



**FACULTY HIRING AND RETENTION
OF MINORITIES AND WOMEN AMONG
MIDWESTERN UNIVERSITIES IN THE CIC**

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EXECUTIVE SUMMARY

The main objective of this study, conducted by master's students, is to identify practices currently in place for the hiring and retention of minority and female faculty in Midwestern universities, particularly the "Big Ten" or Committee on Institutional Cooperation (CIC) institutions. Our study includes 11 institutions, all of which are members of the CIC, as well as the CIC itself. We describe key variables found across the identified universities, as well as unique programs in place at certain institutions.

An important caveat for readers pertains to the quality of the statistical evidence in the analysis of employment patterns. Our original intention was to address the issue based on tenure-system data, but due to the difficulty of locating the data for all of the universities studied, the data presented for two institutions are for all faculty members whereas other institutions provide statistics for tenure and tenure track faculty. Also, we are not able to present evidence regarding minority and female faculty employment for Northwestern University so the tables and figures are limited to the remaining ten institutions. These data limitations clearly constrain our findings and speak to the need for common statistical protocols among CIC institutions.

The universities included in this report have different approaches to creating a diverse campus. Most of them state their approach clearly in their mission statement. Each university has an Equal Opportunity and Affirmative Action Office, and in one way or another reflects the belief that diversity "enriches the educational experience by providing students with the opportunity to learn from individuals who differ from them."¹

Some of the universities have historically well-developed diversity action plans in place while others have only recently established an official set of activities to improve the campus diversity climate. For some institutions we studied, official strategic hiring programs have been in place since 1988 while other universities did not establish a program until 1997. We assigned alphabetical letters (A to K) to the institutions for data collection and analysis purposes, but refer to them by their actual names in this report.

Results in Brief

Our analysis shows an overall steady increase in percentages for all minority faculty groups in the universities we studied during the five-year period from 1998-1999 until 2002-2003. The study results indicate an increase in total minority faculty as well. The University of Wisconsin at Madison reported a large increase in minority faculty with a growth of 3.3 percent. In addition, both IUPUI and the University of Minnesota demonstrated a 2.9 percent increase. The University of Illinois–Chicago and Indiana University Bloomington reported a growth of 1.8 percent, the smallest increase of participating universities. The University of Illinois–Urbana-Champaign (UIUC), Ohio State University and the University of Michigan indicated a 2.7, 2.5, and 2.3 percent increase, respectively. However, when looking at the percentage of minority faculty to total faculty, the University of Illinois–Chicago has the largest percent of minority faculty for 2002-2003 compared to the other universities at 23.3 percent. The University of Wisconsin at Madison's minority faculty represent the smallest percentage of total faculty at 13.7 percent.

Principal Findings

Typically, after making a statement acknowledging, “change is necessary,”² universities recognize the need to create diversity action plans focusing on increasing diversity on campus. These plans contain a number of key factors, including the following:

- Creating a receptive climate where minority faculty members feel welcome.
- Teaching faculty, staff, and students about diversity and differences.
- Gathering input from faculty, staff, and students on supporting diversity.
- Increasing the number of women and minority faculty and providing incentives to those individuals and/or departments who develop solutions for increasing diversity on campus.³

The goal of increasing the number of women and minority faculty is reflected in the statement “to create a faculty, student, and staff profile that reflects the demographic profile of the state and the nation.”⁴ Specific initiatives common throughout the Midwestern universities studied are:

- Changing the climate on-campus by creating or expanding black cultural centers, Latinos cultural centers, Asian cultural centers, associations of women and groups that reflect the interests of a culturally diverse community.
- Providing diversity training workshops for faculty that focus on a greater understanding of diversity.

In addition to these activities in some universities⁵ an annual President or Provosts’ Diversity Lecture Series, involving lecturers discussing a variety of topics related to diversity, are thought to have motivated others to begin their own discussions of diversity on campus.

INTRODUCTION

The incorporation of diversity on college campuses has been a goal throughout the country in recent years. This study examines the role of administration in fostering the development of diverse populations on (mostly) public Midwestern university campuses. We found that there are a myriad of policy instruments and programs currently being employed at the universities studied. Although there are some similarities among the schools, some practices differ greatly in their approach to diversity. In this report, we highlight what we believe are some of the best practices currently in place, based on our conversations with university administrators.

This study was conducted in the spring semester of 2004 in a master's level capstone course at Indiana University's School of Public and Environmental Affairs. The students who conducted this study used interviewing and data gathering skills to obtain information regarding hiring practices and employment levels for minority and female faculty. Data were collected from the past five academic years (1998-1999 through 2003-2004) and the numbers of tenure/tenure track faculty (or in some cases all faculty) were tracked throughout these years according to position and current rank. In addition, programs and policies in place at these institutions were also examined, such as strategic hiring, retention, mentoring, dual career couple initiatives, review processes, research funding and support, orientation, and other diversity-related programs.

Based on the qualitative and quantitative analysis contained in this report, we were able to identify a set of practices that seem to have merit for wider application. In this analysis, we have highlighted some unique program elements and policies as well as those that are common to most of the universities. In general, the recommendations indicate that factors such as greater accountability on the part of the administrators, an increase in the pool of minority and female candidates, a welcoming institutional climate, and a high level of networking among universities, have the potential to foster a higher level of diversity in faculty populations at the institutional level.

BACKGROUND

The Office of Strategic Hiring and Support at Indiana University Bloomington initiated this study to gather information about diversity-related practices and policies and to learn how other universities define diversity. Our task was to compile information about programs and policies designed to incorporate minority and female faculty and students into the academic community, as well as statistical evidence to gain insight into the relationship between existing programs and faculty employment patterns. One of the major goals of the report and presentation is to generate a discussion about which practices currently in use among these universities might be labeled "best practices."

History and Current Research

Diversity as a broad subject has been the focus of many workshops, seminars, lectures, Supreme Court decisions, and within general discourse for more than 40 years. The rhetoric of diversity is not a new conversation, but approaches to diversity have evolved over time. In many places, pragmatic initiatives are emphasized over legal compliance and idealistic goal statements. The process by which universities engage in diversifying their student bodies, staff, and faculty ranks unveils complex issues that are integrally related to concerns about inclusiveness in all forms.

Many argue that achieving a diverse faculty in higher education will not happen until the culture and climate of the university have significantly become acceptable and comfortable for those who have been historically marginalized and until the chilly climates⁶ that many underrepresented faculty have described are eliminated. These climates, which affect both decisions to join and leave institutions, are partly the result of the degree of demographic diversity in the academic community as well as receptivity to human differences and multiple perspectives, theoretical frameworks, and methods of inquiry.

Education scholar C.S. Turner and economist S. L. Myers, Jr., cite seven major factors that contribute to a “chilly” climate for faculty of color in a university setting:

- Being denied tenure or promotion because of race or ethnicity
- Being expected to work harder than white faculty
- Having color or ethnicity given more attention than one’s credentials
- Being treated as a token
- Not receiving support or validation for research on minority issues
- Being expected to handle minority affairs
- Having too few minorities on campus

“The chilly climate experienced by minority faculty contributes to their feeling isolated and dissatisfied, which can affect their research productivity, campus citizenship, and ultimately, commitment to the [University and maybe even] profession.”⁷

Diversity can be defined as the inclusion of not only differences among race and gender, but also differences in relation to age, physical ability, functional specialty, alma mater, profession, geographic origin, tenure, rank or position, or any number of other salient qualities.⁸ As the definition of diversity differs among organizations, so does thinking about how to respond to or manage diversity.

