

# **Faculty Diversity Committee**

## **Report to the Community**

**2002 – 2003**

### **Members of the Committee:**

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

**Versonya DuPont, Graduate Student, Learning Sciences**

**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**

**David E. Van Zandt, Dean of the School of Law**

**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).

This 2003 "Report to the Community" provides 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 this report is 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 two previous reports contained valuable comparative data drawn from surveys undertaken by The Consortium for the Funding of Higher Education (COFHE). In this report's discussion regarding Asian-American faculty, COFHE data from fall 2001 are included. Unfortunately, however, COFHE has not undertaken a survey on this matter since the one conducted in 2001. This report therefore does not contain updated data comparing the representation of female, Hispanic, and African-American faculty at Northwestern with their representation at peer research universities. Readers are reminded that the 2001 comparative data for these groups are available in the 2002 "Report to the Community."

## Progress in Meeting Goals

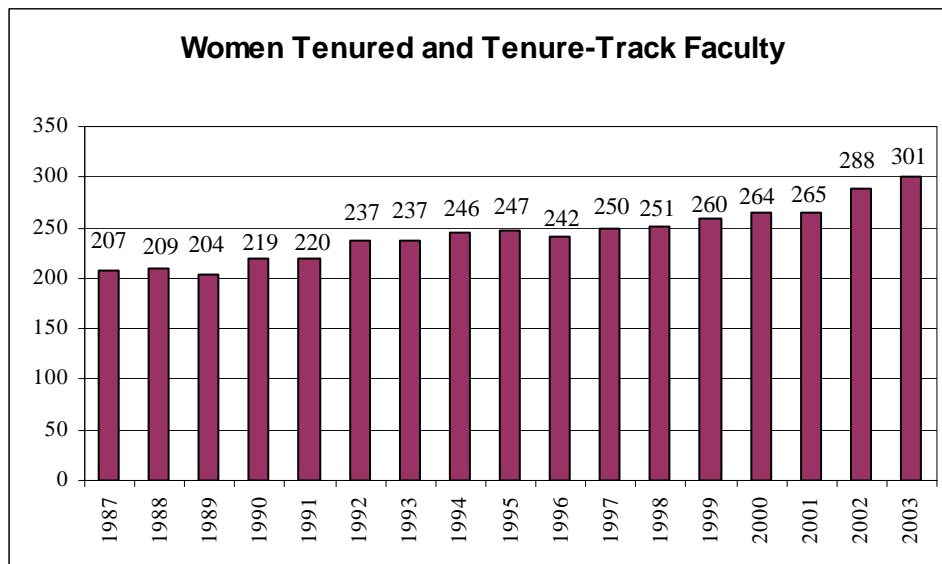
The surest measure of the success of the work of the Faculty Diversity Committee – and of the efforts of deans, department chairs, and search committee members – is the University’s success in increasing the representation of women and underrepresented minorities on the tenured and tenure-track faculty. The data contained in the 2000 – 2001 report and the 2001 – 2002 update were gathered from snapshots of faculty demographics taken in November of each academic year.

Following are bar graphs presenting figures from a corresponding snapshot taken in November 2002 as well as projections from the Office of the Provost on the number of women, Hispanics and African-Americans who will be captured in the November 2003 snapshot. The projected 2003 figures reflect net gains, taking into account confirmed hires for the 2003 – 2004 academic year as well as known departures that have occurred since the start of the 2002 – 2003 academic year.

The data presented below include only tenure-track faculty; lecturers, senior lecturers, College lecturers, visiting, adjunct, and clinical faculty are not included. The Committee recognizes that non-tenure-track faculty make valuable contributions to the life of the University *and* that African-Americans, Asian-Americans, Hispanics, and women are, to varying degrees, underrepresented members of Northwestern’s non-tenure-track faculty. The underrepresented minority groups on which the Committee focuses are represented in roughly the same proportion on Northwestern’s non-tenure-track faculty as they are on its tenured and tenure-track faculty.

### Tenured and Tenure-Track Women Faculty, 1988 – 2003

The number of women on the tenured and tenure-track faculty continues to increase steadily, growing from 288 in fall 2002 to 301 in fall 2003. Assuming that the projected numbers hold and that the total number of tenured and tenure-track faculty does not increase substantially between 2002 – 03 and 2003 – 04, women will constitute an all-time high 24.7% of the tenured/tenure-track faculty in fall 2003.

