

# **Facing the Challenge of Achieving Minority Equity in Faculty Representation**

## **Part I: Need for Change**

### **Introduction**

As the end of the century draws near and as the needs and demands upon higher education continue to change, a commitment to building a diverse faculty, one that resembles more closely the demographics of the nation as a whole, becomes increasingly important. Currently, at national, regional, and local levels, university and college systems are facing the challenges brought on by decreasing resources, shrinking faculty numbers, and increasing enrollment. Institutions of higher education are attempting to find strategic methods of allocating existing resources without damaging important programs and initiatives. Indiana University has responded to these challenges by resolving to become America's New Public University; in order to help meet this goal, IU initiated a review of its existing programs dedicated to minority concerns in the spring of 1998.

At this time, Charlie Nelms, Chancellor of the University of Michigan-Flint, was approached by IU Bloomington Chancellor Kenneth R.R. Gros Louis to head-up the Review Team. Over the following months, a diverse team of evaluators from across the country interviewed faculty members, students, administrators, and staff, and conducted research into IU Bloomington systems of operation. The resulting report has been called the "20/20 Plan: A Vision for Achieving Equity and Excellence at IU Bloomington." This plan outlines the institutional pattern of minority under-representation at the Bloomington campus, and provides models of implementation designed to help the university increase its diversity and sensitivity to these issues as we approach the 21<sup>st</sup> century. Indeed, the plan states that "the Indiana University administration is committed to improving the current situation on the Bloomington

campus regarding the recruitment and retention of faculty, staff and students of color” ([http:// www.indiana.edu/~blcampus/20-20.htm](http://www.indiana.edu/~blcampus/20-20.htm) 2).

The “20/20 Plan” is rooted in a reconfiguration of existing programs—those known for their successes in dealing with minority concerns—in ways to maximize efficiency and effectuate necessary change. The plan recommends that all IU minority services be placed under one centralized office, and delineates new organizational strategies, particularly for student services. Having been presented with the “20/20 Plan”, Chancellor Gros Louis subsequently requested that Nelms prepare an implementation plan. After meeting with over 300 members of the university community (<http://www.indiana.edu/~blcampus/20-20.htm>14), Nelms created an extension of the initial report that included this question:

Since the 20/20 Plan is focused almost exclusively on undergraduate students, how will such issues as the recruitment and retention of minority graduate students, faculty and staff be handled? (<http://www.indiana.edu/~blcampus/20-20.htm>18)

As part of his answer he recommended that the university ask Alberto Torchinsky, Dean of Latino Affairs, “to assume responsibility for the strategic faculty hiring initiative, the summer faculty fellowship program, the summer research fellows, and to serve as liaison with academic and administrative departments on behalf of faculty and staff” (18). The title of this position would be Associate Vice Chancellor for Strategic Hiring and Support, and the program would primarily build upon the strengths of the Program for the Recruitment and Retention of Minorities and Senior Women and the Minority Faculty Fellowship Program.

This report will explore only the portion of Strategic Hiring and Support’s responsibilities attached specifically to minority faculty recruitment, retention, and promotion. We intend to take up the specific problems attached to women’s place in the academic community in a report exclusively devoted to their concerns. Here we will focus on women’s issues only where they overlap with those of minority women. Minorities are defined as being comprised of American ethnic groups who have been

historically discriminated against by our society: African American, Latina/o, and Native American individuals.

### **Where Past and Present Meet: A Panoramic Sketch**

The imperative to increase minority representation at Indiana University is not new. For example, as early as 1977 a report entitled “Minority Graduate Student and Faculty Recruitment at Indiana University Bloomington” proposed “that a fellowship fund be established to support thirty minority doctoral students. . . who have potential for appointment to the faculty as assistant professors”(1). In the mid-eighties, former Dean of African American Affairs Herman Hudson conceived, and was instrumental in the establishment of the Program for the Recruitment and Retention of Minorities and Senior Women (Recruitment and Retention), and the Minority Faculty Fellowship Program, both of which were instituted by a vote of the Bloomington Faculty Council. Furthermore, the “IU Strategic Directions Charter,” an initiative of IU President Myles Brand, states that a priority should be “ensuring that Indiana University reflects the diversity of American society and supports the achievements of minorities in all aspects of university life” (Strategic Directions, <http://www.indiana.edu/~bfc/BFC/circulars/95-96/b31.html>). This Charter was unanimously adopted by the Bloomington Faculty Council on November 21, 1995 and, in conjunction with the two programs mentioned above, thus represents a commitment on the part of the faculty to diversify the IU Bloomington campus.

To understand the changes in faculty diversity that must take place, however, we must examine the actual composition of faculty, both as a means for measuring our previous successes and for evaluating our past deficiencies. According to a report produced in March of 1998 by the Commission on the Recruitment and Retention of Non-Whites and Women Faculty,

over the eleven year period from 1986-87 to 1996-97, a total of 53 minority and senior women were aggressively recruited and hired [by Recruitment and Retention]; [and] . . . the hiring of minorities through this program represents approximately 42% of the African Americans, Native Americans, and Latinos

who have joined Bloomington faculty ranks over the last five years.” (2-3, for year by year data from 1982-83 to 1998-99 on African American and Latino faculty representation at IUB, see Appendices A and B).

Even so, in 1997 minorities comprised only 73 of our professors, a number approaching just 6% of the total faculty at IU. Of these 73 minority faculty

- 21 full professors represent a little over 3% of all full professors;
- 20 represent almost 5% of all associate professors;
- 32 represent our minority assistant professors, exactly 11% of all faculty equal in rank (Affirmative Action Tables, “Minority Faculty by Race 1987-1997”).

These numbers tell two stories. One speaks of the success Recruitment and Retention has had in increasing the number of new hires, as reflected in the relatively larger percentage of minority assistant professors, a significant number of whom were identified by—and brought to Indiana University through—the Minority Faculty Fellowship Program. The other tells us that more energy must be put into our efforts to retain and promote minority faculty, as reflected in their decreasing numbers at each rank above assistant professor, successively. The “20/20 Plan” asserts Indiana University’s serious commitment to diversifying its faculty, and goes one step further, stating that IU Bloomington should “support strategic faculty hires in selected departments . . . to increase diversity and equity, especially in those departments where there are currently no African American or Latino faculty members” (13). Strategic Hiring and Support will implement programs aimed at achieving this objective, with the hope that, in combination with regular departmental hiring, we will make more marked and permanent minority faculty increases in the early years of the new Millennium. We realize that, at this time in history, IU is uniquely positioned to establish a strong foundation in campus-wide diversity on which coming generations can continue to build. Re-focusing our agendas at this time, however, we can learn from other universities’ mistakes and successes as well as our own.

