

Distinction through Diversity: A Plan for Recruitment and Retention of Faculty of Color



UNIVERSITY OF
NOTRE DAME

Presented By

**The University Committee on Cultural Diversity,
Subcommittee on Faculty Recruitment and Retention**

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Executive Summary

The Subcommittee on Faculty Recruitment and Retention was charged to address the fact that as an institution, Notre Dame has experienced difficulty in both the recruitment and retention of faculty of color. Indeed, the subcommittee learned in the course of its work that the percentage of faculty of color at Notre Dame is the same today as it was in 2000, and the loss of nine faculty of color (more than 8 percent of total minority faculty) from 2005 to 2006 suggests that both recruitment and retention impede our further progress. Recent dedicated efforts to address these challenges have had a modest impact on increasing the representation of faculty of color at the University; however, the subcommittee believes that recruitment and retention will not succeed without the immediate implementation of a bold, innovative action plan by the Offices of the President and the Provost. The recommendations of the subcommittee herein advanced are made in an effort to craft such a plan. With an understanding of the mutual entailment of recruitment and retention of faculty of color, the subcommittee unanimously made six recommendations, three structural and three programmatic.

- Cohort Hiring Plan (Structural)
- New and Expanded Fellowship Program (Structural)
- Office of Diversity/Inclusion (Structural)
- Professional Development and Mentoring Program (Programmatic)
- Cultural Competency Training Initiative (Programmatic)
- Faculty Satisfaction Survey (Programmatic)

Following assessment of the various complexities associated with the recruitment and retention of faculty of color, the committee concluded, as did the Provost's Strategic Planning Group in 2002, that, "effective retention strategy requires some level of institutional transformation." In the estimation of the subcommittee, the mechanism for this transformation is an interconnected lattice of new, targeted appointments at all professorial ranks, distinguished visiting professorships (2 Moreau Distinguished Visiting Senior Scholar Chairs), the expansion of the Erskine A. Peters Fellowship Program (from 4 to 8 fellows) and a new postdoctoral program (4 Notre Dame Spirit Postdoctoral Fellowships), all coordinated with the support of the Offices of the President and the Provost.

Membership of the Subcommittee on Faculty Recruitment and Retention

Hugh Page, First Year of Studies, Departments of Africana Studies and Theology,
CHAIR

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Timothy Matovina, Cushwa Center, Institute for Latino Studies, Department of
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Donald Pope-Davis, Office of the Provost, Departments of Africana Studies and
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Frances Shavers, Office of the President

Prologue

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.¹

After nearly seven years of dedicated university-wide work by administration and faculty committees, forecasts, interviews, investigations, strategic planning, reports, studies, surveys, and task forces, the University of Notre Dame currently travels a path toward a more diverse and inclusive community of faculty. It has responded to the principal challenge of a 2002 “Cause for Alarm/Call for Action” produced by The Provost’s Strategic Planning Group on Racial and Ethnic Diversity as evidenced in prominent faculty appointments such as Dianne Pinderhughes and Darren Davis; the formation of a Department of Africana Studies with a well-defined curriculum and a scattering of faculty tenured in other cognate disciplines such as theology, history, political science, and psychology; and the ongoing development of the Institute for Latino Studies. Also, in concert with the recommendations of the Strategic Planning Group, representation of faculty of color has been increased so that by 2006, 13 percent of the Teaching and Research (T&R) faculty were faculty of color (see Figure 1, p. 7).

Although there has been progress, as a premiere Catholic, research university with a distinctive universal mission, Notre Dame has compelling reasons to be a leader in creating a learning community enriched by the presence and voices of diverse scholars. Even further enhancement of such leadership has eluded us in large part due to the difficulty of recruiting and retaining faculty of color. Today the University has 104 T&R faculty of color, an increase from 81 such faculty in 1997, but an increase from only 11 percent to 13 percent of the proportion of minorities among all T&R faculty over the past decade. In the light cast from the statistical analysis in Figures 1 - 4, it is clear that the University has only just begun to realize the objectives recommended by the aforementioned Strategic Planning Group and, as a consequence, its commitment to establishing a vital community of faith and academic excellence may be jeopardized. Now, as conversations regarding the need for a culturally diverse faculty continue to evolve, the Subcommittee on Faculty Recruitment and Retention concur with the spirit of José Moreno’s epigraph above, that genuine diversity is essential to achieving excellence. Even though institutions of higher education have “witnessed steady growth in the racial and ethnic diversity of the student population [they] have not seen similar diversification among college faculty.”² In this way, Notre Dame faces similar challenges to other colleges and universities,

something made very evident in the recent efforts by universities such as Colorado, Cornell, and Harvard, among others, to increase their representation of faculty of color via a range of diversity initiatives, including special postdoctoral programs.

