

# **Faculty Diversity Committee**

## **Report to the Community**

**2004 – 2005**

### **Members of the Committee**

**Prajwal Ciryam, Academic Vice President, ASG**

**Lawrence B. Dumas, Provost (Chair)**

**Robert J. Gooding-Williams, Professor of Philosophy**

**Anne Graham, Graduate Student, Speech Pathology**

**Robert A. Harris, Professor of Music**

**Richard I. Morimoto, Dean of the Graduate School**

**Aldon D. Morris, Professor of Sociology**

**Monica D. Olvera, Professor of Materials Science and Engineering**

**Penelope L. Peterson, Dean of the School of Education and Social Policy**

**Joseph L. Schofer, Professor of Civil Engineering**

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**Andrew B. Wachtel, Dean of The Graduate School**

**Mary Ann Weston, Associate Professor of Journalism**

## **Introduction**

In October 2000, Provost Lawrence B. Dumas formed a Faculty Diversity Committee to help him assess Northwestern University's progress in increasing the number of women and members of underrepresented minority groups on the faculty and to suggest initiatives and mechanisms that might support this goal. A year later, the Committee issued a report that observed that, notwithstanding conscientious efforts to pursue affirmative action in hiring and some progress in increasing female faculty representation, "Northwestern can take little satisfaction in its record in recruiting and retaining underrepresented minority faculty." The report analyzed the demographics of the faculty over the past decade or so and provided data that compared the situation at Northwestern with that at a number of peer, private research universities. The report also discussed the challenge posed by the limited availability in many fields of young African-American and Latino scholars and Northwestern's effort to develop that "pipeline" of future faculty. Acknowledging that "the University faces a significant challenge if it is to have a faculty that more closely resembles the increasingly diverse population of the United States," the Committee outlined a number of initiatives which, if pursued, might help Northwestern to achieve its aspiration "to lead peer, private research institutions in the representation of women, African-Americans and Latinos." The report can be found online at: [www.northwestern.edu/provost/committees/diversity/FDC\\_Report\\_2001.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2001.pdf).

In fall 2002, the Faculty Diversity Committee issued a "Report to the Community" describing initiatives undertaken during the 2001-02 academic year pursuant to the recommendations of the Faculty Diversity Committee. That Report also provided updated figures regarding the demographics of the Northwestern University faculty and, importantly, recent data comparing the demographics at Northwestern with that at a group of peer research universities. The 2002 "Report to the Community" can be found online at: [www.northwestern.edu/provost/committees/diversity/FDC\\_Report\\_2002.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2002.pdf).

The 2003 "Report to the Community" provided a further update on activities of the Faculty Diversity Committee as well as the most current available data regarding the representation of various groups on the University's faculty. Among the developments described in that report was the decision of the Faculty Diversity Committee to include among its concerns the representation of Asian-American faculty in academic fields where they are currently underrepresented. The 2003 report also presented information about the representation of Asian-Americans on the Northwestern University faculty in comparison with their representation at a selected group of member institutions of COFHE (The Consortium for the Funding of Higher Education). That report can be found online at: [http://www.northwestern.edu/provost/committees/diversity/FDC\\_Report\\_2003.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2003.pdf)

The 2004 report again provided information regarding the representation of various groups on the Northwestern faculty and described the activities of the Committee during 2003-04, including a major longitudinal study regarding faculty offers made over an eight year period by various academic units to members of underrepresented groups and the success of those units in converting those offers into acceptances. That report can be found online at: [http://www.northwestern.edu/provost/committees/diversity/FDC\\_Report\\_2004.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2004.pdf)

This 2005 report includes the latest available data regarding the representation of women and minorities on the tenured/tenure-track faculty as well as information on activities of the Committee during the past year.

## **Progress in Meeting Goals**

In large part, the success of the Faculty Diversity Committee's efforts – and, as they relate to the work of the Committee, those of deans, department chairs, and search committee members – can be measured by the University's success in increasing the representation of women and underrepresented minorities on the tenured and tenure-track faculty. By this measure, the 2004-05 academic year was largely a disappointing one for the Committee and for the University's effort to continue progress in diversifying its faculty.

In each of its four previous reports, the Committee has presented data regarding the membership on the Northwestern faculty of members of underrepresented groups. The current report provides updated figures. Below are bar graphs presenting figures from snapshots of faculty demographics taken in November of previous years by the Office of Administration and Planning as well as projections from the Office of the Provost regarding the number of women, Hispanics, Asian-Americans, and African-Americans who will be captured in the November 2005 snapshot. The projected 2005 figures reflect net gains, taking into account confirmed hires for the 2005 – 2006 academic year as well as known departures which have occurred or are expected to occur since the beginning of the 2004 – 2005 academic year.

