions Charter* was adopted unanimously on November 21, 1995, by the Trustees of Indiana University and is based on the work of more than 250 university faculty, staff, students, alumni, chancellors, deans, directors, IU Board of Trustees members, business and industry executives, educators, and state and local government representatives. For more information about the charter, please visit <http://www.iupui.edu/it/stratdir/home2.html> or <http://www.iupui.edu/it/stratdir/sdcfinal.html>.

<sup>3</sup> The U.S. Census Bureau defines *Black* or *African American* as people “having origins in any of the Black racial groups of Africa” and *American Indian* or *Alaska Native* as people “having origins in any of the original peoples of North and South America (including Central American) who maintain tribal affiliation or community attachment” (U.S. Census Bureau 2000 [http://quickfacts.census.gov/qfd/meta/long\\_68178.htm](http://quickfacts.census.gov/qfd/meta/long_68178.htm)). *Hispanics* “may be of any race, so also are included in applicable race categories” (U.S. Census Bureau 2000 <http://quickfacts.census.gov/qfd/states/18000.html>).

<sup>4</sup> Full-time faculty are appointed as professors, associate professors, assistant professors, and instructors at IUB. The rank of an initial appointment is established by an individual’s teaching, research, other relevant experience, public service, and degrees received (IU 2002, Section A-1). The title given for a particular faculty position is decided by the appointing unit, the dean of the school, and the IUB dean of the faculties and is determined by evaluating the credentials of the appointee based on the Bloomington Faculty Council standards for promotions (IU 2002, Section A).

<sup>5</sup> The total number of full/titled professors at IUB: 699 in 1999-2000 and 706 in 2003-2004; the total number of associate professors at IUB: 383 in 1999-2000 and 370 in 2003-2004; and the total number of assistant professors at IUB: 242 in 1999-2000 and 252 in 2003-2004.

<sup>6</sup> The following is a list of the sources and types of data in Tables 7 and 8-a through 8-f, as well as in the Appendix I tables and figures. Indiana University: The 2001-2002 data are from the Office of the Vice Chancellor for Academic Affairs and Dean of Faculties; and the 2002-2003 data are tenure track and tenure, full-time faculty from the Office of Affirmative Action and Equal Opportunity *Affirmative Action Plan October 2002 to September 2003* <http://www.indiana.edu/~affirm/pdf/Plan03.pdf>. Michigan State University: The data refer to tenure system faculty and are from the Office for Affirmative Action, Compliance, and Monitoring. Northwestern University: The data refer to tenure track and tenure faculty and are from the Office of Administration and Planning, Institutional Research. Ohio State University: The 2001-2002 data are tenure track faculty from the Office of Minority Affairs. The 2002-2003 data are non-clinical, tenure track and tenure faculty from the Office of Human Resources

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Management Information Analysis and Reporting *Annual Diversity Data 2002*. Pennsylvania State University: The 1999-2000 data are tenure track and tenure faculty from the Affirmative Action Office *Affirmative Action Plan 1999-2000* <<http://www.psu.edu/dept/aaoffice/plan99-00/aaplan.htm>>. Purdue University: The data refer to minority faculty and are from the Affirmative Action Office *Affirmative Action Plan 2003* <<http://www.purdue.edu/humanrel/aa/PDF/AAPlan03.pdf>>. University of Illinois: The data refer to tenure track and tenure faculty and are from the Office of Equal Opportunity and Access <[http://www.eoa.uiuc.edu/admin\\_section.html](http://www.eoa.uiuc.edu/admin_section.html)>. University of Iowa: The data refer to tenure track faculty and are from the Office of Affirmative Action. University of Michigan: The data refer to tenure track and tenure faculty and are from the Human Resources and Affirmative Action, Records and Information Services *Affirmative Action Workforce Analysis*. University of Minnesota: The data refer to faculty of color and are from the Office for Multicultural and Academic Affairs. University of Wisconsin: The data refer to tenure track and tenure faculty and are from the Office of Budget, Planning, and Analysis.

<sup>7</sup> At the time of the 1995 MHEC report, MHEC member states included Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin.

<sup>8</sup> This figure refers to the starting median salary for assistant professors within the following employment settings: university psychology, education, and other academic departments as well as four-year college psychology departments. The salary of assistant professors and other people in academia is usually paid over a period of 9- to 10-months, whereas the salaries of individuals in non-academic settings are generally paid over a period of 11- to 12-months (Kohout and Wicherski 2003).

<sup>9</sup> To access these tools, go to <<http://www.diversityweb.com>>, click on Research and Trends at the top of the page, and click on Research, Evaluation, and Impact. In the Research, Evaluation, and Impact page, click on Campus Climate and Evaluation Tools for a list of resources about assessing the campus climate. (This site was checked on 7/8/04.)

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