

University of Utah
Humanities Task Force Committee on Diversity
Final Report and Recommendations
March 2006

Wilfred D. Samuels, Department of English, Chair
Deen Chatterjee, Department of Philosophy
Lisa A. Flores, Department of Communication
Johanna Watzinger-Tharp, Department of Linguistics
Mary Ann Villarreal, Department of History
Fusheng Wu, Department of Languages

College of Humanities
Robert A. Newman, Dean
2500 Language and Communication
University of Utah
Salt Lake City, UT 84112
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COLLEGE OF HUMANITIES DIVERSITY TASK FORCE
EXECUTIVE SUMMARY
March 2006

On October 5, 2005, Dean Robert D. Newman, Dean of the College of Humanities, convened his newly appointed College of Humanities Task Force for Diversity to meet the college's SMART goal to increase diversity. Dean Newman noted that his immediate specific goal is to increase the number of African American and Latino/a faculty and students in the College of Humanities by 12-15%, although he is equally interested in other groups/populations that fall under the rubric of "minority." Dean Newman's position clearly indicates his commitment to encouraging departments, chairs, and faculty in the College of Humanities not to view diversity, as "a problem to be dealt with but as an essential component of intellectual inquiry, a means of enhancing student learning, and a measure of our nation's [and the University of Utah's] commitment to . . . democratic principles." (Turner, Caroline Sotello Viernes. *Diversifying the Faculty*, Washington, D.C.: Association of American Colleges & Universities, 2002: V) In accordance with Dean Newman's goals and charge the Committee sought to identify current departmental practices, assess attitudes towards "diversity," and provide thoughtful and practical recommendations to make diversity an integral part of the College's mission.

Seeking, first of all, to lucidly clarify what is meant by race/ethnicity, the critical variable in the Dean's charge, the Task Force found in Maxine Baca-Zinn and Dill's work, *Women of Color in U.S. Society*, a relevant and useful working definition. According to Baca-Zinn and Dill, "The term *racial-ethnic* refers to groups that are socially and legally subordinated and remain culturally distinct within U.S. society. It is meant to include (1) the systematic discrimination of socially constructed racial groups and (2) their distinctive cultural arrangements. Historically, the categories of African American, Latina/o, Asian American, and Native American were constructed as both racially and culturally distinct. Each group has a distinctive culture, shares a common heritage, and has developed a common identity within a larger society that subordinates them." (Baca Zinn, M. & Dill, B.T. *Women of Color in U.S. Society*, Philadelphia, PA: 1994: 11).

Next, the Task Force designed three questionnaires: (1) for Deans, Department Chairs, Directors, and or Graduate Advisors (2) For Faculty, and (3) For Graduate Students, as guides to obtaining information to be compiled, discussed, and offered as support for its final recommendations to Dean Newman. Committee members used these questionnaires to conduct interviews, either in person or via email. When necessary, they followed email responses with personal contacts. In the end, the Committee's assessment reported in this Executive Summary is based on information derived from six departmental reports: Department of Communication, Department of English, Department of History, Department of Languages, Department of Linguistics, and Department of Philosophy; and interviews with representative faculty from across the university campus, as well as from the Office of Associate Vice President for Diversity, the Graduate School, and the Department of Education, Culture, and Society.

The American Association of Colleges & Universities (AAC&U) has conducted studies that demonstrate and confirm what the Committee ultimately learned from the interviews: A diversity initiative must be institutionalized and maintained under constant assessment and re-evaluation. This work, ultimately, is never done if we are to adapt "to best serve the ever changing populations and in response to social realities on campus and around the world" (AAC&U, March 2005 study). First, departments must commit to changing how they define and implement diversity recruitment. Second, the College has to make a financial commitment to enhance departmental efforts.