When they join the University, faculty members are asked on their Personnel Data Forms to identify themselves according to gender and race/ethnicity. The annual November snapshot draws upon the self-identification by faculty members. The projections for the coming year are drawn from Affirmative Action forms submitted to the Office of the Provost by hiring units; on those forms the units identify the new faculty member's gender and race/ethnicity. In some cases, faculty members who are perceived to be members of underrepresented groups at the time of hiring choose not to self-identify thus. In fact, some faculty members decline entirely to identify their race/ethnicity. There may, then, occasionally be divergence between the Committee's projections in each year's report and the data captured that November by the Office of Administration and Planning.

As will be discussed below, the projections for the 2005-06 academic year reflect some changes which are clerical rather than substantive. Some African-American and Hispanic faculty members who were not included in previous years are included in the current report, generally because they changed their self-identification in University records during the past year. At the same time, some faculty members who had been included in previous counts are not included in this year's data, generally because we have discovered that those faculty members are not US citizens or permanent residents.

### **Tenured and Tenure-Track Women Faculty, 1987 – 2005**

In addressing the representation of women on the faculty, the Faculty Diversity Committee has concerned itself with two issues: 1) the absolute number of women on the faculty and the percentage they represent of the larger whole and 2) the presence of women in academic units where they are currently under-represented.

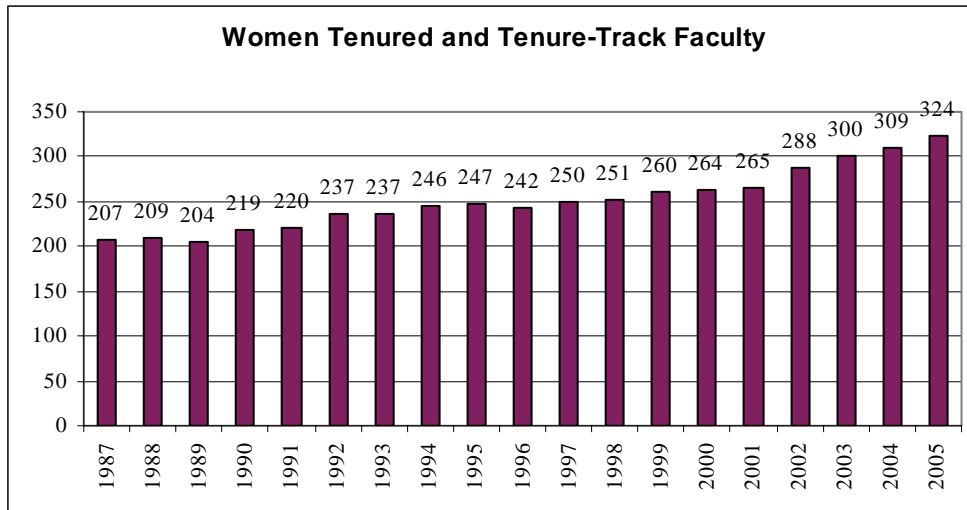
The number of women on the tenured and tenure-track faculty continues to increase steadily. Between the 2004-05 and 2005-06 academic years, 11 tenured and tenure track women left the Northwestern faculty for various reasons (including retirement.) Offsetting those departures is the expected arrival of at least 26 female faculty members, who will hold tenured or tenure track positions. University records show 309 women holding tenured or tenure track positions in fall 2004. With the net increase of 15 women faculty members in fall 2005, a total of 324 women are expected to hold tenured or tenure track positions in fall 2005. Assuming that the projected numbers hold and

that the total number of tenured and tenure-track faculty does not increase substantially between 2004 – 05 and fall 2005, women will constitute 26% of the tenured/tenure-track faculty in fall 2005. Because the total number of tenured and tenure-track faculty has in recent years grown more rapidly than the number of women faculty, the percentage of faculty who are female is not expected to grow between 2004-05 and fall 2005. It is heartening that the number of women in tenured and tenure-track positions has grown without interruption since 2000-01. However – and especially in light of the steady growth in recent years of female faculty as a percentage of all tenured and tenure track faculty – it is disappointing that the percentage of women faculty has stalled at 26%. With the concerted effort of members of the community, we trust that the representation of women on the faculty will grow not only in numbers but also as a percentage of the total continuing faculty body.

While it is pleasing that the number of women on the faculty has risen steadily, the Faculty Diversity Committee is concerned that women remain seriously under-represented in a number of departments in the University (for example, many areas of science and engineering). The challenge of increasing such representation requires both short-term and longer-term strategies. In the short term, departments must aggressively seek out female prospects for positions and persuade outstanding scholars and artists to join Northwestern. On a national level, Northwestern must seek out and participate in initiatives designed to encourage women to pursue doctoral study in fields where they have traditionally been under-represented. In this connection, we are pleased that, under the leadership of Professor Katherine Faber, Northwestern has sought multi-year grant support from the National Science Foundation to participate in the NSF ADVANCE program. ADVANCE is designed to increase the participation and advancement of women in academic science and engineering careers through comprehensive and creative strategies aimed at institutional transformation.

