

Deans Council Subcommittee on
Recruitment and Retention of Ethnic Minority Faculty

Report and Recommendations – April 30, 2008

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The subcommittee was appointed with the following charge from Provost Perrin:

1. “Assess our successes and challenges in recruitment and retention in comparison to our peer institutions.
2. “Review the 10-year promotion and tenure data by ethnicity to include reviews and actions at the department level.
3. “Determine the extent to which ethnic minority faculty feel supported and mentored at UNCG.
4. “Create a set of recommendations to assist the University community with recruitment and retention of ethnic minority faculty.

“This list is intended to help you get started and I would encourage you to address any other issues that you feel relevant to the recruitment and retention of ethnic minority faculty.”

The subcommittee met nine times during the 2007-08 academic year, reviewed materials from a wide range of sources regarding minority faculty recruitment/retention, and sought information from offices at UNCG about efforts already undertaken in this area. Three members listened to an audioconference presentation on “Mentoring Minority Faculty,” and three attended a workshop in Charlotte on “How to Recruit Minority Faculty.” In the Spring semester, the Provost’s Office provided funds to hire a consulting firm (Rankin & Associates) to conduct fact-finding interviews on campus with groups of minority and majority faculty, and to survey minority faculty who have left UNCG in the past 10 years. Sue Rankin’s report from the interviews and the results of the survey* are attached to this document as appendices.

1. Ethnic minority recruitment/retention in comparison with peer institutions.

Table 1 (provided by the Office of Institutional Research) shows the percentages of ethnic minority faculty at UNCG and at our designated peers. Among the 11 institutions reporting these data, UNCG ranks 9th in overall minority representation, 3rd in Black non-Hispanic faculty, 9th (tied) in Native American faculty, 10th in Asian or Pacific Islander faculty, and 6th in Hispanic faculty. Clearly, UNCG should make efforts to increase the representation of minority faculty, although it should be pointed out that none of our peers are doing especially well in most of these categories. The percentage of Black non-Hispanic faculty, for example, ranges from a low of 2.6%

* The results from the survey were unavailable at the time this report was prepared. An addendum will be submitted when they are received and the subcommittee has been able to study them.

to a high of 5.7% (UNCG = 5.3%), and of Hispanic faculty from a low of 1.3% to a high of 6.2% (UNCG = 2.4%).

Despite these generally low numbers, UNCG has been making progress in recruiting and retaining minority faculty over the last decade. Data provided by Human Resource Services show an increase in the percentage of minority tenure-track faculty between 1998 and 2007, particularly at the ranks of Assistant Professor (from 7% to 22%) and Associate Professor (from 7% to 13%). The percentage of Professors has remained more or less constant at about 4% over the same period, but presumably this figure will increase as more faculty achieve tenure and promotion. Increasing the percentage of minority Professors and Associate Professors are both explicit affirmative action plan goals for UNCG.

2. Ten-year promotion and tenure data by ethnicity

The Provost's Office provided data on cases involving tenure and promotion to Associate Professor in the 10-year period 1997/98-2006/07. During this period a total of 190 faculty were eligible for consideration, of which 163 (85.8%) were granted tenure and promotion. Of these, 138 (84.6%) were White, 6 (3.7%) were Black, 14 (8.6%) were Asian or Pacific Islander, and 5 (3.1%) were Hispanic. In the remaining 27 cases (14.2%) tenure and promotion were not granted, either because the application was denied at any level or because the candidate elected not to come forward for consideration. There were 7 cases (all White faculty) in which the candidate elected not to come forward. Of the remaining 20 cases, which involved a denial of tenure, 17 (85%) were White and 3 (15%) were Asian; none were Black or Hispanic. Thus, the percentage of minority faculty among the successful and unsuccessful cases was almost exactly the same (15.4% and 15%, respectively).