As such, institutions use and define the terms “diversity” and “diversity management” in a variety of ways. Traditionally, responses to diversity have been seen as policy instruments to meet affirmative action goals.⁹ Under this approach, organizations seek to create a level of diversity that mirrors that of the population of a local community or state, or perhaps a national labor market. But increasingly, organizations view the process less as the incorporation of mandated diversity objectives, and more about creating a culture within an organization that fosters a diverse community and builds on the capacities, values, and talents of all its members.¹⁰

In order for such practices to be successful, diversity-related goals should be incorporated into the organizational structure of a university or program.¹¹ The benefits of faculty diversity are many. Faculty diversity may have a significant impact upon the learning experience of students. Diversity can be managed effectively not just by the administration of a university or college, but also by the faculty members within each of the classes they teach. Professors and other faculty can learn how to manage this diversity effectively in order to enhance the learning experience of their students.¹² Diversity practices can be infused into every course and spill over into other university programs. Some studies have shown that a majority of minority students indicate the positive influences of being taught by underrepresented faculty.¹³ Conversely, a decrease in diversity can result in more narrow perspectives of appropriate course material and less variety in approaches to teaching, thus compromising the learning experience for all involved.¹⁴

Universities have many motives behind their efforts to improve diversity in hiring such as correction of past inequalities; development and fostering of high-quality faculty and overall workforce in this country; and educational values that accompany a highly diverse faculty and workforce.¹⁵ The most prominent reason is an adaptation to the changing population and demographics of the country as a whole. For example, only about 15 percent of new entrants into the workplace today are white males.¹⁶ Many organizations want to mirror the changing demographics of the nation as a whole.

Universities are implementing different methods to diversify their faculty, some with more success than others. While certain methods have been found to be legally questionable, others appear to have worked quite well. Some of these programs include bonus hire programs in which a department can obtain an additional faculty position if they hire a minority candidate; extra financial rewards for departments that hire minority faculty; recruiting and outreach practices including extensive advertising for a certain position; having search

committees that are aware of all issues involved in hiring practices; mentoring programs to help retain minority candidates once hired; and special offices used to promote diversity.¹⁷

Not only is the hiring of minority faculty candidates an important goal of university administrations, but the retention of these faculty members is also essential to the maintenance of diversity on campuses. Many practices can improve retention rates. For example, the practice of mentoring appears to have significant potential in maintaining minority faculty on predominately white campuses.¹⁸ Other factors affecting retention include the climate of the university (for example, is it welcoming?); the existence of career development programs; the type of research funding; and whether or not funds are allocated for research on minority issues.¹⁹ Administrations can promote retention in other ways, such as including junior faculty on pertinent committees where they can voice their concerns—which can help maintain a positive campus climate. Some universities have funds set aside specifically for retention purposes so that departments can respond to competitive offers. Research partnerships among senior faculty members and junior members can help foster positive relationships in departments and among faculty.

On the other hand, because minorities and females represent a small portion of university faculty, they are often overburdened with requests to serve as advisors to underrepresented student populations. Minority and female faculty members are also asked to sit on diversity and multi-cultural committees disproportionately to their majority faculty counterparts and may face demands for excessive service commitments. Avoiding these tendencies can help create a more positive work environment.²⁰

Committee on Institutional Cooperation

The Committee on Institutional Cooperation (CIC) plays an important role in promoting policies and practices to foster diversity among universities in the Midwest. It was established in 1958 and is a consortium of 12 research universities, including the 11 members of the Big Ten Athletic Conference and the University of Chicago.²¹ According to the CIC, its mission is “to promote academic excellence in the member universities through resource sharing and collaboration.”²² Included in this aim of excellence is a strong commitment to advancing diversity in member universities. This commitment is reflected in its policy statements, including that of “Advancing Diversity/ Achieving Excellence.” This policy statement discusses a strong commitment to diversity at great length and opens with a firm positive stance on affirmative action:

It is our firm belief that the quality of our teaching and research is linked to our capacity to engage the forces that are reshaping our society and our sensibilities about a common culture. At a time when affirmative action is increasingly called into question, the CIC universities reaffirm our commitment to affirmative action as essential to achieving the mission of American higher education.²³

The statement continues to address diversity-related concerns and criticisms, such as reverse discrimination. The CIC states, “affirmative action goals of the CIC universities can be and are being achieved without the use of quotas or other methods that would treat any individual unfairly.”²⁴ Much of the language in this policy statement is directed towards diversity in student bodies. However, Julie Sweitzer, the Chair of the CIC Affirmative Action Panel, pointed out that statements such as this reflect the CIC’s core values. A strong commitment to student body diversity goes hand-in-hand with a strong commitment to faculty diversity.²⁵

This commitment to diversity is echoed in the Strategic Plan for the 2000-2001 academic year. One of the CIC’s operating principles states the aim to “promote equity and diversity and create an inclusive environment for all CIC activities.”²⁶ The goals for this academic year also address diversity and equity. Two of these goals are to:

- Sponsor a CIC-wide diversity and equity “best practice and leadership forum,” bringing together key campus leaders and CIC groups and committees.

- Investigate potential post-doctoral programs geared to retaining promising minority Ph.D. recipients in CIC universities.²⁷

The CIC's commitment to diversity and equity, illustrated by such statements, extends to strategic hiring practices.

In addition, the CIC fills a more influential role, rather than an authoritative role with its members. The CIC also acts in the role of identifying best practices and providing a forum for members to discuss hiring and management practices. Through the networks established and nurtured within the CIC, members gain the benefit of increased direct access to their peers in other universities on pressing issues, such as the one examined here—hiring and diversity management.²⁸

METHODOLOGY

This study was conducted in the spring semester of 2004 in a section of V600, the Master's level Capstone in Public and Environmental Affairs at Indiana University's School of Public and Environmental Affairs, offered by Professor Lois R. Wise. The initial step was to meet with Professor Alberto Torchinsky, the Associate Vice Chancellor for Strategic Hiring and Support, who initiated the project and determined which elements of the hiring processes and diversity management were of interest.

The universities were identified and initially contacted by the Office of Strategic Hiring and Support at Indiana University Bloomington. Representatives from the following universities were interviewed for this report: Indiana University Bloomington, Indiana University–Purdue University Indianapolis (IUPUI), Michigan State University (East Lansing), Northwestern University, Ohio State University, Pennsylvania State University, University of Illinois–Chicago, University of Illinois–Urbana-Champaign (UIUC), University of Michigan (Ann Arbor), University of Minnesota, and the University of Wisconsin at Madison. The Committee on Institutional Cooperation was also interviewed for the purposes of this study.

Each student was assigned to a specific university, but the students worked in pairs to conduct the background research and interviews.

The students conducting the study developed a questionnaire instrument to help them obtain the desired information. Because most of the schools included in the study were public universities, the data collection was facilitated by the various university websites. Information regarding the hiring policies, as well as data on the numbers of minority faculty was available through these websites.

The Office of Strategic Hiring and Support made the initial contact with each of the universities and the appropriate individual, i.e., those who were involved with diversity management and hiring in some professional capacity. Once initial contact had been established the students of the class contacted, via email, each of the universities to which they were individually assigned. The e-mail contained a set of preliminary questions that would be asked of the interviewee. The questions asked were basic information requests for the purpose of data collection. The reason for this information request prior to the in-person, or phone, interview was to help save time on the phone, in order to accommodate the time constraints on busy university officials.

Once an interview was scheduled with the individual universities, either via phone or in-person, the students conducted the interview in pairs. The questions asked during the interview were more extensive than those of the preliminary e-mail; however, the instrument was designed to take no more than one hour of the interviewee's time. Our study was reviewed and approved by the Indiana University Human Subjects Committee prior to initiation of the research. Students drafted individual case studies for the university they studied. Although these individual case studies are not available for publication due to promises of confidentiality, the findings presented in them have been incorporated into this project report.

PROGRAM ELEMENTS AND POLICY INSTRUMENTS

As discussed earlier the universities studied have various approaches to incorporating diversity into their strategic hiring and retention policies and practices. The variables and constructs identified in the following section are those that were the most common among the participating universities. For these 14 elements and policy instruments, we also present information about the distribution of these features across our 11 institutions (see also Table 1).

Diversity

As noted earlier, universities have differing definitions of what an “underrepresented” faculty candidate is. According to federal guidelines the groups that are classified as racial/ethnic minorities are African-Americans, Latino/Hispanic, Native Americans and Asian-Americans. Universities also include women under their strategic hiring programs as an underrepresented group of faculty. All of the universities studied include African-Americans, Latino/Hispanics, Native Americans and women in their strategic hiring programs. Michigan State University also includes Pacific Islanders, Alaskan Natives, individuals with disabilities and veterans in their strategic hiring practices and policies. Only Indiana University Bloomington does not include Asian-Americans in its definition of diversity under their strategic hiring program.

