

Faculty Diversity Committee Report to the Community 2005 – 2006

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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

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

Like its predecessors, the 2005 report provided information regarding the representation of various groups on the Northwestern faculty and described the activities of the Committee during the 2004-05 academic year. For the Committee, the 2004-05 report was particularly disappointing because it recorded an absolute decline in the number of African-Americans holding tenured and tenure-track appointments and the stalling of the University's recent modest success in increasing the numbers of Hispanics in those faculty ranks. (As the 2004-05 report explained, the figures set forth there included the correction of some previously reported figures.) That report can be found online at:
http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2005.pdf

This 2006 report includes information on activities of the Committee during the past year as well as the latest available data regarding the representation of women and minorities on the tenured/tenure-track faculty. While data clearly reflect improvement in hiring during 2005-06, as compared with the previous year, there clearly remains need for further vigorous efforts if the University is to meet its ambitions to increase the various kinds of diversity it seeks in its faculty.

Activities of the Faculty Diversity Committee

The Faculty Diversity Committee has long understood that success in diversifying the Northwestern University faculty appointments requires a vigorous and imaginative faculty search process; the identification of promising female and minority prospects; and the extension of offers to such persons. (Needless to say, a final essential step is the successful conversion of Northwestern's offer into an acceptance by the prospective colleague. The University can do much to help achieve that conversion. At the same time, however, many factors beyond the University's control—employment opportunities for spouses or partners, access to needed research and other resources, etc.—rise to foil the University's ambitions to hire this or that prospective colleague.)

Given the very disappointing 2004-05 performance by the University in increasing the representation of African-Americans and Hispanics in the tenured and tenure-track ranks, the Faculty Diversity Committee began its work during the 2005-06 academic year by examining data regarding all searches conducted for tenured and tenure track faculty during the previous year. In particular, the Committee examined the composition of the various search committees (with particular attention to the presence on those groups of women and members of underrepresented minority groups); the extent to which women and minorities were included in the pool of finalists who were interviewed for the positions; and the frequency with which offers were extended to women and minorities (including offers which may have been rejected). These figures were then compared with national data on the receipt of doctorates by women and minorities in the various fields covered by the searches. The review of the material was inconclusive, and the Committee could not point to a pervasive pattern of indifference among search committees as an explanation for the disappointing recruiting results during 2004-05. The Committee did, however, once again note a number of instances in which the apparent national availability of female and minority scholars was not reflected in the pools of finalists identified by search committees. Thus, the Committee asked the Provost to meet individually with school deans to discuss both these apparent discrepancies and to explore larger issues regarding faculty recruitment in the schools as it relates to the University's commitment to increase faculty diversity.

In late fall and early winter, the Provost met individually with the deans of all but two schools (the two having been excepted because of circumstances peculiar to those schools). At those meetings, the Provost reiterated his concern regarding the recent loss of momentum in the recruitment of African-American and Hispanic faculty colleagues. Drawing upon national availability figures, the Provost pointed to academic areas where the availability of African-Americans and Hispanics (and, in a number of cases, women) was notably greater than their representation at Northwestern. The Provost asked each dean to present a plan for increasing the diversity of the school's faculty through hiring undertaken in the current and coming academic year. Recognizing that opportunities for increasing faculty diversity vary from field to field, he asked that the plans reflect strategic thinking about the fields in which progress can best be made and tactical thinking about the ways of achieving that progress. The responses were reviewed at the spring meeting of the Committee.

At its winter meeting, the Committee discussed appropriate University recognition of the national Martin Luther King, Jr., Day holiday. Similar discussions took place among other University groups in response

to President Bienen's decision to reconsider Northwestern's recognition of this event. For a number of years, the University has recognized Martin Luther King Day with programming on both campus on the national holiday, as well as on days surrounding the holiday. University classes have been cancelled from 11 a.m. until 2 p.m. and supervisors have been urged to free non-essential staff during those hours in order to allow members of the community to attend the events. While recognizing that its perspective on the matter was only one among several inputs to the administration, the Committee suggested that the national holiday should be a day at Northwestern during which no classes are held and staff are free from regular University responsibilities. The Committee's support for a full University "holiday" on Martin Luther King, Jr., Day was predicated not on its desire to provide members of the University community with a three-day weekend but rather on the desire to ensure that members of the community would be free from customary responsibilities in order to participate in an ambitious set of programs mounted on that day. However, some members of the Committee expressed doubt that students, faculty, and members of the staff would attend such events if the day were a formal University holiday. (Having received perspectives from other groups like the Committee, the University elected to cancel all classes but not close the University on the Martin Luther King Day holiday. The University hopes that activities appropriate to the occasion will be more readily mounted if there are no student conflicts with class obligations. Supervisors will be urged to permit staff members, whenever possible, to attend such activities as interest them.)