One article, entitled, “The Michigan Mandate: Promise and Progress,” speaks to establishing this perspective nicely. In it Ronald J. Lomax, Thomas E. Moore, and Charles B. Smith briefly discuss the impulses behind the original mandate, the policies and procedures it recommended, and then evaluate the mandate’s success). The Michigan Mandate proposed, as do we, to increase the representation of minorities to a level reflecting more accurately their proportions in the USA (1). At the time of the review in 1995 from the mandate’s introduction in 1987-88, the proportion of African American and Latino assistant professors had risen, the proportion of African American associate professors had remained fairly constant, and the proportion of both Latino and African American professors had decreased (2). The authors’ data indicates that the largest problems concerning faculty diversity at the University of Michigan since the mandate was put in place are embedded in retention and promotion issues. The “significantly lower salary compensation” of tenured, full-time minority faculty, compared to their non-minority counterparts (3) must figure in these equations as well. Up to this point, the University of Michigan has been slower in making progress than intended, but why? And what can be learned from this fact?

Lomax, Moor, and Smith don’t come up with facile answers to these questions, though they do identify an early administrative decision that may have impacted the success of the mandate. According to their article, a key aspect of the originally conceived Michigan Mandate was that, in order for the objectives of the mandate to be met, the University’s faculty must be actively involved in realizing its goals (1), and that

a successful program designed to recruit and retain . . . faculty of color requires that faculty, as well as administrators, be fully committed to its objectives and be extensively involved in its implementation. Faculty, especially those protected by having achieved tenure, must take a leadership role. (4)

Commitment and involvement, then, must occur concurrently at departmental and high-ranking administrative levels.

Strategic Hiring and Support at IU Bloomington also stresses the necessity of integrating departmental and senior offices’ efforts towards university diversification.

We recognize that institutions like ours are especially prone to a dislocation between top level commitments or programs, and faculty knowledge or involvement. As Marjorie Fine Knowles and Bernard W. Harleston write in their article, “Achieving Diversity in the Professoriate: Challenges and Opportunities,” “. . . the decentralized nature of these institutions, and the concomitant diffusion of power, is a significant barrier to increased faculty diversity. On many campuses, presidents and provosts described what they see as their very limited ability to influence faculty hiring decisions” (7). The authors examine eleven major research universities, including the University of Michigan, five of which are taken from the Ivy League, two from CIC universities, and the remaining four taken from universities comparable to Big Ten institutions. Despite the fact that Indiana University is not one of these institutions, the universities selected have clear affinities with IU, both in terms of organizational structures, as well as in perceptions of faculty, students, administrators, and staff (see “Report on 1990 Study of Minority and Women Faculty” and “20/20: A Vision for Achieving Equity and Excellence at IU Bloomington”). Among those eleven universities, the authors found that

Most department chairs . . . seemed unaware of resources which could assist them in identifying able minority candidates and had very little knowledge of personnel work except as they had experienced it in their own careers. . . . The possibility that minority candidates might be in different networks, or react differently to various recruitment approaches, seemed novel to them. Apparently there is very little briefing, or educating, of faculty search committees on . . . recruiting for diversity. (6)

Recall the earlier noted notion that top-level administrators feel to a great extent disconnected from departmental hiring. Add to this the idea that most chairs are unacquainted with university programs, or resources available beyond their departmental or college boundaries, designed to assist them in discovering potential minority candidates. Consider, then, that regular faculty, those individuals who will compose departmental search committees, are one further step removed from essential knowledge about, and involvement in, minority faculty recruitment. Given such an

organizational dislocation, is it any surprise that even such a prestigious institution as the University of Michigan might have gotten a slow start in increasing faculty recruitment and retention? Or that equally renowned Indiana University, despite its consistent and quite successful attempts to increase faculty diversity over the past decade, has not been more dramatically successful in doing so?

Strategic Hiring and Support at IU Bloomington proposes to close the communication gap outlined above. We believe that faculty *must* be educated about the resources available through our program: but it's not enough simply to know about Strategic Hiring and Support. As observed in the "20/20 Plan," sometimes knowledge about offices dedicated to minority concerns "permits the rest of the IU community to abdicate responsibility and accountability for improving the racial climate on the campus" (<http://www.indiana.edu/~blcampus/20-20.htm> 6). All faculty members must be integrated into our efforts at creating a desirable university community for faculty of color, must participate in mentoring networks, and must be generally supportive and available to their minority colleagues.

We recognize, however, that such involvement might initially encounter resistance due to general misconceptions about minority scholars, especially about those hired to achieve equity in racial representations. The University of Michigan's Committee for a Multicultural University did a broad review of the literature, and decided that many comparable academic institutions had similar experiences with regard to recruitment and retention. The committee determined that certain "myths" negatively influence recruitment and long-term retention, one of which is that "it is necessary to lower traditional standards of academic excellence in order to hire and to retain and promote faculty of color ("The Michigan Mandate: Progress and Promise" 3). We agree with Lomax, Moore, and Smith that

Performance standards must be developed that apply to all faculty regardless of ethnicity or gender. Faculty and administrators must be committed to seeing that all faculty who are brought into the university are provided with the resources and support necessary for them to attain that level of excellence that is associated with tenure. The devastating assumption that women and persons

of color cannot perform at the same level as other faculty members must be avoided at all costs. (<http://www.umich.edu/%7eaaupum/affirm08.htm> 3)

Indeed, to create an impression of inequitable performance standards ultimately undermines notions of innate racial equality. Strategic Hiring and Support will not only see to it that IU recruits academically outstanding minority candidates, but also that the larger university population understands that these standards of excellence are universally applied to all prospective candidates at Indiana University, regardless of gender or ethnicity. But perceptions of unequal performance, as the above quote suggests, do not end at the hiring table.

Structures within the university can foster impressions that minority faculty members are less productive, or even ambitious, in their research pursuits than generally applied criteria of distinction would require. The IU Office of Academic Affairs' "Report on 1990 Study of Minority and Women Faculty" states that

Existing research suggests a higher level of commitment to teaching and service among women and minorities and a lower rate of research productivity than found among white male faculty. The issue is more complex than this, however. (8)

The report goes on to describe the heavier service loads assigned to women and minority faculty, who are generally expected to teach more introductory classes, and are assigned fewer graduate-level courses (8). Knowles and Harleston take this notion of the increased academic encumbrance one step further. They write about a "cultural tax" imposed upon minority faculty, one that "includes heavy committee and advising work as well as substantial community involvement" ("Achieving Diversity in the Professoriate: Challenges and Opportunities" 8). They found that minority faculty members were very conscious of this tax, but that "many university administrators seemed unaware of the special burdens borne by minority faculty members" (8). Regardless of personal teaching commitment, minorities are often institutionally handicapped against giving their own research the kind of attention called for by traditional academic standards of excellence.

