Effectively Recruiting Faculty of Color at Highly Selective Institutions: A School of Education Case Study

Marybeth Gasman, Jessica Kim, and Thai-Huy Nguyen
University of Pennsylvania

In this study, we use the case study methodology to examine the faculty recruiting and hiring practices within a school of education at a highly selective private research university. The research question was, what are the practices and policies at the school of education that either promote or detract from recruiting and hiring of faculty of color? In order to answer this question, we conducted a review of the extant literature pertaining to the recruitment of faculty of color to research universities, looking for specific strategies that are considered to have a substantial impact on this practice. Then we collected and analyzed institutional data on faculty recruitment practices in one school of education for the past 5 years, looking at applicant pools, advertising strategies, and hiring practices. Lastly, we conducted qualitative interviews with past search committee chairs, school administrators, and recently hired faculty of color to understand the decision-making processes as they pertain to general faculty recruitment as well as hurdles to, and incentives for, recruiting faculty of color.

Keywords: faculty, hiring, recruitment, retention, diversity

Institutions of higher education are directing more attention to recruiting faculty of color than in previous years, as they recognize the benefits of a diverse faculty on campus. Several scholars have identified educational benefits of a diverse faculty for individuals, institutions, and society (e.g., Gurin, Nagada, & Lopez, 2004; Milem, 2003). A more racially and ethnically diverse faculty can increase the presence of role models for student populations that are becoming more racially and ethnically diverse, promote an enriched intellectual environment, and provide enhanced student counseling and mentoring services on college and university campuses. In addition to new and innovative thinking, a more diverse body of faculty is also known to attract diversity within the student body of higher education institutions (Light, 1994; Smith, Turner, Osei-Kofi, & Richards, 2004; Phillips, 2004; Tierney & Salle, 2008; Stanley, 2006; Turner, Myers, & Creswell, 1999).

In recent years, publications and handbooks have been made available by scholars to educate higher education institutions on how to go about recruiting more faculty of color (e.g., Cole & Barber, 2003; Smith, 1996; Turner, 2002). Despite these efforts, and despite years of affirmative action policies, faculty members of color are still underrepresented on American college and university campuses (Astin, Antonio, Cress, & Astin, 1997; Harvey, 2001; Trower & Chait, 2002; Turner & Myers, 2000). In the fall of 2010, 17.5% of all full-time faculty members in higher education were faculty of color. In the field of education during the same year, approximately 16.5% of full-time faculty and instructional staff in all public and private institutions in the United States were faculty of color (Forrest Cataldi, Fahimi, & Bradburn, 2005).

We use the case study methodology to examine the faculty recruiting and hiring practices within a school of education at a highly selective private research university. The study was guided by the following research question: What are the practices and policies at the school of education that either promote or detract from recruiting and hiring faculty of color? First, in order to answer this question, we conducted a review of the extant literature pertaining to the recruitment of faculty of color to research uni-

versities, looking for specific strategies that are considered to have a substantial impact on this practice. Second, we collected and analyzed institutional data on faculty recruitment practices in one school of education for the past five years, looking at applicant pools, advertising strategies, and hiring practices. Third, we conducted qualitative interviews with past search committee chairs, school administrators, and recently hired faculty of color to understand the decision-making processes as they pertain to general faculty recruitment as well as hurdles to, and incentives for, recruiting faculty of color.

Review of the Literature

Scholars have advanced various reasons for the underrepresentation of faculty of color in higher education institutions. The main argument in the literature suggests that the lack of faculty stems from low numbers of students of color earning doctorates (Myers & Turner, 1995; Ottinger, Sikula, & Washington, 1993; Thurgood & Clarke, 1995). Trower and Chait (2002) argue that the two most popular explanations for the lack of faculty diversity are lack of minority students in the pipeline to the professoriate and the lack of success these individuals experience once they reach faculty status. Faculty members of color often find their profession "uninviting, unaccommodating, and unappealing" (Trower and Chait (2002, p. 34). For this reason, "many otherwise qualified candidates forgo graduate school altogether, others withdraw midstream, and still others—doctorate in hand—opt for alternative career choices (p. 34). Most recently, Tierney and Salle (2008) have also argued that the low percentage of faculty of color at highly selective institutions is partially due to the low numbers of doctoral students of color. They contend that "many PhDs of color also choose to avoid the isolation that often accompanies being one of the few faculty of color on campus and opt for careers outside of academe that are frequently better compensated" (Tierney & Salle, 2008, p. 3). This being said, highly selective institutions cannot "simply point to a low number of candidates as the simple causal explanation for lack of diversity. The recruitment process itself is fraught with difficulties" (p. 3).