Given the rising number of women faculty and special challenges they face in forging an academic career, groups formed by the central administration have addressed themselves to the climate for women faculty members at Northwestern. The Committee on Women in the Academic Community (COWAC) undertook to update the 1994 and 2001 data on the status and progress of women in the University. The Committee also surveyed all faculty and staff about their attitudes toward various matters relating to work and life at Northwestern. The results of the data analysis and survey are contained in the Committee's 2003/04 report, available on the Web page of the Office of the Provost, at: <http://www.northwestern.edu/provost/committees/cowac/index.html>.

Subsequent to the submission of the report, the Provost convened a group of faculty and deans to provide advice on issues of concern to faculty. This resulted in the establishment of a Faculty Family Leave Committee (January 2005), to assess the University's family leave policies for faculty. This committee's report was submitted to the Provost in July 2005 and is currently under review.



*\*In this and the following graphs, figures for 2005 are projections that reflect the Office of the Provost's best efforts to account for expected faculty departures as well as new hires.*

Tenured and Tenure-Track African-American Faculty, 1987 – 2005

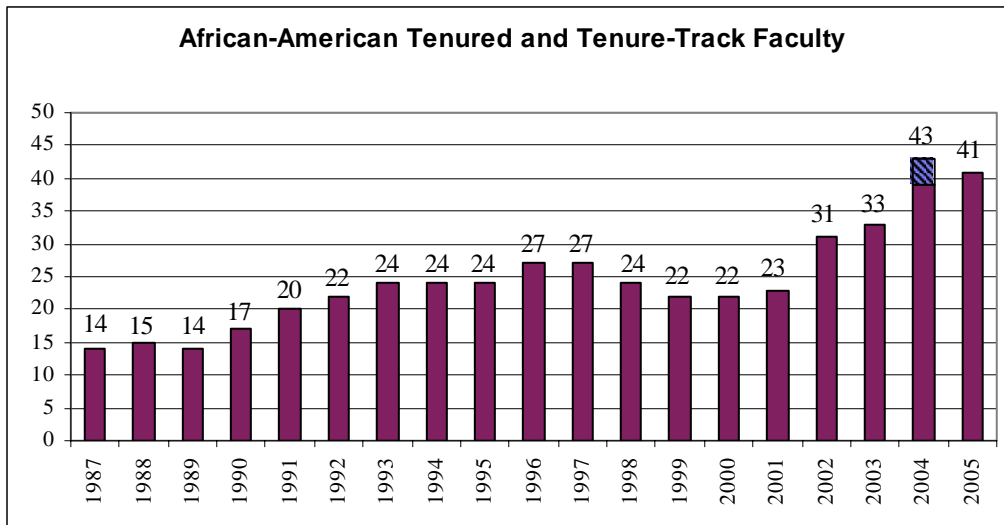
The number of tenured and tenure-track African-Americans on the faculty in fall 2005 is projected to be two fewer than during the 2004-05 academic year.

The table published in the 2004 report of the Faculty Diversity Committee projected that 39 African-Americans would be on the faculty last fall. As the table below shows, that figure has been revised upward to 43. Five persons who were mistakenly omitted in earlier counts have been added. These five revised their self-identification in University records or gained permanent residence in the United States during the past year. Additionally, the revision accounts for the removal from that cohort of one African-American faculty member who had originally been included but was discovered to be neither a US citizen nor a permanent resident. Following established practice, (s)he should not have been counted. Thus, the revised 2004 figures reflect a net gain of four persons (the five added minus the one removed.) The 2004 base has thus been revised from 39 to 43; and that base provides the basis for understanding progress – or lack thereof – in adding African-Americans to the faculty during the past academic year.

As the table below shows, rather than making progress the University lost ground in the representation of African-Americans during the past academic year. Three African-American colleagues retired or resigned, while only one accepted an offer to join the Northwestern faculty this fall. Clearly, the 2004-05 academic year was not a good one in the University's effort to increase African-American representation on the faculty.

Given the upward revision of the figures reported in 2004, it is clear that the success of hiring in earlier years was even greater than has been reported by the Committee. In that context, the 2004-05 results are even more disappointing. We can take no satisfaction in the work of a year in which three times as many African-American faculty members resigned or retired from the faculty than were hired. The successes of previous years demonstrates that, by virtue of the combined efforts of the Committee, faculty members and administrators, significant progress can be made in the hiring of African-American scholars and artists. The results during 2004-05 are, quite simply, unacceptable. Those results cannot be allowed to form a precedent for future years, in which more African-Americans leave the University than are added. We must engage this challenge with imagination

and energy and a commitment to regain the momentum which marked previous years. What is more, we must see results!



