

**Taskforce on the Recruitment and Retention of Women and Minority
Faculty Report
May 2003**

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Background and Summary

In the fall of 2002, Provost and Vice President for Academic Affairs Benjamin J. Allen convened a taskforce to review the recruitment and retention of women and minority faculty. Three primary factors spoke to the need for such a taskforce. First, in the summer of 2002, the University Committee on Women (UCW) issued a report on the status of women finding that women faculty in their first three years of employment leave the institution at a substantially higher rate than men. Second, the Faculty Senate leadership informed Provost Allen that among their priorities for the year was improving the recruitment and retention of women and minority faculty. And third, in the Fall 2002 Convocation, President Geoffroy reiterated the University's strong commitment to a diversified faculty.

With input from the Committee on Women and the Faculty Senate, Provost Allen appointed the Taskforce late in fall semester 2002 with the charge to review the current situation of women and minority faculty, both in the recruitment process and in the stability of the faculty population. He asked that the Taskforce report to him in Spring 2003, making recommendations for both short-term and long-term actions by which the university might improve its efforts to recruit and retain women and minority faculty. Throughout this report the term "under-represented" is used to refer to these two faculty groups, women and minority faculty.

Members of the Taskforce met regularly in the spring of 2003. They reviewed diversity reports produced by other universities, reviewed research on creating diversity in faculty ranks, and discussed various problems and solution strategies. The Taskforce also reviewed the recommendations made in the 2002 UCW report on the Status of Women at ISU and the recommendations of the 2003 Provost's Subcommittee on Women and Leadership.

The Taskforce asserts that ISU must take an interventionist approach to ensure diversity among faculty. Research demonstrates that universities can be successful in promoting diversity in the faculty, but it takes a purposeful and sustained action. Success will occur only when policies are carefully planned and actively implemented. We believe that the Provost's Office must provide leadership in issues related to diversity, including the development of mechanisms to hold senior leaders on campus accountable for diversity and in the provision of resources for dual-career and cluster hires at the senior level.

The Taskforce is not in a position to conduct a thorough study to fully understand all the issues affecting underrepresented faculty at ISU. We are encouraged that the President's Committee on Diversity is making plans to hire a consultant to conduct a campus climate study. In the meantime, however, we believe the University should not wait until the comprehensive study is complete to act to improve the recruitment and retention of underrepresented faculty; therefore, we encourage the administration to act immediately on the recommendations contained in this report. Some Taskforce members noted that other underrepresented groups also share the problems we

identified. A number of us are concerned about the climate that exists at ISU and its effects on the LGBT community. Although this Taskforce's charge involved examining only recruitment and retention of women and minority faculty, we encourage the Provost to consider how these recommendations could also improve the campus climate for the LGBT community and international faculty as well.

To be frank, the Taskforce conversations were difficult and sometimes depressing. The members uniformly feel that ISU is in a crisis situation with regard to diversifying our faculty. Even while we were deliberating on this topic, we heard anecdotally that the university community lost three minority faculty and two minority professional staff members. Moreover, each of us knows several faculty who have experienced marginalization, neglect or hostility as a result of their identification as underrepresented faculty on campus. Chauvinism and racism, simply put, are still very present on this campus and serve to limit the potential contributions of a select group of faculty.

For this reason we have modified the initial charge of developing "short" and "long" term recommendations. Instead we make our recommendations in terms of "immediate" and "short term," or "NOW" and "SOON." We hope that this indicates the severity of the situation and the level of frustration that many of the underrepresented faculty experience.

We want to acknowledge that some of the recommendations in this report might generate negative responses or downright resistance and anger among some of the faculty. We discussed at length whether to "tone it down" or reduce our expectations for our colleagues. In the end we decided that we had no choice but to put forth the recommendations we see as having the most potential benefit. With excellent and persistent leadership we believe that most of the faculty will buy-in to a plan to diversify our faculty. In essence, we argue that a diverse faculty that is supported to succeed and be productive will make ISU a better place for everyone.

We encourage you to share this report with senior leaders, faculty, staff, and students on campus. It is our belief that strong institutional efforts to support diversity will improve the campus for everyone.

We also suggest that the Provost reconvene this Taskforce in March/April of 2004 to update us on the progress that has been made in regard to our recommendations.

The Taskforce concludes that the problems of retention and recruitment are closely linked to improving the climate on campus. In this report we identify leadership/accountability, education/awareness, and "growing our own" as key principles that will improve retention and recruitment and will assist underrepresented faculty to achieve academic success and satisfaction. The following sections will expand on recommendations related to these three key principles, then present recommendations specifically targeted to improving recruitment and retention of underrepresented faculty.

Key Principles

Education/Awareness

Nearly two generations have passed since blatant, overt discrimination in higher education based upon gender or ethnicity was outlawed, yet its effects on the academy, social climate, and economy at Iowa State University live on. In 2003 at Iowa State University we struggle to establish an environment and culture where ethnic minority Americans and women faculty thrive and fully participate as vital members of the professorate. We still have a culture where a faculty member's ability to contribute can be significantly stifled by racism and sexism. In an oppressive environment, the perspectives and experiences of ethnic minority Americans and women faculty are often ignored or devalued and their intellectual contributions are called into question.

It is imperative that the Provost's Office recognize and address the problems of discrimination that many underrepresented faculty experience. Research as well as personal testimony by Taskforce members reveal that underrepresented faculty can face an onslaught of insults and exclusions. Scholarship that differs from the mainstream may be challenged, networks and organizations that underrepresented faculty are involved in may be discredited, and courses that underrepresented faculty teach may be disparaged. These are only some of the common pressures that make ISU an inhospitable place for faculty who do not conform to the dominant image. **It is the accumulation of these experiences of marginalization and disadvantage that pose barriers for success and that may well move faculty to leave ISU.** As one former ISU professor stated about her ISU experience: "I felt I could not succeed at ISU."

While racism and sexism can be intentional, they often emerge as unintended, even unconscious, aspects of institutional life. Research has shown that 'life as usual' on campuses such as ISU will privilege white, male faculty. Without interventions it is likely that white male professors will continue to occupy most positions of leadership and privilege on campus. The Taskforce recommends that chairs and other administrators be educated and reminded about the specific challenges that underrepresented faculty face, including problems of discrimination, high service demands, extra scrutiny at time of evaluation, exclusion from leadership positions and discouragement in their pursuit of promotion and advancement. Beyond that, we encourage the senior leadership of ISU to develop affirmative programs that support underrepresented faculty on campus.

Leadership/Accountability

The Taskforce advocates a multi-dimensional approach toward institutional change that is supported by "leading by example and action." Without assertive leadership we believe that little will occur to move us toward our goals. Senior leaders¹ have the

¹ Senior leadership includes the President, Provost, Vice Presidents, Vice Provosts, Deans and their Associates and Assistants, Department Chairs, and Center and Program Directors.

central responsibility to identify ideals for creating a campus environment that values diversity and for developing policies and monitoring practices that work toward that goal. At the same time, departments, committees, and governance must also adopt practices that will improve the situation for underrepresented faculty on campus.

Much of the Taskforce's discussion focused on the important role that can be played by senior campus administrators in making ISU an environment that supports a diverse faculty. Yet many of us believe that campus leaders have not been assertive enough in attempts to either hire or retain underrepresented faculty. Moreover, there appears to be little in the reward and evaluation structure of administrators to insure that they are accountable for creating and maintaining a diverse workplace. The Taskforce recommends that the Provost's Office develop procedures for ensuring senior leadership accountability for diversity. We also recommend that the Provost develop a fund of supplemental resources that can be used to hire, support, and promote diversity in the faculty.