As important as diversity is in higher education, it is even more essential at Notre Dame. As President Fr. John Jenkins reflected, “We are a Catholic institution, and the genius of being Catholic is that it is embracive of all peoples, all cultures, all languages all around the world.”³ It is precisely because Notre Dame is a Catholic institution that it is called upon to be inclusive and representative of all peoples. The University’s mission statement also explicitly calls for an inclusive approach: “The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students.”⁴ If Notre Dame students are able to experience a community with a broad array of views, they will be better prepared to succeed in a world that is increasingly global and diverse. It is toward this inclusive community objective that the arc of the Subcommittee’s inquiry bends and for which it has set forth the report that follows.

* * * *

In the fall of 2005 Fr. John Jenkins restructured and reconstituted the existing University Committee on Cultural Diversity chaired by Vice President and Associate Provost Jean Ann Linney. The President’s charge was a broad one and was directed at improving and enhancing the diversity of the entire University community: activities, faculty, students, and programs. In an effort to address this charge systematically, the committee was divided into five subcommittees each with a distinct, but complementary focus: 1) Student Life; 2) Multi-disciplinary Academic Project; 3) Communications; 4) Student Recruitment and Retention; and 5) Faculty Recruitment and Retention. By the end of the 2005-2006 academic year each subcommittee had made recommendations or taken action on their area of focus. In a final meeting in spring of 2006 the committee of the whole made its formal presentation of the subcommittee plans to the president. The following year the work of each subcommittee was modified through goal adjustment and refocusing through identification of key partnerships with University offices for each goal. This work generated progress on several fronts, resulting in a more narrow range of priorities and potential action items. By the spring of 2007, the faculty recruitment and retention subcommittee could list five principal achievements: 1) presentation to the College of Arts and Letters of “best practices” for recruitment of a diverse faculty; 2) identification of sources for data on gender and racial/ethnic composition of faculty applicant pools that would provide applicant availability data and also would be used to identify underutilized areas; 3)

development of an online faculty exit survey to inform understanding of minority faculty experiences; 4) assistance offered to candidates in identifying spousal employment opportunities; 5) initial planning and development of a website for recruitment and retention.

Then, in the fall of 2007 under the aegis of Vice President and Associate Provost Donald Pope-Davis, the composition and structure of the University Committee on Cultural Diversity was entirely revised in the interest of preparing and completing a comprehensive plan to address the University's deficiencies in the diversification of student and faculty and in the promotion of an increasingly diverse cultural identity. A principal consequence of this committee restructuring was the formation of the current Subcommittee on Faculty, chaired by Hugh Page. Following an initial organizational and planning meeting in late December of 2007, the Subcommittee conducted three meetings from January through March with the intent of completing an action plan with specific recommendations and a budget by the end of April. The report and recommendations presented below represent the unanimous voice of the subcommittee's vision to help meet the cultural and institutional challenges to diversity at Notre Dame.

