

Faculty Diversity Committee

Report to the Community

2003 – 2004

Members of the Committee

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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.

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.

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

This 2004 report provides the most current information regarding the representation of various groups on the Northwestern faculty and describes the activities of the Committee during the past year, 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.

Progress in Meeting Goals

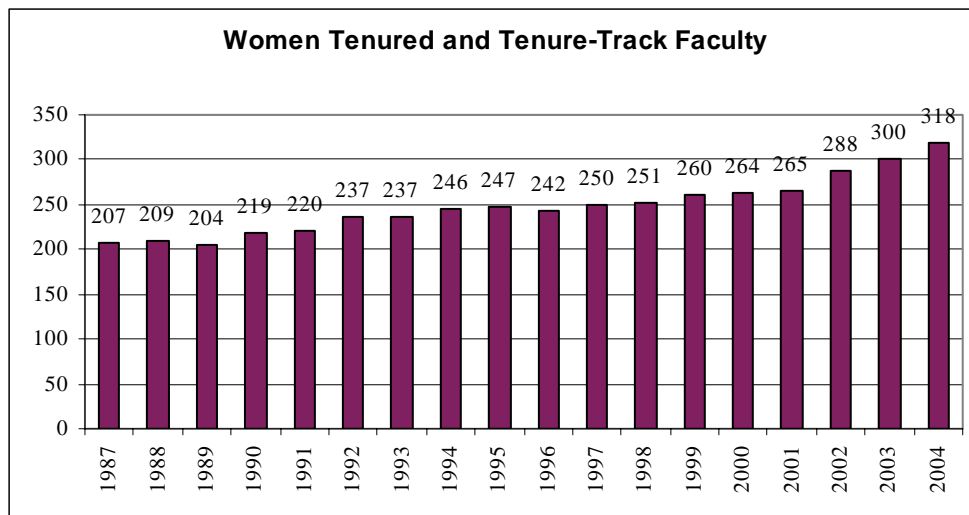
In large part, the success of the Faculty Diversity Committee's efforts – and those of deans, department chairs, and search committee members – can be measured by the University's success in fulfilling its aspirations to increase the representation of women and underrepresented minorities on the tenured and tenure-track faculty.

In each of its three 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 2004 snapshot. The projected 2004 figures reflect net gains, taking into account confirmed hires for the 2004 – 2005 academic year as well as known departures which have occurred or are expected to occur since the beginning of the 2003 – 2004 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 some modest divergence between the Committee's projections in each year's report and the data captured that November by the Office of Administration and Planning.

Tenured and Tenure-Track Women Faculty, 1987 – 2004

The number of women on the tenured and tenure-track faculty continues to increase steadily, growing from 300 in fall 2003 to a projected 318 in fall 2004. Assuming that the projected numbers hold and that the total number of tenured and tenure-track faculty does not increase substantially between 2003 – 04 and 2004 – 05, women will constitute an all-time high 26.1% of the tenured/tenure-track faculty in fall 2004.



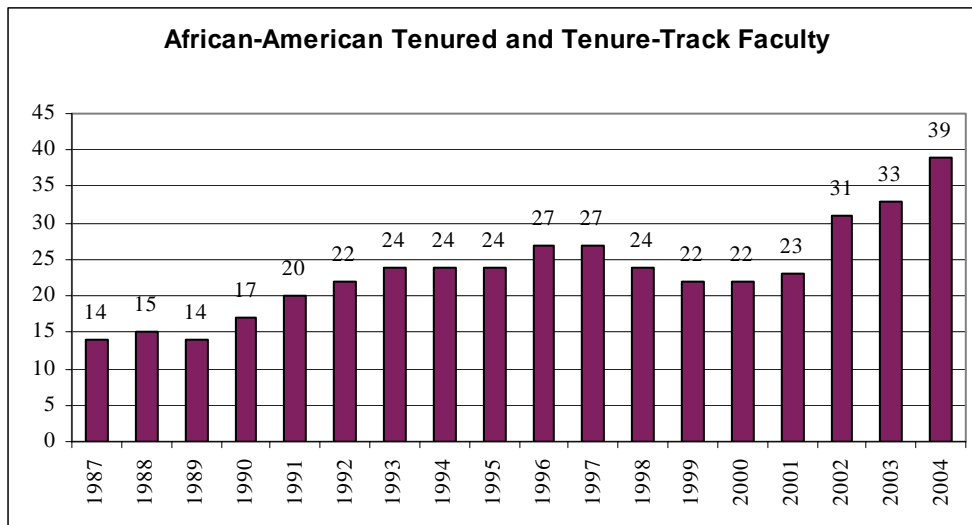
**In this and the following graphs, figures for 2004 are projections that reflect the Office of the Provost's best efforts to account for expected faculty departures as well as new hires.*

