

THE GOAL OF EXCELLENCE THROUGH DIVERSITY AT THE UNIVERSITY OF IDAHO

PRESIDENT'S DIVERSITY COUNCIL COMMITTEE ON FACULTY RECRUITMENT AND RETENTION

ANGELIQUE EAGLEWOMAN AND JOHN MIHELICH, COMMITTEE CHAIRS 2010-2011 COMMITTEE REPORT & RECOMMENDATIONS

CHARGE OF THE COMMITTEE:

Within the framework of the President's Diversity Council, the Committee on Faculty Recruitment and Retention was formed to provide thoughtful consideration of the University's goals, efforts, and issues surrounding diverse faculty hiring and promotion. The Committee on Faculty Recruitment and Retention (CFFR) offers this report for the 2010-2011 academic year with its recommendations.

2010-2011 COMMITTEE MEMBERSHIP:

Co-Chairs:

Associate Professor, Law, Angelique EagleWoman, J.D., L.L.M.

Associate Professor & Chair, Sociology & Anthropology, John Mihelich, Ph.D.

Members:

Associate Professor, Physics, Christine Berven, Ph.D.

2L Law Student, Gaby Contreras

Associate Professor, Architecture , Anne Marshall, M.A.

Associate Professor, Conservation Social Sciences & Bioregional Planning , Nick Sanyal, Ph.D.

Assistant Professor, Journalism & Mass Media, Becky Tallent, Ed.D.

Director McNair Program, Chair of Staff Affairs, Vicki Trier, Ph.D.

DELIBERATIONS:

The Committee on Faculty Recruitment and Retention, a sub-committee of the President's Diversity Council, met four times as a full committee since the launch of the Council. In addition, co-chairs Angelique EagleWoman and John Mihelich, met numerous times to summarize and advance the discussion of the challenges of recruiting and retaining diverse faculty. After much discussion, consideration and deliberation, the co-chairs have compiled a list of recommendations to be outlined below.

I. OVERVIEW OF THE UNIVERSITY'S FACULTY:

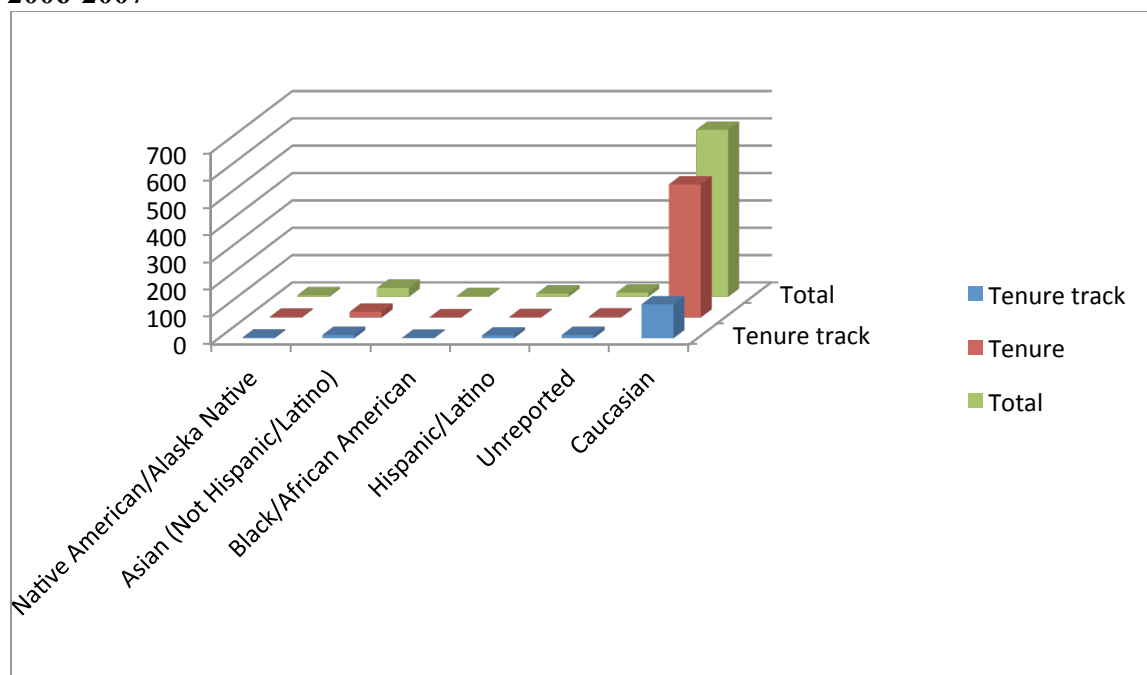
This section provides the data on the racial composition and gender of the University's faculty over a four year period. Data is presented for the academic years: 2009-10, 2009-08, 2008-07, and 2007-06. The data do not indicate international or nationality status. Therefore, for example, the data do not reflect whether the American Indian faculty members denoted are tribally-enrolled citizens or whether the Asian faculty members are U.S. citizens, etc.

