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The Revolving Door for Underrepresented Minority Faculty in Higher Education

An Analysis from the Campus Diversity Initiative

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*A research brief from The James Irvine Foundation
Campus Diversity Initiative Evaluation Project*

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Contents

Executive Summary

This study utilized readily available data from twenty-seven colleges and universities to examine their efforts to enhance faculty racial/ethnic diversity between 2000 and 2004. The findings suggest that despite relative success in hiring underrepresented minority (URM) faculty, turnover was a critical factor contributing to a lack of substantial advancement for URM faculty.

This brief provides a practical tool to help campus leaders measure faculty turnover and offers additional recommendations about data collection and use to assess efforts in this area. The brief is intended to spark richer dialogue about the slow movement toward diversifying faculty nationally and prompt institutions to consider the numerous factors within their control that can contribute to successful URM faculty recruitment and retention.

The Campus Diversity Initiative and CDI Evaluation Project

The James Irvine Foundation established the Campus Diversity Initiative (CDI), a $29 million effort, to help twenty-eight independent colleges and universities in California strategically address issues of diversity on their campuses. The six-year initiative (2000–2005) supported a range of campus activities and institutional changes with the aim of increasing access and success of historically underrepresented students in higher education.

The CDI included a strong evaluation component to help each institution focus its projects and strategies and to identify and track larger institutional goals for change. A team of researchers from Claremont Graduate University (CGU) and the Association of American Colleges and Universities (AAC&U) designed and led the CDI Evaluation Project to assist the CDI campuses in developing their own evaluation expertise and mechanisms. The evaluation project team worked with participating campuses to measure success, make mid-course corrections, and ultimately broaden and sustain diversity efforts beyond the scope and phase of the grant-funded projects.

Another purpose of the CDI Evaluation Project was to contribute new knowledge about effective diversity practices to the higher education field. Toward that end, the project is issuing three research briefs, of which this is the second, a monograph, a final report, and a resource kit. More information can be found at www.aacu.org/irvinediveval or www.irvine.org/publications/by_topic/education.shtml.

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Introduction

A LACK OF CHANGE OVER TIME

Despite a plethora of reports in recent years on the importance of employing a racially/ethnically diverse faculty, as well as efforts to do so on many campuses, national and state level data suggest there has been very little change in the proportion of underrepresented minority (URM) faculty, in particular, on college campuses.[1] Between 1993 and 2003, for example, the percentage of URM faculty at four-year institutions grew only 2% nationally, from approximately 6% to 8%.[2] In California, URM faculty grew from 6.8% to 7.2% within the University of California (UC) system and from 9.8% to 12.1% within the California State University (CSU) system during this same period.[3]

> Between 1993 and 2003, the percentage of URM faculty at four-year institutions grew only 2% nationally, from approximately 6% to 8%.

Faculty play a critical role in the education, research, and service functions of the institution, from teaching and learning to knowledge development to university governance. Campus leaders today recognize that to truly achieve excellence in all of these areas, they must tap the kind of intellectual power and innovation that comes from a professoriate that is racially and ethnically diverse. Moreover, given recent arguments to the Supreme Court about the importance of racial/ethnic diversity to the mission of higher education, faculty diversity—or the lack thereof—serves as a harbinger of the academy's continuing educational, academic, and societal legitimacy.

The timing is critical. Faculty members brought into the academy amid large hiring waves in the 1960s are at or nearing retirement age.[4] At the same time, this study and others reveal that institutions are expanding their faculty numbers, likely in relation to ongoing growth in student enrollments. These circumstances point to an extraordinary opportunity for colleges and universities nationally to diversify the faculty (and administrative) ranks in terms of race/ethnicity, yet without serious attention paid to "interrupting the usual"[5] conditions of campus culture, policy, and practice, this will not happen.

[1] In this study, "underrepresented minority" refers to members of African American, Latino/a, and American Indian/Alaska Native communities. When we include members of other racial/ethnic minority communities in our discussion, we use the terms "faculty of color" or "students of color."