At its winter meeting the Committee also received a report from a member who had recently attended a meeting at the National Institutes of Health. According to the report, NIH has been spending some \$250 million a year on programs designed to increase the number of life scientists from underrepresented minority groups. As a result, there has been an increase in the number of minorities receiving bachelors and doctoral degrees in the life sciences; but the new minority holders of PhDs in the life sciences are not electing to enter the professoriate; and the forthcoming retirements of African-American and Hispanic faculty members in the life sciences are expected to greatly exceed the anticipated arrival of new scholars from doctoral programs. The member reported that, as a result, NIH might limit its support for doctoral study to members of minority groups who elect to enter the professoriate. In addition, he reported, minority initiatives will be woven into the fabric of NIH activities and not be seen as special, independent enterprises.

Prior to the spring meeting, plans received from schools for increasing diversity were circulated to members of the committee. At its spring meeting, those plans were briefly discussed; they will be further discussed in the fall, along with a review of school performance in this area. Much of the spring meeting was devoted to discussion of exit interviews conducted by Committee members with departing female and minority faculty members. As in the past, the exit interviews revealed highly individual reasons for resignation or retirement from the faculty. Nonetheless, the Committee members were again impressed by the importance to achieving the University's diversity goals of a welcoming departmental culture, effective mentoring, and family-friendly policies. The Committee discussed the challenge of accommodating the needs of dual-career couples. Members of the Committee also expressed the hope that junior members of the faculty would understand that each Committee member was committed to helping ensure the success of women and minority faculty members and stood ready to talk confidentially with such faculty members about their concerns and, when appropriate, refer them to resources in the University.

At the spring meeting the Committee also reviewed data on the hiring and retention to date of tenured and tenure-track African-American, Asian-American, and Hispanic faculty members. The figures available at that meeting were still preliminary and were in all cases lower than those presented in this report. Based on its review of those early figures, the Committee expressed disappointment that the net gains of faculty in these areas were modest. The Committee agreed that the University's performance during the past two years in the hiring of under-represented minorities was unacceptable and that there

must be enhanced accountability if progress were to be made. The Provost said that he would raise this issue with renewed urgency at the next meeting of the Council of Deans. He also yoked his school-by-school approval of faculty hiring during 2006-07 to a strong statement regarding his expectation for decanal leadership in this area.

Progress in Meeting Goals

In large part, the success of the Faculty Diversity Committee's effort—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. In last year's report, the Committee reported its dismay over an absolute decline in the number of African-American faculty members and the stalling of any progress in increasing the representation of Hispanics. This year's report contains somewhat more positive information. Progress has resumed in increasing the representation of women and underrepresented minorities on the tenured and tenure-track faculty. At the same time, the results of hiring activity during the past year—and, importantly, efforts to retain colleagues who are approached by other institutions—offer no occasion for complacency regarding the community's success in helping Northwestern achieve greater faculty diversity.

In each of its five 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, and Native Americans who will be captured in the November 2006 snapshot. In all but one category (Native Americans), the projected 2006 figures reflect net gains, taking into account confirmed hires for the 2006–2007 academic year as well as known departures which have occurred or are expected to occur since the beginning of the 2005–2006 academic year.

When they join the University, faculty members are invited to identify themselves on their Personnel Data Forms according to gender and race/ethnicity. Completion of this part of the form is voluntary. The annual November snapshot draws upon this 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.