We also feel it is important to have a diverse leadership. Appointing members of underrepresented groups to leadership positions at ISU demonstrates commitment to diversity, provides opportunities for women and minorities, and brings key perspectives to university policymaking.

See Appendix A "Practices to Improve Accountability and Leadership" for recommendations on ways to improve accountability and leadership.

"Growing Our Own"

The Taskforce believes that identifying and recruiting our own top graduate students for faculty positions may be a useful strategy for increasing the diversity of our faculty. Many of the academic programs and centers at ISU began using such a 'grow your own' model where students and faculty from ISU were groomed and empowered to develop and establish new programs.

As Iowa State University continues to recruit and enroll undergraduates and graduate students from ethnic minority communities around the country, these students can become a potential pool of future faculty. In order to support this approach undergraduate and graduate programs can be developed to involve such students in academic activities that give them insight into faculty life. The Ronald E. McNair Postbaccalaureate Program and NSF and NIH support for minority student participation in faculty research are existing programs that already contribute to this effort on campus. The consequence of expanding such efforts can be a major contribution from ISU to graduate education in academic disciplines—thus enlarging the pool of potential faculty.

A number of residential liberal arts colleges have pursued this practice for more than two decades. Not only do these colleges nurture undergraduates toward academic careers, they also provide summer research/teaching opportunities for the students

during their graduate studies. The result has been higher levels of academic achievement, higher levels of graduation, and ultimately the development of excellent candidates for faculty positions. A determined effort like this at Iowa State University can produce dramatic results within a decade—but the effort must be sustained. It will promote student learning as well as enhance faculty research, scholarship and creative activity.

While in the past, the ‘grow your own’ model was employed as a way of compensating for inadequate resources, the Taskforce sees that this strategy can be used as a positive recruitment tool supporting a diverse faculty.

In the following sections on “Retention” and “Recruitment,” this report identifies a range of specific recommendations that can begin to foster institutional change in support of underrepresented faculty. Much of the work of generating a better environment is yet to come.

Retention

We are especially concerned about the loss of newly hired women and minority tenure-track faculty and believe that a great deal of our efforts must be devoted to retaining them.

A 2002 University Committee on Women Report concluded that: “Tenure-track women hired since 1990 left ISU at higher rates than men. By the end of the ten-year period between 1990 and 2000, 27 percent (N=77) of newly hired Assistant Professor tenure-track women faculty had resigned compared to 20 percent of men (N=103). Gender disparity in attrition is particularly evident in the early years of a faculty member’s tenure at ISU. In a comparison of men and women hired since 1994, by the end of their third year 16 percent of women had resigned compared to 4 percent of men. By the end of their fifth year 25 percent of women and 12 percent of tenure-track men had resigned. From years 4 to year 7 the attrition rates are similar for women and men.”

The statistics for minority hires, both tenured and tenure-eligible, are comparable.² Thirty-two percent (52 of 163) of the total minority faculty hired by ISU between 1993 and 2002 resigned. Among non-minority faculty hired in the same period, 159 or 27 percent resigned. Of the minority faculty, 9 resigned after their first year of service, 10 after their second year, 9 after their third year, and 10 after their fourth year. Of the total of 163 hires made during that period, 23% had resigned by the end of the fourth year of service.

General Recommendations:

- Monitor through exit interviews the reasons for underrepresented faculty resignations and develop a strategic plan to respond appropriately. The Provost’s Office is a likely place to carry out these studies. We expect that some of the retention effort will involve financial resources, and we recommend that the Provost’s Office develop a special fund for the retention of underrepresented faculty.
- Continue and increase support of student service units and academic programs on campus that promote intellectual as well as representational diversity, such as the Margaret Sloss Women’s Center, The Women’s Studies Program, The African-American Studies Program, the Latino/Latina Studies Program, the American Indian Studies Program, the developing program in Asian American Studies, the Catt Center for Women and Politics, Minority Student Affairs, and

² “Minority faculty hires” are those faculty who marked a box designating non-white status on the ISU Voluntary Applicant Statistical Data Form. The race/ethnic categories were designated by the federal government as: white, black or African American, Asian or Pacific Islander, American Indian/Alaskan Native or Hispanic. Because of the nature of these categories there is no way to select out international faculty from U.S. racial/ethnic minorities or LGBT faculty.

the Program for Women in Science and Engineering. It is important to understand these as retention programs for faculty as well as educational programs for students. Well-funded and thriving programs send a clear message to faculty that the university is committed to diversity.

- Increase internal research support and funding for faculty and professional staff currently involved in interdepartmental and interdisciplinary research. Many underrepresented faculty seek opportunities for professional advancement outside of their departments, and we believe that administrative support of interdisciplinary research will support their success on campus. We believe that these research opportunities should be understood not only as seed money for further grant monies but also as efforts to retain underrepresented faculty who do not feel fully included in the activities of their home departments.

Reward senior leaders (Deans, Department Chairs and Program Directors) who support the recruitment, retention, and advancement of underrepresented faculty.

The Taskforce identified four primary areas where intervention in this retention problem must occur: promotion and tenure procedures, mentoring, salary, and work/life accommodations.

Promotion and Tenure Procedures

Promotion and Tenure (P&T) was identified as a key problem area for retention. Research, as well as experiences reported by the Taskforce, have shown that underrepresented faculty may have different levels of scrutiny brought to bear on tenure and promotion decisions. The dismissal of external reviewers who are not in mainstream networks, the under valuation of innovative research or pedagogical techniques, and the trivializing of race-or gender-based service to the profession and the institution contribute to a negative atmosphere and a more stressful experience during tenure review for underrepresented faculty at ISU.

The lack of clarity and transparency in the tenure and promotion process is also a problem area. Transparency is key and must be assured at all levels of evaluation from the Provost's level to the Deans, Deans to Chairs, and Chairs to candidates. Currently some colleges do not offer training sessions for faculty submitting promotion documents. Also, many junior faculty are uncertain about requirements for tenure and believe that they have not been properly prepared for tenure review. This is especially the case in regard to "early promotion" and uncertainty as to whether past experience "counts" toward promotion and tenure at ISU. The only way to attract and keep excellent faculty is to adopt clarity and transparency in the review process and to assess candidates on the basis of accomplishments prior to coming to ISU as well as achievements developed at ISU.

We believe that we are fortunate at ISU to have an excellent and broad-minded promotion and tenure document that defines "scholarship" as a multi-dimensional set of

activities. Our recommendation is to assure that the new (1999) promotion and tenure document be understood and applied in all levels of review. A critical part of university diversity is the recognition that there is a productive and rich diversity among faculty in talent, priorities, and accomplishments. Faculty members need to be held to high standards and these standards need to reward the diversity of contributions to scholarship and to ISU.

Immediate Actions

We believe that action items listed here can be implemented immediately to improve the retention of underrepresented faculty at this campus.

