Breakthrough Advances in Faculty Diversity

Lessons and Innovative Practices from the Frontier

University Leadership Council

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About the Education Advisory Board

The Firm

Since 1979, The Advisory Board Company has been providing best-practice research to the world's leading hospitals, academic medical centers, and health systems. With a staff of over 900 in Washington, D.C., we serve health care CEOs, administrators, and clinical leaders at 2,700 institutions, publishing 55 major studies and 10,000 customized research briefs yearly on progressive management practices. The work focuses on the industry's best (and worst) demonstrated practices, helping member institutions benefit from one another's hard-learned lessons.

A New Practice in Higher Education

Encouraged by academic medical centers that our model and experience serving nonprofit institutions might prove valuable to universities, the Advisory Board began a higher education practice in 2007, with memberships serving the provost (the University Leadership Council), student affairs (the Student Affairs Leadership Council), and business and finance heads (the University Business Executive Roundtable.) In our first year, we have been honored to welcome over 150 of the nation's leading universities on whose advice and goodwill we rely.

A Member-Led Agenda

Provosts set the agenda for the University Leadership Council's research. Each year, we poll the membership on what their "up-at-night" issues are—topics of genuine aspiration or urgency—with the most widely voiced issues becoming the focus of our best practice work. In our first year, members prioritized faculty diversity as a main initiative, along with developing institutional strategy for student learning outcomes and managing multidisciplinary research centers, topics that will be addressed in subsequent publications.

Casting the Net Wide

Our search for innovative practice is not limited to the membership, however. The Advisory Board believes it serves members best by exposing them to ideas and practices beyond the narrow confines of their peer groups as traditionally defined. We scan the entirety of the higher education sector for effective and replicable models, typically reviewing thousands of pages of literature and interviewing hundreds of institutions to isolate the 10 to 15 top ideas.

Specializing in Best Practice Inquiry, Not Policy Analysis

New to the higher education community, we are acutely aware of how much we have to learn and modest in our ambitions in serving the provost. Our work is not intended to propose national policy (or to lobby policy makers), nor is it peer-reviewed academic research. Our narrower intention is to distill the empirical experiences of institutions like yours, profiling success stories (and failure paths) to help prioritize investments and improve performance. At our best, we offer original insight into "what's working" in higher education and critique the popular wisdom and fad-like trends that take hold in all fields and industries.

The Provost's Challenge: Improving Faculty Diversity on Our Watch

Frustrated by the slow pace of progress in diversifying the professoriate, provosts charged us with identifying proven approaches for inflecting individual institutional performance. We were quickly humbled by the complexity of the issue and the daunting volume of scholarship.

This study does not engage the rich variety of policy and social issues central to the faculty diversity challenge. National initiatives for improving underrepresented minority access to higher education, strategies for increasing female undergraduate participation in STEM fields, and insights into making campuses more welcoming to diverse faculty and students are all topics deserving their own reports, but not a central focus here.

Instead, we endeavor to help provosts identify and prioritize strategies for improving individual institutional diversity performance within a typical provost's time in chair—improving diversity on our watch. In the course of 150+ interviews with provosts, deans, department chairs, chief diversity officers, and faculty at leading institutions, we were encouraged to find a number of exemplars who had succeeded in steadily diversifying their faculty ranks, without undue advantage of deep pockets, school mission, or geography. These pages endeavor to distill the replicable elements of their accomplishments for debate at your institution.

Studying Faculty Diversity Efforts Across the Nation

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Top Lessons from the Research

Setting Course and Compass: Prioritizing Faculty Diversity Investments

#1 Progress on faculty diversity remains disappointing; despite the past decades' efforts, diversification of the professoriate continues to proceed slowly

#2 There is no shortage of worthy ideas for accelerating the pace of progress; university administrators face a sea of recommendations spanning the entire faculty pipeline—from encouraging underrepresented minorities (URMs) and women to pursue doctoral degrees to improving faculty hiring and retention

#3 Few institutions, however, have the resources to implement every suggestion, leaving administrators wondering where they should focus their efforts to achieve the greatest impact on the diversity of the institution's faculty

#4 To assist members with this decision, the Council examined each phase of the faculty pipeline to identify the greatest points of leverage—areas where underrepresented groups are significantly less likely to advance and where, at the same time, universities are well positioned to address the cause of the disparity

#5 Our analysis of the pipeline was conducted with a dual lens; we examined, first, opportunities for increasing the pace of faculty diversification across higher education overall and, second, the potential of any individual institution to realize substantial returns on faculty diversification efforts—distinct issues that are too often muddled or conflated

Minimal Opportunity (for Most) in Faculty Retention

#6 Investments in improving retention of underrepresented faculty are unlikely to dramatically accelerate pace of diversification across higher education overall; a somewhat unexpected finding from our analysis of Department of Education data is that female and URM PhD graduates are for the most part as likely to stay in academia and be promoted through academic ranks as peers

#7 Improving retention and mentoring is critical to faculty diversification at institutions where turnover rates for female and URM faculty exceed those for other faculty; however, available data indicate relatively few institutions have major discrepancies in turnover by race/ethnicity or gender

#8 For most universities, targeting retention of URM and female faculty effectively becomes an effort to raise retention rates for these populations above retention rates for other faculty—an objective that is hard to achieve and (even if realized) likely to have only a modest influence on the diversity of an institution's or the nation's faculty; current numbers of diverse faculty are simply too small to "retain" our way out of the problem

Minimal Opportunity in Increasing Percentage of Underrepresented PhDs Hired

#9 Discrepancies in the pipeline are not evident in the hiring of underrepresented doctoral recipients; compared to doctoral recipients overall, a similar or greater portion of doctoral recipients from underrepresented groups are securing tenure-track positions at four-year institutions

#10 With little difference in rates of hiring for underrepresented PhDs and PhDs overall, it is unlikely that the nation's faculty will become significantly more diverse through efforts to employ a greater portion of the overall pool of underrepresented candidates

Major Gaps in PhD Attainment Stemming from Factors Universities Alone Cannot Control

#11 Significant pipeline disparities by race/ethnicity and gender become evident at the level of doctoral degree attainment; African Americans, Hispanics, and Native Americans continue to be underrepresented among PhD recipients in all fields and women continue to be significantly underrepresented among doctoral recipients in science, technology, engineering, and mathematics (STEM)

#12 It is, however, unclear that efforts of universities alone can erase the gaps in PhD attainment; a great portion of the drop-off in underrepresented groups' progress toward doctoral degrees stems from factors over which universities have limited control

For URMs, Significant Differences in College Preparation, Enrollment, Completion, and Grades

#13 Lower PhD attainment for URMs does not reflect less interest in academia; high-achieving URM college seniors are just as likely as peers to choose professor as their first-choice career

#14 Neither are PhD completion rates the primary culprit; URM doctoral students are, on average, only slightly less likely to complete their PhDs than non-URMs

#15 With gaps in program completion accounting for a relatively small share of the overall gap in PhD attainment, closing that gap, while clearly desirable, is unlikely to have a major impact on faculty diversity rates overall

#16 The greatest source of underrepresentation among doctoral recipients: the low percentage of the college-age population attaining both a bachelor's degree and the high levels of academic achievement associated with pursuit of academic careers

#17 A major portion of this disparity occurs before students set foot on campus; URMs are far less likely than peers to graduate from high school and enroll in a four-year institution

#18 Much of the URM achievement gap in college years—in rates of bachelor's degree completion and average GPA—is a product of socioeconomic status, access to high-quality K-12 education, and the history and persistence of racism in the United States; to date, university efforts to compensate for disadvantages are meeting limited success

For Women in STEM, Disparities in Early Interest Driving Drop-Off

#19 The extent to which universities can influence the percentage of STEM PhDs awarded to women is also unclear

#20 Relatively little of the drop-off in women's study in STEM fields is occurring across graduate or undergraduate years; from the first year of undergraduate study through PhD completion, women's representation among STEM students remains fairly consistent

#21 The greatest losses of women in STEM happen before undergraduates arrive on campus; in their first year of college, far fewer women than men report interest in pursuing STEM majors

Top Lessons from the Research (cont.)

A Long Wait for the Rising Tide

#22 The disappointing takeaway from examination of the faculty pipeline is that gaps are small in pipeline stages where universities have the most control and larger earlier on, where individual and even collective university action may be insufficient in the face of larger social forces

#23 For the foreseeable future, the pace of change in faculty diversification for the nation as a whole is likely to look much like the pace of change in the past; institutions waiting for the rising tide to lift all boats are likely to wait a very long time

Industry Is Not Destiny

#24 That said, there is good news: while the outlook for faculty diversity for higher education as a whole is disappointing, the outlook for any one university need not be so

#25 Despite the slow progress in the sector generally, there are universities in every category that have created faculties far more diverse than those of their peers, often after starting with faculty diversity levels well below average

#26 Superior recruiting is driving their success; diversity leaders are hiring more than their proportional share of underrepresented faculty

#27 Success is not coming from deeper pockets; despite the common lament that underrepresented faculty are snapped up by private institutions paying top dollar, the data show no correlation between faculty diversity and institutional wealth

#28 Geography explains only some of the variation in faculty diversity; there is no denying favorable location confers an advantage when recruiting underrepresented (as well as other) faculty, but many institutions with no geographical advantage are succeeding handsomely at faculty diversification

#29 Key research finding: a significant amount of the variation in faculty diversity results from individual university effort and practice—strategies that can be replicated at other universities

Lessons from Leaders in Faculty Diversity

#30 Over the past decade, methods for recruiting diverse faculty have been studied and documented extensively; with most institutions recommending a similar set of recruiting practices in guidebooks and workshops for search committees, there is little news to report in this area

#31 Few institutions, however, find that faculty actually engage in recommended practices frequently and forcefully enough to maximize results; diversity initiatives created in central administration too often fail to penetrate into critical recruiting decisions on the front line

#32 Diversity leaders are succeeding by doing what every institution knows it should and wishes it could do: driving ownership for faculty diversity down into the academic units

#33 Successful institutions are using four strategies to create alignment around the institution's faculty diversity goals; collectively, strategies advance the twin objectives of cultivating faculty support for the recruiting effort and instilling accountability

Cultivating Faculty Support

Strategy #1: Making the Case for Faculty Action

Strategy #2: Resourcing the Recruiting Effort

Top Lessons from the Research (cont.)

Instilling Accountability

Strategy #3: Hardwiring Faculty Search Oversight

#47 Cultivating faculty support is essential but typically not sufficient; for most institutions, achieving breakthrough advances in faculty diversity requires a mechanism for instilling accountability

#48 The first strategy for instilling accountability: rigorous review of faculty searches

#49 While all institutions monitor searches in some way to comply with federal law, the approach of best-practice institutions differs sharply from typical practice; three elements set exemplars apart

#50 *Key Process Checkpoints:* Review of the process at multiple points throughout the search cycle creates opportunities for crucial midcourse corrections

#51 *Senior Reviewer:* Monitoring is executed by respected senior reviewers who have the professional standing to establish credibility with search committees, the strong backing of deans, and the ability to work productively with faculty holding a wide range of views on diversity issues

#52 *Signal Interventions:* Weak efforts on the part of search committees trigger appropriate consequences, including suspension of search, if warranted

Strategy #4: Spotlighting Diversity Performance

#53 The second accountability mechanism: a highly transparent diversity planning process that holds colleges accountable for follow-through on concrete actions

#54 While diversity planning is now common, most plans have no discernible impact on faculty diversity; planning is typically plagued by insufficiently specific goals, failure to achieve broad engagement, a weak review process, and sporadic efforts

#55 Four elements define best-practice diversity planning

#56 *Unit-Level Ownership:* Using a central framework, every college and budgetary unit generates its own diversity plan

#57 *Performance Commitments:* Each unit identifies specific goals for the upcoming planning cycle as well as concrete actions for achieving them

#58 *360-Degree Review:* Each plan receives careful review and written evaluation from a committee of faculty, administrators, staff, and students; the provost meets with every dean individually to review the plan and its evaluation

#59 Midway through each planning cycle, unit performance is reviewed again to ensure that midcourse corrections happen as needed; each college produces an interim progress report, which is reviewed by both a committee and the provost

#60 The entire process is completely transparent; all materials (plans, evaluations, and deans' responses) are posted on publically accessible website

#61 *Regular Planning Cycles:* Planning occurs at regular intervals; upon completion of one planning cycle, the next cycle of planning automatically begins

Weighing Accountability Options

#62 The direct costs of both accountability options—search oversight and diversity planning—are modest; each primarily entails reallocating time of current staff rather than additional hiring

#63 One advantage of search oversight: it is relatively easy to get up and running; sustaining successes, however, requires constant attention and effort

#64 Close monitoring of searches also carries the greatest risk of faculty resistance; faculty are typically far from enthusiastic about scrutiny of their efforts and extradepartmental involvement in hiring

#65 In comparison, diversity planning is far more challenging to launch, entailing coordination of a cast of thousands

#66 Once established, however, the planning process gains momentum; it is far easier to sustain than rigorous search monitoring and far less likely to elicit opposition from faculty

Five Considerations for Moving Forward

#67 **No Escaping Competition:** Competing for scarce talent is the ineluctable reality of recruiting faculty, students, and administrators (as well as knowledge workers in any sector); to hesitate in recruiting the largest share possible of the best diverse candidates merely because gains come at the expense of other institutions is to hold ourselves to a standard here not applied elsewhere

#68 **More Than One Diversity Agenda:** It is critical to acknowledge that increasing the diversity of the institution's faculty and diversifying faculty of all universities are two valuable but separate goals; diversity leaders typically embrace both but with a clear understanding of which strategies advance which objectives

#69 **Not for the Faint of Heart:** Achieving breakthrough advances in faculty diversity requires consistent, steady efforts at all levels of the institution; as diversity issues remain a lightning rod for debate, be prepared for efforts to inspire spirited discussion

#70 **Nor for the Impatient:** Universities are unlikely to realize diversity goals overnight; some short-term gains are possible, but transformation from low- or middling-performer to diversity leader is generally realized from efforts sustained across a minimum of five to ten years

#71 **Success Starts at the Top:** Effort to diversify faculty must be driven by active and visible commitment at most senior levels of university administration, including president, provost, and deans; universities that have dramatically increased their faculty diversity have done so through conscious, active planning and commitment to uncommon results

40 Diagnostic Questions

These diagnostic questions reflect the essential ingredients of approaches used by best-practice institutions. Members may use them to determine if the full range of best practices are being used on campus and evaluate whether absences represent an opportunity for investment or action.

Making the Case for Faculty Action	Yes	No
1. Search Committee Workshops Does the university offer workshops for search committees on recruiting diverse faculty?	❑	❑
2. Respected Faculty Presenters Are the workshops led by senior faculty members respected by their colleagues for their scholarship and judgment?	❑	❑
3. Presenter Resources Are faculty presenters given the resources (administrative guidance, support staff, course release/ stipend) to engage deeply with research on diversity issues and to create and deliver effective workshops?	❑	❑
4. Seminar Format Are workshops structured on the model of academic seminars, with presentations of research from peer-reviewed scholarship and substantial opportunities for discussion?	❑	❑
5. Research on Unconscious Bias Do presenters cover research on unconscious bias, using a blame-free approach that emphasizes that biases are ubiquitous (i.e., women have gender biases and people of color have biases regarding race and ethnicity)?	❑	❑
6. Actionable Knowledge Do participants leave the workshops with a clear sense of what they can do to actively recruit diverse candidates and mitigate the effects of unconscious bias?	❑	❑
7. Broad Participation Are all members of faculty search committees (not just chairs) encouraged to attend the workshops?	❑	❑
8. Workshop Promotion by Leadership Do deans and department chairs personally urge search committee members to attend the workshops and monitor attendance?	❑	❑
9. Written Guidelines Do all search committee members know how to access a guidebook on strategies for recruiting diverse faculty?	❑	❑
10. Best-in-Class Benchmarking Does the institution benchmark its faculty diversity against that of best-in-class peer and aspirant institutions?	❑	❑
11. Underrepresented Minorities Do benchmarks include data specifically on underrepresented minorities (African Americans, Hispanics, and Native Americans)?	❑	❑
12. Women in STEM Do benchmarks on female faculty include data specifically on the representation of women in STEM fields?	❑	❑

	Yes	No
13. Tenured and Tenure-Track Faculty To monitor diversity in faculty positions with the greatest job security, salary levels, and potential for advancement into university administration, do benchmarks include data specifically on tenured and tenure-track faculty?	❑	❑
14. Recent Hires To monitor the effectiveness of recent recruiting efforts, do benchmarks include data specifically on the diversity of recent hires?	❑	❑

Resourcing the Recruiting Effort

15. "Upstream" Recruiting Support Does central administration (or the dean's office) provide funding for early-stage recruiting and networking activities that take place outside of formal searches?	❑	❑
16. Ongoing Faculty Ownership Does every department have a standing diversity committee that leads ongoing efforts to identify and to foster relationships with both potential candidates from underrepresented groups and scholars well positioned to connect the department with such candidates?	❑	❑
17. Reciprocal Exchange Do departmental networking efforts include mutually beneficial interactions that build lasting relationships with potential candidates and referral sources?	❑	❑
18. Service Credit Are efforts to build the department's recruiting network valued as highly as other forms of departmental service in annual evaluations and tenure review?	❑	❑
19. Non-faculty Support Do administrative staff (with knowledge of appropriate discipline) help departments conduct the early-stage work of identifying potential diverse candidates?	❑	❑

Hardwiring Faculty Search Oversight

20. Detailed Recruiting Plans Does the search review process include submission and approval of a detailed written plan for recruiting underrepresented candidates (listing names of potential diverse candidates who will be recruited actively as well as individuals who will be contacted to recommend other potential candidates)?	❑	❑
21. Frequent Checkpoints Are the activities and progress of the search committee reviewed not only at critical decision points (creation of the job announcement and selection of short list, on-campus interviewees, and finalist) but also throughout the application submission period to allow for midcourse corrections in outreach to potential candidates?	❑	❑
22. Checkpoint Satisfaction Are all search committees required to meet expectations at each checkpoint before proceeding to the next stage of the search?	❑	❑
23. Data Access Do search committees as well as reviewers have convenient access to up-to-date data on applicant pool demographics throughout the search process?	❑	❑
24. Data Quality Has the institution structured requests for applicant demographic data to maximize response rates by offering the convenience of e-mail or online submission and communicating clearly that the individual applicant's data will not be released to anyone involved with the search?	❑	❑

	Yes	No
25. Senior Reviewers Are all search reviews executed by a senior individual with the professional standing and academic credentials to establish credibility with search committees and deans?	❑	❑
26. Reviewers' Interpersonal Skills Do all reviewers have the interpersonal skills to work productively with faculty holding a wide range of views on diversity issues and deliver feedback to members of search committee without alienating them?	❑	❑
27. Signal Interventions When search committee efforts are lagging, do all reviewers take proportional corrective actions, including suspending the search, if warranted?	❑	❑
28. Senior-Level Support for Reviewers Do faculty perceive reviewers to have the full backing of deans for unpopular decisions?	❑	❑
29. Reviewer Training and Oversight If many individuals are reviewing faculty searches, does someone train and monitor the reviewers to ensure that the same processes and standards are brought to bear on every search?	❑	❑

Spotlighting Diversity Performance

30. Unit-Level Ownership Does every college (or budgetary unit) generate its own diversity plan?	❑	❑
31. Institution-Wide Framework Does the institution provide a central diversity framework to guide and unify planning efforts?	❑	❑
32. Performance Assessment Do all plans assess the unit's recent performance in terms of both absolute increases in faculty diversity and fulfillment of the specific procedural objectives identified in the previous plan?	❑	❑
33. Performance Commitments Do all plans identify the specific actions that must be taken (including ownership and timeline for completion) to achieve the unit's goals for the upcoming planning cycle?	❑	❑
34. Written Evaluation Does each plan receive a formal review and written evaluation from reviewers who have sufficient time, commitment, and guidance to complete the task?	❑	❑
35. Broad Participation Does the review process involve representatives from all segments of the university community—faculty, administrators, staff, and students?	❑	❑
36. Provost-Level Involvement Does the provost actively review every plan and deliver feedback to deans directly?	❑	❑
37. Public Posting Are the plans and written evaluations made publicly available?	❑	❑
38. Interim Review Is each unit's implementation of its plan formally evaluated midway through the planning cycle?	❑	❑
39. Appropriate Cycle Length Is the span of time between reviews long enough for units to tackle substantial goals yet short enough to sustain focus on objectives?	❑	❑
40. Regular Cycles Do planning and review occur at regular intervals, with a new cycle commencing upon one cycle's completion?	❑	❑

Defining Faculty Diversity

In defining faculty diversity for this study, we took our lead from Council members. Provosts in the membership expressed concern for diversity in all of its dimensions on their campuses. However, in the area of faculty diversity, the greatest challenges—and therefore provosts' highest priorities—continue to be increasing the presence of female faculty in STEM fields (science, technology, engineering, and mathematics) and increasing the presence in all fields of underrepresented racial minorities (URMs)—African Americans, Hispanics, and Native Americans.

As we analyzed data and searched for best practices, we focused on these populations. That said, there is no reason why the strategies profiled in this volume could not be applied to other populations if the priorities for faculty diversity are different on your campus.

I. Setting Course and Compass

Prioritizing Faculty Diversity Investments

Prioritizing Faculty Diversity Investments

Across the last two decades, efforts to increase faculty diversity have intensified, with a growing number of institutions launching initiatives to recruit and retain underrepresented faculty and increase the diversity of doctoral recipients. Despite these efforts, faculty diversification continues to proceed slowly.

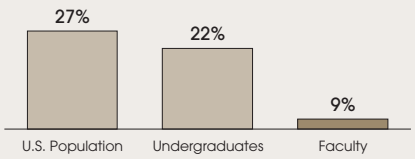
Currently, the percentage of underrepresented minorities (URMs) among tenured and tenure-track faculty at four-year institutions is less than half as large as the percentage of URMs among undergraduates and about a third as large as the percentage of URMs in the U.S. population (fig. 1.1) (Underrepresented minorities include African Americans, Hispanics, and Native Americans.). Between 1993 and 2005 URMs' share of tenured and tenure-track positions increased less than two percentage points. In the same period, URMs' share of the population increased five percentage points, leaving the proportional gap between representation in the nation and representation in the professoriate intact (fig. 1.2).

Women's share of tenured and tenure-track faculty positions also continues to lag behind women's representation in the national and undergraduate populations. Although women have made up more than half of undergraduates for decades, they account for only about a third of tenured and tenure-track faculty at four-year institutions and a considerably smaller percentage of faculty in STEM fields (fig. 1.3, 1.4).

Disappointing Progress

Fig. 1.1

URMs as a Percentage of U.S. Population and Undergraduates and Tenured and Tenure-Track Faculty at Four-Year Institutions, 2005



Source: U.S. Census Bureau, Population Estimates Program; National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

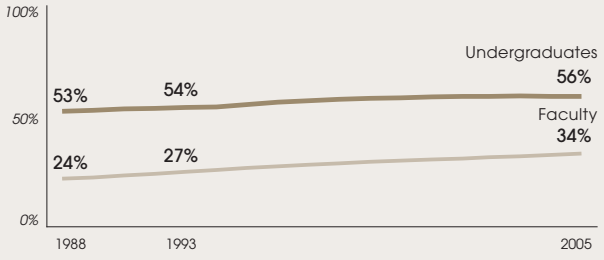
Fig. 1.2

URMs as a Percentage of U.S. Population and Tenured and Tenure-Track Faculty at Four-Year Institutions, 1993–2005

Source: U.S. Census Bureau, Population Estimates Program; National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Fig. 1.3

Women as a Percentage of Undergraduates and Tenured and Tenure-Track Faculty at Four-Year Institutions, 1988–2005

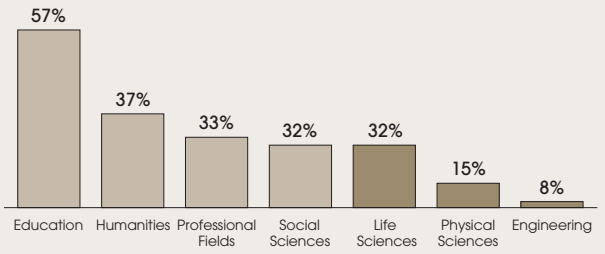


Source: National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Fig. 1.4

Women as a Percentage of Tenured and Tenure-Track Faculty at Four-Year Institutions, 2004

By Field



Source: National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF).

There is no shortage of worthy ideas for accelerating the pace of progress. University administrators face a sea of recommendations spanning the entire faculty pipeline—from encouraging URMs and women to pursue doctoral degrees to improving faculty hiring and retention. Few institutions, however, have the resources to implement every suggestion, leaving administrators wondering where they should focus their efforts to achieve the greatest impact on the diversity of the institution's faculty.

To assist members with this decision, the Council examined each phase of the faculty pipeline to identify the greatest points of leverage—areas where underrepresented groups are significantly less likely to advance and where, at the same time, universities are well positioned to address the cause of the disparity. This analysis was conducted with a dual lens. We examined, first, opportunities for increasing the pace of faculty diversification across higher education overall and, second, the potential of any individual institution to realize substantial return on faculty diversification efforts—distinct issues that are too often muddled or conflated.

Faculty Retention

Investments in improving retention of underrepresented faculty are unlikely to dramatically accelerate pace of diversification across higher education overall. A somewhat unexpected finding from the Council's analysis of Department of Education data is that female and URM doctoral recipients are for the most part as likely to stay in academia and be promoted through academic ranks as peers (fig. 1.5, 1.6). While the percentage of URMs among faculty and the percentage of female faculty in STEM drop with each successive rank, this pattern reflects lower rates of diversity among previous decades' doctoral recipients rather than lower rates of retention and advancement in the profession.

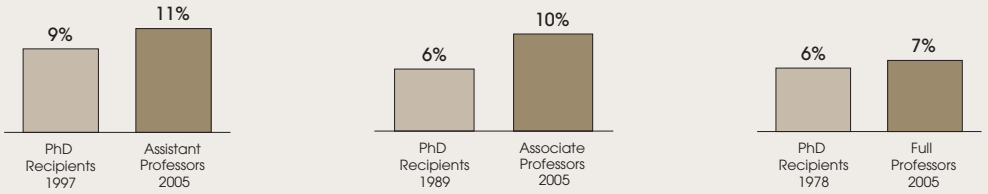
Staying and Progressing in Academia

To determine whether doctoral recipients from underrepresented groups were staying and progressing in academia at a proportional rate, we compared the diversity of each faculty rank with the diversity of PhD recipients in the year faculty at that rank are likely to have completed their degrees. (As a proxy, we use the median year of degree completion for each rank.) At every rank, URMs' share of faculty positions is greater than their representation in the corresponding group of doctoral recipients.

Fig. 1.5

URMs Among Professoriate Ranks and Corresponding PhD Recipients

Tenure-Rank Faculty at Four-Year Institutions



Source: National Opinion Research Center (NORC); "Doctorate Recipients from United States Universities: Summary Report 1998," National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Staying and Progressing in Academia

Women's share of faculty positions in STEM fields also aligns closely with the percentage of doctoral degrees earned by women in the year faculty at each rank were most likely to have completed their degrees.