Looking beyond the low numbers, scholars assert that much of the difficulty in recruiting faculty of color stem from problems in the search and hiring process. Turner and Myers (2000) suggest that the absence of aggressive hiring strategies may contribute to the underrepresentation of faculty of color. Scholars argue that the challenges lie in the decentralized hiring processes exercised in most schools; faculty searches are done at the departmental level, and one department may value diversity while another may not (Knowles & Harleston, 1997; Tierney & Salle, 2008). Several researchers agree that there is considerable power at the level of the department. Department chairs and senior faculty develop recruitment plans and define what constitutes "quality" and "productivity," how publications and research are valued and weighed, and which areas of scholarship should be emphasized in the department or the school (de la Luz Reyes & Halcon, 1991; Gainene & Boice, 1993; Swoboda, 1993; Turner, 2002; Turner & Myers, 1997). Lastly, in Turner, Gonzalez, and Wood's (2008) impressive review of the literature of faculty of color spanning the past 20 years, they found that in order for institutions to successfully recruit and diversify faculty, a systematic, multilevel process must be created and implemented that includes educating faculty and staff on the challenges that faculty of color face, partnering and collaborating with communities of color or organizations that support the needs of faculty of color, and minimizing "salary inequities between majority and minority faculties" (p. 151). Without formal and pronounced action in support of recruiting faculty of color, hiring processes for this population may be considered tenuous at best.

Much of the literature on recruitment of diverse faculty also addresses the retention of faculty of color, as these two ideas are often perceived as inseparable and interrelated. Turner et al. (1999) identified six barriers to the recruitment and retention of faculty of color: isolation and lack of mentoring for faculty of color, occupational stress experienced by faculty of color, devaluation of "minority" research in the academy, the "token hire" misconception of faculty of color, racial and ethnic bias in recruiting and hiring, and racial and ethnic bias in tenure and promotion practices and policies.

In an effort to recruit more faculty of color to institutions of higher education, researchers suggest a wide range of strategies. Phillips (2004) found that all of the universities that participated in her study instituted the following strategies: special or targeted advertising, contacting department chairs from other universities to ask for assistance in identifying candidates, mentoring doctoral candidates from their own institution for future recruitment as faculty members, funding faculty lines solely for minority hires, and offering minority postdoctoral fellowships. In addition, scholars suggest the following strategies to increase the likelihood of recruiting faculty of color: formal institutional policies calling for faculty diversity (Clayton-Pederson, Parker, Smith, Moreno, & Teraguchi, 2007), strong institutional and school leadership that supports faculty diversity (Clayton-Pederson et al., 2007; Davis, 2002; Knowles & Harleston, 1997; Laden & Hagedorn, 2000; Rowley, Hurtado, & Ponjuan, 2002; Trower & Chait, 2002; Turner, 2003; Williams, Berger, & McClendon, 2005); designated institutional positions in support of faculty diversity (Williams et al., 2005; Barcelo, 2007; Williams & Wade-Golden, 2006); and institutional incentives and funding to support faculty diversity (Knowles & Harleston, 1997; Phillips, 2004; Smith et al., 2004; Turner et al., 1999). However, much of the literature on faculty of color is based on public 4-year institutions (Turner et al., 2008). As such, we acknowledge the vast spectrum of research conducted on faculty of color and believe that our study takes it one step further by highlighting and examining the processes (or lack thereof) and mentalities of hiring faculty of color at a school of education located within a private 4-year institution. Schools of education have the highest numbers of students of color and traditionally have greater numbers of faculty of color (U.S. Department of Education, 2010).

Theoretical Framework

We used the theoretical framework for understanding campus climate for racial and ethnic diversity posited by Hurtado, Milem, Clayton-Pedersen, and Allen (1998) to investigate our research question. Hurtado et al. (1998) challenge higher education researchers and educators to examine four dimensions of the institutional context that influence campus climate: an institution's historical legacy of inclusion or exclusion of various racial and ethnic groups, its structural diversity in terms of numbers of various racial and ethnic groups, the psychological climate of perceptions and attitudes between and among groups, and the behavioral climate dimension, distinguished by intergroup relations on campus. By studying these various dimensions of the context of a school of education, we examined the most effective methods, as determined by the extant literature, by which to recruit and hire faculty of color. An important step toward improving the campus climate for diversity is to increase the number of faculty of color on campus.