[2] "Faculty" here refers to tenured and tenure-track faculty only, for purposes of comparison with the schools in the current study. The figure of 8% represents 25,250 URM faculty out of a total of 319,280 tenured and tenure-track faculty. Source: IPEDS peer analysis system data, 2003.

[3] The UC data reflect nine out of ten campuses, while the CSU data reflect nineteen out of twenty-three campuses. The percentages represent campuses that submitted data in both 1993 and in 2003. Source: IPEDS.

[4] See "Faculty Retirement: The Issue, the Predictions, and the Effects on Campuses," available at: www.greaterexpectations.org/briefing_papers/FacultyRetirement.html.

[5] This phrase is taken from the title of an article on diversifying the faculty by Smith et al. 2004.

The twenty-eight campuses involved in the Campus Diversity Initiative (CDI) set out to build institutional capacity for diversity in order to better ensure the success of all students entering their doors.[6] One of the key areas of their work revolved around enhancing the racial and ethnic diversity of their faculty, with particular attention to increasing the number of URM faculty.

As part of the evaluation of these efforts, the CDI Evaluation Project team gathered quantitative and qualitative data from the twenty-eight campuses about their strategies and practices to racially and ethnically diversify the faculty. This study highlights some of those data in order to examine the success of their efforts. Key to an understanding of the findings, *more than half* of the CDI campuses received grant awards specifically to improve existing efforts to diversify the faculty with regard to race/ethnicity, and *nearly all* of the campuses had diversifying their faculty as an overall goal.

Through the lens of the CDI campuses, this study explores the status of faculty racial/ethnic diversity and examines what factors may be contributing to the lack of substantial progress—aside from widely held notions about limited applicant pools and extraordinary competition for URM candidates. In this brief, we first investigate the level of change in the racial/ethnic diversity of the CDI campus faculty and then present resources—including a practical tool to determine the degree of faculty turnover—that campus leaders can use to assess and analyze progress. This brief is intended to spark richer dialogue about the lack of progress in diversifying the faculty, particularly regarding URM faculty, and prompt institutions to consider the numerous factors within their control that can contribute to successful URM faculty recruitment and retention.

> **The twenty-eight campuses involved in the Campus Diversity Initiative (CDI) set out to build institutional capacity for diversity in order to better ensure the success of all students entering their doors.**

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[6] For a more detailed description of the CDI project, see the box on page one or visit www.aacu.org/irvinediveval.

Methodology
EXAMINING PROGRESS

In this study, we examined demographic data on existing faculty in 2000 and on faculty hired between 2000 and 2004. Because of the variation in campus size,[7] average percentages were used to ensure that institutions were weighted equally in the calculations. For example, to find out the percentage of URM faculty in 2000, we first took the raw numbers from a campus and converted them into a percentage *for that institution* (campus % URM faculty, 2000). Then we added the individual URM percentages from each campus and divided the total by the number of campuses in the sample (average % URM faculty, 2000).

Data

As part of the CDI Evaluation Project, the twenty-eight campuses submitted annual data about the racial and ethnic demographics of their students, faculty, administrators, and governing boards between 2000 and 2004. The campuses used a standardized data submission template to ensure consistency of information. Although the campuses became involved in the CDI at different points in time,[8] data regarding fall 2000 faculty were requested from all twenty-eight CDI campuses in order to establish a baseline for comparison across institutions. Twenty-seven of the CDI campuses submitted complete faculty data and thus comprised the sample for this study (hereafter "sample" or "sample campuses"). As noted above, all data submitted by campuses were disaggregated by race/ethnicity.[9]

> As part of the CDI Evaluation Project, the twenty-eight campuses submitted annual data about the racial and ethnic demographics of their students, faculty, administrators, and governing boards between 2000 and 2004.