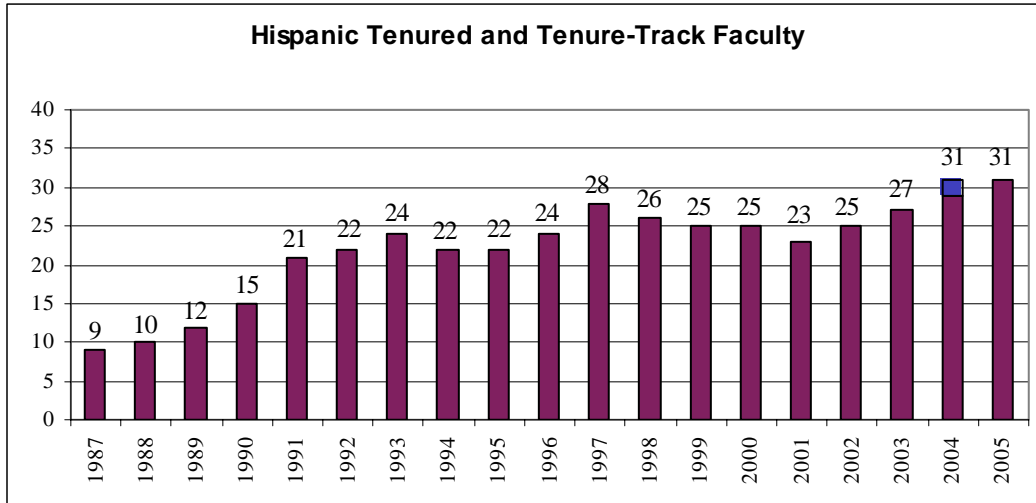
*\*These figures do not include faculty members of African heritage who are not United States citizens. Please see text above for explanation of revision of 2004 figures. 2005 figures are projections.*

Tenured and Tenure-Track Hispanic Faculty, 1987 – 2005

As with African-Americans, the figures reported in the 2004 report for Hispanic representation on the tenured/tenure track faculty have been revised for this report. A net increase of two Hispanic faculty members is reflected in the revised 2004 figures. This revision includes the addition of one Hispanic faculty member who arrived in 2002 but whose self-identification had not been recorded properly in University records. Three other faculty members revised their self-identification during the past year to reflect Hispanic ethnicity. At the same time, two faculty members who had previously been recorded as Hispanic have been removed from our counts because they are not US citizens or permanent residents. The 2004 figures have thus been revised to show 33 tenured or tenure track Hispanic faculty members last fall – or a net gain of two over the figure reported in the Committee’s 2004 report.

Regrettably, the 2005 figure remains at 33. Throughout the University, a single Hispanic was hired for a tenured or tenure-track position beginning fall, 2005; and that new colleague simply replaces an Hispanic who retired.

Progress in increasing the representation of Hispanics on the faculty will not be achieved by merely replacing those faculty members who depart. As with the hiring of African-Americans during the past year, the hiring of Hispanics has been unsatisfactory. The modest but welcome progress of previous years has apparently stalled, and it must be restarted. The University must do better; and the Faculty Diversity Committee is committed to assisting in this effort.

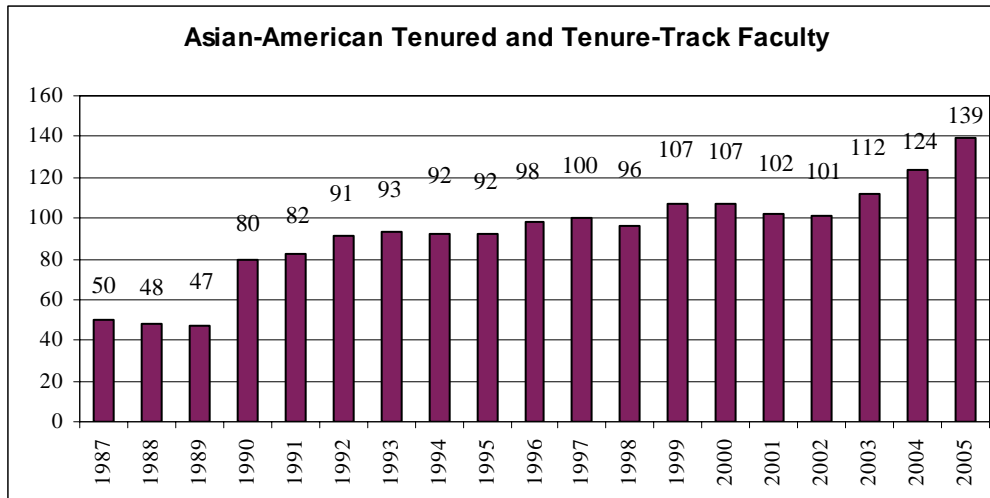


*\*These figures do not include Hispanic faculty members who are not United States citizens. Please see text above for explanation of revision of 2004 figures. 2005 figures are projections.*

*Tenured and Tenure-Track Asian-American Faculty, 1987 – 2005*

The number of Asian-Americans on Northwestern’s faculty continues to increase steadily. In fall 2004, the 124 tenured and tenure-track Asian-American faculty constituted more than 10% of Northwestern’s professoriate. During the 2004-05 academic year, 19 Asian-Americans joined the University’s tenured and tenure-track faculty or are expected to join this fall, while it is anticipated that four will leave Northwestern during that time. Should these projections hold firm, Asian-Americans will comprise just over 11% of Northwestern’s tenured and tenure-track professoriate in fall 2005.