Part of Strategic Hiring and Support's accountability lies in solving the problem of these institutionalized imposts. We recognize that the benefits of having a diverse faculty include the facts that students have a large pool of role models, and that traditional academia as well as its bureaucratic accouterments might be influenced by minority voices. We also understand that this minority-specific tariff is, as Knowles and Harsleston put it, "a compound of a desire by the university "to have one" on each committee, and the minority faculty members' own sense that their participation may make a difference." They add that the actual ability of minority professors to make a difference—for instance, on such committees as those dedicated to graduate admissions and faculty hiring—was demonstrated to them numerous times ("Achieving Diversity in the Professoriate: Challenges and Opportunities" 9). It is necessary to recognize this double-sided need, of both the institution, and of its African American, Latino, or Native American communities. We must, however, find ways of balancing the service load required of our faculty of color. Strategic Hiring and Support proposes actually to reduce some of these obligations, emphasizing instead that minority faculty must be given opportunities to pursue their own research, and to impact curriculum with their own interests rather than simply reassert traditional curriculum. These opportunities must be—at least until change is effectuated—a matter of official policy. Minorities must no longer be doubly taxed by having to perform more daily responsibilities, and also bear the unjust perception that culpability for their somewhat more slowly advancing research lies entirely in their own hands.

As seen in the complexity of this tariff equation, successful recruitment and retention of minority faculty will be influenced by general university climate, official policies, blind spots, and also by minority faculty experience. In order to understand what changes must be put in place, we must first listen to the concerns of our current faculty of color. We must determine where our universities have failed, thus far, to address their needs.

Consider that at the University of Michigan in 1993

Two-thirds (66%) of the Black women [faculty] rated the performance of the University [efforts towards retention] between poor (23%) and moderately

good, whereas only 14% rated the University's performance at the moderately good level or above. None of this group rated the performance of the University as outstanding. ("The Michigan Mandate: Promise and Progress" 3).

Latina's responses followed quite similar distributions of dissatisfaction (67% between poor and moderately good); 62% of African American men found the University's efforts towards retention between poor and moderately good (3). This data comes from a survey carried out by the University of Michigan's Committee for a Multicultural University (3), and interestingly echoes some survey answers compiled by IU's Commission on the Recruitment and Retention of Non-Whites and Women Faculty in 1997.

As in Michigan's case, minority faculty at Indiana University who were male tended to have slightly more positive responses about administrative and departmental recruitment and retention efforts than did their female counterparts (Commission on the Recruitment and Retention of non-Whites and Women "Faculty Questionnaire Responses" no pg. #s). A considerable degree of dissatisfaction, however, appeared in many minority faculty responses, regardless of gender or tenure status. In response to the question, "What have been the most satisfying aspects of your work and life at Indiana University?" one untenured woman answered:

People are nice here. However, there is a lack of informal interaction in general of senior colleagues and junior colleagues. I often feel that most couldn't care less if I remained here or I didn't. . . . There isn't the sense that people want me (or other minority colleagues) to succeed.

This sentiment echoes an earlier study's discovered pattern of exclusion. The IU Office of Academic Affairs' "Report on 1990 Study of Minority and Women Faculty" found that "Women and minority faculty felt they received less social support from their colleagues e.g., never being invited to lunch or informal gatherings." (23). These responses are not isolated. The very fact that the same sentiments emerge with consistency over nearly ten years increases their significance. They point to local isolation, one rooted in individual departments, and again assert the need for faculty

involvement in advancing the diversification of IU, on one level, by simply creating a respectful and friendly environment, and on another, by actually stepping in to take responsibility as mentors for minority colleagues.

We mustn't presume for a moment to place entire responsibility for creating retention incentives at individual faculty member's office doors, but instead recognize that the residue of longstanding exclusion rests in our universities' organizational structures, that it is part of our hidden, or easily ignored, inheritance. As one tenured male professor, when asked "What elements are making you consider leaving IU, or made you leave IU?" answered: "Either stark ignorance/insensitivity or insidious subtle discrimination at the school level leadership" (Commission on the Recruitment and Retention of non-Whites and Women "Faculty Questionnaire Responses"). At the very least ignorance, but possibly actual discrimination, is felt by some minority faculty to be "built in" to our systems of leadership, our hierarchical bureaucracy. On a less theoretical level, the faculty of color themselves are especially sensitive to administrative promises neglected. One untenured female faculty member answered that the likelihood of her staying at IU was 50-50, and depended on the university's ability actually to "recruit more black faculty and good minority students," rather than just talk about it ("Faculty Questionnaire Responses").

Strategic Hiring and Support will address both of these points. On one hand, we must bring in more faculty of color in order to create retention incentives for those coming here (increased minority numbers will inevitably enhance our desirability for recruited faculty and student candidates as well). On the other hand, we must widely publicize our program so minority faculty will see that IU is indeed taking action and making changes, and that our office has been created specifically to address their needs. The very fact that Strategic Hiring and Support now exists as part of a large organizational restructuring proves that IU is responding to the ignorance or subtle bias that has been hitherto part of our institutional structures. As stated in the "20/20 Plan," the changes that must occur need to be deeply felt, and long-term in their institutional transformations according to the University's goals. Correspondingly, "the President of the University and the Chancellor of the Bloomington campus are willing to hold key

administrators in academic and non-academic areas accountable for expanding and enhancing diversity activities and resolving issues of equity”(http://www.indiana.edu/~blcampus/20-20.htm 2).

The plan goes on to assert that we must “hold deans, chairs, and directors accountable for diversifying applicant pools and hiring decisions” (13). The Associate Vice Chancellor of Strategic Hiring and Support will be held accountable for university diversification as will chairs and directors. We would like to emphasize, however, that accountability goes further than top level administration. Strategic Hiring and Support agrees with Lomax, Moore, and Smith that

both faculty and administrators must be held fully accountable for the success of such programs . . . that faculty [must] continuously judge the sincerity and monitor the progress of their administrators and that administrators [must] continuously judge the sincerity and monitor the progress of their faculty – with dignity and mutual respect. (“The Michigan Mandate: Promise and Progress” 4)

Remember that the term faculty here includes all ranks, genders, and ethnicities. Strategic Hiring and Support asks that a complex web of partnership, one based on open communication and mutual accountability, be established between all levels of faculty and administrators as we undertake our project to increase minority faculty representation substantially as we head into the 21<sup>st</sup> Century.