Tenure and Tenure-Track African-American Faculty, 1987 – 2004

After the number of tenured or tenure-track African-American faculty increased only modestly from 31 in fall 2002 to 33 in fall 2003, Northwestern expects this figure to increase substantially from 33 to 39 in fall 2004. Since September 1, 2003, seven African-American scholars have joined the tenured and tenure-

track faculty or are expected to join this fall, while it is anticipated that one will leave Northwestern. Should these expectations be realized, African-Americans will constitute an all-time high 3.2% of Northwestern's tenure and tenure-track faculty in fall 2004.

The Committee is encouraged that, during the 2003 – 04 hiring cycle, Northwestern regained the heartening momentum established in 2001 – 02, when the number of African-American scholars on Northwestern's tenured and tenure-track faculty increased from 23 to 31. These two years of notable success indicate that, by virtue of the combined efforts of the Committee, faculty members and administrators, significant progress can be made in this area. At the same time, the modest increase during 2002-03 suggests that such success requires constant and energetic efforts by members of the Northwestern community.



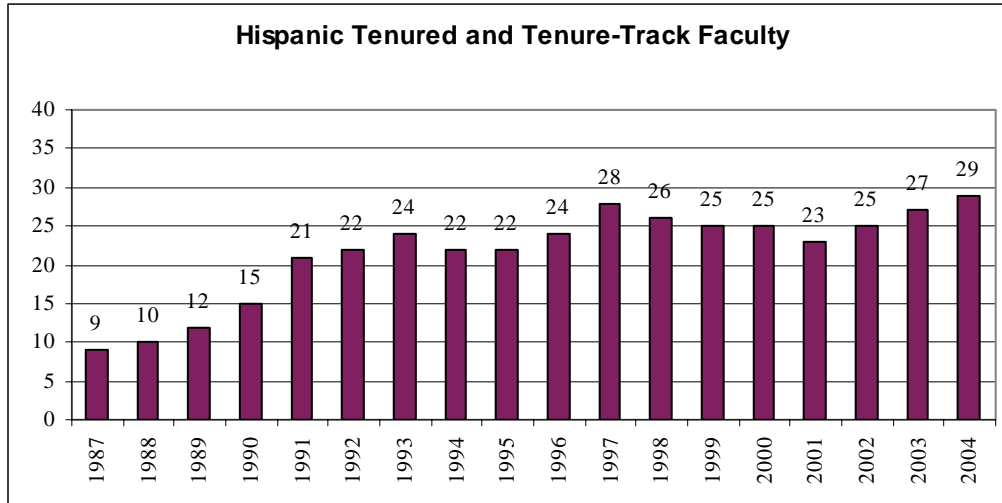
*These figures do not include faculty members of African heritage who are not United States citizens. 2004 figures are projections.

Tenured and Tenure-Track Hispanic Faculty, 1987 – 2004

The Provost's Office expects three new tenured or tenure-track Hispanic faculty members to arrive in fall 2004 and one to leave the tenure-track. Thus, for the 2004 – 2005 academic year, the Committee anticipates the total number of Hispanic faculty to increase to a record-high 29, or 2.4% of Northwestern's tenured and tenure-track professoriate.¹

Notwithstanding the moderate rise in the number of Hispanic faculty during the past three years, the Committee continues to be disappointed that the recruitment of Hispanic faculty has not been as successful as that of other underrepresented minorities during that time. Steady but 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 faculty members remains a high priority.

¹ While computing the fall 2004 projections, the Provost's Office discovered that last year's projection of 29 Hispanic faculty members was in error. This figure should have been 27: Prior to the start of the 2003 – 2004 academic year one Hispanic professor retired and another was permitted to move off the tenure-track. These miscalculations occurred because the personnel data in the HRIS system was not updated until late in the fall of 2003, a few months after the Committee released its report.