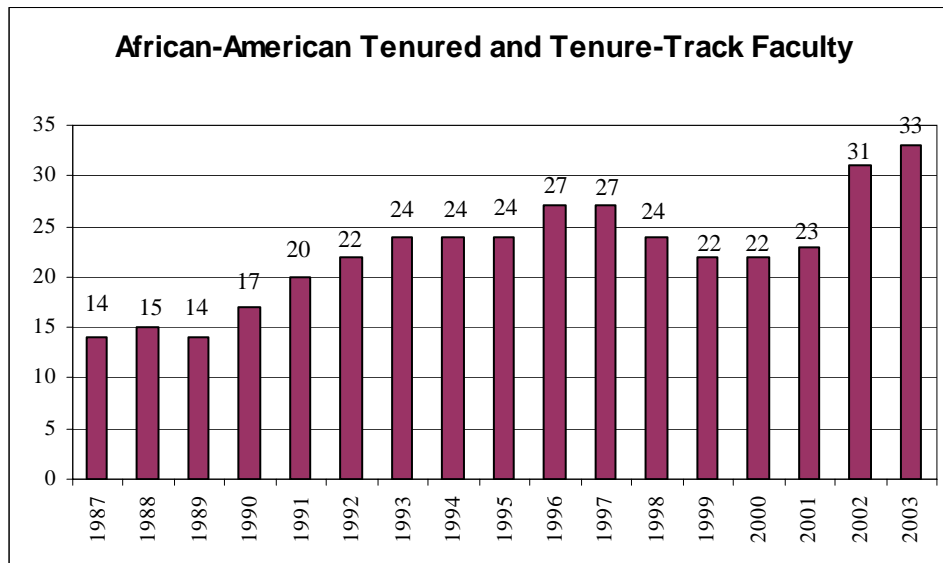


*\*In this and the following graphs, figures for 2003 are projections that reflect the Office of the Provost’s best efforts to account for expected faculty departures as well as new hires.*

### Tenured and Tenure-Track African-American Faculty, 1988 – 2003

Having substantially increased the number of tenured or tenure-track African-American faculty from 23 to 31 in fall 2002, Northwestern expects this figure to increase much more modestly to 33 in fall 2003. Since September 1, 2002, four African-American faculty members have joined the tenured and tenure-track faculty or are expected to join this fall. Subtracting the two African-American faculty members who left Northwestern during the past year, a net gain of two is expected. Should these expectations be realized, African-Americans will constitute 2.7% of Northwestern's tenure and tenure-track faculty in fall 2003.

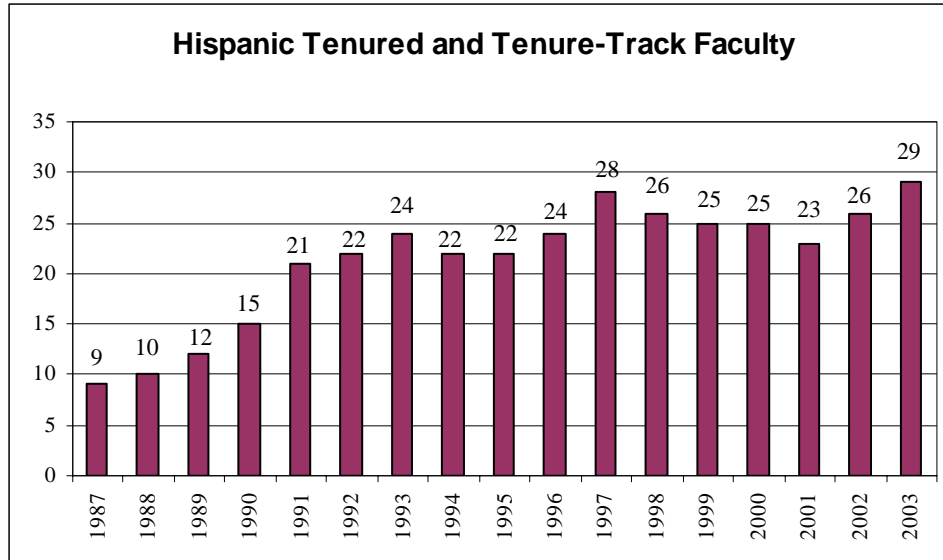
It should be noted that this figure does not include two recently-hired Northwestern faculty members of African heritage who are not United States citizens. In addition, two African-American scholars have accepted invitations to join the Northwestern faculty, but they will not begin their service by September 1, 2003. Thus, they are not included in this year's figures. Clearly, the net gain in African-American faculty for fall 2003 is modest. Though it is clear that renewed efforts are needed if the University is to regain the remarkable momentum that was established during the 2001 – 02 academic year, the Committee is encouraged by the significant successes in recruiting faculty of African heritage since September 2001. These successes indicate that, by virtue of the combined efforts of the Committee, faculty members and administrators, substantial progress can be made on this front.