These data provide no evidence that minority faculty are awarded tenure and promotion at UNCG less often than their White colleagues. It is harder to know whether there is any disparity between minority and majority faculty in cases of promotion to Professor, because this is not a mandatory decision. The subcommittee did not investigate this question, but we believe that it should be examined in the future.

3. Support and mentoring for ethnic minority faculty at UNCG

Recognizing that the experiences of current and former minority faculty are an important source of information for ways in which we can improve recruitment and retention, we arranged with Dr. Sue Rankin to conduct a series of fact-finding interviews with current faculty and a web survey of former minority faculty in the Spring semester, 2008. Dr. Rankin's reports are attached as Appendix 1 and 2. All full-time minority faculty, and a random sample of majority White faculty, selected by the Office of Institutional Research, were invited by e-mail to participate in the interviews. A total of 149 faculty were invited and 60 participated, as shown in the table below. In most groups, 40-60% of those who were invited participated, with the most under-represented groups being White females (35%), Asian/Pacific Islander males (18%), and Hispanic females (20%). Further details of the composition of the groups and a description of the procedures will be found in Dr. Rankin's report.

| Group | Invited | Participated |
|-------------------------------|---------|--------------|
| White male | 20 | 10 |
| White female | 20 | 7 |
| Black/African-American male | 12 | 7 |
| Black/African-American female | 31 | 16 |
| Asian/Pacific Islander male | 22 | 4 |
| Asian/Pacific Islander female | 19 | 8 |
| Hispanic male | 10 | 5 |
| Hispanic female | 15 | 3 |
| Total | 149 | 60 |

Some of the concerns expressed by faculty in the interviews appear to be independent of ethnicity; for example, frustration with the grants submission process and difficulty finding an appropriate balance between teaching and research in a University seeking to strengthen its research profile and at the same time maintain a commitment to undergraduate education. From the reported comments that seem most directly relevant to faculty ethnicity, we extract the following observations:

- Minorities are under-represented among faculty and administrators and so feel isolated at UNCG.
- Department culture is critical to a minority faculty member's sense of satisfaction and belonging at UNCG and the department head/chair plays a critical role in establishing that culture.
- Minority faculty feel that if their research falls outside the disciplinary mainstream, is published in unfamiliar journals, or addresses the concerns of minority populations, it is often less respected than more traditional research.
- Minority faculty feel that they are treated less respectfully than their White colleagues. (In a follow-up conversation, Dr. Rankin said that these comments referred especially to interactions with students and staff.)
- Minority faculty often feel overwhelmed by committees and other service assignments, which they may be reluctant to refuse because of a sense of obligation to represent minority perspectives.
- Minority faculty feel that, once hired, they are expected to be "just like" their majority colleagues, rather than expressing diverse points of view.
- Minority faculty find White faculty, staff, and students to be insensitive to and uninformed about issues of diversity.

4. Recommendations

Although the subcommittee's charge was limited to ethnic minority faculty, we recognize that this issue is embedded in a set of broader concerns about campus diversity and that the

success of efforts to recruit and retain more ethnic minority faculty will depend to a significant extent on the degree to which UNCG is seen as willing to address seriously issues of diversity across the campus. Accordingly, we make three recommendations that exceed the charge to the subcommittee but that we believe must be considered in order for minority faculty recruitment/retention efforts to succeed:

1. **UNCG should adopt a broad Statement on Diversity** that explains the centrality of diversity to our educational mission. The statement should be a prominent feature of University communications that touch on matters of recruitment and retention of faculty, staff, and students.
2. **UNCG should establish a position at the Executive Staff level with special responsibility for equity and diversity**, reporting to the Chancellor and properly supported with staff, authority, and resources. Many other institutions have created such a position, with the title of Chief Diversity Officer, or Vice-Chancellor, Vice-President, or the equivalent. (See *The Chief Diversity Officer: A Primer for College and University Presidents*, American Council on Education: 2007.)
3. **The UNCG web site should have a prominent diversity section**, including links to diversity initiatives in the various Divisions and academic units, as well as information on the cultural and ethnic diversity of Greensboro and the Triad.
4. **The Chancellor should provide incentive funds for allocation to departments that succeed in recruiting minority faculty to UNCG.** The ways in which those funds could be allocated should be decided in consultation with the Provost and the Deans to ensure that they are used to maximum effect.