- Review mechanisms by which Promotion and Tenure Committees are selected to ensure committees with diverse expertise and experience. Research shows that underrepresented faculty may approach research in nontraditional ways and that they have unique demands on them. A diverse P & T committee can assure that the review process allows a fair review. The best practices standards should include faculty committees composed of faculty who have diverse expertise and accomplishments in teaching/learning, extension/professional practice, research/creative activity, institutional service/administration, and a record of supporting underrepresented faculty for success. The university's goal of supporting diversity should be recognized as an important faculty activity.
- Hold external reviewers to high standards of knowledge in teaching/learning, extension/professional practice, research/creative activity, institutional service/administration, or areas appropriate to the candidate's portfolio. They should ideally have a record supporting underrepresented faculty for success. External reviewers should be instructed to evaluate candidates based on the ISU P&T document and not their own university P&T standards. (For further discussion of the P & T document and the PRS please refer to Appendix B).
- Select a diverse group of external reviewers when soliciting letters in the P&T process. While most departments keep diversity in mind when soliciting letters for underrepresented faculty up for tenure and/or promotion, they may not be considering the full range of external reviewers for male or non-minority candidates. Review at all levels should ensure that external reviewer recommendations are taken seriously, regardless of the race or gender of the reviewer.
- Recognize the high professional service expectations/commitments of underrepresented non-tenured faculty and balance these tasks with other responsibilities. Underrepresented faculty are often asked to serve on a multitude of committees and this heavy service load must be recognized in a formal way during the P&T process. One strategy to alleviate this situation is to encourage university leadership to invite non-minority faculty supportive of underrepresented

faculty to serve on committees as an effort to bring a diverse voice to the committee deliberations.

- Hold an annual (spring or summer) meeting of the Provost with the College Deans, Department Chairs, and Chairs of College Promotion and Tenure Committees should be held to review policies and practices and to raise P & T issues related to underrepresented faculty.

Short-Term Actions

- Implement the P&T document with a transparent understanding by all faculty, including the candidate.
- Actively support the promotion of qualified underrepresented faculty to full professor ranks.

Mentoring

Research indicates that good mentoring positively influences career development and productivity. Moreover, personal testimony and preliminary research reveals that underrepresented faculty have special needs for good mentoring, and that they are often the least likely to receive it. Thus we strongly recommend that the Provost's Office dedicate additional resources to mentoring. We recommend that the mentoring be targeted to assistant professors in their first three years of employment and that a special mentoring program be developed for newly hired underrepresented faculty.

Immediate Actions

- Interview underrepresented faculty to identify needs, problems, and satisfaction with the job position and environment for success at the end of the first year of appointment. This yearly interview should be conducted by the department chair (or another appropriate senior administrator) and continued at least through the first three years of employment.
- Mentor underrepresented faculty for successful nomination to university professorships, distinguished professorships, and faculty awards.

Short-Term Actions

- Write a "best practices document" that others can use to mentor underrepresented faculty.

Salary

Although salary inequities may not be the primary reason that underrepresented faculty choose to leave ISU, they are a factor. At the time of hire, there appears to be equity in

the awarding of salaries, but the institution needs to ensure that mechanisms are in place to maintain this equity and to ensure that annual salary review and increments are awarded in a way that recognizes a broad range of accomplishments. There are a number of reasons to suspect that the salaries of underrepresented faculty do not increase at the same rate as majority faculty: 1) discrimination in merit decisions; 2) devaluation of race and gender based service; 3) disparagement of “diversity” courses taught; and 4) resistance against research that challenges dominant perspectives.

For these reasons we believe that the ISU administration should monitor the salaries of underrepresented faculty in relation to other faculty in their departments as they move up the faculty ranks. Inequitable salary compensation fosters a climate of distrust and resentment that damages our efforts to recruit and retain talented underrepresented faculty. We encourage the Provost’s Office to conduct a study on the rate of increase of salary for underrepresented faculty.

Continued salary funding for dual career couples is also needed to retain underrepresented faculty. The existing policy of offering only a three-year plan to accommodate dual career hires leaves faculty with an uncertain future during a critical time in their professional career.

Immediate Actions

- Ensure that salary compression does not more heavily affect underrepresented groups.
- Provide stable salary funding for dual career couple hiring that extends beyond the current decreasing 3-year limit.
- Request that Deans forward to the Provost salary information for new faculty hires by providing comparison salary data for similar positions. The Office of the Provost should review LOI salaries before a final offer is made to ensure equitable salaries and fair market hiring and retention salaries.

Short-Term Actions

- Ensure that ISU has competitive salaries to create an environment for recruiting and retaining underrepresented faculty.
- Evaluate the policy of giving “retention” funding only to faculty with outside offers. This practice may have a negative impact on dual-career couples at ISU who are less likely to apply for other jobs.

Work/Life Accommodations

Research has shown that women faculty experience more stress than their male counterparts and that married women faculty experience more stress than single

women faculty. Although attitudes concerning the role of women in society are slowly changing, the family responsibilities placed on working women still largely outweigh those placed on working men. The rigorous demands of an academic career coupled with family responsibilities can often be overwhelming and lead women faculty to actively seek "family friendly" institutions. Beyond that, for faculty without partners and/or children, Ames can be a lonely place.

Minority faculty face additional challenges. When the community does not provide services specific to serving minority faculty, such as minority hair salons and international food markets, etc., these faculty must seek out these services in neighboring communities. The result is that a one-hour errand for a non-minority faculty member could very well turn into a half-day trip for a minority faculty member. In addition, some minority faculty experience racism and discrimination in the Ames community. This is an important element of daily life that the ISU administration must recognize and attempt to address.

Universities that recognize these added pressures on underrepresented faculty and provide work/life accommodations are places that are successful in maintaining a diverse faculty.

Immediate Actions

- Actively support flexible work schedules, meetings held during regular working hours, shared and part-time tenure track positions, an arrival of children policy, and an elder and family care policy.
- Improve funding and opportunities for partner accommodation hires.
- Develop a Web site with resources and ideas that administrators can use as a resource, for themselves and faculty, to support work/life balance.
- Support the use the 1- or 2 -year extension of the tenure clock for non-tenured faculty due to arrival of children.
- Develop mechanisms to improve the development of social networks among new faculty (such as the Roads Scholar Tour).

Short-Term Actions

- Review funding for domestic partner benefits, including but not limited to: life insurance, health insurance, family leave, retirement survivor benefits, and partner accommodation.
- Increase support and availability of on-site, affordable, and high-quality child care.

Recruitment

For several years, the university has encouraged the hiring of women and minority faculty. According to the 2002 UCW report, women were 36 percent of all new tenure-track hires at ISU between 1990 and 2000. There is disparity across colleges in the percent of new women hires during that period.

Table 1: Percent new tenure-track women hires at ISU between 1990 and 2000

College	Percent
Agriculture	28
Business	33
Design	59
Education	50
Engineering	18
Family and Consumer Sciences	60
Liberal Arts and Sciences	36
Veterinary Medicine	21
Library	53

In a slightly different period, between 1993 and 2002, ISU hired 163 minority faculty out of a total of 745 new hires.

While the university has increased the reputation of women and minority faculty in the last decade, additional actions will allow the institution to improve this record. A study of the procedures used in faculty search processes at three large elite public universities indicates that most faculty hires of persons of color occur when at least one the following three practices is used: the establishment of a diverse search committee; a job description that is written to enhance the candidate pool; and an institutional strategy that bypasses the traditional search process. The evidence also indicates that diversity in the applicant pool increases the likelihood of hiring a person of color.