Tenured and Tenure-Track Women Faculty, 1987 – 2006

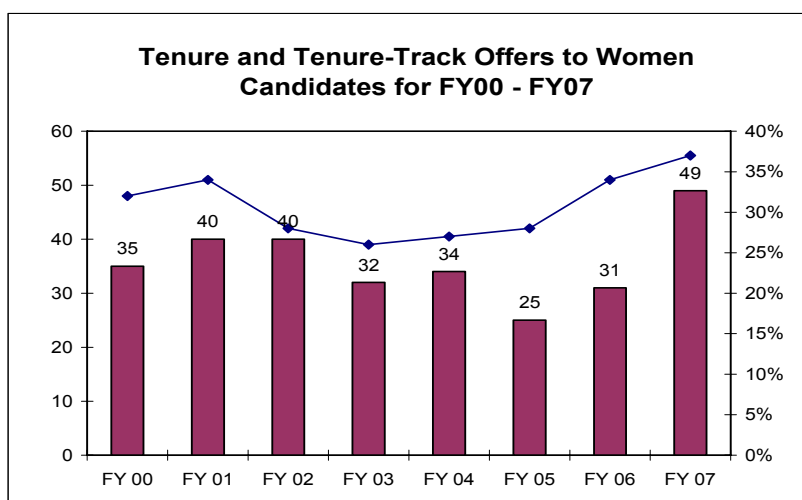
In addressing the representation of women on the faculty, the Faculty Diversity Committee has concerned itself with two issues: 1) the absolute number of women on the faculty and the percentage they represent of the larger whole and 2) the presence of women in academic units where they are currently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

The number of women on the tenured and tenure-track faculty continues to increase steadily. Between the 2005-06 and 2006-07 academic years, 12 tenured and tenure track women left or announced their intention to leave the Northwestern faculty for various reasons (including retirement). Offsetting those departures is the expected arrival of at least 37 female faculty members, who will hold tenured or tenure

track positions. University records show that 315 women held tenured or tenure track positions in fall 2005. With the net increase of 25 women faculty members in fall 2006, a total of 340 women are expected to hold tenured or tenure track positions in fall 2006. During 2005-06, women held 25% of the tenured and tenure-track positions in the University. Assuming that the projected numbers hold and that the total number of tenured and tenure-track faculty does not increase substantially between 2005-06 and fall 2006, women will constitute 27% of the tenured/tenure-track faculty in fall 2006.

The projected net increase of 25 women faculty in fall 2006 is the most significant single year increase in recent years. The growth in women faculty numbers reflects a truism which is worth recalling: A prior condition of making an appointment is the extension of an offer. And the rendering of an offer requires the identification of prospects in the course of vigorous, affirmative action searches.

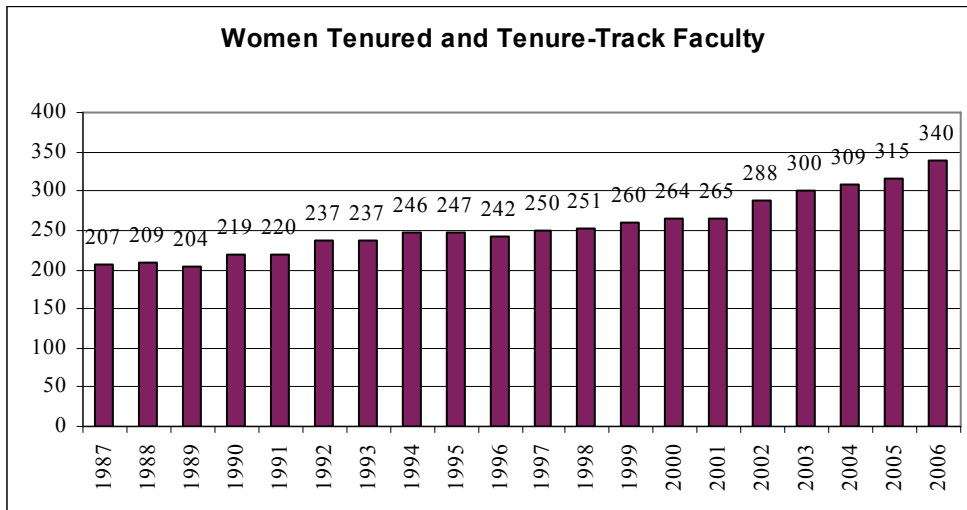
The following table shows the fluctuations over the past eight years in the extension of offers to women for tenured and tenure track positions. The figures declined significantly in the middle of that period, only to rebound in recent years. The Committee is encouraged by the recent growth in the extension of offers to women and by the acceptance of such offers. Continued success will require a continuing commitment on the part of schools and departments to search vigorously for female prospects for open positions, to make offers to outstanding prospects, and to work to ensure that offers are followed by acceptances.



Does not include offers in clinical departments of Feinberg School of Medicine. Bars represent the number of offers made; graph line represents offers to women as a percentage of all offers.