The statistical data included in this report are from the official records of each university, whether obtained through their individual websites, or from officials who were interviewed. It is important to note, however, that though official, the numbers are dependent upon self-reporting. The faculty numbers included here are reflective of how individual hires identify themselves, and not necessarily by how the university identifies them.

Strategic Recruitment and Hiring Programs

Some universities have a longer history in recruiting minority and female faculty than others. Overall strategic hiring programs include funding structures, guidelines for advertising and recruitment, opportunities for potential candidates to meet with current minority faculty, dual career couple programs, mentoring programs, post-doctoral faculty programs, and institutionalized reviews of practices and policies. Some have special programs intended to increase the diversity of the faculty through funding to assist recruitment or retention efforts or to develop specific programmatic areas that foster minority hiring, such as networking. These initiatives may include enlarging and enriching candidate pools by keeping in touch with outstanding graduates, funding post-doctoral positions in a difficult-to-fill area as a faculty recruitment strategy, using specific programs to bring diverse scholars to campus, as well as incorporating the creation and funding of positions that will attract outstanding candidates. Since universities use the same insufficient pool of minority candidates, some opted to foster faculty candidates through their own PhD programs.²⁹ All 11 of the institutions included in this study have some kind of strategic hiring program.

Affirmative Action Office

Though affirmative action is a legal obligation, increasingly, organizations view the process less as the incorporation of mandated diversity, and more about creating a culture within the organization that fosters a diverse community and is receptive to the policies implemented to achieve this.³⁰ Although all participating universities have an affirmative action office, their level of involvement in strategic hiring differs.

Retention Programs

Retention initiatives include workshops for faculty pertaining to campus-wide diversity issues, ethnicity, and gender specific symposia that relate to more general issues and diversity-related lecture series. These forums can generate useful strategies and discussions for increasing faculty diversity on college and university campuses. These forums also include workshops, symposia, and lecture series specifically for minority faculty about issues such as tenure, student-faculty interaction, and other related events. Since there is much ambiguity regarding the definitions of retention policies and programs, it is difficult to definitively conclude which universities have fully established retention programs and which do not.

Public Accountability

Some universities have made much use of the internet in articulating their goals to promote minority and women faculty recruitment and retention. Other methods used by universities include publishing findings and placing them in the library, and holding conferences with the press to publicize their status. All universities except one use public accountability as a means to promote diversity. It appears to be a priority at most schools.

Review of Practices

Reviews of practice and who specifically oversees them differ among universities. For example, some schools have Affirmative Action offices review hiring practices while others have special committees that do it. Most universities do have a system of review in place for assessing the utilization of their strategic hiring initiatives (10 of 11), regardless of its administrative location. Review procedures vary from formal review committees to periodic monitoring of program usefulness.

Guidelines to Strategic Hiring

Nine of eleven universities had some kind of documented approach to the strategic hiring process. The guidelines generally provide a step-by-step approach toward how a department is allowed to and must recruit underrepresented groups. The guidelines include sections on recruitment strategy and scope, active recruiting, recruiting suggestions, advertising, evaluating pools with diversity on the mind, checking the applicant pool, and reopening or continuing the search. Most universities in the study also focus on networking to recruit minority faculty members. These guidelines provide a system of accountability that encourages cooperation between the departments and the strategic hiring offices.

Mentoring Programs

According to Adelle Blackett in her article entitled “Mentoring the Other: Cultural Pluralist Approach to Access to Justice” mentoring “is very much about building relationships across differentials in age, experience, power, with the explicit purpose of expanding the life options or advancing the career of the mentee.”³¹ Mentoring programs generally involve an established faculty member serving as an informal advisor to assist in the successful integration of new faculty hires. Mentoring is also a practice implemented at many universities in order to recruit potential candidates and helps to foster a welcoming environment that will retain them for years to come.

Nine of eleven universities employed mentoring programs for their underrepresented new hires and most believed that these programs play a role in the development of an environment that is receptive and welcoming to minority faculty. These programs were being used as both a recruitment and retention tool.

Location of Programs within the Universities

The location of programs and the responsibility for hiring and retention differs among universities. All of the universities in our study have an office that specifically deals with faculty hiring programs. Six of eleven have a decentralized structure where the office serves a supportive role in strategic hiring but the ultimate decision-making power lies at the departmental level. All of the universities have an Affirmative Action office that deals with the legal aspect of strategic hiring. Within the universities, 8 of 11 housed their faculty strategic hiring program offices under the direction of the provost (Table 1).

Centralized Administrative Structure of Diversity Programs

A centralized structure implies that there is an office with overarching authority regarding the majority of aspects dealing with strategic hiring such as candidate pools, final decisions on funding and recruitment techniques. Some argue that placing too much emphasis on applicants’ race and gender requires that hiring decisions be transferred from the faculty to the dean.³²

Overall, the university officials interviewed for this report expressed the belief that a major driving force behind the incorporation of diversity at the faculty level was the receptiveness of the administration to pursue such programs. The officials asserted that having an administration that is willing to act on issues relating to the promotion of diversity on campus is essential for a successful program. They also stated the importance of having an administration that makes diversity an institutional priority. They indicated that this message must be clear and the practices must be standardized. In addition to a centralized structure regarding the hiring and retention of minority and female candidates, many officials believed that a centralized funding source should also be identified at universities for the promotion of specific programs geared towards this goal.³³

Research Funding and Support

At 6 of 11 universities, research funding and support programs are in place to facilitate the research projects of minority and female faculty members. The level of programs in place at participating universities varies from offering additional sources of funding for research to the sponsoring of more formal events that specifically highlight the research of minority and women faculty members. These programs serve a dual purpose in that they assist in recruitment and retention of strategic hires. Specifically these efforts can range from offering a “teaching free” semester so that faculty can focus on research to providing funding so that faculty can hire additional research assistants.

Formal Orientation Programs

Four of eleven universities offer formal orientation programs directed at minority and women faculty. Included in the orientation programs are overviews of community and campus wide resources. Generally these programs occur annually, and sometimes incorporate receptions and events throughout the year.

Dual Career Couple Programs

Some universities have a program that is designed to find employment for a candidate’s spouse or significant other. This type of “dual career couple” program is used as a recruitment tool to attract quality minority and women candidates. Four of eleven universities employed formally structured programs of this nature while the remaining seven schools addressed this type of recruitment in some informal way.

The following table presents our findings for program elements discussed above and show those pertaining to female or minority faculty hiring, recruiting, and/or retention efforts. The number “1” indicates the existence of that program; “0” indicates that the program was not found at a particular university. In the last column, an “F” indicates a formally established dual couple program; an “I” indicates an informal one. The information at the bottom of the tables summarizes the findings.

TABLE 1 – RETENTION AND RECRUITMENT PROGRAMS IN 11 MIDWESTERN UNIVERSITIES³⁴

Universities	Strategic Recruitment and Hiring Programs	Affirmative Action Office	Public Accountability	Review of Practices	Guidelines to Strategic hiring	Mentoring Programs	Diversity office located under Provost Office	Centralized Structure	Research Funding and Support	Formal Orientation Programs	PhD to Faculty Program	Dual Career Couple Program
U of Wisconsin (Madison)	1	1	1	1	1	1	1	1	1	0	1	F
U of Minnesota	1	1	1	1	1	1	1	0	1	0	0	F
U of Michigan	1	1	1	1	1	1	0	0	0	1	0	I
UIUC*	1	1	1	1	0	1	1	0	1	0	0	F
U of Illinois (Chicago)	1	1	1	1	1	1	1	1	0	1	0	I
Pennsylvania State	1	1	0	1	1	0	1	0	1	0	0	I
Ohio State	1	1	1	1	1	0	0	1	0	0	0	I
Northwestern	1	1	1	1	1	1	1	0	1	1	1	I
Michigan State	1	1	1	1	1	1	1	1	0	1	0	I
IUPUI**	1	1	1	1	1	1	1	1	1	0	0	F
IU Bloomington	1	1	1	1	1	1	0	0	0	0	0	I
Yes/11 Ratio	1.00	1.00	0.90	1.00	0.90	0.81	0.72	0.45	0.55	0.36	0.18	
1 – Yes	11	11	10	11	10	9	8	5	6	4	2	F - Formal
0 – No	0	0	1	0	1	2	3	6	5	7	9	I - Informal

* University of Illinois—Urbana-Champaign

** Indiana University—Purdue University Indianapolis

We computed the ratio of universities that indicated they had a particular program relative to the 11 institutions we studied, which enabled us to summarize the amount of difference across the CIC institutions in their approach to faculty diversity. A “Yes/11 ratio” of 1.0 indicates that all universities reported having such a program or program component. For three of the program elements reported in Table 1 we obtained a ratio of 1.0 (Strategic Hiring Programs, Affirmative Action Office, and Annual Review of Practices). We also obtained relatively large ratios ranging from 0.90 to 0.72 for five different program components. These include public accountability, guidelines to hiring, any office dealing with faculty strategic hiring, mentoring programs, and a diversity office located under the provost office. Moderate ratios of 0.55, and .45 were obtained for research funding programs and for centralized structure respectively. The weakest ratio of 0.18 was obtained for the “PhD to Faculty Program.” Only four universities indicated they had formal programs for recruiting minority doctoral students to their institutions (0.36 ratio). Similarly, only four of the studied universities reported they had a formal program in effect for spouses.