Immediate Actions

- Develop a recruitment handbook with special attention to diversity and ensure that dissemination of the handbook and education in implementing best practices in departments occurs.
- Develop a fund to hire underrepresented faculty in clusters.
- Develop a fund to recruit underrepresented faculty at the senior level.

- Develop a volunteer list of people in diverse communities that can be provided to underrepresented faculty to use as a support and/or information system.
- Write a “diversity” letter to all candidates who are coming to ISU for on-campus interviews with a volunteer list of contact people. Develop a Web site with links to contact people in diverse communities.
- Actively seek out excellent underrepresented colleagues and develop strategies to attract them to campus.
- Support and publicize to department chairs and program directors the opportunities for targeted searches for underrepresented faculty.
- Offer options to candidates about work/life issues, part-time appointments, and other flexible appointment options.
- Identify an ISU office to assist with partner hires/accommodations and to assist candidate with questions about policies.

Short-Term Actions

- Develop, fund, and publicize an enlarged partner accommodation plan.
- Reward particular ISU individuals/departments who have demonstrated a commitment to diversity.

In addition to these immediate and short-term actions, there are specific strategies that should be implemented related to various activities that occur in the recruitment process, including the formation and operation of the search committee, the interview process, and the offer.

Search committees

- Educate the committee members about “myths” of unavailability of underrepresented candidates.
- Ensure diversity on search committees, including appointment of senior underrepresented faculty and faculty with evidence of supporting women and minorities as chairs of committee. Diversity on search committees can include staff and students.
- Be sensitive to the extra service responsibilities of underrepresented faculty serving on search committees.

- Set standards for the faculty search process, including the justification of candidate selection if no underrepresented faculty candidates are in the pool and the efforts to attract qualified underrepresented faculty.
- Develop institutional mechanisms that search committees can use to ensure that underrepresented faculty may be brought into the search process.
- Be sure that advertisements describe the commitment to diversity, including intellectual diversity.
- Consider expanding faculty lines in fields related to diversity (e.g. American Indian Studies, race/ethnic relations, immigration/migration, African American literature, etc) to increase the likelihood of hiring underrepresented faculty.

The Interview

- Ensure that chairs and faculty are educated about what are and what are not appropriate questions about a candidate's private life.
- Provide time for the candidate to meet with community members.
- Ask all candidates to give examples of their commitment to diversity in areas of faculty responsibility.

The Offer

- Develop mechanisms to attract more of our first choice candidates.
- Improve institutional intervention at the point when offers are made.
- Monitor start-up salary and packages.
- Follow up and respond to reasons why underrepresented faculty decline offers.

Conclusion

The Taskforce applauds the Provost's decision to call us together to construct a plan for improving the recruiting and retention of women and minority faculty. We believe the process was productive for us as Taskforce members and that the final document will provide a good start toward improving the situation at ISU. There are a few key points that we want to make in conclusion:

1-We believe that it is important to conceive of the problem of recruitment and retention as multi-dimensional. We have constructed our report to address what we see as the most fundamental issues, but in the final analysis, we see these as interconnected problems that demand interconnected solutions. That is, there is not one "magic bullet" that will miraculously cure decades of institutional racism and sexism. Choosing one solution over another (e.g. focusing on mentoring without addressing P & T issues), might have some short-term success but will not create the broader fabric we need to weave on campus to support women and minority faculty.

2-The Taskforce fully supports the work of the President's Committee on Diversity and would be pleased to work with the group on an ad-hoc basis in the coming year.

3-We believe this document should be shared widely across campus as a first effort to include a broad range of faculty, staff and administrators in strategies to improve the situation.

4-In closing, we believe that there is a very real danger of making the situation worse if the university does not undertake efforts to improve the situation, if this report, in other words, sits on a shelf. We believe that this is the time for the institution to follow through on the suggestions we have made in this report.

Appendix A: Practices to Improve Accountability and Leadership

- Establish administrator accountability for recruiting and retaining underrepresented faculty. The administrator accountability should be reflected as a brief document (possibly as a section of the performance review) that states the contributions of administrators at each level. It should be left to each administrator and his/her unit to establish goals and strategies. A list of suggestions, such as that developed by the College of Agriculture Committee on Diversity, should be sent to all administrators who may not have considered all the possible ways to encourage diversity.
- Develop college-level diversity plans and goals and hold colleges accountable to meeting them.
- Establish “diversity committees” in each college that will monitor College-level goals and problems and will respond to the Provost’s recommendations for diversity.
- Develop institutional mechanisms to support Chairs, Deans, and others who want to initiate change, or who have crises/questions and need guidance for underrepresented faculty, staff, and student issues.
- Institute strategies which encourage all faculty to demonstrate commitment to diversity in ways appropriate to their positions (diversity in classrooms, laboratories, pedagogy, research, etc.)
- Develop plans to reward departments and other units that have demonstrated success in recruiting, retaining, and promoting underrepresented faculty, such as establishing a pool of money to recognize/assist faculty and administrators who have outstanding leadership, mentoring, and service in supporting the advancement of underrepresented faculty. These funds can be used by faculty to give seminars, workshops, or meetings to assist in their efforts to facilitate recruitment and retention of underrepresented faculty.
- Be assertive in stating the administration’s commitment to diversity in announcements of policy and in the allocation of resources.
- Request that all candidates for administrative and leadership positions discuss diversity and describe the actions they have taken to promote diversity.
- Be proactive in identifying departments where underrepresented faculty are particularly poorly represented and/or poorly treated and address the problem.

Appendix B: General recommendations for Retention of all Faculty

Promotion and Tenure

- The ISU P&T document should be implemented with a transparent understanding on all levels, including the P&T candidate.
- A formal process, such as a handout, seminar, or Web site, should be developed for P&T candidates to accurately receive information about the process for preparing for tenure review. All candidates should have access to a preparation session in their college.
- The standards and timeline for “early decision tenure” should be clarified. The Taskforce recommends that the Provost work with the Faculty Senate to clarify and revise sections of the Faculty Handbook which describe non-mandatory tenure decisions and the awarding of credit on the "tenure clock" for prior academic experience (sections 5.2.1.1, 5.2.1.3, and 5.2.1.5). Such changes should clarify to untenured faculty how their record and experience prior to coming to ISU will be judged in the P&T process. Iowa State needs to have full flexibility to retain faculty, including those who have had faculty positions before coming to ISU.
- As specified in the Faculty Handbook, the “position responsibility statement” (PRS) should be used to provide the basis for promotion, tenure, and merit pay decisions. To be an effective document, the process for development and use of the PRS should be clarified, especially in the P&T process. Departments should develop clear expectations for evaluating job performance in the PRS document and the Provost’s Office should develop examples of effective PRS descriptions to aid in this clarification. Departments also need to build regular review of the PRS into annual and probationary review and clarify the process for changes in the PRS. The PRS should be signed (and dated) by both the faculty member and the department chair, with copies on file in the department.

Mentoring

- Mentoring committees should be provided for new faculty. Annual performance reports by Chairs should include a discussion with the mentoring committee. Chairs’ reports also should be forwarded to the mentoring committee.

Appendix C: Figures and Tables

FIGURES

Figure 1. Minority Faculty Hires and Resignations (by College), FY 93-02.