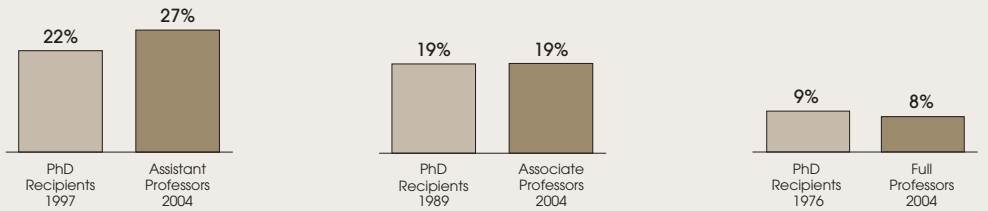
Fig. 1.6

Women Among Faculty Ranks and Corresponding PhD Recipients

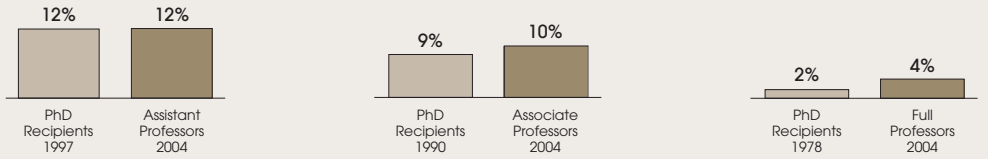
Tenure-Rank Faculty at Four-Year Institutions

Physical Sciences

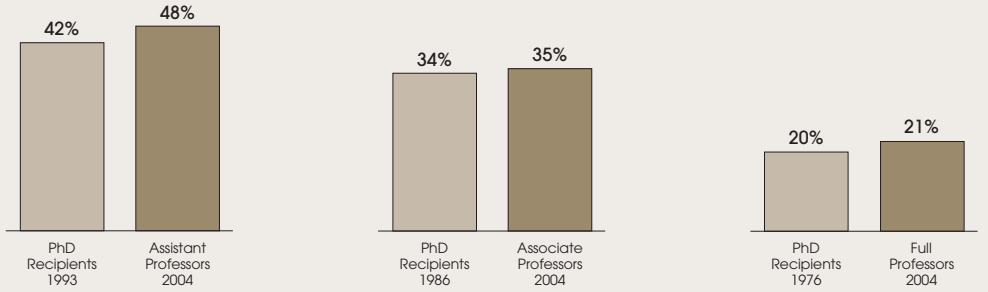
(Includes Mathematics and Computer Sciences)



Engineering



Life Sciences



Source: Hoffer, Thomas B. et al., "Doctorate Recipients from United States Universities: Summary Report," 2002 through 2006, National Opinion Research Center (NORC) at the University of Chicago; National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF).

Improving retention and mentoring is critical to faculty diversification at institutions where turnover rates for female and URM faculty exceed those for other faculty. However, available data indicate relatively few institutions have major discrepancies in turnover by race/ethnicity or gender (fig. 1.7–1.9).

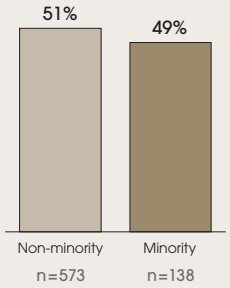
For most universities, targeting retention of URM and female faculty effectively becomes an effort to raise retention rates for these populations above retention rates for other faculty—an objective that is hard to achieve and (even if realized) likely to have only modest influence on the diversity of an institution's or the nation's faculty. Current numbers of diverse faculty are simply too small to "retain" our way out of the shortage.

No Evidence of a Revolving Door

Fig. 1.7

Percentage of 1997–1998 Tenure-Track Hires Earning Tenure at Hiring Institution

Seven AAU Institutions[1]



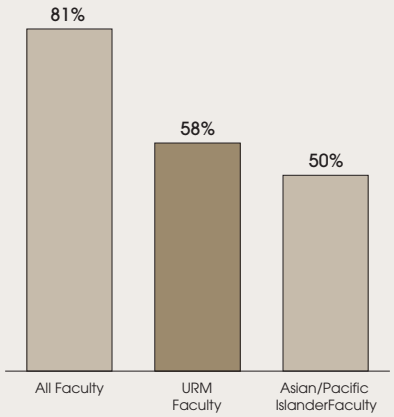
In a study of tenure achievement at seven AAU institutions, very similar percentages of minorities and non-minorities hired into tenure-track positions in 1997–1998 still remained at the institution and had earned tenure in 2004–2005.

Source: Dooris and Guidos, "Tenure Achievement Rates at Research Universities," 2006.

Fig. 1.8

Percentage of New Hires Replacing Departing Facutly[2]

27 California Universities and Colleges



A study of hiring and departures across five years at 27 California colleges and universities indicates that attrition rates for URM faculty are not higher than attrition rates for other faculty. Across the study period, 42% of new URM hires added to the total number of URM faculty, while the remaining 58% of URM hires effectively "replaced" URM faculty who left the institution. However, among faculty overall, only 19% of new hires added to the total number of faculty at the institution, while 81% effectively replaced others who departed.

Source: Moreno, et al., "The Revolving Door for Underrepresented Faculty in Higher Education: An Analysis from the Campus Diversity Initiative." 2006; Smith, et al., "Building Capacity: A Study of the Impact of The James Irvine Foundation Campus Diversity Initiative," 2006.

No Evidence of a Revolving Door

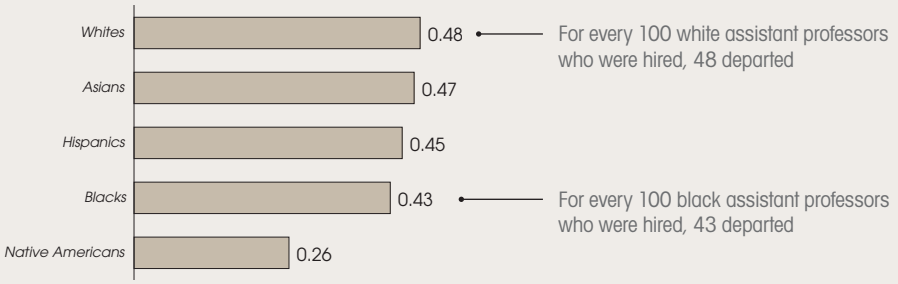
A study of faculty hires and departures across a three-year period at 486 Midwestern colleges and universities also found no evidence that URM faculty are more likely to depart than other faculty. At every rank, white faculty had the highest ratios of departing faculty to faculty hired.

Fig. 1.9

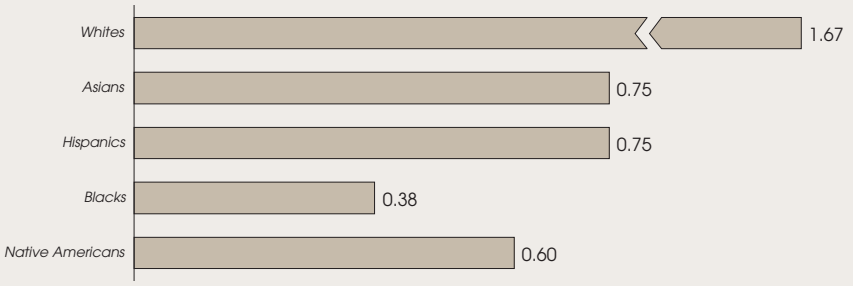
Ratio of Departing Faculty to Faculty Hired

Midwest Institutions with Enrollment >10,000

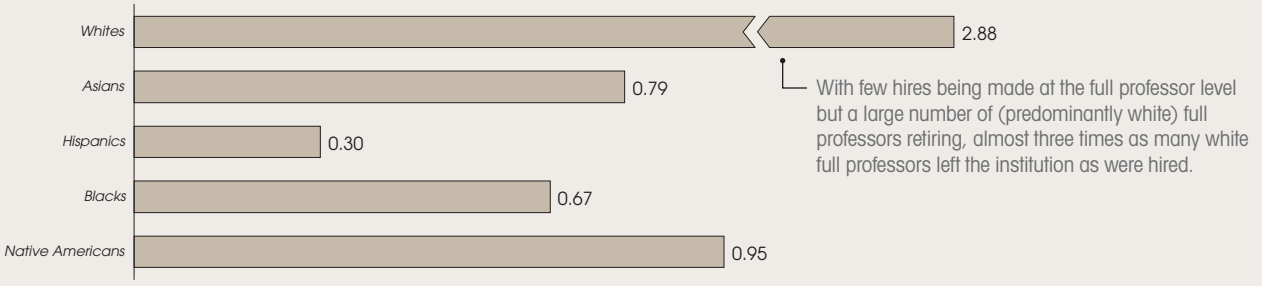
Assistant Professors



Associate Professors



Full Professors



Note: Shown here are data for institutions in the sample with an enrollment greater than 10,000. To prevent data from larger universities—where a far greater number of faculty depart and are hired—from eclipsing trends at smaller institutions, the ratios of departing faculty to hired faculty are calculated separately for institutions with small, medium, and large enrollments. Results for all three types of institutions are similar.

Source: Turner and Myers, *Faculty of Color in Academe: Bittersweet Success*, 2000, 129.

Faculty Hiring

It is also unlikely that the nation's faculty will become significantly more diverse through efforts to employ a greater portion of the overall pool of underrepresented candidates. Another unexpected finding from the Council's analysis of national data is that doctoral recipients from underrepresented groups are no less likely than other doctoral recipients to be hired into tenure-track jobs at four-year institutions.

The Council compared the diversity of tenure-track assistant professors at four-year institutions in 2005 (the most recent year of data as of this writing) with the diversity of doctoral recipients in 1997, the median year in which faculty holding the rank of assistant professor in 2005 completed their doctoral degrees. While URMs made up only nine percent of doctoral recipients in 1997, they accounted for 11 percent of assistant professors in 2005 (fig 1.5). The percentage of women among tenure-track assistant professors in the physical sciences, engineering, and the life sciences also exceeds the percentage of women in the corresponding groups of doctoral recipients (fig 1.6).

Underrepresented faculty are not, however, distributed evenly across all types of institutions. Employment of URM faculty at research universities correlates inversely with research intensity. Universities in higher Carnegie classifications for research activity have lower rates of diversity not only among faculty in general but also among tenure-track assistant professors, who represent the majority of recent hiring.

This pattern reflects the smaller percentage of URMs among doctoral recipients from universities in the highest categories for research intensity and the fact that research universities typically hire faculty who earned doctoral degrees at institutions with an equal or higher Carnegie classification.

Within each Carnegie classification, however, representation is consistent. The percentage of URMs among 2005 tenure-track assistant professors at research universities with very high research activity (RU/VH) is greater than the percentage of URMs among doctoral recipients who earned degrees from RU/VH institutions in 1997. The same pattern exists for research universities with high research activity (RU/H) and doctoral research universities (DRU) (fig.1.11). (Data is not available on the percentage of women among tenure-track faculty in STEM fields at RU/VH, RU/H, and DRU institutions.)

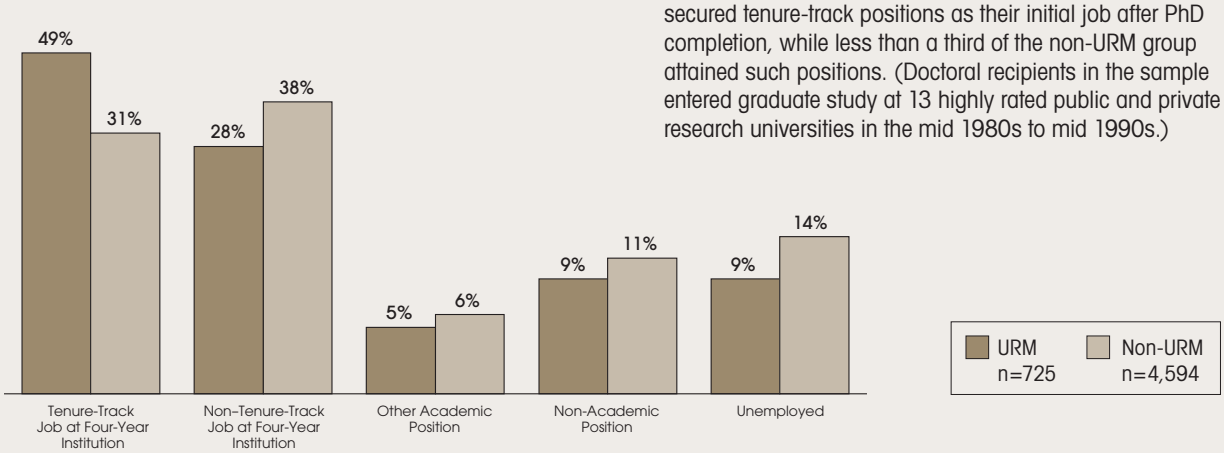
Securing Tenure-Track Jobs

Fig. 1.10

Initial Job After PhD Completion

Humanities and Social Sciences

A study of over 5,000 PhD recipients in the humanities and related social sciences found approximately half of the URMs secured tenure-track positions as their initial job after PhD completion, while less than a third of the non-URM group attained such positions. (Doctoral recipients in the sample entered graduate study at 13 highly rated public and private research universities in the mid 1980s to mid 1990s.)



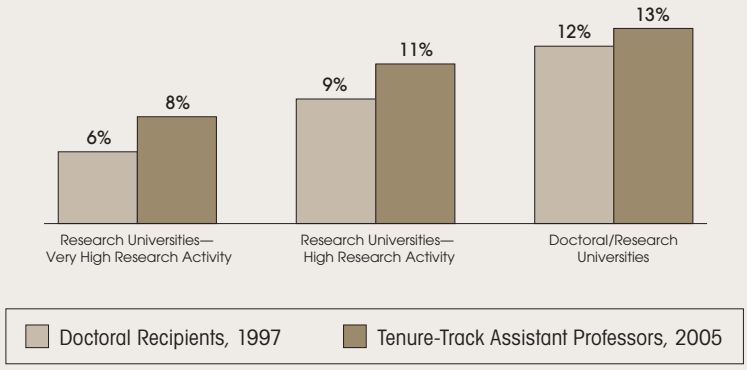
Source: Price and Price, "Citizenship, Gender, and Racial Differences in the Publishing of Graduate Students and Young Academics," 2006.

Representation Consistent Within Carnegie Classification

Fig. 1.11

URMs as a Percentage of Doctoral Recipients and Tenure-Track Faculty

RU/VH, RU/H, and DRU Institutions



Source: National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

PhD Attainment

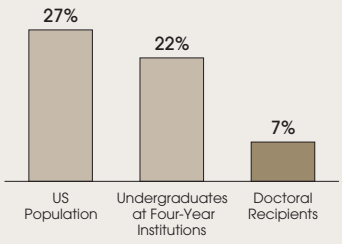
Significant pipeline disparities by race/ethnicity and gender become evident at the level of PhD degree attainment. African Americans, Hispanics, and Native Americans continue to be underrepresented among PhD recipients in all fields and women continue to be underrepresented among doctoral recipients in the sciences and engineering (fig. 1.12, 1.13).

It is, however, unclear that efforts of universities alone can erase the gaps in PhD attainment. A great portion of the drop-off in underrepresented groups' progress toward doctoral degrees stems from factors over which universities have limited control.

Disparities in PhD Attainment

Fig. 1.12

URMs as a Percentage of U.S. Population, Undergraduates at Four-Year Institutions, and Doctoral Recipients, 2006

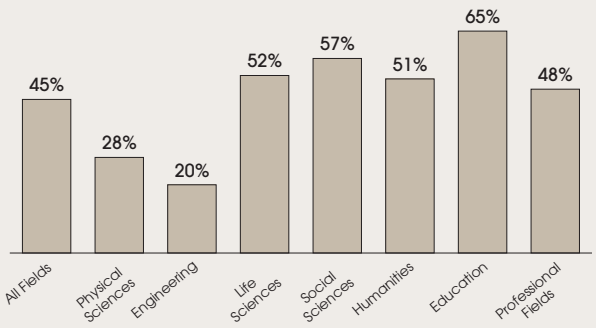


Source: U.S. Census Bureau, Population Estimates Program; National Center for Educational Statistics, Integrated Postsecondary Education System (IPEDS); University Leadership Council analysis.

Fig. 1.13

Women as a Percentage of Doctoral Recipients

By Broad Field, 2006



Source: Hoffer, Thomas B. et al, "Doctoral Recipients from the United States Universities. Summary Report 2006." National Opinion Resource Center (NORC) at the University of Chicago.

The Doctoral Pipeline for URMs

Lower PhD attainment for URMs does not reflect less interest in careers in academia among high academic performers. High-achieving URM college seniors are as likely as peers to choose "university professor" as the career they are most likely to pursue (fig. 1.14).

Neither are PhD completion rates the primary culprit. Though completion rates vary by discipline, URM doctoral students are, on average, only slightly less likely to complete their PhDs than non-URMs. Closing the gap in PhD program completion is a clearly desirable goal, but it is unlikely to have a major impact on faculty diversity rates overall since the gaps in program completion account for a relatively small share of the gap in PhD attainment (fig. 1.15).

The greatest source of the disparity in URM PhD attainment is the percentage of the college-age population attaining both a bachelor's degree and the high levels of academic achievement associated with pursuit of academic careers. A major portion of this drop-off occurs before students arrive on a college campus. URMs are far less likely than peers to graduate from high school and enroll in a four-year institution (fig. 1.16, 1.17).

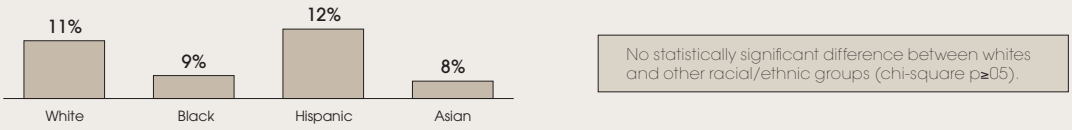
Those who do enroll are disproportionately disadvantaged from the outset. URM students are more likely to come from families with low socioeconomic status and are therefore less likely to have had access to high-quality K–12 education. During college, they are more likely to experience financial hardship and less likely to have access to such benefits as guidance from parents who have completed college degrees themselves and the support of a large network of peers with similar backgrounds on campus.

To date, university efforts to compensate for these disadvantages are meeting limited success. Compared to peers, URM college students are less likely to complete their bachelor's degree, and those who do so are less likely to graduate with the high grades associated with desire and ability to pursue doctoral study (fig. 1.18, 1.19).

Similar Interest in Academia

Fig. 1.14

High-Achieving College Seniors Citing "University Professor" as Most Likely Career Choice



Note: Sample includes students at Ivy League institutions and select liberal arts colleges and students with GPAs of 2.8 or higher at select state universities and HBCUs.

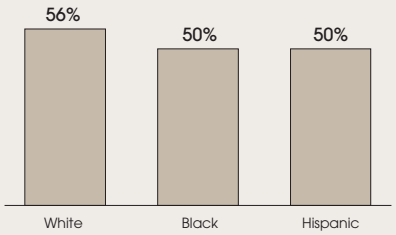
Source: Cole and Barber, *Increasing Faculty Diversity: The Occupational Choices of High-Achieving Minority Students*, 2003, 63.

PhD Program Completion Not the Primary Culprit

Fig. 1.15

PhD Completion Rates

Ten Years After Matriculation

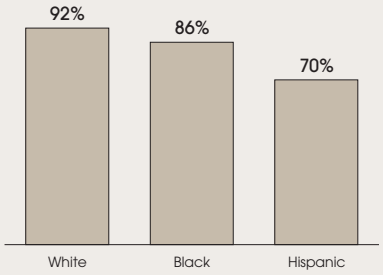


Source: University Leadership Council analysis; Sowell, "PhD Completion and Attrition: An Analysis of Baseline Data," 2008.

Snowballing Impact of Disadvantage

Fig. 1.16

High School Completion Rates,[3] 2005

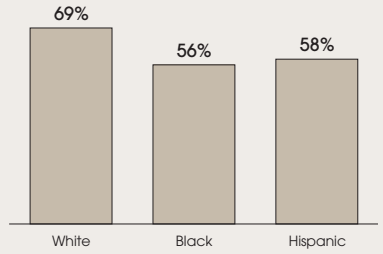


Source: Laird, et al., "Dropout Rates in the United States: 2005," National Center for Education Statistics.

Fig. 1.17

College Matriculation Rates[4]

Four-Year Institutions, 2006

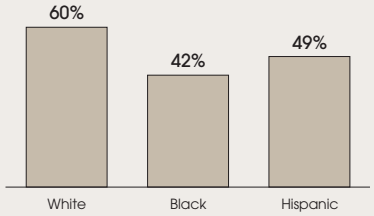


Source: Snyder, et al., "Digest of Education Statistics, 2007," National Center for Education Statistics.

Fig. 1.18

College Graduation Rates[5]

Four-Year Institutions, 2006

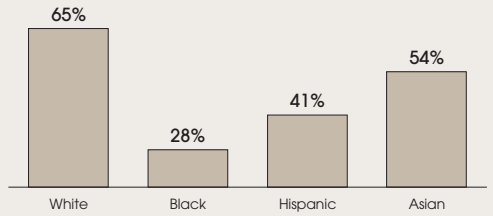


Source: Knapp, et al., "Enrollment in Postsecondary Institutions, Fall 2006; Graduation Rates, 2000 & 2003 Cohorts; and Financial Statistics, Fiscal Year 2006," National Center for Education Statistics.

Fig. 1.19

Students with Arts and Sciences Major Earning GPA of 2.8 or Higher

Select Large State Universities[6]



Source: Cole and Barber, *Increasing Faculty Diversity: The Occupational Choices of High-Achieving Minority Students*, 2003, 44–45, 217.

The Doctoral Pipeline for Women in STEM

Relatively little of the drop-off in women's study in STEM fields is occurring during graduate or undergraduate study.

Women who receive bachelor's degrees in STEM are pursuing graduate study in STEM at a proportional rate. Representation of women among students who enrolled in graduate programs in physical sciences and engineering in 2005 exceeded the percentage of women among physical science and engineering bachelor's recipients in 2004. (The median time between bachelor's degree completion and graduate school enrollment is one year in physical sciences and engineering and two years in life sciences.)[7] In life sciences, there were slightly fewer women among 2005 enrollees in graduate study than among 2003 bachelor's recipients; however, because women now make up the majority of life science majors, this dip did not produce an underrepresentation of women among graduate students (fig. 1.20).

Department of Education data on graduate school enrollment reflects matriculation into master's as well as doctoral programs; unfortunately, data for enrollment in doctoral programs alone is not available. Since many students enroll in graduate

programs intending to complete a terminal master's degree, comparison of graduate school enrollees and subsequent PhD recipients is imperfect. This comparison does, however, represent the most comprehensive set of national data on women's persistence in STEM fields at the graduate level. The data show women slightly less well represented among 2006 STEM PhD recipients than 1999 new enrollees in graduate study in STEM. (In physical sciences, engineering, and life sciences, seven years is the median time between commencement of graduate study and doctoral degree completion.) (fig. 1.21).

Correcting the disparity in graduate study persistence is an obviously desirable goal, but the gap here is not large enough to explain women's underrepresentation among STEM PhDs—or to erase it, if corrected. The most pressing needs lie earlier in the pipeline.

Women's small numbers among STEM undergraduate majors does not seem to reflect loss of interest in STEM as a result of undergraduate experiences. The percentage of women among first-year students who intend to major in STEM and the percentage who do ultimately do so are very similar (fig. 1.22).

However, by the time women arrive on campus, they are far less likely than men to be interested in majoring in many STEM fields. Among first-year college students, men are almost three times as likely as women to intend to major in physical sciences and six times more likely to intend to major in engineering (fig. 1.23). (Women are slightly more likely than men to intend to major in life sciences.)

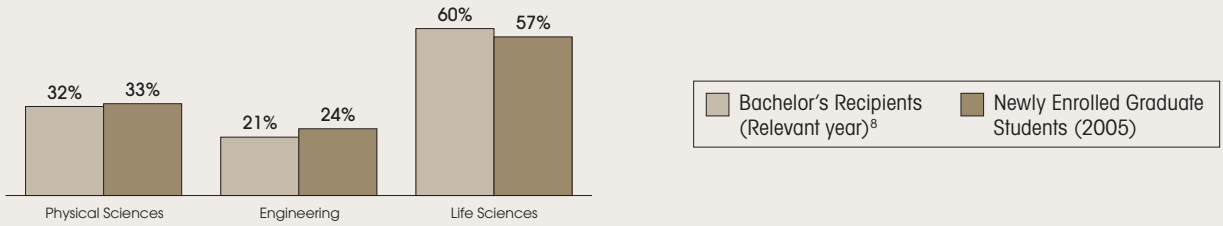
Thus, it is failure to engage young women in sciences and engineering prior to their first year of college that is the greatest source of women's underrepresentation among undergraduate majors as well as PhD recipients in STEM.

Little Drop-off From Bachelor's to PhD

Fig. 1.20

Women as a Percentage of Bachelor's Recipients and Newly Enrolled Graduate Students

STEM Fields

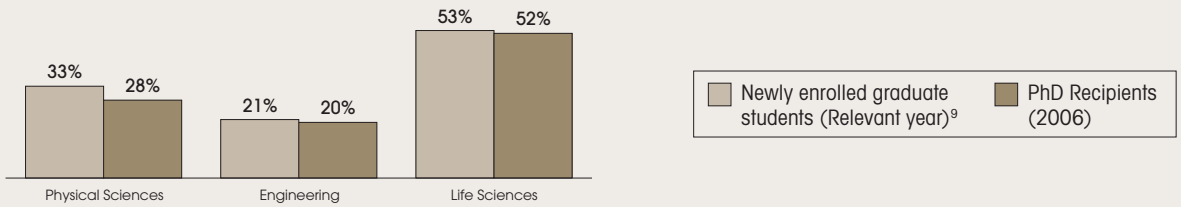


Source: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering."

Fig. 1.21

Women as a Percentage of Newly Enrolled Graduate Students and PhD Recipients

STEM Fields

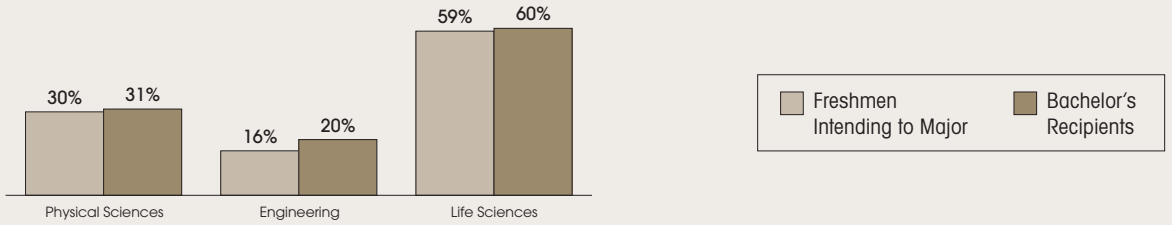


Source: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering," Hoffer, et al., "Doctorate Recipients from United States Universities: Summary Report 2006."