Recap of Findings for Program Elements and Policy Instruments

Many institutions combine recruitment and retention tools to further minority and women hiring. Half of these institutions maintain a centralized structure, while the other half has decentralized systems. All universities have an affirmative action office, and most (10 of 11) universities use some form of guidelines for their strategic hiring. Other practices frequently used include an annual review of policies (11 of 11), some form of mentoring programs (9 of 11), and accountability mechanisms (10 of 11). With the exception of four cases, universities do report having formal orientation for diversity retention and recruitment, and with the exception of two cases they do not have a special program to hire their own PhD students for the faculty.

UNIQUE ASPECTS OF PROGRAM ELEMENTS AND POLICY INSTRUMENTS BY CASE

CIC universities use a variety of elements to recruit and retain minority and women candidates. Universities handle their recruitment and hiring processes differently. Although some universities have no programs aimed at identifying minority candidates, others have multiple offices in place to support diversity efforts. This section identifies the unique aspects of the strategic hiring approach by institution.

At the University of Minnesota four separate offices deal with issues pertaining to equity and diversity campus-wide. These four offices, the Office of the Executive Vice President and Provost, the Office of Multicultural Affairs, the Office of Opportunity and Affirmative Action, and the Office of Human Resources, have joined forces to make a larger impact on the university. Another unique program at the University of Minnesota is the Faculty of Color Bridge Fund Program, which was established in 1988 and provides bridge funds to departments with a high need for, and genuine commitment to, hiring faculty of color. This fund is administered through the university's Office of the Senior Vice President for Academic Affairs, and aimed to provide financial support to academic departments that have identified full-time tenure-track or tenured faculty of color or professional (academic) staff on a continuous appointment track through a national search process or through a target of opportunity procedure, but do not immediately have adequate funding available to extend an offer of employment.³⁵

The University of Minnesota officials report a high retention rate among their minority faculty members that they relate to some of their unique strategic hiring and retention practices. While the university initially focused simply on the hiring of minority and female faculty, there has been an increased emphasis on retention policies. The university has, in the recent past, hosted a symposium on the hiring and retention of minority faculty members. The university recognizes the importance of a diverse student population as well in order to retain their faculty. "Faculty of color who work at institutions with diverse student bodies are more comfortable with the academic and social culture of their campuses and more satisfied with their jobs than their counterparts who teach at less diverse institutions."³⁶ Although individual departments and colleges within the university do have their own practices and policies regarding retention, the university as a whole does have some central retention programs for minority faculty, including a fund that creates a competitive process that helps lead the minority faculty to tenure.

Moreover, the University of Minnesota has an office dedicated to enhancing the campus climate for female faculty, staff, and students. In addition, there is a general office, which although not focused specifically on minority faculty, strives to improve teaching methods and to help faculty develop inclusive curricula and classroom environments. Perhaps because of these measures, the University of Minnesota has experienced a lower turnover rate for faculty of color and women than the rate for the entire faculty pool. Because needs of the faculty change constantly, the university considers policies that may affect retention on an ongoing basis and presents its findings in a formal presentation/report to the Board of Trustees annually. The report has a heavy focus on climate and environment of the campus.

There are several unique programs in place at Pennsylvania State University. One such program is the Campus Environment Team (CET). The team, created in 1987, is composed of a group of administrators that have responsibilities for matters affecting the climate for diversity at the university. The CET allows the appropriate constituencies to take 'ownership' and resolve issues before the CET becomes actively involved. The team meets weekly to discuss and review recent incidents that may have taken place between persons of different cultures and backgrounds. The primary focus of the group is to discuss strategies for improving the climate to prevent or reduce such incidents in the future. This program has been a model for universities across the country.

Another unique aspect of Pennsylvania State University is a system of renewed commitment to building networks. As part of its effort to increase the diversity of the hiring pools, in the hopes of subsequently increasing faculty diversity, Pennsylvania State University is reinforcing the practice of networking through

institutional, professional, and personal functions. This effort is supported by seminars offered through various university offices to improve networking skills.³⁷

Indiana University–Purdue University Indianapolis (IUPUI) has an office for multicultural professional development, which focuses on retention and recruitment of minority faculty. Different departments throughout the university can use the office’s resources in their efforts to recruit and retain minority staff. Some of the resources made available through the office include databases of professional associations for minorities, books and videos (i.e., classroom materials) on diversity, and links to minority faculty development grants.³⁸

The University of Wisconsin at Madison has a Cluster Hiring Initiative currently in place. This initiative concentrates on bringing in faculty who are interdisciplinary and whose academic expertise crosses traditional departmental and college boundaries. The idea behind this initiative is to foster cooperation across departments in utilizing the highest quality faculty as well as to create areas of knowledge that would not have been addressed through existing departmental structures. Specifically, the Cluster Hiring Initiative is split into five “cluster rounds,” in which multiple-overlapping to somewhat-overlapping departments work to hire during the same academic year.³⁹ Beyond their strategic hiring initiative and the Cluster Hiring Initiative, workshops for deans and department chairs focus on strategic hiring, recruitment, retention, tenure and other similar topics.⁴⁰

In addition, the University of Wisconsin at Madison and Northwestern University also have specific post-doctoral fellowship programs that are attached to an assistant professor position. The objective behind this approach is to compete with recruitment programs other universities may offer such as a free no-teaching, research-focused semester as well as to attract the candidate to commit to the university before they are fully ready for the market.

We now turn to the findings from statistical information that was collected on employment patterns for female and minority faculty.

ANALYSIS OF EMPLOYMENT PATTERNS IN TEN MIDWESTERN UNIVERSITIES

In this section we draw evidence from ten Midwestern universities. We identified four central questions that guide our understanding of the employment data and help us make better sense of observed practices.

- What makes diversity work in recruiting and retaining women and minority faculty?
- How do we manage diversity in higher education?
- What lessons can be learned from diversity practices in higher education and applied to other areas?
- Are diversity initiatives, policies and programs working?

In this section, we report findings from our review of statistical information about employment levels for underrepresented faculty. The data represent five-year trends in recruitment and retention efforts of 10 universities for the time between the academic years of 1998-1999 and 2002-2003. As a result of data limitations, we were unable to perform an analysis of diversity within the ranks of university faculty.

Discrepancies in data collection protocols greatly limited our statistical analysis. Only five institutions could provide data broken down by faculty rank and tenure, so we were not able to analyze the data by faculty rank. Of the 11 institutions in our study, we were unable to obtain comparable data for one and excluded it from the statistical tables and figures. In addition, we were only able to secure tenure-system data for 8 of 10 remaining universities. For the other two institutions, data and figures are based on statistics for all faculty.

These data reveal current issues and concerns across higher education involving the recruitment and retention of minority and women faculty. Our intent is to provide a snapshot of diversity at 10 Midwestern universities. These data will help us to contextualize current problems in recruiting and retaining underrepresented faculty, help identify best practices, and additionally, help us further explain the impact of diversity in higher education by providing some insight for future policies and practices. It is worth mentioning that what we see reflects in some ways national trends in higher education, especially with many universities losing public funding and shrinking numbers of faculty. In some cases, small changes in faculty, especially for underrepresented groups can lead to what appears to be a drastic change in representation.