Recommendations

Aware not only that that each department and relevant units in the college currently address diversity to varying extents, but also that, as Turner points out, "There are concrete immediate steps that institutions can take to increase the racial and ethnic diversity within their faculty" (V), the Task Force makes the following recommendations to design and implement initiatives across the University of Utah's College of Humanities:

- The Task Force recommends that the Dean of the College of Humanities articulate diversity among its top priorities— and even that he makes it his top priority.

- The Dean must make this priority a definitive goal, with the dean's institutional support, regardless of the response or commitment he receives from individual units in the college.
- This priority means that diversity will become a natural part of each department's culture.
- This priority should have two components: (1) specific faculty lines and curriculum development devoted to diversity, (2) a commitment to hiring minority faculty that is extended to all faculty positions and the entire curriculum, taking advantage of all windows of opportunity.

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Qualifications override diversity

Many of the individuals who were interviewed mentioned the term “qualified” when speaking about minority faculty, implying that many are in fact *not* qualified. More importantly, it points to an unwillingness to scrutinize the possible link between too rigidly defined “qualifications” and the lack of success in recruiting minority faculty.

The Task Force recognizes that academic units face different obstacles to diversifying their faculty and students. Some may already conceive of themselves as diverse because the faculty and students are gender-balanced and multi-national. Others encounter disciplinary obstacles, i.e., the department reflects the national under-representation of ethnic and racial minorities in the discipline as a whole.

Thus, the Committee strongly recommends that each department in the College engages in candid conversations about its commitment to diversity, and then devise strategies for attracting and retaining minority faculty and students. The Dean may want to ask each department to conduct diversity self-studies, similar to what other institutions have done, e.g. U of Washington (www.washington.edu/diversity/), which asked its units to submit reports that address three questions:

1. How is diversity a visible and active part of your units?
2. What are the specific ways that diversity is integrated into your academic mission in regard to your curricula, your undergraduate and graduate students, your faculty, and staff?
3. What are the ways in which you have structured your unit so that diversity is institutionalized as part of your criteria for success?

Although units will vary in their approaches to addressing diversity, some common features exist. Currently, the departmental “about us” or mission statements do not explicitly articulate faculty and student diversity as a goal.

Strategies of Implementation

1. Prioritize minority recruitment and retention

- 1.1. Make direct hires when possible and when doing so does not jeopardize or penalize department's immediate hiring needs
- 1.2. Send faculty to leadership programs specifically geared toward ethnic minority faculty
- 1.3. Charge and/or hire senior faculty to assume responsibility for addressing diversity issues
- 1.4. Identify senior faculty to serve as mentors for minority faculty (across departments)
- 1.5. Create partnerships with institutions to identify minority faculty and graduate student applicant pools
- 1.6. Rethink how positions are conceived and advertised, and consider an open position a "window of opportunity" for attending to diversity
- 1.7. Ask departments and department chairs to place on each search committee a member from a different department, providing and enhancing an objective voice in ensuing conversation, discussion and debate about diversity
- 1.8. Consider various recruitment strategies for on-campus visits (e.g., meals with ethnic minority faculty)
- 1.9. Consider a "Visiting Scholar" program or "Guest Lecture" series that might get potential hires to campus before reaching the ABD level
- 1.10. After successful hire, do not overwhelm new faculty with "Service" responsibilities, to ensure faculty member has time for research and scholarship
- 1.11. Provide pre-tenure sabbatical opportunities, to enhance opportunity for scholarly research and productivity
- 1.12. Recruit graduate students with whom minority faculty can work, validating research and field of study, while simultaneously enhancing comfort level of the new faculty

2. Strategies of Accountability

- a) Request annual self-study on diversity from each department to learn what steps each department is taking to target/attract people in the field
- b) Tie college level funding to each unit's progress toward achieving diversity to prevent departmental "blockage"
- c) Revise and develop curricula to make the expertise of minority faculty an integral part

- d) Create an office of “Director of Diversity in the College of Humanities with satellite coordinators in each department
- e) Create a forum for candid conversation within and across departments, for example by inviting chairs who successfully enhanced diversity discussion leaders
- f) Highlight diversity on the college website, and encourage departments to include diversity in their “who we are” statements
- g) Implement accountability strategies

Respectfully submitted,

Wilfred D. Samuels, Chair, Department of English

Deen Chatterjee, Department of Philosophy

Lisa A. Flores, Department of Communication

Johanna Watzinger-Tharp, Department of Linguistics

Mary Ann Villarreal, Department of History

Fusheng Wu, Department of Languages

COLLEGE OF HUMANITIES TASK FORCE TASK FORCE COMMITTEE ON DIVERSITY

I. Introduction

On October 5, 2005, Dr. Robert A. Newman, Dean of the College of Humanities, convened his newly appointed College of Humanities Task Force Committee on Diversity to set out his goals and objectives as he gave committee members their charge. Dr. Newman explained that his mission was to fulfill the goals of the SMART Program, established by the Deans and Directors in 2000, to foster ethnic and gender-based diversity at the University of Utah. He identified the following essential goals of the SMART Program.

- 1 Increase the number of minority groups represented in our faculty and students.
- 2 President Young wants to increase the University of Utah's ethnic minority population by 12-15%
- 3 Address the issue of retention.
- 4 Highlight and take an aggressive stance on this pressing concern.
- 5 Think "outside the box" to achieve these goals
- 6 Design creative ways to achieve these goals

Addressing the specific goals of the College of Humanities, Dean Newman stated: "I believe passionately in directly recruiting faculty and graduate students . . . **I am very committed to hiring and recruiting people of color.** It is among my primary goals." He charged the committee, identifying and clarifying the specifics of our task;

- 1 He wants creative and strong recommendations from the Task Force
- 2 He insists more thoroughly that departments make effort
- 3 He is not interested in quotas
- 4 He wants to know which department in the university doing a good job
- 5 He wants to know who has made diversity a priority
- 6 He wants us to meet with Drs. Coleman and Dace (Office of Assoc VP for Diversity)
- 7 He wants us to look outside the "U"—What are successful universities doing?

- 8 Consider places that do not have a ready-made population to choose from
- 9 Needs a clear and strong recommendation from the committee
- 10 How can he modify existing search process
- 11 Be broad: domestic and international
- 12 He wants us to establish our own priorities

Dean Newman specifically asked us to interview the following individuals:

- 1 Chairs and Directors of Graduate Programs
- 2 Past and present ethnic faculty
- 3 Learn what attracted current “new faculty” and graduate student to the U of U and also what the U is doing well to retain them

Dean Newman also asked us to take a closer look at graduate students and program, Graduate Fellowship Programs, and talk with individual graduate directors (from each department), focusing on the best approaches to attract graduate students.

II. Interviews and Responses to Questionnaires

A. Department of Communication (Summary by Lisa Flores)

The departmental climate around diversity is fragmented at best. Faculty awareness of what constitutes diversity, why diversity is key in educational institutions and what complexities are entailed in recruiting and retaining a diverse population range from fears that commitment to diversity means hiring under-qualified ethnic minority faculty to arguments that departmental teaching and research is incomplete without diversity. Moreover, the climate for conversations around diversity is tenuous. Some who support diversity are silent when they should be vocal. Other departmental efforts to promote a climate of diversity exist, but are limited in effectiveness. For instance, while the department has a diversity committee, its mission is unclear and its activity is irregular. Further, the department also attempts to schedule at least one colloquium per year on a topic of diversity. Beyond such activity, conversation and activity around diversity occurs when individual faculty initiate it.

Recently, the faculty have engaged in conversations regarding departmental commitment to and emphasis on diversity as well as issues of faculty representation. Those conversations have been

motivated, at least in part, by 1) a search, completed in Fall 2005, in “communication & diversity,” and 2) efforts to secure re-accreditation by the Accrediting Council on Education in Journalism & Mass Communication (ACEJMC). One discussion resulted in a motion to “Whenever possible hire a faculty member. Committee members received the following responses from department chairs, graduate directors, of color or who represents a non-majority population.” That motion failed, but conversations continue. Aside from these conversations, the department does not have a plan to recruit, hire, and retain faculty of color. Ethnic minority faculties, along with other faculty, are assigned a mentor, who is a member of the tenured faculty. In addition, all tenure-track faculty meet regularly with the chair during their first year and are encouraged to meet with tenured faculty. The department does not have a special fund or special resources for faculty of color.