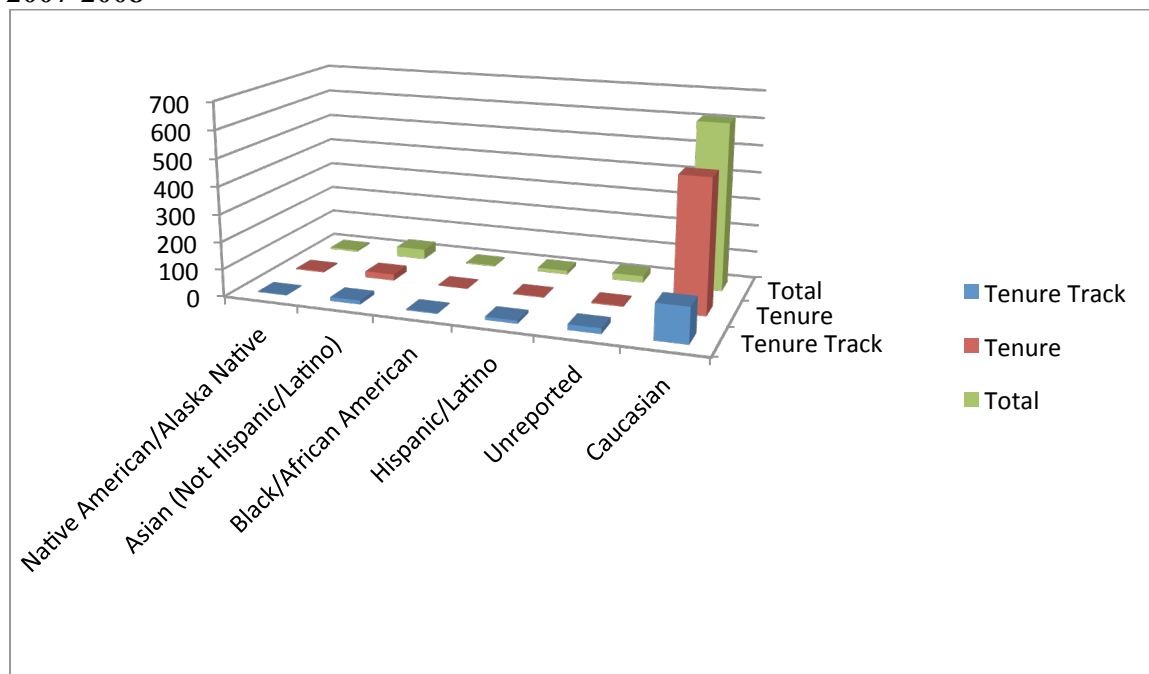
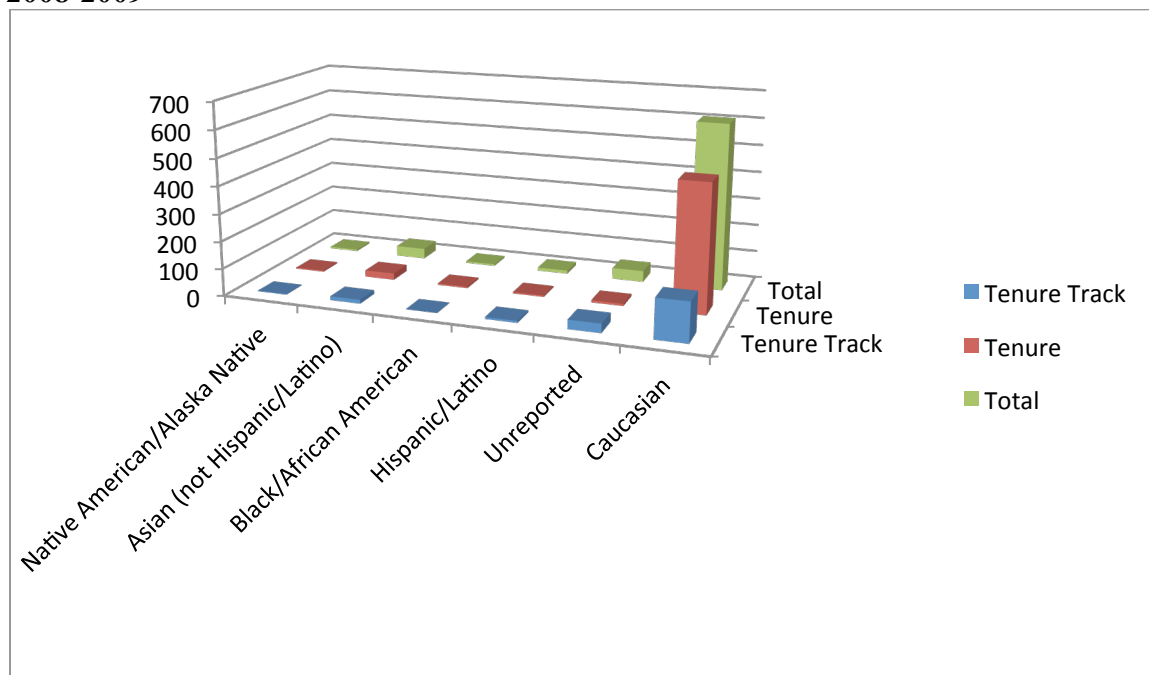
The data reflect the self-identification of faculty members with a category for unreported in the “Racial Identification” tables. The inclusion of the ‘unreported category’ is to protect the confidentiality of all University faculty self-identification as any faculty member could potentially be in that category.