For the purposes of this study, "core faculty" consisted of all existing full-time, tenured and tenure-track faculty,[10] and "new core faculty hires" (hereafter, "new hires") consisted of all full-time, tenured and tenure-track faculty hired between fall 2000 and fall 2004. In 2000, the twenty-seven sample campuses together employed 5,975 core faculty (12 American Indian/Alaska Native, 182 African

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[7] The CDI campuses range from selective research universities and liberal arts colleges to small, special-mission institutions.

[8] Each of the twenty-eight campuses received three-year grant awards, with the first campuses receiving funds in June 2000 and the last in June 2003.

[9] The categories used were American Indian/Alaska Native, African American, Latino/a, Asian American/Pacific Islander, white, non-resident, and race/ethnicity unknown.

[10] One campus in the sample does not grant tenure. For this campus, we designated full-time, contract faculty as "core faculty."

American, 196 Latino/a, 491 Asian American/Pacific Islander [AAPI], and 4,916 white).[11] Because fall 2000 data were not available for six of the sample campuses, 2001 data are used for these institutions.[12]

Methods

We studied three indicators to chart progress in diversifying the faculty: (a) the overall shift in the demographic profile of faculty, especially the percentage of URM faculty; (b) the demographic profile of new hires; and (c) the percentage of URM new hires going to replace URM faculty who had left the institution.[13]

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[11] There were also 137 non-resident faculty and 41 faculty whose race/ethnicity was unknown.

[12] An analysis of the impact, both of the absence of one campus and of using 2001 data for six campuses, revealed no major differences in the overall findings.

[13] This study did not investigate the reasons why URM faculty leave an institution. This is an area in need of further research. Campus leaders who want to make greater progress in diversifying the faculty in terms of race/ethnicity would want to examine this phenomenon on their individual campuses.

Findings

INCREASE NOT ENOUGH TO MAKE A DIFFERENCE

Overall Change in Demographics

Figure 1 displays the average percentage of core faculty by race/ethnicity across the sample, in 2000 and 2004. Over the five-year period, there was a slight increase in the percentage of faculty of color, with URM faculty increasing from 7% to 9% and AAPI faculty increasing from 7% to 8%.

Figure 1. Average percentage of core faculty by race/ethnicity across the sample, 2000 and 2004
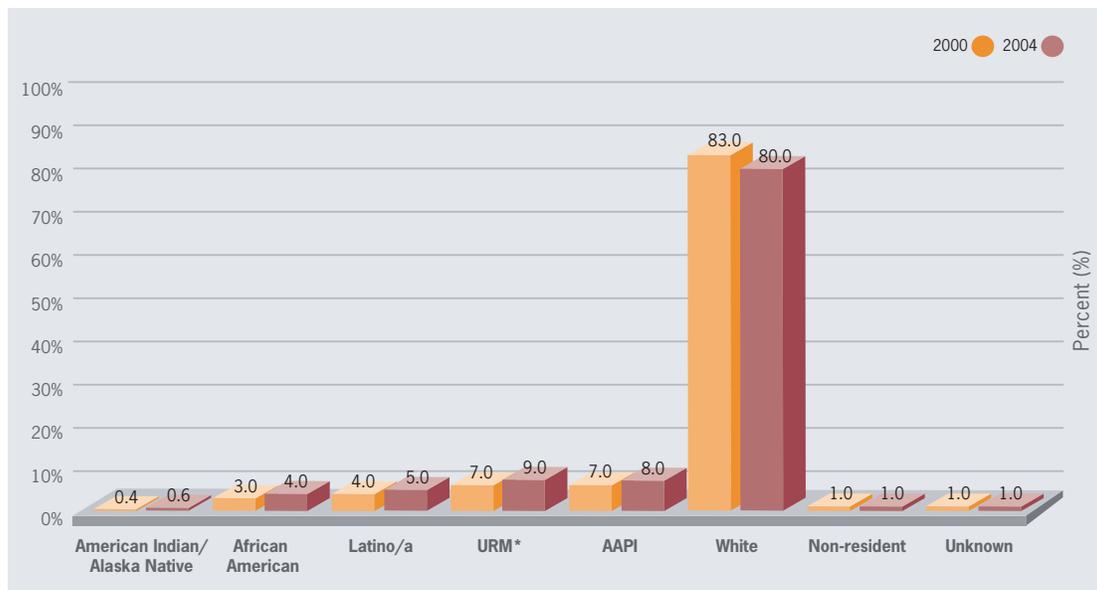
Note: Due to rounding, totals do not equal 100%. *URM constitutes the first three groups of faculty members listed here.