## **Part Two: Specific Landscapes**

After a brief peak in the early-eighties, minority faculty and student numbers across the country had begun declining rapidly. 1985 statistics indicated that minorities constituted only “20% of the college-age population, they [earned] fewer than 8% of the doctoral degrees, and [held] only 6% of the full-time faculty positions” nationwide (Bloomington Faculty Council (BFC) Circular B26-86 1). This manifest declivity was present at Indiana University as well. Consider that in 1981, 28 of our Bloomington faculty were African American. By the autumn of 1985, their numbers had dropped to

21 (BFC Meeting Minutes, September 24, 1985 8), 8 of whom were appointed in Afro-American Studies. The IU Bloomington campus community was aware that changes were needed to bolster waning minority faculty and student populations across the disciplines. It seemed obvious that decreasing minority undergraduate and graduate student numbers in the present would inevitably result in a longstanding attrition in faculty of color. Conversely, as former IU President Thomas Erlich put it, “by improving faculty recruitment we will improve minority student recruitment—one builds on the other” (Beginnings, Volume 2, Number 1, April 1988). Even then, the issue was not just how to bring in new faculty of color, but how to keep them.

### **Program for the Recruitment and Retention of Minorities and Senior Women**

At a Bloomington Faculty Council meeting in the early autumn of 1985, Professor Dolores Schroeder was called upon to give background to the Affirmative Action Committee’s recommendations regarding recruitment and retention of minority and women faculty. In framing this issue, she quoted parts of a speech given by Dean Hudson during the previous spring:

I believe there are no departments in the College of Arts and Sciences [other than Afro-American Studies] that have more than one Black faculty member. Most don’t have any. . . All of the people we have been hiring in the Afro-American Studies from the beginning until today are still in that faculty—with the exception of one individual, who failed to make tenure by a vote of the faculty itself. I believe that we have had consistent faculty residence here because of the atmosphere that is provided, the camaraderie and mutual support that the faculty members have given each other. (BFC minutes, September 24, 1985 9)

Dean Hudson’s comparison between isolated faculty of color and those who were part of a supportive community comprised of minority peers is relevant even today. Departments where such an environment exists have an advantage over other departments in their ability to foster a supportive, stimulating, and friendly atmosphere; and in such departments a minority individual might find like peers not present in many other university programs. The Affirmative Action Committee recommendations

suggested that this issue of building supportive minority communities was attached to professional growth. The Committee's proposal acknowledged that in order to retain faculty of color steps must be taken to address aspects of professional development tied to personal experience on the Bloomington campus.

The proposal regarding recruitment and retention of minority and women defined incentives at both junior and senior levels, and delineated mechanisms of implementing the plan, asserting that

a campus-wide committee [would be established] to help identify qualified minority and women candidates for faculty appointments. The committee should include advocacy deans, the Affirmative Action Officer, and faculty members who are committed to affirmative action. (BFC Circular B3-86 2)

The hiring goals were stated as follows: "the campus administration should allocate funds for hiring at least two minority faculty per year at the assistant or associate level for the next five years." They must also "allocate funds for the hiring of at least one woman and one minority at the tenured level each year for the next five years." The term minority was specified to include Black, Latino, and American Indian individuals (Bloomington Faculty Council, Circular B3-86 1-2). Both IU Vice President Gros Louis and the vast majority of Bloomington Faculty Council members, realizing the urgent need to revise minority hiring and retention policies—or lack thereof—as well as the feasibility of the plan's aims, were enthusiastic proponents of this cause. Subsequently, the Council voted to adopt the finalized resolutions in November 1985. After that, phases of implementation proceeded expeditiously.

As of December 1985, three events had already transpired: Dean Torchinsky had agreed, at the request of Vice President Gros Louis, to act as first chair of the advisory committee dedicated to overseeing recruitment and retention of minorities and senior women, membership of the committee had been established, and that committee had convened for the first time. During the 1986-87 academic year—the inaugural year of

the plan—the University was successful in funding the first four of these faculty positions.

Procedures for nominating minority and women applicants for these supported positions underwent some changes, based on experience, during the Committee's initial years of responsibility. Eventually, these guidelines were established:

- The department identifies a prospective minority or woman candidate and submits this information to the dean of its corresponding school:
  1. The candidate's academic credentials;
  2. A statement by the department as to the candidate's potential for making an impact on its program;
  3. A statement as to the department's plan for "fostering the candidate's professional growth at Indiana University" (BFC, Circular B3-86 1);
- The dean of the school accedes to fund those parts of the department's hiring and retention offer attached to professional growth, and, in some cases, a portion of the salary, then submits the candidate's materials to the Committee for the Recruitment and Retention of Minority and Women Faculty;
- The Committee reviews
  1. The candidate's suitability for funding, including the department's need for this individual's gender and ethnic representation; and
  2. The department's willingness to "increase the attractiveness of [its offer by creating] . . . special incentives to professional growth" such as a reduced teaching load during the initial contract interval, summer research grants, and so on (taken from Item B of Circular B3-86 2).

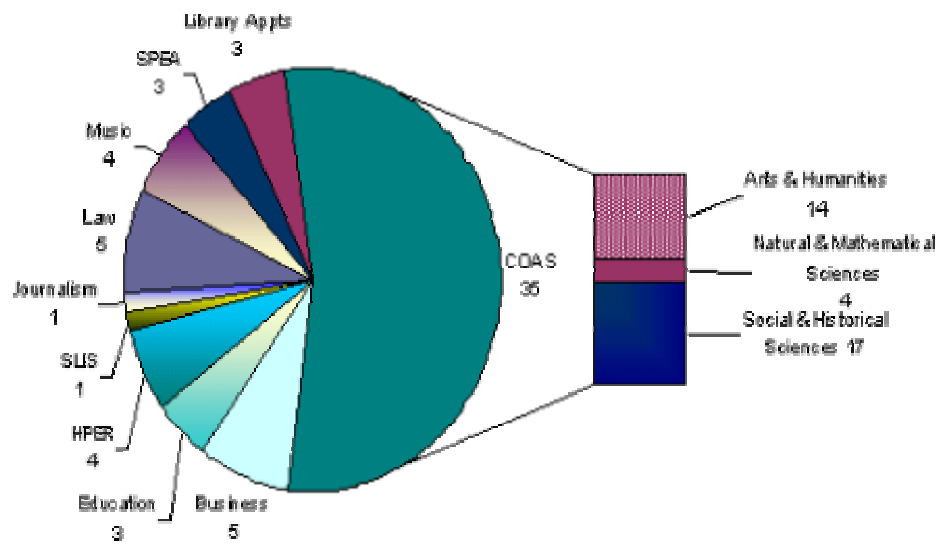
- The Committee promptly and efficiently submits its responses to the appropriate school, who contacts the department.