Within the Division of Academic Affairs, we recommend the following, specifically to address the recruitment and retention of ethnic minority faculty.

1. **Create a search handbook focusing on strategies for increasing diversity in faculty hiring.** Models are available from other universities (such as Texas A&M) that can provide a template. The handbook would include all relevant university policies and instructions as well as guidance on good practices to follow that increase the probabilities of being able to attract a diverse candidate pool and hire qualified minority candidates. Each unit could supplement the information in the university handbook as desired. The committee assembled a collection of relevant materials that can be made available to Deans or department heads.
2. **Organize annual workshops for heads/chairs and search committee chairs to discuss strategies for more effective recruitment of minority faculty.** Workshops should be organized by unit so that unit-specific issues can be discussed and the expectations of an effective search can be reinforced by the authority of the Dean.
3. **Develop a Faculty Viewbook for use in recruitment that describes our commitment to faculty diversity and the initiatives we are undertaking to increase it.** Emphasize the diversity of our student body and the cultural richness of Greensboro and the Triad in our recruitment. This document can be provided to candidates at late stages of the search process (e.g., during conference or campus interviews) and distributed whenever UNCG representatives are in a situation where they may be talking to potential faculty applicants.

4. **Design a Diversity Fellows Program modeled on that recently initiated by the University Libraries.** The aim of the program would be to bring young scholars to campus for 1-2 years of postdoctoral work, with the aim of recruiting some of them to tenure-track faculty positions. The areas in which Fellows would be recruited would be matched to current or anticipated tenure-track openings. Costs of the program would be shared by the Provost and the academic units. Recruitment would take place at the unit level.
5. **Offer more opportunities for faculty awareness and training in diversity issues related to instruction through UTLC.** For example, faculty could be given advice on handling diversity issues in the classroom, on working as advisors with students from different ethnic backgrounds, and on incorporating more diverse perspectives into their syllabi.
6. **Include diversity as a component of the faculty mentoring program and continue the opportunity for minority faculty to join special mentoring groups, if that proves to be a successful initiative.**
7. **Include diversity as a more salient component of orientation for new faculty, staff, and students.**
8. **Use funds currently allocated to the Race and Gender Institute for initiatives targeted to recruitment and retention of ethnic minority faculty.** These could include workshops for faculty and administrators, honoraria for visiting minority scholars to present talks, outreach to HBCUs, HSI's, and other minority institutions from whom we might recruit faculty, etc.
9. **Include diversity training as part of orientation for new department heads/chairs and university administrators and include contributions to the recruitment and retention of a diverse faculty in their evaluation.**
10. **Encourage departments and programs to invite minority scholars to campus so that faculty and students become aware of the wider range of disciplinary perspectives that can be represented by a more diverse faculty.**
11. **Require each academic unit to establish a mechanism to ensure that issues of diversity receive authoritative and sustained attention.** This could be the establishment of a unit-level diversity officer, the formation of a standing committee, or some other means congenial to the procedures and culture of the unit.

Tables and Appendices

All provided as separate pdf attachments

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| Table 1 | Minority faculty at UNCG and peer institutions (Institutional Research) |
| Table 2 | Affirmative action progress, 1998-2007 (Human Resource Services) |
| Table 3 | Promotion and tenure decisions, 1997-2006 (Provost's Office) |
| Table 4 | Promotion and tenure materials not forwarded, 1997-2006 (Provost's Office) |

Appendix 1 Results of fact-finding interviews (Rankin & Associates)

Appendix 2 Results of survey of former faculty (Rankin & Associates) – *still awaiting this report, April 30, 2008.*