Steady Interest Across Undergraduate Years

Fig. 1.22

Women as a Percentage of First-Year Students Intending to Major in STEM and STEM Bachelor's Recipients, 2005



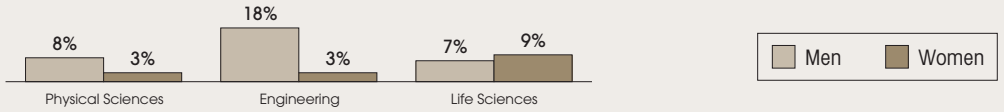
Note: Data on intended majors are available only for 2005, preventing a time-lag comparison as on previous pages.

Source: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering."

Losses Occurring Before Your Watch

Fig. 1.23

Percentage of First-Year Students Intending to Major in STEM, 2005



Source: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering."

Industry Is Not Destiny

The disappointing takeaway from examination of the faculty pipeline is that gaps are small in pipeline stages where universities have the most control and larger earlier on where individual and even collective university action may be insufficient in the face of larger social forces.

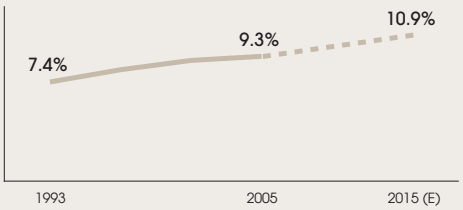
While the future is notoriously difficult to predict, most signs indicate continued but slow progress at the national level on faculty diversification, with the pace of change for the foreseeable future looking much like the pace of change in the past. Institutions waiting for the rising tide to lift all boats are likely to wait a very long time.

Extending Current Trend Lines

Fig. 1.24

URMs as a Percentage of Tenured and Tenure Track Faculty at Four-Year Institutions

Projections Based on Compounded Annual Growth Rate, 1995–2005



If underrepresented faculty's share of the professoriate increases at the same rate as in 1995–2005, URMs will make up 10.9% of faculty in 2015.

Source: National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

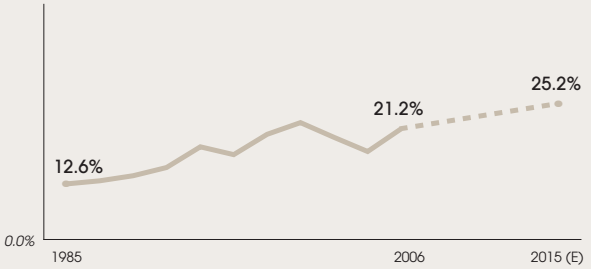
Extending Current Trend Lines

Fig. 1.25

Women as a Percentage of Tenured and Tenure-Track Faculty in STEM at Two-Year and Four-Year Institutions

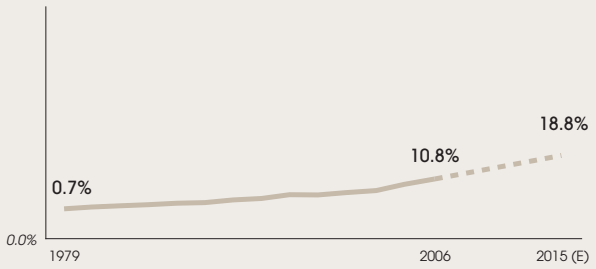
Projections Based on Compounded Annual Growth Rate, 1995–2006

Computer Sciences

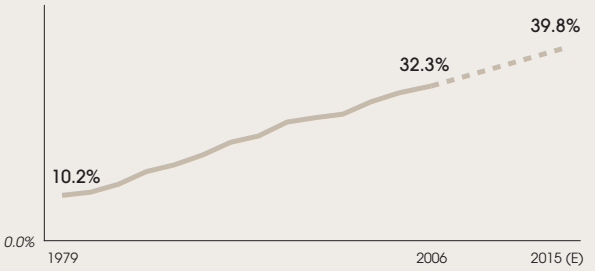


If representation of female faculty in STEM fields continues to increase at the same rate as in the most recent decade for which data is available, women will remain significantly underrepresented in most STEM fields in 2015.

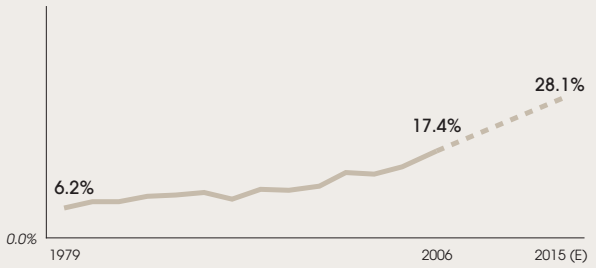
Engineering



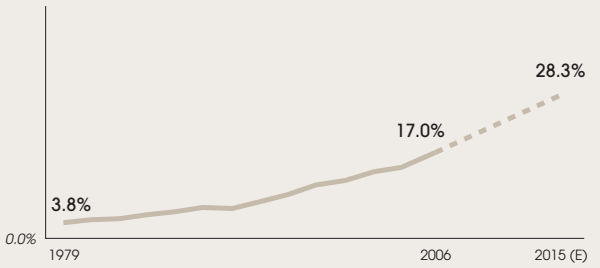
Life Sciences



Mathematics



Physical Sciences



Note: Historical data not available on women in faculty positions in STEM fields at four-year institutions only.

Source: Burelli, Joan, "Thirty-Three Years of Women in S&E Positions," NSF InfoBrief (July 2008).

The good news, though, is that while the outlook for higher education as a sector is disappointing, the outlook for any individual university need not be so. Despite slow progress across academia generally, there are institutions in every category that have created faculties far more diverse than those of peers (fig. 1.26, 1.27).

The key determinant of best-in-class standing is superior performance in recruiting. Diversity leaders are able to retain underrepresented faculty at comparable rates to other faculty, as are many institutions whose faculty diversity is middling or below average. However, unlike other institutions, top performers succeed in hiring more than their proportional share of the best candidates from underrepresented groups.

These successes are not resulting from deeper pockets. Despite the common lament that underrepresented faculty are snapped up by rich privates paying top dollar, there is no correlation between faculty diversity and institutional wealth (fig. 1.28).

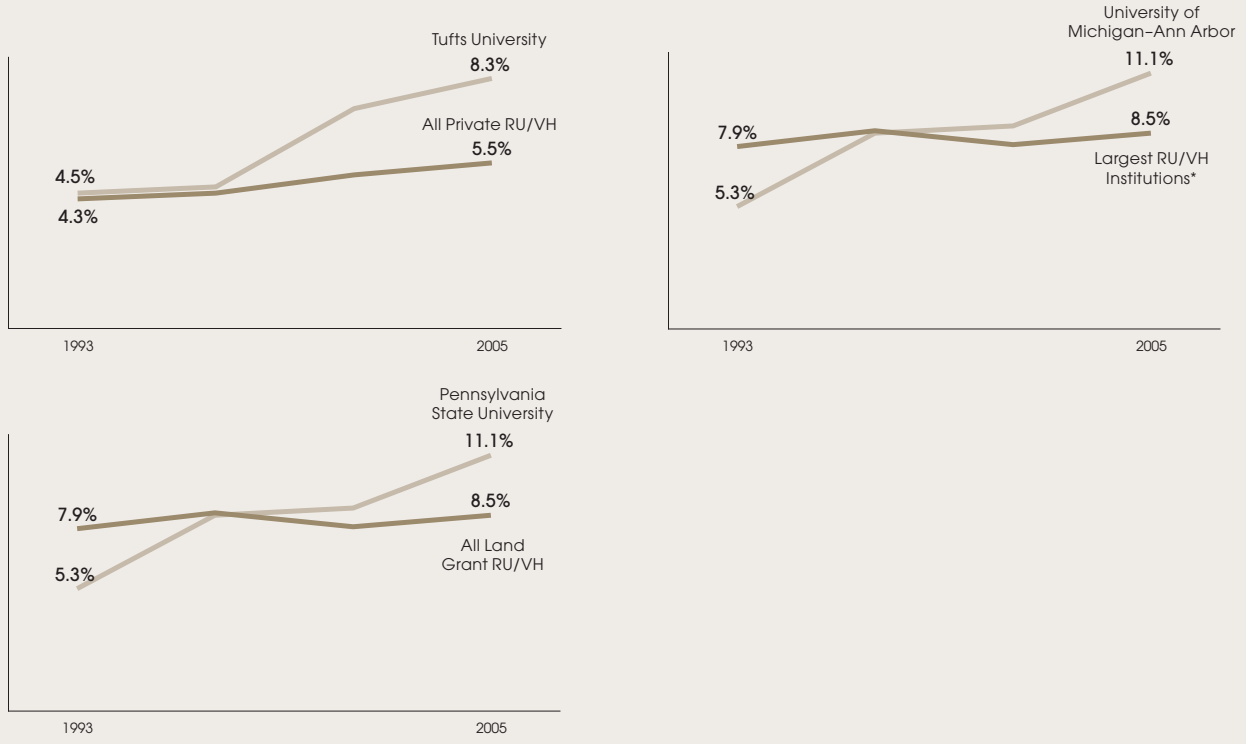
Institutional location explains some—but only some—of the variation in faculty diversity. There is no denying that favorable geography confers advantage when recruiting underrepresented (as well as other) faculty. Location in the Southwest or southern Florida, for example, clearly facilitates recruitment of Hispanic faculty (fig. 1.29). Nonetheless, many institutions with no geographical advantage are succeeding handsomely at faculty diversification, and each Carnegie classification contains institutions that have migrated from subpar to superior performance in recent years (fig. 1.30).

One of the most important findings from our research is that success in faculty diversity is no mere historical accident. A significant amount of the variation in faculty diversity reflects individual university effort and practice—strategies that can be replicated at other institutions.

Some Institutions Surpassing Peers

Fig. 1.26

Percentage of URMs Among Tenured and Tenure-Track Faculty



**"Largest RU/VH Institutions" defined as those schools in the top decile for faculty size (1,800+ faculty).

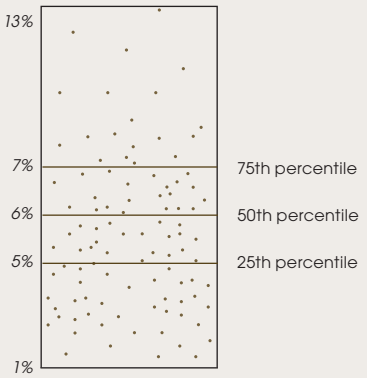
Source: National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Exceptional Performers in Every Classification

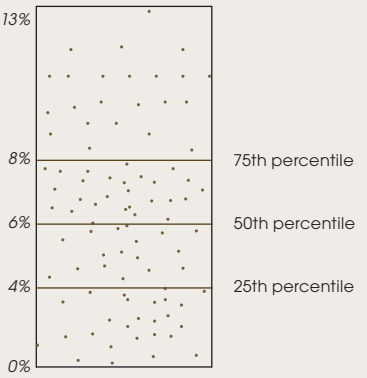
Fig. 1.27

Distribution of Universities by Percentage of URMs Among Tenured and Tenure-Track Faculty*

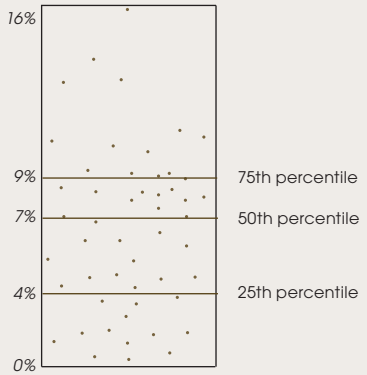
Research Universities—Very High Research Activity



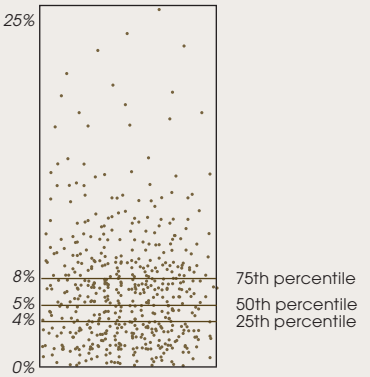
Research Universities—High Research Activity



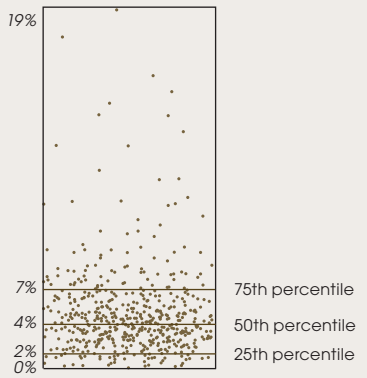
Doctoral/Research Universities



Master's Colleges and Universities



Baccalaureate Colleges



*Excluded from results are institutions with fewer than 50 faculty, Hispanic-serving institutions (HSIs), historically black colleges and universities (HBCUs), and other institutions that are not formally classified as HBCUs yet have similar rates of black representation among students (greater than 40%).

Source: National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Wealth Not Driving Diversity

Fig. 1.28

Research University Endowments and Faculty Diversity, 2005

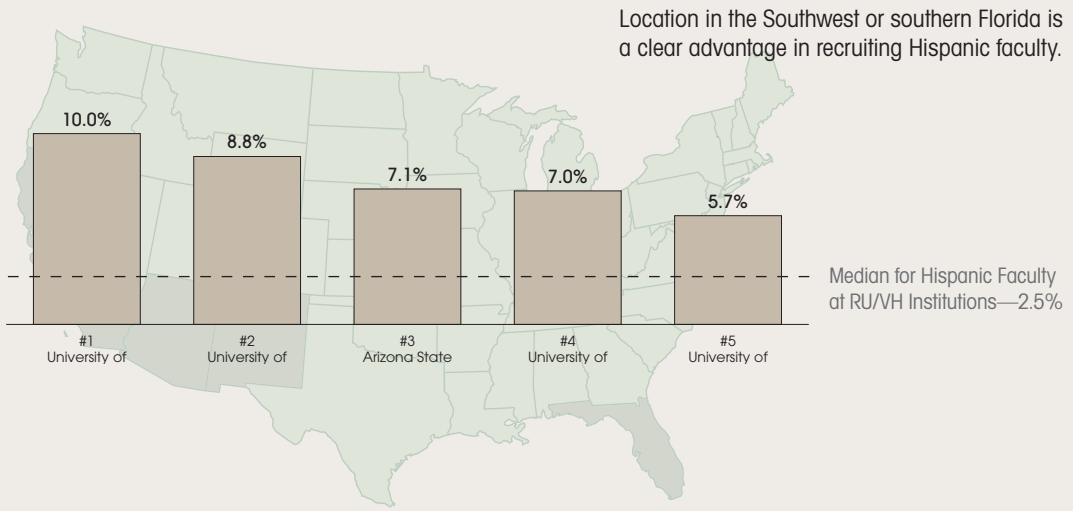
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Some Advantages from Geography

Fig. 1.29

Representation of Hispanics Among Tenured and Tenure-Track Faculty

Top RU/VH Institutions for Hispanic Faculty Representation, 2005



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

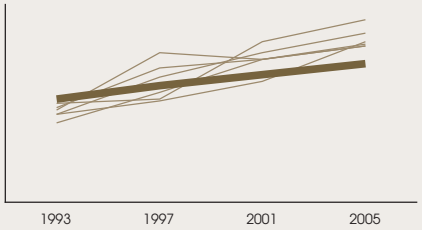
Moving from Subpar to Superior Performance

Fig. 1.30

URMs Among Tenured and Tenure-Track Faculty

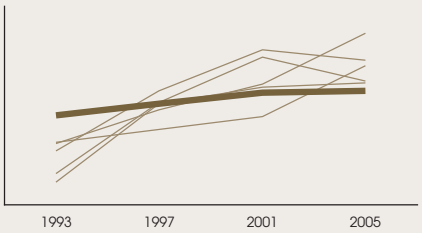
*Select Universities in Each Carnegie Classification**

Research Universities—Very High Research Activity

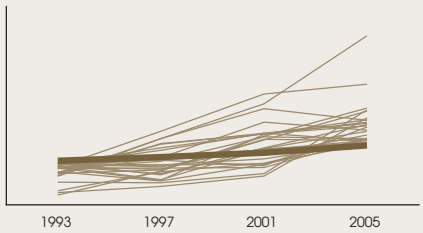


Research Universities—High Research Activity

Doctoral/Research Universities



Master's Colleges and Universities



Average Within Carnegie Classification — Institutions That Were Below Average in 1993 and Surpassed Average in 2005

*HBCUs and HSIs are excluded from averages.

Source: National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Notes

Data Note

Every other year, the Department of Education collects detailed information on faculty in higher education. This data is made available to the public via the Integrated Postsecondary Education Data System (IPEDS) website (http://nces.ed.gov/ipeds), and there is typically a two-year lag time between collection and release of data. Therefore, as this volume goes to press, the most recent year for which data is available is 2005. (2007 data is scheduled for release in early 2009.)

IPEDS permits analysis of faculty data by gender but not by discipline. For information on female faculty in STEM fields, we relied on data from the National Study of Postsecondary Faculty (NSOPF). Most recent years of data on female STEM faculty from this source is 2004.

IPEDS data on the racial and ethnic backgrounds of faculty extends back only to 1993, preventing us from tracking URM's share of the professoriate in earlier phases. Data on race and ethnicity are reported in the following categories: White non-Hispanic, Black non-Hispanic, Hispanic, Asian or Pacific Islander, American Indian or Alaska Native, Race/ethnicity unknown, Nonresident alien. Definitions of each term follow US Census definitions. For consistency, we use the IPEDS categories in this volume; "non-Hispanic" is implied for all categories other than Hispanic.

[1] Data from blinded study of ten AAU institutions: University of Florida, University of Illinois–Urbana-Champaign, University of Iowa, University of Michigan–Ann Arbor, University of Maryland–College Park, Northwestern University, Pennsylvania State University (system), University of Pittsburgh, Rutgers University, and University of Wisconsin–Madison. Data disaggregated by race available for only seven institutions.

[2] Data calculated as follows: (1–(Number of faculty in 2004–Number of faculty in 2000)/(Number of new hires, 2000–2004)) x 100; Moreno, José F., Daryl G. Smith, Alma R. Clayton-Pedersen, Sharon Parker, and Daniel Hiroyuki Teraguchi, "The Revolving Door for Underrpresented Faculty in Higher Education: An Analysis from the Campus Diversity Initiative." San Francisco: The James Irvine Foundation, April 2006; Smith, Daryl G., Sharon Parker, Alma R. Clayton-Pedersen, José F. Moreno, and Daniel Hiroyuki Teraguchi, "Building Capacity: A Study of the Impact of The James Irvine Foundation Campus Diversity Initiative," San Francisco: The James Irvine Foundation, May 2006.

[3] "High School Completion Rate" is the percentage of individuals ages 18-24 who hold a high school diploma or equivalent and who are not enrolled in high school.

[4] "College Matriculation Rate" is the rate of college enrollment among individuals ages 16–24 who graduated high school or completed a GED during the preceding 12 months.

[5] "College Graduation Rate" is the percentage of full-time, first-time bachelor's degree-seeking undergraduates at 4-year institutions in 2000 who completed a bachelor's degree within 6 years.

[6] Institutions in sample for figure 1.19 include Ohio State University, Rutgers University, SUNY at Stony Brook, the University of California at Los Angeles, the University of North Carolina at Chapel Hill, the University of Texas at Austin, and the University of Virginia.

[7] Hoffer, Thomas B. et al., "Doctorate Recipients from United States Universities: Summary Report," 2002 through 2006, National Opinion Research Center (NORC) at the University of Chicago, http://www.norc.org/projects/survey+of+earned+doctorates.htm (accessed June 1, 2008); U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF), http://nces.ed.gov/surveys/nsopf (Data Analysis System; accessed May 30, 2008); University Leadership Council analysis.

[8] Relevant year for "bachelor's recipients" determined by the median time for discipline between receiving bachelor's degree and starting graduate school for eventual PhD recipients: Engineering, 2004; Life Sciences, 2003; Physical Sciences, 2004; Social Sciences, 2003.

[9] Relevant year for "Newly enrolled graduate students" determined by the median time for discipline between starting graduate school and completing PhD for eventual PhD recipients, by discipline: Engineering, 1999; Life Sciences, 1999; Physical Sciences, 1999; Social Sciences, 1998.

Sources for Figures

Fig. 1.1: U.S. Census Bureau, Population Estimates Program, http://www.census.gov/popest/estimates.php (Population by Sex, Race and Hispanic Origin; accessed May 28, 2008); U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Fig. 1.2: U.S. Census Bureau, Population Estimates Program, http://www.census.gov/popest/estimates.php (Population by Sex, Race and Hispanic Origin; accessed May 28, 2008); U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Fig. 1.3: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Fig. 1.4: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF), http://nces.ed.gov/surveys/nsopf (Data Analysis System; accessed May 28, 2008); University Leadership Council analysis.

Fig. 1.5: Sanderson, Allen R., Bernard Dugoni, Thomas Hoffer, and Lance Selfa, "Doctorate Recipients from United States Universities: Summary Report 1998," National Opinion Research Center (NORC) at the University of Chicago; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed June 1, 2008); University Leadership Council analysis.

Fig. 1.6: Hoffer, Thomas B. et al., "Doctorate Recipients from United States Universities: Summary Report," 2002 through 2006, National Opinion Research Center (NORC) at the University of Chicago, http://www.norc.org/projects/survey+of+earned+doctorates.htm (accessed June 1, 2008); U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF), http://nces.ed.gov/surveys/nsopf (Data Analysis System; accessed May 30, 2008); University Leadership Council analysis.

Fig. 1.7: Dooris, Michael J. and Marianne Guidos, "Tenure Achievement Rates at Research Universitie," Presentation at the Annual Forum of the Association for Institutional Research, Chicago, May 2006.

Fig. 1.8: Moreno, José F., Daryl G. Smith, Alma R. Clayton-Pedersen, Sharon Parker, and Daniel Hiroyuki Teraguchi, "The Revolving Door for Underrpresented Faculty in Higher Education: An Analysis from the Campus Diversity Initiative." San Francisco: The James Irvine Foundation, April 2006; Smith, Daryl G., Sharon Parker, Alma R. Clayton-Pedersen, José F. Moreno, and Daniel Hiroyuki Teraguchi, "Building Capacity: A Study of the Impact of The James Irvine Foundation Campus Diversity Initiative," San Francisco: The James Irvine Foundation, May 2006; University Leadership Council analysis.

Fig. 1.9: Turner, Caroline Sotello Viernes and Samuel L. Myers, Jr., *Faculty of Color in Academe: Bittersweet Success*, Needham Heights, MA: Allyn and Bacon, 2000, 129.

Fig. 1.10: Price, Joseph and Joshua Price, "Citizenship, Gender, and Racial Differences in the Publishing of Graduate Students and Young Academics," Cornell Higher Education Research Institute Working Papers, October 2006, http://www.ilr.cornell.edu/cheri/wp/cheri_wp96.pdf (accessed December 31, 2007).

Fig. 1.11: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Fig. 1.12: U.S. Census Bureau, Population Estimates Program, http://www.census.gov/popest/estimates.php (Population by Sex, Race and Hispanic Origin; accessed May 28, 2008); U.S. Department of Education, National Center for Educational Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Fig. 1.13: Hoffer, Thomas B. et al, "Doctoral Recipients from the United States Universities. Summary Report 2006," National Opinion Resource Center (NORC) at the University of Chicago, http://www.norc.org/projects/survey+of+earned+doctorates.htm, (accessed August 1, 2008).

Fig. 1.14: Cole, Stephen and Elinor Barber, *Increasing Faculty Diversity: The Occupational Choices of High-Achieving Minority Students,* Cambridge: Harvard University Press, 2003, 63.

Fig. 1.15: University Leadership Council analysis; Sowell, Robert, "PhD Completion and Attrition: An Analysis of Baseline Data," Conference presentation, "A Fresh Look at PhD Education," Council of Graduate Schools and National Science Foundation, Washington, DC, March 31, 2008, http://www.cgsnet.org/portals/0/pdf/CGSNSF2008_Sowell.pdf (access June 2, 2008); Hoffer, Thomas B. et al., "Doctorate Recipients from United States Universities: Summary Report 2006," National Opinion Research Center (NORC) at the University of Chicago, http://www.norc.org/projects/survey+of+earned+doctorates.htm (accessed June 1, 2008).

Note on Figure 1.15: The Council of Graduate Schools' (CGS) PhD Completion Project estimates 10-year PhD completion rates by race and broad discipline (engineering, life sciences, math & physical sciences, social sciences, humanities); data is drawn from a sample of graduate schools. The Survey of Earned Doctorates publishes data on the number of doctorate recipients, also by race and discipline. Combining the two, we estimated the number of students beginning doctorate programs by race and discipline (e.g. a 50% completion rate and 100 earned doctorates would imply that 200 students began the program). Summing across broad disciplines, we could estimate the total number of students in each racial group beginning doctoral programs and the total number completing doctoral programs. This allowed us to calculate an estimate for overall PhD completion rates by racial group.

Fig. 1.16: Laird, Jennifer et al., "Dropout Rates in the United States: 2005," U.S. Department of Education, National Center for Education Statistics, http://nces.ed.gov/pubs2007/2007059.pdf (accessed June 1, 2008).

Fig. 1.17: Snyder, Thomas D. et al., "Digest of Education Statistics, 2007," U.S. Department of Education, National Center for Education Statistics, http://nces.ed.gov/pubs2008/2008022.pdf (accessed June 1, 2008); University Leadership Council analysis.

Fig. 1.18: Knapp, Laura G, et al., "Enrollment in Postsecondary Institutions, Fall 2006; Graduation Rates, 2000 & 2003 Cohorts; and Financial Statistics, Fiscal Year 2006," U.S. Department of Education, National Center for Education Statistics, http://nces.ed.gov/pubs2008/2008173.pdf (accessed June 4, 2008).

Fig. 1.19: Cole, Stephen and Elinor Barber, *Increasing Faculty Diversity: The Occupational Choices of High-Achieving Minority Students,* Cambridge: Harvard University Press, 2003, 44–45, 217.

Fig. 1.20: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering," http://www.nsf.gov/statistics/wmpd/start.htm (Accesssed May 30, 2008).

Fig. 1.21: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering," http://www.nsf.gov/statistics/wmpd/start.htm (Accesssed May 30, 2008); Hoffer, Thomas B. et al., "Doctorate Recipients from United States Universities: Summary Report 2006," National Opinion Research Center (NORC) at the University of Chicago, http://www.norc.org/projects/survey+of+earned+doctorates.htm (accessed June 1, 2008); University Leadership Council analysis.

Fig. 1.22: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering," http://www.nsf.gov/statistics/wmpd/start.htm (Accesssed May 30, 2008); University Leadership Council analysis.

Fig. 1.23: National Science Foundation, "Women, Minorities, and Persons with Disabilities in Science and Engineering," http://www.nsf.gov/statistics/wmpd/start.htm (Accesssed May 30, 2008); University Leadership Council analysis.