Based on our aggregate findings, a steady increase in the percentage of all minority groups is apparent in the studied universities during the five-year period from 1998-1999 to 2002-2003. In addition, our results indicate that there is an apparent increase in total minority faculty. IUPUI demonstrated the largest increase with a 3.7 percentage point increase. The University of Wisconsin at Madison reported a large increase in minority tenure or tenure track faculty with growth of 3.3 percentage points. In addition, the University of Minnesota indicated a 2.9 percentage point increase. The University of Illinois–Chicago and Indiana University Bloomington demonstrated a growth of 1.8 percentage points, the smallest increase of participating universities. UIUC, Ohio State University and the University of Michigan reported a 2.7, 2.5 and 2.3 percentage point increase, respectively. Looking at the percentage of minority faculty to total faculty, the University of Illinois–Chicago has the largest share of minority faculty for 2002-2003 compared to the other universities, at 23.3 percent. The University of Wisconsin at Madison’s minority faculty represent the smallest percentage of total faculty, 13.7 percent.

African-American Faculty

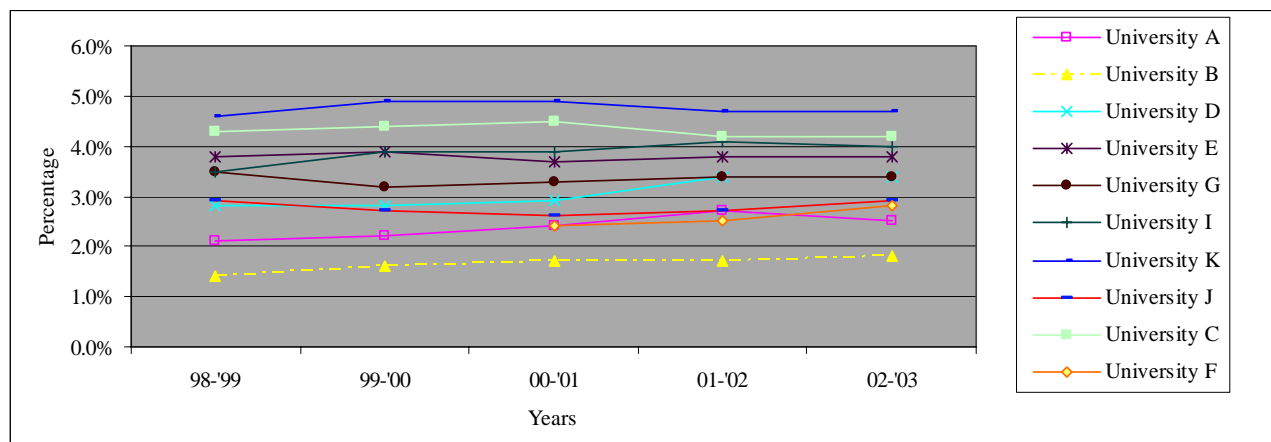
Statistics in Table 2 illustrate a decline in the average share of African-Americans to total faculty from 1998-1999 to 2002-2003, with the University of Michigan and Michigan State University indicating a decrease after 2000-2001, and the University of Wisconsin at Madison and Indiana University Bloomington reporting a decrease for 2002-2003. Most of the universities increased the percentage during the five-year period. Figure 1 illustrates the trends over time in total African-American faculty for the 10 universities in our study.

According to Table 2, University of Illinois–Chicago’s minority faculty employment levels did not change during the five-year period of observation. The University of Minnesota (from 1.4 to 1.8) and the University of Wisconsin at Madison (from 2.1 to 2.5) have increases of 0.4 percentage points. Indiana University Bloomington (from 3.5 to 4.0) shows a 0.5 percentage point increase and UIUC (from 2.8 to 3.4) has a 0.6 percentage point increase. IUPUI demonstrated a 0.3 percentage point increase. The University of Michigan and Ohio State University have an incremental decline of 0.1 percentage point: from 4.3 to 4.2 percent, and from 3.5 to 3.4 percent, respectively.

TABLE 2 – TOTAL AFRICAN-AMERICAN FACULTY BY UNIVERSITY AND YEAR

University Code	Faculty Statistical Base	98-'99	99-'00	00-'01	01-'02	02-'03
	Tenure/Tenure Track					
A	University of Wisconsin at Madison	2.1%	2.2%	2.4%	2.7%	2.5%
B	University of Minnesota	1.4%	1.6%	1.7%	1.7%	1.8%
D	University of Illinois–Urbana-Champaign (UIUC)	2.8%	2.8%	2.9%	3.4%	3.4%
E	University of Illinois– Chicago	3.8%	3.9%	3.7%	3.8%	3.8%
G	Ohio State University	3.5%	3.2%	3.3%	3.4%	3.4%
K	Indiana University Bloomington	3.5%	3.9%	3.9%	4.1%	4.0%
I	Michigan State University	4.6%	4.9%	4.9%	4.7%	4.7%
J	Indiana University–Purdue University Indianapolis (IUPUI)	2.9%	2.7%	2.6%	2.7%	2.9%
	All Faculty					
C	University of Michigan	4.3%	4.4%	4.5%	4.2%	4.2%
F	Pennsylvania State University	n/a	n/a	2.4%	2.5%	2.8%

FIGURE 1 – TRENDS IN TOTAL AFRICAN-AMERICAN FACULTY BY UNIVERSITY AND YEAR



Note: Data for the University of Michigan (C) and Pennsylvania State University (F) pertain to all faculty; other institutions report data for tenure and tenure track faculty.

Latino/Hispanic Faculty

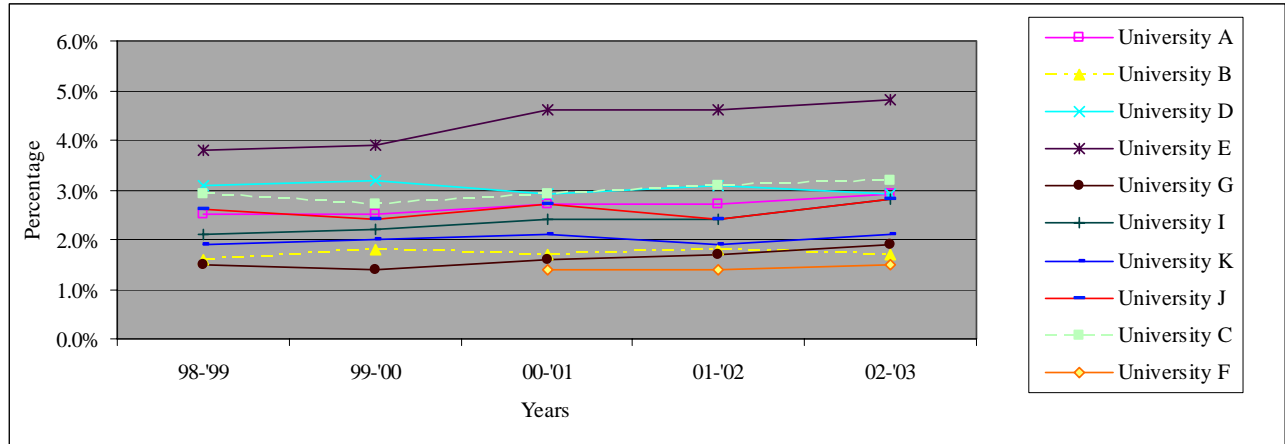
For the 10 institutions for which we have evidence, changes over time in the number of Latino/Hispanic faculty are relatively small. The University of Illinois– Chicago has the largest increase with 1 percentage point (from 3.8 to 4.8 percent). Indiana University Bloomington has a 0.7 percentage point increase. The University of Wisconsin at Madison and Ohio State University have a 0.4 percentage point increase from 2.5 in 1998-1999 to 2.9 percent in 2002-2003 and from 1.5 to 1.9 percent, respectively. IUPUI and the University of Michigan have a 0.3 percentage point increase. The smallest increase is found at the University of Minnesota with 0.1 percentage point change.