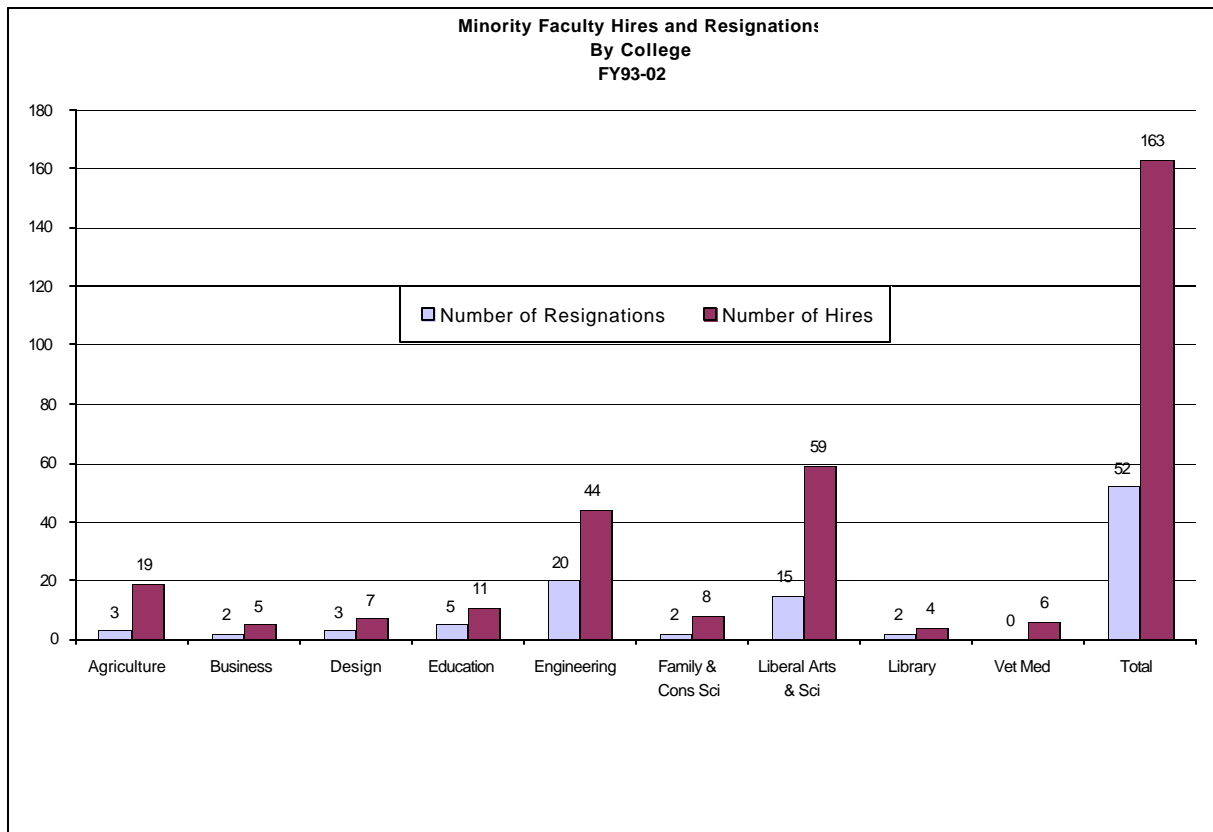


Figure 2. Minority Faculty Hired and Retained, FY 93-02.

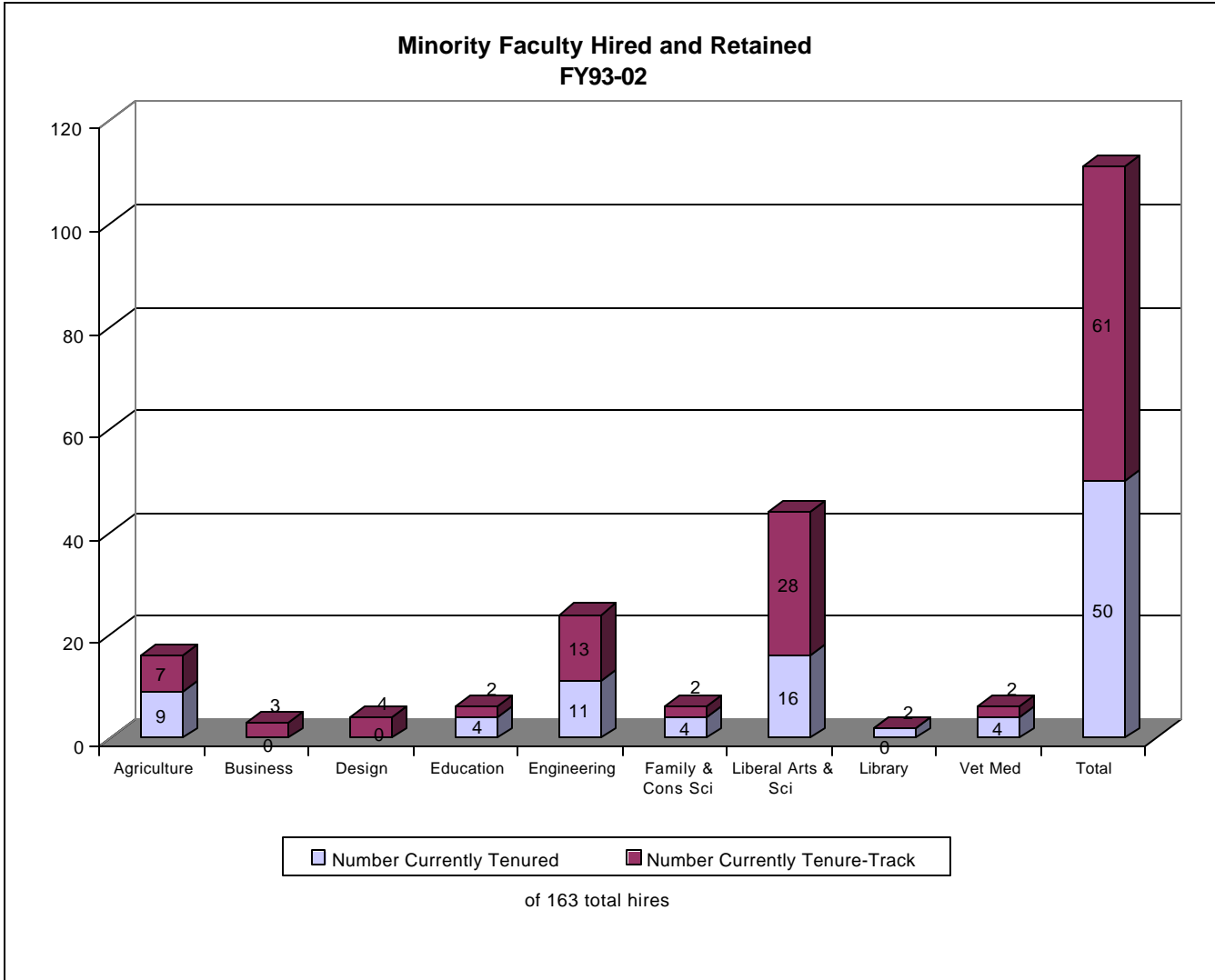


Figure 3. Minority Faculty Resigned by Number of Years at ISU, FY 93-02.