Fig. 1.24: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed June 1, 2008); University Leadership Council analysis.

Fig. 1.25: Burelli, Joan, "Thirty-Three Years of Women in S&E Positions," National Science Foundation InfoBrief, July 2008, 5.

Fig. 1.26: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Fig. 1.27: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed June 9, 2008); University Leadership Council analysis.

Fig. 1.28: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Fig. 1.29: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed June 1, 2008); University Leadership Council analysis.

Fig. 1.30: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed June 1, 2008); University Leadership Council analysis.

II. Strategies for Advancing the Recruiting Effort

Driving Ownership for Diversity into Academic Units

A survey of universities' approaches to recruiting reveals a great deal of common ground. The majority of universities has some form of target of opportunity funding and uses special appointments, such as fellowships and visiting professorships, to expose diverse scholars to the institution. Over the past decade, methods for recruiting diverse faculty have been studied and documented extensively. With most institutions recommending a similar set of recruiting practices in guidebooks and trainings for search committees, there is little news to report in this area.

Few institutions, however, find that departments actually engage in recommended practices frequently and forcefully enough to maximize results. The problem lies in a common pitfall of effecting change across large organizations: initiatives driven from the executive level too often get stuck there. It is difficult for a handful of people at the organization's center to impact the thousands of critical action and decision points on the front line that are essential for creating change. In universities, faculty diversity initiatives launched by the central administration often fail to penetrate into decisions being made in individual searches and departments.

Universities that are leaders in faculty diversity differ from others by doing what every institution knows that it should and wishes it could: driving ownership for faculty diversification down into the academic units. Top performers have succeeded in aligning both administrators and faculty around the institution's diversity goals.

This section profiles the four strategies that have enabled diversity leaders to succeed in creating deeper engagement in the effort to recruit underrepresented faculty. Collectively, they advance the twin objectives of cultivating faculty support and instilling accountability.

Common Approaches to Recruiting Diverse Faculty

Target of Opportunity Budgets assist departmental efforts to:

- create competitive offers
- hire in advance of need when an outstanding candidate is available
- create positions for trailing spouses/partners

Special Appointments expose diverse scholars to the institution via:

- dissertation fellowships
- postdoctoral fellowships
- visiting professorships

Search Committee Handbook and Training outline key recruiting practices:

- define position broadly
- create diverse committee
- indicate commitment to diversity in posting
- advertise in publications read by diverse scholars
- actively solicit applications from diverse candidates
- be aware of effect of unconscious biases on evaluation
- plan campus visits carefully
- create a welcoming environment

Breakthrough Performance in Faculty Diversity

Lessons and Innovative Practices from the Frontier

Cultivating Faculty Support

I

Making the Case for Faculty Action

Description

University launches academically oriented educational effort to cultivate faculty commitment to recruiting diverse candidates

Key Elements

- Faculty-Led Seminars
- Benchmarking Against the Best

II

Resourcing the Recruiting Effort

Description

University creates dedicated recruiting roles for faculty and non-faculty, invests in "upstream" recruiting activities

Key Elements

- Ongoing Faculty Ownership
- Non-faculty Support
- Upstream Recruiting Activities

Profiled Institutions

University of Michigan

Texas A&M University

Columbia University

University of California, Santa Cruz

Instilling Accountability

III

Hardwiring Faculty Search Oversight

Description

Senior individual with strong support of dean closely reviews and (when appropriate) intervenes in individual faculty searches

Key Elements

- Key Process Checkpoints
- Senior Reviewers
- Signal Interventions

IV

Spotlighting Diversity Performance

Description

Highly transparent planning process holds colleges accountable for following through on concrete action steps

Key Elements

- Unit-Level Ownership
- Performance Commitments
- 360-Degree Review
- Regular Planning Cycles

North Carolina State University

Tufts University

Brown University

University of California, Irvine

Pennsylvania State University

Strategy #1: Making the Case for Faculty Action

University launches academically oriented educational effort to cultivate faculty commitment to recruiting diverse candidates

Key Elements

- Faculty-Led Seminars
- Benchmarking Against the Best

Element #1: Faculty-Led Seminars

The first challenge universities face in advancing efforts to recruit underrepresented faculty is educating the institution's current faculty in a way that inspires action. While training sessions for search committees have become commonplace, most institutions find sessions fail to engage the faculty and have limited impact on recruiting outcomes or efforts.

The lesson best-practice institutions have learned is that faculty listen to other faculty and respond most favorably when engaged in an academic format. The University of Michigan, our case study institution, has developed a highly successful approach to faculty education that centers around seminar-style workshops led by faculty deeply engaged in the material they are presenting. Their program—Strategies and Tactics for Recruiting to Improve Diversity and Excellence, or STRIDE—initially focused on increasing the representation of female faculty in the sciences and engineering. As the program's director explained, their approach reflected the belief that "scientists will be more receptive to hearing about ideas they might otherwise dismiss as unnecessary or 'political' if they learn of them through colleagues whom they already respect both as researchers and as individuals."[1]

Case in Brief

University of Michigan, Ann Arbor

- Senior faculty from 11 departments and 3 colleges serve on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee
- Membership is a deeply intellectual experience as well as a substantial time commitment
- Committee designs and delivers search committee workshops on recruiting diverse faculty
- Per ADVANCE grant conditions, committee initially focused on female faculty in sciences and engineering
- With institutional support, focus expanded to race as well as gender in all disciplines

A key driver of STRIDE's success is the substantial investment made in the program's initial and ongoing development. In the spring of 2002, deans from the sciences and engineering nominated eight faculty members for STRIDE committee membership. Nominees were senior faculty members respected by colleagues for their scholarship and judgment but had no strong history of working on faculty diversity. All nominees were told that committee membership would require a substantial time commitment for a five-year term of service; nonetheless, 100 percent of those asked to join the committee accepted. The commitment asked of faculty was coupled with a commitment from the institution to provide resources to support their efforts—including a senior faculty member working half time in the role of program director, a program support position (shared jointly with another program), and a $20,000 annual stipend for each committee member that can be allocated to summer salary, research funds, or course release. The fact that significant amounts of both faculty time and institutional support were being allocated to improving faculty diversity increased nominees' confidence that the project could achieve its goals and that their investments of time would be worthwhile.

Once convened, the committee's first order of business was becoming deeply engaged in the research on diversity and unconscious bias. The program's director helped the committee develop an initial reading list, and they spent the summer and early fall engaged in mastering this literature, reading materials on their own, and then convening for two-plus hours weekly for intense seminar-style discussions. With these efforts under way, the committee also began working on two goals: developing a handbook on faculty recruiting and creating a workshop for search committees. The committee realized that, while written guidelines on recruiting diverse faculty were a valuable resource for search committees, reading a document would not produce the same impact as participating in a meeting.

The search committee workshop has four components (outlined below) and is delivered by a team of four presenters. Each member of the STRIDE committee develops expertise in one area of the workshop, and at least two people take on each section so that presenters

can rotate coverage of the workshop sessions. Prior to delivering the workshop to search committees, presenters dedicate extra time to mastering the research in their assigned area and practice the presentation extensively, delivering trial runs and receiving feedback from the committee. After their first year of service, many committee members become trained in additional workshop components.

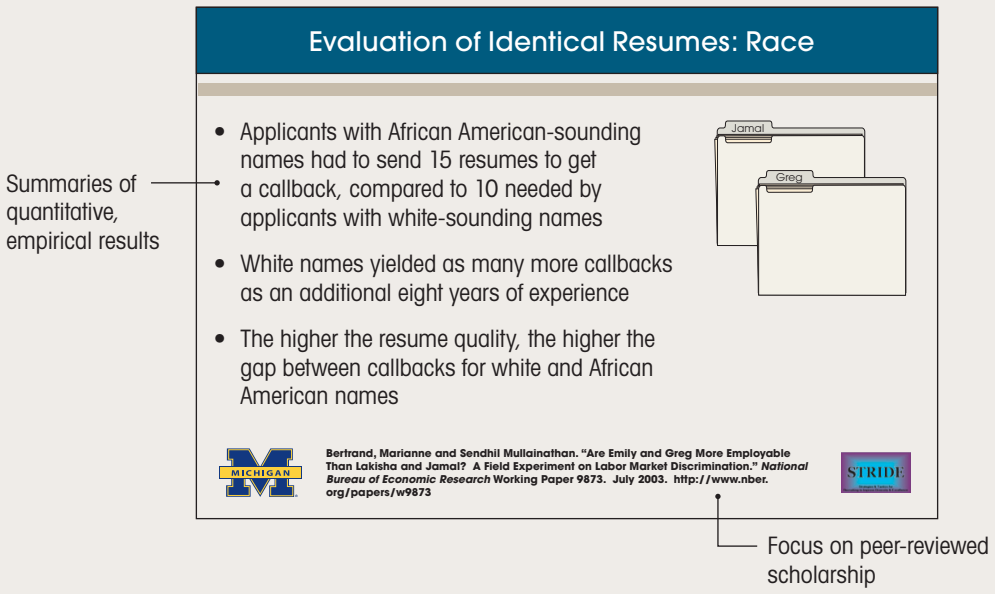
Components of Search Committee Workshop

1. Importance of Faculty Diversity
2. Effects of Unconscious Bias
3. Institutional Performance and Benchmarks
4. Best Practices in Recruiting

Several elements of the workshops are particularly important to their effectiveness. The first is the team approach to presentation. The entire STRIDE committee makes an effort to attend every workshop session. Those who are not presenting support the others by facilitating breakout sessions and participating as appropriate in discussion. The presence of so many STRIDE members provides psychological as well as material support for the presenters. More importantly, however, this critical mass of respected faculty advocating jointly for strategies that increase faculty diversity has a powerful impact on the dynamic of the meeting.

The foregrounding of evidence-based research and use of a blame-free approach to the topic of unconscious bias are also key elements of the workshop's success. In creating the presentation, the STRIDE committee used empirical data from peer-reviewed research on diversity to the greatest extent possible. While important for any audience, the presentation of empirical data is crucial for making a compelling argument to scientists and engineers, the workshop's initial audience. When presenting research on unconscious bias, the approach to presentation is as vital as the content. Presenters assume a blame-free stance, emphasizing that bias is ubiquitous. Women have gender biases, they emphasize, and people of color hold biases related to ethnicity and race. Encouraging open discussion of the topic, presenters cover strategies for mitigating these universal biases' effects on the process of candidate evaluation.

Using Peer-Reviewed Research with Empirical Results



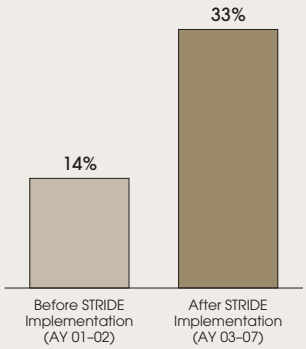
Source: STRIDE Committee. *STRIDE Faculty Recruitment Workshop Presentation*. Ann Arbor, MI: University of Michigan, 2007, http://www.umich.edu/~advproj/FRW_102307.pdf.

Finally, the presenters' deep intellectual engagement with the topic of faculty diversity proves crucial to the workshop's impact on its audience. The STRIDE program is structured to sustain the engagement created in the committee's initial period of intense focus on diversity research. For eleven months of the year, the STRIDE committee holds biweekly 8 a.m. meetings. Instead of merely re-presenting the version of the workshop created initially, the committee continuously updates the presentation and extends their knowledge of diversity issues. While the workshop initially focused on recruiting female faculty in the sciences (per the conditions of the ADVANCE grant that provided seed funding for the program), the committee later expanded its focus to increasing racial and ethnic as well as gender diversity in all disciplines. More recently, the committee has taken on the topics of work-family balance, climate, and retention. This ongoing study continuously renews the presenters' engagement in the issue of faculty diversity, and witnessing their colleagues' sincere intellectual excitement for the topic is an important part of what makes the workshops moving for its faculty audience.

The impact of the STRIDE workshops on recruiting outcomes has been impressive. Because racial and ethnic diversity was not part of the initial program focus, results in that area are not yet available. However, representation of women among new tenure-track hires in the sciences and engineering more than doubled after the program's implementation.

A Substantial Impact on Hiring Outcomes

Female Representation Among Tenure-Track Hires in Science and Engineering
University of Michigan



Source: ADVANCE Program. *ADVANCE Program Overview.* Ann Arbor, MI: University of Michigan, 2007, http://www.umich.edu/~advproj/overview.pdf.

Element #2: Benchmarking Against the Best

The belief that higher faculty diversity levels may well be unachievable for one's institution is another common barrier to engaging faculty more deeply in actively recruiting diverse candidates. Many faculty feel that their universities are already as diverse as is possible, given the diversity of the candidate pool, and that efforts to increase diversity further would futile.

Benchmarking diversity performance against the most diverse peer and aspirant institutions is the most effective means of addressing these concerns. It becomes difficult to maintain that higher diversity levels cannot be achieved in the face of evidence that institutions ranked as highly as or higher than one's own have done so.

Yet as we examined materials used in search committee trainings and handbooks, we found that institutions are too often benchmarking their performance merely against peer group averages. Emphasizing what middling performers, rather than the best performers, have achieved is unlikely to inspire faculty's best efforts.

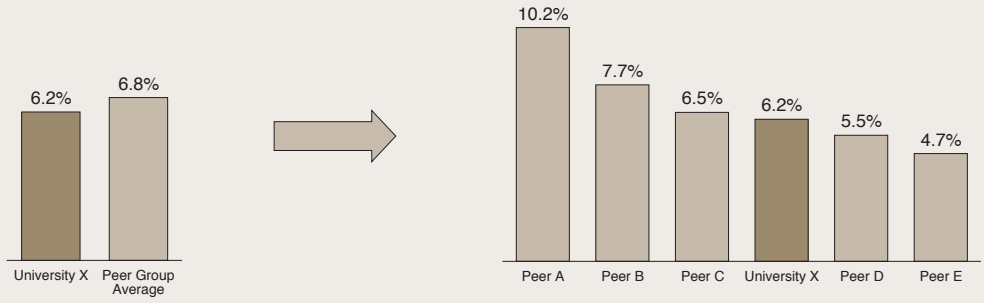
By contrast, comparison to top performers emphasizes what is possible, and it communicates clearly that the institution's goal is not to avoid being one of the worst performers in faculty diversity but to become one of the very best.

Aspiring Beyond Average Performance

Benchmarking to Average

Benchmarking to Best

URMs as a Percentage of Faculty



Comparison to peer group average reveals little about how much better the institution might be doing. In this format, University X appears to be doing fairly well compared to peers.

Best-in-class comparisons to peer group top performers draw attention to the top, not middling, performers. This format is more effective for inspiring efforts to increase the diversity of the institution's faculty.

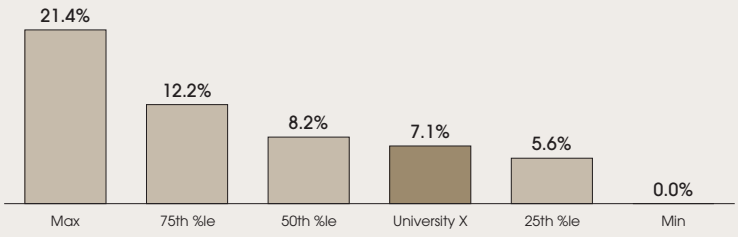
Benchmarking Data

Through the National Center for Education Statistics' (NCES) Integrated Postsecondary Data System (IPEDS) (http://nces.ed.gov/ipeds/), universities can compare their performance in faculty diversity against that of a self-defined group of peer and aspirant institutions. The system's variables allow users to analyze the racial and gender diversity of all tenured and tenure-track faculty as well as that of recent hires (an indicator of whether recruiting efforts are keeping pace with those of peers). For members' convenience, we provide institutional rankings for master's institutions and for research universities (divided by Carnegie classification) by the percentage of URMs among tenured and tenure-track faculty in the appendix to this volume.

However, IPEDS provides data on the gender and racial/ethnic backgrounds of faculty only at the institutional level. Therefore, this system cannot be used to generate rankings for institutions by the percentage of female or URM faculty in STEM. The best (although still limited) source of data at the departmental level is Donna J. Nelson's 2007 study of diversity in the 100 top-ranked departments in each of twelve fields science and engineering. (Department rankings are based on National Science Foundation data on research expenditures.) In the appendix, we list the top ten departments and the maximum, minimum, and quartile values for each of the fourteen science and engineering fields for which data is available.

Comparing Performance Against Peer Group Quartiles

URMs as a Percentage of Recent Tenure-Track Hires
(2001, 2003, 2005)



Source: National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS).

Notes

[1] Stewart, Abigail J., *et al*, "Recruiting Female Faculty Members in Science and Engineering: Preliminary Evaluation of One Intervention Model," Journal of Women and Minorities in Science and Engineering, 10 (2004):361-75.

Strategy #2: Resourcing the Recruiting Effort

University creates dedicated recruiting roles for faculty and non-faculty, invests in "upstream" recruiting activities

Key Elements

- Ongoing Faculty Ownership
- Non-faculty Support
- Upstream Recruiting Activities

Expanding Higher Education's Relatively Limited Recruiting Infrastructure

Compared to other sectors, higher education has a far less developed infrastructure for recruiting its top knowledge workers. Most organizations similar in size to universities maintain a team of dedicated recruiters who work full-time year-round on finding and attracting top talent. Department professionals make final hiring decisions, but recruiting is structured to minimize the portion of the burden that they carry. Recruiters, not departmental leaders, execute the early-stage tasks of identifying and pre-qualifying candidates; in later stages of the hiring process, recruiters support departmental leaders by handling communications and logistics.

In higher education, by contrast, formal ownership for faculty recruiting is intermittent, not ongoing, with the vast majority of work falling to a committee of faculty that convenes only a few months before the interview period and disbands when a candidate is hired. Throughout the recruiting process, search committee members continue to shoulder normal demands of teaching and research and receive little, if any, assistance with their work.

This structure creates a barrier to maximizing successes in recruiting diverse faculty. Diversity leaders have realized that even highly dedicated search committees will not achieve optimal results if others at the institution have not "primed the pump" with efforts commenced well before the formal search period begins. Ongoing investments in building relationships with scholars and potential candidates from underrepresented groups place search committees in a stronger position to increase the number of highly qualified underrepresented applicants and to persuade such finalists to accept an offer if one is extended.

While the highly specialized nature of academic work requires that faculty recruiting be decentralized and department-based, there are opportunities to make outreach to potential underrepresented candidates an ongoing rather than intermittent effort and to redistribute some of the burden that currently falls to faculty. Exemplar institutions use three approaches to extend networking and recruiting activity beyond search committee service: ongoing faculty ownership, non-faculty support, and upstream recruiting activities.

Element #1: Ongoing Faculty Ownership

Few departments need to be convinced that their efforts to recruit diverse faculty are more likely to succeed if identification of potential candidates and development of recruiting networks are ongoing rather than sporadic. However, most departments struggle to transform their good intentions to sustain recruiting activity into faithful execution. The primary obstacle to creating continued departmental engagement with recruiting is lack of designated ownership. While a department may agree that all members should do their best to advance the department's recruiting network, the axiom holds true: what is everyone's job is no one's job. Unless specific individuals are formally responsible for leading the department's ongoing efforts to recruit underrepresented faculty, recruiting activity is unlikely to extend very far beyond the efforts of search committees to fill open positions.

Case in Brief

Sociology Department
Texas A&M University

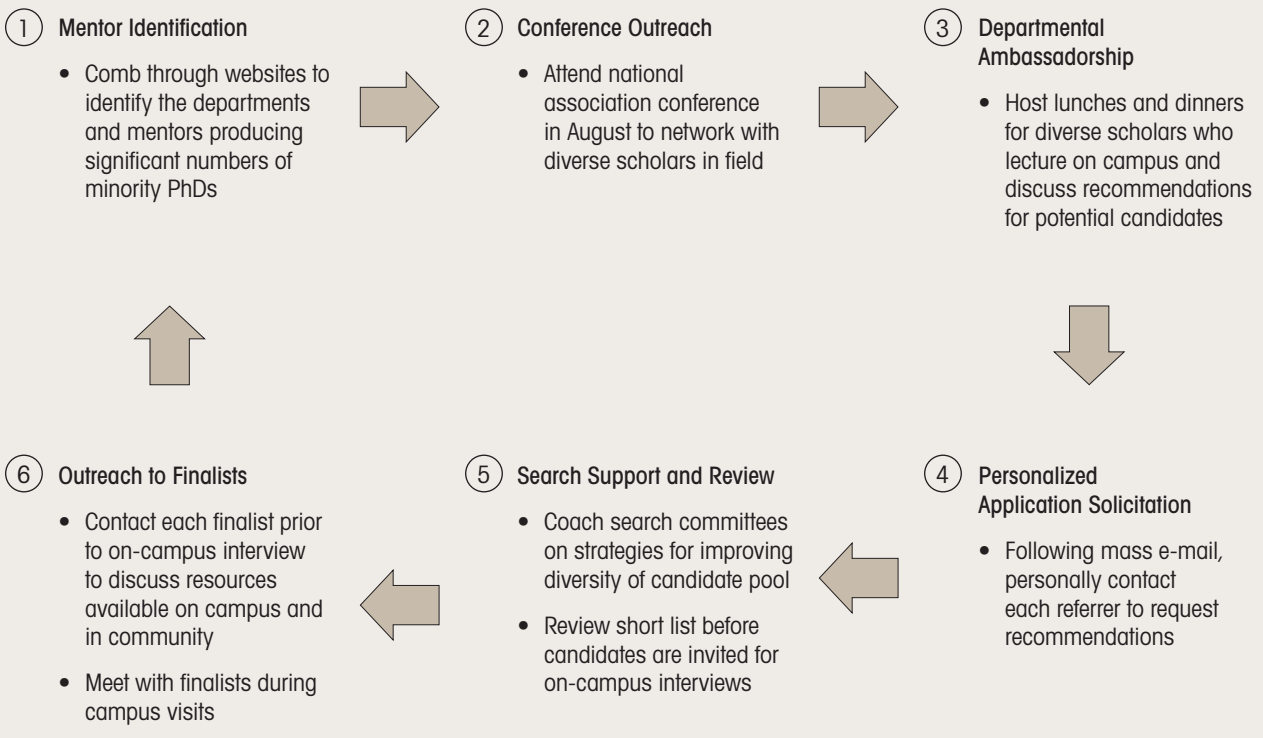
- Sociology department maintains a five- to six-member diversity committee charged with improving diversity in faculty recruitment; committee membership fulfills major departmental service requirement
- Committee seen as a desirable assignment and faculty requests to join committee exceed available spots
- In four years of committee's formal existence, diversity of applicant pools has consistently matched or exceeded diversity of recent PhD recipients nationwide
- Dean of the college recently directed all departments to create diversity committees based on the sociology department's successful model

At our case study institution, Texas A&M University, the sociology department created a standing committee that focuses on a range of issues related to diversity, including improving recruitment of underrepresented faculty. On an ongoing basis, committee members work to identify and foster relationships with the departments and mentors across the country producing a significant number of minority PhDs in sociology. While all department members are encouraged to focus on networking at conferences, those on the committee make outreach a particular focus. The diversity committee also serves as departmental ambassadors when minority scholars from other institutions visit the campus, hosting lunches or dinners that provide opportunities to discuss recommendations for potential candidates.

When the department is searching to fill a faculty position, members of the diversity committee provide the search committee with support. After the department sends a mass e-mail requesting recommendations for potential applicants to all of its contacts, diversity committee members personally contact each referrer to request recommendations. The diversity committee also meets with search committee members to discuss strategies for improving the diversity of the applicant pool and reviews the short list before invitations for on-campus interviews are extended. Before the campus visits, the diversity committee contacts each finalist to discuss the campus and community resources that would be available to whomever accepts the position. During the visits, diversity committee members meet with finalists to discuss any topics they may not feel comfortable raising with other institutional representatives.

The sociology department's approach to recruiting diverse faculty has been highly successful. Among the nation's top 100 sociology departments, the department ranks fifth for the percentage of faculty positions held by underrepresented minorities. (See appendix.)

Diversity Committee Recruiting Activities



Element #2: Non-faculty Support

Administrative staff with knowledge of the appropriate discipline can help departments with the early-stage work of identifying and gathering information on potential candidates from underrepresented groups. Enlisting non-faculty assistance with candidate research increases the total time spent on task and frees up faculty time for recruiting activities that only faculty can perform.

Case in Brief

School of Engineering and Applied Science Columbia University

- School created new position, assistant dean for faculty development and diversity, in 2007
- Major responsibilities include increasing quality and quantity of candidate flow for faculty review
- Assistant dean spends 10–15 hours per week on recruiting activities
- Position partially funded through NSF ADVANCE grant

At our case study institution, Columbia University, the School of Engineering and Applied Science created the position of assistant dean for faculty development and diversification. On an ongoing basis, the assistant dean spends approximately 10 hours per week scouring sources such as conference proceedings, academic journals, departmental websites, and lists of grant recipients to identify diverse graduate students, postdocs, and junior faculty who are excelling in engineering. He also cultivates relationships with senior faculty referral sources at peer institutions.

When a highly promising potential candidate is identified, the assistant dean contacts the most appropriate faculty member(s) in the relevant department, whether or not a search is active. The faculty members then evaluate the information the assistant dean provides on the potential candidate and decide whether and how to proceed with outreach.

The results of the associate dean's candidate research are compiled in a database, which becomes a valuable asset when departments begin a search for a faculty position. With significant time already invested in research on highly qualified candidates from underrepresented groups, the search committee can move more quickly to actively recruiting promising candidates.

The assistant dean's work also proves vital for increasing engagement in the faculty diversification effort. Faculty are (not surprisingly) wary of investing a great deal of energy in efforts to recruit diverse faculty if they perceive that the search field lacks potential candidates from underrepresented groups with the requisite qualifications. As a result of the assistant dean's efforts, each department in the school of engineering has ready access to a list of female and URM faculty in engineering departments ranked as highly as or higher than Columbia's. This list verifies that diverse faculty with the appropriate credentials do exist and provides a valuable resource for networking efforts.

Key Recruiting Activities

Associate Dean for Faculty Development and Diversity

- Reviews conference proceedings, websites, and grant recipient lists to identify up-and-coming minority and female scholars
- Creates and maintains database of engineering postdocs
- Cultivates senior faculty referral sources at peer institutions
- Forwards CVs to internal faculty

Element #3: Upstream Recruiting Activities

The majority of "upstream" or early-stage recruiting activities take the form of informal exchanges requiring few resources other than faculty time and attention. However, there are several types of recruiting activities requiring a higher level of planning as well as a small amount of funding that can greatly advance efforts to recruit diverse faculty. In some cases, departments may be able to cover activity costs. More often, modest financial support from either the dean's office or central administration will be needed.

In this section, we profile three upstream recruiting activities: networking visits to "feeder" departments, "rising star" colloquia, and professional development seminars for emerging scholars. What distinguishes these activities from other recruiting efforts (and justifies the additional investment) is their focus on reciprocal exchange. When recruiting efforts are executed primarily under the time pressure of filling an open position, outreach can easily devolve into a series of brief and largely one-sided requests for candidate recommendations and applications from individuals with whom the department has little connection. The events profiled here focus on building long-term, substantive relationships through interactions that offer value to potential candidates and referral sources as well as to the hiring institution.