As shown in table 1, the *average net increase* in overall faculty across the sample campuses was ten. This suggests that the sample campuses were not only filling vacancies but also increasing the size of their faculties by approximately 5% during this time period. Indeed, two-thirds of the twenty-seven schools actually increased their overall number of faculty.

The 2% overall increase in URM faculty represents an average net increase of three URM core faculty at each sample campus over the time period (see table 1, "URM" column). A further breakdown of the data shows an average net increase of (a) less than one American Indian/Alaska Native core faculty, (b) less than one African American core faculty, and (c) slightly more than two Latino/a core faculty per sample campus. AAPI faculty showed an average net increase of four at each sample campus over the study period, and—despite an overall percentage *decrease* from 83% to 80%—white faculty showed an average net *increase* of three at each sample campus between 2000 and 2004.

Table 1. Average change in core faculty by race/ethnicity across sample campuses, 2000-2004

	American Indian/ Alaska Native‡	African American‡	Latino/a‡	URM	AAPI	White	Non-resident	Unknown	Avg. Total
2000 n*	0.4	6.7	7.3	14	18	182	5	2	221
Average percentage**	0.4%	3%	4%	7%	7%	83%	1%	1%	
2004 n	0.7	7.1	9.6	17	22	185	4	2	231
Average percentage	0.6%	3.6%	5%	9%	8%	80%	1%	1%	
Difference n				+3					+10
Average percentage				+2%					
Percentage Growth*	25%	6%	32%	21%	22%	2%	−20%	0%	

Note: Due to rounding, some totals may not be exact sums.

‡ For greater accuracy, the n and % for these groups are given to the tenth decimal point.

*n = average number of faculty over twenty-seven sample campuses.

**Average percentage = each institution's percentage of new hires totaled and then divided by 27.

*** Percentage growth = percentage of change in n between 2000 and 2004.

The analyses uncovered a great deal of variation among the sample campuses. Between 2000 and 2004, the *change* in percentage of URM faculty ranged from -1% at one sample campus to +10% at another. During this period, the number of sample campuses with 10% or more URM core faculty increased to nearly half, from eight to thirteen. The number of campuses with 5% or fewer URM core faculty decreased from ten to six. Altogether, the percentage of URM core faculty increased (by an average of 3%) at twenty-one campuses and decreased (by an average of 1%) at five campuses over the study period. One campus remained the same.

There were some differences among racial/ethnic groups across the sample as well. In terms of increases, the percentage of:

· American Indian/Alaska Native core faculty grew on eight campuses

· African American core faculty grew on thirteen campuses

· Latino/a core faculty increased on twenty-two campuses

· AAPI core faculty increased on seventeen campuses

· white core faculty increased on four campuses.

With regard to the last bullet, it is interesting to note that although twenty-three campuses declined in the *percentage* of white core faculty, thirteen of the twenty-three increased the actual *number* of white core faculty, four remained the same in actual number, and ten declined.

Examining campuses that made the greatest gains in URM core faculty between 2000 and 2004, we found that many of these institutions had higher percentages of URM and AAPI undergraduate students compared to other campuses in the sample. Some also had greater racial/ethnic diversity among the faculty to start. We found that factors such as institutional mission, size, wealth, and selectivity *did not* differentiate any of the groups. Also of note, qualitative data gathered between 2000 and 2004 indicated that sample campuses with greatest gains had explicitly connected their CDI efforts to educational mission and had implemented multiple strategies to improve the recruitment and selection process with regard to URM candidates.