*\*These figures do not include faculty members of African heritage who are not United States' citizens or African-American faculty in non-tenured/tenure-track ranks. 2003 figures are projections.*

Tenured and Tenure-Track Hispanic Faculty, 1988 – 2003

The Provost's Office expects three new tenured/tenure-track Hispanic faculty members to arrive in fall 2003 and none to depart. Notwithstanding the moderate increase in the number of Hispanic faculty during the past two years, the Committee is disappointed that the recruitment of Hispanic faculty has not been as successful as that of African-American faculty during that time. Steady but very modest progress is being made in this area, and the Committee urges schools, departments, and their search committees to ensure that the recruitment of Hispanic colleagues remains a priority.

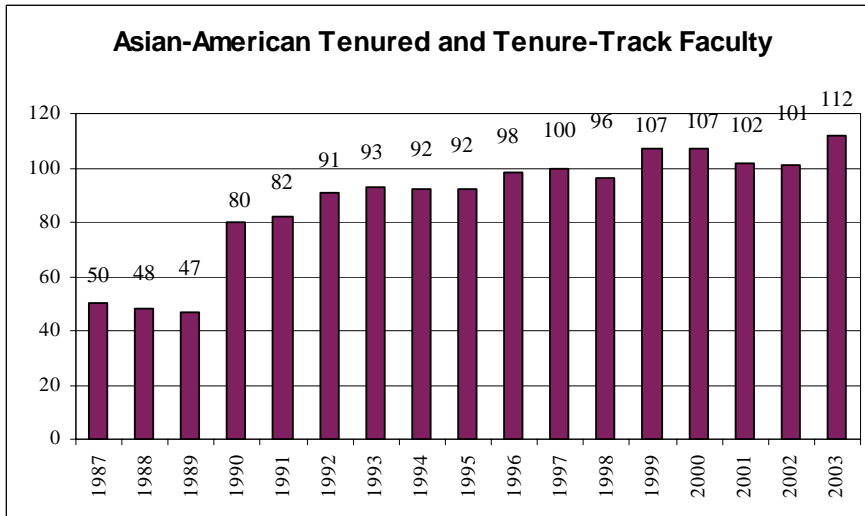


*\*These figures do not include Hispanic faculty members who are not United States' citizens or Hispanic faculty in non-tenured/tenure-track ranks. 2003 figures are projections.*

### **Asian-American Faculty**

Although by no means satisfied that its work is complete in increasing the representation of African-Americans and Hispanics on the tenured and tenure-track faculty, during the past year the Committee decided to address the representation of Asian-Americans on Northwestern's faculty. As is the case with female faculty, efforts to enhance the recruitment and retention of Asian-American faculty will be concentrated in those areas where they are seriously underrepresented. A corollary of the Committee's concern is the meager stream of Asian-Americans receiving doctoral degrees in certain fields; as with other underrepresented minority groups, the Committee will work with The Graduate School to increase the pipeline of Asian-American scholars in targeted fields.

The below figure and table illustrate that the number of Asian-Americans on Northwestern's faculty has increased steadily since 1987. In fall 1987, the 50 tenured and tenure-track Asian-American faculty constituted 3.8% of Northwestern's professoriate. By fall 2002, this figure rose to 8.3% and, should the projection for 2003 hold firm, it is expected to rise to 9.2% this fall.



Year	Total Faculty	% Asian-American
1987	1322	3.8%
1988	1325	3.6%
1989	1286	3.7%
1990	1309	6.1%
1991	1304	6.3%
1992	1329	6.8%
1993	1293	7.2%
1994	1313	7.0%
1995	1287	7.1%
1996	1265	7.7%
1997	1247	8.0%
1998	1219	7.9%
1999	1202	8.9%
2000	1196	8.9%
2001	1202	8.5%
2002	1218	8.3%
2003	1220	9.2%

\* These figures do not include faculty members of Asian heritage who are not United States' citizens or Asian-American faculty in non-tenured/tenure-track ranks. 2003 figures are projections, including the total faculty figure of 1220 used to calculate the percentage.

The percentage of Asian-American faculty is clearly greater than that of African-Americans or Hispanics (see the previous section, "Progress in Meeting Goals," for current figures for Women, African-Americans, and Hispanics). But a single University-wide figure does not reflect the uneven distribution of Asian-American faculty among academic units. In some schools and departments, Asian-American representation is robust (e.g., 29% in Electrical and Computer Engineering; 25% in Statistics; 21% in both Mechanical Engineering and Physics; 18% in Materials Science and Accounting; 17% in Integrated Marketing Communication; and 16% in Marketing). In other areas, however, the number and percentage of Asian-American faculty is much less impressive. During the 2002-03 academic year, neither the School of Communication nor the School of Education and Social Policy had any tenured or tenure-track Asian-American faculty. And Asian-American representation in certain areas of the Weinberg College of Arts and Sciences was low: English, 3% (1 faculty member); Economics, 6% (2); History, 6% (2); Political Science, 7% (2); and Psychology 8% (2). (See Appendix 1 for complete demographics on Asian-American Tenure and Tenure-Track Faculty by Department, Fall 2002.)