Part One: Rationale, Benchmarking, Statistical Analysis

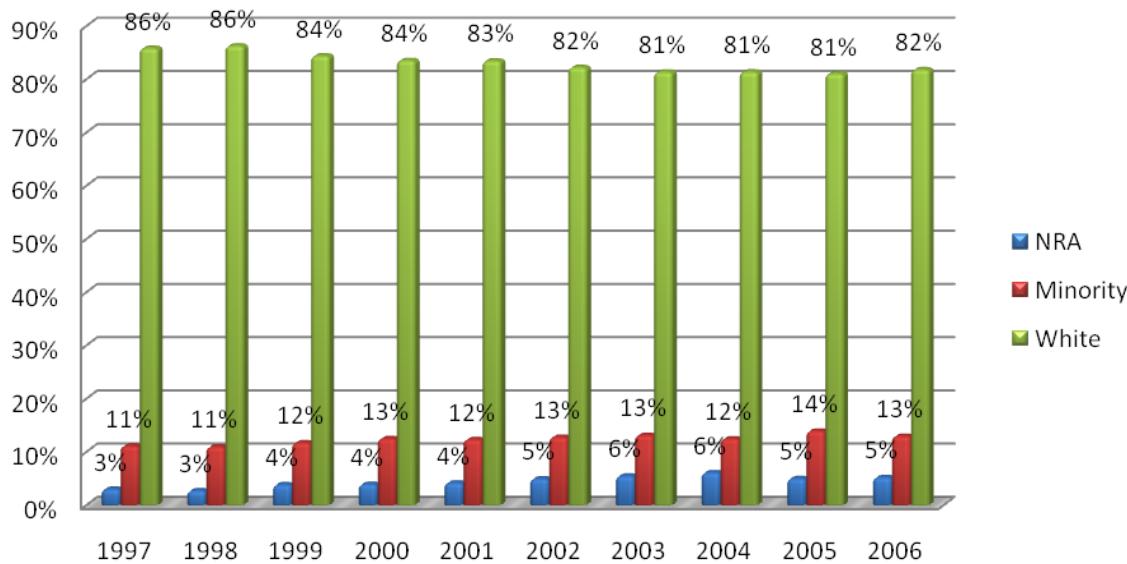
Historically, Catholicism has been constituted amidst diverse languages and peoples, from Pentecost to the current state of the world church. Doctrinally, diversity is one of the four marks of the Church, which though “one” is also “catholic” or universal. Theologically, our belief in the *imago Dei* contends that each person is made in the image and likeness of God and that the peoples and cultures of the world reflect God’s majestic beauty. Catholic moral and social teaching asserts that the inherent dignity of each person is rooted in our creation in God’s image. Notre Dame’s own legacy is that of a Catholic institution that provided educational opportunities for peoples of diverse immigrant backgrounds and prepared them to exert a transforming influence in church and society. Our Catholic heritage and character were the rationale for Fr. Jenkins’ statement in his inaugural address that: “We must embrace racial, ethnic, gender, socio-economic and geographical diversity on this campus.” Enhancing our attainment of this ideal is now the task before us, the dimensions of which are marked by a significant statistical profile that follows.

10-Year Review of Notre Dame Teaching and Research Faculty (T & R) on Race and Ethnicity

In light of this narrative and in order to perform an accurate assessment of the University, it is helpful to consider Notre Dame's historical data. Figure 1, below, presents a ten-year window of Notre Dame T&R faculty by three self-identifying classifications: white, minority, and non-resident alien.

Notre Dame T&R Faculty by White/Minority/NRA*

1997 - 2006



Population of T&R Faculty										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
NRA	22	20	29	30	33	39	44	49	40	41
Minority	81	80	88	95	97	100	105	100	111	102
White	625	629	634	635	657	644	651	652	646	644
Total	728	729	751	760	787	783	800	801	797	787

*NRA Non-Resident Alien (A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely).

**The subcommittee feels it is important to note that persons who formerly had NRA status frequently get counted as minorities once they receive permanent resident status, though in fact their intellectual formation and perspectives often are those of international scholars rather than those of minorities raised and trained in the United States. Nonetheless, for comparative purposes and in accordance with the racial and ethnic categorization procedures employed in the *Chronicle for Higher Education* and other widely recognized statistical studies of our profession, in figures 2-4 which follow the data for Asians and Hispanics conflate Asian and Latin American nationals with Asian Americans and U.S. Latinos.

Figure 1

Current Data

A look at today's statistics gives insight into the composition of Notre Dame's current T&R faculty. Below are three figures that present Fall 2007 data on T&R faculty rank and race/ethnicity. Figure 2 provides a snapshot of data on faculty with regard to the full, associate, assistant and instructor ranks and shows how the various racial/ethnic groups are represented among those ranks. The total population of each race/ethnic group is also provided. Figure 3 depicts the current proportions of race/ethnic groups among T&R faculty. Figure 4 provides an illustration of how race/ethnic groups are represented at each professorial rank.