TABLE 3 – TOTAL LATINO/HISPANIC FACULTY BY UNIVERSITY AND YEAR

University Code	Faculty Statistical Base	98-'99	99-'00	00-'01	01-'02	02-'03
	Tenure/Tenure Track					
A	University of Wisconsin at Madison	2.5%	2.5%	2.7%	2.7%	2.9%
B	University of Minnesota	1.6%	1.8%	1.7%	1.8%	1.7%
D	University of Illinois–Urbana-Champaign (UIUC)	3.1%	3.2%	2.9%	3.1%	2.9%
E	University of Illinois– Chicago	3.8%	3.9%	4.6%	4.6%	4.8%
G	Ohio State University	1.5%	1.4%	1.6%	1.7%	1.9%
K	Indiana University Bloomington	2.1%	2.2%	2.4%	2.4%	2.8%
I	Michigan State University	1.9%	2.0%	2.1%	1.9%	2.1%
J	Indiana University–Purdue University Indianapolis (IUPUI)	2.6%	2.4%	2.7%	2.4%	2.8%
	All Faculty					
C	University of Michigan	2.9%	2.7%	2.9%	3.1%	3.2%
F	Pennsylvania State University	n/a	n/a	1.4%	1.4%	1.5%

Figure 2 below illustrates the trends over time in total Latino/Hispanic faculty for the 10 universities. The University of Minnesota, Ohio State University and Pennsylvania State University have the lowest percentage of Latino/Hispanic faculty members of the schools included in this study with percentages below 2.0.

FIGURE 2 – TRENDS IN TOTAL LATINO/HISPANIC FACULTY BY UNIVERSITY AND YEAR



Note: Data for the University of Michigan (C) and Pennsylvania State University (F) pertain to all faculty; other institutions report data for tenure and tenure track faculty.

Asian-American Faculty

Reflected in Table 4 is an increase in Asian-American faculty across the 10 universities. The most significant increase is found at IUPUI from 8.7 in 1998-1999 to 11.8 percent in 2002-2003; this is a 3.1 percentage point increase. The smallest increase is from 5.1 to 5.7 percent observed in Indiana University Bloomington’s data; it is noteworthy that this university does not regard Asian-Americans as a strategic hiring minority group. Among all the universities, the one closest to the average of two percent is the University of Wisconsin at Madison with an average of 2.2 percent (from 5.6 to 7.8 percent).

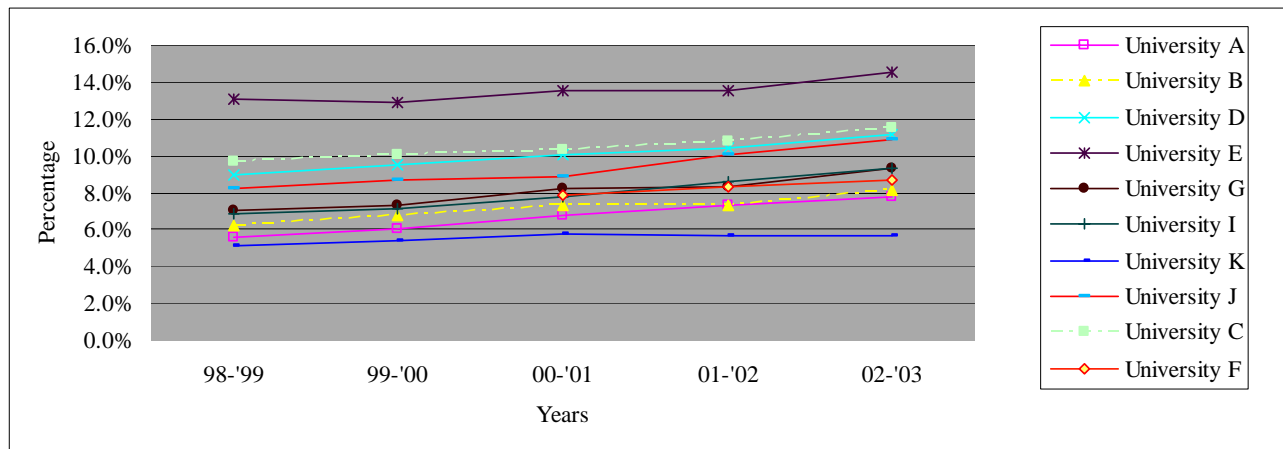
Nine of ten universities have experienced an increase in the percentage of Asian American faculty. For 2002-2003, the University of Illinois–Chicago had the greatest percentage of Asian American faculty with 14.5 percent, while 5.7 percent of Indiana University Bloomington’s faculty is Asian American. Our study indicates that Asian Americans represent the largest minority population of university faculty members.

TABLE 4 – TOTAL ASIAN-AMERICAN FACULTY BY UNIVERSITY AND YEAR

University Code	Faculty Statistical Base	98-'99	99-'00	00-'01	01-'02	02-'03
	Tenure/Tenure Track					
A	University of Wisconsin at Madison	5.6%	6.0%	6.8%	7.3%	7.8%
B	University of Minnesota	6.2%	6.8%	7.3%	7.3%	8.1%
D	University of Illinois–Urbana-Champaign (UIUC)	9.0%	9.5%	10.1%	10.4%	11.2%
E	University of Illinois–Chicago	13.1%	12.9%	13.5%	13.5%	14.5%
G	Ohio State University	7.0%	7.3%	8.2%	8.3%	9.3%
I	Michigan State University	6.9%	7.1%	7.8%	8.6%	9.3%
K	Indiana University Bloomington	5.1%	5.4%	5.8%	5.7%	5.7%
J	Indiana University–Purdue University Indianapolis (IUPUI)	8.2%	8.7%	8.9%	10.1%	10.9%
	All Faculty					
C	University of Michigan	9.7%	10.1%	10.3%	10.8%	11.5%
F	Pennsylvania State University	n/a	n/a	7.9%	8.3%	8.7%

Figure 3 illustrates the trends over time in total Asian-American faculty for the 10 universities included in our study. In this instance, the University of Illinois– Chicago has the highest percentage of Asian-American faculty members of all the schools studied, while Indiana University Bloomington has the lowest. The range between these two institutions in 2002-2003 is from 5.7 percent to 14.5 percent.

FIGURE 3 – TRENDS IN TOTAL ASIAN-AMERICAN FACULTY BY UNIVERSITY



Note: Data for the University of Michigan (C) and Pennsylvania State University (F) pertain to all faculty; other institutions report data for tenure and tenure track faculty.

Native-American Faculty

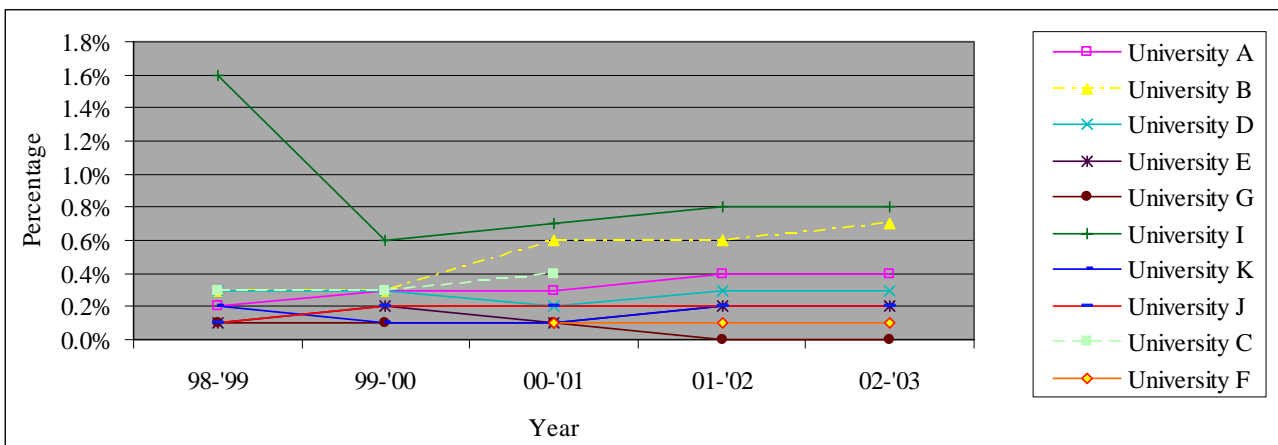
Native Americans represent a very small share of Big Ten faculty, and the increases observed over the five-year period are very small, as demonstrated in Table 5. With one exception, all the cell entries in table five are less than 1.0 percent. The University of Michigan indicated a 0.2 percentage point increase. UIUC, IUPUI, Pennsylvania State University, and Indiana University Bloomington saw no overall changes during this period. Michigan State University’s level declined by 0.8 percentage point. There has been no notable increase in Native American faculty at any of the universities throughout the five-year period. The University of Wisconsin at Madison and the University of Illinois–Chicago have increased their levels over the five-year period of study, but the last two years have remained constant.