While it is pleasing that the number of women on the faculty has risen steadily, the Faculty Diversity Committee remains concerned that women are seriously underrepresented in a number of departments in the University (for example, many areas of science and engineering). Virtually no progress was made in improving this situation during the past academic year. The challenge of increasing such representation requires both short-term and longer-term strategies. 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 underrepresented. Locally, departments (and especially those where women are underrepresented) must aggressively seek out female prospects for positions and persuade outstanding scholars and artists to join Northwestern. To support the recruitment and retention of tenure-track women in the sciences and engineering, the administration is supporting a pilot program on "Navigating the Professoriate" organized by Professor Katherine Faber of the McCormick School of Engineering and Applied Science and Dr. Holly Falk-Krzesinski of the College of Arts and Sciences. The

program is intended for first and second year female assistant professors in the sciences and engineering as well as more senior appointees who have not previously held academic positions and is projected to include six half-day sessions over the academic year (two each quarter). The program is designed to present to the participants some of the essentials needed to thrive in a Research I university, including advice on teaching and laboratory management, a knowledge of how the university operates (tenure, etc.), how the funding process works, and some basic skill building in negotiations and networking. It is also anticipated that by meeting regularly throughout the year, these women will form a valuable network among themselves—something not always possible in their home departments.



**In this and the following graphs, figures for 2006 are projections that reflect the Office of the Provost’s best efforts to account for expected faculty departures as well as new hires. The figure for 2005-06 has been revised to reflect actual counts in November 2005.*

Tenured and Tenure-Track African-American Faculty, 1987 – 2006

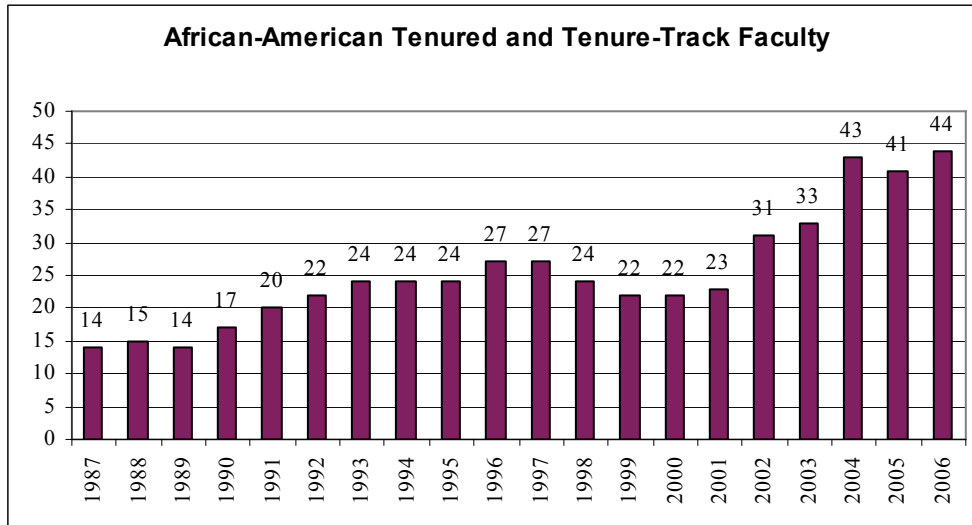
The number of tenured and tenure-track African-Americans on the faculty in fall 2006 is projected to increase by three over the number present during the 2005-06 academic year. This situation represents a heartening improvement over that reported in last year’s report, where the Committee noted that “three African-American colleagues retired or resigned, while only one accepted an offer to join the Northwestern faculty this fall.... 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 results during 2004-05 are, quite simply, unacceptable.”

Between fall 2005 and fall 2006, three African-American faculty members have left Northwestern. At the same time, six are expected to join the faculty in fall 2006, making for a net gain of three African-American faculty members during the past year. In terms of absolute numbers, the representation of African-Americans on the tenured, tenure-track faculty should thus reach its highest point in at least two decades. It is especially gratifying that the six new African-American faculty members will be distributed among five schools (Law, Communication, Medill, the Weinberg College of Arts and Sciences, and the Kellogg School of Management). Such distribution suggests that schools throughout the University share the Committee’s commitment to increasing the representation of African-Americans on the tenured and tenure-track faculty.

While the modest growth in the number of African-American faculty during the past year offers cause for some hope that progress in this area has resumed, recent experience offers no occasion for

complacency. The departure of three African-American faculty members during the past year was disappointing, thus reducing the net gain. Moreover, as the chart below shows, following significant growth during previous years, the number of African-American colleagues appears to have leveled off during the past three years.