Method

We used case study methodology to examine the recruiting and hiring practices of a school of education. Specifically, we explored the practices and policies at the school of education that either promote or detract from the recruitment and hiring of faculty of color, as well as the strategies used by the faculty and administrators of the school to attract and recruit people of color for faculty positions. Case study methodology is appropriate, given our interest in understanding how various forces shape faculty and administrators' decisions about recruiting and hiring faculty of color at the school of education and because of our focus on the "contextual conditions" that shape the school's recruiting and hiring practices and policies (Yin, 2003b).

We chose participants based on purposive criterion with the aim of garnering a sample that exemplifies the phenomenon under investigation (Patton, 1990). Participants were sought using a list, provided by the associate dean's office, of all faculty members and administrators who had served on search committees for the past five years. All faculty participants who previously served as search committee chairs were standing faculty who had been at the institution for a minimum of 10 years, and all junior faculty of color participants were hired within the last five years. In addition, three administrators participated in the study. A total of 13 individuals participated in semistructured face-to-face interviews that lasted 60–90 min-

utes. All interviews were audio-recorded and transcribed verbatim. Three potential participants declined an interview, noting that they would have nothing to offer on the topic. These participants were all White senior faculty members.

Reflecting Yin's (2003a) emphasis on the role of theory in guiding case study research, we developed data collection protocols based on the conceptual framework and a review of what is known from the literature about the recruitment and hiring of faculty of color. The use of these protocols also helped ensure comparability of data collection procedures (Yin, 2003a). In addition to data from in-depth interviews, we collected institutional data on faculty recruitment practices at the school of education for the past five years, looking at applicant pools, advertising strategies, and hiring decisions.

To analyze the data, we first created a case study database that included transcriptions from interviews as well as data from the policy analyses and demographic profiles (Yin, 2003b). We developed a preliminary list of codes using the conceptual framework and knowledge of prior research while also allowing additional codes to emerge. To ensure reliability, we employed ATLAS.ti software to assist in the coding and compiling of data into categories. We shared our codes with a research colleague who subsequently reviewed and helped us to modify them.

We used several strategies to ensure the trustworthiness and credibility of the findings and conclusions (Yin, 2003b). To ensure construct validity, we collected information from multiple sources including participants with different perspectives (i.e., administrators, staff, search committee chairs, recently hired faculty of color). The use of the case study protocol and the case study database also helped ensure reliability (Yin, 2003b).

Findings and Discussion

The school of education examined in this case study offers many different programs that span the field of education. Its faculty includes 38% faculty of color, and this percentage is made up of mainly African Americans and a few Asian or Asian American faculty. There are no Native American or Latino/a faculty members in the school. The student body is increas-

ingly diverse, boasting large percentages of African American (19%) and Asian and Asian American students (27%), and smaller percentages of Latino (4%) and Native American students (1%). Organizations for students of color are very active, and students are asked to participate in the faculty hiring processes. For the past few years, students have been calling on the school to hire a Latino faculty member, going so far as to orchestrate a poster campaign calling out the lack of Latino faculty and students in the school. As a result of our research and analysis, three major themes emerged: (a) definitions of diversity and "color," (b) strategies (or lack there of) for recruiting, and (c) comparisons to peer institutions.

Definitions of Diversity and "Color"

Faculty and administrators had varying definitions of diversity and varying opinions as to who should be included in the broader category of "faculty of color." In particular, they were concerned about "who" gets included in the definition and who does not, and who makes those decisions in terms of hiring. Some faculty talked about diversity broadly in terms of ideas and research interests, while others solely discussed diversity in terms of race and ethnicity. Across the interviewees, those faculty members who were older and White were more comfortable with an expanded definition of diversity that included differences beyond skin color. They expressed various forms of discomfort with the term "people of color" on many occasions, and in several cases, they refused to participate in interviews for one reason or another. One White male full professor said, "I really don't like the term 'color' at all. I think that is a silly term. I don't believe in race, except as [a] stereotype and since I don't like stereotypes, I particularly don't like color, because the whole world is colored . . . you ask how can we recruit more faculty of color and I'd say 'I don't know what you mean and I don't know which color we're talking about.'" In this case, the faculty member apologized for offering an "intellectual" response to the very practical question, "What strategies should we use to attract faculty of color?" However, apology aside, this faculty member's strategy to deflect and avoid answering the question is often used by those who do not see a value in recruiting a racially or ethni-

cally diverse faculty. These individuals create behavioral barriers to institutional change (Hurtado et al., 1998).