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New Faculty Hiring

Opportunity. To determine progress in URM core faculty hiring between 2000 and 2004, we first examined whether *opportunities* for gains existed. We needed to know:

· whether campuses were hiring faculty, and

· whether the level of hiring was enough to make an impact on overall racial/ethnic demographics.

Table 2 displays the total and average number of new hires across the sample campuses, disaggregated by race/ethnicity. Overall, the twenty-seven campuses hired 1,498 new core faculty from 2000 to 2004—an average of 55 new hires per institution and nearly 300 new hires across the sample each year during the five-year study. These data suggest that the sample campuses were in a growth phase.

Table 2. Total and average new hires across sample campuses by race/ethnicity, 2000-2004

	American Indian/ Alaska Native	African American	Latino/a	URM	AAPI	White	Non-resident	Unknown	Total
Total new hires (n)	8	54	95	157	191	1,020	87	43	1,498
Total new hires (%)	0.5%	3.6%	6.3%	10.5%	12.8%	68.1%	5.8%	2.9%	
Avg. new hires (n)	.3	2	4	6	7	38	3	2	55
Avg. new hires (%)*	0.6%	4.8%	6.9%	12.1%	12.2%	68.1%	3.4%	3.9%	

*Average percentage of new hires = each institution's percentage of new hires totaled and then divided by twenty-seven.

Indeed, with regard to this level of hiring, other data we gathered showed that the individual sample campuses were hiring a substantial number of new core faculty relative to the size of their existing faculty in 2000. The ratio of new hires to existing faculty ranged from 13% to 85%. The average ratio across the sample was 31%.

As the bottom row of table 2 indicates, URM faculty made up an average of 12% of all new hires, AAPI faculty made up an average of 12% of all new hires, and white faculty made up an average of 68% of new hires during this period. Again, we found considerable variation among campuses—eight campuses hired 17% or more URM faculty, while six campuses hired 6% or fewer. The range was 0% to 23%.

Impact. The average percentage of URM new hires (12%; see table 2) was notably higher than the average percentage of URM core faculty in 2000 (7%; see table 1). As was observed in the earlier analyses, there was a range of URM hiring levels among the sample campuses. Nineteen of the twenty-seven campuses were hiring a higher proportion of URM faculty during this period than prior to 2000, six campuses were hiring a lower proportion, and two had no change. Of the six campuses that were "behind," three had percentages of URM faculty in 2000 that were among the highest in the sample, suggesting that their hiring levels were not sustaining previous successful efforts at diversifying the faculty by race/ethnicity.

Progress? Thus far, our analysis can be summarized as follows: (a) between 2000 and 2004, the sample campuses hired 157 URM new core faculty; (b) as an average across the sample, URM faculty constituted 12% of the new faculty, compared to an average of 7% of the existing faculty in 2000; and (c) the hiring level points to a 2% increase in the average percentage of URM core faculty across the sample by 2004 (see table 1). Given that URM faculty represented a greater percentage of new hires than of existing faculty as an average across the sample, one might expect to see this change reflected in the overall racial/ethnic demographics of the faculty in 2004.

Yet even though the level of URM new hiring was substantially ahead of the percentage of URM in 2000, there was only a net change of 2% URM faculty between 2000 and 2004. To account for this, we devised a tool to determine the percentage of new faculty going toward replacement. The "Turnover Quotient" (TQ) is derived by dividing the net change in core faculty by the total number of new hires during the period under study. For this study, the TQ is expressed as:

$$TQ = [1 - (\frac{2004Fac - 2000Fac}{NewHires})]x100$$

Using this formula, 81% of overall new hires went toward replacement, suggesting that 19% of new hires could be considered new positions or true expansion of the overall faculty. At this aggregate level, it is reasonable to presume that such large turnover is due at least in part to retirements. It is also reasonable to presume that retirement turnover might disproportionately affect white faculty, given their sheer numbers and general length of time in the academy. Within this line of reasoning, then, one might then expect that the TQ for URM faculty would be quite small. However, when turnover was disaggregated by race/ethnicity, a different picture emerged.