TABLE 5 – TOTAL NATIVE AMERICAN FACULTY BY UNIVERSITY AND YEAR

University Code	Faculty Statistical Base	98-'99	99-'00	00-'01	01-'02	02-'03
	Tenure/Tenure Track					
A	University of Wisconsin at Madison	0.2%	0.3%	0.3%	0.4%	0.4%
B	University of Minnesota	0.3%	0.3%	0.6%	0.6%	0.7%
D	University of Illinois–Urbana-Champaign (UIUC)	0.3%	0.3%	0.2%	0.3%	0.3%
E	University of Illinois–Chicago	0.1%	0.2%	0.1%	0.2%	0.2%
G	Ohio State University	0.1%	0.1%	0.1%	0.0%	0.0%
I	Michigan State University	1.6%	0.6%	0.7%	0.8%	0.8%
K	Indiana University Bloomington	0.2%	0.1%	0.1%	0.2%	0.2%
J	Indiana University–Purdue University Indianapolis (IUPUI)	0.1%	0.2%	0.2%	0.2%	0.2%
	All Faculty					
C	University of Michigan	0.2%	0.3%	0.3%	0.3%	0.4%
F	Pennsylvania State University	n/a	n/a	0.1%	0.1%	0.1%

Figure 4 below illustrates the trends over time in total Native American faculty for the 10 universities.

FIGURE 4 – TRENDS IN TOTAL NATIVE AMERICAN FACULTY BY UNIVERSITY



Note: Data for the University of Michigan (C) and Pennsylvania State University (F) pertain to all faculty; other institutions report data for tenure and tenure track faculty.

Female Faculty

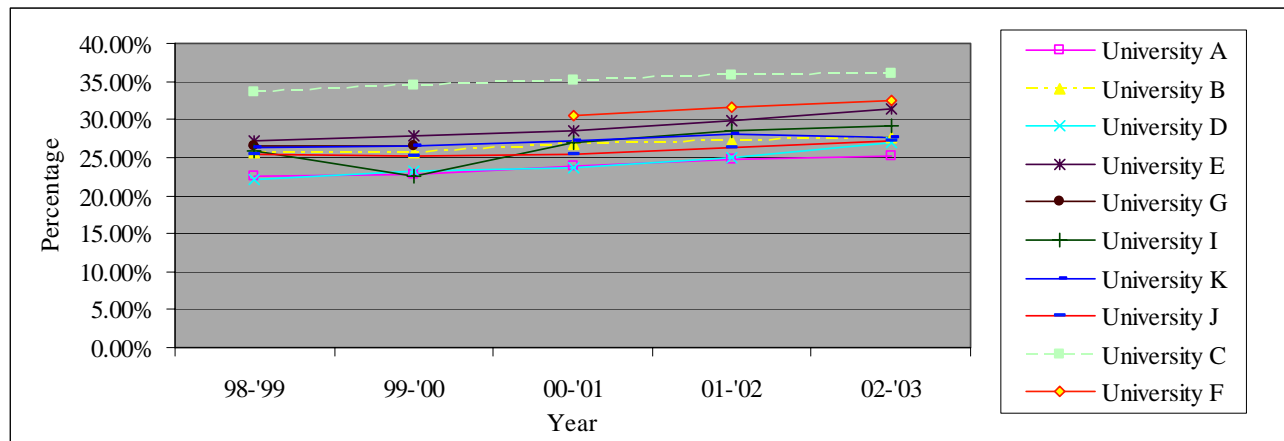
The University of Illinois–Urbana-Champaign (UIUC) and University of Illinois–Chicago have had the greatest increase in female faculty hiring during the five-year period, a 4.8 percentage point increase (from 22.1 to 26.9 percent) and a 4.1 percent increase (from 27.2 to 31.3 percent) of female faculty, respectively. The University of Minnesota’s data show an increase of 1.9 percentage point, and Indiana University Bloomington reported the smallest increase compared to all other universities (1.4 percentage points).

TABLE 6 – TOTAL FEMALE FACULTY BY UNIVERSITY AND YEAR

University Code	Faculty Statistical Base	98-'99	99-'00	00-'01	01-'02	02-'03
	Tenure/Tenure Track					
A	University of Wisconsin at Madison	22.5%	22.8%	23.9%	24.7%	25.3%
B	University of Minnesota	25.7%	25.7%	26.7%	27.1%	27.6%
D	University of Illinois–Urbana-Champaign (UIUC)	22.1%	23.1%	23.7%	24.9%	26.9%
E	University of Illinois–Chicago	27.2%	27.8%	28.4%	29.9%	31.3%
G	Ohio State University	26.5%	26.6%	n/a	n/a	n/a
I	Michigan State University	25.8%	22.6%	27.0%	28.4%	29.2%
K	Indiana University Bloomington	26.3%	26.5%	27.2%	28.0%	27.7%
J	Indiana University–Purdue University Indianapolis (IUPUI)	25.4%	25.2%	25.5%	26.3%	27.2%
	All Faculty					
C	University of Michigan	33.5%	34.4%	35.2%	35.7%	36.1%
F	Pennsylvania State University	n/a	n/a	30.5%	31.5%	32.5%

Figure 5 below illustrates the trends over time in total female faculty for the 10 universities included in our study. University of Michigan has the highest percentage of total female faculty in 2002-2003 at 36.1 percent and University of Illinois–Chicago, which is the outlier on the graph, has the highest percentage of female tenure track faculty at 31.3 percent.

FIGURE 5 – TRENDS IN TOTAL FEMALE FACULTY BY UNIVERSITY AND YEAR



Note: Data for the University of Michigan (C) and Pennsylvania State University (F) pertain to all faculty; other institutions report data for tenure and tenure track faculty.

Summary of Findings

Overall, the numbers of faculty from some underrepresented groups have experienced an increase over the five-year period, while others have declined, or were variable. Although the individual numbers and statistics are important to examine, it is also important to note the trends in the numbers. The trend in female faculty members has shown a steady increase over the years (see Figure 5). The same is true for Asian-American faculty members (see Figure 3). The trend for African-American faculty members, however, is somewhat more variable. As evidenced by Figure 1, there is a general upward trend in the late 1990s, and then many universities experienced a slight drop-off for African-American faculty in the later years (2000-2001, 2001-2002, and 2002-2003). The trends for Latino/Hispanic faculty seem to have remained constant. For most of the universities we studied, the numbers are variable, with slight increases and slight decreases from one academic year to the next (see Figure 2). Table 7 below provides summary evidence of minority faculty employment for five institutions with comparable data for the five-year period. For most of the institutions, we were not able to obtain data for Mexican American and Puerto Rican faculty.