Of interest, when asked if the school was diverse, most individuals were quick to discuss the presence of African American faculty at the school, without any mention of faculty from other racial and ethnic backgrounds. The phrase "faculty of color" became synonymous with African American time and time again. For example, when another White male full professor was asked, "What are the best ways to attract faculty of color to the school," his response was "having a cohort of African American faculty is the best way to recruit." He then launched into a discussion of the benefits of having a critical mass of Black faculty with no mention of faculty of other racial and ethnic backgrounds. This phenomenon happened on many occasions during the interview process, with interviewees moving to a discussion of Latinos and Asians only when prompted by the interviewers. On a few occasions, the interviewees self-corrected, noticing that they were being narrow in their definition of "faculty of color," about half way through their responses. Of note, one of the interviewers was a person of color and not African American. Even this individual's presence did not prompt the interviewees to think more broadly in terms of diversity. Recruiting faculty members of color beyond African Americans might be impeded by a mind-set that does not include other racial and ethnic minorities. In addition, this mind-set may contribute to an institutional climate that does not value the need for other faculty of color nor the contributions of these faculty members (Hurtado et al., 1998).

Strategies for Recruiting Faculty of Color

Strategies for recruiting faculty of color varied across divisions in the school. While some divisions implemented active strategies, others had a passive disposition toward recruiting and retaining faculty of color. Of note, within divisions that had a larger percentage of faculty members of color, senior faculty of color seemed to have an active commitment to recruiting other faculty of color. This finding is consistent with the literature that states that decentralized hiring processes lead to inconsistencies across departments, with some chairs valuing diversity and others avoiding the topic

altogether (Knowles & Harleston, 1997; Tierney & Salle, 2008). One White female associate professor who has also served as a department chair and search committee chair noted, "Diversity is like apple pie; most people would find it hard to say no to. However, there are some people who might say it's a bigger priority to have eminent scholars on our faculty." What is troubling about this statement, and also consistent with the literature on recruiting faculty of color, is the idea that faculty of color necessarily lack eminence. This perspective often acts as a roadblock in the hiring of faculty of color as department chairs and senior faculty, who wield the most power in institutions and regularly define "quality" and acceptable areas of scholarship. All too often, scholars of color and research on race do not fall under this definition of "eminent" scholarship (de la Luz Reyes & Halcon, 1991; Gainene & Boice, 1993; Swoboda, 1993; Turner, 2002; Turner & Myers, 1997). Several administrators who were interviewed for this research project reiterated this faculty member's perspective. When asked about diversity, some faculty members immediately began a discussion of quality, as if increasing diversity is equal to lowering academic standards.

Based on interviews with administrators and faculty, as well as a careful examination of all school documents related to faculty hiring, we determined that there were no formalized institutional strategies present or planned for the future with the exception of having an affirmative action officer who checks the search pools to ensure some diversity. According to one academic administrator, "We [the school of education] don't have any formal rule in place in terms of search committee composition and diversity. However, we do have an informal rule—committees are made up of three people and we never have three White men on a committee. This rule is not written down anywhere. It's just a practice we have due to the former dean [who some faculty described as someone who was committed to issues of diversity]." Although the literature does not specify that the number of White men should be limited on search committees, it does assert that search committee diversity is essential to attracting and hiring faculty of color.

One other informal approach to recruiting faculty of color is a "scholars of color" lecture series initiated by the new dean and an unten-

ured junior faculty member of color. This program invites prominent scholars of color to the school for several days, allowing the current faculty to "check them out" while, at the same time, providing them with an opportunity to share their research and experience to the host institution. This program serves as a potential recruitment tool but is not formalized in any way. Of note, this program was one of the few initiatives to which all those interviewed pointed. Even though several people doubted the program's effectiveness to recruit faculty of color, they admired the spirit behind it. The institutional practices (or lack thereof) exemplified in our case study are consistent with findings in higher education literature; there is a lack of aggressive hiring practices when it comes to the recruitment of faculty of color (Turner & Myers, 2000).