	2006-2007 (681)			2007-2008 (697)			2008-2009 (711)			2009-2010 (689)		
Racial Identification	Tenure Track	Tenure	Total	T. T.	Ten	Total	T.T.	Ten	Total	T.T.	Ten	Total
American Indian/ Alaska Native	3	3	6	2	4	6	2	4	6	2	3	5
Asian (not Hispanic/Latino)	12	21	33	14	23	37	14	24	38	16	24	40
Black/African American	2	1	3	3	1	4	4	1	5	5	1	6
Hispanic/Latino	10	2	12	11	3	14	7	5	12	6	6	12
Unreported	12	4	16	20	4	24	33	8	41	35	8	43
Caucasian	124	487	611	128	484	612	143	466	609	149	434	583
Total Non-Caucasian Faculty*	27	27	54	30	31	61	27	34	61	29	34	63

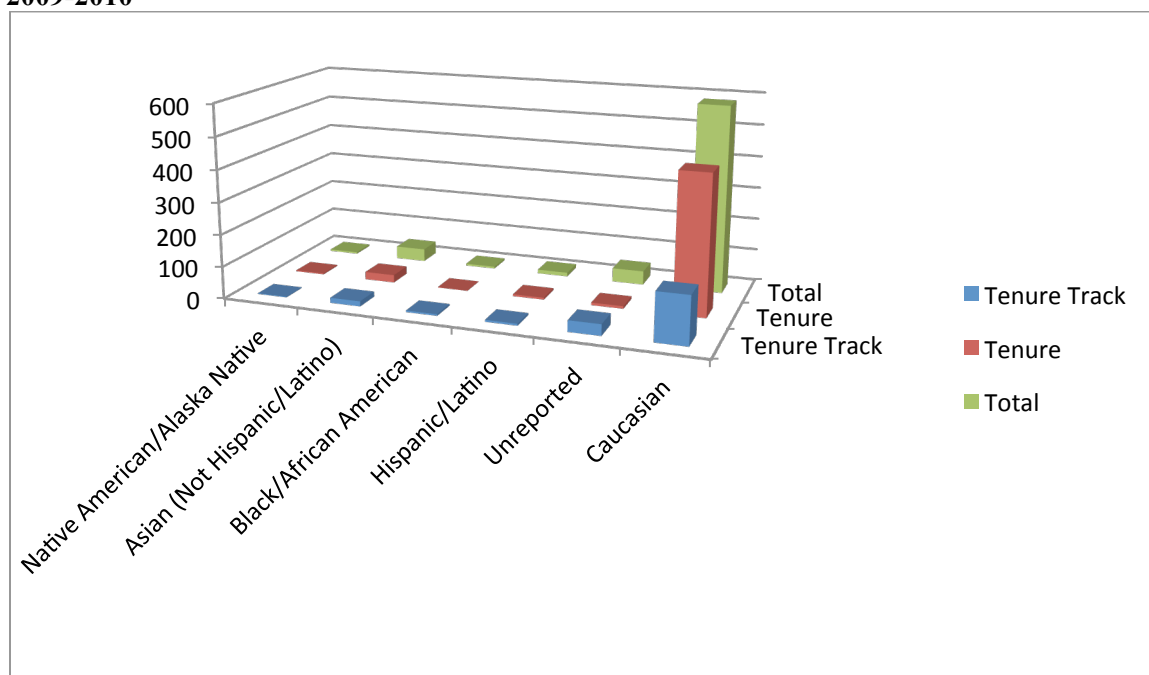
Faculty Data by Racial Identity

2006-2007

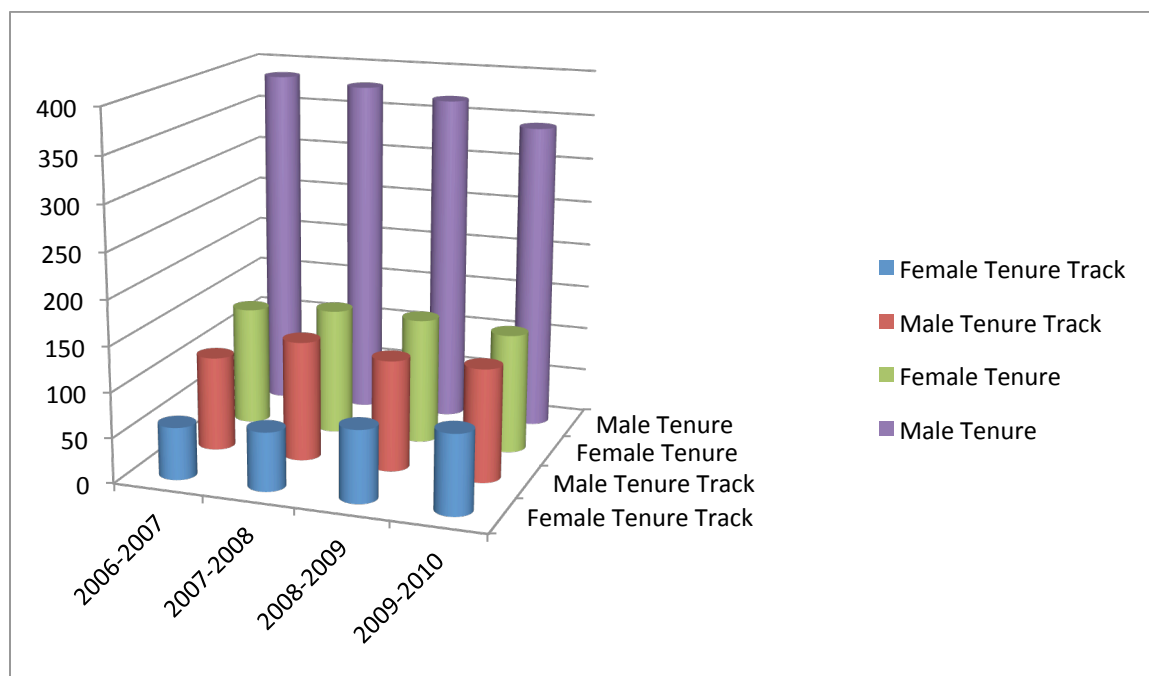


2007-2008**2008-2009**

2009-2010



Data by Gender



II. INITIAL REFLECTIONS ON THE UNIVERSITY FACULTY DATA:

In each of the four data years, the combined number of reported racially diverse faculty compared to the number of reported Caucasian faculty is very low. The current composition of the faculty should be the basis for emphasizing diversity in all faculty hiring searches for the next three years at a minimum.

In 2006-07, the reported diverse faculty comprised approximately 7.9% of the total faculty. In the same year, the number of female faculty comprised approximately 28% of the total faculty.

In 2007-08, the reported diverse faculty comprised approximately 8.8% of the total faculty. In the same year, the number of female faculty comprised approximately 29.6% of the total faculty.

In 2008-09, the reported diverse faculty comprised approximately 8.6% of the total faculty. In the same year, the number of female faculty comprised approximately 31% of the total faculty.

In 2009-10, the reported diverse faculty comprised approximately 9.1% of the total faculty. In the same year, the number of female faculty comprised approximately 32% of the total faculty.

Recruiting, fostering and retaining diverse faculty members is essential in any strategy both to address the challenges and opportunities in an increasingly diverse world and to respond most effectively to the broader university mission in a diverse world. Diverse faculty members contribute perspectives derived from various social contexts and experiences—perspectives absent from the discussion when diverse faculty members are excluded. They are also essential in enhancing the experience and success of diverse students. However, recruitment is challenging and such faculty members face unique challenges in fulfilling duties once recruited. These challenges are, among other things, related to representation, institutional culture, national culture and local community.

III. THE NECESSITY AND BENEFITS OF A DIVERSE FACULTY:

Diversity in the faculty, including racial diversity, ethnic diversity, gender diversity and historically underprivileged diverse groups is as necessary for a thriving healthy educational institution of higher learning as is diversity in intellectual perspective and research. The recruitment of diverse faculty was a major academic movement in the late 1960s and early 1970s with the passage of the 1964 Civil Rights Act. Almost forty years later, the same positive benefits that were sought by focusing on diversity in faculty hiring remain true today.

Diverse faculty members provide role models for diverse students. Diverse faculty members contribute through expanding the intellectual discourse, research agendas, and pedagogy of the academy. Hiring diverse faculty members demonstrates the University's commitment to the larger diversity reflected nationally and to the University's ability to broaden and lead the way in innovative directions by embracing new diverse scholars.

Leading researchers have reached the following conclusions on the importance of faculty diversity (from Nelson and Brammer 2010):

“Demographics of a faculty impact the ethnic composition of the student population. Dearth of minority faculty at a university or in a discipline discourages minority students from selecting that university or discipline, since most students are comfortable in environments that include people with backgrounds and characteristics similar to theirs” (p. 7; citing Umbach 2006)

“The quantity and quality of interactions between same-race and same-gender faculty and graduate students are reported to be higher and more closely related to the future success of those students (p. 7; citing Juarez 1991)

“Non-minority students are also impacted by the absence of minority faculty. They are deprived of an education diverse in thoughts and ideas that results from a faculty diverse in background and culture. A university’s lack of minority faculty sends a message to its students that minorities have no place in academia, thereby perpetuating a cycle of marginalization and discrimination (p. 7; citing Umbach 2006)

IV. FULFILLING THE COMMITTEE CHARGE -1) RECOMMENDATIONS FOR DIVERSE FACULTY RECRUITMENT:

The Committee on Faculty Recruitment and Retention, a committee of the Presidential Diversity Council, makes the following recommendations. Since we seek to build on successes already developed, we incorporate insights from Caroline Sotello Viernes Turner (2002) and the Stanford University document, *Building on Excellence: Guide to Recruiting and Retaining an Excellent and Diverse Faculty at Stanford University* (2008). We add these suggestions to build upon the work already being done on the UI campus.