These figures are, of course, encouraging. But, as the Committee pointed out in previous reports, Asian-American faculty members are well represented at Northwestern in various fields in science and engineering; they are less well represented in many areas of the arts, humanities, and social sciences. Among the 19 Asian-Americans joining the faculty this fall, eight are in the social sciences (including the faculty of the Kellogg School of Management.) None of the nineteen is in the arts or humanities. While the Committee takes satisfaction in the growth in the representation of Asian-Americans in the faculty overall, it remains mindful of the continuing challenge of increasing that representation in academic areas where the need is especially great.



\*These figures do not include Asian-American faculty members who are not United States citizens. 2005 figures are projections.

#### Tenured and Tenure-Track Native American Faculty

During the 2004-05 academic year, the Faculty Diversity Committee concluded that it was appropriate to include Native Americans among the groups under-represented on the Northwestern University faculty, to track the numbers of Native Americans on the tenured and tenure track faculty, and to urge that attention be paid to Native Americans in Committee efforts to increase faculty diversity. As with other racial/ethnic groups, in assessing the representation of Native Americans we rely on the self-identification of faculty members on the Personal Data Forms they submit when they begin their employment at the University. (Employees need not respond to this item; racial/ethnic self-identification is voluntary.) Currently, only one tenured or tenure track faculty member identified him/herself as Native American

The challenge of increasing Native American representation on the faculty is considerable. According to the government's *2003 Survey of Earned Doctorates*, only 133 American Indians (including Alaskan Natives) earned doctorates. This figure represents one-half of one percent of all doctoral recipients that year. Significantly, nearly half of those 133 doctoral recipients were concentrated in two fields: education and psychology.

The Committee recognizes the propriety of including Native Americans among those groups whose representation on the faculty they hope to increase. It recognizes, however, that achieving significant progress in this area will be difficult.

#### Consideration of Request from Life Science Faculty:

Recognizing that institutions of higher education may face different challenges in achieving diversity in their graduate student bodies, the National Institutes of Health permitted individual institutions to define the racial and ethnic groups which were under-represented in the life sciences on their campuses. (For example, an institution in the Southwest might have generous representation of Hispanics but limited representation of African-Americans, while an institution in upper New England

may have very limited representation of Hispanics.) Because the NIH requires grantees to address issues of diversity, the definition can have important consequences for PIs. In response to this opportunity, a group of Northwestern faculty members in the biological sciences proposed the following definition:

*In the graduate programs in the Biological Sciences at Northwestern, underrepresented graduate students are defined as students who are American citizens and who come from the following populations:*

- 1) African-American
- 2) Hispanic-American – deriving from any Spanish-speaking country or US territory -- except Spain
- 3) Native American
- 4) Pacific Islander or Asian-American -- with the exception of Chinese, Japanese, and Korean-American

The proposed definition was reviewed by the staff of The Graduate School and then by the Faculty Diversity Committee. The Committee concluded that the definition fairly described under-represented groups in the biological sciences and recommended approval of the statement.

### **Distribution of Best Practices Document**

During the 2003-04 academic year, the Committee prepared a document designed to assist schools and departments in their hiring: "Recruiting and Retaining Minority and Female Faculty: Some Suggested Best Practices." This document was sent to all unit heads in spring 2004, and during the past academic year it was sent by the Provost to members of search committees. The Provost's cover memo stated, in part: "Service on a search committee is one of the most important services a faculty member can render the University. The work is arduous and time consuming. At the same time, it is critical to our accomplishing our goal of ensuring the strength of the faculty, and thus the University, for decades to come.... As I trust you are aware, President Bienen and I are strongly committed to working with deans and faculty members in our shared ambition to increase the number of women and underrepresented minorities on our faculty.... President Bienen and I understand that the achievement of our ambitions for faculty diversity requires the collaborative effort of administrators and faculty search committees in identifying and recruiting to Northwestern members of groups currently underrepresented. I very much hope that, as you go about your search, you will take every necessary step to ensure that women and underrepresented minorities are fully and fairly considered for the position." The document can be found at:

[http://www.northwestern.edu/provost/faculty/best\\_practices.pdf](http://www.northwestern.edu/provost/faculty/best_practices.pdf)

### **Fund for Faculty Diversity**

In its initial report, the Faculty Diversity Committee reported the University's decision to make available \$1,000,000 to support initiatives that attempt to increase the numbers of minorities and women on the Northwestern tenure and tenure-track faculty in disciplines where they are currently significantly underrepresented. The Committee invited administrators and faculty members to propose appropriate uses for these resources. Since that invitation was issued, a number of proposals have been received and funded.

Five new proposals were received during the past academic year. The proposals came from four schools (Education and Social Policy, The Graduate School, McCormick, and Weinberg.) Support from the Fund for Faculty Diversity was approved for four of those projects; a decision on the fifth is

pending. In addition to these new commitments, continuing support was provided for multi-year initiatives approved in previous years (and described in previous Committee reports.) In all cases of new projects, funding from the Fund for Faculty Diversity supplemented monies provided by the school and/or department.