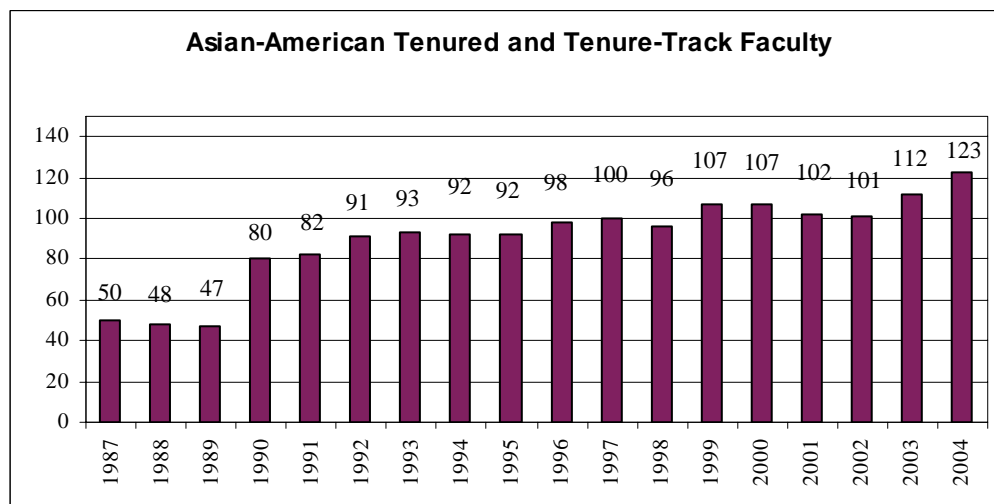


**These figures do not include Hispanic faculty members who are not United States citizens. 2004 figures are projections.*

Tenured and Tenure-Track Asian-American Faculty, 1987 – 2004

The number of Asian-Americans on Northwestern’s faculty continues to increase steadily. In fall 2003, the 112 tenured and tenure-track Asian-American faculty constituted 9.2% of Northwestern’s professoriate. Since September 1, 2003, twelve Asian-American faculty members have joined the tenured and tenure-track faculty or are expected to join this fall, while it is anticipated that one will leave Northwestern during that time. Should these projections hold firm, Asian-Americans will comprise 10.1% of Northwestern’s tenured and tenure-track professoriate in fall 2004.

These figures are, of course, encouraging. But, as the Committee pointed out in its 2003 report, Asian-American faculty members are well represented at Northwestern in various fields in science and engineering; they are poorly represented in many areas of the arts, humanities, and social sciences. 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. 2004 figures are projections.*

Longitudinal Study of Academic Unit Success in Achieving Diversity

During the 2003 – 04 academic year, the Committee worked with the Provost's Office to produce a study analyzing the current composition of the faculty by academic unit and the contribution of individual schools and departments to enhancing the diversity of Northwestern's tenured and tenure-track faculty over a period of years.

Because the Committee recognizes that the limited availability of female and/or minority scholars presents a particular challenge to units seeking to diversify their faculties, the study provided data on the national availability of junior scholars, as reflected in the annual NSF/NRC report of earned doctorates. It should be pointed out that the NSF/NRC data do not capture availability in some fields represented at Northwestern, such as journalism (where few faculty hold the doctorate) or education and social policy (where faculty have backgrounds in a variety of fields, not merely in education.)

In addition to providing data regarding the current composition of each unit and the availability of junior scholars, the study sets forth each unit's activity in making tenured or tenure-track offers to members of underrepresented groups and then converting those offers into acceptances. The study examines an eight-year period (academic years 1996 through 2004), omitting 1998, for which no data is available.

As part of its review, the Committee also examined the record of the various academic units in enrolling African-American and Hispanic graduate students in doctoral programs at Northwestern and in seeing such students through to the receipt of their degrees.

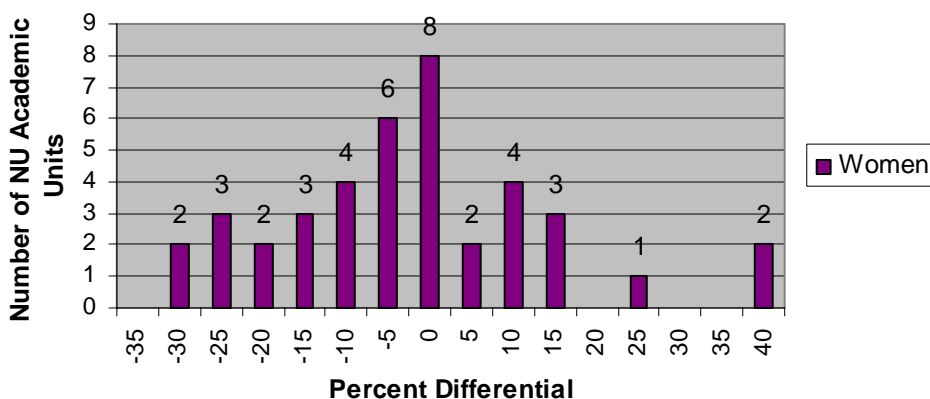
Following review of the data by the Committee, the Provost met with the deans of schools with multiple academic units to discuss the implications of the data for each unit. The Provost then wrote to each unit on behalf of the Committee, enclosing the complete set of data and assessing that unit's performance in helping the University meet its goals of increasing faculty diversity. In a number of cases the Provost urged academic units to increase their efforts to diversify their faculties (and, if appropriate, graduate programs) and offered concrete suggestions regarding strategies which might be employed.