A. MAXIMIZING EFFORTS FOR RECRUITMENT OF DIVERSE FACULTY:

1. The Recruiting Process:

The search process itself is one key area needing attention concerning the broader issue of faculty recruitment and retention. We think we have made some recent strides on this campus under the leadership of Carmen Suarez (Director of Human Rights, Access and Inclusion, University of Idaho), and we seek to add support to the efforts she is working on. Specifically, we offer two primary recommendations:

- 1: Search committee Training.
- 2: Resources allotment to these efforts.

2. Search Committee training:

The training should comprise at least two parts.

A) A mandatory meeting with the committee that involves Carmen Suarez and a newly formed Committee on Diverse Faculty Recruitment and Retention. The objective is to both reinforce the importance of thinking about diversity, its value, and the need for representation and to discuss specific best (and worst) practices to enhance the opportunity to hire diverse faculty.

B) a manual on hiring diverse faculty, similar to the one produced and distributed by Stanford (See Appendix A).

The manual from Stanford University (2008), among other things, presents a full process for hiring, retaining and fostering success among diverse faculty. A good amount of the process for hiring diverse faculty builds on an effective process for hiring faculty in general, so we highlight here the institutionalized steps specific to enhancing the success of hiring diverse faculty—with the understanding that such matters are situated within a broader effective process.

Stanford University Recruiting (2008):

- The Guide makes this statement: “Searches are obligated to make extra efforts to seek out qualified women and minority candidates and to evaluate such candidates.” This includes: “Make use of incentive funds and incremental faculty billets” that “First, encourage normal process.....a byproduct of outreach during searches,” and, “Second,... accelerate this process by encouraging...appoint additional equally qualified candidates...who may not be the first choice”
- Position announcement: ensure its is written to expand the number of candidates from diverse backgrounds and include an equal opportunity statement
- Complete a Diversity Outreach Plan which includes specific outreach efforts for obtaining a diverse applicant pool
- The search Committee will include individuals from diverse backgrounds and members with commit to diversity. One member serves as diversity officer of the committee.
- Outreach Efforts should include:
 - Contacting the appropriate offices for assistance
 - Advertising in specialty journals
 - Consulting relevant publication lists and databases, including minority graduate and postdoc fellowship holders
 - Consulting colleagues, particularly women and minorities, for advice
 - Contacting colleagues elsewhere for promising candidates
 - Contacting department former women and minority students for suggestions
- Analyze the applicant pools to see if pool has adequate representation
- In reading applications:
 - The committee should first discuss selection criteria
 - All applications should be read by more than one person
 - Review applications based on record, be aware of unconscious bias
 - Review women and minority applications again if not invited for interview
 - Once short list is completed, if not adequately represented, consider inviting one or two additional candidates who would add diversity
 - Monitor diversity efforts of the committee, including review short list
- Recruiting the candidate:
 - Be mindful of possible concerns that underrepresented minority or female recruits might have
 - Invite partner to recruiting visit.
 - Consider the necessity of disability accommodations at the interview stage
- After the search
 - Document diversity outreach efforts

- Collect names of promising diversity candidates--should be kept on file

3. Resources allocated toward these efforts.

- We recommend a targeted recruitment fund through the re-allocation of permanent dollars to address compensation issues related to hiring diverse faculty. We can't dodge the issue here. Diversity is value-added, candidates know it, we need to value it and we need to be competitive with compensation. In a situation where other institutions are also striving to diversify faculty, candidates are aware of this intent and have commensurate expectations for compensation. They also are aware of the likely higher workload in comparison to colleagues given the responsibilities often assigned to diverse faculty. They expect a salary commensurate with inevitable increased responsibility. Such expectations need to be understood by all other faculty, and we may also need to attend to the compensation for existing faculty that are under-salaried in the unit, for reasons of climate.

4. Other recommendations.

- Compile a Diversity Brochure Folder
- Compile information on community resources to send candidates
- Attend to the availability of "Dual-Career" hires
- Coordinate the UI website relative to diversity efforts to enhance the passive marketing of diverse candidates
- Develop a support network comprised of faculty/staff to meet diverse faculty candidates at the interview stage, a network that should also include allies.
- Foster department Chair buy-in for diversifying the faculty fostered by continued discussion and expectations from the highest administrative levels and all colleges. Integrate this into annual evaluations.

V. FULFILLING THE COMMITTEE'S CHARGE – 2) RECOMMENDATIONS FOR RETENTION:

University deans, department chairs and faculty colleagues should be made aware of the issues surrounding retention of diverse faculty. In an article discussing the multiple marginality experienced by women of color in academe, Caroline Sotelloe Viernes Turner discusses the problems underrepresentation poses for diverse faculty in a "token" situation (Kantor 1977) and the "ambiguous empowerment" (Chase 1995) they often report according to her research based on 64 interviews with faculty of color (2002). She draws from R. M. Kantor's (Kantor 1977) "theory of proportions" to discuss the "cycle of cumulative disadvantage" female faculty experience including effects related to being a "token," which occurs in a context of underrepresentation.