- Support for initiatives to increase the representation of students from under-represented groups among doctoral students in the social sciences and humanities.
- Assistance in assembling a recruitment package for new, minority faculty member.
- Assistance in assembling a retention package for a continuing, minority faculty member.
- Support for initiatives to encourage participation of women in disciplines in which they are currently severely under-represented.
- Support for initiatives to encourage graduate students from under-represented minority groups to pursue academic careers.

When the Fund was established, it was understood that the \$1,000,000 would be called upon over a number of years. In some cases, commitments which have been made from the Fund are not called upon – for example, when money is committed for bridge funding for a prospective new faculty member, but the faculty member elects not to come to Northwestern. The Committee continues to invite proposals for projects that hold promise in helping the university meet its goal of diversifying the faculty

Funding from the Faculty Diversity Fund is generally provided on co-venture basis. That is, departments and/or schools invest in an initiative along with the Fund. Proposals are received throughout the year and should be sent to the Provost <[nu-provost@northwestern.edu](mailto:nu-provost@northwestern.edu)>.

### **Meeting with New Members of the Faculty**

During the fall quarter, members of the Faculty Diversity Committee hosted a lunch to welcome all new female and/or African-American/Hispanic/Asian-American tenured and tenure-track faculty. Including members of the Committee, some fifty attended. The Provost presented a brief overview of the work of the Committee and, more generally, of Northwestern's efforts further to diversity its faculty. Discussion at the luncheon centered around the ways in which the University might enhance its success in attracting under-represented minorities to tenured and tenure-track positions at the University. The new faculty members expressed special interest in issues relating to child care and mentoring, and these two topics were discussed at some length. During the luncheon, one of the new faculty members expressed pleasure at the opportunity to meet with new colleagues. The Provost immediately agreed to provide financial support for requests to hold informal luncheon meetings for interested members of the group. A member of the group took the initiative to organize the first such event and several events followed. During the course of the year, attendees formed collegial relations and discussed various matters of interest. One participant commented that "the relaxed nature of these meetings has given under-represented members of the faculty opportunities to discuss issues that are difficult, if not impossible, to raise in the more standard settings in the University."

## **Exit Interviews**

Once again this year, members of the Faculty Diversity Committee conducted exit interviews with female and/or minority tenured and tenure-track faculty who were leaving Northwestern – in some instances, as a result of retirement. The exit interviews are conducted pursuant to the recommendation in the initial Committee report that efforts be made to “track the reasons for losing women and minority faculty through confidential exit interviews to identify ways to improve our retention rate.”

This year, four such interviews were conducted – three with white females and one with an African-American male. A few persons did not respond to requests for interviews or declined to participate. Because the interview process began in April, persons who announced their departures after mid-April were not approached.

As has been the case in previous years, no clear patterns regarding the reasons for departure from Northwestern were identified. What is more, such issues as were raised do not appear to be specific to female or minority faculty. In fact, all respondents said explicitly that their departures from Northwestern were in no way related to issues bearing on gender or race.

In one case, a retiring faculty member said that her retirement was prompted by the sense that “the time seemed right.” Nonetheless, this faculty member expressed concern about the roles women are invited to play in her school (e.g., the school administration’s willingness to share important information with women faculty). She suggested that on-campus child care and the presence of more women in leadership positions in the University would contribute to the creation of a welcoming environment for women faculty. Another white female suggested that the mentoring she received was less than she would have liked; but she did not suggest that this situation was gender-based. This same faculty member also expressed concern regarding the extent to which faculty are made aware of opportunities to stop the tenure clock in recognition of childrearing responsibilities. Another white female reflected positively on her years at Northwestern but pointed to instances where she felt that her male colleagues were somewhat patronizing to her. The African-American male reflected appreciatively on his career at Northwestern. Nonetheless, he regretted that Northwestern’s early success in recruiting African-American students and faculty members was diminished as other (often wealthier) institutions began competing vigorously for those students and faculty members.

## **“Pipeline” Issues and Graduate School Initiatives**

From the outset of its work, the Faculty Diversity Committee has recognized that the University is challenged in its efforts to diversify its faculty by the limited – often severely limited – availability of female and/or minority scholars in various academic fields. Following this report, the Committee presents a page from a recent edition of the U.S. Government’s annual “Survey of Earned Doctorates.” The table on that page presents data, broken down by race/ethnicity and broad academic field, on the number of doctorates earned at five year intervals between 1980 and 2000. The data show a steady increase in the numbers of doctorates awarded to members of groups traditionally under-represented in the professoriate. The data also show that the relevant numbers still remain woefully low. Presumably, some of those doctoral recipients will work in industry rather than academe. The remainder, who elect to pursue academic careers, are sought by most of America’s 4000 two and four-year colleges and universities, which share our commitment to faculty diversity. Unless concerted efforts are undertaken to increase the supply of new minority scholars, this national challenge will not be met. In order significantly to enhance faculty diversity in the long term, institutions like Northwestern must do their part to increase the number of underrepresented

minorities pursuing academic careers. Thus, the Faculty Diversity Committee has included among its priorities efforts to increase enrollment by members of such groups in Northwestern graduate programs.