As stated in the finalized Bloomington Faculty Council Circular, “in the event of multiple requests for these positions, those requesting units with demonstrable need for minority faculty would be preferred” (B3-86 1). The Committee, however, never turned down a nomination that had received positive review; rather, when the number of nominations exceeded the number of funded lines, the Committee found ways to offer the candidate a position. For instance, a school might have been asked to appoint the candidate for one year until a funded line opened up. The candidate would then be supported by what eventually became the Program for the Recruitment and Retention of Minorities and Senior Women (Recruitment and Retention) in ensuing years. The Circular also states that “if the [funded] minority faculty member should leave the university by resignation or termination at any time within five years of his or her initial appointment, the position would be returned to the campus administration and reserved for another minority faculty member” (B3-86 1).

These review procedures and funding policies have remained fairly consistent since 1986, with two notable exceptions. First, in the mid-nineties, the mandate was expanded to include that departments *must* guarantee a faculty mentor for any junior faculty hire, as experience dictated the necessity of such an internally based, interpersonal support. The other change occurred during the early-nineties. In addition to research incentives, departments were asked to support at least 20% of each Recruitment and Retention-funded faculty line. Since the Committee’s inception, up to 100% of each position’s salary had been carried by funding; some departments felt no ownership, or responsibility, for the funded faculty member because they often had no vested interest in hiring—or retaining—the respective individual. Communication with deans, chairs, and Bloomington Faculty Council members revealed this popularly held opinion: that departments might work harder at keeping their minority faculty if up to 50% of that salary were provided by their own budgets. The continued success of

Recruitment and Retention indicates that assigning departments at least a portion of financial responsibility for the minority hire's salary has been effective.

Recruitment and Retention has consistently attracted talented teachers and distinguished scholars, and has sponsored on average four faculty appointments per year according to the above noted resolutions. Among its appointees have been two NEH fellows, a Rockefeller Foundation fellow, a member of the National Academy of Arts and Sciences, and the 1994 recipient of the Pulitzer Prize in poetry. Between 1985 and 1999, this program has hired a total of sixty-eight scholars from a wide of disciplines, as displayed in the following table:



(Note: COAS divisions are listed in Appendix C)

### Minority Faculty Fellowship Program

At the time the Bloomington Faculty Council voted-in Recruitment and Retention, they also recognized that minority faculty diversification could be enhanced by additional recruitment efforts. Following Dean Hudson's initiatives, in January 1986 the Affirmative Action Committee prepared a proposal regarding "Summer Fellowships to Aid in the Recruiting Minority Faculty." It is stated in that document's rationale that

Most Bloomington deans and departmental chairs sympathize with the abstract statistical imbalance and the scarcity of minority faculty campus-wide.

However, their explanation in regard to their own schools and departments is that normal recruitment efforts draw no applications from qualified minority candidates. Most will conclude on the basis of this information that qualified minority candidates do not exist in their fields. The conclusion does not fit the fact. (1)

The summer fellowship program, then, was instituted to work against the false belief that qualified potential minority faculty were non-existent, to work instead towards introducing candidates to relevant departments as teachers, researchers, and colleagues. As stated in the committee's proposal, "The purpose of the program is to introduce to the campus minority faculty members to whom departments and schools might later appropriately offer a faculty appointment" (Circular B26-86 1).

The incentives fundamental to what would become the Minority Faculty Fellowship Program (MFFP) were multi-layered in their long-term vision of diversification. Early in MFFP's history, Vice President Gros Louis expressed the framework underlying the program. He said

One problem is that Bloomington, at least on the surface, may not seem to be the kind of place to which one would expect black, Hispanic, or other minority faculty members to be eager to come. First, because Bloomington is not a large urban area; second, because there isn't a substantial minority population; and third, there must be some lingering history—until the late 50s anyway—of Bloomington as a "Southern-type town," with all the negative connotations that may convey to prospective faculty members. (Beginnings, Volume 3, Number 1, 1989 4)

These remarks point to the regional history—the architectural inflections of discrimination—that Bloomington may inadvertently communicate to potential minority faculty from elsewhere. Certainly the university's location presents an additional challenge in bringing in, and keeping content, especially where personal life and professional interests overlap, insubstantial islands of minority faculty. In response

to the question, “What can we do to surmount these obstacles?” the Vice President responded,

My experience has been that the minority faculty we’ve hired and been able to retain have had some prior knowledge or experience of Bloomington—either they were here as undergraduates, or they got their graduate degrees here. And those we have trouble keeping haven’t had this kind of experience.”

(*Beginnings*, Volume 3, Number 1, 1989 4)

MFFP evolved to answer this need. It was designed in part to create the kind of familiarity with IU Bloomington’s landscape that might be expected of its undergraduate and graduate student populations. According to the IU-Vice President, this emphasis on introducing minority faculty to life in Bloomington “before they have to make some permanent commitment. . . . is really one of the greatest advantages of the Minority Faculty Fellowship Program” (*Beginnings* Volume 3, Number 1, 1989 4).

Thus far we can see two incentives underscoring the inception of MFFP. First, it assigns an actual “tenured faculty member” to direct a program intended to aggressively seek out potential minority faculty (BFC Circular B26-86 1), and to introduce those candidates to departments who otherwise might not become acquainted with them. Second, it allows prospective faculty to become familiar with the Bloomington campus and surrounding community through summer residence. The fellowship program allows departments and their respective fellows to “try each other on,” to establish a relationship that might foster both an offer for a permanent position and an acceptance of that offer, but is not required to do so.

The original terms of the program allowed for a significant number of fellows who were to be dually supported by the participating department or school, and by the campus administration. According to the 1986 Affirmative Action Committee proposal,

We propose the establishment of a minority summer faculty recruitment program in which each year, up to 15 qualified Black, Hispanic, and Native American scholars and scientists are invited to teach one class on the

Bloomington campus during the second (8-week) summer session. (BFC Circular B-26-86 1)

Summer salary was to be commensurate with that “ordinarily paid to a faculty member of the same rank.” It was determined that the salary would come from the department’s or the school’s summer budget, and that the Vice President’s office would award a supplemental sum of \$2500 “to defray the travel and living expenses and assist the research of the visiting faculty member” (BFC Circular B-26-86 1). MFFP was initially given provisional status, but, as stated by Professor Carolyn Calloway-Thomas, the director of the program from its inception until 1992,

As a result of the recommendation of the Bloomington Faculty Council’s Affirmative Action Committee and the support of the Vice-President Gros Louis and the Indiana University community, the program has been extended for an additional three years. (Beginnings, Volume 3, Number 1, 1989 1)

