

Recruitment and Retention of Underrepresented Faculty of Color in ACSP Member Programs: Status and Recommendations

Diversity Task Force Report

Submitted to the Governing Board of the
Association of Collegiate Schools of Planning

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DRAFT

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Findings

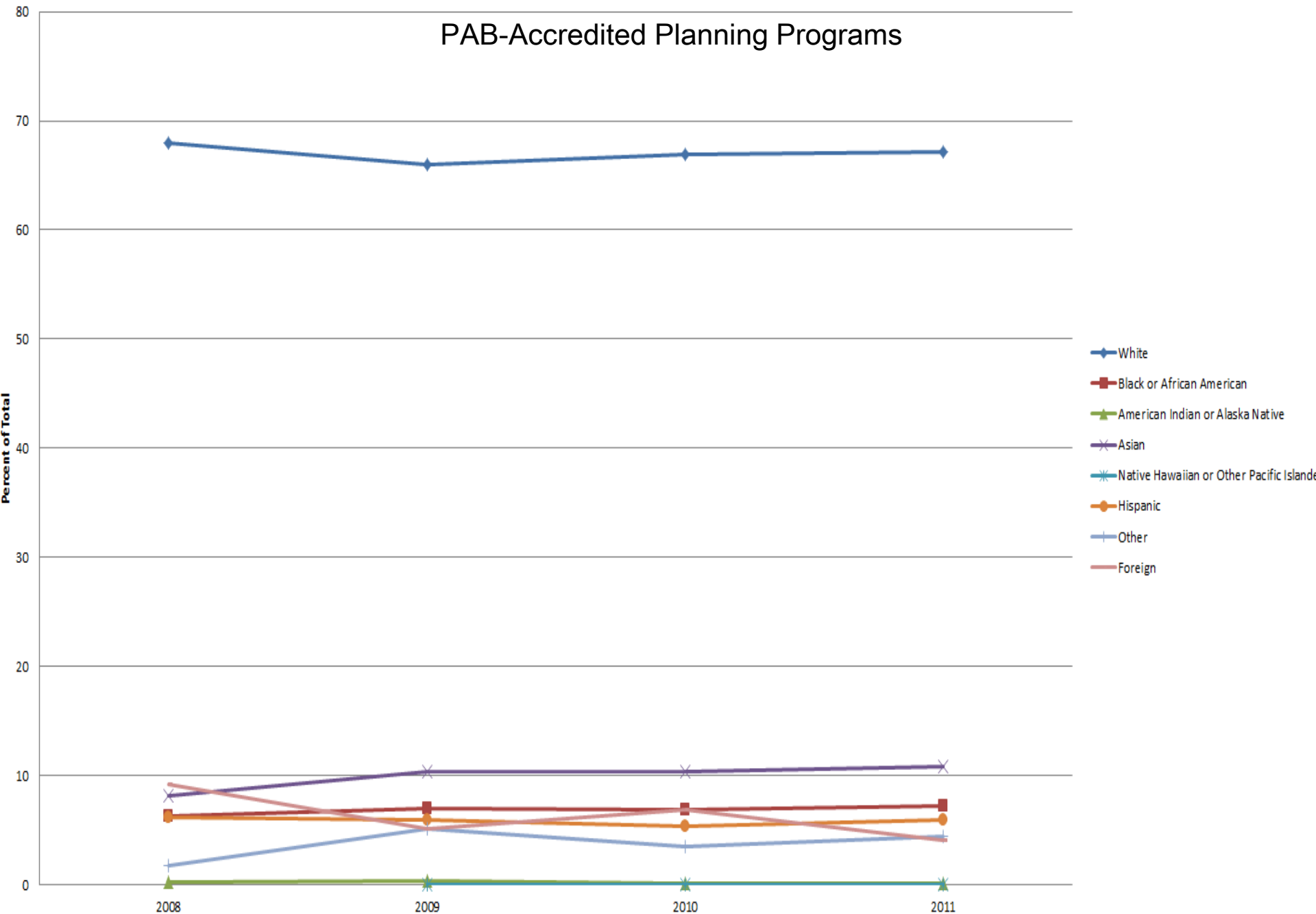
- Severely underrepresented groups in the ranks of the academy of ACSP member institutions
 - African Americans
 - Hispanics
 - Native Americans
- Asian Americans seem to be well represented; however, major problems because of issues of “lumping” data, representing widely varied Asian groups, into one category
- Currently, no counting of Native Hawaiians and Pacific Islanders who are most likely unrepresented

Number of Full-time Faculty in PAB-Accredited Programs by Race, 2008-2011

	2008	2009	2010	2011
White	450	576	607	619
Black or African American	42	61	62	67
American Indian or Alaska Native	2	3	1	1
Asian	54	91	94	100
Native Hawaiian or Other Pacific Islander		0	0	0
Some Other Race Alone	12	23	11	16
Two or More Races		3	14	17
Hispanic	41	52	49	55
Unknown Race		19	7	8
Foreign	61	45	62	38
	662	873	907	921

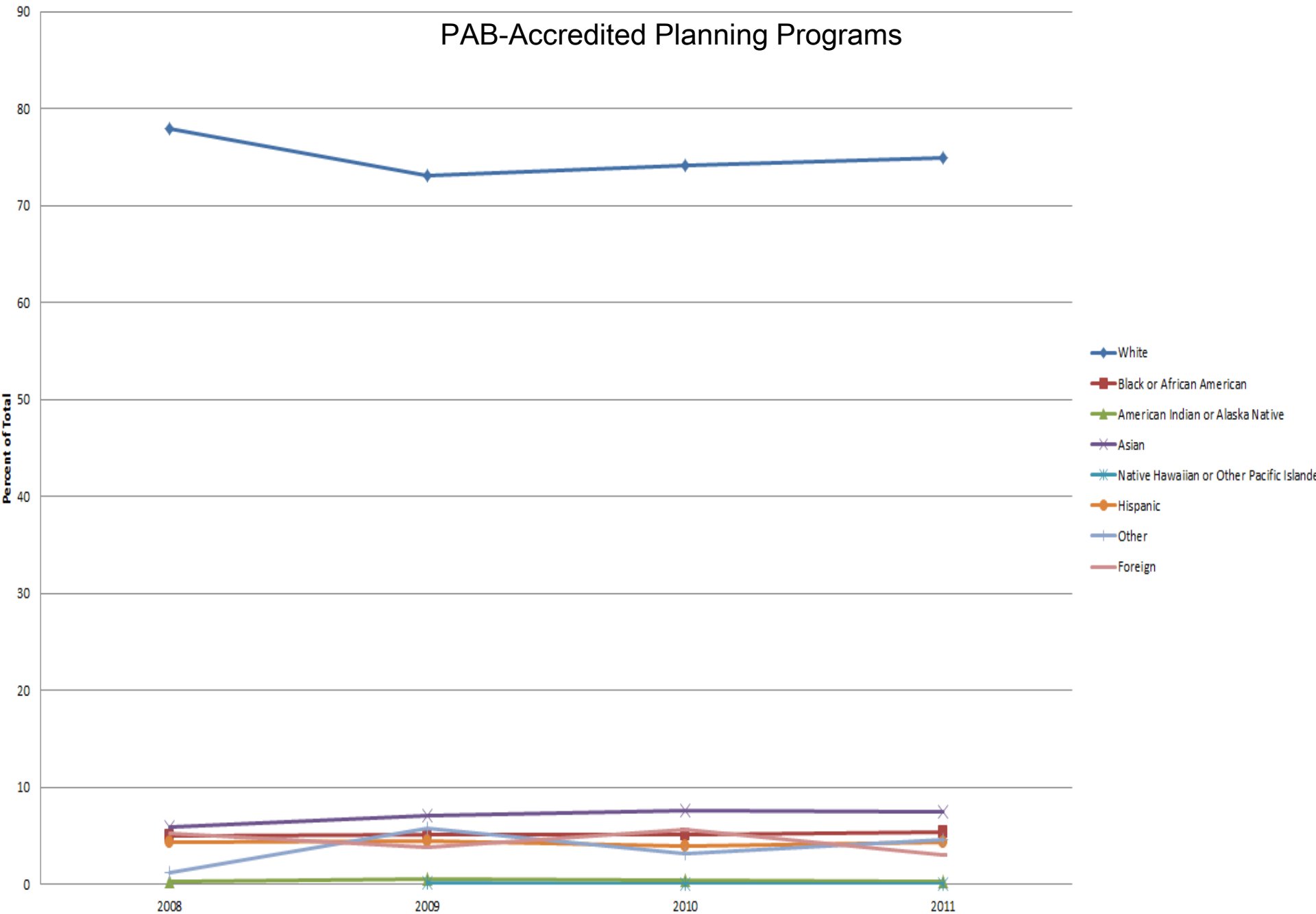
Full-Time Faculty Composition 2008-2011

PAB-Accredited Planning Programs



Faculty Composition (Full-Time, Part-Time and Adjunct) 2008-2011

PAB-Accredited Planning Programs

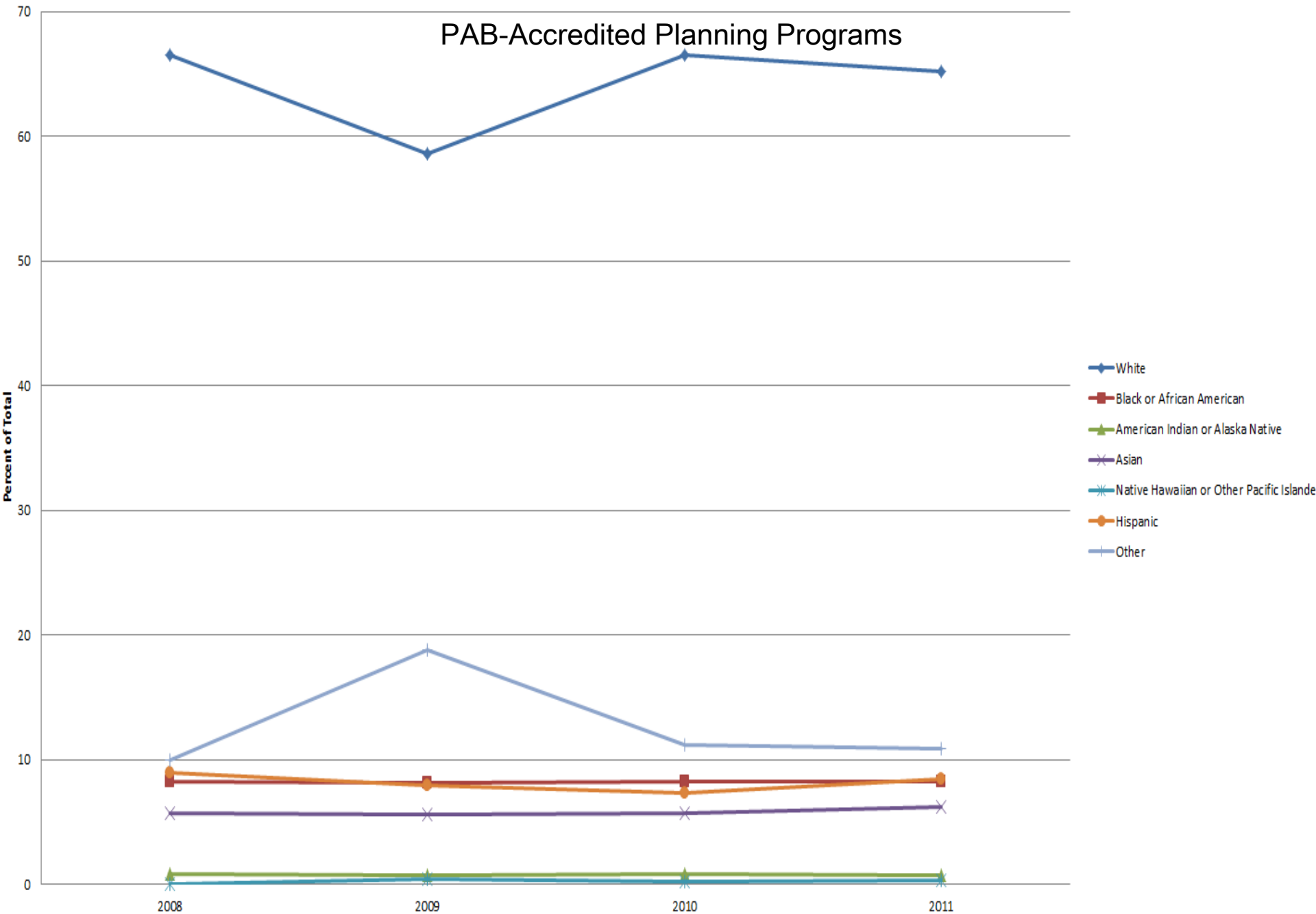


Number of Master's Degree Students in PAB-Accredited Programs by Race, 2008-2011

	2008	2009	2010	2011
White	3159	3223	3626	3484
Black or African American	389	448	447	438
American Indian or Alaska Native	37	39	43	39
Asian	271	307	314	331
Native Hawaiian or Other Pacific Islander	0	21	12	19
Some Other Race Alone	299	154	125	101
Two or More Races	0	147	58	187
Hispanic	423	435	402	450
Unknown Race	174	732	428	293
Foreign	527	512	622	588
	5279	6018	6077	5930