Northwestern’s challenge of attracting and retaining outstanding African-American scholars to the faculty is a challenge faced by peer institutions. The Committee urges schools and departments to redouble their efforts to meet this challenge.



**These figures do not include faculty members of African heritage who are not United States citizens or permanent residents. Figures for 2006 are projections.*

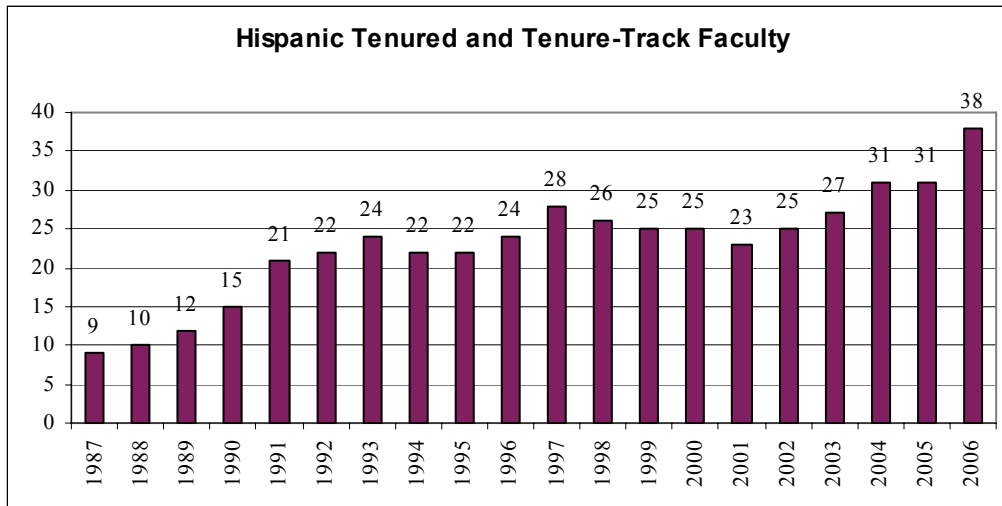
Tenured and Tenure-Track Hispanic Faculty, 1987 – 2006

Last year the Committee reported that, “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.... The modest but welcome progress of previous years has apparently stalled, and it must be restarted.”

During the past year, that progress has resumed, with the hiring of seven new tenured or tenure-track Hispanic colleagues and no departures. The result is the largest one-year gain in the number of Hispanic faculty during the past two decades and, as with African-American faculty members, the highest numerical representation of tenured or tenure-track Hispanic faculty members during that period.

There is ample reason to take satisfaction from the successes during the past academic year in increasing Hispanic representation on the faculty. Particularly notable is the fact that no Hispanic faculty members departed the University during that period. At the same time, it is notable that nearly half the increase—three of the seven new colleagues—is represented by recruitment in a single school, the Feinberg School of Medicine. The other four recruitments occurred in the School of Communication, the McCormick School of Engineering and Applied Science, and the Weinberg College of Arts and Sciences.

The Committee hopes that the significant increase in Hispanic faculty representation will continue in future years, and that additional schools in the University will contribute to this effort.

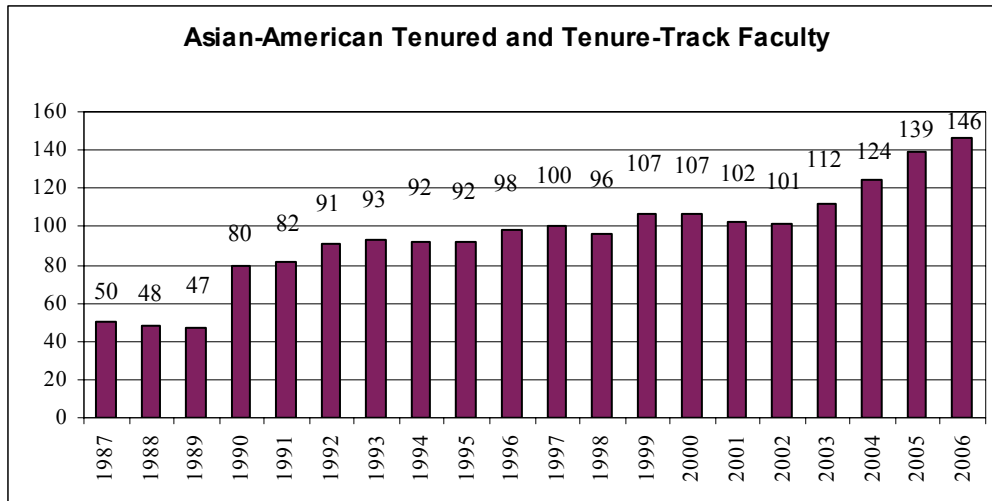


**These figures do not include Hispanic faculty members who are not United States citizens or permanent residents. Figures for 2006 are projections.*