Notre Dame T&R Faculty Statistics

Fall 2007

Total: **796**

Rank:

Full	400 (21 Asian, 4 Black, 17 Hispanic, 348 White, 10 NRA)
Associate	243 (19 Asian, 7 Black, 12 Hispanic, 202 White, 3 NRA)
Assistant and Instructor	153 (10 Asian, 7 Black, 7 Hispanic, 101 White, 28 NRA)

Race/Ethnicity:

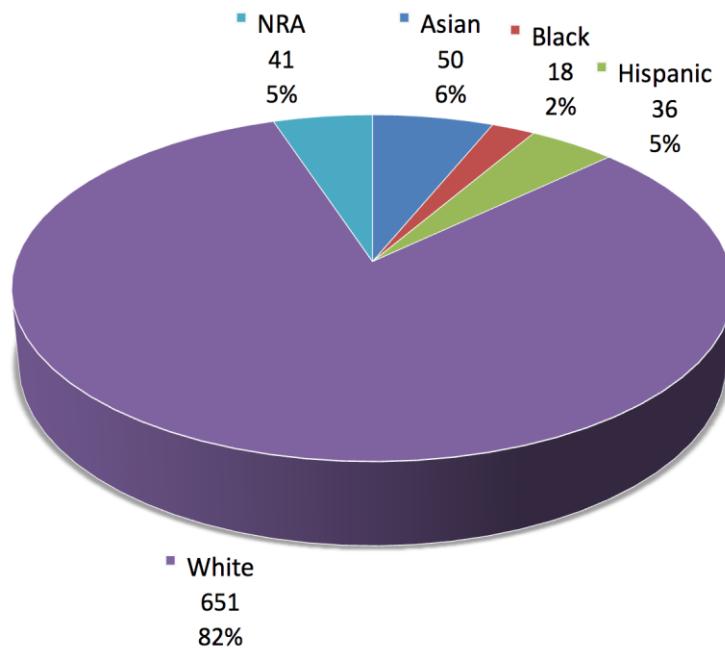
White	651 (497 male, 154 female)
Black	18 (13 male, 5 female)
Asian	50 (39 male, 11 female)
Hispanic	36 (28 male, 8 female)
NRA	41 (32 male, 9 female)

Source: Institutional Research

Figure 2

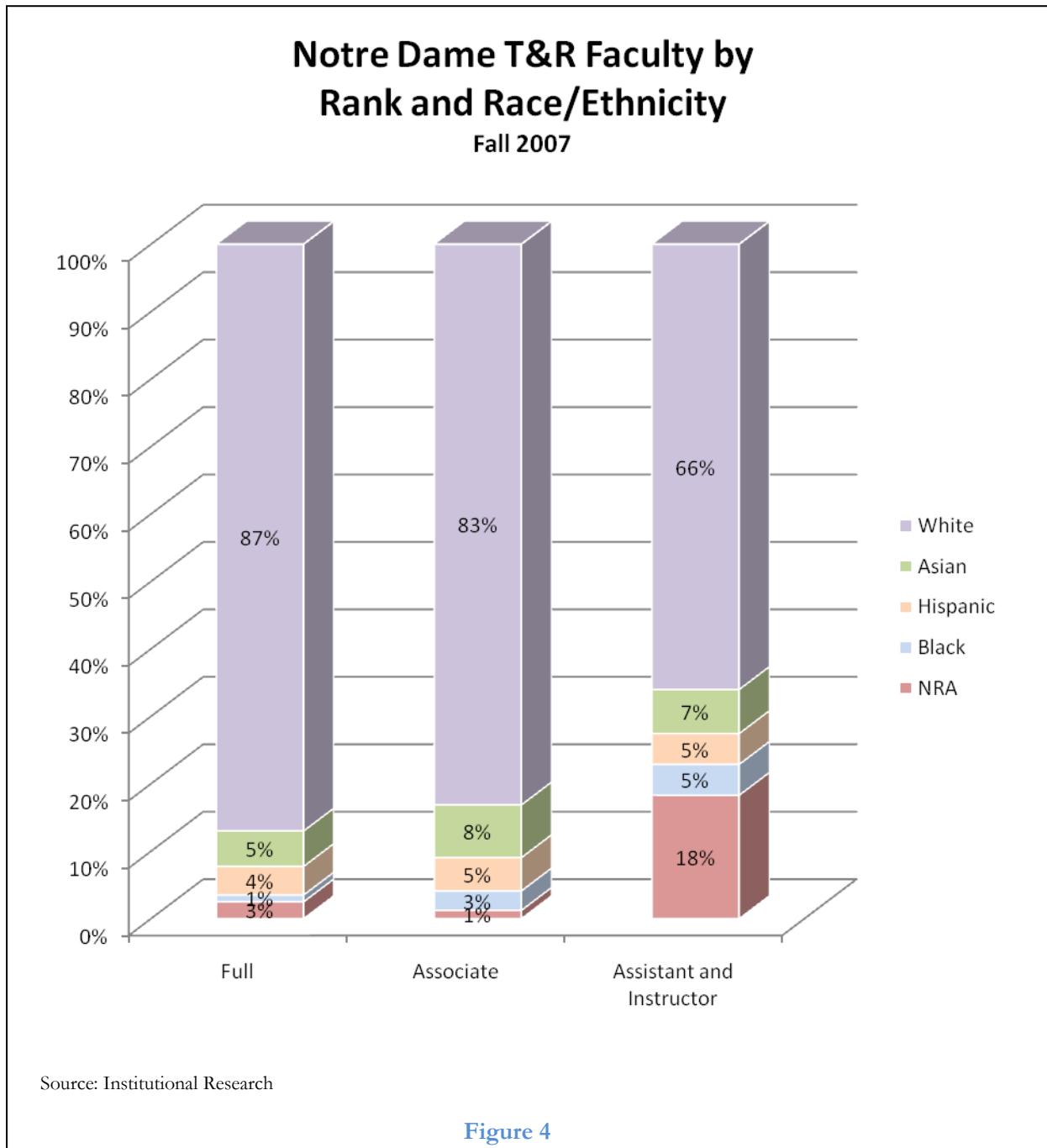
Notre Dame T&R Faculty by Race/Ethnicity