The Committee's concern regarding the representation of Asian-American faculty is based on several considerations. First, while Asian-American students in fall 2002 constituted 16.5% of the undergraduate student body, Asian-American faculty are not well represented in arts, humanities and social science disciplines in which Asian-American students might reasonably be expected to desire courses with Asian-American content (see Appendix 2 for a history of Asian-American Undergraduate Enrollments from 1987 – 2002). Asian-American Studies is clearly coming into its own as an academic discipline. Though it is not necessary that courses with Asian-American content be taught by Asian-Americans, it seems clear that the future strength of Asian-American Studies at Northwestern will require increased numbers of Asian-American faculty in the arts, humanities, and social sciences. In addition to serving as role models for Asian-American students, Asian-American faculty are equally important to the entire student body and faculty, who benefit by learning from and working with a diverse group of scholars.

Second, the Committee is concerned that "pipeline" issues discussed in previous reports are as acute – and in some cases more acute – for Asian-American scholars as for African-Americans and Hispanics. The chart below shows the most currently available figures (2001) for doctoral production in various fields for Asian-Americans, African-Americans, and Hispanics.

<b>Major Field of U. S. Citizen Doctorate Recipients by Race/Ethnicity, 2001</b>							
<b>Field</b>	<b>Total US Citizen doctorate recipients</b>	<b>Asian- American</b>	<b>% Asian- American</b>	<b>African- American</b>	<b>% African- American</b>	<b>Hispanic</b>	<b>% Hispanic</b>
<b>All fields</b>	26,907	1,382	5.1%	1,604	6.0%	1,119	4.2%
<b>Physical Sciences</b>	3,121	198	6.3%	80	2.6%	92	2.9%
Physics & Astronomy	721	51	7.1%	9	1.2%	22	3.1%
Chemistry	1,126	69	6.1%	36	3.2%	39	3.5%
Earth & Marine Sciences	441	14	3.2%	5	1.1%	11	2.5%
Mathematics	468	30	6.4%	17	3.6%	14	3.0%
Computer Sciences	365	34	9.3%	13	3.6%	6	1.6%
<b>Engineering</b>	2,139	256	12.0%	82	3.8%	73	3.4%
<b>Life Sciences</b>	5,395	430	8.0%	190	3.5%	186	3.4%
Biological Sciences	3,876	353	9.1%	121	3.1%	149	3.8%
Health Sciences	1,070	69	6.4%	60	5.6%	23	2.1%
Agricultural Sciences	449	8	1.8%	9	2.0%	14	3.1%
<b>Social Sciences</b>	5,058	197	3.9%	299	5.9%	243	4.8%
Psychology	2,938	101	3.4%	169	5.8%	159	5.4%
Anthropology	319	12	3.8%	10	3.1%	17	5.3%
Economics	353	28	7.9%	6	1.7%	11	3.1%
Political Science	541	17	3.1%	42	7.8%	11	2.0%
Sociology	436	21	4.8%	39	8.9%	32	7.3%
Other Social Sciences	471	18	3.8%	33	7.0%	13	2.8%
<b>Humanities</b>	4,380	130	3.0%	177	4.0%	200	4.6%
History	878	16	1.8%	41	4.7%	48	5.5%
English & American Literature	847	24	2.8%	44	5.2%	19	2.2%
Foreign Language & Literature	407	7	1.7%	10	2.5%	60	14.7%
Other Humanities	2,248	83	3.7%	82	3.6%	73	3.2%
<b>Education</b>	5,315	102	1.9%	646	12.2%	264	5.0%
Teacher Education	240	5	2.1%	28	11.7%	9	3.8%
Teaching Fields	556	17	3.1%	53	9.5%	19	3.4%
Other Education	4,519	80	1.8%	565	12.5%	236	5.2%
<b>Professional/Other</b>	1,499	69	4.6%	130	8.7%	61	4.1%
Business & Management	656	34	5.2%	56	8.5%	24	3.7%
Communications	277	5	1.8%	23	8.3%	15	5.4%
Other Professional Fields	566	30	5.3%	51	9.0%	22	3.9%

Source: Survey of Earned Doctorates, Summary Report 2001.