Tenured and Tenure-Track Asian-American Faculty, 1987 – 2006

The number of Asian-Americans on Northwestern’s faculty continues to increase steadily. In fall 2005 the 139 tenured and tenure-track Asian-American faculty constituted more than 10% of Northwestern’s professoriate. During the 2005-06 academic year, 12 Asian-Americans joined the University’s tenured and tenure-track faculty or are expected to join this fall, while it is anticipated that five will leave Northwestern during that time. Should these projections hold firm, Asian-Americans will comprise around 11.5% of Northwestern’s tenured and tenure-track professoriate in fall 2006.

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 12 Asian-Americans joining the faculty this fall, four are in the social sciences (including the faculty of the Kellogg School of Management); one 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 or permanent residents. Figures for 2006 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 underrepresented 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. 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 remains considerable. According to the government's *2004 Survey of Earned Doctorates*, only 129 American Indians (including Alaskan Natives) earned doctorates—a decline from the 2003 figure of 133 included in last year's Faculty Diversity Committee report. This figure represents one-half of one percent of all doctoral recipients that year. Significantly, nearly half of those 129 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. Nonetheless, it takes heart from the knowledge that during the past year one school at Northwestern made a concerted effort to hire a senior, Native American social scientist. For the moment, the effort appears to be unsuccessful; but the school in question intends to remain in touch with the prospective colleague and hopes to be able to reopen discussions in the not too distant future.

Family Leave and Faculty Recruiting

Throughout its history, the Faculty Diversity Committee has understood that the presence of family-friendly policies at the University contributed greatly to Northwestern's success in recruiting and retaining all faculty, and perhaps especially women faculty. This theme has recurred in the Provost's annual

meetings with new female and minority tenured and tenure-track faculty, in exit interviews with departing colleagues, and in Committee discussions.

During the past year, the administration reviewed recommendations received at the end of the 2004-05 academic year from the Faculty Family Leave Committee, a group of faculty and administrators convened by the Provost to provide advice on issues of concern to faculty. In response to the recommendations of that Committee, the administration has announced the initiation of considerably expanded accommodations for parents, male as well as female. The new provisions, effective September 1, 2006, are available to all tenured and tenure-track faculty and to non-tenure-eligible teaching faculty with a specified length of service. In general, the new program formalizes the availability of ten weeks or one academic quarter of paid leave for a childbearing mother; provision has been added for a similar period of paid leave for either parent of a newly adopted child. A similar additional period of paid leave is available to parents, male as well female, who share responsibility for the rearing of a young child. Given differences in academic calendars, etc., among schools, slightly different provisions apply for faculty in different schools. The new provisions are in addition to the longstanding availability of a year's extension of the probationary period for untenured, tenure-track faculty with childrearing responsibilities. The entire new policy can be found at: <http://www.northwestern.edu/provost/faculty/policy/index.html>.

The Committee hopes that the new program of family leaves will not only signal the University's efforts to accommodate the challenges of combining parental responsibilities with the demands of a career at an institution like Northwestern but also provide valuable benefits for faculty members who face those challenges. The committee is hopeful that the new program of family leaves will contribute materially to Northwestern's effort to recruit excellent faculty (including but not limited to women and minorities).

The Committee also recognizes that a significant factor in many recruitments (and, in some cases, retentions) is the availability of employment opportunities for spouses and partners. To address this challenge, Northwestern is engaged in discussions with the University of Chicago, the University of Illinois at Chicago, and the Argonne and Fermi national laboratories to serve as a lead institution in the formation of a Higher Education Recruitment Consortium (HERC) for the greater Chicago area. This HERC, modeled on similar initiatives elsewhere in the nation, will provide access to information regarding available faculty and staff positions at member institutions. It is hoped that as many as several dozen local institutions will elect to participate in the Chicago HERC, which is expected to become operational by early 2008. A faculty or staff member considering a position at Northwestern, for example, and concerned about employment for a spouse or partner would be able to search the on-line database for positions of the type and focus desired.

Fund for Faculty Diversity

In its initial report, the Faculty Diversity Committee announced 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 each year.

