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

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Diversity Task Force Report
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Executive Summary

At the 2010 Association of Collegiate Schools of Planning (ACSP) meeting in Minneapolis, President Cheryl Contant appointed a task force to develop a report offering a "model" for planning programs to use in improving recruitment, retention and tenure of underrepresented faculty of color. The task force assessed the current situation by drawing information from various sources including data from Planning Accreditation Board (PAB) and the National Science Foundation (NSF), surveys of chairs of ACSP member institutions and academic associations in allied fields, as well as a survey of literature and online organizational documents on best practices.

The assessment found that African Americans, Hispanics and Native Americans are severely underrepresented in the ranks of the academy of ACSP member institutions. Asian Americans seem to be well represented; however, the data have major problems because of issues of "lumping" data, representing widely varied Asian groups, into one category.

The task force identified a number of factors that have constrained many institutions from diversifying faculty. These factors include an unwelcoming institutional climate, institutional and social barriers in the academy, historical legacy, racial/ethnic stereotyping, the lack of role models or mentors with whom to identify, the lack of institutional support, and the "revolving door" syndrome of minority faculty. As well, the pipeline issue is real; only a small number of underrepresented people of color are present in planning PhD programs. Underrepresentation is a problem that is likely to persist unless institutions make a concerted effort to attract more students from underrepresented groups to pursue the PhD in planning.

Based on this analysis the task force offers a number of recommendations on how to improve the recruitment, retention, and tenure of faculty of color, focusing on three major areas.

1. Recommendations for increasing faculty diversity in recruitment –This set of recommendations highlights the importance of planning schools/programs taking leadership to set the tone for embracing diversity as a major institutional goal; setting specific goals and objectives that can increase the number of faculty of color; promoting open dialogue on issues of race, ethnicity and other dimensions of differences among faculty; sensitizing/educating search committees to recognize the value of diversity and work toward an inclusive search process that casts a wider net to increase the participation of minorities in the applicant pool; increasing the recruitment and graduation of minority PhD students to address the "pipeline issue"; and providing the necessary financial and other resources to achieve the goal of achieving parity among faculty of color in academia vis-à-vis the national demographic representation of minority groups.

2. Recommendations for increasing retention – This section emphasizes that schools/programs should ensure that minority faculty are fully aware of the standards and expectations of programs from day one; provide regular feedback on the progress minority faculty are making toward tenure and promotion; eliminate subtle forms of discrimination built into the promotion and tenure criteria such as area of study, service commitment, bias in student evaluations and other forms of cultural bias; institute a mentoring system to support activities in teaching, research and other academic responsibilities; provide adequate professional support including funds to attend professional meetings, launching new projects and establishing a collaborative network; and help minority faculty successfully negotiate the difficult task of understanding the academic culture and meeting the expectations of institutions.

3. Recommendations for ACSP – The recommendations for ACSP underscore that ACSP should take a leading role in supporting member institutions to embrace diversity as a major institutional

goal and integrate considerations of diversity into all aspects of ACSP's endeavors; creating a standing body on racial and ethnic diversity that would work with ACSP and other interest groups such as FWIG and POCIG; developing handbooks for junior faculty on how to successfully negotiate the academic culture and for administrators such as deans and department heads on how to increase the number of minority faculty; working with PAB to review accreditation standards to clarify lines of responsibility of programs regarding diversity; providing links on the ACSP homepage to make information available on various aspects of diversity including best practices, funding sources, data on minority faculty representation, private and public institutions promoting diversity in the profession; and providing in-depth training to member programs on mentoring, retention of faculty of color, and recruitment of PhD students to deal with the "pipeline issue."

The report concludes by highlighting some concrete actions that ACSP member institutions can take as we look forward to meeting the goal of increasing the size of underrepresented faculty of color in the academy and the profession.

Introduction

At the 2010 Association of Collegiate Schools of Planning (ACSP) meeting in Minneapolis, President Cheryl Contant announced the appointment of a task force: "to develop a white paper/report that offers a 'model' for planning programs to use in improving the retention, tenure, and promotion of faculty of color. The task force (is expected to) characterize the current situation, discuss what's being done in various places, and then offer a set of possible actions for planning programs around the country to employ in overcoming obstacles to success and maximizing the professional advancement of faculty of color."

The members of the task force welcomed the assignment. One of the most insidious problems of our society is the ongoing disparities between people of color and whites. They persist even in the most open and well-intentioned settings, including higher education and the discipline and profession of urban and regional planning, both of which have long-standing commitments to fairness and equity. We are confident that ACSP and its member programs will take seriously our assessment of the current situation of underrepresented faculty of color in planning schools and act swiftly and decisively on the recommendations to rectify the problems facing this indispensable subset of our colleagues.

Our Report is organized into three sections:

- **A general assessment of the current situation of underrepresented faculty of color in planning schools.** This is based on available data from various sources including PAB, national data, and the recent ACSP Climate Study.

- **Identification of successful practices for the recruitment, retention, tenure and promotion of underrepresented planning faculty.** This is based on a scan of the activities of sister associations in allied professional schools, a query of program directors/department heads of all ACSP member programs, a synthesis of American Association of University Professors (AAUP) Best Practices, and known practices of ACSP departments and their institutions.

- **Recommendations for increasing the recruitment and retention of underrepresented faculty of color.** This is based on the application of identified best practices with consideration of results from the 2011 ACSP Administrator's Conference workshop on faculty diversity. Recommendations include what individual programs as well as what ACSP can do to help its member programs achieve greater racial and ethnic diversity, particularly among underrepresented minorities.