In view of these figures, the University faces a significant challenge in working to increase Asian-American faculty representation in those academic fields where they are currently underrepresented and where they would have a special contribution to make to Northwestern's educational and research mission. History might be one such field, as only 16 (1.8%) of the 878 History doctorates granted in 2001 were awarded to Asian-Americans.

Finally, the Committee is concerned that Asian-Americans are irregularly distributed across the ranks of Northwestern's professoriate. The tables below reveal that, when compared to 15 peer COFHE

institutions, Northwestern ranks 15<sup>th</sup> in the percentage of Asian-American faculty at the assistant professor rank.<sup>1</sup>

<b>Professor</b>				
<b>Institution</b>	<b>1998-99</b>		<b>2001-02</b>	
Ivy	6.5%	4	6.9%	1
<b>Northwestern</b>	<b>7.0%</b>	<b>1</b>	<b>6.5%</b>	<b>2</b>
Ivy	6.7%	2	6.4%	3
Non-Ivy	5.1%	5	6.2%	4
Ivy	3.8%	10	5.5%	5
Ivy	5.0%	6	5.5%	6
Non-Ivy	3.9%	9	5.2%	7
Ivy	4.8%	7	5.1%	8
Ivy	4.1%	8	5.0%	9
Non-Ivy	6.7%	2	4.7%	10
Non-Ivy	3.8%	10	4.6%	11
Ivy	3.8%	10	3.8%	12
Non-Ivy	3.7%	13	3.4%	13
Non-Ivy	2.5%	14	3.1%	14
Ivy	1.1%	15	1.1%	15
Average	4.6%		4.9%	

<b>Associate Professor</b>				
<b>Institution</b>	<b>1998-99</b>		<b>2001-02</b>	
Ivy	13.9%	1	12.9%	1
Ivy	8.8%	5	10.3%	2
Non-Ivy	7.6%	7	9.6%	3
Ivy	6.4%	8	9.1%	4
Non-Ivy	8.4%	6	9.0%	5
Ivy	9.7%	3	8.7%	6
Non-Ivy	2.1%	15	8.0%	7
<b>Northwestern</b>	<b>8.8%</b>	<b>4</b>	<b>7.7%</b>	<b>9</b>
Ivy	5.3%	11	7.7%	8
Ivy	5.3%	11	7.5%	10
Non-Ivy	6.3%	10	7.4%	11
Ivy	6.4%	8	6.0%	12
Non-Ivy	11.0%	2	5.8%	13
Ivy	3.3%	14	4.6%	14
Non-Ivy	4.1%	13	2.9%	15
Average	7.1%		7.8%	

<b>Assistant Professor</b>				
<b>Institution</b>	<b>1998-99</b>		<b>2001-02</b>	
Ivy	7.4%	12	16.7%	1
Non-Ivy	12.5%	3	15.5%	2
Ivy	10.6%	8	14.6%	3
Non-Ivy	6.0%	14	14.0%	4
Non-Ivy	10.8%	7	13.6%	5
Ivy	15.1%	2	13.0%	7
Ivy	12.2%	6	13.0%	6
Ivy	15.5%	1	11.9%	8
Non-Ivy	4.4%	15	11.7%	9
Ivy	12.4%	5	11.5%	10
Ivy	10.2%	9	11.2%	11
Non-Ivy	12.5%	3	9.4%	12
Ivy	8.4%	10	9.1%	13
Non-Ivy	6.9%	13	7.6%	14
<b>Northwestern</b>	<b>8.0%</b>	<b>11</b>	<b>7.5%</b>	<b>15</b>
Average	10.2%		12.0%	

<sup>1</sup> The peer Consortium on Financing Higher Education (COFHE) institutions included in this study are: Brown, Chicago, Columbia, Cornell, Dartmouth, Duke, Georgetown, Harvard, Northwestern, Penn, Princeton, Rice, Rochester, Washington University, and Yale. In the Committee's 2001 and 2002 reports, the COFHE comparison data was presented regarding female, African-American, and Hispanic faculty representation at Northwestern. Both reports are available at [www.northwestern.edu/provost/committees/diversity/reports.html](http://www.northwestern.edu/provost/committees/diversity/reports.html).

Northwestern ranks much higher in the peer group in the percentage of Asian-American faculty at the full professor rank than it does with African-American and Hispanic faculty, and this situation is gratifying. As was the case with African-American and Hispanic faculty, Northwestern ranks around the middle of the peer group in the representation of Asian-Americans at the associate professor rank.