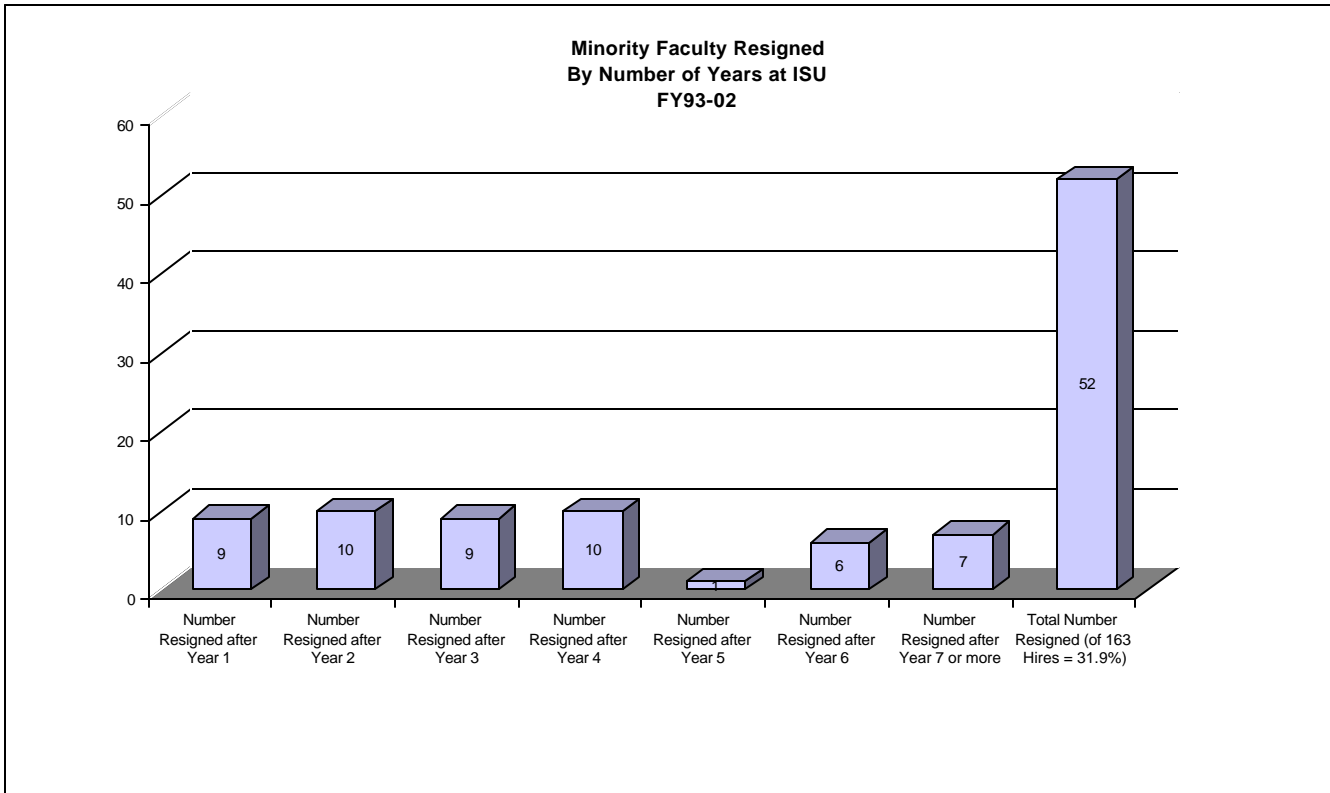


Figure 4. Number of Women Faculty by Rank, 1993-94 and 2001-02.

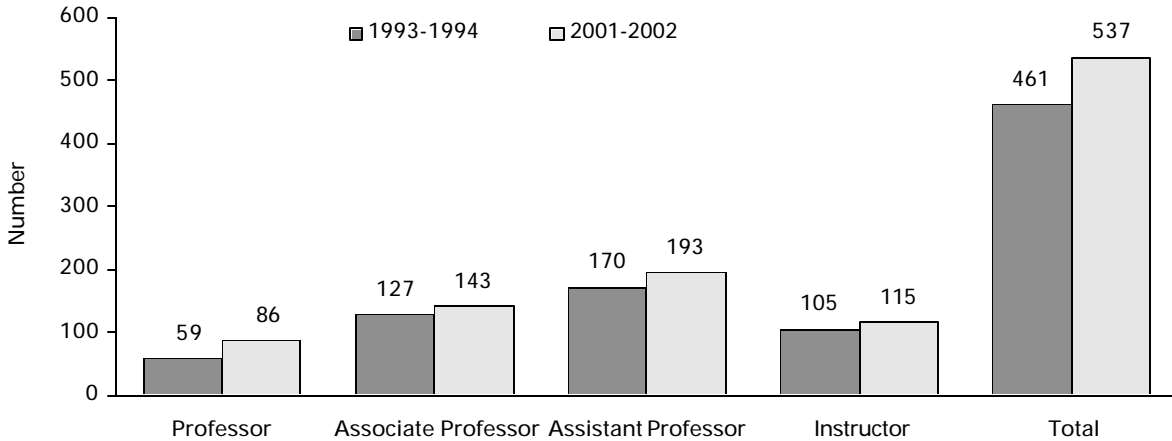
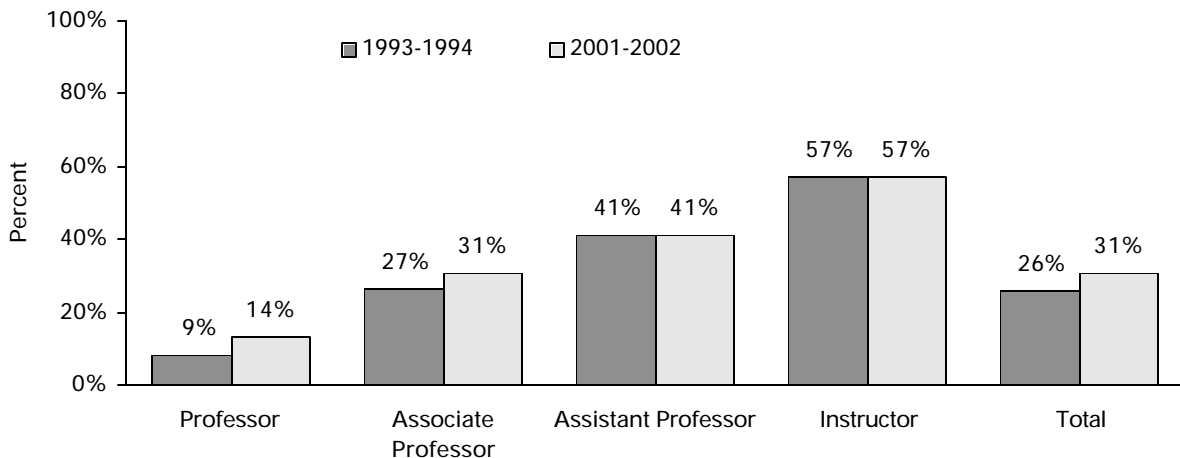


Figure 5. Percent of Women Faculty by Rank, 1993-94 and 2001-02.



Figures 5 and 6 represent the number and proportion of women faculty by rank in 1993-4 and 2001-02. Most noticeable is that women are somewhat over-represented in instructor positions, and under-represented at all other ranks, particularly in tenured faculty positions. Note, however, that the percentage of women faculty has increased somewhat since 1993-94 in both the associate and full professor levels indicating that while the gap in rank between women and men faculty is still large, it has narrowed somewhat.