Eight new proposals were approved during the past academic year. The proposals came from four schools (the School of Communication, The Graduate School, Medill and the Weinberg College of Arts and Sciences). 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. The proposals approved during the past year were:

- Support for start-up funds used to assist in the recruitment of an African-American faculty member
- Support for start-up funds used to assist in the recruitment of an Asian-American faculty member in a department in which there is currently no Asian-American representation on the tenure-track faculty
- Support for summer salary for a limited period for African-American faculty member
- Support for the Distinguished Minority Engineering Scholars lecture series, described elsewhere in this report
- Bridge funding until a forthcoming retirement to enable the recruitment of an African-American faculty member
- Funding to assist in the recruitment of a Native American faculty member
- Funding to assist in the recruitment of an Hispanic faculty member
- Funding for research support to assist in recruitment of 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 New Members of the Faculty

During the fall quarter, members of the Faculty Diversity Committee once again 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 an 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 women and underrepresented minorities to tenured and tenure-track positions at the University. As had been the case at previous such luncheons, new faculty members expressed special interest in issues relating to child care, family leave, and mentoring, and these topics were discussed at some length. The Provost discussed the University's arrangements on both campuses to provide child care for faculty children; he also reported that the administration was considering the recommendations of the Faculty Family Leave Committee. Toward the end of the meeting, the Provost reported that, at the 2004 session with new faculty, he had agreed to a faculty request to provide financial support for self-organized informal luncheon meetings for untenured, tenure-track female and minority faculty. The Committee understands that such meetings continued during the 2005-06 academic year, with newly arrived colleagues included alongside the cohort who arrived at the University in fall 2004. One participant commented during 2004-05 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 one instance, 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.” In most cases, two Committee members talk with each departing colleague.

Of nine female and/or minority faculty departing this year, eight elected to be interviewed—six white females, one Asian American female, and one African-American male. 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. In no instance did respondents indicate that issues bearing on gender or race were related to their departure. Unlike last year, however, two female interviewees identified spousal hiring challenges as a significant factor in their choice to leave the University.

One respondent reflected appreciatively on Committee-funded quarterly lunches for untenured, tenure-track female and minority faculty; she expressed hope the initiative will be continued and especially noted the supportive and open nature of discussion and the benefits of a forum in which to raise issues of special concern to new members of the faculty. At the same time, two departing colleagues suggested that the mentoring they received was less than they would have liked.

Echoing an issue raised by others in previous years, one departing colleague expressed concern about a perceived decline in faculty engagement in school governance and policy making and the trend toward centralized University management.

A colleague reflected appreciatively on his time at Northwestern and noted that his departure from the University was prompted by professional opportunities available elsewhere rather than shortcomings at Northwestern. At the same time, he noted that Northwestern’s approach to retaining tenure-track faculty may at times appear “reactive,” and as such the University might run a particular risk of losing the most valued faculty.

“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.

In its 2004-05 report, the Committee included data from the U.S. Government’s annual “Survey of Earned Doctorates,” recording the number of doctorates earned at five-year intervals between 1980 and 2000 broken down by race/ethnicity and broad academic field. As those data demonstrate, there has been a steady increase in the numbers of doctorates awarded to members of groups traditionally under-represented in the professoriate. The number of African-American doctoral recipients grew by 60% during those twenty years; and the number of Hispanic doctoral recipients grew by over 175%.

Nonetheless, the absolute numbers still remain woefully low. In 2000 only 1,656 African-Americans received doctoral degrees (of whom 680 were in a single field, education); and only 1,157 Hispanics received doctorates (nearly a quarter of whom received degrees in education.) Presumably, some of the

female and minority doctoral recipients elect to work in industry rather than academia. The remainder, who elect to pursue academic careers, are sought by most of America's 4,000 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 to significantly 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 2005-06 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 and other schools and departments have helped reverse this development. Applications from minority students for doctoral programs have grown steadily in recent years. The following table sets forth recent minority doctoral recruitment and enrollment history by school.