But Northwestern's decline in rank in the percentage of assistant professors – from 11<sup>th</sup> place in 1998-99 to 15<sup>th</sup> place in 2001-02 – is cause for concern. In earlier reports, the Committee has found encouragement in the fact that, among this peer group, Northwestern ranked highly in the percentage of women and African-Americans at the assistant professor level. This encouragement reflects a hope that, as these female and African-American colleagues advanced through the academic ranks, they would improve our relative position vis-à-vis the 14 peer institutions. By the same token, Northwestern's position at the very bottom of this peer group with regard to Asian-American assistant professors is cause for some alarm.

The Faculty Diversity Committee will be working with deans and faculty members to help increase the representation of Asian-American faculty in fields where they are currently underrepresented and where their presence promises significantly to enhance the teaching and research programs of the University.

### **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.

Seven proposals were received during the past academic year. Support from the Fund for Faculty Diversity was provided for all seven. In most cases, funding from the Fund for Faculty Diversity supplemented monies provided by the school and/or department.

- Funding to supplement travel reimbursement for professional meetings as part of a start-up package for a new African-American faculty member.
- Funding to extend the post-doctoral fellowship of an African-American scholar for a second year.
- Funding to help recruit three minority faculty in the Weinberg College of Arts and Sciences.
- Multiple-year funding to help recruit non-traditional students to a program in Environmental Engineering and Science that has a special focus on tracking environmental issues in low income urban communities.
- Multiple-year bridge-funding to support the appointment of a new African-American faculty member in the Weinberg College of Arts and Sciences.
- Help in recruiting a Hispanic scholar by committing to fund a portion of the prospect's summer salary.
- Funding for graduate student recruiting in the social sciences and humanities.

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 that 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. Almost half of the initial funding remains available for worthy projects. The Committee continues to invite proposals for projects that hold promise in helping the university meet its goal of diversifying the faculty. As is mentioned elsewhere in this report, the Committee has included Asian-Americans in certain disciplines among the groups whose representation on the faculty the Committee seeks to increase. Thus, proposals bearing on the recruitment of Asian-American faculty will now be received.

Funding from the Faculty Diversity Fund is generally provided on co-venture basis. That is, departments and/or schools invest in a project 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)>.

### **Meetings with African-American and Hispanic Faculty**

Twice during the 2002 – 03 academic year, members of the Faculty Diversity Committee met over lunch with groups of African-American and Hispanic faculty. The first such meeting took place in the fall and included minority tenured and tenure-track faculty members who had joined the University during the past year. The second meeting took place in the spring. All tenured and tenure-track African-American and Hispanic faculty members were invited to the spring meeting.

Given the fact that the fall meeting included new faculty, discussion focused on the recruitment process that had brought the new colleagues to Northwestern and issues related to their settling in to the Northwestern community. Given the fact that those in attendance were people who had been successfully recruited to Northwestern, it is not surprising that their comments about the recruitment process were generally quite positive. Among issues identified as important in the recruitment process were Northwestern's clear institutional commitment to increasing the diversity of its faculty; the efficiency of Northwestern's hiring process and the fact that prospective faculty were treated with courtesy and seriousness; the existence at Northwestern of interdisciplinary centers and institutes; exposure during visits to other minority faculty and students; and Northwestern's location in the Chicago area. Doubtless echoing the experience of many new faculty members, the new African-American and Hispanic colleagues commented on various administrative challenges they faced in moving to a new institution (e.g., obtaining suitable office furniture, configuring computers, etc.) The new colleagues were agreed on the importance of appropriate mentoring. There was, however, some disagreement as to whether such programs should be tightly structured or informal.

Discussion at the spring meeting covered a wide variety of topics including: the faculty hiring process and the extent to which the institutional commitment to diversity has been internalized in the schools and departments; efforts undertaken to ensure that minority students succeed at Northwestern; the University's efforts to reach out to minority students in area middle and high schools in order to encourage them to pursue higher education at Northwestern or elsewhere; the University's position on affirmative action, especially in the context of the then pending U. S. Supreme Court cases involving the University of Michigan; and the importance of attracting minority graduate students and post-docs to Northwestern for the University to do its part in addressing serious "pipeline" issues. A good deal of the discussion at the meeting concerned the mentoring of junior faculty. As at the fall meeting with newly-arrived faculty, there was general agreement regarding the value and importance of mentoring for junior faculty; at the same time, there was no consensus concerning the extent to which such mentoring programs should be formalized (with assigned mentors, etc.).

## **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, eight such interviews were conducted – one with an African-American male, one with an African-American female, and six with white females. As was the case last year, 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, several respondents said explicitly that their departures from Northwestern were in no way related to issues bearing on gender or race.