Background

ACSP's effort to address issues and problems of diversity in the academy goes back to the 1980s, when the Association appointed a series of *ad hoc* committees to assess the status of women and minorities in planning schools. Many of the committees developed recommendations that were presented to the Executive Committee (which is now called the Governing Board).[1] However, these were *ad hoc* committees and they lacked continuity. In 1989, then-ACSP President Carl Patton appointed a Standing Committee on Recruitment and Retention of Women and Minorities in Planning. The committee operated for some years, but it eventually ceased to exist. Instead, we witnessed the emergence of ACSP interest groups such as the Faculty Women's Interest Group (FWIG; by-laws adopted 1997) for the interests of women in the planning academy and later the Planners of Color Interest Group (POCIG; by-laws adopted 2007), with the mission to "advance the interests and concerns of people and communities of color within the planning academy and the profession." [2]

In 2008, the ACSP Governing Board approved a request from POCIG for funds to support a climate survey of planning institutions regarding faculty diversity. The survey report was submitted to

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[1] For a review of the committee reports, see works by Galindo, Welsch and Winda 1989; Grigsby 1988; ACSP 1987-88 Committee 1990; Ross 1990.

[2] See links to web pages for POCIG and FWIG at http://www.acsp.org/resources/interest-groups.

the Governing Board of ACSP in 2009.[3] The report found that, even with a relative increase in the total

number of minority-race faculty compared to the 1980s and 1990s as well as the incorporation of a

diversity criterion in the Planning Accreditation Board (PAB) accreditation standards, a significant

number of minority faculty felt strongly that the climate in planning programs/departments was not

welcoming to them (Wubneh 2009, 2011; Sweet and Etienne 2011). The work of this Task Force is a

continuation of these past efforts of ACSP to enhance diversity among faculty at its member institutions.

The Current Situation of Faculty of Color

According to the Census Bureau, the U.S. population has continued to become more diverse over

the last decade. The non-white population increased from 31 percent to 36 percent of the total US

population between 2000 and 2010 (US Census Bureau, 2010). This trend is likely to continue based on

immigration, birth trends and the high proportion of minority youth who comprised 46 percent of

children under age 15 in 2010. The US Census Bureau population estimates show that the non-Hispanic

White population will decline to less than half the U.S. population by 2050 while the Hispanic/Latino

population will rise to more than 30 percent (See Figure 1).

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[3] An article based on the report (Wubneh 2011) appears in the *Journal of Planning Education and Research.*

Figure 1. U.S. Population Projections by Racial Group, 2010-2050.
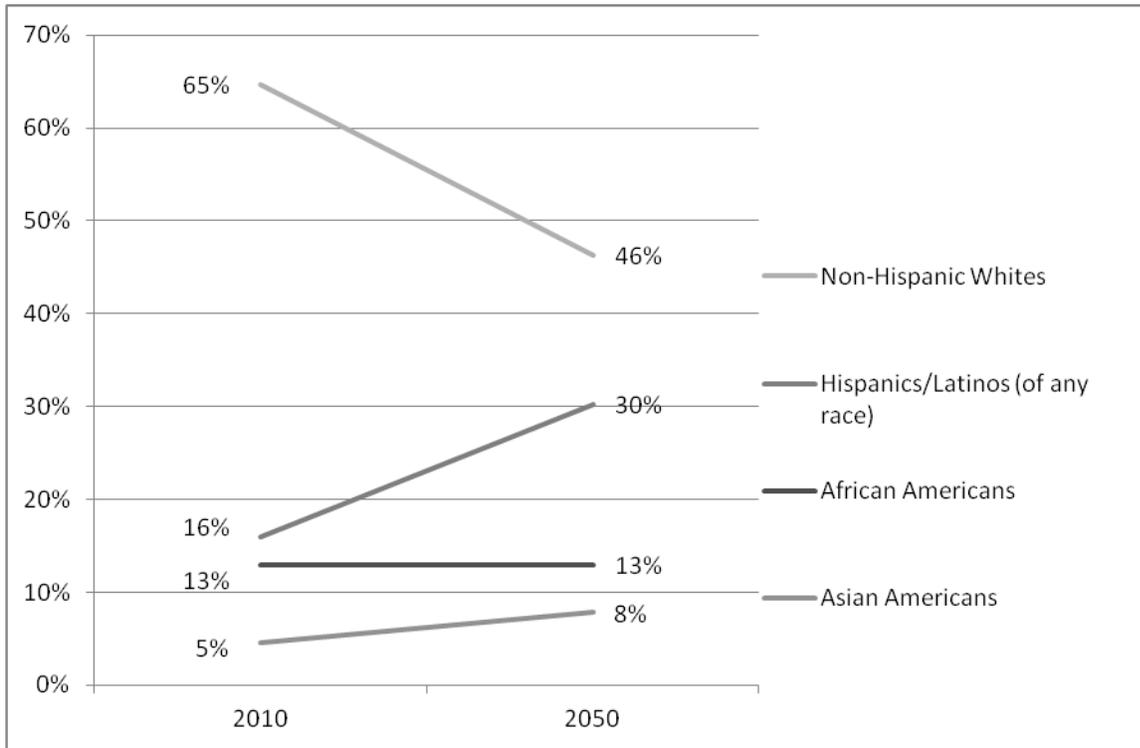
Source: US Bureau of the Census, U.S. Population Projections.

Based on data from the Planning Accreditation Board (PAB), faculty from four racial minority groups (African American, Asian, Hispanic, and Native American/American Indian) comprised 17.5 percent of all faculty in PAB-accredited planning schools in 2008 while White faculty comprised 73.1 percent (see Figure 2 and Table 1). Foreign status (3.8 percent) and faculty identified as "other" (5.7 percent) comprised nearly 10 percent of the total faculty population. These numbers include faculty across all ranks in public and private institutions. Among full-time faculty, White faculty comprised 66 percent, followed by Asian American (10.4 percent), African American (7 percent), Hispanic (6 percent) and Native American faculty (0.3 percent). Those identified as "other" and "foreign" comprised 5.2 percent each (See Appendix 1 for detailed tables).