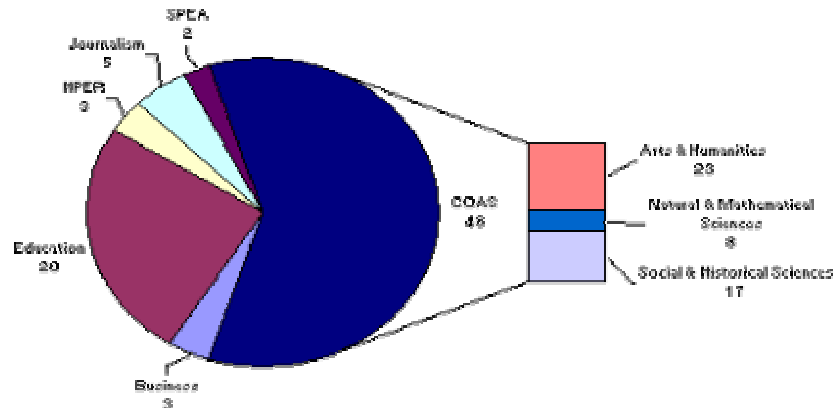
The enthusiasm felt by the IU community continued well beyond the extended three-year period, and the program has been expanded to include academic-year fellows, and has been given a permanent place on our campus as a key part of Strategic Hiring and Support.

The mechanisms of MFFP itself have been modified somewhat according to experience throughout both Professor Calloway-Thomas’s directorship, and Dean Torchinsky’s, who has directed the program since 1992. During recent years, the following procedures have remained fairly constant and, given their success, will remain in place during the future. MFFP advertises the fellowship program widely, in such publications as *The Chronicle of Higher Education* and *Black Issues in Higher Education* (in future we will expand advertisement efforts to include such publications as *Outlooks in Higher Education* that have an extensive minority readership, as well as to include new web publications). The program also contacts relevant administrative offices and minority faculty both on campus and off, in order to broaden its field of prospective fellows. It is stipulated in the application materials that

- Applicants must be citizens or permanent residents of the United States and must be of African American, Latina/o, or Native American ethnicity; and
- Applicants must have completed a Ph.D. (or other comparable postgraduate degree) within the past four years or be ABD with a scheduled defense date.

The MFFP staff fields applications, and forwards those fitting the criteria to appropriate departments. Oftentimes individuals who fall into interdisciplinary approaches to their academic scholarship are most attractive to Bloomington programs. When programs are interested and opportunities are available, the department, together with MFFP, will work to bring the individual scholar or scientist to IU Bloomington for either a summer or a yearlong fellowship. Ordinarily, the department pays the fellow's salary, and MFFP provides an additional fellowship allocation intended to cover moving, living, and research expenses. During the recent past, MFFP's fellowship supplement has been \$3000 for regular appointments; starting in 2000-2001, it will be increased to \$3500. Some MFFP candidates have been offered regular, tenure-track faculty appointments rather than visiting positions. In many cases, both summer and academic-year fellows have been offered permanent faculty positions at IU.

As of the 1999-2000 academic year, the Minority Faculty Fellowship Program has hosted 81 fellows. Their areas of specialty fall into the following disciplines:



After the program's second year, former Director Calloway-Thomas wrote:

Our commitment to diversity as minority scholars is challenged by the numbers of excellent minority candidates in the same disciplines. In both years, 31% of all applicants were in education, 29% in the social sciences, and 20% in the humanities. The remaining 20% were in health, sciences and mathematics, business and public administration, journalism, law, and the arts. As teachers, we need to encourage talented students to explore their interests in these diverse fields. (Beginnings, Volume 2, Number 1, 1988 1)

In comparing the more recent MFFP applicant percentages by discipline (see Appendix D) to those noted by above, we see that diversification in minority fields of scholarship has begun to be realized. Education, though no longer signifying the vast majority of MFFP applicant disciplines, still represents a significant pool of potential applicants with 18% in 1998-99 and 17% in 1999-00. Arts and humanities have risen to an average of slightly less than 40% for both of those years. The number of social scientists, now included in social and historical studies, has remained fairly consistent at 27 % in 1998-99, and 29% in 1999-00. That social and historical studies currently encompass such a broad range of departments (see Appendix C), however, indicates that social work proper no longer draws the vast majority of doctoral students of color. These figures demonstrate that contemporary prospective faculty of color have manifold areas of expertise, a fact supported by the distribution of doctoral degrees conferred to minority students each year (see Appendix E).

### **CIC and the Region**

The IU programs mentioned above reflect nationwide efforts to increase diversity in the professoriate, and hence have counterparts at other comparable institutions, particularly at other universities in the CIC. As noted earlier, the University of Michigan has had its Michigan Mandate in place for a number of years, as well as its Committee for a Multicultural University. Some other CIC initiatives include Penn State University's Framework to Foster Diversity, The Faculty Hiring Assistance Program at Ohio State, The University of Illinois at Urbana's TOP (Targets of Opportunity), The Faculty

Strategic Hiring Initiative of the University of Wisconsin-Madison, and Michigan State University's Idea, and Idea II.

Programs such as these inevitably meet with various degrees of success. Recent budgetary cutbacks in universities nationwide create an additional challenge to diversity initiatives, and the ability of CIC universities to increase the number of their faculty of color should be evaluated in light of shrinking faculty numbers, regardless of gender or ethnicity, as the prevalent trend. The following table takes such factors into consideration, weighing total full-time faculty change, those with tenure combined with tenure-track professors, against total change in similarly ranked minority faculty in the period between 1995 and 1997 at all CIC universities.

Institution	African American	Native American	Latina/o	Total Minority	GRAND TOTAL	Change in Total Faculty 1995-1997	Change in Minority Faculty 1995-1997
Pennsylvania State University	45	3	28	76	1,648	1.8%	19.7%
University of Michigan	106	5	51	162	2,182	-0.5%	11.7%
Ohio State University	97	2	33	132	2,539	-4.7%	11.4%
University of Illinois-Urbana	53	2	53	108	1,886	-2.4%	9.3%
Indiana University	45	2	26	73	1,325	2.3%	5.5%
University of Minnesota	27	6	26	59	2,043	-8.0%	5.1%
University of Wisconsin-Madison	39	6	52	97	2,009	-5.0%	-2.0%
University of Chicago	15	1	11	27	1,053	-4.4%	-2.3%
Michigan State University	74	7	30	111	1,745	-2.3%	-3.5%
University of Iowa	24	2	30	56	1,403	-5.3%	-16.4%
Northwestern University	18	1	16	35	845	-28.0%	-25.5%
Purdue University	17	3	13	33	1,607	-2.0%	-34.0%
<b>TOTAL</b>	<b>560</b>	<b>40</b>	<b>369</b>	<b>969</b>	<b>20,285</b>	<b>-3.3%</b>	<b>1.2%</b>

In sum, total faculty count at CIC universities have indeed decreased, but only by 3.3%, while minority faculty numbers have increased by just 1.2%. These proportions of variation reveal that campus diversity programs have indeed enacted some change in their corresponding ethnic demographics. Despite the fact that Indiana University increased its number of faculty of color by 5.5%—faring considerably better than the CIC average of change—in 1997 our minority professoriate comprised just under 6% of our total faculty, a percentage slightly over the 5% of all minority professors employed at CIC institutions. In comparison to total minority faculty representation in this group, IU's percentage is higher than all but the University of Michigan, Illinois, and Michigan State. This fact speaks well of our efforts during recent decades. Our sense

of where we stand, however, can be enhanced by focusing on data gathered in, and about, the midwest.