The following considerations were identified by at least two departing faculty as figuring importantly in their decisions to leave Northwestern (or to retire from the faculty):

- Geography, including the fact that a spouse/partner was employed in a location distant from the Chicago area;
- The lack of community among faculty at Northwestern, including the challenges posed by Northwestern’s two-campus location and the difficulty of establishing faculty connections between campuses;
- Research support (including support for the individual faculty member’s work), with the perception that such support would be more robust at the institutions to which the faculty members were moving than was the case at Northwestern; and
- Differences in perspective with department and school leadership, including evolution of academic focus in directions uncongenial to the faculty members.

Other issues that were raised included the need for child-care (especially on-site child-care) and parental leaves; the availability of higher compensation (with lower cost of living) at another institution; uncertainty regarding the University’s commitment to diversifying its faculty; and the perception that increases in salary at Northwestern are best achieved by obtaining offers from other institutions.

## **Increasing the Availability of Minority Scholars**

As the 2000-01 Faculty Diversity Committee report pointed out, Northwestern’s challenge in increasing the number of underrepresented minority faculty is one shared by all American institutions of higher education. “In some significant measure,” the report stated, “the shortage of underrepresented minority faculty members stems from the lack of qualified candidates in many fields in which Northwestern hires.” The severity of the problem is clear in the table regarding doctorates awarded in the section of this report headed “Asian-American Faculty.”

In 2001 the Faculty Diversity Committee report recommended that the University reaffirm its commitment to develop future faculty and advocated expanded “efforts by The Graduate School and departments to

increase the number of underrepresented minorities attending graduate school in preparation for academic careers.”

For a number of years, The Graduate School has considered the recruitment – and retention – of minority graduate students to be a high priority. 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 for the 2001 – 02 academic year, as minority applications to Graduate School programs grew from 264 to 274. The upward trend continued in 2003 with 326 minority applications. Of those 326 applicants, 86 were admitted, 40 of whom are expected to enroll at Northwestern in fall 2003. Of those 40 enrollees are 23 African Americans, 7 Mexican Americans, 9 Puerto Ricans, and 1 Native American. This figure represents a heartening increase from the 33 minority graduate students who entered in fall 2002.

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. Northwestern’s retention of minority students remained at 69%, above the 50% typically reported for U.S. doctoral students. During the 2002 – 03 academic year, 13 minority students received doctoral degrees through The Graduate School. This figure represents a significant decline from the 27 doctorates awarded the previous year; but variations are to be expected from year to year.

During the past year, The Graduate School has continued to engage in initiatives specifically designed to increase the number of minority students working toward doctorates so that the pipeline of future minority faculty will be increased. Those initiatives included the coordination of a Distinguished Minority Faculty Engineering Lecture series to encourage minority engineering graduate students at Northwestern to pursue academic careers on the completion of their studies; the creation of Minority Recruitment Committees in engineering and the social sciences to encourage minority enrollment in these fields; and work with a sub-Committee of the Administrative Board of The Graduate School to consider possible restructuring of Northwestern’s fellowships for students from underrepresented minority groups in order to attract the best-qualified applicants. In addition, The Graduate School has worked with the Humanities Center and the Department of African-American Studies in Weinberg College of Arts and Sciences to mount a scholarly program in the fall on W. E. B. Dubois. Prospective African-American graduate students in the humanities and social sciences will be invited to attend the program at Northwestern’s expense. It is hoped that this initiative, undertaken at the time students are applying to graduate schools, will encourage African-American graduate students to apply to – and, if admitted, attend – Northwestern.

## **Conclusion**

As was mentioned earlier in this “Report,” 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, and especially in the case of African-Americans and Hispanics, only very modest progress has been made during the 2002-03 academic year. Because two new hires have chosen to defer their arrival at Northwestern, the recruitment of new African-American colleagues was somewhat more substantial than the bar graph earlier in this report might suggest. Nonetheless, even a net gain of four new African-American faculty represents a significant decline during the past year in the growth of this group of faculty. The growth in the number of new Hispanic hires is likewise less robust than the Committee believes should be the case. And to the challenge of efforts to increase the number of Hispanic and African-American faculty, the Committee has now added the goal of increasing the representation of Asian-Americans in fields where they are currently under-represented and could bring important new perspectives to the University’s teaching and research programs.

The challenges associated with achieving these goals are not trivial; and it is important to express appreciation for the efforts on the part of many persons – faculty and administrators alike – who have worked hard to make such progress has been made. The experience of the last two years demonstrates that progress can be made in this area, and the Committee takes some comfort from that knowledge. But the Faculty Diversity Committee believes that much work remains to be achieved in this area before the University can feel satisfied that it has done it can or should do to ensure that the diversity of Northwestern’s faculty matches its excellence.