"Adopting" Feeder Departments

Networking visits to other institutions play an important role in recruiting diverse faculty in the psychology department at the University of Michigan. The department maintains a committee that leads a range of diversity efforts, including outreach to potential candidates and sources of candidate referral. In developing the department's recruiting network, the diversity committee has found it achieves best results from an intensive rather than extensive approach: instead of pursuing connections with as many programs as possible, the committee has focused on developing deep and long-standing relationships with a small number of psychology departments at other institutions with high levels of diversity among undergraduates and graduate students.

One member of the diversity committee serves as the primary contact for each "adopted" department and visits the campus once a year. (Typically, the primary contact has some pre-existing connection to the department, whether as a result of a professional exchange with one of the department's faculty members or, in some cases, from having completed doctoral training at the institution.)

Case in Brief

Psychology Department
University of Michigan, Ann Arbor

- Members of departmental diversity committee build long-term relationships with departments at small number of institutions with diverse undergraduate and graduate student populations
- Goal: Identify promising graduate students, generate positive image of Michigan psychology department
- Minimal cost: travel expenses to four to five campuses

Visits include a formal presentation in which the faculty member from Michigan speaks to the undergraduate psychology majors at the host institution about graduate study in Michigan's psychology department. Sessions address the course of study in the graduate program, areas of faculty research expertise, funding opportunities, and the admissions process. In addition to this presentation, visits also include informal opportunities to meet with both graduate students and faculty members and form relationships that will later prove vital in the faculty recruiting process.

The diversity committee member who owns the relationship with the institution remains in touch with psychology graduate students whom Michigan may be interested in recruiting for a faculty position, and when faculty openings become available these individuals are actively recruited. The primary contact also maintains relationships with faculty at the adopted department and, when appropriate, connects its faculty with faculty at Michigan with similar research interests. These relationships become important sources of referrals for candidates for faculty positions

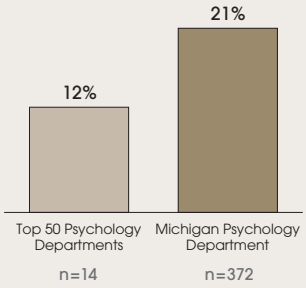
at Michigan, providing links not only to graduate students in the "adopted" department, but also to potential candidates affiliated with other institutions.

As their focus extends to diversifying graduate students as well as faculty, members of the diversity committee also sustain contact with the undergraduates they meet on campus visits, sending those who provided e-mail or mailing addresses at the end of the session additional information about the graduate program and updates on application deadlines. If students express interest in a particular research topic, the primary contact may put them in touch with a Michigan faculty member conducting research in that field. Students the department is interested in recruiting will also be contacted personally and encouraged to apply. In recruitment of both faculty and graduate students, the utility of campus networking visits depends largely on the quality of the follow-up that takes place after the primary contact returns home.

The diversity committee's ongoing contact with departments graduating diverse students is one element of the recruiting strategy that has enabled the department to achieve exceptional faculty diversity. Across the 50 top-ranked psychology departments in the country, URMs make up 12 percent of faculty. In Michigan's psychology department, however, 21 percent of positions are held by URMs.

Superior Faculty Diversity Results

URMs as Percentage of Total Assistant Professors, 2007



Source: Nelson, Donna J., A National Analysis of Minorities in Science and Engineering Faculties at Research Universities, Norman, OK: Diversity in Science Association, October 2007.

Rising Star Symposia

At the University of California, Santa Cruz, departments are encouraged to host one- or two-day symposia that foster relationships with outstanding young scholars. Symposia are organized around the research areas of highly promising graduate students or recent doctoral recipients. For each event, three to five young scholars are invited to present research related to the symposium topic. (In most cases, the scholarship of one or two individuals in whom the department is particularly interested directs topic selection.) In addition to formal research presentations, the symposium agenda typically includes opportunities for informal exchange, such as a dinner or reception.

Case in Brief

University of California, Santa Cruz

- Departments host symposia to build relationships with outstanding potential candidates well before their job search
- Symposia funded by grants from provost's office; modest costs relative to other faculty diversity initiatives

By demonstrating the department's sincere interest in the presenters' research and creating channels for extended interaction between presenters and departmental faculty, these symposia provide a valuable opportunity for launching deep and long-lasting connections with young scholars who may be highly desirable candidates for faculty positions. Presenters are later alerted to faculty openings that become available, and those who are attractive candidates for a position are recruited aggressively.

If the position open does not align with a presenter's area of focus, that individual may still serve as a valuable referral source by connecting the department with a strong candidate who is a good fit for the position.

Costs of these symposia are modest; they include presenters' travel, meals, and accommodations, plus whatever is to be spent on food and beverages for the dinner or reception for symposium presenters. At

UC Santa Cruz, the provost's office maintains a fund for departmental efforts to advance the institution's diversity goals. Among other projects, this funding may be used for recruiting activities that are not related to a search for a specific faculty position. Departments wishing to host symposia may apply for grants of up to $2,000.

Sample Symposium Topics

- The Art of Political Statements
- Native Mayan Speakers Linguistics Workshop
- Race and Network History: Case Studies of UPN and WB
- Modernizing Mexico on the Screen: Reframings of National Myth

Professional Development Workshops

North Carolina State University has developed an annual "Building Future Faculty" event that helps emerging scholars prepare for academic careers while helping the institution develop relationships with potential candidates for faculty positions. This two-day, all-expenses-paid program is open to graduate students and postdoctoral scholars who are one or two years away from beginning their job search and committed to promoting diversity in higher education. Workshop participants attend a series of sessions focused on professional development. In addition, participants spend a significant amount of time meeting with faculty from the department that matches their area of specialization. These portions of the workshop allow participants to receive one-on-one professional development coaching, to form valuable professional connections, and to become familiar with the department's students, resources, and culture.

The Building Future Faculty program is funded jointly by a grant from the National Science Foundation and by the institution. In comparison to many other recruiting initiatives, program costs are minimal. (A budget of $1,000 per participant covers the primary expense—participants' meals and travel.) While the program has been in existence only since 2006, it has already had a positive impact on the university's recruiting efforts. Two of the twelve participants from the 2006 workshop later joined NC State's faculty.

Case in Brief

North Carolina State University, Raleigh

- University holds annual professional development workshop for selected PhD students and postdocs
- Minimal costs: $1,000 per participant covers travel and meals
- First workshop held in 2006 with 12 participants; two later joined NC State's faculty
- Program funded in part by NSF grant

Participant Selection Criteria

- ✓ Potential to contribute to campus cultural and ethnic diversity
- ✓ One to two years away from earning a PhD or completing a postdoc
- ✓ Desire to pursue academic career at research university
- ✓ Research interests that match relevant departmental focus areas at NC State

Professional Development Session Topics

- Life at a research university
- Expectations of new faculty
- Resources available to help faculty with teaching
- Resources for conducting research

Strategy #3: Hardwiring Faculty Search Oversight

Senior individual with strong support of dean closely reviews and (when appropriate) intervenes in individual faculty searches

Key Elements

- Key Process Checkpoints
- Senior Reviewers
- Signal Interventions

Instilling Accountability

Cultivating the support of faculty is essential but typically not sufficient for achieving significant advances in faculty diversification. For most institutions, making substantial progress will require a mechanism for creating accountability for diversity efforts. Several of the exemplar institutions we encountered in the research have achieved this goal by systematizing rigorous oversight of the faculty search process.

While all universities monitor faculty searches in some way to comply with federal law, the approach of best-practice institutions differs sharply from typical practice. Three elements set exemplars apart from others: frequent checkpoints, senior reviewers, and signal interventions.

Element #1: Key Process Checkpoints

The first key difference between typical and best practice search review is the number of points at which the reviewer engages with the committee's work. At many institutions, reviewers have little or no interaction with the committee between approval of the job description and approval of the short list of candidates. If efforts in active recruiting have been lagging, there is little that can be done at this point to improve the diversity of the pool.

Best practice institutions have multiple formal checkpoints throughout the search process, creating opportunities for crucial midcourse corrections. In addition, reviewers' engagement in the search is not limited to these formal points of review. For example, reviewers at case study institutions often monitor the diversity of incoming applicant pools throughout the submission period, enabling them to talk with the committee early in the submission period, if needed, about strategies for increasing applications from underrepresented candidates.

Comprehensive Review of Search Committee Efforts

Stage	Evaluation Criteria
Search plan developed	• Written plan specifies steps for active outreach to potential candidates from underrepresented groups, lists names of referral sources and potential candidates who will be contacted
Position posted	• Position defined broadly to expand potential applicant pool • Language in job description signals institution's commitment to diversity
Applications received	• Committee has made good faith effort to reach out to candidates in underrepresented groups • Applicant pool reflects (or exceeds) diversity of recent PhD recipients (or field, for senior hires)
Short list developed	• Candidate(s) from underrepresented groups selected for short list or their absence satisfactorily explained
On-campus interview candidates selected	• Candidate(s) from underrepresented groups invited to interview or their absence satisfactorily explained
Finalist selection	• Candidacies of URM applicants fairly evaluated

Timely Access to Applicant Pool Data

Both search committee members and the reviewer need timely access to demographic data on the applicant pool to monitor its diversity throughout the submission period. However, at many institutions applicant pool data is not available until the end of the submission period or even later. Delays typically arise from the time required to process and aggregate individual applicants' submissions. (Demographic data on individual candidates cannot be sent to anyone involved in the selection process; only aggregate data for the entire pool can be distributed.) In addition, the traditional method of collecting data through U.S. mail produces low response rates, weakening the integrity of the data.

The chart below outlines three methods for collecting applicant data. E-mailing applicants a link to a webpage for submitting data reduces processing time and increases response rates. Integrating data into an online application system improves processing time and response rates further still.

Data Collection Methods

Method	Response Rate	Response Time	Processing Time	Search Committee Access to Data
U.S. Mail *Self-identification cards sent via U.S. mail*	Low	Slow	Slow	Data may not be available until after application deadline
E-mail *Link to online form sent via e-mail*	Moderate	Fast	Moderate	Third party must often process data, reducing timeliness and convenience of access
Online Application System *Data requested in application process*	High	Fast	Instant	Committee and reviewer have immediate access to data

Integrating Application and Data Submission

UC, Irvine's Online Application Management System

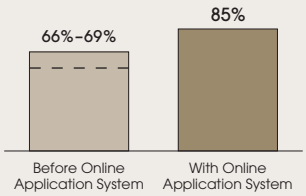
The University of California, Irvine, has implemented an innovative system for collecting and disseminating demographic data on pools of applicants for faculty positions. Facing a year with a particularly large number of faculty searches, the school of computer sciences developed an online system for submission and review of applications. Applicants submit all materials electronically via a secure website. (Recommenders submit letters of recommendation electronically as well.) The search committee and the search reviewer can then access all materials at any time using a login and passcode. The system has now been adopted by the majority of departments on campus.

While the initial impetus for digitizing the application process was reducing the labor and potential for error involved with distributing copies of paper applications to search committee members, the system has produced two important benefits for the search review process.

First, the online application system has increased the quality of applicant demographic data. Previously, only 66%–69% of applicants for faculty positions responded to requests for demographic information. With integration of the request for data into the application process, response rates have risen to approximately 85%. Data is requested in the final screen of the application, and submission remains optional.

Second, the system provides the search committee and search reviewer with immediate access to aggregated data on applicant pools, making frequent monitoring of pool demographics throughout the recruiting period both possible and convenient. (Access is granted to aggregated data only.)

Response Rates to Requests for Demographic Data
University Of California, Irvine



Source: University Leadership Council interviews.

Element #2: Senior Reviewers

At many institutions, search review is carried out by administrative staff who lack the professional standing to influence search committees and deans. Review of searches too often devolves into a pro forma exercise (merely reviewing and signing a series of forms) with little impact on either the process or outcomes of recruiting.

By contrast, at case study institutions, monitoring of faculty searches is executed by senior individuals (typically with faculty-level credentials) who have the strong support of deans, the authority to hold committees accountable to high standards, and the ability to work productively with faculty holding a wide range of views on diversity issues and deliver feedback to members of search committees without alienating them. The presence of these traits is far more important than the specific position of the reviewer. At some case study institutions, reviewers are senior faculty appointed to oversee searches in their college. At other institutions, reviewers are senior administrators within academic affairs.

While both centralized and decentralized approaches to search review can prove successful, only smaller institutions execute the process with a single, centralized reviewer. At larger institutions, the number of annual searches makes it difficult for one person to monitor all searches closely.

The centralized model has the advantage of ensuring that the same standards and set of expectations are brought to bear on every search. Its primary disadvantage is that the reviewer's academic expertise will align with the broad field of the search in only a minority of cases. While such alignment is not essential for the process to be effective, it is essential that the reviewer feel confident questioning search committee actions and that the committee respect the reviewer's feedback, both of which are more easily achieved when the general area of the search and the reviewer's academic background are similar.

A decentralized, college-based approach to search review increases the alignment between the reviewer's background and the general area of the search. However, as the number of individuals executing

Attributes of Successful Reviewers

- ✓ Professional standing sufficient to establish credibility with search committee (typically includes faculty-level academic credentials)
- ✓ Ability to work productively with faculty holding a wide range of views on diversity issues
- ✓ Willingness to take proportional corrective action when efforts are lagging
- ✓ Viewed as having full backing of deans for unpopular decisions

Reviewer Positions at Case Study Institutions

Director of Diversity Office
Tufts University

Associate Provost and Director of Institutional Diversity
Brown University

Faculty Equity Advisors
University of California, Irvine

search reviews increases, the potential points of failure also increase. In our research, we encountered institutions where the search review processes failed to achieve desired results because some reviewers performed their roles perfunctorily and other reviewers, who executed their charge diligently, were routinely overruled by deans. For search oversight to be effective, every reviewer must be carefully selected, trained, and monitored, and the provost must ensure that every reviewer has the backing of the college's dean for unpopular decisions.

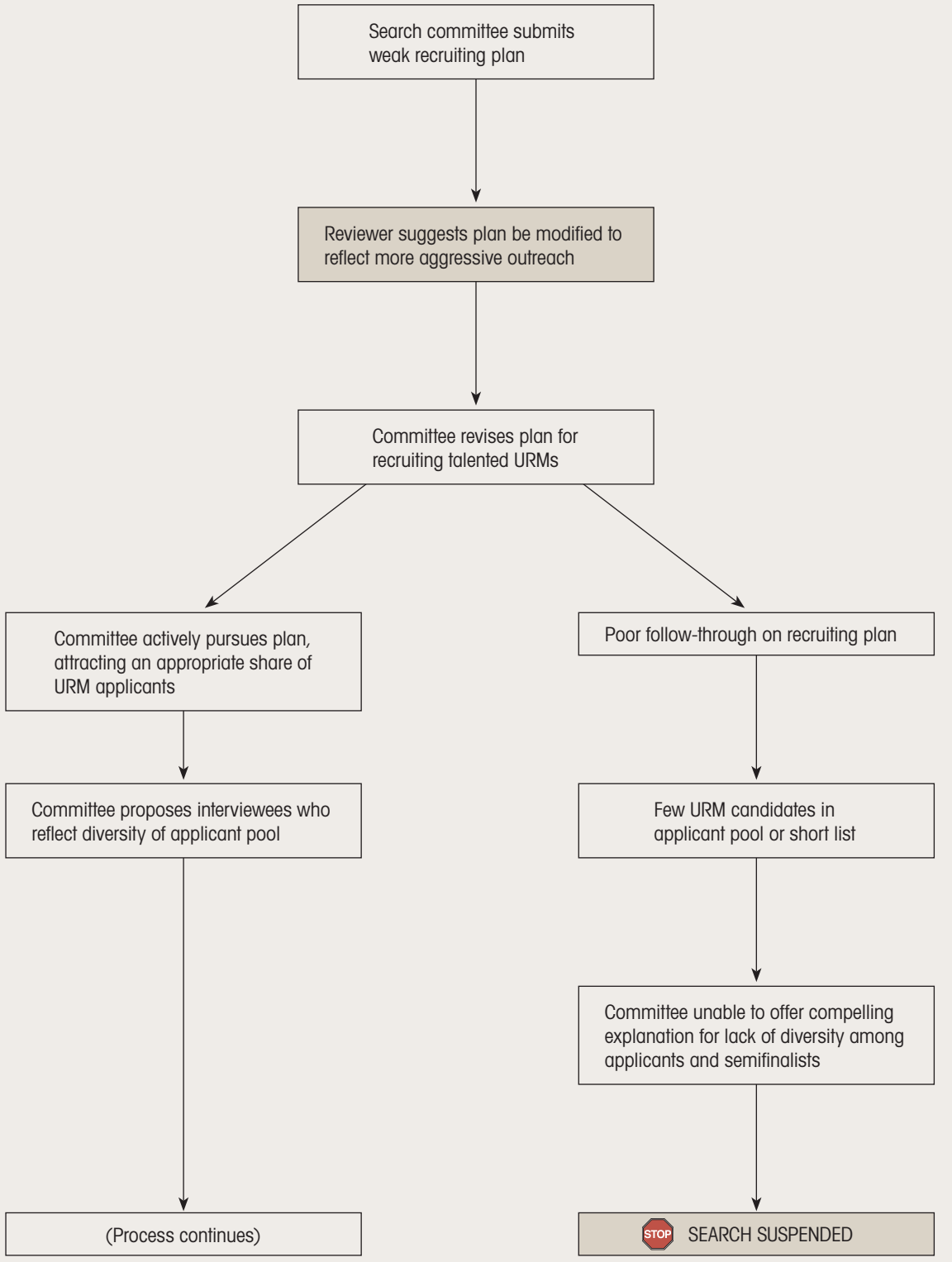
Centralized Versus Decentralized Search Review

Centralized Reviewer	College-Based Reviewer
Advantages • All searches evaluated with same high standards	**Advantages** • Reviewer more likely to have background in same broad field as search area
Caveats • May not be feasible for large institutions given number of annual searches • Reviewer unlikely to have background similar to search field in most searches	**Caveats** • All reviewers must be carefully trained and managed to ensure consistent application of standards • Increased risk that efforts imperiled by lack of support at dean level

Element #3: Signal Interventions

The final and most critical element of effective search review is signal interventions. The effectiveness of search review hinges on the reviewer's authority and willingness to make appropriate interventions—including, if warranted, suspension of the search—when the committee's efforts are lagging. Typically, very few searches reach the point of warranting suspension. In most cases the reviewer offers guidance, the committee responds appropriately (sometimes by offering a satisfactory explanation for why the guidance should not or cannot be followed), and the search continues. However, for the search review process to be effective, searches should not proceed until each interim checkpoint has been satisfied. If weak efforts do not trigger consequences, the review process will have little impact on committee actions and recruiting outcomes.

Weak Efforts Trigger Consequences



Engaging Senior Faculty Members in Each College to Advance Faculty Diversity

Equity Advisors at UC, Irvine

In each college at the University of California, Irvine, one or two senior faculty members serve as Equity Advisors who provide support for faculty diversity objectives.

Equity Advisors are appointed by deans in consultation with the director of the Equity Advisor program to two- to three-year terms. Initially funded by an ADVANCE grant, the Equity Advisor program is now funded by the university.

Equity Advisors' Principal Responsibilities

1. **Disseminating Recruitment Practices**
   - Discuss active recruiting strategies with committees at start of every search
   - Provide ongoing feedback and advice on networking and recruiting efforts

2. **Formal Search Process Monitoring**
   - Approve search committee recruitment plan, job description
   - Review applicant pool and short list
   - Meet with on-campus candidates as needed

3. **Onboarding New Faculty**
   - Facilitate junior faculty entry into mentoring programs

4. **Advising Central Administration**
   - Convey faculty concerns about diversity issues to provost and dean
   - Inform administration of teaching load and salary inequities

Case in Brief

University of California, Irvine

- University appoints one or two faculty in each college to support diversity objectives
- Each equity advisor considered a "Faculty Assistant to the Dean"; paid annual stipend equivalent to department chair's
- Each college maintains $2,500 annual budget to support equity advisors' activities

Strategy #4: Spotlighting Diversity Performance

Highly transparent planning process holds colleges accountable for following through on concrete action steps

Key Elements

- Unit-Level Ownership
- Performance Commitments
- 360-Degree Review
- Regular Planning Cycles

Avoiding Pitfalls of Diversity Planning

While most institutions have conducted some type of diversity planning, few have seen the process make a discernible impact on faculty recruiting. Three pitfalls commonly undermine diversity planning's effectiveness.

1. Single Broad Plan. Institutions commonly develop a single central diversity plan, that, because of its breadth, affords only superficial coverage to faculty diversification and yields goals too generic for meaningful implementation. The centralized approach to planning also poses obstacles to achieving broad engagement with the process. Faculty, chairs, and deans are unlikely to feel ownership over goals and processes into which they have had little input and which seem poorly aligned with the specific conditions and challenges present in their units.

2. Weak Review Process. Few institutions have a system for ensuring that diversity plans articulate appropriate goals and outline the specific actions that must be taken to achieve them. Fewer universities still have mechanisms for monitoring whether the appropriate parties follow through on their commitments.

3. Sporadic Efforts. Many universities undertake diversity planning sporadically, with long periods of inactivity between efforts. Such delays make it difficult for initiatives to build momentum, and a great deal of time and political capital must be expended every time the process is revived. Having seen previous efforts lead to nothing, faculty and administrators become increasingly wary of making further investments in the process.

Our case study institution, Pennsylvania State University, has created a highly successful diversity planning process that avoids these common problems. Four elements distinguish their approach: unit-level ownership, performance commitments, 360-degree review, and regular planning cycles.

Case in Brief

PENNSTATE *Pennsylvania State University*

- Each college and budgetary unit participates in a cyclical planning, review, and assessment process to improve diversity efforts
- Process is coordinated by vice provost for educational equity

Element #1: Unit-Level Ownership

At Pennsylvania State University, deans execute the diversity planning process for their individual school or college. The University provides guidance for unit-level efforts in its "Framework to Foster Diversity." This 15-page document identifies seven institutional challenges (one of which includes recruiting and retaining a diverse faculty) and provides questions to guide assessment and goal setting in each area. Using the framework for guidance, each dean creates a diversity plan that assesses recent performance and outlines the college's goals for the upcoming planning cycle.

Faculty Diversity Assessment Questions

1. How has your unit actively and successfully engaged in locating and recruiting faculty from underrepresented groups?
2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?
3. What retention strategies have you implemented in your unit to retain and promote the success of faculty from underrepresented groups?
4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"?
5. What measures of success have you identified to gauge your progress in this challenge? Include data demonstrating outcomes.

Central Framework Outlines University-Wide Objectives

Seven Institutional Challenges

1. Developing a Shared and Inclusive Understanding of Diversity
2. Creating a Welcoming Campus Climate
3. Recruiting and Retaining a Diverse Student Body
4. Recruiting and Retaining a Diverse Workforce
5. Developing a Curriculum That Fosters Intercultural and International Competencies
6. Diversifying University Leadership and Management
7. Coordinating Organizational Change to Support Our Diversity Goals

Faculty Diversity
Targeted Areas for Improvement

- Improve effectiveness in identifying and evaluating female and URM candidates
- Enhance diversity of search pools through proactive outreach
- Improve retention by enhancing mentorship and professional development
- Integrate diversity-related efforts into performance evaluations
- Increase sense of community among underrepresented groups
- Encourage respect for intellectual diversity
- Share best practices between departments, colleges

Note: Faculty diversity objectives are paraphrased, not quoted directly.

Source: Office of the Vice Provost for Educational Equity, Pennsylvania State University, "A Framework to Foster Diversity at Penn State: 2004-09," http://www.equity.psu.edu/Framework/index.html.

Element #2: Performance Commitments

In addition to articulating goals, the college diversity plans also identify the specific actions that must be taken to achieve them. These explicit performance commitments help the college move from planning to execution and create a basis for evaluating the unit's performance at the end of the planning cycle.

Performance Commitments in Diversity Plan for Penn State's Eberly College of Science

Goal
Increase female representation among tenured/tenure-track faculty from 15% to 25% in ten years

Action steps

- Create postdoctoral program for female scholars who will later be recruited for faculty positions
- Scour leading journals for notable articles published by potential female candidates
- Track our own outstanding BS and PhD recipients for future recruitment
- Emphasize one-on-one recruiting, early relationship building
- Commit to achieving increased diversity in every applicant pool
- Provide outstanding start-up packages and salary offers
- Carefully organize campus visits, include meetings with other female faculty
- Address dual career issues early in the search process, including the use of other University partners across campus
- Give major committee/service credit for faculty serving as department's diversity advocate, or actively contributing to recruitment of women

Note: Action steps are paraphrased, not quoted directly.

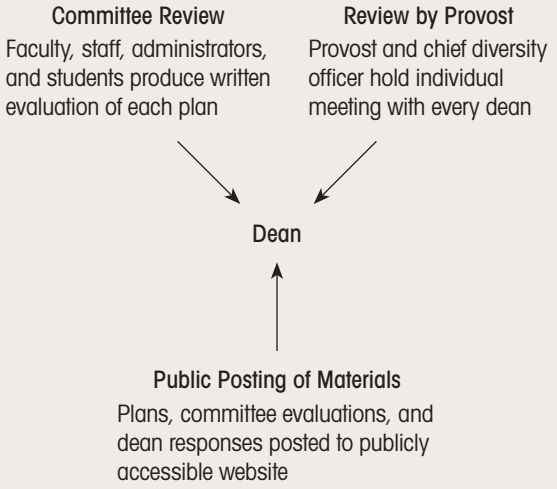
Source: "Eberly College of Science: A Framework to Foster Diversity at Penn State: 2004-09," http://www.equity.psu.edu/Framework/updates_04_09/colleges_04_09.asp.

Element #3: 360-Degree Review

Both the plans and the unit's implementation of them receive several forms of review. First, a committee of faculty, administrators, staff, and students produces a written evaluation of each plan. The provost and chief diversity officer then review the plan and the committee's evaluation and meet with the dean to discuss them. In each phase, evaluations focus on the appropriateness of the goals and action steps that the college has identified and the college's execution against the goals of the previous plan. After meeting with the provost, deans are given an opportunity to amend the college's plan or write a response to the committee's evaluation. Finally, all materials—plans, committee evaluations, and deans' responses—are posted to a publicly accessible website.

Midway through the planning cycle, each college's performance is reviewed again. Deans submit an interim report on the college's progress toward its goals, and these reports are reviewed by a committee and the provost in the same manner as the initial plans and then posted to the Web. This interim review—which keeps diversity top-of-mind throughout the cycle and ensures that midcourse corrections happen as needed—is a crucial component of the planning process's success.