In 1995 the Midwestern Higher Education Commission (MHEC) made public a report in which researchers examined minority faculty under-representation in midwestern states, and evaluated plans to increase the pipeline of minority graduates into faculty positions (MHEC “Minority Faculty Development Project” (MFDP) i). The MHEC report states that, at that time, African American faculty members in MHEC states made up 3.7% of their total faculty, a mass considerably less than half of the percentage of African American population ages 24-70 in these states. Similarly, American Indian faculty members (0.2%) reached only half the percentage of American Indians residents in the same age range (0.4%). Latino representation in MHEC faculty fared a bit better, with the exception of Wisconsin, where faculty percentages were lower than general Latino residents in MHEC states (MFDP 1). Indiana University falls just below the midwestern average with African Americans equaling slightly over 3%, Latinos almost 2%, and Native Americans exactly .15% of our Bloomington campus faculty. Of course, MHEC’s statistics are a composite of urban, suburban, and more rurally located universities.

MHEC asserts four primary problems affecting midwestern minority hiring and retention, of which Strategic Hiring and Support acknowledges as having varying relevance in our own institution:

*The pipeline problem* attempts to explain low minority faculty numbers to “a drop-off at various stages along the pipeline from secondary school to completion of the doctorate” (MFDP 20-21). Although this theory notes a diminishing in total number of degree holders earned by minorities from undergraduate, masters, and doctoral programs, successively, it does not recognize the substantial pool of Ph.D. holding candidates of color available to higher education institutions (this issue will be taken up later).

*The market forces problem* assigns such declivities to the high wages offered in occupations beyond the academy (MFDP 21). This salary inequity is aggravated by the fact that while minorities are likely to earn less money than white males equal in rank, they are paid even less in midwestern universities than in southern, western, or eastern higher education institutions of equal prestige (MFDP 40). Also, according to MHEC, midwestern states “are exporters of Ph.D.s generally, and—to an even greater extent—of minority Ph.D.s. . . . While 63.1 percent of white Ph.D.s produced in MHEC states are exported to other places, 66.7 percent of minority Ph.D.s produced in MHEC states are exported” (MFDP 1).

*The “chilly climate” factor* ascribes minority faculty underrepresentation to the cold disposition of “white-male dominated institutions” (MFDP 21). Given the numerous minority faculty responses related in various relevant studies (see Part I of this report), this problem seems almost self-evident; combating the “chilly climate” factor, however, needs to focus on very tangible tasks, on implementing mechanisms that can be monitored and measured. We find some points of attack for creating a warmer, more supportive and friendly environment for faculty of color to be encompassed in MHEC’s fourth and final problem.

*The turnover problem* views midwestern institutions’ inability to retain or promote minority faculty to be where the most profound attrition in minority faculty numbers occurs. As the report states, “this problem is often related to the absence of adequate mentor programs, the nature of the tenure and promotion process, and other institutional circumstances that neglect minority faculty development” (MFDP 21). We must more adequately address issues of professional development that overlap with areas of personal experience, especially given Bloomington’s size and location on the midwestern map.

### **Strategic Hiring and Support**

A survey of current literature on minority faculty representation—whether written about problems, potential solutions, or both—reveals that the most common

misconception regarding the recruitment of faculty of color is rooted in what Knowles and Harlston refer to as the “pool problem” (“Achieving Diversity in the Professoriate: Challenges and Opportunities” 3). This idea of non-existent minority candidates is an infamous justification for relaxed minority recruitment efforts. As Knowles and Harlston discovered in their interviews, however,

Administrators and faculty members alike agreed that they recruit from only a relatively small number of Ph.D. granting institutions, and that these are not those with the greatest number of Minority Ph.D.s awarded.” (“Achieving Diversity in the Professoriate: Challenges and Opportunities” 3)

Also, as noted in “Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action,” a recent study conducted by Daryl Smith on employment experiences of

recipients of prestigious Ford, Mellon, and Spencer fellowships [found that]. . . only 11 percent of scholars of color were actively sought after by several institutions simultaneously—which means that 89 percent of scholars of color were not the subject of competitive bidding wars. (Humphreys 4)

This data works to dispel the second level of assumptions attached to what MHEC called, the pipeline problem, that is, that the insignificant number of competitive Ph.D. recipients of color have already been hired. Of course, these figures include only those students who were awarded Ford, Mellon, and Spencer fellowships. The high number of distinguished degree-granting universities across the United States is producing equally exceptional scholars of color not noted in these percentages (see Appendices G, H, and I). Also consider the total minority doctoral degrees granted by Big Ten during the 1996-97 academic year, all disciplines combined, as displayed in this table:

## Women

## Men

<b>Institution</b>	<b>African American</b>	<b>Native American</b>	<b>Latina</b>	<b>Total</b>	<b>African American</b>	<b>Native American</b>	<b>Latina</b>	<b>Total</b>	<b>GRAND TOTAL</b>
U of Michigan-Ann Arbor	18	1	7	26	12	2	6	20	46
Ohio St -Main Campus	12		3	15	13	1	9	23	38
U of Illinois-Urbana	9		6	15	15		6	21	36
Penn State-Main Campus	10	1	8	19	5	1	7	13	32
Northwestern Univ	7	2	4	13	8	1	5	14	27
University of Iowa	8		4	12	5		9	14	26
Michigan State Univ	7		1	8	14		2	16	24
Uof Wisconsin-Madison	8	1	6	15	6		3	9	24
U of Minnesota-Twin C	10		3	13	6	1	3	10	23
Indiana U-Bloomington	11		3	14	3		3	6	20
Purdue U-Main Campus	1		5	6	5	1	6	12	18
<b>TOTAL</b>	<b>101</b>	<b>5</b>	<b>50</b>	<b>156</b>	<b>92</b>	<b>7</b>	<b>59</b>	<b>158</b>	<b>314</b>

Source: IPEDS

A 1997 article in *The Chronicle for Higher Education* reflects comprehensive data nationwide.