More than half of the faculty members interviewed for this study had vague notions or no idea as to how to effectively recruit faculty of color to the institution. Many faculty members thought that obtaining a diverse pool of candidates was basically a "crapshoot" and not something that search committee members or division faculty could control to any great degree. Several faculty members considered the diversity of the pool as mere happenstance—based on candidates' personal preferences, such as the geographic location of the institution. For example, a White male full professor noted, "It's a lot easier to recruit a Latino faculty member to Arizona or Texas than here. Or for example, if a young Latino scholar has an offer at Stanford or University of Arizona or here, we would have a hard time competing. I'd say the same thing about Native American scholars. [Recruitment success] depends on what part of the country their group came from originally." This type of attitude toward recruitment of faculty of color creates a bit of a chicken-and-egg situation. It is possible to recruit faculty of color without a critical mass of faculty of color already present. Faculty members of color are best recruited through networking with individuals and organizations that are tapped into those activities that attract the consistent attention of academics of color. In addition, the comment negates the fact that Latino scholars, like other scholars competing for top-tier research faculty posts, are much more likely to move regardless of location (Gainene & Boice, 1993). This pro-

fessor has touched upon one issue that could be an impediment to recruiting at elite institutions, however. Some faculty of color could be under the impression that elite schools are not interested in them due to these institutions' historical legacy of exclusion. Elite universities need to take action to dispel these perceptions.

Fortunately, some faculty members interviewed were familiar with the literature on the recruitment of faculty of color and had specific ideas as to how it should be done. First and foremost, interviewees saw the presence of a critical mass or significant number of faculty members of color to be the most effective recruitment tool—thus linking the issue of retention directly to recruitment. In the words of one academic administrator, "I think we need the kind of environment that excellent people who happen to be faculty of color would like to come work in. [This] requires a critical mass of people, including some faculty of color themselves who are already colleagues as well as White colleagues who are working on issues or thinking about issues in ways that many of the faculty of color would find congenial." Critical mass is typically defined in the literature as a significant group of faculty of color; its presence can lead to an institutional climate that replaces an institution's legacy of exclusion and can breakdown psychological barriers that impede diversity (Hurtado et al., 1998). This interviewee brings to the fore an important point—that "critical mass" can also include White allies who value diversity, advocate for the recruitment and retention of faculty of color, and conduct or respect and appreciate scholarship on race. Many of those White faculty members interviewed for this study, who expressed an interest in diversity and hiring a diverse group of faculty colleagues, were White women and those who came from low-income and working-class families. These faculty members self-identified as allies to faculty members of color, in most cases noting a deep commitment to issues of race and equity. Having White faculty members with this sensibility can make a considerable difference in the institutional climate (Hurtado et al., 1998).

Faculty agreed that personal networks were critically important to recruiting faculty of color and that the most successful searches were those in which a senior member of the search committee was well connected in faculty of color

circles (Phillips, 2004). Faculty members also concurred that advertisements needed to be in targeted journals and on targeted list-serves (Phillips, 2004). An African American faculty member, in particular, had this to say when asked what the best way to attract and recruit faculty of color to his institution was: "The best way is the way I was recruited. There were a couple of members of the faculty who determined that diversity is important to us and we really want to get a person of color to be part of our team—it's good for our students, it's good for our institution—and then they go after someone. Certainly, there is an open process that invites all applications, but the institution is deliberate about contacting people who would be a good match for the school and persistent in their follow-up." Personal networks were essential to this faculty member's entrance to, and success at, the institution. Of note, this particular faculty member of color asked to meet with the school's African American faculty during his interview process. He wanted to make sure that the institution had a supportive climate and was not merely boasting structural diversity— meaning, mere numbers (Hurtado et al., 1998). Overall, potential candidates of color want to know that there are others like them at the institution, in the school, and in the division or department. They want to get a sense of the climate, supports for success, and potential barriers to achieving tenure before making a commitment to the institution.

Faculty members who suggested recruitment strategies stressed the importance of "target of opportunity" hires. These hires are typically sponsored, in part, by the university's provost and allow an institution to aggressively pursue a person of color—in most cases, at the senior level—for a faculty position. Most interviewees, even those that knew nothing about recruiting faculty of color, were familiar with the targeted hiring process. Several faculty members found it to be problematic and disagreed with the institution's definition of minority, feeling that international faculty should be included in the definition in addition to native-born minorities. Others worried that those faculty members recruited through the target-of-opportunity process would be viewed as "token" hires (despite their stellar qualifications). Turner et al. (1999) found that faculty members hired in this way were often viewed as tokens. Regardless, the literature concurs that target of opportunities or dedicated faculty lines are an effective way of hiring faculty of color regardless of institutional type and institutional location.