Figure 2. Percentage of Faculty in PAB-Accredited Planning Schools by Race and Full/Part-Time, 2009.
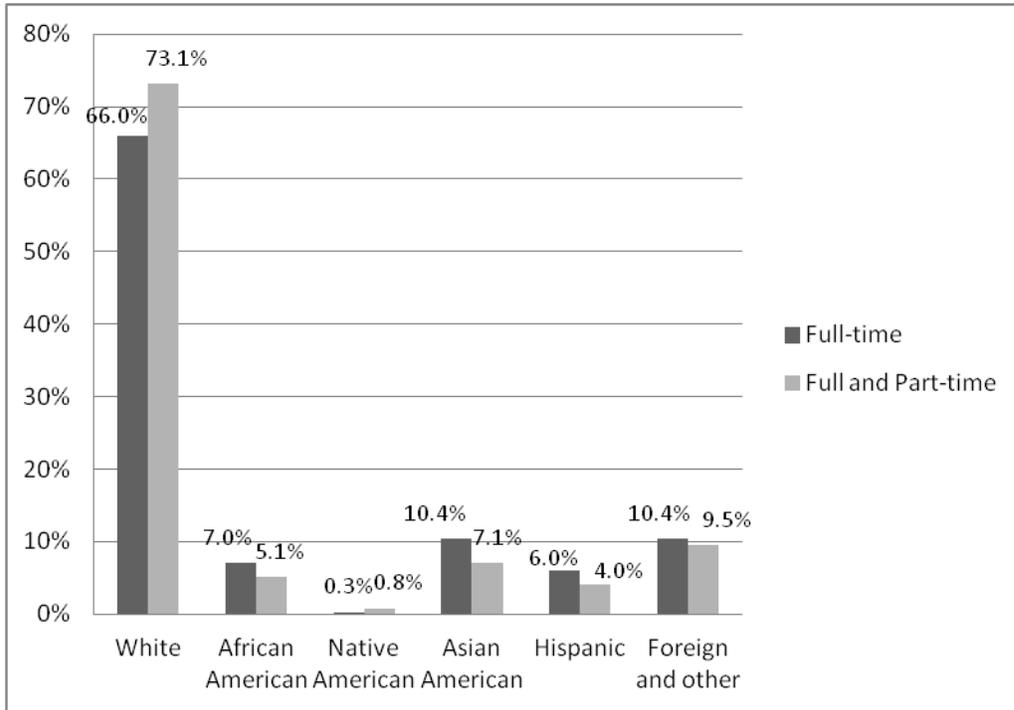
Source: PAB Annual Report, 2010.

Table 1: Percentage of Faculty in PAB-Accredited Planning Schools by Race and Full/Part-Time, 2009.

	Full-time	Full and Part-time
White	66.0%	73.1%
African American	7.0%	5.1%
Native American	0.3%	0.8%
Asian American	10.4%	7.1%
Hispanic	6.0%	4.0%
Other*	5.2%	5.7%
Foreign	5.2%	3.8%

Source: PAB Annual Report, 2010.

* "Other" indicates those who declined to state their race/ethnicity or who belong to more than one race

Three racial groups that are severely underrepresented among the ranks of faculty in comparison with the general population are African Americans, Hispanics, and Native Americans. African Americans comprise 12.6 percent of the U.S. population (US Census, 2010), but only 7 percent of full-time faculty in PAB-accredited planning programs. Hispanics comprise 16.3 percent of the U.S. population (US Census, 2010), but only 6 percent of full-time faculty in PAB-accredited planning programs. Full and part Native American and Alaska Natives comprise 1.9 percent of the population but only 0.3 percent of full-time planning faculty.[4] A fourth group that may be underrepresented includes Native Hawaiian and other Pacific Islanders. Currently, there is no separate count in the PAB Annual Report for this group, though they are included as a racial category in the US Census. Asian Americans are represented in numbers above their proportion of the general population, comprising 10.4 percent of full-time faculty while comprising 4.8 percent of the U.S. population. Among Asian Americans, however, further breakdowns are needed to determine the degree to which specific regional groups are adequately represented (i.e., East Asians, South Asians, Southeast Asians) to avoid inattention due to "lumping" all Asian groups together.

Compared to conditions two decades ago, these figures seem to suggest some advancement, although African Americans, Hispanics, Native Americans, Alaska Natives, and possibly Native Hawaiians and other Pacific Islanders are still underrepresented in the planning academy when compared with their share of the general population. The percentage of minority faculty in the late 1980s apparently ranged between 10 and 14 percent, based on investigations by previous diversity committees that examined accreditation data, the ACSP Guide, and their own survey (ACSP 1987-88 Committee, 1990). Little progress has been made in the recruitment and retention of African Americans, however. In 1990,

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[4] We are using "full and part" here since over half of those who indicated in the 2010 Census that they were Native American or Alaska Native also indicated multiple races.

it was estimated that 5.6 percent of planning faculty members were Black, which is not much different from today.[5]

A major question raised by these numbers is whether the goal of achieving parity among faculty of color in academia vis-à-vis the national demographic representation of minority groups is attainable. Why is the representation of faculty of color in academia low despite the manifested desires and efforts of many institutions to diversity their faculty? What are the factors that constrain academic institutions from attaining the goal of parity of faculty of color? In order to address these questions, it is useful to explore the major explanations in the empirical literature.

Barriers to Faculty Diversification

The literature on diversity points to a number of factors that have constrained institutions from diversifying the professorate. They can be grouped into the following issues.

- Unwelcoming institutional climate – Institutional climate refers to a wide range of factors related to attitudes, behaviors and standards maintained by departments/programs. Studies on institutional climate, including the climate survey of planning schools/programs, find that a large group of minority faculty members feel that the institutional environment is unwelcoming and that problems of racial/ethnic bias are present in the academic workplace (Trower and Chait, 2000; Myers and Turner 2001, 2000; Wubneh, 2009).

- Institutional and social barriers in the academy – The barriers referred to are written and unwritten expectations such as differences in values assigned to various types of research (for example, pure versus applied, disciplinary versus multidisciplinary, qualitative versus quantitative, domestic versus international) and the venues through which research is disseminated (regional versus national versus international journals, planning versus

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[5] The 1990 report, available at ACSP's web site, breaks down by race and ethnicity.

multidisciplinary journals) that complicate understanding of the academic culture. A related problem is the overburdening of faculty of color with committee work and other service-related activities that are time-consuming but may not have much weight in tenure decisions (Antonio, 2002; Trower and Chait, 2000; Lee, 2002, Evans, 2003; Essien 2003).