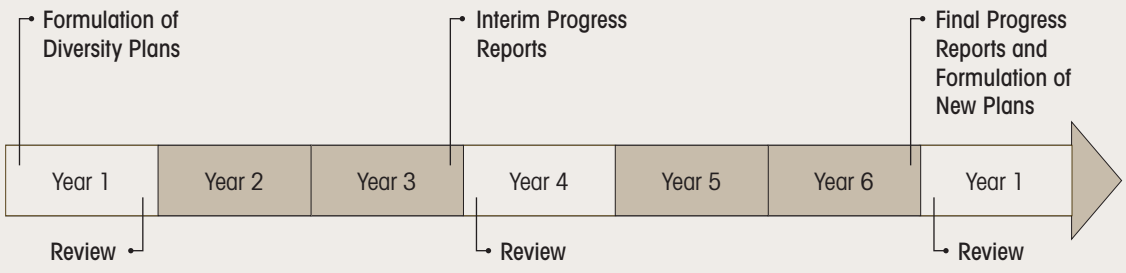
Keeping Diversity Top-of-Mind



Element #4: Regular Planning Cycles

Penn State's diversity advances have been achieved by sustaining efforts across multiple planning cycles. There is no gap between completion of one cycle and development of new plans; as soon as one cycle of diversity planning concludes, the next cycle begins.

Penn State Planning Timeline



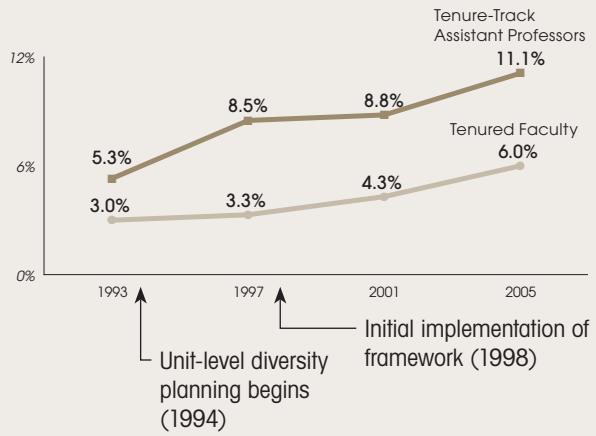
Impressive Results

The diversity planning process has produced substantial gains in faculty diversity. Penn State began unit-level diversity planning in 1994, and the process as it currently exists was fully implemented in 1998. Since 1993, the percentage of URMs among faculty has doubled.

These results are particularly impressive in light of the University's location in a rural area of a state with a relatively small URM population. Few would argue that Penn State's geography makes it easy for the institution to attract minority faculty. However, despite its location, Penn State is outperforming its peers—whether defined as other RU/VH institutions, other research universities in small cities, or other land grant institutions.

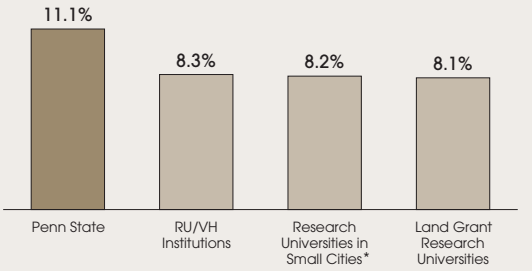
Driving Impressive Results

URM Representation Among Faculty at Penn State



Outperforming Peers

URM Representation Among Tenure-Track Assistant Professors, 2005



*"Small Cities" is based on the IPEDS variable "degree of urbanization."

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System); University Leadership Council interviews and analysis.

Appendix

Faculty Diversity Benchmarking

Institutional Rankings by Percentage of URMs Among Tenured and Tenure-Track Faculty

- Research Universities—Very High Research Activity
- Research Universities—High Research Activity
- Doctoral/Research Universities
- Master's Colleges and Universities

Female Faculty in Top 100 Science and Engineering Departments

URM Faculty in Top 100 Science and Engineering Departments

Racial/Ethnic Group Representation—U.S. Population, Undergraduates, and Tenured and Tenure-Track Faculty at Four-Year Institutions

Tenured and Tenure-Track Faculty at Research Universities Very High Research Activity (RU/VH), 2005					
	Institution	% URM	% Black	% Hispanic	% Native American
75th percentile		*7.3%*	*3.8%*	*3.4%*	*0.5%*
Median		*6.0%*	*3.0%*	*2.5%*	*0.3%*
25th percentile		*4.9%*	*2.3%*	*1.8%*	*0.1%*
1.	University of New Mexico*	13.3%	1.2%	10.0%	2.1%
2.	University of California, Santa Cruz	12.5%	3.8%	7.0%	1.7%
3.	University of Miami	11.7%	2.5%	8.8%	0.4%
4.	Arizona State University	11.1%	2.6%	7.1%	1.4%
5.	University of South Florida	10.2%	5.1%	4.5%	0.6%
6.	University of Michigan–Ann Arbor	8.7%	4.9%	3.3%	0.5%
7.	University of California, Santa Barbara	8.6%	2.4%	5.7%	0.5%
8.	University of Maryland, College Park	8.5%	5.5%	2.9%	0.1%
9.	University of California, Los Angeles	8.4%	2.7%	5.4%	0.4%
10.	Tufts University	8.3%	4.3%	4.0%	0.0%
11.	Florida State University	8.2%	4.9%	3.1%	0.1%
12.	University of California, Riverside	8.1%	2.6%	4.8%	0.7%
13.	University of California, Irvine	8.0%	2.3%	5.6%	0.2%
13.	University of Illinois at Chicago	8.0%	3.5%	4.5%	0.0%
13.	Michigan State University	8.0%	5.1%	2.1%	0.8%
16.	University of Massachusetts Amherst	7.8%	3.5%	3.9%	0.3%
17.	University of Illinois at Urbana-Champaign	7.7%	3.9%	3.5%	0.4%
17.	University of Texas at Austin	7.7%	3.4%	3.8%	0.5%
17.	Texas A & M University	7.7%	2.5%	4.8%	0.4%
17.	Indiana University–Bloomington	7.7%	4.0%	3.3%	0.4%
17.	SUNY at Albany	7.7%	3.8%	3.5%	0.4%
22.	University of Arizona	7.6%	1.4%	5.1%	1.1%
23.	University of California, San Diego	7.5%	2.3%	5.2%	0.0%
24.	University of Connecticut	7.4%	3.8%	3.4%	0.2%
25.	Wayne State University	7.3%	5.2%	2.0%	0.1%
25.	Pennsylvania State University	7.3%	5.2%	2.0%	0.2%
25.	University of Alabama at Birmingham	7.3%	4.3%	2.6%	0.4%
28.	Emory University	7.2%	4.5%	2.6%	0.1%
29.	Tulane University	7.1%	4.1%	2.8%	0.2%
29.	University of Georgia	7.1%	5.0%	1.8%	0.3%
29.	University of Notre Dame	7.1%	2.4%	4.6%	0.1%
32.	University of Colorado at Boulder	7.0%	2.1%	4.5%	0.3%
33.	New York University	6.7%	3.4%	3.4%	0.0%
33.	University of North Carolina at Chapel Hill	6.7%	4.2%	2.2%	0.2%
33.	University of California, Berkeley	6.7%	2.8%	3.8%	0.1%
36.	University of California, Davis	6.6%	1.9%	4.0%	0.7%
36.	Georgetown University	6.6%	4.1%	2.5%	0.0%
36.	North Carolina State University at Raleigh	6.6%	4.8%	1.6%	0.3%
36.	University of Florida	6.6%	3.3%	3.1%	0.1%
40.	University of Cincinnati	6.5%	4.4%	1.8%	0.2%
40.	University of Kansas	6.5%	2.8%	2.8%	0.8%
42.	SUNY at Buffalo	6.4%	3.3%	2.4%	0.6%
42.	Ohio State University	6.4%	3.7%	2.5%	0.1%
44.	University of Wisconsin–Madison	6.3%	2.3%	3.4%	0.5%
45.	SUNY at Stony Brook	6.2%	3.4%	2.7%	0.1%
46.	Dartmouth College	6.1%	3.0%	2.8%	0.4%
47.	University of Nebraska–Lincoln	6.0%	2.3%	3.0%	0.7%
47.	University of Delaware	6.0%	4.1%	1.8%	0.1%
47.	Brown University	6.0%	3.9%	1.9%	0.2%
50.	Cornell University	5.9%	3.0%	2.4%	0.5%

*Historically black college or university (HBCU) Hispanic-serving institution (HSI).

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Research Universities Very High Research Activity (RU/VH), 2005					
	Institution	% URM	% Black	% Hispanic	% Native American
51.	Northwestern University	5.8%	3.3%	2.5%	0.1%
51.	University of Tennessee	5.8%	4.0%	1.6%	0.2%
53.	Stanford University	5.7%	2.9%	2.5%	0.3%
54.	Virginia Polytechnic Institute and State University	5.6%	3.3%	1.8%	0.5%
54.	Yeshiva University	5.6%	2.5%	2.5%	0.5%
54.	Georgia Institute of Technology	5.6%	3.2%	2.2%	0.3%
57.	Yale University	5.5%	3.5%	2.0%	0.0%
57.	Columbia University	5.5%	3.0%	2.5%	0.1%
59.	Rensselaer Polytechnic Institute	5.4%	2.3%	3.2%	0.0%
59.	University of Utah	5.4%	1.5%	3.4%	0.5%
59.	Carnegie Mellon University	5.4%	3.4%	2.0%	0.0%
62.	University of Pittsburgh	5.3%	3.7%	1.6%	0.0%
62.	University of South Carolina-Columbia	5.3%	4.1%	1.1%	0.1%
62.	University of Colorado at Denver and Health Sciences Center	5.3%	1.6%	2.8%	0.9%
62.	Rice University	5.3%	1.9%	3.2%	0.2%
62.	University of Washington	5.3%	2.2%	2.5%	0.6%
67.	Case Western Reserve University	5.2%	3.1%	1.9%	0.2%
67.	University of Southern California	5.2%	2.4%	2.8%	0.1%
67.	Johns Hopkins University	5.2%	3.0%	2.1%	0.0%
67.	Duke University	5.2%	3.4%	1.8%	0.1%
71.	University of Missouri–Columbia	5.0%	3.0%	2.0%	0.1%
72.	Purdue University	4.9%	2.4%	2.2%	0.4%
72.	Rutgers University	4.9%	2.8%	1.8%	0.3%
72.	University of Virginia	4.9%	3.8%	1.0%	0.0%
72.	Oregon State University	4.9%	1.2%	3.0%	0.6%
72.	Vanderbilt University	4.9%	2.7%	1.8%	0.3%
77.	Princeton University	4.8%	2.9%	1.9%	0.0%
77.	University of Pennsylvania	4.8%	3.4%	1.3%	0.1%
79.	Iowa State University	4.7%	2.0%	2.2%	0.4%
80.	University of Minnesota–Twin Cities	4.6%	2.0%	1.9%	0.7%
80.	Washington State University	4.6%	1.4%	2.8%	0.5%
80.	University of Kentucky	4.6%	3.7%	0.8%	0.1%
83.	Harvard University	4.5%	2.6%	1.6%	0.3%
83.	University of Iowa	4.5%	1.9%	2.5%	0.1%
85.	Washington University in St Louis	4.4%	2.6%	1.8%	0.0%
85.	Kansas State University	4.4%	1.6%	2.4%	0.4%
85.	Massachusetts Institute of Technology	4.4%	3.1%	1.3%	0.0%
88.	Colorado State University	4.1%	1.4%	2.2%	0.6%
89.	Louisiana State University and Agricultural & Mechanical College	3.9%	2.4%	1.1%	0.4%
90.	University of Chicago	3.8%	2.3%	1.5%	0.0%
91.	Brandeis University	2.8%	1.6%	1.2%	0.0%
92.	University of Rochester	2.6%	1.8%	0.9%	0.0%
93.	University of Hawaii at Manoa	2.5%	0.7%	1.4%	0.4%
94.	Boston University	2.4%	1.4%	1.0%	0.0%
95.	California Institute of Technology	1.1%	0.7%	0.4%	0.0%
96.	Montana State University–Bozeman	1.0%	0.0%	0.2%	0.8%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Research Universities High Research Activity (RU/H), 2005

Institution	% URM	% Black	% Hispanic	% Native American
75th percentile	*8.8%*	*5.0%*	*3.1%*	*0.6%*
Median	*6.5%*	*3.3%*	*2.1%*	*0.3%*
25th percentile	*4.7%*	*1.9%*	*1.4%*	*0.1%*
1. University of Puerto Rico–Rio Piedras*	96.1%	0.3%	95.8%	0.0%
2. Howard University*	63.0%	60.8%	1.9%	0.3%
3. Clark Atlanta University*	61.8%	61.8%	0.0%	0.0%
4. Jackson State University*	61.2%	60.5%	0.7%	0.0%
5. North Carolina A & T State University*	53.5%	52.2%	0.6%	0.6%
6. The University of Texas at El Paso*	24.6%	1.9%	22.3%	0.4%
7. Florida International University*	19.6%	7.6%	12.1%	0.0%
8. San Diego State University	12.7%	3.0%	9.0%	0.7%
9. New Mexico State University*	11.2%	0.7%	9.6%	0.9%
10. Teachers College, Columbia University	11.0%	5.5%	5.5%	0.0%
10. University of Missouri–St Louis	11.0%	9.6%	1.0%	0.3%
12. University of Central Florida	10.9%	5.0%	4.9%	1.0%
13. CUNY–Graduate School and University Center	10.4%	4.8%	5.6%	0.0%
14. Florida Atlantic University	10.2%	5.2%	4.8%	0.2%
15. University of North Texas	10.0%	4.3%	4.6%	1.0%
16. Temple University	9.9%	5.9%	3.4%	0.6%
16. University of Houston	9.9%	3.5%	6.3%	0.1%
16. Syracuse University	9.9%	6.6%	2.9%	0.4%
19. Georgia State University	9.8%	8.4%	1.1%	0.3%
20. Fordham University	9.5%	4.5%	4.9%	0.0%
21. University of Wisconsin–Milwaukee	9.4%	4.6%	3.2%	1.6%
21. Northern Arizona University	9.4%	1.7%	4.6%	3.1%
23. University of Nevada, Las Vegas	9.3%	3.1%	5.2%	0.9%
24. University of Louisville	9.0%	5.9%	2.7%	0.3%
25. Rutgers University–Newark	8.9%	6.3%	2.3%	0.3%
26. University of New Orleans	8.8%	6.4%	2.4%	0.0%
27. Claremont Graduate University	8.7%	4.3%	4.3%	0.0%
28. University of Memphis	8.4%	6.7%	1.6%	0.0%
28. University of Denver	8.4%	3.0%	4.6%	0.8%
30. Ohio University	8.2%	4.7%	2.7%	0.7%
31. Virginia Commonwealth University	7.9%	5.9%	1.8%	0.2%
31. Miami University–Oxford	7.9%	5.1%	2.5%	0.3%
31. Kent State University	7.9%	5.1%	2.7%	0.2%
31. University of Akron	7.9%	5.6%	2.0%	0.3%
31. University of North Carolina at Greensboro	7.9%	5.2%	2.7%	0.0%
36. Boston College	7.8%	4.9%	2.4%	0.5%
37. University of Toledo	7.7%	5.4%	1.5%	0.8%
37. University of Oklahoma	7.7%	2.8%	2.5%	2.4%
39. Old Dominion University	7.6%	5.5%	1.4%	0.6%
39. Texas Tech University	7.6%	1.9%	5.2%	0.5%
41. Bowling Green State University	7.5%	4.3%	2.7%	0.5%
42. Northern Illinois University	7.2%	3.7%	3.3%	0.1%
43. University of Alabama	7.0%	5.6%	1.4%	0.0%
44. Western Michigan University	6.9%	4.2%	2.3%	0.4%
44. Southern Illinois University Carbondale	6.9%	4.8%	1.8%	0.2%
46. Northeastern University	6.7%	4.8%	1.7%	0.2%
46. University of Texas at Arlington	6.7%	1.9%	4.7%	0.2%
46. University of Mississippi	6.7%	5.4%	0.9%	0.4%
49. University of Maryland, Baltimore County	6.6%	5.5%	1.1%	0.0%
49. George Mason University	6.6%	4.1%	2.3%	0.1%
51. Loyola University Chicago	6.5%	3.2%	3.0%	0.4%
52. University of Rhode Island	6.4%	3.4%	2.1%	0.9%
52. University of Tulsa	6.4%	0.8%	1.7%	3.8%
52. University of Missouri–Kansas City	6.4%	4.5%	1.4%	0.4%

*Historically black college or university (HBCU) Hispanic-serving institution (HSI).

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Research Universities High Research Activity (RU/H), 2005					
	Institution	% URM	% Black	% Hispanic	% Native American
55.	Wright State University	6.3%	5.4%	0.4%	0.4%
55.	Auburn University	6.3%	4.0%	1.7%	0.6%
57.	The George Washington University	6.2%	3.6%	2.6%	0.0%
58.	Indiana University–Purdue University Indianapolis	5.9%	2.8%	2.8%	0.3%
59.	SUNY at Binghamton	5.8%	2.5%	3.0%	0.2%
59.	Clark University	5.8%	1.9%	3.8%	0.0%
61.	University of Alabama in Huntsville	5.7%	4.3%	1.4%	0.0%
62.	University of Southern Mississippi	5.4%	3.5%	1.6%	0.4%
62.	Mississippi State University	5.4%	3.5%	1.5%	0.5%
62.	University of Arkansas	5.4%	2.9%	1.2%	1.3%
62.	University of Vermont	5.4%	2.2%	2.5%	0.7%
66.	University of Louisiana at Lafayette	5.3%	3.8%	1.3%	0.3%
66.	College of William and Mary	5.3%	3.8%	1.2%	0.2%
68.	New Jersey Institute of Technology	5.1%	3.7%	1.5%	0.0%
68.	Marquette University	5.1%	1.5%	3.3%	0.2%
68.	University of Nevada, Reno	5.1%	1.2%	3.2%	0.7%
68.	University of Oregon	5.1%	0.7%	3.5%	0.9%
72.	The University of Texas at Dallas	5.0%	2.3%	2.3%	0.3%
73.	Catholic University of America	4.9%	2.1%	2.8%	0.0%
73.	The University of Montana	4.9%	0.6%	2.1%	2.1%
75.	Saint Louis University	4.8%	2.6%	2.1%	0.1%
75.	Baylor University	4.8%	2.1%	2.5%	0.2%
77.	Wake Forest University	4.7%	2.7%	1.8%	0.2%
78.	Clemson University	4.5%	3.2%	1.3%	0.0%
79.	University of Dayton	4.4%	2.9%	1.6%	0.0%
80.	Illinois Institute of Technology	4.3%	2.2%	1.7%	0.4%
81.	University of Alaska Fairbanks	4.1%	0.8%	1.5%	1.8%
82.	Oklahoma State University	4.0%	1.1%	0.9%	2.0%
83.	University of North Dakota	3.9%	1.6%	0.5%	1.8%
84.	Lehigh University	3.8%	2.0%	1.8%	0.0%
85.	SUNY–College of Environmental Science and Forestry	3.7%	0.9%	1.9%	0.9%
85.	West Virginia University	3.7%	2.1%	1.3%	0.2%
85.	University of New Hampshire	3.7%	1.1%	2.4%	0.2%
88.	Drexel University	3.6%	2.2%	1.3%	0.2%
88.	University of Missouri–Rolla	3.6%	2.2%	1.4%	0.0%
88.	Colorado School of Mines	3.6%	0.0%	3.6%	0.0%
91.	South Dakota State University	3.5%	1.9%	1.3%	0.3%
91.	North Dakota State University	3.5%	1.9%	1.4%	0.2%
93.	Michigan Technological University	3.3%	1.1%	1.8%	0.4%
94.	University of Wyoming	3.0%	0.9%	1.5%	0.6%
95.	Utah State University	2.6%	0.0%	2.5%	0.2%
96.	Wichita State University	2.3%	1.5%	0.5%	0.3%
97.	University of Idaho	2.0%	0.2%	1.3%	0.5%
98.	Clarkson University	1.9%	1.3%	0.0%	0.6%
99.	University of Maine	1.8%	0.5%	0.9%	0.5%
99.	Stevens Institute of Technology	1.8%	0.9%	0.9%	0.0%
101.	Brigham Young University	1.4%	0.3%	0.9%	0.2%
102.	Polytechnic University	0.0%	0.0%	0.0%	0.0%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Doctoral/Research Universities (DRU)				
Institution	% URM	% Black	% Hispanic	% Native American
75th percentile	*9.5%*	*5.7%*	*3.4%*	*0.6%*
Median	*7.1%*	*3.6%*	*2.1%*	*0.2%*
25th percentile	*4.1%*	*1.9%*	*1.4%*	*0.0%*
1. Inter American University of Puerto Rico*	97.8%	0.4%	97.4%	0.0%
2. South Carolina State University*	68.6%	68.1%	0.0%	0.5%
3. Florida Agricultural and Mechanical University*	67.5%	66.1%	1.4%	0.0%
4. Morgan State University*	63.3%	62.3%	1.0%	0.0%
5. Tennessee State University*	47.5%	45.0%	2.0%	0.6%
6. Andrews University	15.8%	10.0%	5.8%	0.0%
7. Texas A & M University–Kingsville*	14.5%	1.3%	12.7%	0.4%
8. DePaul University	12.6%	7.2%	5.2%	0.1%
9. Barry University*	12.5%	8.3%	4.2%	0.0%
10. American University	12.1%	7.3%	4.6%	0.3%
11. University of San Francisco	11.7%	5.7%	6.0%	0.0%
12. University of Massachusetts Boston	11.6%	6.3%	5.4%	0.0%
13. Golden Gate University–San Francisco	11.1%	9.3%	1.9%	0.0%
14. Regent University	10.2%	9.3%	0.8%	0.0%
14. University of San Diego	10.2%	3.1%	7.1%	0.0%
16. Pepperdine University	9.8%	5.5%	4.0%	0.4%
17. University of Arkansas at Little Rock	9.5%	6.3%	2.1%	1.1%
18. Adelphi University	9.3%	5.7%	3.7%	0.0%
18. Texas A & M University–Commerce	9.3%	8.2%	1.1%	0.0%
20. University of Northern Colorado	9.0%	2.8%	5.2%	1.0%
21. Cleveland State University	8.9%	6.6%	2.4%	0.0%
22. Oral Roberts University	8.8%	6.8%	0.0%	2.0%
22. Oakland University	8.8%	6.0%	1.9%	0.9%
24. University of La Verne*	8.7%	3.3%	5.3%	0.0%
25. Spalding University	8.6%	5.2%	1.7%	1.7%
26. Texas Woman's University	8.2%	3.2%	3.6%	1.4%
27. Seton Hall University	8.1%	4.4%	3.4%	0.3%
27. University of North Carolina at Charlotte	8.1%	5.6%	2.3%	0.2%
29. St. John's University	7.9%	5.1%	2.8%	0.0%
30. The New School	7.8%	3.9%	3.9%	0.0%
31. Pacific University	7.3%	1.5%	5.1%	0.7%
32. Central Michigan University	7.2%	4.0%	2.3%	0.9%
33. Pace University	7.1%	3.9%	2.2%	1.0%
34. Hofstra University	6.9%	3.7%	2.6%	0.6%
34. University of West Florida	6.9%	4.3%	2.2%	0.4%
36. Portland State University	6.7%	3.6%	1.8%	1.3%
37. Nova Southeastern University	6.5%	3.2%	3.2%	0.0%
38. Southern Methodist University	6.4%	3.1%	3.1%	0.2%
38. Indiana University of Pennsylvania	6.4%	4.1%	1.4%	0.9%
40. Samford University	6.2%	5.7%	0.5%	0.0%
41. University of the Pacific	6.1%	2.4%	3.3%	0.3%
42. Illinois State University	5.8%	3.3%	2.2%	0.3%
43. East Carolina University	5.4%	3.9%	1.3%	0.2%
44. Texas Christian University	5.3%	1.9%	3.4%	0.0%
45. East Tennessee State University	5.2%	3.5%	1.6%	0.2%
46. University of St Thomas	4.9%	2.3%	1.7%	0.9%
47. University of Hartford	4.7%	2.8%	2.0%	0.0%
48. Georgia Southern University	4.5%	4.4%	0.2%	0.0%
49. Ball State University	4.1%	2.6%	1.4%	0.2%
49. Long Island University	4.1%	2.6%	1.2%	0.3%

*Historically black college or university (HBCU) Hispanic-serving institution (HSI).