The cycle includes, being more visible and on display, feeling more pressure to conform, finding it harder to gain credibility, feeling isolated and peripheral, being excluded from peer networks resulting in less opportunity to develop alliances, being stereotyped, and experiencing more personal stress (Turner 2002: 77). Representation and, thus, "social distance between majority

and minority group faculty and administrators,” are measures of climate and also determining factors in how underrepresented minority faculty describe climate (Spann 1990:1, cited in Turner 2002: 78).

Turner also draws from Chase’s conception of “ambiguous empowerment” describing the situation where women have successfully earned a position of authority, and its requisite privileges and power, but continue to “confront situations that limit their authority” stemming from culture and implicit and explicit bias embedded in individual perspectives as well as institutional cultures and reflecting national culture. According to Turner, the effects leading to marginality are multiplied in the experience of women of color. In the cases of Turner’s research, the “interlocking race and gender bias” has a number of effects that inhibit success as faculty members (2002:79):

- Challenges from academic good old boy networks
- Feeling isolated and under-respected
- Salience of race over gender in which women of color can’t expect support from white female colleagues
- Being underemployed and overused
- Torn between family, community and career
- Being challenged by students

We begin the discussion of recommendations for retention with reference to Turner and then expand by drawing from the efforts and recommendations from our committee.

Turner discusses a number of recommendations:

- Validate service and teaching. In addition, if service is seen as addressing social justice issues, it can give a sense of pride, and connection with communities of color
- Promote networking and mentoring
- Provide professional development sensitive to campus political dynamics, for instance, if may be helpful to provide understanding of the likely classroom dynamics faced by person of color.
- Break the conspiracy of silence in ongoing discussion, data collection and exploration to understand the effects of racial and gender composition.
- Promote a welcoming environment, which necessarily includes increasing the representation of diverse members in students, administration, staff and faculty.
- Accommodate conflicts of commitments, partially by identifying norms that place diverse faculty at disadvantage, then create new norms. This can be assisted by examining initiatives developed in private corporations.

From the Committee on Faculty Recruitment and Retention: in addition to the recommendations above, the Committee recommends the following:

- Increase the faculty pool, diverse and otherwise, to carry burden of addressing diversity issues on campus. More diverse faculty will help spread the workload, and allies among the existing faculty need to be asked to, and rewarded for, assisting with efforts to foster diversity. This could be integrated into the annual evaluation process.
- Develop Multicultural Caucus within the Faculty Senate structure - a standing committee, perhaps with a representative on Faculty Senate and with a sustainable structure.
- Develop a better synthesis of Diversity-centered commitment, programs and units.
- Foster mentoring and networking, academic and social, for diverse faculty
- Identify and cultivate the base of diverse students to mentor, link to Student Recruitment Office
- Salary/Research incentives focused on diversity issues:
 - Emphasis/value put on research with diversity focus
 - -For diverse faculty
 - -For research on Issues related to diversity
 - -Perhaps develop a university-wide research award for scholarship dealing with diversity
 - -Perhaps develop other research incentives
- Evaluate and develop the curriculum with content relevant to diversity initiatives
- Develop and maintain an ongoing Culture and Climate assessment
- Identify and partner with community resources
- Build diversity professional development into the annual evaluation process--educate faculty and staff on diversity issues
- Perhaps encourage Argonaut to run annual diversity series in educational/awareness effort
- Develop a process for documenting, tracking and reporting incidents of human rights violations
 - Could have mechanism for Civility statement warnings, track by student
 - -Accumulation of multiple warnings could trigger investigation
 - -Process involve HRAI office, Dean of Students and Unit
- President's Diversity & Excellence Awards would place value on diversity service

VI. PRIORITIZATION OF RECOMMENDATIONS BY THE COMMITTEE

A. RECRUITMENT

1. SHORT TERM ACTION PLAN (Up to 6 months)

- 1) Provide a set amount of diverse faculty hiring funds for departmental application to supplement departmental funds to recruit excellent diverse candidates;
- 2) Prioritize diversity in all faculty searches for the next three academic years across all departments with a report on faculty searches to be delivered each year from all faculty search committees to the President's Diversity Council Steering Committee for review;
- 3) Update and link UI web pages with a Diversity Icon on the front page that will lead to diversity links across the University, including diverse academic programs; diversity resources on campus; diverse faculty who wish to be linked; and diversity student organizations; and
- 4) Develop a Diversity Brochure and Packet to be distributed to all departments and provided to all faculty applicants.

2. LONG TERM ACTION PLAN (Up to 24 months)

- 1) Establish training protocol for Search Committees throughout all departments prior to initiating any new faculty searches;
- 2) Creation of an Outreach Diversity Plan which includes specific outreach efforts for obtaining a diverse applicant pool as a tool for all departments (e.g. incorporating diversity-oriented conferences as advertising locations for new faculty; diversity publications, etc.);
- 3) Develop a support network comprised of faculty/staff to meet diverse faculty candidates at the interview stage, a network that should also include allies; and
- 4) Attend to the availability of "Dual Career" hires.