During the 2004-05 academic year, Northwestern has through The Graduate School continued its efforts to increase the availability of African-American and Hispanic scholars. As the committee has noted in past reports, minority applications at Northwestern declined steadily beginning in 1995, reflecting a nationwide trend. Vigorous efforts by The Graduate School, schools and departments helped reverse this development. Applications from minority students have grown steadily in recent years: During the 2000-1 academic year, 267 minority students applied for admission to graduate programs at Northwestern. During the past academic year, 391 such applications were received. Of those 391 applicants, 96 were admitted. Forty-five of those 96 are expected to enroll at Northwestern in fall 2005. Of those 45 prospective enrollees, 25 are African Americans; 11 are Mexican Americans; 5 are Puerto Ricans; and 4 are Native Americans.

The 45 minority enrollees for fall 2005 represents a significant decrease from the 55 in fall 2004 and the similarly robust numbers during several years in the early 1990s. Given that the 96 admissions represents precisely the number of student admitted in each of the two previous years, the decrease in expected enrollments from fall 2004 to fall 2005 clearly results from a decline in the yield of admitted students electing to enroll in our graduate programs. The Graduate School is examining its recruitment data and processes as well as surveying admitted but not enrolling minority students to understand the dynamics behind the reduced yield. The Graduate School believes that new initiatives (described below) will lead to an increased number of minority enrollees and graduates in coming years.

The enrollment of minority graduate students will not alone help to increase the supply of faculty from underrepresented groups; those students must of course complete their graduate study. Including figures from 2004-05, Northwestern's retention of minority students stands at 69%, above the 50% typically reported for U.S. doctoral students. During the 2004 – 05 academic year, 13 minority students received doctoral degrees through The Graduate School.

During the past year, The Graduate School has been engaged in a number of initiatives specifically designed to increase the pipeline of future minority faculty. Those initiatives included the coordination, for a third year, of Distinguished Minority Engineering Scholars Lecture Series which brings to Northwestern minority scholars from nationally recognized engineering programs to present their research and meet with the minority graduate students. These scholars share with the students the academic paths they took to achieve their professional success. The program has been well attended by the minority graduate students, who also are actively involved in the selection, recruitment, and hosting of the minority scholars. Staff of The Graduate School meet regularly with the minority graduate students (Meeting of the Minds) and faculty-driven recruitment committees, such as SECMA (Science and Engineering Committee for Multicultural Affairs), to encourage minority enrollment in these fields. The Graduate School has also helped coordinate recruitment receptions for minority applicants in engineering, and it expects to expand this effort to the life sciences and physical sciences. Such efforts appear to contribute to increasing the yield of minority students admitted to the University.

Perhaps most significantly, Northwestern in fall 2004 received a grant from the National Science Foundation Alliance for Graduate Education in the Professoriate (AGEP). The initiatives made possible by the grant seek to triple the number of underrepresented Northwestern doctoral recipients in science, technology, engineering, and math (STEM) over the next ten years. An assistant director of minority recruitment and retention for the STEM disciplines has been hired under the grant and has

sought to increase awareness of Northwestern programs among prospective STEM minority students and to provide services to those already on campus. Renewed recruiting efforts have been aimed at regional and national conferences, along with forming close partnerships with predominantly minority-serving undergraduate institutions and faculty and departments at Northwestern. In addition, recruitment efforts are being targeted toward high quality, Midwestern liberal arts colleges which comprise the Associated Colleges of the Midwest. Retention initiatives focus on the designation of AGEF Professors (faculty members committed to graduating minority PhDs over the next ten years) and AGEF Scholars (students committed to mentoring young minority STEM PhD students). While AGEF Professors provide mentoring and career guidance to minority students at Northwestern, AGEF Scholars assist new graduate students as they begin their graduate studies. Thus far, 24 professors and 12 advanced graduate students have signed on to participate in the AGEF program. The goal for the 2005 -2006 academic year is to increase the number of faculty members participating in the AGEF/STEM program to 40. In addition, as part of the AHEP program, new material on minority issues at the college level are being created for the Preparing Future Faculty (PFF) professional development program.

## **Conclusion**

The primary measure of the success of the Faculty Diversity Committee is the increased representation on the Northwestern University faculty of women and underrepresented minorities. According to this measure, the past year has been disappointing on nearly all fronts. The University lost more African-American tenured and tenure-track faculty members than it gained during 2004-05; and Hispanic numbers remained steady. In addition, while the number of tenured and tenure-track women on the faculty continues to grow, the representation of women on the faculty has not grown at the same pace as the growth of the faculty as a whole. Finally, only modest progress has been made in increasing the number of Asian-Americans in those fields (especially the arts and humanities and some of the social sciences) where they are currently under-represented.