Fall 2007



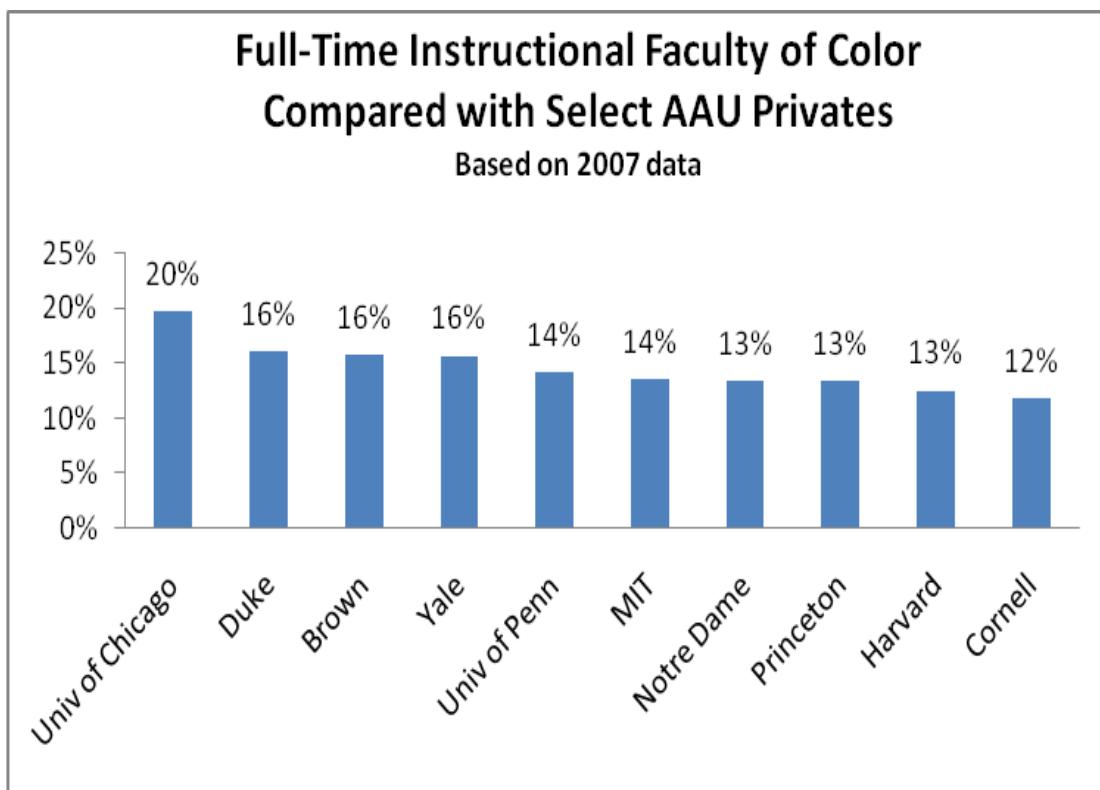
Source: Institutional Research

Figure 3



Peer Institution Comparison

A comparison to select peer institutions provides a fuller context in which to assess Notre Dame's performance. Figure 5 shows the total percentage of faculty of color at Notre Dame and a number of other top institutions.



2007 IPEDs Data; Full-time Instructional Faculty. Total Minority/(Total Instructional-Race Unknown).

Figure 5

Trends and Analysis

Based on the data and figures presented above, Notre Dame has made some, albeit very modest, progress in regards to increasing the representation of faculty of color at the University over the past ten years. As seen in Figure 1, faculty of color, as a percentage of all T&R faculty, increased by two percentage points from 1997 to 2006. In Fall 2007, a total of 13 percent of all T&R faculty were faculty of color (Figure 3). Thus, despite some of the successes at Notre Dame, it is clear that the University can and needs to improve in recruiting and retaining faculty of color. This portrait is quite disturbing.

From Figures 2 and 4 it can be seen that there is a very low representation of faculty of color particularly at the full professor rank. Furthermore, the percentage of faculty of color at Notre Dame is the same as it was in 2000 (Figure 1), and the loss of nine faculty of color (more than 8 percent of total minority faculty) from 2005 to 2006 (Figure 1) suggests that both recruitment and retention impede our further progress. As seen in Figures 2, 3 and 4, African American faculty are the most severely underrepresented of all faculty of color.

These statistics indicate that as an institution, Notre Dame has difficulty in both the recruitment and retention of faculty of color. Efforts to address these issues have had a modest impact on increasing the representation of faculty of color at the University; however, modesty in this respect is not a virtue and the subcommittee is convinced that recruitment and retention will not succeed without the implementation of a bold, innovative cohort-hiring plan.

Part Two: Subcommittee Recommendations