For the purposes of this report, the Committee presents summary data regarding the performance of academic units in making offers of tenured and tenure-track positions to women and members of underrepresented minority groups as compared with the reported availability of new female/minority recipients of doctorates in those fields. Clearly, the goal of the University's efforts in this area is not merely to make offers but also to convert those offers into acceptances of positions at Northwestern. In many cases, however, Northwestern is competing with other excellent institutions for such persons; and the failure to gain an acceptance from a prospective new colleague does not necessarily represent a failure on the unit's part. With this in mind, the data below focus on offers made. The making of an offer to a female or minority scholar implies that the unit is acting upon the University's expectation that excellent female and minority scholars be identified in searches. The comparison of offers made to the availability of junior scholars in the field recognizes that, in many fields, the availability of female/minority scholars is severely limited.

Offers Made to Women, 1996 – 2004

The hiring and availability data for women scholars reveals that Northwestern's record in recruiting women over the last decade is decidedly mixed. The below chart provides a useful measure of Northwestern's performance in recruiting women, as it compares the 2001 NSF/NRC availability data with the percent of offers made to women, cumulatively over the eight hiring cycles encompassed in the study.

Percent Differential: 2001 Availability vs. Offers Made, 1996 - 2004, Female Faculty

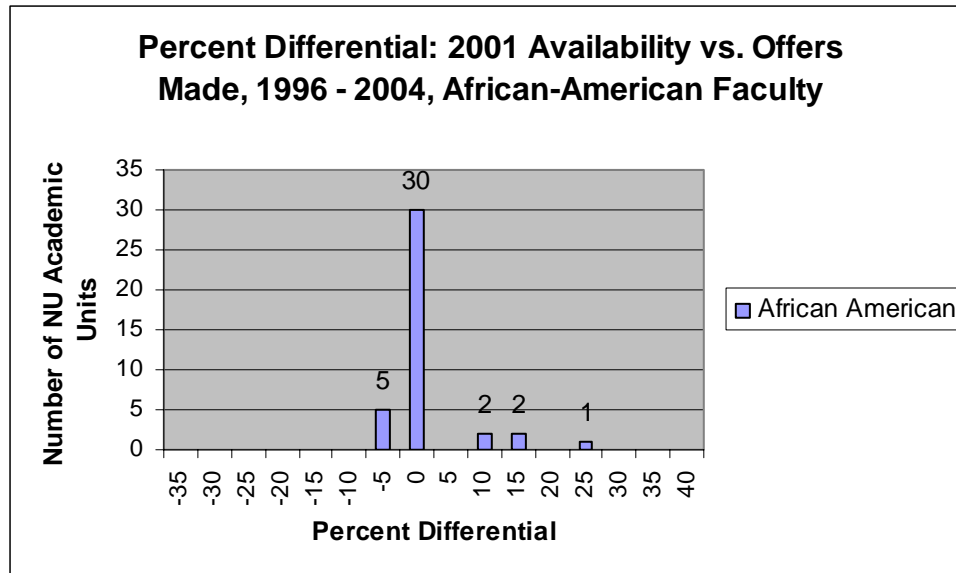


The X axis indicates the percentage differential between the percentage of new doctorates in that field awarded to women and the percent of offers made to women during 1996 - 2004; the Y axis indicates the number of Northwestern academic units that fall in a particular percentage differential range (e.g., 5% - 9%, 10% - 14%, etc.). For instance, the column at the far right of the chart signifies that, for two Northwestern units, the percentage of offers made to women is at least 40 percentage points higher than the availability of women who have recently completed their doctorates in those disciplines. Thus, these two units made job offers to women at a rate considerably higher than their disciplines are producing female doctoral recipients.

Overall, however, the above chart shows that there are more Northwestern units making offers to women at a rate below availability than above it, as twenty units have percentage differentials of -5% or less, while twelve have percentage differentials of 5% or above. The remaining eight units show percentage differentials between -4% and 4%, indicating that over the period covered by the study they have made offers to women at a level very close to the level at which females receive doctorates in those fields.

Offers Made to African Americans, 1996 – 2004

The corresponding chart for offers made to African Americans during this period suggests that academic units at Northwestern have in most cases made offers to such prospective faculty members at a rate close to the rate at which African-Americans receive doctorates in that field. Thirty of the forty units are in the -4% to 4% range, while five units fall into the category just below that range. 87.5% of Northwestern's units fall into these two categories because, in the vast majority of disciplines, African Americans comprise less than 10% of doctoral recipients. Thus, even departments which have not made a single offer to an African-American faculty member during this period are extremely unlikely to have a percentage differential less than -10%. The remaining five units, which are spread out across a percentage differential of 10% - 30%, account for most of the marked success Northwestern has enjoyed during the last few years in recruiting African-American scholars. The chart therefore indicates that, in general, Northwestern is making offers to African Americans at a rate slightly higher than availability while at the same time pointing to the persistently low number of African-American doctoral recipients in the many disciplines.

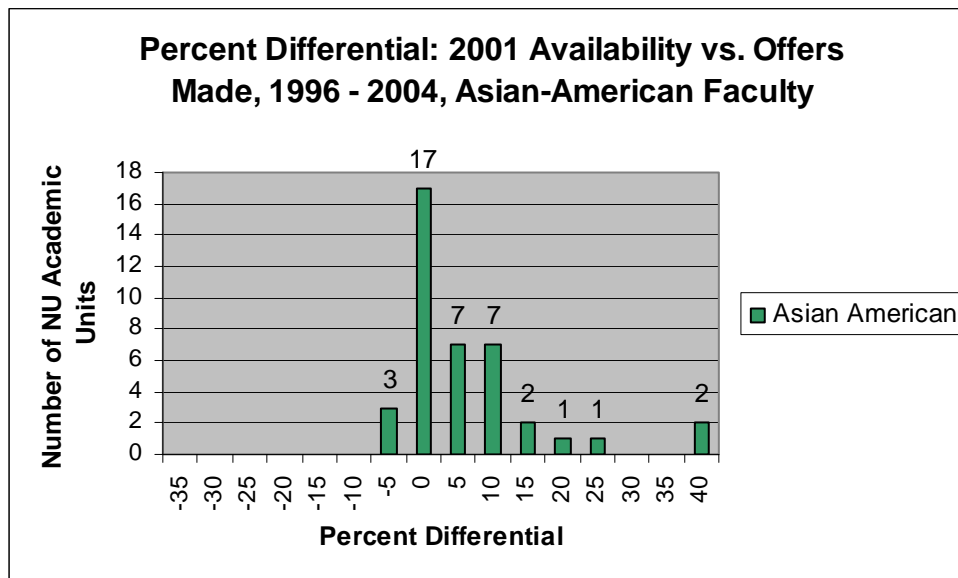


Offers Made to Asian Americans, 1996 – 2004

The following chart displaying offers made to Asian-Americans between 1996 and 2004 indicates that, overall, academic units at Northwestern have made offers at a rate equal to or greater than the rate at which new doctorates are being awarded to Asian-Americans in those disciplines. Seventeen of the forty units are in the -4% to 4% range, meaning that they are generally making offers at a rate comparable to availability, and just three units fall into the category immediately below that range. These figures are more telling than those for African-Americans because in many disciplines Asian-Americans comprise more than 10% of the availability pool. Thus, even though there is a distinct possibility that a unit could possess a percentage differential less than -10%, no Northwestern unit falls below the -5% to -9% range. More importantly, the remaining twenty units are dispersed across a percentage differential range greater than 5%, signifying that half of Northwestern’s departments are making offers to Asian-American scholars at a rate exceeding their availability.

At the same time, however, this chart does not accurately capture the representation of Asian-Americans in those fields in such fields as the arts, humanities and social sciences. In last year’s report, the Committee announced its decision to include in its mission an increase in the representation of Asian-American scholars in fields where they are currently underrepresented and where their presence promises significantly to enhance the teaching and research programs of the University. The encouraging data in the chart generally reflects the recruitment efforts of departments in the sciences and engineering – departments which already have a robust representation of Asian-Americans. The record of other departments is far more varied.

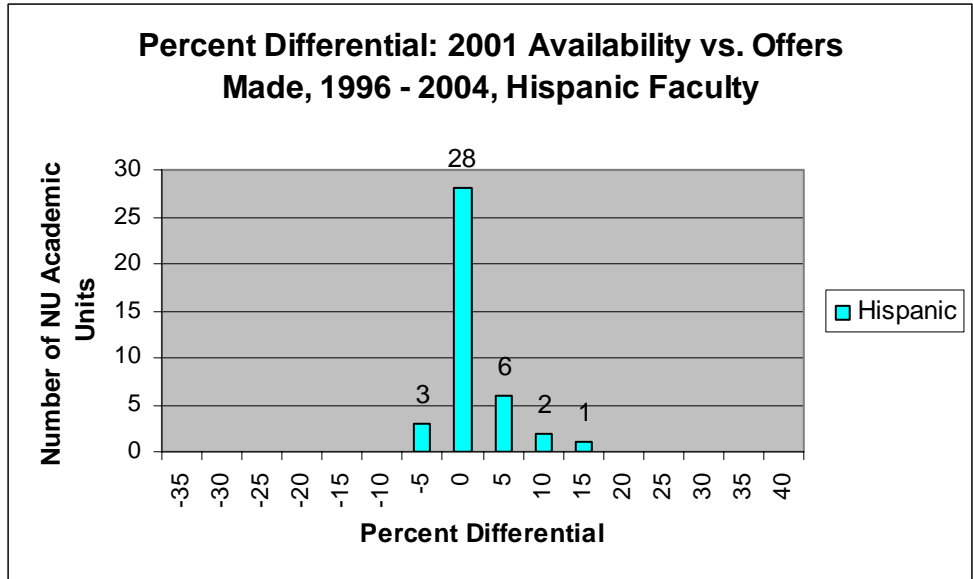
Among the twenty units in the arts, humanities, and social sciences for which NSF/NRC doctorate availability data is applicable, seven made offers to Asian Americans at a rate surpassing their availability; but ten (50%) of them did not make a single offer to an Asian American during the eight hiring cycles under consideration. Most of these ten units are very small humanities departments in the Weinberg College of Arts and Sciences. Here the availability of new Asian-American doctorates is exceptionally meager, averaging about 3%; and faculty searches are infrequent, averaging less than one search per year. As a result, though the following chart would seem to imply that Northwestern is doing exceptionally well in recruiting Asian-American faculty members, those successes are localized. In areas such as the arts, the social sciences, and the humanities, the challenge of achieving faculty diversity with regard to Asian-Americans is at least as acute as with African-Americans and Hispanics.



Offers Made to Hispanics, 1996 – 2004

The following chart representing tenured and tenure-track offers made to Hispanic scholars between 1996 and 2004 closely resembles the corresponding chart for African Americans. Twenty-eight of the forty units are in the -4% to 4% range, while three units fall into the category just below, and six into the category immediately above, that center range. The vast majority of Northwestern’s units fall into these three categories because, as in the case of African-Americans, Hispanics constitute less than 10% of doctoral recipients in nearly every discipline. Hence, even departments which have made no offers to Hispanic faculty are highly unlikely to have a percentage differential less than -10%.

However, in light of this similarity, one might reasonably ask why in fall 2004 there will be approximately 30% more African Americans (39) than Hispanics (29) on Northwestern’s tenured and tenure-track faculty. There are two main causes for this disparity. First, the charts track offers made, not offers accepted. Whereas in recent years a few Northwestern departments have done an exemplary job of *hiring* new black scholars (i.e., converting offers into acceptances), no department hired Hispanics at a rate far surpassing their availability during that time. Secondly – and perhaps more importantly – there are NSF/NRC Ph.D. availability statistics for the discipline of Spanish and Portuguese, but there is no corresponding information for African-American Studies, where several African-American faculty members hold full-time and half-time appointments. Taken together, these factors help explain why the charts for African Americans and Hispanics closely resemble each other even though Northwestern has been markedly more successful recruiting African Americans than Hispanics since the Committee released its first report in the fall of 2001.



Comments of Academic Unit Heads:

As the longitudinal report was being prepared, the Provost’s Office was in touch with academic unit heads on several occasions in order to verify data, etc. Unit heads were invited to comment on the success (or lack thereof) in achieving diversity in their units and to suggest methods of improving the diversity of Northwestern’s professoriate.

The responses touched upon many common challenges that Northwestern schools and departments face in seeking to diversify the faculty. Numerous respondents pointed out that fair assessment of a unit’s success in achieving diversity requires consideration of the availability of female and underrepresented minority doctoral recipients in that discipline. As a result, in many fields, efforts to increase the diversity of Northwestern’s faculty will require a concerted, national effort to increase the relatively low number of minorities and, in many disciplines, women who pursue doctoral degrees. Several department chairs noted that spousal hiring and family/work balance are particularly key factors when recruiting and retaining female faculty and, oftentimes, young scholars regardless of gender. Many also point out the presence of international faculty and graduate students in their units, a diversifying presence not captured in the Committee’s demographic analyses, which are limited to US citizens. Likewise, numerous respondents observed that their units contain non-tenure-track female and/or underrepresented minority faculty who are not counted in the data presented in the Committee’s annual reports. (Previous analyses of this matter have shown that the representation of minorities in full-time, non-tenure-track positions closely approximates their representation in tenured and tenure-track positions.)

Deans and department chairs also shared a number of best practices for recruiting and retaining scholars of color and female faculty. Many stated that, because of the shortage of women and underrepresented minority candidates in some disciplines, units should routinely reach out to their colleagues at other universities to establish contacts with graduate students before they are formally “on the market.” Similarly, many units make special efforts to ensure that females and members of underrepresented minority groups are invited to campus for conferences, lectures and interviews. For instance, a department recently started a lecture series to which it invites both well-established and junior female scholars, using this event as an opportunity to expose promising female researchers to, and even informally recruit them to, Northwestern.

The academic unit heads recommended some further steps that Northwestern could take to increase the diversity of its tenured and tenure-track faculty. A number of respondents suggested that, because minority scholars typically enter the academic job market sooner than their non-minority colleagues, Northwestern should continue and perhaps enlarge its recent initiative to provide funds for post-doctoral fellowships offered to minority candidates who receive a tenure-track offer immediately following their (often accelerated) graduate study. Moreover, they advised that Northwestern explore the possibility of university-wide mentorship programs, in addition to those provided by the department and/or school, in order to cultivate a stronger support system for female and minority faculty. Finally, several respondents urged that Northwestern's central administration remain receptive to proposals for target of opportunity hires and bridge funding, as these have proven to be an important means of recruiting diverse candidates over the last several years.

Best Practices Document

As an outgrowth of the longitudinal study, and drawing upon comments made to the Committee by academic unit heads, the Committee this spring 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 the spring, and it will be sent to members of search committees during the coming academic year. The document can be found at: 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.

Seven proposals were received during the past academic year. The proposals came from five schools (Communication, Education and Social Policy, McCormick, Medill, and Weinberg.) Support from the Fund for Faculty Diversity was provided for all seven. In all cases, funding from the Fund for Faculty Diversity supplemented monies provided by the school and/or department.

- Funding to provide partial support for the salary of an African-American scholar for a year of post-doctoral fellowship followed by an initial year in a regular tenure-track faculty position.
- Funding to provide partial support for the first two years of salary for an Hispanic faculty member.
- Funding to provide partial support for the first two years of salary for an African-American faculty member.
- Funding to provide partial support for up to four years of salary for an Asian-American faculty member in a unit currently without an Asian-Americans.

- Funding to provide partial support for salary for a post-doctoral fellowship year for an African-American faculty member who would then move into a tenure-track position.
- Funding to provide partial support for one year of salary for an African-American faculty member.
- Funding to provide partial support for two years of salary for an African-American faculty member.

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>.

Meeting with African-American and Hispanic Faculty

During the spring, members of the Faculty Diversity Committee invited all tenured and tenure-track Hispanic and African-American faculty to meet over lunch with the Committee. Including members of the Committee, some fifty attended. Much of the 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. Some of the suggestions included making academic units more aware of the opportunities available through the Faculty Diversity Fund and using the prospect of a post-doctoral year at Northwestern as a means of attracting junior scholars whose graduate study may have been accelerated. There was also discussion of “pipeline” issues, including the ways in which Northwestern might more effectively attract and retain minority graduate students. At the conclusion of the session, the Provost urged those in attendance to think ambitiously about matters relating to the hiring of minority scholars. He urged that colleagues remain vigilant in identifying opportunities to attract minority scholars and that they consult with their deans (and have their deans consult with the Provost) regarding means of facilitating such hiring.

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, five such interviews were conducted – all with white females. 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, most 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 largely prompted by fatigue, some health problems, and a desire to spend more time with family. Her dean, she said, was highly supportive

of gender and ethnic diversity. Two other departing faculty members spoke very favorably of their Northwestern experience, insisted – in one case, “emphatically” – that the departure had nothing to do with gender, and said that the institutions to which they were moving offered unique professional opportunities in their special areas of interest. Another, while not uncritical of certain developments in her department, said that gender issues had nothing to do with her decision and that she “never thought of herself as a minority” in a department with relatively few females. Her decision, she said, was based largely on a desire to be closer to aging parents and professional opportunities available at her new institution. While insisting that her departure was completely unrelated to gender issues, the fifth person said that she thought her new institution would provide a more congenial setting with a larger concentration of scholars pursuing the type of research in which she is engaged.

“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. Thus, the Committee has included among its priorities efforts to increase enrollment by members of such groups in Northwestern graduate programs.

The importance of the increasing the representation of underrepresented groups in the graduate student pipeline is made clear in the Consortium On Financing Higher Education’s (COFHE) April, 2004 report entitled “Minority Faculty at COFHE Institutions: What We Know.” (COFHE is a group of 32 highly selective colleges and universities. Although it often focuses on COFHE research universities and excludes data from COFHE liberal arts colleges, the Committee has found data provided by COFHE to provide a useful benchmark against which to measure progress at Northwestern.)

Tracking the progress in increasing faculty diversity at the 32 COFHE institutions, the recent report states that, between 1992 and 2002, the percentage of underrepresented minority faculty members increased from 4.5% to 6.0%.² The COFHE report contrasts this very modest .15% per year growth to the prediction in the Supreme Court’s recent *Grutter v. Bollinger* decision, in which the court foresees that minority representation may have increased sufficiently that there may no longer be a need consideration of race in admission decisions in higher education within twenty-five years. As the COFHE report states, “a simple extrapolation of the 1992-2002 trend line would certainly fall short of achieving a diverse faculty by 2027. Indeed, at the observed .15% per year rate, the black and Hispanic share of COFHE faculty would reach only 10.5% at the 25-year marker” (20).

Despite this distressing prognosis, the COFHE report notes that there are reasons to believe that the apparent conclusion of this simple extrapolation is unduly pessimistic. The junior professorial ranks are comparatively more diverse than the senior ranks, and the faculty who retire in the near-term will be disproportionately white and male. The report therefore suggests that one could conservatively project that blacks and Hispanics would represent 11.7% of the members of the COFHE faculties in 2027. Moreover, the report notes that increasing the number of underrepresented minority hires by a relatively small number dramatically improves this projection. For instance, if COFHE institutions identify 50 new underrepresented minority hires per year – which amounts to fewer than two new positions per each COFHE institution spread out over all departments – then the 2027 projection increases from 11.7% to 17.9% (20).³ This forecast demonstrates that, in order to significantly enhance faculty diversity in the

² Asian Americans are not included in this data, as COFHE classifies only blacks, Hispanics, and Native Americans as underrepresented minorities.

³ This projection takes into account the number of retirements, assuming a departure rate of 4.8% per year.

long term, institutions like Northwestern must do their part to increase the number of underrepresented minorities pursuing academic careers.

During the 2003-04 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 for the 2001 – 02 academic year, as minority applications to Graduate School programs grew from 264 to 274, and rose to 341 in 2002-03. The upward trend continued during the past year with 358 minority applications. Of those 358 applicants, 95 were admitted, 54 of whom are expected to enroll at Northwestern in fall 2004. Of those 54 prospective enrollees, 32 are African Americans; 15, Mexican Americans; 5, Puerto Ricans; and 2, Native Americans. This figure represents a heartening increase from the 43 minority graduate students who entered in fall 2003.

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 68%, above the 50% typically reported for U.S. doctoral students. During the 2003 – 04 academic year, 16 minority students received doctoral degrees through The Graduate School. This figure represents a slight increase over the 13 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, for a second year, of an external mentoring program, called the Distinguished Minority Engineering Scholars Lecture Series, to encourage minority engineering graduate students at Northwestern to pursue academic careers on the completion of their studies. Also regular meetings were held with the minority graduate student recruitment and recruitment committees in life sciences, engineering, and the social sciences to encourage minority enrollment in these fields. In addition, an Alliance for Graduate Education in the Professoriate proposal was submitted to NSF during summer, 2004, with the goal of tripling the number of underrepresented students in science, engineering, and math attending three CIC institutions: Purdue, Indiana University, and Northwestern.

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, heartening progress has been made during the past academic year in the recruitment of African-American faculty members. Steady, although not dramatic, progress continues to be made in the hiring of women. The progress in the hiring of Hispanic faculty members and of Asian-Americans (in fields where they are currently under-represented) is less encouraging.

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 on the part of many persons – faculty and administrators alike – who have worked hard to make such progress has been made. 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 believes that 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.