As the table at the back of this report demonstrates, the challenges associated with achieving the University's goal to achieve a diverse faculty are not trivial; and it is important to express appreciation for the efforts of many persons – faculty and administrators alike – who have worked hard to make such progress has been made since the Committee began its work. The experience of recent years demonstrates that progress can be made in this area, and the Committee takes some comfort from that knowledge. But the Faculty Diversity Committee views with some alarm the uninspiring results from the 2004-05 recruiting and hiring – and especially so the results relating to African-Americans and Hispanics. It may well be that the 2004-05 results are anomalous and that renewed efforts yielding positive results will be seen during 2005-06. Clearly, much work remains to be achieved in this area before the University can feel satisfied that it has done all it can or should do to ensure that the diversity of Northwestern's faculty matches its excellence.

As the Committee has made clear throughout its work, deans, department chairs, and other administrators can help create an environment in which diversity is seen to be a high priority in searches and hiring. They can also provide resources and other forms of assistance to foster this effort. In the end, however, the success of our effort to increase the diversity of Northwestern's faculty depends heavily on the commitment of the scores of faculty colleagues who each year serve on search committees. The University's clear commitment to diversifying the faculty will be unfulfilled unless search committees work diligently to identify promising female and minority prospects for positions at Northwestern, and unless the committee members and their departmental colleagues effectively recruit those prospects. The members of the Faculty Diversity Committee stand ready to assist in any ways they can.

Table 8. Number of U.S. citizen doctorate recipients, by race/ethnicity within broad field for selected years, 1980-2000

Fields	Race/Ethnicity	1980	1985	1990	1995	2000
All Fields	Group Total	25,225	23,377	24,905	27,740	27,888
	Known Race/Ethnicity	23,977	22,855	24,531	27,433	27,300
	Asian <sup>b</sup>	458	517	641	1,141	1,407
	Black	1,031	912	901	1,307	1,656
	Hispanic	417	661	721	912	1,157
	American Indian <sup>c</sup>	75	96	97	148	169
	White	21,996	20,779	22,171	23,925	22,911
Physical Sciences <sup>a</sup>	Group Total	3,072	3,051	3,408	3,653	3,260
	Known Race/Ethnicity	2,847	2,949	3,326	3,595	3,183
	Asian <sup>b</sup>	75	100	111	223	200
	Black	25	30	27	52	86
	Hispanic	27	42	85	86	113
	American Indian <sup>c</sup>	5	4	5	9	17
	White	2,715	2,773	3,098	3,225	2,767
Engineering	Group Total	1,255	1,279	1,957	2,386	2,206
	Known Race/Ethnicity	1,173	1,224	1,918	2,337	2,153
	Asian <sup>b</sup>	73	90	157	255	247
	Black	11	19	28	54	76
	Hispanic	18	16	39	60	68
	American Indian <sup>c</sup>	3	1	4	9	8
	White	1,068	1,098	1,690	1,959	1,754
Life Sciences	Group Total	4,416	4,467	4,809	5,001	5,508
	Known Race/Ethnicity	4,169	4,378	4,543	4,947	5,393
	Asian <sup>b</sup>	102	129	154	264	402
	Black	65	70	74	158	194
	Hispanic	36	75	104	143	208
	American Indian <sup>c</sup>	7	19	9	27	26
	White	3,959	4,085	4,202	4,355	4,563
Social Sciences	Group Total	4,993	4,580	4,655	5,052	5,437
	Known Race/Ethnicity	4,770	4,475	4,595	5,008	5,309
	Asian <sup>b</sup>	79	62	86	168	219
	Black	180	174	182	242	346
	Hispanic	95	121	171	209	260
	American Indian <sup>c</sup>	13	18	24	31	40
	White	4,403	4,100	4,132	4,358	4,444
Humanities	Group Total	3,396	2,860	3,093	3,981	4,421
	Known Race/Ethnicity	3,240	2,796	3,047	3,926	4,319
	Asian <sup>b</sup>	40	44	35	92	141
	Black	96	67	72	106	160
	Hispanic	80	97	112	131	187
	American Indian <sup>c</sup>	3	8	8	19	21
	White	3,021	2,580	2,820	3,578	3,810
Education	Group Total	6,749	5,778	5,634	5,777	5,532
	Known Race/Ethnicity	6,496	5,703	5,581	5,744	5,441
	Asian <sup>b</sup>	65	69	67	84	127
	Black	591	477	456	583	680
	Hispanic	145	181	179	235	271
	American Indian <sup>c</sup>	43	40	37	41	51
	White	5,652	4,936	4,842	4,801	4,312
Professional/Other	Group Total	1,344	1,362	1,538	1,890	1,524
	Known Race/Ethnicity	1,282	1,340	1,521	1,876	1,502
	Asian <sup>b</sup>	24	23	31	55	71
	Black	63	75	62	112	114
	Hispanic	16	29	31	48	50
	American Indian <sup>c</sup>	1	6	10	12	6
	White	1,178	1,207	1,387	1,649	1,261

<sup>a</sup> Includes mathematics and computer sciences.<sup>b</sup> Includes Pacific Islander.<sup>c</sup> Includes Alaskan Native.

Source: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates