

Action Item Team Report
Summary Cover Sheet
Increase Faculty Diversity via Multi-cultural Visiting Appointments

Team Members: Roland Bullard-Office of the Chancellor, Natasha Flowers-Office for Multicultural Professional Development, Morgan Hudson-Graduate Office, Gwendolyn Johnson-Graduate Office, Jack Windsor-School of Dentistry, Sherrée Wilson (Chair)-Office of the Chancellor

Current Status of Visiting Appointments at IUPUI (2006-07)*:

(1) Visiting Scientists and Scholars

- a. Total = 25
- b. Asian = 22
- c. Black = 3
- d. Hispanic/Latino(a) = 0
- e. Native American = 0
- f. Women = 16

(2) Postdoctoral Appointments

- a. Total = 163
- b. Black = 1
- c. Hispanic/Latino(a) = 4
- d. Women = 65
- e. All are currently in the sciences

(3) IU/HBCU (Historically Black Colleges and Universities) Partnership (March, 2007)

(4) Pre-Doctoral Fellowships and Collaboration between IUPUI and Howard University (May, 2007)

**IUPUI Academic Policies, Procedures & Documentation, 2007*

Recommendations/Suggestions:

- (1) Develop a system or mechanism to track visiting appointments, postdocs and graduate students;
- (2) Positions and opportunities must be publicized/advertised widely to increase diversity among the scientists/scholars;
- (3) Rely on consultation from the Office for Multicultural Professional Development (OMPD) to aid in the recruitment of persons from less-represented populations;
- (4) Extend the use of the Support for Underrepresented Faculty fund (SRUF) to include visiting appointments;
- (5) Develop a research/teaching postdoc to encourage Ph.D. recipients from less represented populations to pursue academic careers while also aiding their professional and career development;
- (6) Research programs which were conceived to cultivate and produce more minority Ph.D.'s as these can serve as sources for visiting and/or temporary appointments, as well as best practices (see examples in attached report).

Implementation:

- (1) Create a senior level administrative position through Academic Affairs to manage and coordinate the program;
- (2) Regularly evaluate and assess the program(s).

Indiana University Purdue University Indianapolis (IUPUI)
Academic Plan Action Team
Increase Faculty Diversity via Multi-cultural Visiting Appointments

Charge/Description: In partnership with historically black colleges, Hispanic colleges, and tribal colleges, we could provide postdoctoral and/or ABD opportunities to spend an academic year or semester at IUPUI. Residency in one of our campus student houses might be part of the expectation. This initiative should increase the diversity of IUPUI faculty and provide models of multicultural intellectual engagement for our students. Give a teaching requirement, a research expectation and an opportunity for either outreach in the local community or formalized interaction with residence house students. These positions could be funded by vacant faculty lines.

Team Members:

Roland Bullard, Office of the Chancellor
Natasha Flowers, Office for Multicultural Professional Development
Morgan Hudson, Graduate Office
Gwendolyn Johnson, Graduate Office
Jack Windsor, School of Dentistry
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Current Status of Visiting Appointments at IUPUI (2006-07)*:

- (5) Visiting Scientists and Scholars
 - a. Total = 25
 - b. Asian = 22
 - c. Black = 3
 - d. Hispanic/Latino(a) = 0
 - e. Native American = 0
 - f. Women = 16
- (6) Postdoctoral Appointments
 - a. Total = 163
 - b. Black = 1
 - c. Hispanic/Latino(a) = 4
 - d. Women = 65
 - e. All are currently in the sciences

Practices noted from selected peer institutions:

- (1) Institutions fund portions of postdoc appointments
- (2) Minority Fellowships offered at the PhD level
- (3) Summer programs for minority women
- (4) Grants for minority doctoral students

Newly-established at IUPUI:

- (1) IU/HBCU (Historically Black Colleges and Universities) Partnership (March, 2007)
 - a. STEM Initiative
 - b. Goals
 - i. Increase number of minority students in STEM graduate programs
 - ii. Provide research opportunities for students
 - iii. Build research collaborations
 - c. Partners IUB & IUPUI with nine HBCUs
 - d. Summer Scholars Institute will initiate in June, 2007

- i. Junior and Seniors from IUB/IUPUI and the HBCUs will participate
 - ii. Will work on STEM research teams, participate in colloquia as well as social and cultural activities
 - iii. STEM Scholars will present their research to faculty and staff from IUPUI, IUB and the HBCUs
 - iv. Students will receive a \$4,000 stipend, plus room and board
- (2) Pre-Doctoral Fellowships and Collaboration between IUPUI and Howard University (May, 2007)
 - a. Established an academic fellowship collaboration
 - b. Howard University PhD candidates who are all-but-dissertation (ABD) will be selected to spend a year at IUPUI as pre-doctoral fellows teaching and completing their dissertations
 - c. Pre-doctoral fellows may participate in programs and faculty meetings of the host academic department at IUPUI
 - d. Fellows will be assigned an IUPUI faculty member as a mentor
 - e. Two Fellows will receive a stipend of \$19,000 for the pilot year (2007-08), office facilities and equipment, access to on-campus professional development workshops
 - f. Howard University will provide each Fellow
 - i. Tuition and fees to maintain enrollment at Howard
 - ii. Reimbursement for two return trips dedicated to the fellow's consultation with their dissertation committees at Howard