Following assessment of the various complexities associated with the recruitment and retention of faculty of color, the committee concluded, as did the Provost's Strategic Planning Group in 2002, that, "the only effective retention strategy requires some level of institutional transformation." In the estimation of the subcommittee, the mechanism for this transformation is an interconnected lattice of new, targeted appointments at all professorial ranks, distinguished visiting professorships (Moreau Distinguished Visiting Senior Scholar Chairs), as well as the expansion of the Erskine Peters Fellowship Program, and a new postdoctoral program (ND Spirit Postdoctoral Fellowships), all coordinated by a central office.

Subcommittee Recommendations: Tabular Presentation

The six recommendations of the subcommittee are presented in a detailed table below. They are organized into two aspects: structural (Recruitment) and programmatic (Retention).

Recruitment Recommendations	
1.	Hiring Plan - Develop and implement a dedicated faculty hiring plan that includes a new distinguished visiting professorship. This overall plan should consist of 15 new faculty positions at different ranks, over a 5 to 7 year period.
2.	Fellowship Program - Create a new post-doctoral fellowship program with 4 annual fellowships (the ND Spirit Postdoctoral Fellowship). Expand the current pre-doctoral Peters program to include 4 additional fellowships annually.
3	Office of Diversity/Inclusion - Create and support an office of diversity that would oversee the recruitment and hiring of women and faculty of color, as well as coordinate the new and expanding initiatives of recommendations 1 and 2.
Retention Recommendations	
1.	Professional Development - Create and implement a professional mentoring and training program.
2.	Cultural Competency Training - Develop and implement a cultural competency training plan for department chairs and faculty search committees.
3.	Faculty Satisfaction Survey - Construct and administer a faculty questionnaire to collect data regarding perceptions, attitudes, and opinions about professional and academic experiences at Notre Dame.