	Applicants				Admits				Enrollees			
	2003	2004	2005	2006	2003	2004	2005	2006*	2003	2004	2005	2006*
McCormick School of Engineering	31	38	28	36	14	14	11	18	5	9	7	8
School of Communication	26	35	34	44	5	8	6	5	4	7	5	4
School of Education & Social Policy	21	11	17	15	2	2	3	3	3	2	1	2
Weinberg College of Arts and Sciences	125	142	166	219	28	34	45	58	11	14	16	29
School of Music	3	5	4	4	0	2	0	0	0	1	0	0
Kellogg School of Management	26	31	19	20	2	3	2	4	2	2	0	1
Feinberg School of Medicine	32	33	50	37	14	13	13	12	8	7	6	7
Total	264	295	318	375	65	76	80	100*	33	42	35	51*

* Note: 2006 figures include as minorities all students who self-identify as Hispanic. In previous years, only students who self-identified as Mexican-American or Puerto Rican were counted. Also included for the first time in 2006 were minority students who reported that they were naturalized U.S. Citizens or permanent residents of the U.S.; minority students in these categories were not included previously. As a result of these changes, The Graduate School was able to report in 2006 six enrollees and 16 admitted students who would not have been counted in previous years.

During the 2005-6 academic year, 375 minority students applied for admission to doctoral programs at Northwestern. Of those 375 applicants, 100 were admitted. Fifty-one of those 100 are expected to enroll at Northwestern in fall 2006. Of those 51 prospective enrollees, 26 are African Americans; 21 are Hispanics; and 4 are Native Americans (as of 8/17/06).

The increase in minority admissions and enrollments between 2005 and 2006 is largely attributable to the broader definitions used by The Graduate School in its calculations as described in the note below the table above. The new African-American Studies program has also contributed to the increase with 6 enrollees for 2006. It is apparent that the yield of admitted students electing to enroll in our graduate programs has fluctuated over the past several years. 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 fluctuations. The Graduate School believes that new initiatives (described below) will lead to an even greater increase in the 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 2005-06, Northwestern's retention of minority students stands at 69%, well above the 50% typically reported for U.S. doctoral students. During the 2005-06 academic year, 21 minority students received doctoral or terminal masters 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 include the coordination, for a fourth year, of the Distinguished Minority Engineering Scholars Lecture Series. This program 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. Graduate School staff also 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 life sciences and physical sciences. The Graduate School has also helped coordinate recruitment receptions for minority applicants in engineering, and staff from The Graduate School attend recruitment receptions hosted by all departments when minority applicants are in attendance. Such efforts appear to contribute to increasing the yield of minority students admitted to the University.

In addition, as the recipient of two grants from the National Science Foundation Alliance for Graduate Education and the Professoriate (AGEP) program, Northwestern has taken an active role in initiatives to increase minority enrollment in graduate programs. In the first grant, Midwest Crossroads, received in fall 2004, Northwestern is in an alliance with Purdue University, the lead institution, and Indiana University focusing on science, technology, engineering and math (STEM) fields. In the second grant, Great Lakes Alliance for Social and Behavioral Sciences, received in Fall 2005, Northwestern is the lead institution with six partner universities including The Ohio State University, Pennsylvania State University, Temple University, the University of Chicago, the University of Illinois at Urbana-Champaign, and the University of Wisconsin—Madison; this grant focuses on increasing minority enrollment in the social, behavioral, and economic sciences (SBES). In both grants, the goal is to triple the number of underrepresented minority students enrolling and completing PhD programs and entering academia. An associate director for both AGEP programs has been hired under the grant and has sought to increase awareness of Northwestern programs among prospective STEM and SBES minority students and to provide services to those already on campus. Renewed recruiting efforts have been aimed at regional and national conferences, along with strengthening 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 AGEP Professors (faculty members committed to mentoring graduating minority PhDs over the next ten years) and AGEP Scholars (students committed to mentoring younger minority PhD students). While AGEP Professors provide mentoring and career guidance to minority students at Northwestern, AGEP Scholars assist new graduate students as they begin their graduate studies. Thus far, 26 Northwestern professors and 12 advanced graduate students have agreed to participate in the AGEP program. The goal for the 2006 - 2007 academic year is to increase the number of faculty members participating in the AGEP program to 40.

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 seen an encouraging reversal of the very disappointing results during 2004-05. As a result of activity during the past academic year, Northwestern will at the beginning of the 2006-07 academic year see welcome (but still insufficient) increases in the representation on the faculty of women and underrepresented minorities.

The members of the Faculty Diversity Committee understand that 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 as has been made since the Committee began its work. Nonetheless, and notwithstanding the modest successes achieved in recruiting during the past academic year, much more progress needs to be seen 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. The experience during 2004-05 demonstrates the ease with which the University can fall behind in meeting its diversity goals. The Committee hopes and believes that the more robust performance during the past academic year reflects the recognition throughout the University of the commitment to faculty diversity and a renewed effort to translate that commitment into action.

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.