We calculated the TQ for *URM faculty* by dividing the net change in URM core faculty by the total number of URM new hires during the period under study:

$$TQ = [1 - (\frac{2004URMFac - 2000URMFac}{NewURMHires})]x100$$

We found that 58% of all URM new hires were replacement hires—nearly three out of every five URM core faculty hired simply took the place of URM faculty who had left the institutions. The TQ for AAPI faculty was approximately 50%.[14]

Across the sample campuses, such high turnover rates clearly limit progress toward diversifying the overall faculty by race/ethnicity. Within the sample, for URM faculty, eleven campuses had TQs of 0—where *all* URM new hires contributed to diversifying the faculty.[15] Thirteen had TQs between 0 and 100, and three had TQs above 100—where URM hiring did not even replace those URM individuals who left.[16]

The relationship between the change in percentage of URM faculty between 2000 and 2004 and the TQ is displayed in table 3. The campuses are grouped into four categories based on the change in the percentage of URM faculty during this period: decline (three campuses), no change (six campuses), 1% to 2% increase (nine campuses), and 3% or greater increase (nine campuses). The table demonstrates a strong positive relationship between the overall change in URM hiring and the TQ. This was especially true for those campuses with a decline [where the TQ was quite high] as well as for those with a large increase [where the TQ was quite low and thus where there was both hiring and retention of URM faculty]. In addition, the table confirms a positive relationship between the racial/ethnic diversity of new hires and an overall change in the composition of the faculty.

Table 3. Change in percentage of URM core faculty as a function of hiring and turnover

	Number of campuses	URM faculty 2000	URM faculty 2004	URM new hires	Difference btwn URM new hires and URM faculty 2000	Overall hiring rate	Total number of faculty 2000	TQ
Decrease	3	11%	10%	10%	–1%	35%	176	169%
No change	6	7%	7%	8%	+1%	27%	626	68%
+1-2 %	9	7%	9%	12%	+5%	26%	169	61%
+3% or more	9	7%	11%	16%	+9%	38%	97	13%

[14] We list the AAPI TQ here to further illuminate the degree to which new hires were contributing to the stated goal of increasing the racial/ethnic diversity of the faculty.

[15] Campuses that had more URM core faculty in 2004 than could be accounted for by their URM new hires would have a negative TQ and thus were assigned a TQ of 0.

[16] Comparative data suggest that the CDI sample campuses were more successful in URM faculty hiring than the University of California (UC) system campuses during this same time period. Across the system, UC institutions hired more than 2,000 core faculty yet only 172 (9%) were URM. Source: University of California Office of the President, Data Management and Analysis Unit (www.ucop.edu/acadadv/datamgmt/welcome.html).

Implications

RECRUITMENT WITHOUT RETENTION ≠ SUCCESS

These data suggest that there indeed is a "revolving door" that undercuts the proactive work required to diversify the faculty ranks in terms of race/ethnicity. This phenomenon suggests that URM faculty retention requires as much attention as recruitment. The same wisdom gained from student access initiatives applies here: *for there to be true access there must be success*. The findings also point to the usefulness of the TQ as a simple tool for monitoring retention and the relationship between hiring and retention.

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There is a substantive body of research and promising practices to guide campus efforts to increase the racial/ethnic diversity of the faculty (e.g., Moody 1999, 2001, 2004; Smith et al. 2004; Smith, Wolf, and Busenberg 1996; Turner 2002b; Turner and Myers 2000). The findings from this study highlight a related need— to establish a framework to monitor progress at the institutional level—about which much less has been written. The data presented here focus on three readily available indicators campuses can use to chart their progress: (a) the overall shift in the demographic profile of faculty, especially the percentage of URM faculty; (b) the demographic profile of new hires; and (c) the URM Turnover Quotient. By disaggregating these indicators along other dimensions of diversity, such as gender, campus leaders can also use them to monitor their progress on these related efforts.

Critical Factors in Making Progress

Over the course of our work with the CDI campuses, we observed several critical factors that appeared to affect progress in diversifying the faculty.