Master's Student Composition 2008-2011

PAB-Accredited Planning Programs

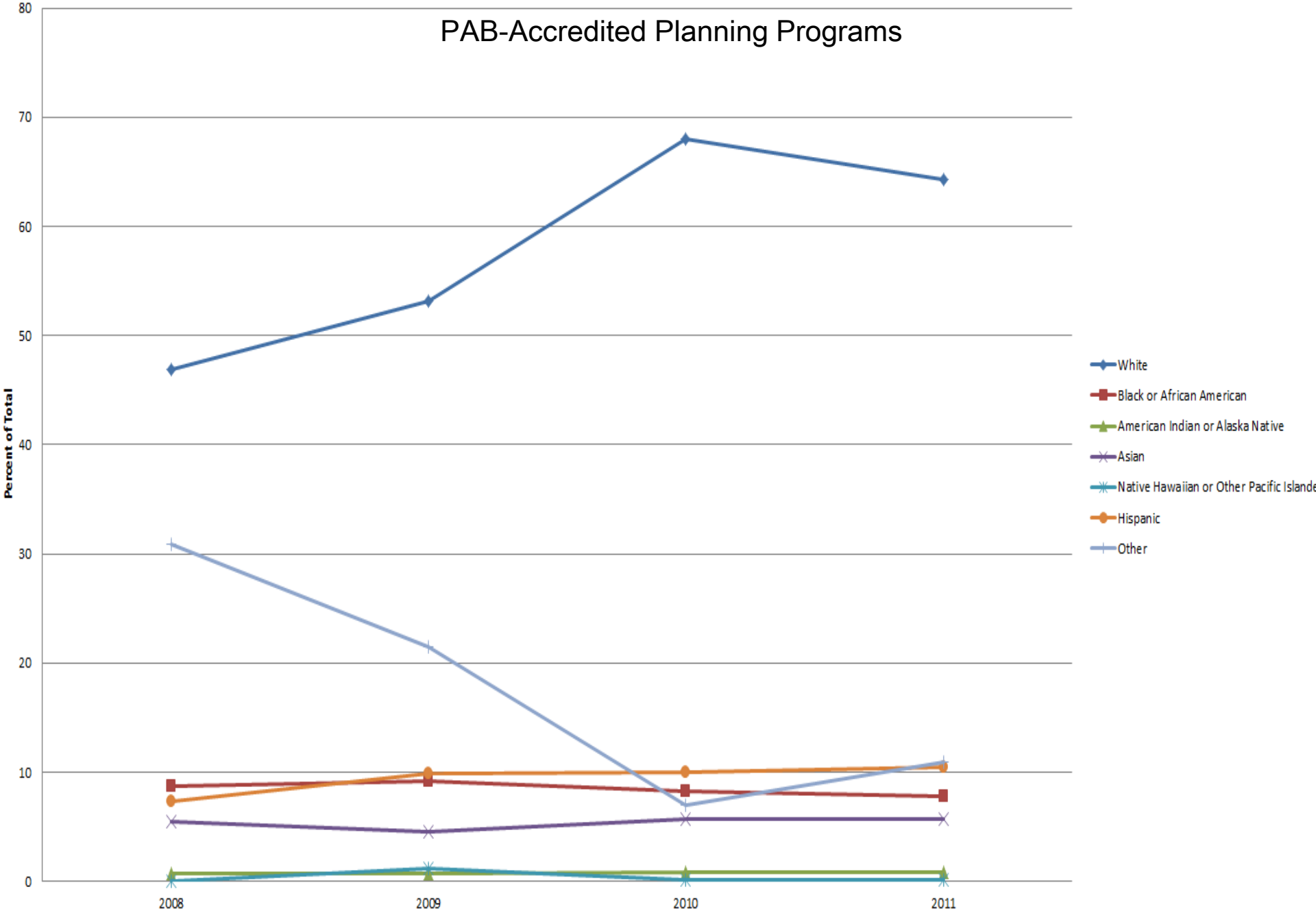


Number of Bachelor's Degree Students in PAB-Accredited Programs by Race, 2008-2011

White	644	891	1112	964
Black or African American	120	154	135	117
American Indian or Alaska Native	10	11	14	12
Asian	75	76	93	85
Native Hawaiian or Other Pacific Islander	0	19	3	1
Some Other Race Alone	33	7	6	55
Two or More Races	0	1	20	18
Hispanic	100	165	164	157
Unknown Race	390	352	89	90
Foreign	35	64	73	81
TOTAL	1407	1740	1709	1580

Undergraduate Student Composition 2008-2011

PAB-Accredited Planning Programs



ACSP Climate Study

- Factors that have constrained many institutions from diversifying their faculty
 - Unwelcoming institutional climate
 - Institutional and social barriers in the academy
 - Historical legacy
 - Racial/ethnic stereotyping
 - Lack of role models
 - Lack of institutional support
 - The “revolving door” syndrome