- Historical legacy – Historically, academic institutions have faced major difficulties stemming from resistance to desegregation. The resistance is related to racial/ethnic bias, fear of losing privileges, and the belief that affirmative action policies threaten academic excellence. Many institutions began to open their doors to racial minorities only in the 1970s. Researchers maintain that success in attracting minorities depends on the institutions' commitment to value diversity (Hurtado, 1999; Essien, 2003; Price 2005).

- Racial/ethnic stereotyping – Minority faculty often argue that majority faculty fail to value differences in the workplace. They also express concern over the loss of individual identity due to expectations of being hyper-visible (spokesperson for their entire ethnoracial group) on the one hand and experiencing classic minority invisibility on the other (Light, 1994; Turner, 1998; Evans, 2007; Niemann, 1999).

- The lack of role models or mentors with whom to identify – Role models help to promote acceptance and understanding of differences. They also play a critical role in serving as mentors and in inspiring others to believe that they are capable of higher achievements. Mentors do not have to be of the same culture, but they have to have a thorough cultural understanding of their mentees (Plata, 1966; Evans, 2007; Thomas, 2001).

- The lack of a critical mass necessary for effective networking – Minorities often feel isolated because of their low representation. The presence of a critical mass of faculty with similar backgrounds and interests helps to build a team that can benefit from sharing personal

experiences, providing professional and interpersonal support and initiating joint research projects (Plata, 1966, Light, 1994; Evans 2007).

- Lack of institutional support – Many institutions make a concerted effort to ensure that minority faculty have the necessary support to be successful in their work. Others, however, have not moved beyond providing lip service or initiating discussion forums that share instructions on what to do. The reality is that those institutions that are making substantive efforts are showing success in building a diverse faculty (Essien, 2003; Johnsrud, 1994).

- The 'revolving door' syndrome – Many institutions struggle to maintain a diverse faculty because the turnover rate among minority faculty is high. Some studies have argued that part of the problem for the high turnover has been the 'chilling' campus climate and the feeling of being isolated (Adam, 2011; Trower, 2008). When a minority person leaves one institution for another, the system is simply replacing the minority faculty member, but not diversifying further. A 2006 study of California's private colleges and universities found that three out of every five newly-hired minority faculty were simply replacing other minority faculty who had left those institutions (James Irvine Foundation, 2006). The result has been no significant net increase in the number of minority faculty recruited.

The Pipeline Issue

In addition to these attitudinal and behavioral issues, it is important to acknowledge the reality of the lack of suitable candidates in the pipeline, also called the "stubbornly supply-driven problem" (Trower and Chait, 2000: p. 35; Mooney, 1989: pp. 11-12). Table 2 gives comparative data on the supply of minority doctoral recipients in planning and related fields in 2005 and 2009. Although the number of minority doctorates awarded increased by 59 percent, the numbers are still very small.

In light of these numbers it is very difficult to see how the pipeline issue can be resolved. For instance, in 2009, 18 minority members received PhDs in urban, community and regional planning, including only 4 African American and 5 Hispanic doctorates. There were also 195 minorities who received their doctorate degrees in other affiliated disciplines in 2009. If we assume that planning departments/programs could attract all PhD recipients in the planning programs and a generous one-fourth of the minority graduates in other fields, we are talking about a total available pool of 67 new PhDs for the 86 (15 undergraduate and 71 graduate) planning programs from which to recruit. This amounts to less than one candidate of color per institution, and far less than one African American or Hispanic candidate. This problem is clearly visible as we look at the slow-moving trend in the number of doctorates awarded by planning and affiliated disciplines over the last ten years (see Figure 3).

One irony is that while the scarcity of qualified scholars of color is real, there is some evidence that few are receiving offers for tenure track positions from academic institutions.   In a survey of 299 scholars of color with doctoral degrees, Smith (2000) found that only 11 percent were recruited for a faculty position and encouraged to apply.[6] Many doctoral graduates surveyed took temporary positions or pursued postdoctoral studies.

A move towards parity among faculty of color in planning programs vis-à-vis their national demographic representation requires effective recruitment and retention of faculty and preventing the "leakage" that occurs as minority doctoral scholars choose non-academic careers, are not promoted, or leave the academy for other types of positions. And as the pipeline issue shows, such a movement also requires the recruitment and graduation of more minority PhD students.
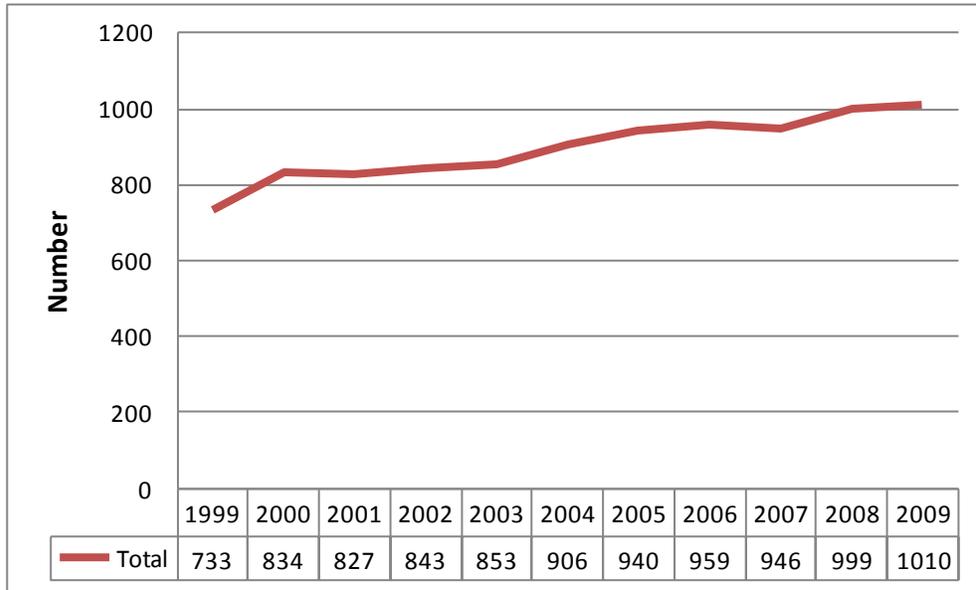
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[6] An important caveat is that this is for all fields, not only planning.