B. RETENTION

1. SHORT TERM ACTION PLAN (Up to 6 months)

- 1) Establish a Multicultural Caucus of the Faculty Senate;
- 2) Provide permanent funding for receptions and gatherings of diverse faculty and staff;
- 3) Encourage the student campus newspaper, The Argonaut, to run an annual diversity series on educational initiatives and awareness programs; and
- 4) Establish the President's Diversity and Excellence Award for outstanding faculty who have demonstrated exceptional diversity service for the previous academic year.

2. LONG TERM ACTION PLAN (Up to 24 months)

- 1) Develop, distribute and review campus diversity and climate survey for all faculty;
- 2) Include diversity professional development as an annual evaluation criteria for all faculty and departments;
- 3) University-wide research award for scholarship dealing with diversity – may be a function of the Multicultural Caucus created in the Faculty Senate; and
- 4) Evaluate and develop the curriculum with content relevant to diversity initiatives to support diverse scholarship of diverse faculty.

OVERALL RECOMMENDATION: University-wide targeting of diversity in all faculty hiring searches for the next three years at a minimum.

References Cited:

- Chase, S. E. 1995. *Ambiguous Empowerment: The Work Narratives of Women School Superintendents*. Amherst: The University of Massachusetts Press.
- Juarez, C. E. 1991. "Recruiting Minority Students for Academic Careers: The Role of Graduate Student and Faculty Mentors." *PS: Political Science and Politics*, Vol. 24, No. 3, 539-540.
- Kantor, R.M. 1977. *Men and Women of the Corporation*. New York: Basic Books.
- Nelson, Donna J. and Christopher N. Brammer. 2010. "A National Analysis of Minorities in Science and Engineering Faculties at Research Universities." 2nd Ed.
- Spann, J. 1990. *Retaining and Promoting Minority Faculty Members: Problems and Possibilities*. Madison: The University of Wisconsin System.
- Turner, Caroline Sotello Viernes Turner. 2002. "Women of Color in Academe." *The Journal of Higher Education*, Vol. 73, No. 1, 74-93.
- Umbach, P.D. 2006. "The contribution of faculty of color to undergraduate education." *Research in Higher Education*, Vol. 47, 317-345.
- Stanford University. 2008. *Building on Excellence: Guide to Recruiting and Retaining an Excellent and Diverse Faculty at Stanford University*. Stanford University: Office of the Provost.

APPENDIX A:

“BUILDING ON EXCELLENCE: GUIDE TO RECRUITING AND RETAINING AN EXCELLENT AND DIVERSE FACULTY AT STANFORD UNIVERSITY”

Some of the recommendations from Stanford University (2008) are bulleted below:

Stanford University Principles and Steps (taken directly from the Guide):

- Create a “Panel on Gender Equity and Quality of Life” and “Continue to monitor and report on the representation of women and minorities on the faculty...to Faculty Senate”
- “Support and mentor all junior faculty...alert to systematic barriers that...limit advancement and retention of women and minorities”
- “Continue to evaluate faculty salaries, with special emphasis on women and minority faculty salaries”
- “Monitor distribution of University resources that support individual faculty research programs...to ensure that the distribution...is not based on improper factors (such as gender, race, or ethnicity)”
- “Seek to increase the representation of women and minority faculty in leadership positions... we will consider the efforts and effectiveness of the candidates in promoting and enhancing faculty diversity and equal opportunity”
- “Promote an academic environment for each faculty member that is collegial, intellectually stimulating and respectful”
- “Redouble efforts to attract and support women and minority graduate students”

APPENDIX B

NUMERICAL DATA 2006-2010

1) 2009-10 Data based on a total of 689 Faculty

Data by Racial Identification:

Amer. Indian/Alaska Native (AI/AN)	2	Tenure Track	3	Tenured	Total: 5
Asian, not Hispanic/Latino	16	Tenure Track	24	Tenured	Total: 40
Black/African-American	5	Tenure Track	1	Tenured	Total: 6
Hispanic/Latino	6	Tenure Track	6	Tenured	Total: 12
Unreported	35	Tenure Track	8	Tenured	Total: 43
Caucasian	149	Tenure-Track	434	Tenured	Total: 583

*Total Non-Caucasian Faculty: 63

*The Unreported Category is not reflected in this calculation.