Figure 6. Percentage of Resignations of New Tenure-Track Hires (1990-2000)

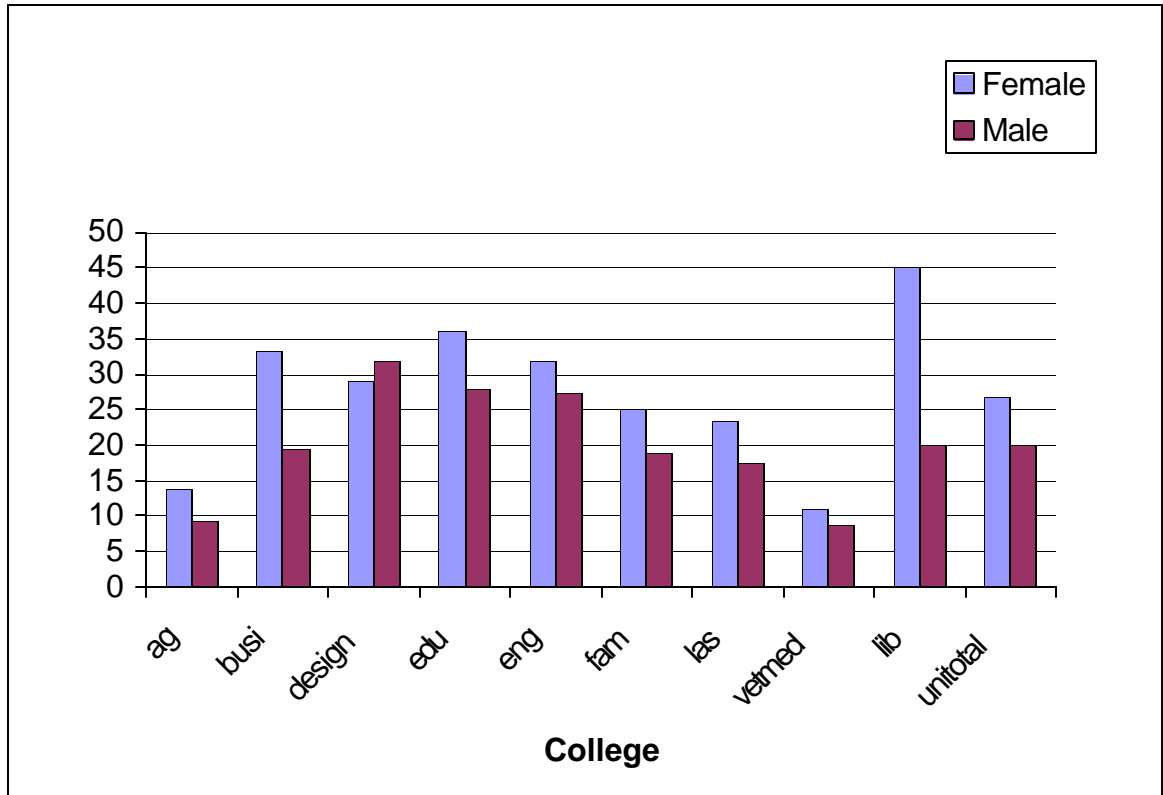


Figure 7. Resignation Curves for Male and Female Assistant Professors

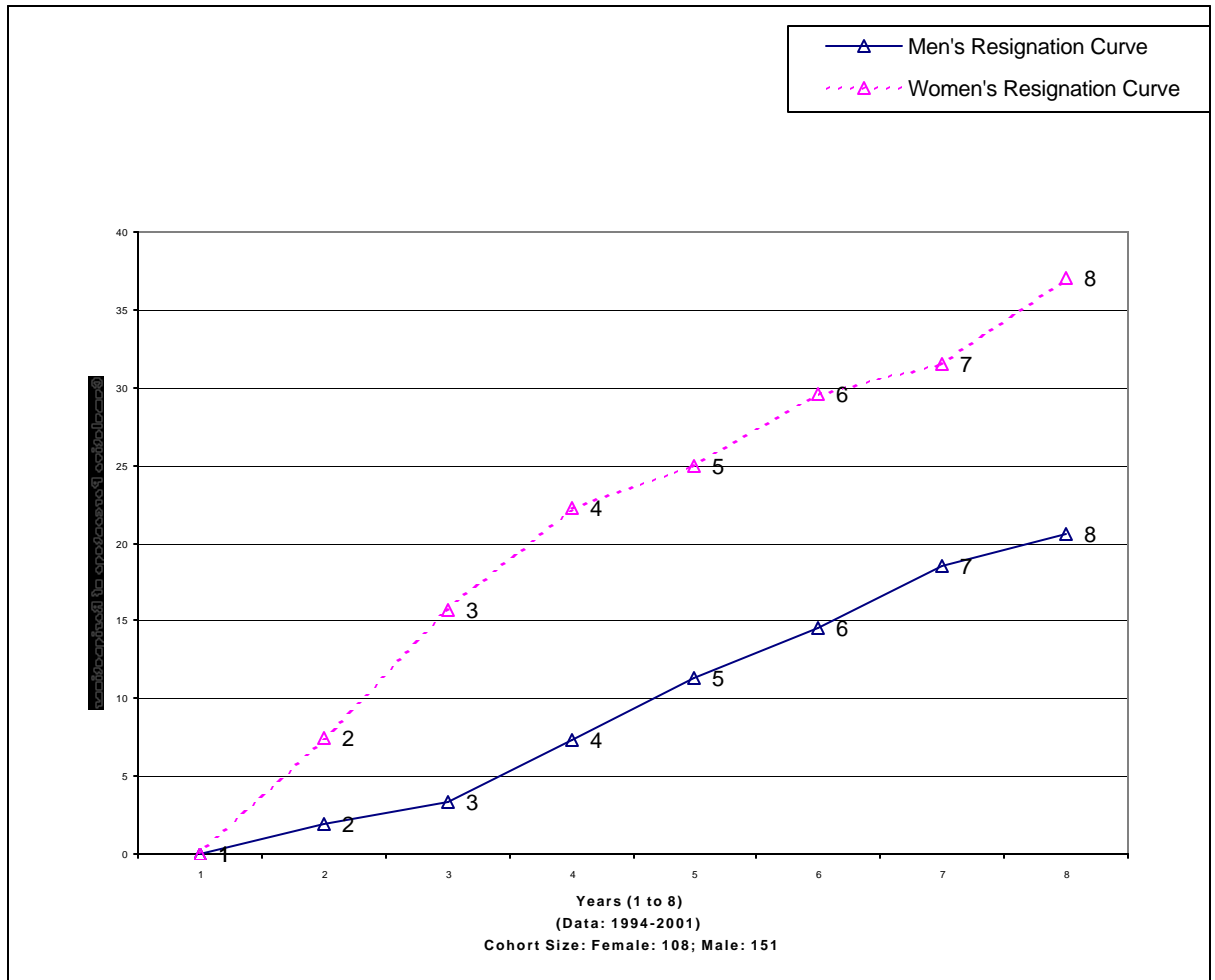
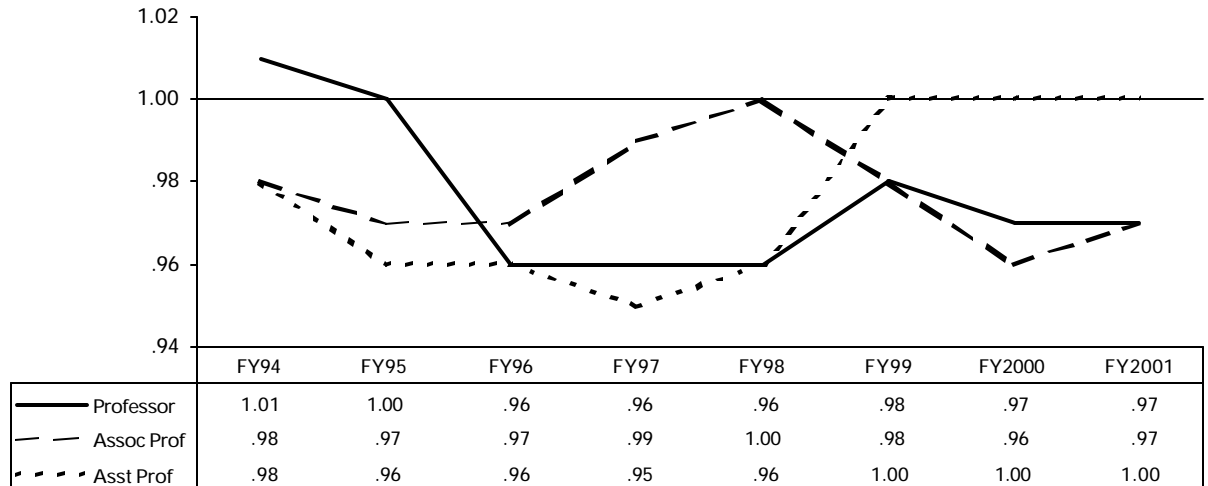