TABLE 7 – SUMMARY FINDINGS FOR FIVE INSTITUTIONS

University	Faculty	98-'99	99-'00	00-'01	01-'02	02-'03
Indiana University– Purdue University Indianapolis (IUPUI)	Total Faculty (number)	1213	1242	1215	1185	1252
	African-American	2.9%	2.7%	2.6%	2.7%	2.9%
	Native American	0.1%	0.2%	0.2%	0.2%	0.2%
	Asian-American	8.2%	8.7%	8.9%	10.1%	10.9%
	Latino/Hispanic	2.6%	2.4%	2.7%	2.4%	2.8%
	Minority Faculty Total	13.8%	14.0%	14.4%	15.4%	16.8%
University of Wisconsin at Madison	Total Faculty (number)	2135	2135	2174	2213	2225
	African-American	2.1%	2.2%	2.4%	2.7%	2.5%
	Native American	0.2%	0.3%	0.3%	0.4%	0.4%
	Asian-American	5.6%	6.0%	6.8%	7.3%	7.8%
	Latino/Hispanic	2.5%	2.5%	2.7%	2.7%	2.9%
	Minority Faculty Total	10.4%	11.0%	12.2%	13.1%	13.6%
University of Illinois–Chicago	Total Faculty (number)	1377	1346	1347	1328	1324
	African-American	3.8%	3.9%	3.7%	3.8%	3.8%
	Native American	0.1%	0.2%	0.1%	0.2%	0.2%
	Asian-American	13.1%	12.9%	13.5%	13.5%	14.5%
	Latino/Hispanic	3.8%	3.9%	4.6%	4.6%	4.8%
	Minority Faculty Total	20.8%	20.9%	21.9%	22.1%	23.3%
Indiana University Bloomington	Total Faculty (number)	1354	1324	1317	1319	1309
	African-American	3.5%	3.9%	3.9%	4.1%	4.0%
	Native American	.2%	.1%	.1%	.2%	.2%
	Asian-American	5.1%	5.4%	5.8%	5.7%	5.7%
	Latino/Hispanic	2%	2%	2%	2%	3%
	Minority Faculty Total	10.9%	11.6%	12.2%	12.4%	12.7%
University of Minnesota	Total Faculty (number)	2139	2195	2315	2406	2413
	African-American	1.4%	1.6%	1.7%	1.7%	1.8%
	Native American	0.3%	0.3%	0.6%	0.6%	0.7%
	Asian-American	6.2%	6.8%	7.3%	7.3%	8.1%
	Latino/Hispanic	1.6%	1.8%	1.7%	1.8%	1.7%
	Minority Faculty Total	9.5%	10.5%	11.3%	11.4%	12.3%

Note: Data for Indiana University – Purdue University Indianapolis (IUPUI) and Indiana University Bloomington are from “Academic and Non-Academic Appointments by Race and Sex: Longitudinal View 1997-2002,” published by Indiana University’s Office of Affirmative Action and are based upon tenure and tenure-track faculty.

CONCLUSION

Although there are many programmatic similarities among universities, some differences did stand out. For example, cluster hiring initiatives, offices for multicultural enrichment, and post-doctoral development programs are unique to certain universities and are cited as being helpful to furthering faculty diversity. Additionally, emphasis on retention policies and efforts to improve campus climates are thought to aid in the retention of underrepresented faculty.

Limitations and shortcomings are not uncommon in research studies such as this and we experienced the normal frustrations that accompany field research. We also recognize the shortcomings in this study of best practices which functions more as an inventory of possible policy instruments and program elements than as an evaluation of what works in different contexts. In an ideal world we would ask for more time for the study, better access to data, and more resources. In addition, the numbers obtained regarding tenure and tenure-track faculty may need qualification. We should, in future studies, look at the percentage of minority tenured faculty rather than simply the percentage of minority faculty and minority tenure-track faculty as a whole. This might provide a more accurate picture of the status of underrepresented groups at a particular university. The number of minority faculty that are listed as “tenure track” obviously does not indicate the number of minority faculty who will become tenured.

Our analysis section is limited by the availability of the data provided by the universities. Much of the data are either incomplete or inconsistent. Perhaps our initial efforts to compile a comparative data set for research across the Big Ten will demonstrate the potential value of comparable information and encourage institutions in the CIC to develop common protocols for compiling data on faculty hiring and retention as well motivate other efforts to investigate faculty employment patterns.

Future study directions might include a more in-depth analysis of the numbers in correlation with various programs. For example, it would be useful to know which factors contribute the most to retention, recruitment, and other aspects of the hiring practices and policies.

What We Have Learned

According to the university officials that we interviewed, successful strategic hiring and retention efforts are the result of a cohesive policy backed by the full support and resources of a proactive university administration. More specifically, the interviewees at two institutions stated that the driving force behind their success was having an administration that fully embraced and was willing to act on issues related to promoting diversity. Another example is a diversity workgroup at the University of Illinois–Urbana-Champaign (UIUC) that has reportedly made a difference at the university due to its direct connection to the chancellor’s office.⁴¹ Below are policy recommendations shaped by our interviews, the characteristics of many of the programs highlighted by interviewees, as well as through our analysis of data provided by participating universities.

Best Practices

Best practices are intended to include central elements that can be applied to all universities, provided all factors are equal. Therefore, recommended practices should address the following:

- Systemic problems within higher education to recruit and retain underrepresented groups.
- Contextual factors that would help reduce or ameliorate many of the detrimental experiences women and minority faculty experience professionally and socially.
- Network and pipeline issues to create a more inclusive culture of accepting the core concepts of diversity and to increase the physical representation of women and minority within the university.
- Provide ‘ideas’ to improve current operating practices, and spur continuous dialogue to restructure strategic hiring initiatives.

As we consider the many policies and procedures at Midwestern universities we should note something about the decision making process. Charles Lindblom argues in “The Science of Muddling Through” that our decision making process, in theory, may incorporate a full analysis of numerous options and their consequences. In reality, however, he stresses the need for “incremental change” to minimize unanticipated consequences and serious lasting mistakes.⁴² Our data may indeed reflect small incremental decision-making processes that impact the representation of women and racial and ethnic minorities in the faculty ranks.

The best potential for diversity initiatives to be enacted in a decentralized manner and to transform the culture and consciousness of faculty hiring committees will originate from the spheres of power and influence within an organization. As we seek to manage diversity throughout the system, the greater the authority of diversity initiatives, the greater their impact at all levels of the university. Norton Long’s essay, “The Political Environment: The Concept of Administrative Power” suggests, “The lifeblood of administration is power. Its attainment, maintenance, increase, dissipation, and loss are subjects the practitioner and student can ill afford to neglect. Loss of realism and failure are most certain consequences.” In every effort of each university to achieve greater diversity and understanding of the value of diversity, the dynamics of power in higher education must be addressed.

Specifically, the following are some of the best practices that we identified throughout the course of this research:

- A central component of a diversity programs’ success is being **directly and visibly linked** to the higher levels of administration.
- Many universities established **mentoring and/or training programs** for minority graduate and/or PhD students interested in faculty positions. Universities can encourage all faculty members to serve as mentors, establishing a culture that values diversity.
- Expanded efforts to **increase the number of graduate and PhD candidates from underrepresented groups**. By increasing the number of qualified candidates from these groups graduating each year, universities will also be increasing the diversity of their own hiring pools.
- **Clear articulation of strategic hiring and retention goals** in hiring guidelines and/or standards, as well as establishing incentives and consequences tied to their success within each department can further the diversity on campus.
- **Improved institutional climate** is an important element of a welcoming environment.
- **Networking among universities** can be more actively promoted and expanded so that they create a culture within higher education that supports and values diversity.
- Universities can **establish a system of rewards and penalties** to serve as incentives for the initial establishment of hiring guidelines. Rewards and penalties can highlight successful practices, while drawing attention to areas in need of improvement.
- **Public accountability** makes plans, results, and findings known. Publicizing annual reviews of goals shows university ownership of, and commitment to, improving diversity.

¹ A Diversity Action Plan for Ohio State University. Stated Goal: To Be a National Model for Diversity; June 12, 2000 [retrieved on 1/31/04]

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Indiana University, 20/20 Report: A Vision, See also, Nathan Glazier, “The Black Faculty Gap.” *Public Interest*, Summer 2003, 152; and Anthony Antonio, “Diverse Student Bodies, Diverse Faculties.” *Academe* 89 (2003).

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⁸ Dobbs, MF. “Managing Diversity: Lessons from the Private Sector.” *Public Personnel Management* 25 (1996).

⁹ Carrell, MR, Mann, EE. “Defining Workforce Diversity in Public Sector Organizations.” *Public Personnel Management* 24 (1995):

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- ²¹ Committee on Institutional Cooperation Frequently Asked Questions. Can be found at the following website: <http://www.cic.uiuc.edu/FrequentlyAskedQuestions.shtml>. Accessed 13 March 2004.
- ²² Ibid.
- ²³ Advancing Diversity/Achieving Excellence.
- ²⁴ Ibid.
- ²⁵ Phone Interview
- ²⁶ CIC Strategic Plan, page 3
- ²⁷ CIC Strategic Plan, page 4
- ²⁸ In-person interview with CIC official.
- ²⁹ Wilson, R. "The Unintended Consequences of Affirmative Action." *Chronicle of Higher Education*. 49 (2003): A10-A13.
- ³⁰ Carrell, MR, Mann, EE. "Defining Workforce Diversity in Public Sector Organizations." *Public Personnel Management* 24 (1995).
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- ³⁵ Interviews with University of Minnesota officials.
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