Data by Gender:

Female	88	Tenure Track	133	Tenured	Total: 221
Male	125	Tenure Track	343	Tenured	Total: 468

Data by Racial Identification, Gender, and Tenure:

AI/AN	Non-Tenured	Female: 2	Male: 0
	Tenured	Female: 0	Male: 3
Asian	Non-Tenured	Female: 6	Male: 10
	Tenured	Female: 4	Male: 20
Black/Afr-Am	Non-Tenured	Female: 1	Male: 4
	Tenured	Female: 0	Male: 1
Hispanic/Latino	Non-Tenured	Female: 1	Male: 5
	Tenured	Female: 2	Male: 4
Unreported	Non-Tenured	Female: 15	Male: 20
	Tenured	Female: 2	Male: 6
Caucasian	Non-Tenured	Female: 63	Male: 86
	Tenured	Female: 125	Male: 309

2) 2008-09 Data based on a total of 711 Faculty

Data by Racial Identification:

Amer. Indian/Alaska Native (AI/AN)	2	Tenure Track	4	Tenured	Total: 6
Asian, not Hispanic/Latino	14	Tenure Track	24	Tenured	Total: 38
Black/African-American	4	Tenure Track	1	Tenured	Total: 5
Hispanic/Latino	7	Tenure Track	5	Tenured	Total: 12
Unreported	33	Tenure Track	8	Tenured	Total: 41
Caucasian	143	Tenure-Track	466	Tenured	Total: 609

*Total Non-Caucasian Faculty: 61

*The Unreported Category is not reflected in this calculation.

Data by Gender:

Female	80	Tenure Track	140	Tenured	Total: 220
Male	123	Tenure Track	368	Tenured	Total: 508

Data by Racial Identification, Gender, and Tenure:

AI/AN	Non-Tenured	Female: 2	Male: 0
	Tenured	Female: 1	Male: 3
Asian	Non-Tenured	Female: 5	Male: 9
	Tenured	Female: 3	Male: 21
Black/Afr-Am	Non-Tenured	Female: 1	Male: 3
	Tenured	Female: 0	Male: 1
Hispanic/Latino	Non-Tenured	Female: 1	Male: 6
	Tenured	Female: 2	Male: 3
Unreported	Non-Tenured	Female: 14	Male: 19
	Tenured	Female: 2	Male: 6
Caucasian	Non-Tenured	Female: 57	Male: 86
	Tenured	Female: 132	Male: 334

3) 2007-08 Data based on a total of 697 Faculty

Data by Racial Identification:

Amer. Indian/Alaska Native (AI/AN)	2	Tenure Track	4	Tenured	Total: 6
Asian, not Hispanic/Latino	14	Tenure Track	23	Tenured	Total: 37
Black/African-American	3	Tenure Track	1	Tenured	Total: 4
Hispanic/Latino	11	Tenure Track	3	Tenured	Total: 14
Unreported	20	Tenure Track	4	Tenured	Total: 24
Caucasian	128	Tenure-Track	484	Tenured	Total: 612

*Total Non-Caucasian Faculty: 61

*The Unreported Category is not reflected in this calculation.

Data by Gender:

Female	65	Tenure Track	141	Tenured	Total: 206
Male	113	Tenure Track	378	Tenured	Total: 491

Data by Racial Identification, Gender, and Tenure:

AI/AN	Non-Tenured	Female: 2	Male: 0
	Tenured	Female: 1	Male: 3
Asian	Non-Tenured	Female: 5	Male: 9
	Tenured	Female: 2	Male: 21
Black/Afr-Am	Non-Tenured	Female: 1	Male: 2
	Tenured	Female: 0	Male: 1
Hispanic/Latino	Non-Tenured	Female: 2	Male: 9
	Tenured	Female: 1	Male: 2
Unreported	Non-Tenured	Female: 6	Male: 14
	Tenured	Female: 2	Male: 2
Caucasian	Non-Tenured	Female: 49	Male: 79
	Tenured	Female: 135	Male: 349

4) 2006-07 Data based on a total of 681 Faculty

Data by Racial Identification:

Amer. Indian/Alaska Native (AI/AN)	3	Tenure Track	3	Tenured	Total: 6
Asian, not Hispanic/Latino	12	Tenure Track	21	Tenured	Total: 33
Black/African-American	2	Tenure Track	1	Tenured	Total: 3
Hispanic/Latino	10	Tenure Track	2	Tenured	Total: 12
Unreported	12	Tenure Track	4	Tenured	Total: 16
Caucasian	124	Tenure-Track	487	Tenured	Total: 611

*Total Non-Caucasian Faculty: 54

*The Unreported Category is not reflected in this calculation.

Data by Gender:

Female	58	Tenure Track	133	Tenured	Total: 191
Male	105	Tenure Track	385	Tenured	Total: 490

Data by Racial Identification, Gender, and Tenure:

AI/AN	Non-Tenured	Female: 2	Male: 1
	Tenured	Female: 1	Male: 2
Asian	Non-Tenured	Female: 1	Male: 11
	Tenured	Female: 2	Male: 19
Black/Afr-Am	Non-Tenured	Female: 1	Male: 1
	Tenured	Female: 0	Male: 1
Hispanic/Latino	Non-Tenured	Female: 2	Male: 8
	Tenured	Female: 1	Male: 1
Unreported	Non-Tenured	Female: 1	Male: 11
	Tenured	Female: 2	Male: 2
Caucasian	Non-Tenured	Female: 51	Male: 73
	Tenured	Female: 127	Male: 360