Recommendations:

- (3) Develop a system or mechanism (managed by Academic Policies and Procedures (APPD) Office to track not only visiting appointments, but also postdocs and graduate students, in order to:
 - a. Facilitate monitoring while at IUPUI
 - b. Aid in follow-up once they leave the institution
 - c. Serve as potential pool of candidates and/or recruitment sources as positions become available
- (4) Academic units must insure that positions and opportunities are publicized/advertised widely to increase diversity among the scientists/scholars
- (5) Consult with the Office for Multicultural Professional Development (OMPD) for useful resources/databases, etc which can be useful in the recruitment of persons from less-represented populations
- (6) Encourage recruitment of individuals from less-represented populations for visiting and postdoc appointments, by extending the use of the Support for Underrepresented Faculty fund (SRUF) to include these appointments
- (7) Develop a research/teaching postdoc to encourage Ph.D. recipients from less represented populations to pursue academic careers while also aiding the professional and career development of the postdoc
 - a. Re-define the "mentoring" role as it relates to postdoctoral appointments in the sciences
 - i. Traditional relationship has been supervisor/supervisee vs. mentor/protégé
 - ii. Insure that the mentor/protégé relationship is indeed a mentoring relationship and that it is reciprocal
 - 1. Aid in preparation for "life after the postdoc"
 - 2. Take an active role in helping fellows to attain research goals
 - 3. Provide opportunities for participation in departmental and campus activities
 - b. Encourage and provide opportunities for postdocs to teach as well as conduct research
 - i. Ensure that postdocs have access to and participate in faculty development programming on campus, i.e. The Office for Professional Development's (OPD) Preparing Future Faculty (PFF) program
 - ii. Mentors commit to allowing time for protégés to fully participate in PFF sessions without penalty
 - c. Campus level support for:
 - i. Salary + benefits
 - ii. Office space

- iii. Equipment, computer, etc
 - iv. Professional Development/Travel Funds
 - d. Postdocs serve as mentors for participants in summer research programs coordinated through the IUPUI Graduate Office
 - e. Encourage Deans and Chairs to consider Fellows as candidates for faculty positions
 - f. Conduct evaluation and assessment throughout the program
 - g. Create a senior level administrative position to manage the program
- (8) Research programs which were conceived to cultivate and produce more minority Ph.D.'s as these can serve as sources for visiting and/or temporary appointments, as well as best practices; examples include:
- a. The Florida Education Fund's McKnight Doctoral Fellowship Program (<http://www.fefonline.org/mdf.html>)
 - i. Established in 1984; was designed to address the under representation of African American and Hispanic faculty
 - ii. 526 Fellowships have been awarded to African Americans pursuing the Ph.D.
 - 1. 80% retention rate
 - 2. Over 215 Fellows have graduated with the Ph.D.
 - iii. IUPUI has successfully recruited faculty from this program
 - b. The Southern Regional Education Board Doctoral Scholars Program (<http://www.sreb.org/programs/dsp/dspindex.asp>)
 - i. Developed in 1993; goal is to produce more minority PhDs and to encourage those Ph.D.s to seek faculty positions
 - ii. Fellowships are awarded to individual minority students based on need and merit
 - iii. Program offers scholars who are (ABD) a one-year Dissertation Year Fellowship
 - iv. Provides support through advocacy, mentoring, a communications network, regular contact and publications to keep scholars informed and connected
 - v. More than 80% of graduates have gone on to careers as administrators, faculty or postdoctoral researchers
 - c. The Holmes Scholars Program (<http://www.holmespartnership.org/scholars.html>)
 - i. Established in 1991; designed to provide support and mentoring for talented men and women who are underrepresented in leadership positions in professional development schools and institutions of higher education
 - ii. Scholars are encouraged to participate in and disseminate research during an annual conference
 - iii. More than 400 students have participated in the network and nearly 100 are currently in tenure-track positions
 - iv. *Note: Dr. John R. Jones, Assistant Vice Chancellor & Associate Dean of Students was a Holmes Scholar at the University of Iowa*
 - d. The Palmetto Ph.D. Project (http://www.grad.clemson.edu/news/Events.php#palmetto_phd)
 - i. Newly established (2007) at Clemson University and sponsored by the Charles H. Houston Center for the Study of the Black Experience in Education
 - ii. Goal is to encourage more African Americans in South Carolina to pursue doctoral degrees
 - iii. Undergraduate students are recruited to investigate the pursuit of graduate study
 - iv. Participants attend seminar sessions on financial aid and admissions processes
 - v. Each participant will be assigned a mentor who will respond to questions and ensure that participants are making continual progress