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Doctoral/Research Universities (DRU)					
	Institution	% URM	% Black	% Hispanic	% Native American
49.	Worcester Polytechnic Institute	4.1%	1.0%	3.1%	0.0%
52.	Widener University	4.0%	3.0%	1.0%	0.0%
53.	Indiana State University	3.9%	1.9%	1.6%	0.5%
54.	University of South Dakota	3.8%	1.1%	1.5%	1.1%
55.	University of Massachusetts Lowell	3.7%	1.3%	2.1%	0.3%
56.	Biola University	3.4%	0.7%	2.8%	0.0%
56.	George Fox University	3.4%	1.7%	0.9%	0.9%
58.	Duquesne University	3.3%	1.8%	0.6%	0.9%
59.	Immaculata University	3.1%	1.5%	1.5%	0.0%
60.	University of Bridgeport	3.0%	1.5%	1.5%	0.0%
61.	Trinity International University	2.9%	1.4%	1.4%	0.0%
62.	Idaho State University	2.7%	0.3%	1.6%	0.8%
63.	Louisiana Tech University	2.5%	2.2%	0.3%	0.0%
64.	Trevecca Nazarene University	1.4%	1.4%	0.0%	0.0%
65.	Saint Mary's University of Minnesota	0.0%	0.0%	0.0%	0.0%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005

	Institution Name	% URM	% Black	% Hispanic	% Native American
75th percentile		*9.4%*	*5.1%*	*3.5%*	*0.6%*
Median		*6.0%*	*2.9%*	*1.8%*	*0.0%*
25th percentile		*3.9%*	*1.7%*	*1.0%*	*0.0%*
1.	Bayamon Central University*	98.3%	0.0%	98.3%	0.0%
2.	Pontifical Catholic University of Puerto Rico–Ponce*	96.7%	0.0%	96.7%	0.0%
3.	Inter American University of Puerto Rico–San German	96.1%	0.0%	96.1%	0.0%
4.	University of Puerto Rico–Mayaguez*	89.6%	0.1%	89.3%	0.1%
5.	Coppin State University*	72.3%	72.3%	0.0%	0.0%
6.	Southern University and A & M College*	69.2%	67.8%	1.4%	0.0%
7.	Texas Southern University*	67.8%	65.5%	2.4%	0.0%
7.	Prairie View A & M University*	67.8%	66.7%	1.1%	0.0%
9.	Mississippi Valley State University*	67.7%	66.7%	1.0%	0.0%
10.	Bowie State University*	67.6%	61.3%	6.3%	0.0%
11.	Albany State University*	66.1%	63.0%	3.1%	0.0%
12.	Norfolk State University*	64.0%	62.9%	1.0%	0.0%
13.	Grambling State University*	63.2%	62.3%	1.0%	0.0%
14.	Hampton University*	60.7%	56.4%	4.3%	0.0%
15.	North Carolina Central University*	60.3%	59.3%	0.5%	0.5%
16.	Fort Valley State University*	59.8%	58.5%	1.2%	0.0%
17.	Cheyney University of Pennsylvania*	58.8%	57.4%	1.5%	0.0%
18.	Alcorn State University*	56.5%	55.0%	1.5%	0.0%
19.	Alabama State University*	56.3%	55.1%	0.0%	1.3%
20.	Lincoln University of Pennsylvania*	54.5%	53.2%	1.3%	0.0%
21.	Savannah State University*	51.5%	49.5%	2.1%	0.0%
22.	Alabama A & M University*	50.9%	50.9%	0.0%	0.0%
23.	Chicago State University	48.7%	40.6%	8.1%	0.0%
23.	Virginia State University*	48.7%	46.6%	1.6%	0.5%
25.	Delaware State University*	46.7%	45.3%	1.3%	0.0%
26.	University of Maryland, Eastern Shore*	45.6%	44.7%	1.0%	0.0%
27.	Fayetteville State University*	44.7%	42.1%	2.0%	0.5%
28.	University of Texas at Brownsville*	34.9%	1.5%	33.1%	0.4%
29.	Our Lady of the Lake University–San Antonio*	34.5%	3.4%	25.9%	5.2%
30.	University of Texas–Pan American*	28.8%	2.6%	25.7%	0.5%
31.	New Mexico Highlands University*	28.6%	1.3%	27.3%	0.0%
32.	Texas A & M International University*	25.5%	2.1%	22.8%	0.7%
32.	Nyack College	25.5%	16.7%	8.8%	0.0%
32.	Trinity Washington University	25.5%	11.8%	13.7%	0.0%
35.	Governors State University	24.6%	18.0%	4.9%	1.6%
36.	Wheelock College	24.1%	14.8%	9.3%	0.0%
37.	New Jersey City University*	23.7%	16.5%	7.2%	0.0%
38.	California State University–San Marcos	22.4%	3.8%	18.0%	0.5%
38.	California State University–Dominguez Hills*	22.4%	12.0%	9.6%	0.8%
40.	Lincoln University*	21.7%	20.0%	1.7%	0.0%
41.	Marygrove College	21.0%	19.4%	0.0%	1.6%
42.	University of Texas at San Antonio*	20.9%	2.3%	17.0%	1.6%
43.	CUNY–Lehman College*	19.9%	7.1%	12.5%	0.3%
44.	CUNY–John Jay College of Criminal Justice*	19.6%	11.7%	7.8%	0.0%
45.	CUNY–Hunter College	19.5%	11.2%	8.2%	0.0%
46.	Kean University	19.4%	11.4%	8.1%	0.0%
47.	Arizona State University at the West Campus	19.3%	4.2%	12.7%	2.4%
48.	William Paterson University of New Jersey	18.3%	11.6%	6.6%	0.0%
49.	California State University–Northridge*	17.3%	5.0%	11.6%	0.7%
50.	University of the Incarnate Word*	17.2%	2.6%	14.7%	0.0%
50.	Columbia College Chicago	17.2%	13.4%	3.8%	0.0%
52.	Eastern University	17.0%	11.7%	5.3%	0.0%
52.	Southeastern Oklahoma State University	17.0%	1.0%	1.0%	15.0%
52.	California State University–Los Angeles*	17.0%	4.4%	12.3%	0.2%

*Historically black college or university (HBCU) Hispanic-serving institution (HSI).

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005

	Institution Name	% URM	% Black	% Hispanic	% Native American
55.	CUNY–City College*	16.8%	10.5%	5.7%	0.6%
56.	St Mary's University*	16.1%	2.8%	12.6%	0.7%
57.	California State University–East Bay	16.0%	8.2%	7.5%	0.3%
57.	Simmons College	16.0%	10.7%	4.6%	0.8%
59.	California State University–Bakersfield*	15.9%	4.8%	11.0%	0.0%
60.	Adams State College	15.6%	1.1%	14.4%	0.0%
61.	Eastern Connecticut State University	15.5%	7.5%	6.9%	1.1%
62.	La Sierra University*	15.4%	6.2%	7.7%	1.5%
63.	Northeastern Illinois University*	15.3%	6.9%	8.0%	0.4%
64.	Long Island University–Brooklyn	14.9%	9.1%	5.5%	0.3%
65.	San Francisco State University	14.8%	5.8%	8.0%	1.0%
66.	Loyola Marymount University	14.7%	6.0%	8.6%	0.0%
67.	California State University–Sacramento	14.6%	5.0%	8.4%	1.1%
67.	North Park University	14.6%	8.3%	5.2%	1.0%
69.	Western New Mexico University*	14.5%	1.3%	13.2%	0.0%
70.	Castleton State College	14.3%	7.1%	7.1%	0.0%
71.	College of Santa Fe*	14.1%	2.8%	8.5%	2.8%
72.	Texas A & M University–Corpus Christi*	13.8%	1.8%	11.9%	0.0%
73.	California State University–San Bernardino*	13.5%	4.7%	8.0%	0.8%
74.	Montclair State University	13.3%	7.4%	5.9%	0.0%
75.	California State University–Fresno*	13.2%	3.9%	8.9%	0.4%
75.	Georgia Southwestern State University	13.2%	10.5%	1.3%	1.3%
77.	Arcadia University	13.1%	2.4%	10.7%	0.0%
77.	Central Connecticut State University	13.1%	6.7%	5.6%	0.8%
79.	Kennesaw State University	13.0%	9.9%	2.8%	0.2%
80.	The College of New Jersey	12.8%	7.7%	4.8%	0.3%
81.	Mills College	12.7%	6.3%	5.1%	1.3%
82.	Augusta State University	12.5%	10.1%	2.4%	0.0%
82.	Pennsylvania State University–Penn State Harrisburg	12.5%	8.3%	4.2%	0.0%
84.	Texas State University–San Marcos	12.3%	2.2%	9.6%	0.5%
85.	Sul Ross State University*	12.1%	0.0%	10.1%	2.0%
85.	California State Polytechnic University–Pomona*	12.1%	3.3%	8.2%	0.6%
87.	Columbus State University	11.9%	8.8%	2.5%	0.6%
88.	University of Washington–Tacoma Campus	11.7%	5.3%	5.3%	1.1%
88.	Medaille College	11.7%	8.3%	3.3%	0.0%
88.	CUNY-Brooklyn College	11.7%	6.5%	4.8%	0.4%
91.	Rowan University	11.6%	7.3%	3.2%	1.1%
92.	Ramapo College of New Jersey	11.4%	6.0%	5.4%	0.0%
93.	CUNY-Queens College	11.3%	5.3%	5.7%	0.4%
93.	Dominican University of California	11.3%	11.3%	0.0%	0.0%
93.	California State University–Long Beach*	11.3%	4.4%	6.5%	0.4%
96.	Southern Polytechnic State University	11.1%	6.7%	4.4%	0.0%
96.	California State University–Stanislaus*	11.1%	2.7%	7.1%	1.3%
98.	Armstrong Atlantic State University	10.8%	8.8%	2.0%	0.0%
98.	Sonoma State University	10.8%	2.1%	7.5%	1.2%
100.	Gallaudet University	10.7%	8.4%	1.9%	0.5%
101.	The Richard Stockton College of New Jersey	10.6%	7.0%	3.1%	0.4%
102.	CUNY-Bernard M Baruch College	10.5%	6.2%	4.3%	0.0%
102.	Millersville University of Pennsylvania	10.5%	6.4%	4.1%	0.0%
104.	San Jose State University	10.4%	3.5%	6.5%	0.5%
105.	Saint Edward's University*	10.3%	2.2%	6.6%	1.5%
105.	Mercy College*	10.3%	9.0%	1.3%	0.0%
107.	Eastern Michigan University	10.1%	8.1%	1.6%	0.5%
107.	California Baptist University	10.1%	3.0%	4.0%	3.0%
107.	Santa Clara University	10.1%	2.5%	7.5%	0.0%
110.	University of West Alabama	10.0%	10.0%	0.0%	0.0%
110.	University of Houston–Victoria	10.0%	2.9%	7.1%	0.0%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005					
	Institution Name	% URM	% Black	% Hispanic	% Native American
110.	University of Nebraska at Omaha	10.0%	6.0%	2.2%	1.7%
113.	Slippery Rock University of Pennsylvania	9.9%	5.6%	2.8%	1.6%
113.	Seattle University	9.9%	4.5%	5.0%	0.4%
115.	Metropolitan State University	9.8%	6.5%	3.3%	0.0%
116.	SUNY College at Buffalo	9.7%	5.9%	2.6%	1.2%
116.	Middle Tennessee State University	9.7%	8.0%	1.4%	0.3%
116.	Midwestern State University	9.7%	2.1%	6.2%	1.4%
119.	California Lutheran University	9.5%	4.8%	3.6%	1.2%
119.	Regis University	9.5%	0.0%	8.1%	1.4%
121.	Emerson College	9.4%	5.7%	3.8%	0.0%
121.	Benedictine College	9.4%	1.9%	7.5%	0.0%
121.	University of Texas of the Permian Basin*	9.4%	0.0%	9.4%	0.0%
124.	Southern Connecticut State University	9.3%	6.7%	2.3%	0.3%
124.	Indiana University–Northwest	9.3%	5.1%	4.2%	0.0%
124.	Loyola University New Orleans	9.3%	5.3%	4.0%	0.0%
127.	National–Louis University	9.2%	8.1%	1.2%	0.0%
128.	University of Houston–Clear Lake	9.0%	5.1%	4.0%	0.0%
128.	Angelo State University	9.0%	1.2%	5.4%	2.4%
128.	University of North Carolina at Pembroke	9.0%	2.4%	2.4%	4.2%
128.	Auburn University–Montgomery	9.0%	6.7%	1.7%	0.6%
128.	SUNY College at Brockport	9.0%	4.9%	3.7%	0.4%
128.	West Chester University of Pennsylvania	9.0%	6.2%	2.5%	0.2%
134.	University of Central Oklahoma	8.9%	4.0%	1.7%	3.2%
135.	Worcester State College	8.8%	4.4%	4.4%	0.0%
135.	University of Illinois at Springfield	8.8%	6.8%	1.4%	0.7%
135.	California State University–Fullerton*	8.8%	2.0%	6.3%	0.5%
138.	Lee University	8.7%	2.9%	5.8%	0.0%
138.	Xavier University	8.7%	6.5%	1.7%	0.4%
140.	Austin Peay State University	8.6%	6.4%	1.1%	1.1%
140.	SUNY College at New Paltz	8.6%	4.3%	4.3%	0.0%
140.	University of Redlands	8.6%	4.0%	4.0%	0.6%
143.	Christian Brothers University	8.5%	3.7%	4.9%	0.0%
143.	McDaniel College	8.5%	7.4%	1.1%	0.0%
143.	Mary Baldwin College	8.5%	3.4%	5.1%	0.0%
146.	University of Michigan–Flint	8.4%	5.8%	2.6%	0.0%
146.	Roberts Wesleyan College	8.4%	6.3%	2.1%	0.0%
146.	University of Tennessee–Martin	8.4%	7.0%	1.4%	0.0%
149.	SUNY Empire State College	8.3%	6.3%	2.1%	0.0%
149.	Northeastern State University	8.3%	2.0%	1.5%	4.9%
149.	University of Montevallo	8.3%	6.0%	2.3%	0.0%
149.	University of Baltimore	8.3%	5.8%	2.5%	0.0%
153.	East Stroudsburg University of Pennsylvania	8.2%	5.8%	2.1%	0.4%
153.	Trinity University	8.2%	2.4%	5.8%	0.0%
155.	Westfield State College	8.1%	4.3%	3.1%	0.6%
156.	California University of Pennsylvania	8.0%	6.3%	1.7%	0.0%
156.	East Central University	8.0%	1.8%	0.0%	6.2%
158.	Troy University	7.9%	7.1%	0.4%	0.4%
158.	California Polytechnic State University–San Luis Obispo	7.9%	1.6%	6.3%	0.0%
158.	Point Loma Nazarene University	7.9%	2.9%	4.3%	0.7%
158.	University of North Florida	7.9%	5.4%	2.5%	0.0%
158.	Roosevelt University	7.9%	5.8%	2.1%	0.0%
163.	Hamline University	7.8%	4.9%	2.0%	1.0%
163.	College of Charleston	7.8%	4.8%	3.0%	0.0%
163.	Quinnipiac University	7.8%	4.1%	2.7%	0.9%
166.	Stetson University	7.7%	5.2%	2.6%	0.0%
166.	Western Illinois University	7.7%	5.1%	1.6%	1.0%
166.	Texas Wesleyan University	7.7%	2.9%	4.8%	0.0%

*Historically black college or university (HBCU) Hispanic-serving institution (HSI).

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005					
	Institution Name	% URM	% Black	% Hispanic	% Native American
166.	Shippensburg University of Pennsylvania	7.7%	5.9%	1.7%	0.0%
166.	University of North Alabama	7.7%	5.5%	1.6%	0.5%
171.	Nazareth College of Rochester	7.5%	3.8%	3.8%	0.0%
171.	Molloy College	7.5%	4.8%	2.7%	0.0%
171.	Capital University	7.5%	5.0%	1.2%	1.2%
174.	Mansfield University of Pennsylvania	7.4%	2.7%	4.1%	0.7%
174.	SUNY College at Cortland	7.4%	3.9%	3.5%	0.0%
174.	Jacksonville State University	7.4%	5.5%	1.4%	0.5%
174.	Southern Illinois University Edwardsville	7.4%	6.3%	1.1%	0.0%
178.	Western Connecticut State University	7.3%	3.4%	3.9%	0.0%
178.	CUNY-College of Staten Island	7.3%	3.2%	3.8%	0.3%
178.	University of Wisconsin–Whitewater	7.3%	3.5%	3.2%	0.6%
181.	California State University–Chico	7.2%	2.0%	4.8%	0.4%
181.	University of Tennessee at Chattanooga	7.2%	6.2%	1.0%	0.0%
181.	Saint Peters College*	7.2%	3.1%	4.1%	0.0%
181.	Grand Valley State University	7.2%	3.9%	3.0%	0.3%
181.	Youngstown State University	7.2%	5.5%	1.7%	0.0%
181.	University of Colorado at Colorado Springs	7.2%	1.5%	5.1%	0.5%
181.	Rochester Institute of Technology	7.2%	4.7%	1.6%	0.9%
188.	University of Wisconsin–La Crosse	7.1%	2.1%	3.6%	1.4%
188.	Clarion University of Pennsylvania	7.1%	4.3%	2.4%	0.4%
188.	University of Wisconsin–Platteville	7.1%	4.5%	2.0%	0.5%
188.	Northwestern State University of Louisiana	7.1%	4.1%	1.2%	1.7%
192.	Saint Xavier University	6.9%	5.6%	1.4%	0.0%
192.	Indiana University–South Bend	6.9%	4.0%	2.9%	0.0%
192.	John Carroll University	6.9%	4.0%	3.0%	0.0%
192.	Manhattanville College	6.9%	5.7%	1.1%	0.0%
192.	Saint Thomas Aquinas College	6.9%	1.7%	5.2%	0.0%
192.	SUNY College at Oswego	6.9%	4.2%	2.3%	0.4%
192.	Morehead State University	6.9%	3.9%	2.3%	0.7%
192.	University of West Georgia	6.9%	4.7%	1.8%	0.4%
192.	Northern Kentucky University	6.9%	5.4%	1.1%	0.3%
201.	Kutztown University of Pennsylvania	6.8%	4.8%	1.7%	0.3%
201.	Saint Joseph College	6.8%	2.7%	4.1%	0.0%
201.	Marshall University	6.8%	4.3%	2.0%	0.6%
201.	Rollins College	6.8%	2.7%	4.1%	0.0%
201.	Lewis University	6.8%	6.8%	0.0%	0.0%
201.	Saint Mary's College of California	6.8%	2.5%	3.7%	0.6%
201.	Bethel College	6.8%	6.8%	0.0%	0.0%
201.	Western Kentucky University	6.8%	5.8%	0.6%	0.4%
201.	SUNY College at Plattsburgh	6.8%	1.8%	4.1%	0.9%
210.	Mercer University	6.7%	5.4%	1.0%	0.3%
210.	University of Alaska, Anchorage	6.7%	1.5%	2.1%	3.1%
210.	Hood College	6.7%	5.3%	1.3%	0.0%
213.	Elon University	6.6%	5.1%	1.0%	0.5%
213.	Arkansas State University	6.6%	5.6%	0.7%	0.3%
213.	Salve Regina University	6.6%	2.2%	2.2%	2.2%
213.	Ohio Dominican University	6.6%	4.9%	1.6%	0.0%
217.	Edinboro University of Pennsylvania	6.5%	5.0%	0.9%	0.6%
217.	University of North Carolina–Wilmington	6.5%	4.6%	1.9%	0.0%
219.	Springfield College	6.4%	3.2%	3.2%	0.0%
219.	University of Massachusetts Dartmouth	6.4%	4.5%	1.9%	0.0%
219.	Chapman University	6.4%	3.4%	2.5%	0.5%
219.	Gonzaga University	6.4%	0.8%	5.5%	0.0%
223.	Eastern New Mexico University*	6.3%	0.8%	4.8%	0.8%
223.	Sam Houston State University	6.3%	2.1%	4.0%	0.3%
223.	Central Washington University	6.3%	1.0%	3.7%	1.7%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005					
	Institution Name	% URM	% Black	% Hispanic	% Native American
223.	Eastern Illinois University	6.3%	2.7%	2.7%	1.0%
223.	Fitchburg State College	6.3%	5.0%	1.3%	0.0%
223.	Rutgers University–Camden	6.3%	4.5%	1.3%	0.4%
223.	Humboldt State University	6.3%	2.0%	2.7%	1.6%
223.	University of Michigan–Dearborn	6.3%	3.1%	3.1%	0.0%
223.	LeTourneau University	6.3%	1.6%	4.7%	0.0%
223.	The College of New Rochelle	6.3%	3.8%	2.5%	0.0%
223.	University of Saint Francis–Fort Wayne	6.3%	1.6%	3.1%	1.6%
234.	New York Institute of Technology–Old Westbury	6.2%	3.1%	3.1%	0.0%
234.	Monmouth University	6.2%	2.8%	3.4%	0.0%
234.	Eastern Kentucky University	6.2%	4.0%	1.5%	0.6%
234.	Cornerstone University	6.2%	6.2%	0.0%	0.0%
234.	Southwestern Oklahoma State University	6.2%	0.8%	1.5%	3.8%
239.	Bridgewater State College	6.1%	4.2%	1.9%	0.0%
240.	University of Northern Iowa	6.0%	3.0%	2.1%	0.9%
240.	Cameron University	6.0%	2.7%	2.0%	1.3%
240.	Citadel Military College of South Carolina	6.0%	4.0%	0.7%	1.3%
240.	Mississippi University for Women	6.0%	3.6%	1.2%	1.2%
240.	Manhattan College	6.0%	2.0%	4.0%	0.0%
245.	University of Central Missouri	5.9%	3.6%	1.1%	1.1%
245.	Abilene Christian University	5.9%	3.5%	2.4%	0.0%
245.	Dominican University	5.9%	2.0%	3.9%	0.0%
245.	University of Washington–Bothell	5.9%	3.9%	0.0%	2.0%
245.	Bloomsburg University of Pennsylvania	5.9%	3.7%	2.2%	0.0%
245.	Winthrop University	5.9%	4.1%	1.8%	0.0%
245.	Washburn University	5.9%	2.9%	1.5%	1.5%
252.	University of Louisiana at Monroe	5.8%	4.7%	1.1%	0.0%
252.	Suffolk University	5.8%	4.0%	1.8%	0.0%
252.	Towson University	5.8%	4.2%	1.4%	0.2%
252.	Henderson State University	5.8%	3.3%	1.7%	0.8%
252.	Mount St Mary's College*	5.8%	0.0%	5.8%	0.0%
257.	D'Youville College	5.7%	4.6%	1.1%	0.0%
257.	Caldwell College	5.7%	2.9%	2.9%	0.0%
257.	Southwest Minnesota State University	5.7%	0.0%	2.9%	2.9%
257.	Stephen F Austin State University	5.7%	2.3%	2.8%	0.6%
257.	Emporia State University	5.7%	1.9%	2.8%	0.9%
262.	University of Texas at Tyler	5.6%	2.5%	1.9%	1.3%
262.	SUNY Institute of Technology at Utica–Rome	5.6%	3.4%	2.2%	0.0%
262.	Niagara University	5.6%	2.4%	1.6%	1.6%
262.	Lamar University	5.6%	3.7%	1.5%	0.4%
262.	Belhaven College	5.6%	5.6%	0.0%	0.0%
267.	Alverno College	5.5%	3.7%	1.8%	0.0%
267.	University of St Thomas*	5.5%	1.1%	4.4%	0.0%
267.	Saint Cloud State University	5.5%	2.5%	2.1%	0.9%
270.	Naval Postgraduate School	5.4%	1.5%	4.0%	0.0%
270.	University of Wisconsin–Superior	5.4%	1.1%	1.1%	3.3%
270.	Purdue University–Calumet	5.4%	2.9%	2.5%	0.0%
270.	University of Mary Washington	5.4%	3.6%	1.8%	0.0%
270.	Le Moyne College	5.4%	2.3%	2.3%	0.8%
270.	North Central College	5.4%	3.2%	2.2%	0.0%
276.	Bradley University	5.3%	3.2%	1.8%	0.4%
276.	College of Notre Dame of Maryland	5.3%	2.7%	2.7%	0.0%
276.	Saint Joseph's University	5.3%	3.6%	1.8%	0.0%
276.	Aquinas College	5.3%	2.1%	3.2%	0.0%
276.	Salisbury University	5.3%	4.5%	0.8%	0.0%
276.	James Madison University	5.3%	3.3%	1.8%	0.2%
276.	Cardinal Stritch University	5.3%	2.6%	1.3%	1.3%

*Historically black college or university (HBCU) Hispanic-serving institution (HSI).

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005					
	Institution Name	% URM	% Black	% Hispanic	% Native American
276.	Carroll College	5.3%	3.5%	1.8%	0.0%
276.	Daemen College	5.3%	5.3%	0.0%	0.0%
276.	Saint Martin's University	5.3%	1.8%	3.5%	0.0%
276.	University of Minnesota–Duluth	5.3%	2.0%	1.3%	2.0%
287.	Valdosta State University	5.2%	5.0%	0.3%	0.0%
287.	University of Detroit Mercy	5.2%	5.2%	0.0%	0.0%
287.	Otterbein College	5.2%	3.7%	1.5%	0.0%
287.	Providence College	5.2%	1.7%	3.5%	0.0%
287.	Sacred Heart University	5.2%	2.6%	2.6%	0.0%
287.	Appalachian State University	5.2%	2.7%	1.7%	0.8%
287.	Villanova University	5.2%	2.4%	2.8%	0.0%
287.	Western Washington University	5.2%	1.3%	2.0%	1.8%
287.	Georgia College & State University	5.2%	4.0%	1.2%	0.0%
296.	Butler University	5.1%	3.7%	1.4%	0.0%
296.	Marist College	5.1%	2.2%	2.2%	0.7%
296.	Tennessee Technological University	5.1%	2.8%	1.7%	0.6%
296.	Piedmont College	5.1%	5.1%	0.0%	0.0%
296.	University of Wisconsin–Eau Claire	5.1%	2.0%	1.4%	1.7%
301.	Bentley College	5.0%	3.5%	1.0%	0.5%
301.	Nicholls State University	5.0%	4.5%	0.5%	0.0%
301.	Fairleigh Dickinson University at Florham Park	5.0%	3.0%	2.0%	0.0%
301.	Oklahoma Christian University	5.0%	3.8%	0.0%	1.3%
301.	Dowling College	5.0%	1.7%	2.5%	0.8%
306.	SUNY at Potsdam	4.9%	1.5%	3.0%	0.5%
306.	Freed–Hardeman University	4.9%	4.9%	0.0%	0.0%
306.	Frostburg State University	4.9%	3.9%	1.0%	0.0%
306.	North Georgia College & State University	4.9%	2.0%	1.0%	2.0%
306.	Western New England College	4.9%	3.5%	1.4%	0.0%
306.	Rider University	4.9%	3.1%	1.8%	0.0%
306.	Eastern Washington University	4.9%	0.8%	3.3%	0.8%
306.	Ithaca College	4.9%	2.4%	1.8%	0.6%
306.	Bryant University	4.9%	2.9%	1.0%	1.0%
315.	Eastern Oregon University	4.8%	0.0%	3.2%	1.6%
315.	Radford University	4.8%	3.5%	1.3%	0.0%
315.	Creighton University	4.8%	2.4%	2.2%	0.2%
315.	Saginaw Valley State University	4.8%	3.5%	1.3%	0.0%
315.	Arizona State University at the Polytechnic Campus	4.8%	2.4%	1.2%	1.2%
315.	Robert Morris University	4.8%	3.4%	1.4%	0.0%
315.	College of Mount St. Joseph	4.8%	3.2%	1.6%	0.0%
315.	Oklahoma City University	4.8%	3.2%	0.8%	0.8%
315.	Walla Walla College	4.8%	3.2%	0.8%	0.8%
324.	The College of Saint Rose	4.7%	3.6%	0.6%	0.6%
324.	Augsburg College	4.7%	2.4%	0.8%	1.6%
324.	Bemidji State University	4.7%	0.7%	0.7%	3.4%
324.	Indiana University–Southeast	4.7%	3.9%	0.8%	0.0%
324.	Walsh University	4.7%	3.1%	1.6%	0.0%
329.	SUNY at Fredonia	4.6%	1.9%	1.4%	1.4%
329.	Delta State University	4.6%	3.8%	0.8%	0.0%
329.	Gardner–Webb University	4.6%	2.3%	2.3%	0.0%
329.	Gannon University	4.6%	2.3%	2.3%	0.0%
329.	The University of Tampa	4.6%	0.6%	4.0%	0.0%
334.	Fairleigh Dickinson University–Metropolitan	4.5%	3.0%	1.5%	0.0%
334.	McNeese State University	4.5%	3.3%	0.4%	0.8%
334.	University of Dallas	4.5%	0.0%	3.4%	1.1%
334.	Rockhurst University	4.5%	3.6%	0.9%	0.0%
334.	University of Mary Hardin–Baylor	4.5%	3.6%	0.9%	0.0%
339.	Western Oregon University	4.4%	0.7%	3.0%	0.7%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005					
	Institution Name	% URM	% Black	% Hispanic	% Native American
339.	Lock Haven University of Pennsylvania	4.4%	2.7%	1.3%	0.4%
339.	American International College	4.4%	2.9%	1.5%	0.0%
339.	Drake University	4.4%	2.5%	2.0%	0.0%
339.	Rhode Island College	4.4%	2.3%	1.7%	0.3%
344.	Iona College	4.3%	3.1%	1.2%	0.0%
344.	University of Central Arkansas	4.3%	3.7%	0.7%	0.0%
344.	Loyola College in Maryland	4.3%	2.6%	1.7%	0.0%
344.	University of Wisconsin–Stout	4.3%	2.4%	1.4%	0.5%
344.	The University of Findlay	4.3%	0.9%	3.4%	0.0%
349.	University of Wisconsin–Oshkosh	4.2%	2.6%	1.3%	0.3%
349.	Point Park University	4.2%	4.2%	0.0%	0.0%
349.	Union University	4.2%	3.5%	0.7%	0.0%
349.	Saint Leo University	4.2%	1.4%	1.4%	1.4%
353.	Minnesota State University–Moorhead	4.1%	2.9%	0.4%	0.8%
353.	Elmhurst College	4.1%	2.1%	2.1%	0.0%
353.	Weber State University	4.1%	1.1%	2.2%	0.8%
353.	La Salle University	4.1%	1.8%	2.4%	0.0%
353.	Converse College	4.1%	1.4%	2.7%	0.0%
353.	SUNY at Geneseo	4.1%	0.9%	3.2%	0.0%
353.	University of South Alabama	4.1%	2.0%	1.4%	0.7%
360.	Mercyhurst College	4.0%	1.3%	2.7%	0.0%
360.	New York Institute of Technology–Manhattan	4.0%	2.0%	2.0%	0.0%
360.	University of Guam	4.0%	1.6%	2.4%	0.0%
360.	Southern Oregon University	4.0%	0.7%	2.7%	0.7%
360.	University of Southern Indiana	4.0%	2.5%	1.0%	0.5%
360.	Baldwin–Wallace College	4.0%	2.0%	2.0%	0.0%
366.	Ferris State University	3.9%	2.4%	0.6%	0.9%
366.	Marymount University	3.9%	2.9%	1.0%	0.0%
366.	Valparaiso University	3.9%	2.9%	0.5%	0.5%
369.	Queens University of Charlotte	3.8%	1.9%	1.9%	0.0%
369.	Southeastern Louisiana University	3.8%	1.9%	1.9%	0.0%
369.	Tarleton State University	3.8%	0.5%	2.4%	0.9%
369.	Park University	3.8%	1.9%	0.0%	1.9%
369.	DeSales University	3.8%	2.5%	1.3%	0.0%
374.	SUNY College at Oneonta	3.7%	2.7%	0.5%	0.5%
374.	Benedictine University	3.7%	3.7%	0.0%	0.0%
374.	Truman State University	3.7%	1.7%	2.0%	0.0%
377.	Carlow University	3.6%	1.8%	1.8%	0.0%
377.	Saint Francis University	3.6%	1.8%	1.8%	0.0%
377.	University of Nebraska–Kearney	3.6%	0.8%	2.0%	0.8%
377.	Keene State College	3.6%	0.7%	2.2%	0.7%
377.	Malone College	3.6%	2.4%	1.2%	0.0%
377.	Minnesota State University–Mankato	3.6%	1.4%	1.9%	0.2%
377.	Embry Riddle Aeronautical University–Daytona Beach	3.6%	2.9%	0.7%	0.0%
377.	Seattle Pacific University	3.6%	2.1%	1.4%	0.0%
385.	Saint John Fisher College	3.5%	2.7%	0.9%	0.0%
385.	Mount St Mary's University	3.5%	1.2%	2.4%	0.0%
385.	Cabrini College	3.5%	1.8%	1.8%	0.0%
385.	University of Evansville	3.5%	2.1%	1.4%	0.0%
385.	Winona State University	3.5%	1.5%	1.5%	0.4%
390.	Louisiana State University–Shreveport	3.4%	3.4%	0.0%	0.0%
390.	University of Arkansas at Monticello	3.4%	3.4%	0.0%	0.0%
390.	William Carey University	3.4%	3.4%	0.0%	0.0%
390.	University of Wisconsin–River Falls	3.4%	1.5%	2.0%	0.0%
390.	New Mexico Institute of Mining and Technology	3.4%	0.0%	3.4%	0.0%
395.	Murray State University	3.3%	2.3%	1.0%	0.0%
395.	Canisius College	3.3%	0.0%	2.8%	0.6%

*Historically black college or university (HBCU) Hispanic-serving institution (HSI).

