

## **Progress Report on Diversification of Faculty and Departmental Leadership, College of Arts and Sciences**

July 1, 2005

### Historical Trends and Current Patterns in Composition of the Faculty

Tables 1 and 2 show the composition of the College's faculty by race and sex over the last six academic years. In 2004-5, just about one third of the members of the faculty were female, and 3.7 percent were African American. These percentages were virtually identical to those for 2003-4. Both percentages remain slightly higher than they were in 1999-2000.

Table 3 presents data on the gender composition of the faculty of the College of Arts and Sciences by rank. In 2004-5, 17.6 percent of full professors were female. This represents a substantial increase from the 12.3 percent who were female in 1999-2000, and continues the expected linear increase of females occupying higher ranks in the College.

Table 4 shows the percentage of African Americans by rank, with the highest percentages appointed at the rank of Instructor and Assistant Professor. Only one full Professor is African American, and she will retire at the end of the current year. Currently, no Associate Professors are from this group.

To place the numbers on race in context, a recent article in the Chronicle of Higher Education reported that approximately 5 percent of full time faculty members at U.S. colleges and universities are African American. Only 2.3 percent of faculty members at predominately white universities, however, are from this racial group (Wilson 2002). The most recent NSF Study of Doctorate Recipients (Hoffer et al, 2003) found that 6.3 percent of doctorates earned by U.S. citizens in 2002 were awarded to African Americans. This percentage varied by discipline, from a low of 1.1 percent in Earth, Atmospheric and Marine Sciences (only 5 doctorates awarded to African Americans out of 467), to a high of 10.8 percent in Communications (30 of 278).

### Current Patterns in Leadership

Of the 19 departmental chairs in the College, three are females, two of whom have interim appointments. This represents a net gain of two from the previous year, although this improvement is likely to be temporary. None of the current chairs are African American. Of the five Interdisciplinary Degree Programs in the College (International Studies, Gender Studies, African American Studies, Personalized Studies, and Gerontology), two are headed by females, and one by an African American.

Of the two Associate Deans in the College, one is a Caucasian female and one Asian male. The Dean is a Caucasian male. Of the two Assistants to the Dean, one is female, and both are Caucasian. One other Assistant to the Dean will assume a one year appointment in August and she is a white female.

### Conclusions on Annual Progress

The past year saw mixed results in meeting diversity goals.

*Conclusions Regarding Progress in Achieving Racial Diversity:* While two new African Americans joined the faculties in English and Communication, two African American Assistant Professors in Chemistry resigned to take positions at other universities. Two African American faculty members were awarded promotions to the rank of Assistant Professor, and moved to a tenure track. 2004-5 saw no net gain in achieving racial diversity among the faculty of the College. Table 5 lists African American faculty by name for the past two years.

*Conclusions Regarding Progress in Achieving Gender Diversity:* Consistent with the College's goals, the number and percentage of females occupying higher ranks and positions of authority increased, although the increase in 2004-5 in the percentage of females occupying the rank of Professor was not as great as it was in the previous year.

### Diversity Priorities

These findings suggest that the primary diversity concerns in the College remain:

- 1) The percentage of the faculty that is African American is lower than the percentage of African Americans currently completing PhD's or other terminal degrees in many disciplines, but is slightly higher than the average percentage employed at predominately white, U.S. universities.
- 2) African American faculty members are employed disproportionately in lower academic ranks.
- 3) Female faculty members are employed disproportionately in ranks below the rank of Professor, although progress has been made in recent years in ameliorating this problem.
- 4) Female and African Americans remain under-represented in positions of leadership in the College, particularly in the position of departmental chair.

### Diversity Goals

Over the next five years, the College will attempt to:

- 1). Increase the number and percentage of African American faculty members;
- 2). Increase the number and percentage of African American faculty members who are at the rank of Assistant Professor and above;
- 3). Increase the number and percentage of females and African Americans in positions of leadership in the College.

In addition, we anticipate that the number and percentage of female faculty members occupying the rank of Professor will increase over the next five years.

### Action Plan

In order to meet these goals, the College will take the following actions over the course of the next five years:

- 1) The College will continue to monitor trends in female and African American employment, and report on progress toward meeting its diversity goals on an annual basis.
- 2) All search committees that identify strong African Americans in the pool of applicants will be encouraged to bring these candidates to campus for an interview. Any additional interview costs will be borne by the College.
- 3) Chairs and faculty members will be encouraged to recruit actively among colleagues in their professional networks to encourage qualified African Americans to apply for open positions.
- 4) Search committees that identify African American candidates will utilize the campus hosting committee to assist with recruitment.
- 5) Whenever possible, non-tenure track, Instructor positions that are currently filled by highly qualified African Americans will be converted to tenure track, Assistant Professor positions. Two such positions in the College were converted in 2004-5.
- 6) The College will request approval to recruit for at least one new Assistant Professor position with specialization in African American Studies. The position will require primary specialization in a discipline for which USA offers an academic major, but will also require research and teaching specializations in African American Studies. Because of pressing needs elsewhere in the College, we were not able to take this action step in 2004-5, but will attempt to do so in 2005-6.
- 7) Departments may request the creation of an additional position if a highly qualified African American candidate is identified. If resources permit, new positions may be created. The decision to create the position will be made on a case by case basis, depending on the need for additional staffing in that program, other program needs, the credentials of the candidate, and the availability of resources.
- 8) To assist with retention of African American faculty members, the College will monitor resource allocation decisions to ensure that all faculty benefits, including travel allowances, start up funding, research reassignments, and internally funded research grants continue to be distributed on an equitable basis.
- 9) The College will continue to monitor promotion of female faculty members to higher faculty

ranks and to positions of leadership. Given recent progress, it is anticipated that improvements will occur continuously over the next five years, as female faculty members have more time in rank and accumulate experiences and accomplishments that will qualify them for promotion. If progress slows, then additional corrective actions will be considered.

10) One of the suggestions that came from the 2003 Diversity Survey was for the University to enhance multi-cultural programming on campus. Accordingly, the College increased funding for African American programming from \$4000 to \$15,000 for 2004-5. This level of funding will continue in 2005-6.

11) As leadership positions open (including Chairs, Program Directors, Associate Deans, and Assistants to the Dean), African American and female candidates will be encouraged to apply and will be given full consideration for appointments.

### References

Hoffer, T.B., S. Sederstrom, L. Selfa, V. Welch, M. Hess, S. Brown, S. Reyes, K. Webber, and I. Guzman-Barron. 2003. *Doctorate Recipients from United States Universities: Summary Report 2002*. Chicago: National Opinion Research Center. (The report gives the results of data collected in the Survey of Earned Doctorates, conducted for six Federal agencies, NSF, NIH, USED, NEH, USDA, and NASA by NORC.)

Wilson, Robin (2002). "Stacking the Deck for Minority Candidates?" *Chronicle of Higher Education*, July 12, 2002, pp A10-12.

TABLE 1. Total Faculty by Sex for 1999-00 through 2004-05,  
College of Arts & Sciences

Year	% Male	% Female
1999-00	69.3	30.7
2000-01	70.9	29.1
2001-02	70.1	29.9
2002-03	68.2	31.8
2003-04	66.8	33.2
2004-05	66.7	33.3

TABLE 2. Faculty by Race for 1999-00 through 2004-05,  
College of Arts & Sciences

Year	% African American	% White	% Other
1999-00	2.9	90.8	6.3
2000-01	Data unavailable	Data unavailable	Data unavailable
2001-02	2.2	91.9	5.9
2002-03	2.8	91.0	6.2
2003-04	3.5	88.5	8.0
2004-05	3.7	89.0	7.3

TABLE 3. Faculty by Rank and Sex for 1999-00 through 2004-05,  
College of Arts & Sciences

Year	Instructor		Asst. Prof.		Assoc. Prof.		Full Prof.	
	%M	%F	%M	%F	%M	%F	%M	%F
1999-00	17.4	82.6	63.5	36.5	77.4	22.6	87.7	12.3
2000-01	30.0	70.0	63.5	36.5	74.6	25.4	88.5	11.5
2001-02	21.1	78.9	64.5	35.5	73.8	26.2	87.1	12.9
2002-03	32.3	67.7	64.9	35.1	72.3	27.7	86.2	13.8
2003-04	32.4	67.6	63.2	36.8	76.2	23.8	83.0	17.0
2004-05	31.6	68.4	67.1	32.9	75.4	24.6	82.4	17.6

*M: Male      F: Female*

TABLE 4. Faculty by Rank and Race for 1999-01 through 2004-05,  
College of Arts & Sciences

Year	Instructor			Asst. Prof.			Assoc. Prof.			Full Prof.		
	%AA	%W	%O	%AA	%W	%O	%AA	%W	%O	%AA	%W	%O
1999-00	8.7	91.3	0.0	3.1	92.2	4.7	1.6	88.9	9.5	1.8	91.2	7.0
2000-01: Data Unavailable												
2001-02	5.9	94.1	0.0	3.6	91.0	5.4	1.7	89.7	8.6	0.0	94.4	5.6
2002-03	6.5	87.1	6.5	5.3	89.5	5.3	1.5	92.3	6.2	0	93.1	6.9
2003-04	8.8	85.3	5.9	5.3	85.5	9.2	0	92.1	7.9	1.9	91	7.5
2004-05	7.9	89.5	2.6	5.5	84.9	9.5	0	93.0	7.1	2.0	90.2	7.8

*AA: African American W: White O: Other Race/Ethnicity*