The last recruitment effort that resonated with those interviewed is a sense of commitment to diversity from the top down. In this institution's case, the president has expressed a commitment to access, diversity, equity, and interdisciplinary scholarship. Likewise, both publicly and privately, the school's top administrators have talked about the desire for a diverse faculty. In particular, the dean of the school expressed, "Education is a complicated business and I think you need to have on your faculty, people who are likely to come from a variety of perspectives and experiences. I also think that having a diverse faculty is connected to social justice." In addition, this dean noticed the connection between attracting a diverse student population and having a diverse faculty. He noted, "We want to have a diverse student body. You're not going to have a diverse student body without a diverse faculty. One could ask, why do we want a diverse student body? It's a social justice thing, I think. We don't want all educators to be White. It's just not right." The literature on recruiting faculty of color consistently mentions the need for top-down leadership and its importance (Hurtado et al., 1998; Turner, Myers, & Creswell, 1999). However, these leaders may need to be more assertive in calling for diversity and setting up practices and procedures that ensure diversity. Unfortunately, support from the top falls apart when those at the departmental level either lack respect for faculty diversity or feel incapable of attracting a diverse pool. Moreover, without policies in place, search committees can continue to claim that there were not any faculty members of color attracted to the position, department, or institution. For example, one division in the school does not have any faculty of color and, when probed as to why this is the case, a White male full professor's response was, "I think the reason is that the pool is not out there." According to myriad scholarship, this faculty member's response is typical and reflects a lack of understanding of strategies for recruiting faculty of

color and a lack of initiative on the part of the department that boasts no diversity (de la Luz Reyes & Halcon, 1991; Gainene & Boice, 1993; Swoboda, 1993; Turner, 2002; Turner & Myers, 1997; Turner, Myers, & Creswell, 1999).

Comparisons to Peer Institutions

Most faculty members agreed that this school, in comparison to its peer institutions, fared similarly in terms of diversifying its faculty. However, interestingly, most faculty members who agreed with this sentiment also had very little knowledge about what other schools did to recruit faculty of color to their institutions. They seemed to know that their competition included other elite institutions, mainly Ivy League colleges and universities, but had no sense of the diversity at those campuses, assuming that the draw for faculty of color was prestige, location, and salary—three things that this particular institution also boasts. When faculty members were aware of recruitment strategies used at other highly selective research institutions, these strategies were not automatically applauded. For example, a few peer institutions have created "grow your own" programs in which graduate students of color are mentored and then brought into the faculty ranks of the institution in postdoctoral (Phillips, 2001) or tenure-track positions. Many faculty members thought that this was a questionable to bad idea in that it might create a "groupthink" among the faculty and be limiting in terms of diversity of ideas. Others thought that it was crucial for graduate students to move away from their graduate institutions, gaining experience elsewhere and perhaps coming back once they have established their careers. In actuality, the institution in this case study is relatively equal in terms of structural diversity (numbers) to its peer institutions. The overall numbers at these institutions collectively are still relatively low, ranging from 3% Latino faculty to 5% African Americans to 5% Asian or Asian American faculty within the institutions (Tierney & Salle, 2008).

Limitations

As with any study, there is room for further questions and research herein. We argue that

institutions must take a more aggressive and pronounced approach toward the recruitment of faculty of color, yet we understand the limiting nature of this suggestion, as the term "faculty of color" is limiting and blurs people's unique ethnic histories and cultures. We recognize that such racial and ethnic differences in society warrant distinct theories and practices in diversifying the professoriate.

Methodologically, it would have been more useful to expand our pool of interviewees to include students to better understand the significance of recruiting faculty of color. Furthermore, an examination of the school of education's relationship to the university administration regarding the recruitment of faculty of color would allow us to gauge the amount of parity that exists and the influence that the university's commitment to diversity has in guiding the practices of its constituents. In other words, we would be able to examine forces outside the school of education that may play a role in its practices.

Concluding Thoughts and Implications

Research studies on effective ways to recruit faculty of color at higher education institutions, particularly schools of education, remain limited, and very few studies provide an in-depth understanding of institutional practices and policies. It is necessary to recognize the forces that contribute to successful recruitment of faculty of color, which include, but are not limited to, advertising strategies, interviewing processes, and hiring policies.