Table 2: Doctorate recipients by race/ethnicity, 2005 – 2009.

Race/Ethnicity	Urban, Community & Reg. Planning[a]	Other Affiliated Disciplines													Total
		Architect.& Env. Design		Public Adm.		Social Work		Public Policy		Geography		Total		% Change
U.S Citizens & Perm Residents.	2009	2005	2009	2005	2009	2005	2009	2005	2009	2005	2009	2005	2009	2005-09
Total	51	34	36	75	84	270	268	104	154	126	136	609	678	
Am. Indians	0	0	0	0	0	4	1	1	1	0	0	5	2	-60.0%
Asians	7	3	5	0	5	2	19	4	9	1	8	10	46	360.0%
Blacks	4	0	2	6	9	35	35	11	22	1	2	53	70	32.1%
Hispanics	5	1	2	2	3	19	28	4	6	3	11	29	50	72.4%
Whites	33	26	24	66	67	201	175	80	106	112	111	485	483	-0.4%
Other*	2	4	3	1	0	9	10	4	10	8	4	26	27	3.8%
Sub-total minorities	18	8	12	9	17	69	93	24	48	13	25	123	195	58.5%
Temporary Visa	38	39	36	27	41	29	40	45	63	63	58	203	238	17.2%
All Doctorates**	92	76	79	103	129	325	333	162	227	196	209	862	977	13.3%
**Includes those with 2 or more race and race unknown.														
* Includes doctorate recipients who did not indicate their citizenship														
a. Data for 2005 are not avilable														

Source: National Science Foundation. *Doctorate Recipients from U.S. Universities, 2005 and 2009*. Appendix B-1 (2005), Table 20 (2009).

www.nsf.gov/statistics/nsf11306.pdf.

Figure 3: Doctorates awarded in planning and related fields, 1999-2009.

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total	733	834	827	843	853	906	940	959	946	999	1010

Source: National Science Foundation. 2009 Survey of Earned *Doctorates. Table 14.*

Recommendations

The Task Force proposes the following set of recommendations to increase the recruitment, tenure and promotion of faculty of color in U.S. planning programs and departments. The recommendations have been developed through the synthesis of ideas drawn from the following sources:

1. Survey of the literature and online organizational documents on best practices in the recruitment and retention of faculty of color, including those of the American Association of University Professors (AAUP);

2. Survey of faculty diversity initiatives among academic associations in allied fields (see Appendix 2);

3. Survey of chairs of ACSP member schools on any successful practices and experiences in recruitment and retention of faculty of color (see Appendix 3);

4. Ideas generated at the faculty diversity workshop at the 2011 ACSP Administrator's conference.

This does not represent an exhaustive set of recommendations, but is intended to set the foundation for departments/programs as well as the ACSP to take concrete steps forward to achieve greater diversity among our faculty ranks.

Recommendations for Planning Programs: Recruitment

1. Leadership and planning
   a. Involve faculty and other stakeholders in the development and implementation of a strategic plan to diversify faculty in recruitment and retention, including the formulation of goals and measureable outcomes.
      i. Other stakeholders can involve alumni, donors, prominent planning figures in the local community, and representatives of other programs in the university.
      ii. Faculty and other stakeholders included in this effort should involve people of color.
   b. Ensure that diversity-related goals are part of the overall departmental or programmatic mission, vision and goals so that program development and faculty hiring are mutually reinforcing goals/outcomes.
   c. Educate the faculty about the institution's stated commitment to diversity and its educational benefits; consider creating an institutional diversity recruitment document if one doesn't already exist (see, e.g., Turner, C.S.V., Diversifying the Faculty: A Guidebook for Search Committees, AAUP, 2002).
   d. Critically examine departmental culture, routines and practices that may not be supportive of increasing or maintaining faculty diversity or may have led to a decrease in faculty or student diversity.
   e. At universities located in high-cost cities, finances can be a major barrier for all junior faculty, but especially for faculty of color. It is important to develop basic subsistence resources such as stipends and housing assistance.
   f. Establish a culture of collegiality that encourages open dialogue about issues of race, ethnicity, culture, and other dimensions of difference in recognition of the demographic realities and importance of understanding issues related to diversity in planning.
   g. Establish a culture of inclusivity by acknowledging the value of diversity, modeling respectful treatment of others, and valuing difference as a resource in planning research and education.

2. Recruitment process
   a. Review the recruitment process with all the constituencies involved and consider the full spectrum of practices designed to increase diversity and obstacles that may

interfere in achieving diversity (see Federal Law and Recruitment Outreach and Retention: A Framework for Evaluating Diversity Related Programs, The College Board, 2005).

b. Educate search committees on the nuances of the issues and legal restraints in this area, including reaching out to the complete pool of applicants, avoiding subtle forms of discrimination that can occur, seeking ways to evaluate candidates in a way that values diversity, and knowing what they should and shouldn't say and promise.

c. Establish hiring criteria that consider the desirability of candidates able to work in and with minority students/communities, interest in research related to planning in multicultural settings, and/or ability to develop curriculum on issues related to diversity in planning.

d. Widen the search to capture a larger cross-section of planning fields or include interdisciplinary work to increase the number of minority applicants who may fall under consideration.

e. Require search committees to include minority scholars who have met at least basic qualifications in the first cut of candidates presented to their departmental faculty, or to explain in subsequent priority lists why these were not included.

f. Whenever possible, ensure that search committees have minority representation or representation of those knowledgeable and sympathetic to issues of faculty diversity.

g. Solicit the participation and input of minority students in the faculty hiring process to gain a better understanding of how all candidates could meet their needs as part of a developing pipeline of minority candidates.

h. Ensure that the recruitment process is as transparent as possible with the participation of all relevant stakeholders.

i. Search intensively for minority candidates using networks such as POCIG, FWIG, Planners Network, and pertinent APA entities, such as the Diversity Task Force and Latinos and Planning or Planning and the Black Community divisions; allocate resources to send recruiters to venues with greater exposure to minority scholars.

j. Work with Equal Opportunity officers at the institution to help in structuring and implementing overall practices (See The Ethics of Recruitment and Faculty Appointments, AAUP Policy Documents and Reports 141, 2001).