Black, Hispanic, Asian American, and American Indian students received 3,542 Ph.D.s last year, up from 3,517 in 1995 and up 73 percent from a decade ago, when they earned 2,046 doctorates (see Appendix F for a display of change in minority doctorate recipient numbers from 1977 to 1997). The number of degrees awarded last year rose for every minority group, except for

Asian Americans and Puerto Ricans. (<http://chronicle.com/che-data/articles.dir/art-44.dir/issue-13/13a01001.htm>)

Under Strategic Hiring and Support's direction, Recruitment and Retention will begin actively to establish relationships with those colleges and universities across the nation that produce the most minority doctorates (See Appendices G, H, and I). One of our foremost goals will be to make apparent to IU Bloomington departments and schools the minority scholars who our university traditionally leaves out of view.

Although Recruitment and Retention's nomination procedures will remain much the same, the mechanisms for realizing our new goals will be tied to our program's ability to initiate communication, and to assist departments in their recruitment efforts. We will set an example to chairs and faculty by leading in minority recruitment initiatives, encouraging departments to draw on those disciplines we have located that have a high number of exceptional minority scholars and scientists (see Appendices D and E). We plan to expand our visibility to potential faculty outside our institution. Strategic Hiring and Support will also chart other ways to introduce departments to potential minority faculty. For instance, in the 1999-2000 academic year, our program will sponsor a lecture series through which we will bring minority scholars to departments. We will encourage departments to consider IU graduate alumnus as prospective candidates of color when they have had intellectual exposure elsewhere since degree conferral, as well as former undergraduates who received doctoral degrees elsewhere. As was demonstrated by the return of two former Minority Achievers Program undergraduates to IU as MFFP fellows for summer 1999, such students are in the pool of current qualified applicants. Our program also hopes to create incentives for departmental investment in their minority-funded faculty by supporting up to 75% of their salary. In all these ways and others, Strategic Hiring and Support will work to inform departments, and their respective faculty, about hiring opportunities through Recruitment and Retention, and that responsibility for the successful diversification of IU Bloomington lies with the community, of which we are all members.

## **Hiring Policies**

Based upon our findings in this report, Strategic Hiring and Support has expanded upon minority hiring criteria for funded positions. Already at IU, those categories addressing academic stature and research excellence apply to all faculty, minority and majority alike. In expanding our guidelines for the nomination process, however, we have attempted more fully to balance the needs of these potential faculty members, the general university's need to achieve a more diverse faculty of color, and the needs of the pre-existing academic community. We also recognize that hiring and retention will inevitably become easier if we have a critical mass of minority faculty already in place. We must not allow new hires to experience the isolation associated with token minority representation. While we work towards achieving such a substantial, ethnically and culturally diverse population, however, we underscore the need for members of hiring departments to have a personal investment in their minority candidate. In the future, in addition to a department's proposed incentives for fostering professional growth of the minority hire, nomination packages should include some response to as many of the following items as possible:

1. The hire's potential contribution to both the department and the University. Will she or he vitalize the current curriculum offered by the department? Are the candidate's research interests interdisciplinary? Do they address social, environmental, or other relevant issues, where applicable? (For an example of how disciplines across the board are addressing social concerns in their curricula, see [www.wri.org/bschools/index.html](http://www.wri.org/bschools/index.html) for business school initiatives nationwide).
2. The ways in which this hire would augment the national reputation of both the department and the University in general. (In cases where the academic stature of the candidate is so outstanding, where s/he has won significant prizes or awards that would heighten the national and/or international prestige level of the department and school, the department's already sufficient minority faculty numbers might become a lesser issue of consideration).

3. The effect this hire would have both on increasing and supporting undergraduate major, MA/Ph.D., and minor students of color in this department. What is the need of this department to diversify its faculty, as related to undergraduate and graduate minority populations versus current minority faculty representation? (Of course, experience across the disciplines at IU shows that diversification of the faculty benefits all faculty and students, regardless of ethnicity or program affiliation).
4. The commitment of the program to build on or achieve a local critical mass within the confines of its own professoriate. What successful efforts have been made, or what new steps will be taken, to bolster internal minority faculty representation?

We acknowledge that an expeditious means for achieving critical mass is to hire new minority candidates in groups. Cluster hiring offers the advantage of creating a community—one ideally rooted in overlapping professional interests—within a group of new hires; programs that propose to bring in two or more candidates of color during the same academic year will be given special consideration. This issue of building communities, of fostering a sense of inclusiveness, will also impact Recruitment and Retention’s awareness of concurrent nominations, and whether prospective minority candidates might have over-lapping interests, and ethnic or gender sameness. All such considerations will be a top priority of Strategic Hiring and Support in the upcoming months and years.

### **Promotion and Retention**

The Midwestern Higher Education Commission compiled ideas of minority faculty regarding a variety of issues, including networking. Here is one response from a Native American professor:

“There do need to be support mechanisms . . . because these environments are not of our culture, not of our world. Minority people, we are always fringe members of society. . . never fully accepted . . . This is America entering the 21<sup>st</sup> century. . . if there are going to be minority faculty, there needs to be support for them . . . ‘traveling in packs’ would help.” (MFDP 60)

Though this quote evokes a need for communality on a metaphoric level, the sentiment can stand equally well without such embellishment. The fact is that supports must be built into our university systems that foster a sense of belonging for our minority faculty if we are to retain them. Although Strategic Hiring and Support has not fully defined the subtleties of such systems for the Bloomington campus, we do plan to expand the required number of mentors to two. We will work with departments to locate one faculty mentor within the home department, and another, possibly from an outside department, but whose scholarly interests overlap somewhat with the new hire. Ideally, the secondary mentor will be of the same gender or ethnicity of the new faculty member; but mentoring, though an integral part of establishing communality, can not bear the weight of this responsibility alone.

Our program recognizes the particular challenges presented when considering how best to retain and promote faculty of color. We also realize, however, that these fields introduce questions not adequately answered, nor tried and tested in ways to effect dramatic and permanent change by those universities most dedicated to diversifying their faculty populations. We would like to emphasize Strategic Hiring and Support's commitment toward continuing our efforts in this field, and, more importantly, toward establishing ongoing dialogues with our existing faculty of color—as well as with those who have chosen to leave—to determine how best we can enhance their professional and personal experiences at IU Bloomington. We will in no way substitute talk for action, but will instead utilize dialogue as a tool to continuously monitor and revise, as needed, our policies governing minority faculty research incentives, tenure review, and promotion. Strategic Hiring and Support will also observe those aspects of campus environment where personal and professional well-being intersect, and work with campus administration, faculty, staff, and students to create a warm and encouraging milieu for minority professors as we embark upon the new terrain of the 21<sup>st</sup> century

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