The results of this study urge higher-education institutions to think critically about the policies and practices that influence the makeup of faculty populations that teach and conduct research in a society that is becoming exponentially more diverse by the decade. Most troubling, and consistent with much of the research on recruiting faculty of color, is the utter lack of systematic approach to recruitment. Like many of its peer institutions, this school does not have formal processes or procedures focused on recruiting faculty of color. Yes, there is an institutionally mandated affirmative action officer in the school and an informal agreement between two administrators to refrain from placing three White men together on a three-person search committee, but save these two

strategies, there are no formal initiatives in place. Much like other institutions of higher education, strategies for recruitment are left up to individual departments and divisions, and thus, they are at the whim of the department chair or search committee chair—someone who may or may not have a commitment to diversity. This haphazard approach to recruitment will not bode well for the future faculty of color prospects. The lack of systematic approach is particularly alarming in that there has been research pointing to the absence of aggressive hiring practices for well over 10 years within the field of higher education.

On a more positive note, this study revealed the importance of White allies in the recruitment (and retention) process of faculty of color. They typically support the institutionalization of policies and practices that promote diversity and call for a diverse pool of applicants in faculty searches. Throughout American history, change has been made more effectively when those in the majority and minority come together to support a common cause or issue. Changing the makeup of our faculties so that they are more reflective of the nation as a whole is one of those issues.

In terms of future research, the most important area to examine is the disconnect between the salient research and the actual practice of approaching recruiting. Our study leads one to ask whether administrators are reading higher education research and implementing the suggestions made by higher education scholars. Our study also generates additional questions about the definition of diversity in faculty recruitment—how is the term defined and at what levels? Additionally, more research should be done with department chairs, as these individuals often hold the power to support the recruitment of faculty of color. Likewise, interviews with younger faculty members, who are often more likely to support diversity (Turner et al., 2000), would be beneficial to understanding future efforts to recruit faculty of color. Lastly, a longitudinal study of an institution's diversity efforts and the long-term impact would most likely yield fruitful results that could be used to drive institutional policy at similar institutions.

With regard to practice, those researchers who conduct scholarship pertaining to the recruitment of faculty of color must find creative ways of attracting attention to this work. Per-haps through writing op-eds, posting pieces on blogs, contributing to association newsletters, and giving more non-peer-reviewed presentations and workshops, the strategies that work will reach deans, chairs, and faculty who need to employ them in disciplines outside of higher education. If we truly care about the diversification of our faculties, we should send copies of peer-reviewed work to deans and department chairs throughout the country, making sure that they are aware of cutting edge research in the area.

"Growing your own" faculty of color is a good idea, but some institutions, including the one in this case study, are hesitant about the insular nature of this practice. As an alternative, research institutions could set up exchange programs in which they "grow" faculty of color for other institutions, knowing that someone is "growing" these faculty members for them. It is imperative that institutions of higher education create a pipeline to the professoriate and make no excuses about doing so.

Deans, in particular, play a major part in changing recruitment practices. They have to be respectful of faculty governance, but if the institution commits to increasing faculty diversity, these individuals have every right, we would argue, and obligation to make sure that the institution follows through on its commitment. Recruitment of faculty of color should be a regular agenda item at faculty meetings, and recruitment policies and practices should be conveyed at all-school faculty meetings as well as within departmental meetings. Unfortunately, when the various arms of the school or institution are not talking to one another, it is the faculty of color who fall through the cracks—leaving our institutions with a lack of diversity and many people wondering how it happened. Based on our study, we believe that institutions committed to the recruitment of faculty of color should come to a clear consensus of who should be included within "faculty of color." Constant conversations must be had to address the growing and changing need for faculty of color and their impact on student and institutional performance. Once this is established, active recruitment policies and strategies must be institutionalized and convey the institution's support and understanding of the importance of recruiting faculty of color.

Perhaps one of the most important points of practice is the diversification of faculty search committees. Diverse committees include individuals with a variety of perspectives and with different disciplinary networks—networks that include future faculty of color. Diversifying search committees is a purposeful and deliberate step toward recruiting faculty of color. Another benefit of diverse search committees is that all members of the committee are exposed to new forms of scholarship, which could chip away at the misperceptions that still linger about race-based scholarship and the research of faculty of color. Dispelling misconceptions and perceptions is a step toward raising the significance of having a diverse faculty and decreasing attitudes among some majority faculty members that promote diversity, quality, and eminence as mutually exclusive.

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