3. Curriculum development and faculty diversification

a. Evaluate the degree to which issues related to cultural diversity and communities of color are integrated into planning curricula and steer recruitment efforts to address identified needs and gaps.

b. Consider ways to infuse issues of social equity throughout the curriculum, in part to avoid isolating faculty who do cover such topics or display facility with topics related to social equity and minority-group status, and to create a respect and desire among faculty for diverse faculty resources.

4. Pipeline

    Ultimately, solving the recruitment/retention/promotion problem requires opening up the pipeline by attracting more minority PhD students. This is beyond the scope of this report, but we strongly encourage PhD programs to look seriously at ways to increase minority enrollments by, among other things:

    a. Applying these general principles and efforts to increase the recruitment and graduation of underrepresented doctoral students of color in planning

    b. Developing a specific institutional plan to help build a larger pipeline of underrepresented doctorates of color in planning.

5. Additional suggestions

    a. Create research fellows and post-doctoral programs as a gateway to recruit to the university underrepresented minority scholars or scholars focusing on planning issues of relevance to minority populations.

    b. Create adjunct faculty or specialist positions related to scholarship relevant to minority populations to help build a critical mass of faculty who are able to advise students of color and collaborate on common issues of concern with tenure-track faculty of color.

    c. Explore the adoption of targeted hiring programs such as "target of opportunity" hires (programs designed to create the flexibility to hire in particular areas of expertise, experience and diversity) when a candidate becomes available for hire or "bonus hires" (in which departments are given an additional faculty position if it hires a qualified underrepresented minority candidate).

    d. Request that the university establish incentive funds to encourage departments to recruit and hire minorities; funding can include research support, salary assistance, etc.

Recommendations for Planning Programs: Retention

1. Promotion and tenure

    a. Ensure that minority faculty fully understand the criteria for promotion and tenure and are regularly given constructive feedback on their work and progress.

    b. Establish annual reviews for all junior faculty. As part of the process, help faculty identify their areas of strengths and challenges and encourage them to develop and implement a 'plan of action' to meet their goals in the areas of research, teaching and service.

    c. Ensure that no subtle forms of discrimination are built into the criteria for promotion in any of the following areas:

        i. Areas of study: Does discrimination exist in the weighting of areas of study (e.g., are ethnic studies treated differently or undervalued in any way?), the valuing of various publications, or scholarship outside the established or "traditional" areas?

        ii. Service commitment: Are minority faculty receiving due credit for the various service activities they are providing (minority faculty members often have extra demands placed on them to advise minority faculty and students, liaison with

minority communities, serve on university-wide diversity committees, among others)? Are they given reduced teaching loads to compensate for increased service activities?

    iii. Student evaluations: Might issues of race and ethnicity affect or bias student evaluations in any way (e.g., students can be more critical of faculty they see as different or vulnerable)?

    iv. Collegiality: Is collegiality in use as a criterion that subtly underscores the value of sameness or homogeneity?

    v. Cultural literacy: Are all faculty members evaluated on their ability to meet the needs of a diverse student population? Are those who engage the entire population and who encourage diversity valued for their work?

  d. Ensure that departmental review committees include and/or solicit the opinions of external reviewers who are knowledgeable about the faculty's field of study and especially in emergent areas of scholarship and service in which minority faculty may be pioneering.

  e. Explore ways to make the tenure process and surrounding discussions more transparent without compromising rules of confidentiality that protect faculty.

2. Mentoring—The following apply to all junior faculty, but particularly faculty of color.

  a. Evaluate and increase formal and informal efforts to mentor new hires, including evaluating the attitudes and abilities of tenured faculty towards mentoring.

  b. Assign one or two tenured faculty within the department to provide close mentoring to each junior faculty member. Find possible ways to make mentors accountable, such as asking for yearly "mentor" reports from them as a part of the annual review process.

  c. Seek additional mentoring resources, elsewhere in the university or in the larger academic world, to provide guidance to either the specific university context or the specific subfield of specialization.

  d. Mentoring should include but not be limited to helping junior faculty integrate into the social and professional life of the department and the university community; providing guidance on research, teaching, and the tenure and promotion process; initiating support systems such as writing groups to support publication efforts; and providing referrals to other services and resources they may request or need.

3. Professional development

  a. Provide adequate professional development support for junior faculty of color, including but not limited to reduced teaching loads, research start-up funds, and travel funds to launch new research initiatives, speed the publication process, and network and collaborate with other scholars and practitioners.

  b. Invite junior faculty of color to collaborate on research projects and to coauthor research papers and applications.

  c. Offer to read the work of junior faculty of color prior to its submittal to journals and to offer comments that may improve its chances of publication.

Recommendations to ACSP

1. Leadership and organization
   a. Create a policy statement concerning the importance of diversity with general goals for diversity in the faculty ranks, student body, curriculum, and interface with the practitioner community. This can include broader social goals concerning equity, justice and democracy as they relate to planning.
   b. Re-create a standing body on Racial and Ethnic Diversity to address faculty, student, research, curricular, and professional issues on an ongoing basis in coordination with interest groups such as FWIG and POCIG.
      i. Allocate at least one time slot for activities (workshop, panels, testimonials, etc.) related to this body in each ACSP Conference.
   c. Commission a handbook for junior faculty in planning aimed at PhD students and assistant professors, modeled on the existing ACSA handbook.
   d. Commission a handbook for deans, directors, and senior faculty in planning, addressing their role in developing junior faculty, especially people of color, into teachers and scholars (e.g., Bensimon et al. 2000).
   e. Create progressively sophisticated modules for the biennial or annual administrators' conferences that build on previous years, thus building chairs' and directors' capacities in areas related to diversity.