Figure 8. Index: Women Faculty Salaries Compared to Men Faculty Salaries, All Colleges.



Note: Faculty included in this analysis are A-Base and B-Base tenure-track faculty listed in the University payroll files as of October 31, of each year. Department heads are included at their full salaries. Faculty with titles of director or titles equivalent to Assistant Dean and higher are excluded. Faculty on phased retirement appointments are also excluded.

The index is calculated by comparing the average salary for women in each department to the average salary for men in the same department. The university index is an average of all the department indices. An index of 1.0 is parity.

TABLES

Table 1. Women Faculty

	1993-1994				2001-2002			
	<u>Women</u>	<u>Men</u>	<u>Total</u>	<u>% Women</u>	<u>Women</u>	<u>Men</u>	<u>Total</u>	<u>% Women</u>
Tenured	203	988	1,191	17	229	830	1,059	22
Tenure-Eligible	103	163	266	39	132	205	337	39
Total Tenure Track	306	1,151	1,457	21	361	1,035	1,396	26
Total Non Tenure Track	155	150	305	51	176	185	361	49
Grand Total	461	1,301	1,762	26	537	1,220	1,757	31

Table 2. Iowa State University Distinguished and University Professors (based on October 2002 payroll)

Faculty Title	<u>Women</u>	<u>Men</u>	<u>Total</u>	<u>% Women</u>
Distinguished Professors	3	40	43	7
University Professors	8	28	36	22

Table 3. Iowa State University Race/Ethnicity: Tenure-Track Faculty (based on October 2002 payroll)

Race/Ethnicity	<u>Women</u>	<u>Men</u>	<u>Total</u>	<u>% Women</u>
African American	14	17	31	45
American Indian/Alaskan Native	3	6	9	33
Asian/Pacific Islander	23	117	140	16
Hispanic	6	19	25	24
Total Minority	46	159	205	22
White/Other	315	876	1,191	27

Table 4. Iowa State University, Department Chairs (2002)

College	Department Chairs (includes interim) ¹			
	Women	Men	Total	% Women
Agriculture	3	12	15	20
Business ²	0	3	3	0
Design ³	0	3	3	0
Education	0	4	4	0
Engineering	0	8	8	0
Family and Consumer Sciences	2	1	3	67
Liberal Arts and Sciences	2	18	20	10
Veterinary Medicine ⁴	1	3	4	25
Total University⁵	7	45	52	13.46

¹The counts are based on the names of department chairs listed by the Office of the Provost on its website as of October, 2002.

²The College of Business has five departments and only three department chairs. The following departments share a department chair:
Accounting and Finance, Marketing and Management

³The College of Design has four departments and only three department chairs. The following departments share a department chair:
Community & Regional Planning, Landscape Architecture

⁴The College of Veterinary Medicine has five departments and only four department chairs. The following departments share a department chair:
Veterinary Clinical Services, Veterinary Diagnostic & Production
Animal Medicine

⁵The sum of the number of department chairs in each college adds to more than the total number of department chairs for the university. This is because seven departments are administered by two colleges. These department chairs are counted in each college but only once in the university total.

Agricultural and Biosystems Engineering (colleges of Agriculture and Engineering)
Biochemistry and Biophysics (colleges of Agriculture and Liberal Arts and Sciences)
Botany (colleges of Agriculture & Liberal Arts and Sciences)
Economics (colleges of Agriculture and Liberal Arts and Sciences)

Food Science and Human Nutrition (colleges of Agriculture and Family and Consumer Sciences)
Sociology (colleges of Agriculture and Liberal Arts and Sciences)
Zoology and Genetics (colleges of Agriculture and Liberal Arts and Sciences)
One male department chair serves as chair in two departments (colleges of Education and Engineering)

Table 4 displays data on the percentage of women and men currently serving as department chairs/heads in each college across campus. Overall women hold 13.5 percent of the department chair positions. Note however that the representation of women in these positions is not symmetrical across campus. Women hold no chair positions in the colleges of Business, Design, Education, and Engineering. Women hold 2 of 3 chair positions in the College of Family and Consumer Science, but no more than 20 percent of the chair positions in the other colleges (Agriculture, Liberal Arts and Sciences, and Veterinary Medicine).

Resources Attached:

"The Subtle Side of Discrimination: Linking Merit Raises to Outside Offers may Discriminate Against Female Professors with Families." Joan Williams.

"Individual Action for Gender Equity." Virginia Valian. Department of Psychology. Hunter College and CUNY Graduate Center. April 2002.

"Faculty Recruitment Handbook." NSF ADVANCE at the University of Michigan. 2002-2003.

"An Enlightened Search Process Can Diversify Administration." Women in Higher Education. Feb 2003. V. 12. N. 2.

"On Incorporation and Marginalization of Faculty of Color in Academe." Caroline S. Turner. Arizona State University. DRAFT. 2002.

"Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty." Daryl G. Smith, Caroline S. Turner, Nana Osei-Kofi, and Sandra Richards. Claremont Graduate University and Arizona State University. DRAFT. 2002.

"A Half-Time Tenure Track Proposal." Robert Drago and Joan Williams. Change. Nov/Dec 2000.

Additional References:

Kolodny, Annette. 1998. Failing the Future: A Dean Looks at Higher Education in the Twenty-First Century. Durham: Duke University Press.

McGuire, Gail M. and Jo Reger. 2003. "Feminist Co-Mentoring: A Model for Academic Professional Development." Journal of the National Women's Studies Association. 15: spring 2003.

Padilla, Raymond V. and Rudolfo Chavez. 1995. The Leaning Ivory Tower: Latino Professors in American Universities. SUNY, Albany.

Turner, Caroline Sotello Viernes Turner and Samuel L. Myers, 2000. Jr. Faculty of Color in Academe: Bittersweet Success. Boston: Allyn and Bacon.

Williams, Joan. 2000. Unbending Gender: Why Family and Work Conflict and What do to About it. Oxford: Oxford University Press.