The manner in which faculty hires were tracked. We found that campus leaders did not track faculty hires over time using *annual disaggregated data*. In addition, they rarely compared data about URM hires to data about URM losses. This could help explain why even previously successful efforts at diversifying the faculty had regressed.

The way data are framed. Often, campus leaders had not framed their data collection and analysis so as to learn what progress, if any, they were making regarding both access *and* success of URM faculty (i.e., retention, movement through the ranks, job satisfaction, etc.). This included not establishing baselines wherein they could measure actual gains, stagnation, or losses. Framing the

data around measures of access and success would also indicate to the campus community that faculty diversity is a priority. Data could then help inform decisions about which efforts to strengthen, expand, or discontinue.

Rationale used to explain lack of progress. We saw the need for institutional leaders to critically reflect on their campus policies, practices, and cultures, and to let data guide discussion about the reasons for roadblocks in both URM faculty recruitment and success. Such analysis and self-reflection can help debunk prevailing myths about why URM faculty are not being hired, including beliefs that there is extreme competition for URM candidates or that a campus would not be attractive to URM candidates (Moody 1999, 2001, 2004; Smith, Wolf, and Busenberg 1996; Trower and Chait 2002). This study clearly shows that campuses were filling vacancies and adding positions, which should foster a more honest exploration of factors that keep departments from hiring a more diverse faculty. At the same time, URM faculty retention and success must be considered equally important if campuses are to sustain these efforts.

Uncertainty about benchmarks. The CDI campuses struggled with determining benchmarks against which to measure progress. We find that effective benchmarks must be multidimensional. The first comparison used in the current study is institutional *change over time,* and these data are readily available. The second comparison involved the relationship between *new hires (the opportunity for hiring) and the percentage of URM faculty actually being hired,* contrasted with a baseline year.

The third comparison involved benchmarking to *specific criterion.* For example, most would agree that an average TQ of 58%—nearly three out of five URM new faculty going to replacement—is quite high, especially given the expenditure of resources campuses put into these efforts. As another example, when one considers the sheer number of hires during this five-year period—nearly 1,500 on CDI campuses—many would be distressed to know that only 157 of these hires were American Indian/Alaska Native, African American, or Latino/a. Those concerned with diversity would be especially disturbed because the low rate of URM hires occurred during a period when these campuses had the racial/ethnic diversification of students *and* faculty as a focus, and when approximately one-third of the faculty had turned over.

A fourth comparison would be in relationship *to other institutions.* While overall faculty demographic data can be readily obtained, less information is available on new hires, which makes this comparison more difficult. Additionally, although benchmarking against peer institutions is a common strategy for many endeavors, a great number of institutions have not made meaningful progress. Because of these issues, campuses would be better served if they benchmarked against high-performing institutions.

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Recommendations

IMPROVING DATA COLLECTION AND USE TO MONITOR PROGRESS

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Data Collection

Collect and review faculty hiring data annually. Campuses are currently required to submit disaggregated faculty hiring data to the Department of Education's Integrated Post-secondary Education Data System (IPEDS) biennially. These data can be readily collected and analyzed annually on most campuses through an institutional research (IR) office or similar data repository. Collecting data annually allows for more nuanced analyses of where recruitment and retention strategies are working within the institution and where they are not. Although very large campuses may have more autonomous data collection systems among their various schools and colleges, an institution-wide focus on URM faculty hiring is likely to generate more motivation and momentum for success than any one school or college can generate individually. Finally, while this study did not focus on gender and the intersection of race and gender, disaggregating faculty data by race/ethnicity and gender will strengthen analyses about each.

> An institution-wide focus on URM faculty hiring is likely to generate more motivation and momentum for success than any one school or college can generate individually.