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005					
	Institution Name	% URM	% Black	% Hispanic	% Native American
395.	Indiana University–Purdue University Fort Wayne	3.3%	2.1%	0.8%	0.4%
395.	Pittsburg State University	3.3%	1.6%	0.8%	0.8%
399.	Spring Hill College	3.2%	1.6%	1.6%	0.0%
399.	Boise State University	3.2%	0.6%	1.7%	0.8%
401.	University of Indianapolis	3.1%	3.1%	0.0%	0.0%
401.	Southeast Missouri State University	3.1%	2.4%	0.3%	0.3%
401.	Norwich University	3.1%	1.0%	2.1%	0.0%
401.	Philadelphia University	3.1%	0.0%	1.6%	1.6%
401.	Longwood University	3.1%	1.9%	1.2%	0.0%
406.	Ashland University	3.0%	2.5%	0.5%	0.0%
406.	College of Mount Saint Vincent*	3.0%	0.0%	3.0%	0.0%
406.	Fairfield University	3.0%	1.5%	1.5%	0.0%
409.	Pacific Lutheran University	2.9%	1.2%	1.8%	0.0%
409.	Alvernia College	2.9%	0.0%	2.9%	0.0%
409.	Drury University	2.9%	1.9%	0.0%	1.0%
412.	Mount Saint Mary College	2.8%	2.8%	0.0%	0.0%
412.	Georgian Court University	2.8%	1.9%	0.9%	0.0%
414.	Bethel University	2.7%	2.0%	0.0%	0.7%
414.	Utica College	2.7%	1.8%	0.0%	0.9%
414.	Francis Marion University	2.7%	2.7%	0.0%	0.0%
417.	Saint Ambrose University	2.6%	0.0%	2.6%	0.0%
417.	Spring Arbor University	2.6%	2.6%	0.0%	0.0%
417.	Fort Hays State University	2.6%	1.0%	1.0%	0.5%
420.	University of Portland	2.5%	0.0%	2.5%	0.0%
420.	Salem State College	2.5%	1.8%	0.7%	0.0%
420.	Mississippi College	2.5%	2.5%	0.0%	0.0%
420.	University of Wisconsin–Stevens Point	2.5%	0.6%	1.5%	0.3%
424.	Bellarmine University	2.4%	1.2%	1.2%	0.0%
424.	Graceland University–Lamoni	2.4%	1.2%	1.2%	0.0%
424.	Lawrence Technological University	2.4%	1.2%	1.2%	0.0%
424.	Northwest Missouri State University	2.4%	1.8%	0.0%	0.6%
428.	West Texas A & M University	2.3%	0.6%	0.6%	1.2%
428.	Whitworth College	2.3%	1.2%	1.2%	0.0%
430.	University of Mobile	2.2%	2.2%	0.0%	0.0%
430.	Edgewood College	2.2%	1.1%	1.1%	0.0%
430.	Southern Utah University	2.2%	0.5%	1.6%	0.0%
430.	Missouri State University	2.2%	0.8%	0.8%	0.5%
430.	University of Southern Maine	2.2%	0.9%	0.9%	0.3%
435.	University of New Haven	2.1%	1.4%	0.7%	0.0%
435.	Framingham State College	2.1%	2.1%	0.0%	0.0%
435.	Campbell University Inc	2.1%	0.0%	0.0%	2.1%
438.	Arkansas Tech University	2.0%	0.5%	1.0%	0.5%
438.	Concordia University–Saint Paul	2.0%	2.0%	0.0%	0.0%
440.	Lipscomb University	1.9%	1.9%	0.0%	0.0%
440.	Wayne State College	1.9%	0.9%	0.9%	0.0%
440.	Western Carolina University	1.9%	0.9%	0.6%	0.3%
440.	Lynchburg College	1.9%	1.9%	0.0%	0.0%
440.	Webster University	1.9%	1.2%	0.6%	0.0%
445.	Viterbo University	1.8%	0.0%	1.8%	0.0%
445.	Thomas More College	1.8%	0.0%	1.8%	0.0%
445.	Marywood University	1.8%	0.9%	0.9%	0.0%
445.	Alfred University	1.8%	1.2%	0.6%	0.0%
445.	Jacksonville University	1.8%	1.8%	0.0%	0.0%
450.	Marian College of Fond du Lac	1.7%	0.0%	0.0%	1.7%
450.	Anderson University	1.7%	1.7%	0.0%	0.0%
450.	Assumption College	1.7%	0.0%	1.7%	0.0%
453.	Charleston Southern University	1.6%	1.6%	0.0%	0.0%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Tenured and Tenure-Track Faculty at Master's Colleges and Universities, 2005					
	Institution Name	% URM	% Black	% Hispanic	% Native American
453.	Concordia University	1.6%	1.6%	0.0%	0.0%
453.	Friends University	1.6%	1.6%	0.0%	0.0%
453.	Saint Bonaventure University	1.6%	0.8%	0.0%	0.8%
453.	Belmont University	1.6%	1.0%	0.5%	0.0%
453.	Wheeling Jesuit University	1.6%	0.0%	0.0%	1.6%
459.	University of Alaska Southeast	1.5%	0.0%	0.0%	1.5%
459.	College of St Catherine	1.5%	0.7%	0.7%	0.0%
459.	Columbia College	1.5%	0.0%	1.5%	0.0%
462.	Lubbock Christian University	1.4%	0.0%	1.4%	0.0%
462.	Newman University	1.4%	1.4%	0.0%	0.0%
462.	Minot State University	1.4%	0.0%	0.7%	0.7%
465.	Muskingum College	1.3%	1.3%	0.0%	0.0%
465.	Northern Michigan University	1.3%	0.8%	0.4%	0.0%
467.	Maryville University of Saint Louis	1.2%	1.2%	0.0%	0.0%
468.	Wagner College	1.1%	0.0%	1.1%	0.0%
468.	Southwest Baptist University	1.1%	1.1%	0.0%	0.0%
470.	Wilkes University	0.9%	0.9%	0.0%	0.0%
470.	University of New England	0.9%	0.9%	0.0%	0.0%
472.	University of Scranton	0.8%	0.4%	0.4%	0.0%
472.	Hardin–Simmons University	0.8%	0.0%	0.8%	0.0%
474.	Plymouth State University	0.7%	0.7%	0.0%	0.0%
475.	College Misericordia	0.0%	0.0%	0.0%	0.0%
475.	Franciscan University of Steubenville	0.0%	0.0%	0.0%	0.0%
475.	Johnson State College	0.0%	0.0%	0.0%	0.0%
475.	King's College	0.0%	0.0%	0.0%	0.0%
475.	Montana State University–Billings	0.0%	0.0%	0.0%	0.0%
475.	Mount Mary College	0.0%	0.0%	0.0%	0.0%
475.	Rivier College	0.0%	0.0%	0.0%	0.0%
475.	Rockford College	0.0%	0.0%	0.0%	0.0%
475.	Saint Joseph's College	0.0%	0.0%	0.0%	0.0%
475.	The College of Saint Scholastica	0.0%	0.0%	0.0%	0.0%
475.	University of Rio Grande	0.0%	0.0%	0.0%	0.0%
475.	Waynesburg College	0.0%	0.0%	0.0%	0.0%
475.	William Woods University	0.0%	0.0%	0.0%	0.0%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); University Leadership Council analysis.

Female Faculty in Top 100 Science and Engineering Departments,[1] 2007

Biology

75th percentile		*28%*
Median		*24%*
25th percentile		*20%*
#1	Medical University of South Carolina	44%
#2	Brandeis University	43%
#3	University of Illinois at Chicago	41%
#4	Drexel University	38%
#4	Georgetown University	38%
#4	SUNY Health Science Center	38%
#7	University of Texas Health Science Center at San Antonio	37%
#8	University of Wisconsin–Madison	35%
#8	Yeshiva University	35%
#10	Oregon Health and Science University	34%

Chemical Engineering

75th percentile		*17%*
Median		*13%*
25th percentile		*6%*
#1	Mississippi State University	33%
#2	North Carolina State University	30%
#2	University of California, Davis	30%
#4	California Institute of Technology	27%
#4	Kansas State University	27%
#4	University of California, Irvine	27%
#4	University of Iowa	27%
#8	New Mexico Institute of Mining and Technology	25%
#8	Stanford University	25%
#8	University of New Mexico	25%

Chemistry

75th percentile		*18%*
Median		*12%*
25th percentile		*9%*
#1	CUNY–Hunter College	33%
#1	Virginia Commonwealth University	33%
#3	University of California, Davis	26%
#3	University of Oregon	26%
#5	Columbia University	25%
#5	Rutgers University	25%
#5	University of Texas M.D. Anderson Cancer Center	25%
#8	University of Kansas	22%
#8	University of Maryland, Baltimore County	22%
#10	Mississippi State University	21%

Civil Engineering

75th percentile		*18%*
Median		*13%*
25th percentile		*8%*
#1	The George Washington University	63%
#2	University of Alabama in Huntsville	40%
#3	University of Dayton	33%
#3	University of New Hampshire	33%
#5	Drexel University	28%
#6	University of California, Irvine	26%
#7	Brown University	25%
#7	Princeton University	25%
#9	University of Pennsylvania	23%
#9	University of Washington	23%

Computer Science

75th percentile		*16%*
Median		*12%*
25th percentile		*8%*
#1	University of Hawaii at Manoa	44%
#2	Stevens Institute of Technology	42%
#3	University of California, Irvine	35%
#4	University of West Florida	33%
#5	The George Washington University	32%
#6	Oregon State University	29%
#7	University of North Carolina at Charlotte	27%
#8	University of Oregon	24%
#9	University of Alabama in Huntsville	23%
#10	Mississippi State University	22%

Earth Sciences

75th percentile		*23%*
Median		*17%*
25th percentile		*12%*
#1	University of Alaska, Fairbanks	40%
#1	University of Nevada, Las Vegas	40%
#3	University of Colorado at Boulder	35%
#4	George Mason University	33%
#4	San Jose State University	33%
#6	University of Maryland, Baltimore County	30%
#6	University of Michigan	30%
#8	University of California, Davis	29%
#8	University of Wyoming	29%
#10	Woods Hole Oceanographic Institute	28%

[1] Department rankings based on National Science Foundation data on research funds expended.

Source: Nelson, Donna J., A National Analysis of Minorities in Science and Engineering Faculties at Research Universities, Norman, OK: Diversity in Science Association, October 2007, http://cheminfo.chem.ou.edu/~djn/diversity/Faculty_Tables_FY07/07Report.pdf.; University Leadership Council analysis.

Economics

75th percentile		*22%*
Median		*16%*
25th percentile		*11%*
#1	Brandeis University	50%
#1	Naval Postgraduate School	50%
#1	University of Massachusetts Boston	50%
#4	University of Maine	47%
#5	University of New Mexico	43%
#6	University of Montana	38%
#7	San Diego State University	35%
#8	Georgia State University	32%
#9	Wayne State University	31%
#10	Mississippi State University	30%

Electrical Engineering

75th percentile		*13%*
Median		*19%*
25th percentile		*6%*
#1	Duke University	22%
#2	University of Washington	21%
#3	SUNY at Stony Brook	20%
#4	Dartmouth College	18%
#4	Florida State University	18%
#4	Rutgers University	18%
#7	Mississippi State University	17%
#8	Michigan Technological University	16%
#8	Oregon State University	16%
#10	University of Arizona	15%

Math and Statistics

75th percentile		*16%*
Median		*12%*
25th percentile		*8%*
#1	Mississippi State University	36%
#1	Texas A&M University–Corpus Christi	36%
#3	Oregon State University	35%
#4	Western Michigan University	31%
#5	San Jose State University	30%
#6	Arizona State University	29%
#7	San Diego State University	26%
#8	US Naval Academy	24%
#8	University of Montana	24%
#10	University of Texas M.D. Anderson Cancer Center	22%

Mechanical Engineering

75th percentile		*13%*
Median		*8%*
25th percentile		*4%*
#1	University of California, Berkeley	38%
#2	University of Colorado at Boulder	23%
#3	Johns Hopkins University	21%
#3	Oregon State University	21%
#5	University of Pittsburgh	20%
#6	Case Western Reserve University	19%
#7	California Institute of Technology	18%
#7	University of Delaware	18%
#9	US Air Force Academy	17%
#9	University of Michigan	17%

Physics

75th percentile		*11%*
Median		*9%*
25th percentile		*7%*
#1	Mississippi State University	33%
#2	Montana State University–Bozeman	19%
#2	North Carolina State University	19%
#4	Stanford University	18%
#5	Idaho State University	17%
#5	University of Arkansas	17%
#5	University of Pennsylvania	17%
#8	Oklahoma State University	16%
#9	Northwestern University	15%
#9	Pennsylvania State University	15%

Political Science

75th percentile		*32%*
Median		*26%*
25th percentile		*20%*
#1	University of New Hampshire	56%
#2	University of Arizona	47%
#3	University of Massachusetts Boston	45%
#4	University of California, Santa Barbara	44%
#5	Georgia Institute of Technology	41%
#5	University of Minnesota	41%
#7	University of Memphis	40%
#8	Pennsylvania State University	38%
#8	University of Connecticut	38%
#8	University of Kansas	38%

Source: Nelson, Donna J., A National Analysis of Minorities in Science and Engineering Faculties at Research Universities, Norman, OK: Diversity in Science Association, October 2007, http://cheminfo.chem.ou.edu/~djn/diversity/Faculty_Tables_FY07/07Report.pdf.; University Leadership Council analysis.

Psychology

75th percentile		*43%*
Median		*37%*
25th percentile		*31%*
#1	University of California, Irvine	71%
#2	Rush University	69%
#3	University of Missouri–Kansas City	67%
#4	DePaul University	61%
#5	University of Texas M.D. Anderson Cancer Center	56%
#6	San Diego State University	55%
#6	Teachers College, Columbia University	55%
#8	CUNY–Hunter College	54%
#9	Georgia State University	51%
#10	San Jose State University	50%

Sociology

75th percentile		*48%*
Median		*39%*
25th percentile		*32%*
#1	University of Pittsburgh	73%
#2	University of Colorado at Boulder	65%
#3	Syracuse University	64%
#4	Clemson University	63%
#4	Washington State University	63%
#6	University of Kansas	61%
#7	University of Central Florida	59%
#8	Brandeis University	58%
#8	Wayne State University	58%
#10	The George Washington University	57%

Source: Nelson, Donna J., A National Analysis of Minorities in Science and Engineering Faculties at Research Universities, Norman, OK: Diversity in Science Association, October 2007, http://cheminfo.chem.ou.edu/~djn/diversity/Faculty_Tables_FY07/07Report.pdf.; University Leadership Council analysis.

URM Faculty in Top 100 Science and Engineering Departments,[1] 2007

Biology

75th percentile		*6%*
Median		*3%*
25th percentile		*2%*
#1	Meharry Medical College	53%
#2	University of Illinois at Chicago	17%
#3	Medical College of Georgia	11%
#3	University of Utah	11%
#5	Johns Hopkins University	10%
#5	University of Missouri–Columbia	10%
#5	University of Nevada, Reno	10%
#5	Virginia Commonwealth University	10%
#9	University of California, Irvine	9%
#9	University of Texas Medical Branch	9%

Chemical Engineering

75th percentile		*9%*
Median		*5%*
25th percentile		*0%*
#1	New Mexico Institute of Mining and Technology	25%
#2	University of Arizona	23%
#3	Lehigh University	20%
#4	Oklahoma State University	18%
#5	University of Virginia	17%
#6	Clemson University	15%
#6	Florida State University	15%
#8	Johns Hopkins University	14%
#8	Rutgers University	14%
#8	University of Alabama in Huntsville	14%

Chemistry

75th percentile		*6%*
Median		*3%*
25th percentile		*0%*
#1	Columbia University	25%
#2	University of Kentucky	19%
#3	CUNY–Hunter College	17%
#3	University of Southern Mississippi	17%
#5	New York University	16%
#6	New Mexico State University	13%
#6	University of Arizona	13%
#8	University of Georgia	11%
#9	Georgia Institute of Technology	10%
#10	University of Massachusetts Amherst	9%

Civil Engineering

75th percentile		*8%*
Median		*4%*
25th percentile		*0%*
#1	Florida State University	36%
#2	New Mexico State University	23%
#3	University of Dayton	22%
#4	Rensselaer Polytechnic Institute	20%
#5	Princeton University	17%
#5	Virginia Polytechnic Institute and State University	17%
#7	Rice University	15%
#7	University of Arizona	15%
#7	University of South Florida	15%
#10	Duke University	14%

Computer Science

75th percentile		*4%*
Median		*0%*
25th percentile		*0%*
#1	Jackson State University	46%
#2	University of Tulsa	38%
#3	Florida Institute of Technology	13%
#3	James Madison University	13%
#3	University of New Mexico	13%
#6	Rutgers University	10%
#6	Syracuse University	10%
#6	University of California, Santa Cruz	10%
#9	Texas A&M University	8%
#10	North Dakota State University	7%

Earth Sciences

75th percentile		*6%*
Median		*0%*
25th percentile		*0%*
#1	University of Puerto Rico–Mayaguez	54%
#2	University of Missouri–Rolla	18%
#3	Oregon State University	16%
#4	University of Georgia	14%
#5	University of South Carolina	12%
#6	Louisiana State University	11%
#7	Purdue University	10%
#7	University of Indiana	10%
#9	University of Colorado at Boulder	9%
#9	University of Kansas	9%

[1] Department rankings based on National Science Foundation data on research funds expended.

Source: Nelson, Donna J., A National Analysis of Minorities in Science and Engineering Faculties at Research Universities, Norman, OK: Diversity in Science Association, October 2007, http://cheminfo.chem.ou.edu/~djn/diversity/Faculty_Tables_FY07/07Report.pdf.; University Leadership Council analysis.

Economics

75th percentile	*9%*
Median	*4%*
25th percentile	*0%*

#1	Georgia Institute of Technology	25%
#2	Texas A&M University	19%
#2	University of Maryland, College Park	19%
#4	University of Illinois at Chicago	15%
#5	Arizona State University	14%
#5	University of Massachusetts Boston	14%
#5	University of New Mexico	14%
#8	New York University	13%
#8	University of Oklahoma	13%
#8	University of Wisconsin–Madison	13%

Electrical Engineering

75th percentile	*5%*
Median	*3%*
25th percentile	*0%*

#1	New Mexico State University	17%
#2	Colorado State University	16%
#3	Washington State University	15%
#4	Johns Hopkins University	11%
#4	University of Delaware	11%
#6	Drexel University	9%
#6	Florida State University	9%
#6	University of Connecticut	9%
#6	University of Michigan	9%
#6	Wichita State University	9%

Math and Statistics

75th percentile	*5%*
Median	*2%*
25th percentile	*0%*

#1	Morgan State University	57%
#2	Jackson State University	56%
#3	Norfolk State University	43%
#4	Texas A&M University–Corpus Christi	36%
#5	San Diego State University	19%
#6	Kansas State University	13%
#6	University of Texas at Austin	13%
#8	University of California, Santa Barbara	12%
#8	University of Memphis	12%
#10	University of Colorado at Boulder	10%

Mechanical Engineering

75th percentile	*6%*
Median	*4%*
25th percentile	*0%*

#1	Florida State University	24%
#2	Old Dominion University	18%
#3	University of Pennsylvania	17%
#4	Mississippi State University	16%
#5	Rice University	13%
#5	University of New Mexico	13%
#7	University of Central Florida	11%
#7	University of North Dakota	11%
#9	Cornell University	10%
#9	University of Texas at Austin	10%

Physics

75th percentile	*4%*
Median	*2%*
25th percentile	*0%*

#1	Fisk University	40%
#2	Louisiana State University	15%
#3	Ohio University	12%
#4	Florida State University	9%
#4	University of Michigan	9%
#4	University of Nevada, Reno	9%
#7	University of California, San Diego	8%
#7	University of Tennessee	8%
#9	CUNY–City College	7%
#9	Vanderbilt University	7%

Political Science

75th percentile	*11%*
Median	*7%*
25th percentile	*2%*

#1	Florida International University	21%
#1	Tufts University	21%
#3	Carnegie Mellon University	20%
#4	University of Central Florida	18%
#5	Columbia University	17%
#5	Iowa State University	17%
#5	University of Illinois at Urbana-Champaign	17%
#8	University of Texas at Austin	16%
#8	University of California, Irvine	16%
#10	University of Illinois at Chicago	15%

Source: Nelson, Donna J., A National Analysis of Minorities in Science and Engineering Faculties at Research Universities, Norman, OK: Diversity in Science Association, October 2007, http://cheminfo.chem.ou.edu/~djn/diversity/Faculty_Tables_FY07/07Report.pdf.; University Leadership Council analysis.

Psychology

75th percentile	*9%*
Median	*6%*
25th percentile	*4%*
#1 Howard University	53%
#2 DePaul University	21%
#3 Virginia Commonwealth University	19%
#4 Arizona State University	18%
#4 CUNY–Hunter College	18%
#6 Georgia State University	17%
#7 CUNY–Herbert Lehman College	14%
#8 SUNY–Stony Brook	13%
#8 University of Michigan	13%
#8 University of Virginia	13%

Sociology

75th percentile	*18%*
Median	*12%*
25th percentile	*8%*
#1 University of New Mexico	100%
#2 Florida International University	36%
#3 Massachusetts Institute of Technology	33%
#3 Wayne State University	33%
#5 Texas A&M University	30%
#6 Southern Illinois University Carbondale	27%
#6 University of Illinois at Chicago	27%
#8 Georgetown University	25%
#8 Virginia Polytechnic Institute and State University	25%
#10 University of Southern California	24%

Source: Nelson, Donna J., A National Analysis of Minorities in Science and Engineering Faculties at Research Universities, Norman, OK: Diversity in Science Association, October 2007, http://cheminfo.chem.ou.edu/~djn/diversity/Faculty_Tables_FY07/07Report.pdf.; University Leadership Council analysis.

Racial/Ethnic Group Representation—U.S. Population, Undergraduates, and Tenured and Tenure-Track Faculty at Four-Year Institutions

Racial/ Ethnic Group	U.S. Population	Undergraduates	Faculty							
			All Fields	Education	Engineering	Humanities	Life Sciences	Physical Sciences[1]	Professional Fields	Social Sciences
Native American	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%
Asian/Pacific Islander	4%	6%	9%	5%	24%	5%	11%	16%	11%	5%
Black	12%	12%	5%	7%	4%	5%	3%	4%	6%	7%
Hispanic	14%	10%	3%	4%	2%	4%	2%	3%	2%	5%
White	67%	68%	81%	81%	68%	85%	82%	77%	79%	82%

[1] Includes mathematics and computer/information sciences.

Source: U.S. Census Bureau, Population Estimates Program, http://www.census.gov/popest/estimates.php (Population by Sex, Race and Hispanic Origin; accessed May 28, 2008); U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), http://nces.ed.gov/ipedspas/ (Peer Analysis System; accessed May 1, 2008); U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF), http://nces.ed.gov/surveys/nsopf (Data Analysis System; accessed May 28, 2008); University Leadership Council analysis.