2. Accreditation
   a. With its PAB partners, review the accreditation standards to increase expectations and requirements and clarify lines of accountability in regards to student and faculty diversity.
   b. Ensure that accredited programs have goals and measurable outcomes regarding student, faculty and curricular diversity with clear plans to achieve those goals.
   c. As part of the accreditation review process, the PAB site visit team should ensure that the institution has an appeals process outside the school/college that can review unfavorable tenure and promotion decisions.
   d. As part of the accreditation review process, the PAB site visit team assesses the academic climate of the program as it relates to discrimination or other biases, particularly during meetings with individual faculty members.
   e. As part of the accreditation review process, the PAB team assesses the program's RTP policies and procedures to help ensure that the recruitment and retention recommendations found in this report or in future guidelines are being followed.

3. Technology
   a. Provide links on the ACSP homepage to information on what the ACSP, its members, and partner institutions are doing with regard to diversity, including best practices, funding resources, data on minority representation among planning students and faculty, and references to private and public institutions promoting diversity in the profession.

4. Mentoring
   a. Consider providing in-depth training, in addition to the above (1.e), for administrators in matters related to mentoring and retention of junior faculty of color.

b. Enhance ACSP's Mentoring Committee efforts, for example by providing for greater regularity and collaboration with other efforts such as POCIG's mentoring initiatives.

5. Pipeline
   a. Again, this is beyond the scope of our charge. However, we recommend that the newly re-created standing body (see 1b above) work with the PhD committee to develop initiatives in recruitment, financial support for planning PhD students, and other institutional activities.

Some Final Thoughts

The taskforce hopes that this report helps ACSP-member institutions to appreciate the role race/ethnicity plays in the experiences of faculty of color, to be better informed about the value of diversity, and work toward the goal of achieving a more diverse faculty.

The report outlines specific recommendations for what planning schools/programs as well as ACSP can do to increase the number of minority faculty and to create a welcoming environment for all faculty. The task force believes that the recommendations included in this report will benefit the planning academy and the profession only when member institutions recognize the value and utility of the recommendations and works toward their implementation. To that end, the task force maintains that this major initiative to diversity the faculty among planning schools/programs could go a long way if ACSP takes ownership of the recommendations and puts the necessary mechanisms in place to implement them, starting with the creation of a standing body on racial/ethnic diversity. We also hope that member institutions would embrace diversity and work toward the goal of improving the recruitment, retention and tenure of faculty of color in their programs. The implementation of the recommendations included in this report promises to enhance the stature of our field and the working environment of all faculty, but only when members are willing to take concrete actions.

Appendix 1: Detailed Tables

Table 1. Faculty at PAB-Accredited Programs and 4-year Degree-Granting Institutions in 2009 by Race/Ethnicity in Comparison to 2010 U.S. Census.

	2009					
	Planning Faculty		4-year Degree-Granting Instituions		2010	
		Full and	Full and part-time		Population	
Race/Ethnicity	Full-time	part-time	Public	Private	Census	
White	66.0%	73.1%	74.4%	74.0%	63.7%	
African Am/ Black	7.0%	5.1%	5.3%	6.8%	12.6%	
Asian	10.4%	7.1%	8.0%	5.9%	4.8%	
Hispanic	6.0%	4.5%	4.0%	3.2%	16.0%	
Native Am/Am Indian	0.3%	0.8%	2.0%	1.3%	0.2%	
Other+	5.2%	5.7%	3.6%	6.7%	2.1%	
Foreign	5.2%	3.8%	4.2%	3.0%	-	
Total	100.0%	100.0%	100.0%	100.0%	100%	
Gender						
Male	67%	67%				
Female	33%	33%				
Minority1 (n)*	297	297	138,184	129,598		
Minority2 (n)**	207	207	95,938	81,260		
Minority1 Share %	34%	27%	26%	26%	36.7%	
Minority2 Share %	24%	17%	18%	16%		
Total (N)	873	1993	728,977	1,439,144		
+ Race/ethnicity unidentified or belong to more than one race.						
* Includes other and foreign categories.						
** Excludes other and foreign categories						
Source: Col 1&2: PAB Annual Report 2010; Col.3 and 4: Department of Education, National Center						
for Education Statistics; Col 5: US Census "Overview of Race and Hispanic Origin, 2010"						
2010 Census Brief. Www.census.gov/prod/census2010/briefs/c2010br_02.pdf.						

Table 2. Faculty at PAB-accredited Bachelor's Degree Programs/Departments by Race/Ethnicity and Faculty Type, 2009.

Race/Ethnicity	2009							
	Full-time		Part-time Faculty		Adjunct		Total Faculty	
Race/Ethnicity	Male	Female	Male	Female	Male	Female	Male	Female
White	60	28	33	14	47	24	140	66
African Am/ Black	10	3	2	1	0	1	12	5
Asian	9	3	2	3	7	1	18	7
Hispanic	7	0	1	1	1	1	9	2
Native Am/Am Indian	0	1	1	1	1	1	2	3
Other*	10	5	0	2	13	4	23	11
Foreign	3	1	1	0	5	1	9	2
Sub-total (n)	99	41	40	22	74	33	213	96
Gender %	71%	29%	65%	35%	69%	31%	69%	31%
Minority1 (n)**	52		15		36		103	
Minority2 (n)+	33		12		13		58	
Minority1 Share %	37%		24%		34%		33%	
Minority2 Share %	24%		19%		12%		19%	
Total (N)	140		62		107		309	
No. of Institutions	15		15		15		15	
*Race/ethnicity unidentified or belong to more than one race.								
** Includes other and foreign categories.								
+ Excludes other and foreign categories								
Source: PAB Annual Report, 2010.								