Narrative Summary of Recommendations

RECRUITMENT

Recommendation 1: Cohort Hiring Plan (Short Term but Critical)

The subcommittee recommends the development and implementation of what it has termed a cohort hiring plan (rolling, over a five-year period). The plan calls for 15 new positions at all faculty ranks including 2 distinguished visiting professors. This effort is intended to increase minority representation broadly (i.e., among all underrepresented groups) within the University. This recommendation is advantageous for both recruitment and retention because it promotes the existence of a meaningful faculty cohort engaged in cognate research and teaching. One very effective

means of accomplishing recruitment and retention alike is hiring new faculty of varied ranks into a cohort. It is the belief of the subcommittee that the real opportunity of joining a new university faculty with a meaningful number of colleagues of color significantly increases the probability of retention. As the subcommittee was aware of a significant decline in the retention of faculty of color over the ranks for those who begin at Notre Dame as assistants, it concluded that the hiring plan must be multi-tiered—a critical dimension of a prominent institutional commitment to the creation of a thriving community of scholars. It is also recommended that these funds be allocated for “target of enhancement” hires open competitively to all departments and colleges across the University. Another key dimension of this cohort-hiring plan is the creation of the Moreau Distinguished Visiting Senior Scholar Chairs. These select senior appointments will celebrate the beatification of the CSC’s founder, Fr. Basil Moreau, and help with the intellectual and spiritual formation of the next generation of scholar-teachers. Appointees would be preeminent scholars in any field and be provided with the opportunity to engage the Catholic character of the university. It is expected that successful candidates would be those with a track record and continuing interest in the mentoring of faculty of color at or near the beginning stages of their careers.

Recommendation 2: Fellowship Program (Short Term)

The subcommittee recommends the expansion of the Erskine A. Peters Fellowship Program⁵ (PFP), currently administered by both the Office of the Provost and the Department of Africana Studies at the University, from 4 to 8 outstanding doctoral candidates of color in the arts, humanities, social sciences, and theological disciplines, who have completed all degree requirements with the exception of the dissertation. Moreover, we strongly urge the creation of 4 new postdoctoral lines, thus expanding opportunities for scholars of color at the beginning of their academic careers to experience life at a major Catholic research university. The subcommittee proposes that these 4 new post-doctorate awards be called the Notre Dame Spirit Postdoctoral Fellowships. Such fellowships will call attention to the values animating the University’s current campaign as well as Notre Dame’s commitment to research and teaching across traditional disciplinary boundaries. With these fellowships the University will seek scholars from traditionally underrepresented constituencies who have an interest in developing interdisciplinary research projects and courses (undergraduate and/or graduate) that establish linkages between their primary disciplines and themes broadly related to diversity, internationalism, and globalization. Some will be identified as possible candidates for faculty

appointments in the annual hiring cycle by departments at Notre Dame.

The addition of four more junior faculty will enrich the quality of PFP public *fora* and enhance individual Fellows' research. Many Fellows make guest lecture appearances in courses related to their disciplines and participate in mutual learning events for faculty and students (e.g., brown bag series, roundtable discussions, etc.), so the benefits will accrue exponentially while the University further enhances its reputation as a site of appreciable intellectual hospitality for minority scholarship. With the increasing success of PFP, the University has demonstrated a commitment to the mentoring and support of scholars of color at the dissertation writing stage. As a consequence, Notre Dame has begun to identify itself as an institution that stands in solidarity with scholars from racial and ethnic groups underrepresented in the academy. The expansion of this signature program will further enhance this identity and in so doing draw more faculty of color to the institution. Because Peters Fellows have access to all university facilities and are provided office space, use of a personal computer, an official academic home in the department of the Fellow's specialization, and access to a faculty mentor in the Fellow's discipline, the infrastructural (and collegial) demands concomitant upon the recommended expansion will have to be addressed. Currently, all office space for the Fellows is used.

Recruitment Recommendation 3: Office of Diversity/Inclusion (Immediate)

The subcommittee recommends the creation of an Office for Diversity/Inclusion that would oversee hiring of both women and faculty of color. Moreover, for the purposes of accountability and sustainability it is imperative that this office be explicitly designated to manage the processes necessary to realize the recommendations set forth by the subcommittee. In general, the office would be responsible for identifying women and faculty of color; developing strategic diversity planning efforts; supporting departments during faculty searches; cultivating diversity awareness and appreciation; and interfacing with University accountability systems. This office should work in collaboration with the Colleges, OIE, General Counsel, and the Offices of the President and Provost.