Determine the TQ for URM faculty annually and disaggregate results by unit. As discussed earlier in the brief, the TQ provides a simple method to calculate progress in diversifying the faculty racially and ethnically. To be most useful in identifying roadblocks to URM retention and success, the TQ should be calculated annually, not biennially as would be done for submission to IPEDS. And since nearly all faculty hiring is done at the departmental level, disaggregating annual data by smaller units—departments, divisions, and schools or colleges within large universities—provides a more specific baseline from which progress can be monitored, allows senior leaders to pinpoint areas that need improvement, and sends a message that all units share responsibility in the institutional effort to increase the number and proportion of URM faculty.

Collect qualitative data about URM faculty who leave—and those who stay. It is not uncommon for campuses to conduct exit interviews with withdrawing students in order to develop strategies to retain them. Similarly, campuses should establish a means of collecting such data from URM faculty who leave. Although the reasons why URM faculty leave were not examined in this study, interactions with the CDI campuses led us to believe that focus groups and interviews, conducted by

facilitators that URM faculty view as trustworthy, would yield valuable information about how campuses can improve both hiring and retention efforts. An equally important strategy would be for campus leaders to collect feedback from URM faculty who stayed and were successful in order to discover what elements of campus culture contributed to that success.

Data Use

Monitor the racial/ethnic diversity of the candidate pool. Smith, Wolf, and Busenberg's 1996 study of URM faculty hiring experiences contradicts the popular myths that there are "bidding wars" based on a limited number of URM candidates; that a campus won't be attractive to URM candidates; and that a campus can't afford to bring URM faculty on board. Yet some search committees fall back on these myths to explain the lack of racial/ethnic diversity in their candidate pools. Generally, campuses should develop relationships with those advanced degree institutions that are developing and graduating URM candidates.[17] Additionally, institutions with terminal degree programs should determine if they are helping to improve the candidate pool, and if not, they should vigorously address this challenge.

Share information about hiring and retention processes. Broadly sharing annual data that illustrates campus-wide efforts to increase the racial and ethnic diversity of the faculty can signal an institution's strong commitment to the effort. There are several benefits to making the hiring and retention processes transparent to the campus community. First, these data can be used to document progress, reward exemplars, and hold search committees and other hiring officials accountable for the lack of improvement. Second, data analyses can also be used as a point of departure for conversation about how the institution as a whole, and the efforts of individual units, can be more successful. Third, sharing faculty hiring information can work to build trust among URM constituent groups by engaging them in the campus-wide process and showing that the institution is making a good faith effort to be more successful at recruiting and retaining URM faculty.

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[17] There are several entities that provide information about URM doctoral graduates by field of study and by institution, including the U.S. Department of Education, the American Council on Education, and the magazine *Diverse.*

Conclusion

The findings of this study suggest primarily that careful and consistent data collection over time can reveal the extent to which efforts to increase faculty diversity are succeeding. The findings also reinforce a central conclusion of the overall CDI Evaluation Project—that the regular collection and analysis of disaggregated data and the establishment of meaningful benchmarks are essential elements in measuring progress in campus diversity efforts.

As the TQ shows, serious attention to recruitment *and* retention must be in place to increase the number and proportion of URM faculty. Campus leaders have often rationalized a lack of success in expanding the numbers of URM faculty with excuses that there are few faculty vacancies. Yet this study shows that even when *one-third of the faculty is being hired,* the numbers of URM faculty do not increase significantly. Increasing the number of URM new hires is key, but if the intent is to expand the number and proportion of URM faculty, this study suggests that once URM faculty are on campus, as much attention needs to be put into supporting their success as was put into recruiting them.

> If higher education does not succeed in diversifying the group of faculty currently entering the academy, an entire generation's worth of opportunity will be lost.

Monitoring change and making progress in improving the racial/ethnic diversity of faculty involves an institutional commitment to stated goals, sufficient resources and effective leadership, and building capacity to sustain efforts over time. This implies that campuses must establish an infrastructure—including policies and practices—that supports the recruitment, retention, and success of increasing numbers of URM faculty with a means to concurrently monitor progress. It is a critical moment: if higher education does not succeed in diversifying the group of faculty currently entering the academy, an entire generation's worth of opportunity will be lost.

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