Table 3. Faculty at PAB-accredited Master's Degree Programs/Departments.

Race/Ethnicity	2009							
	Full-time		Part-time Faculty		Adjunct		Total Faculty	
Race/Ethnicity	Male	Female	Male	Female	Male	Female	Male	Female
White	330	158	196	67	354	146	880	371
African Am/ Black	29	19	6	7	11	12	46	38
Asian	53	26	8	3	18	8	79	37
Hispanic	30	15	10	1	12	11	52	27
Native Am/Am Indian	1	1	1	0	4	3	6	4
Other*	20	10	4	6	28	12	52	28
Foreign	25	16	5	1	10	7	40	24
Sub-total (n)	488	245	230	85	437	199	1155	529
Gender %	67%	33%	73%	27%	69%	31%	69%	31%
Minority1 (n)**	245		52		136		433	
Minority2 (n)+	174		36		79		289	
Minority1 Share %	33%		17%		21%		26%	
Minority2 Share %	24%		11%		12%		17%	
Total (N)	733		315		636		1684	
No. of Institutions	71		71		71		71	
*Race/ethnicity unidentified or belong to more than one race.								
** Includes other and foreign categories.								
+ Excludes other and foreign categories								
Source: PAB Annual Report, 2010.								

Appendix 2: Activities of Allied Academic Associations

The Task Force did a web search of organizations that occupy roles analogous to ACSP. We found the following activities that responded to the types of diversity issues facing ACSP and its members.

National Association of Schools of Public Affairs and Administration (NASPAA)

In 2003 NASPAA conducted a strategic planning process through which they identified priority areas for the Association, one of which was diversity. Their strategic plan states that "Diversity remains a core priority for NASPAA and its member institutions." The plan includes the following "Strategic Directions":

- Maintain visibility of NASPAA as an advocate not only for increased diversity in hiring and retaining faculty but also for increased diversity within member schools' masters degree programs

- Increase efforts to expand recruitment and graduation of students of color and women within PA/PP doctoral programs

- Explore moving from guidelines to standards with regard to MPA/MPP program diversity efforts and performance

Council on Social Work Education (CSWE)

CSWE disseminates diversity efforts through their website. "Diversity" is an item on the CSWE homepage http://www.cswe.org/ that links viewers to information on what the Association, its members, and others are doing with regard to diversity.

Association of Schools of Public Health (ASPH)

ASPH has a standing Diversity Committee http://www.asph.org/document.cfm?page=1102 that reports to the President. It "advises the Deans and the Board of Directors of ASPH on strategies to address issues relating to minority faculty, minority students, the minority health professions workforce, and minority public health at large." It is tasked to:

- Identify and promote minority public health educational initiatives via the "cornerstone" public health principles of academic public health research, teaching, service, and practice;

- Seek to realize the overall ASPH strategic goal of expanding minority faculty and minority student matriculation in the accredited schools of public health by fostering communication of information and ideas not only between the schools, but also amongst federal, state and local health agencies, and community-based organizations; and,

- Address topics including faculty and student recruitment, development, and retention; curriculum development; multicultural educational policies and initiatives; minority-focused research; and, most especially, increasing underrepresented minorities in public health overall.

Association of Collegiate Schools of Architecture (ACSA)

ACSA's *Junior Faculty Handbook on Tenure and Promotion* (2e, 2009), co-authored by two senior faculty (both are deans and past presidents of ACSA), is a resource for all junior faculty, but especially for faculty of color who might not have access to the same level of informal mentoring as white faculty. It can be found at http://acsa-arch.org/files/resources/junior%20faculty%20handbook%2009.pdf**.**

Appendix 3: Successful Approaches Suggested by ACSP Member Programs

The Task Force sent a letter via e-mail query to the program directors/department heads of all ACSP member programs. We asked each respondent to send us information about 2-3 things their program has done that have been especially effective regarding recruitment, retention, tenure, and promotion of minority faculty. An initial request and a follow-up query produced responses from six programs. The following is a synthesis of the responses.[7]

Recruitment

- Prioritize diversity. This principle should guide the development of the position statement and all that comes after it in the recruitment and hiring process. Search committees should be well-informed (including participating in short training programs) about the importance of diversity.

- Clarity in the job announcement is important, as is clarity in criteria for selection.

- Mention multiculturalism (or relevant equivalent) in advertising. Make full use of faculty networks to expand the pool of faculty candidates through direct contact, linking with peer institutions, and other networking activities.

- Take full advantage of whatever campus-wide programs are available – "Window of Opportunity" hiring; open (i.e., any rank) searches; etc.

- Diversity does not replace scholarly excellence, but it should be a meaningful factor in evaluating candidates.

- Ask key questions in telephone interviews before deciding whom to invite for visits (e.g., experience with CBOs/NGOs; current and future research plans).

- Where the opportunity lends itself, consider clustering qualified candidates for hiring rather than ranking. Clustering helps to identify qualified candidates in various areas.

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[7] While many member institutions have developed programs to promote diversity in their units, we think that the recent initiative taken by MIT to diversify its faculty, staff and students is a good example for institutions that value diversity. See http://web.mit.edu/provost/raceinitiative/.

- Engage in a substantive way in professional organizations to reach/identify minority scholars.

- Maintain strong linkage with peer institutions to help identify candidates, particularly new PhDs with interests in emerging fields – sustainability, climate change, energy planning, etc. – to help transition to your program as you consider building strength in new areas.

Retention, tenure, and promotion

- Retention is critical; make people feel like they are part of the family.

- Encourage the development of race-related planning classes.

- Given the high demand for faculty of color to become engaged in service, always emphasize the need to publish.

- Have a mentoring system at the department/local level. Mentors and mentees should have a clear understanding of their roles – what each one is expected to do.

- Institute a policy of regular feedback including a written evaluation by mentor, department head, and dean, if necessary, to monitor progress.

Have clear expectations regarding scholarship, teaching, and service, and reiterate them regularly in the context of accurate, supportive performance feedback. Guidelines on tenure and promotion should be clear from day one.

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