RETENTION

Recommendation 1: Professional Development and Mentoring Program (Immediate)

In concert with proposed new recruitment efforts, the subcommittee recommends a reasoned and balanced commitment to the development and implementation of a professional development and mentoring program, managed by the new Office of Diversity/Inclusion, which will address the retention of junior faculty.

Recommendation 2: Cultural Competency Training Initiative (Immediate)

Under this recommendation, the Provost's Office and Office of Diversity/Inclusion will conduct cultural competency training for department chairs and search committees. The purpose of this training is to assist department chairs in creating an environment that is welcoming and accepting of minority and women faculty who may be the only, or, one of a few, in a department. Similar training for search committees is intended to assist in their effectiveness in recruiting minority and women applicants.

Recommendation 3: Faculty Satisfaction Survey (Short Term)

This survey is to be conducted bi-annually, for 8 to 10 years so as to collect meaningful data for informed decision-making. This projected survey should be overseen jointly by the Provost's Office and the Office of Diversity/Inclusion.

Part Three: Conclusion

The initiatives described above presume that the hiring and retention of faculty of color at Notre Dame are long-term projects. An important vital aspect of this effort involves relationship building and the extension of institutional hospitality, which is critical to being inclusive. This payout will likely be seen over a period of five to ten years as a steadily increasing number of emerging scholars from around the country continue to spread the word that ours is a welcoming and inclusive community of learning where scholars from a variety of backgrounds find support and encouragement for their work within and beyond the classroom. The strengthening of racial and ethnic diversity on campus must now become a priority on par with the current initiative to increase the number of Catholic faculty. Indeed, the approach of strategic appointments and expanding programs under specific

criteria of inclusion recommended by this committee does resemble in some ways the current Catholic institutional enhancement effort of the Offices of the President and Provost. Yet, our report, *Distinctio through Diversity*, is a plan unique in its own right.

The implementation of this plan requires substantial expenditure, but without this investment it is difficult to imagine how the University will be able to obtain the academic distinction to which it aspires. However, the subcommittee wishes to make clear that even with the committed investment and explicit higher administrative endorsement of the recruitment and retention program outlined here, there is much work to be done on the disposition of our community of learning. This report calls for a change in the culture of Notre Dame's academic life and the subcommittee is aware that this will not be accomplished in short order. The professional development and mentoring program, along with the cultural competency training recommended here, reflect this awareness. Nevertheless, effective investment in a cohort hiring plan (the centerpiece of this report), combined with a rigorous effort to assist department chairs and search committees in realizing that becoming multicultural requires more than pluralist representation, will do much to enhance the University's national profile as a center for excellence in research, teaching, and service.

To ensure the successful consequences of investment and culture change, the subcommittee strongly feels that it is necessary for the Offices of the President and the Provost to assume positions of visibility, even advocacy, with respect to the recommendations contained herein. Further, for the purposes of accountability and sustainability it is imperative that an Office of Diversity/Inclusion be created to manage the processes necessary to realize the recommendations set forth by the subcommittee. In submitting this final report, we, the members of the Subcommittee on Faculty Recruitment and Retention, stand with you in accepting the challenge of attracting, and securing, a wide and more representative participation of historically underrepresented faculty at the University of Notre Dame. A future university made rich by the intellectual depth and cultural complexity of a diverse, collaboratively engaged faculty is like the motto of our institution: *vita, dulcedo, spes*, "our life, our sweetness, our hope." Our hope is that we will, as a University, accept the call for transformation and compassionate action that this axiom demands.

Notes

¹ Moreno, José F., et al. “The Revolving Door for Underrepresented Minority Faculty in Higher Education: An Analysis from the Campus Diversity Initiative.” The James Irvine Foundation. April 2006.

² Turner, Caroline Sotello Vierne. *Diversifying the Faculty: A Guidebook for Search Committees*. 2002.

³ Jenkins, John I. “Notre Dame Now.” Spring 2005.

⁴ University of Notre Dame Mission Statement.

⁵ For a detailed portrait of the Erskine A. Peters Fellowship Program, including its history and a comprehensive roster of fellows past and present, the subcommittee directs your attention to <http://africana.nd.edu/erskine/>.