As the initial report of the Committee made clear, 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.

**Appendix 1: Asian-American Tenure and Tenure-Track Faculty by Department, Fall 2002**

School	Department	Total Faculty	Asian-American Faculty	% Asian-American	2001 PhD Availability	Tenured	Tenure-track
Engineering	Biomedical	15	1	6.7%	N/A	1	
Engineering	Chemical	15	1	6.7%	N/A	1	
Engineering	Civil	24	1	4.2%	N/A	1	
Engineering	Electrical and Computer	28	8	28.6%	N/A	8	
Engineering	Industrial	14	2	14.3%	N/A	2	
Engineering	Materials Sciences	22	4	18.2%	N/A	4	
Engineering	Mechanical	19	4	21.1%	N/A	3	1
<b>Engineering Total</b>		<b>162</b>	<b>21</b>	<b>13.0%</b>	<b>7.6%/17.1%</b>	<b>20</b>	<b>1</b>
Journalism	IMC	6	1	16.7%	N/A	1	
<b>Journalism Total</b>		<b>18</b>	<b>1</b>	<b>5.6%</b>	<b>N/A</b>	<b>1</b>	<b>0</b>
KSM	Accounting	11	2	18.2%	N/A	2	
KSM	Finance	23	2	8.7%	N/A	1	1
KSM	Economic Decision Sciences	27	2	7.4%	N/A	2	
KSM	Organization Behavior	17	2	11.8%	N/A	2	
KSM	Marketing	19	3	15.8%	N/A	3	
<b>KSM Total</b>		<b>116</b>	<b>11</b>	<b>9.5%</b>	<b>5.5%/8.2%</b>	<b>10</b>	<b>1</b>
Law	Law Instruction	39	2	5.1%	N/A	1	1
<b>Law Total</b>		<b>43</b>	<b>2</b>	<b>4.7%</b>	<b>N/A</b>	<b>1</b>	<b>1</b>
Music	Academic Studies/Composition	21	1	4.8%	N/A	1	
Music	Performance Studies	28	2	7.1%	N/A	1	1
<b>Music Total</b>		<b>49</b>	<b>3</b>	<b>6.1%</b>	<b>N/A</b>	<b>2</b>	<b>1</b>
WCAS	Biology	25	3	12.0%	9.5%/12.8%	2	1
WCAS	Chemistry	26	1	3.8%	6.2%/9.9%	1	
WCAS	Economics	35	2	5.7%	5.1%/11.9%	1	1
WCAS	English	30	1	3.3%	3.4%/3.7%		1
WCAS	History	33	2	6.1%	0.6%/0.6%	1	1
WCAS	Mathematics	26	3	11.5%	4.8%/9.2%	3	
WCAS	Neurobiology	13	1	7.7%	9.5%/12.8%	1	
WCAS	Physics	28	6	21.4%	5.4%/9.4%	6	
WCAS	Political Science	31	2	6.5%	3.3%/4.3%	2	

**Appendix 1: Asian-American Tenure and Tenure-Track Faculty by Department, Fall 2002**

School	Department	Total Faculty	Asian-American Faculty	% Asian-American	2001 PhD Availability	Tenured	Tenure-track
WCAS	Psychology	24	2	8.3%	3.3%/13.8%	1	1
WCAS	Statistics	4	1	25.0%	N/A	1	
<b>WCAS Total</b>		403	24	6.0%	N/A	19	5
<b>All Schools except FSM</b>		889	62	7.0%	5.3%/7.2%	53	9

Note: SESP and Communication currently have no tenured or tenure-track Asian-American Faculty; Feinberg School of Medicine faculty have been excluded from this table. 2001 PhD Availability: first figure is the percent of all PhDs earned; second is % of PhDs earned by US citizens.

**Appendix 2: Asian-American Undergraduate Enrollments, 1987 - 2003**

Year	Asian-American Undergraduate Enrollment	Total Undergraduate Enrollment	% Asian-American
1987	642	7,230	8.9%
1988	687	7,236	9.5%
1989	817	7,331	11.1%
1990	885	7,370	12.0%
1991	1,004	7,596	13.2%
1992	1,098	7,441	14.8%
1993	1,201	7,537	15.9%
1994	1,298	7,580	17.1%
1995	1,374	7,632	18.0%
1996	1,354	7,645	17.7%
1997	1,314	7,619	17.2%
1998	1,331	7,747	17.2%
1999	1,283	7,767	16.5%
2000	1,266	7,579	16.7%
2001	1,276	7,664	16.6%
2002	1,291	7,768	16.6%