Recommendations

- **For Schools**

- Faculty Recruitment
 - Leadership and Planning
 - Recruitment Process
 - Curriculum Development
 - Pipeline and other recommendations
- Faculty Retention
 - Tenure and Promotion
 - Mentoring
 - Professional development

- **For ACSP**

- Leadership and organization
- Accreditation
- Technology
- Mentoring
- Pipeline



FACULTY RECRUITMENT

Leadership & Planning

1. Involve stakeholders in developing a plan to diversify your faculty
2. Integrate diversity related goals into overall department mission, vision, and goals
3. Educate faculty about the importance and educational benefits of diversity
4. Critically examine departmental culture and climate, including financial support
5. Encourage open dialogue about issues of race/diversity and a culture of inclusivity

FACULTY RECRUITMENT

The Process

1. Review current recruitment process to identify any obstacles to diversifying
2. Work with Equal Opportunity officers and educate search committees on legal issues
3. Consider hiring criteria related to developing curricula, working in and with minority/multicultural students/communities
4. Require search committees to include qualified minority scholars in first cut
5. Solicit input of students of color in selection process
6. Ensure a transparent process
7. Search through networks such as POCIG, FWIG, Planners Network, Latinos and Planning, Planning and the Black Community division, and other networks



FACULTY RECRUITMENT

Curriculum Considerations

1. Evaluate integration of planning theories and issues relevant to communities of color
2. Consider ways to infuse issues of social justice and equity across the curriculum and the ways faculty of color contribute to the teaching mission



FACULTY RECRUITMENT

Building the Pipeline

- Develop a plan to increase the number of students of color prepared to compete for and succeed in academic positions
- Apply the general principles of this plan to student recruitment & retention



FACULTY RECRUITMENT

Additional Suggestions

- Create research fellows and post-doctoral programs as gateways for recruitment
- Create adjunct and specialist positions related to scholarship relevant to communities of color
- Explore targeted hiring programs, like “target of opportunity” or “bonus” hires
- Incentive funds to encourage diverse hiring and support for faculty of color

FACULTY RETENTION

Promotion and Tenure Process

- Ensure that faculty of color fully understand tenure/promotion criteria and give constructive feedback
- Annual reviews suggesting a clear ‘plan of action’
- Identify subtle/indirect forms of discrimination
 - Areas of study
 - Service commitment
 - Student evaluations
 - Collegiality
 - Cultural literacy
- Solicit external evaluations from those really knowledgeable about faculty’s field of study
- Increase transparency without compromising confidentiality

FACULTY RETENTION

Mentoring

- Evaluate mentoring efforts/capabilities
- Implement effective mentoring
 - Assign one or two tenured faculty to each junior faculty member
 - Accountability mechanisms
- Additional mentoring resources outside of the department
- Holistic mentoring
 - Social and professional life the the university
 - Writing groups and other support systems
 - Referrals to others services or resources



FACULTY RETENTION

Professional Development

- Professional development support
 - Reduced teaching loads, start-up funds, travel funds, networking opportunities, etc.
- Senior faculty invite junior faculty to collaborate on research projects and/or coauthor research papers
- Senior faculty offer to give feedback to junior faculty on manuscripts for publication
- Connect faculty with university-wide professional development opportunities



RECOMMENDATIONS TO ACSP

Leadership and Organization

1. Create policy statement on importance of diversity with general goals
2. Create a standing body on Racial and Ethnic Diversity to lead/monitor efforts
3. Commission a guidebook for PhD students and junior faculty ('how to survive & thrive')
4. Commission a handbook for planning administrators on diversifying the academy
5. Regular sessions at ACSP conferences and administrator's conferences



RECOMMENDATIONS TO ACSP Accreditation

1. Review accreditation standards to increase expectations and requirements regarding student and faculty diversity
2. Ensure accredited programs have goals and measurable outcomes regarding student, faculty, curricular diversity



RECOMMENDATIONS TO ACSP Technology

- I. Provide links on ACSP homepage to information on diversity efforts and resources



RECOMMENDATIONS TO ACSP

Mentoring

1. Training program/sessions on effective mentoring
2. Enhance ACSP's Mentoring Committee efforts and coordinate with interest group efforts

New Initiatives

- Diversity Retreat as part of the 2013 ACSP administrator's conference on **November 14-16, 2013** hosted by Ohio State University.
- Pre-Doctoral Conference to recruit and prepare Ph.D. students of color hosted by USC in **Summer 2013**

We need you!

- What innovative ideas do you have?
- What has been successful at your institution?
- What else can we do together as ACSP?

Announcement of opportunities...