In the past academic year, two faculty of color, both international Asian female faculty, left the university. Both were untenured assistant professors. Both arrived with limited teaching experience. Both left for personal and professional reasons. One accepted a tenure-track position elsewhere. The second left without having secured another faculty position.

Ann Darling, chair of the department, summarized her hope for progress toward diversity: “You [the department, college, and university] must develop a concrete recruitment and retention plan . . . with resources to support plans that are put into place and monitored for success.”

B. English Department (Summary by Wilfred D. Samuels)

The Department of English is committed to and plays a fairly proactive role in hiring and retaining ethnic minority faculty. According to Stuart Culver, Chair, the English Department “normally seeks to diversify its faculty by identifying positions in minority literatures and cultural studies.” Currently, there are four Asian Americans, two African Americans, one Native American Indian faculty members on the English faculty. There is not a Chicana/o faculty. Two recent hires, one in African-American literature and one in Asian American literature, represent the department’s commitment and its “important contribution to the College’s diversity.” Although the Department recently lost one of its

minority faculty (for personal reasons), the Chair has approached Vice President Dace to seek support for a replacement who would specialize either in Chicano/Chicana or Native American Studies, areas where the department feels understaffed.

Currently, the English Department is running two searches; one is for a new Department Chair and the other is for a joint search with the University Writing Program. Also, the Department is searching for a prose writer to join the Creative Writing faculty. According to Culver, "I instructed our committee to identify people of color whom I could contact. We followed up with two possible senior level candidates, though neither wanted to move at this time." The department usually posts job advertisements, particularly those for beginning assistant professors, on list serves aimed at minority candidates.

When it comes to tenure, the English Department hires faculty with the expectation of retaining and tenuring them. It provides research support and mentoring for people of color hired at the junior level, has offered starting salaries slightly above the norm for pre-tenure faculty, encourages minority faculty to teach advanced courses in their areas of specialization right away, and provides support for conferences. The Department does not have a tradition of appointing a single senior faculty mentor; however, in cases where the new faculty member might benefit from more specific advice than the Departmental Advisory Committee offers in its annual reviews, the department has assigned a committee of faculty with expertise in the faculty members areas of research or in adjacent fields of study. Also minority faculty are immediately incorporated into departmental life and activities. They are appointed or elected to significant department committees—Executive Committee and graduate Committee—in their early years and are encouraged to participate in discussions of strategic planning and curriculum revision.

Traditionally, the Chair does everything within his/her power to support the professional growth of the department's ethnic minority faculty, despite the fact that the English Department does not have a special fund that would offer faculty of color special resources for career development. The chair has used discretionary funds to offer additional support for travel, research and pedagogical development; this has usually included a slight increase and extension of the research account normally offered to incoming faculty. Culver explains, "The chair also has worked with minority

faculty on grants to the Ford Foundation and other opportunities for leave. When the Department has lost recent minority hires, it is the case that their successful publishing here has made them attractive to other institutions. We have not lost a faculty member of color either through the denial of tenure or from a failure to develop professionally.” The current chair continues to meet annually with the Vice President for Diversity as the department begins its recruiting season to identify areas “where we anticipate minority candidates, for advice on how to increase people of color in the pool, and to discuss possible funding of faculty lines. Primarily, in English, successful recruitment of people of color has required either a joint appointment with Ethnic Studies or special funds from the Vice President’s office.”

There are currently no identifiable ethnic minority students in our graduate program. Matt Potolsky has recently assumed the position of Graduate Director. He is beginning to give some thought to recruiting minority students, which, for him, would include international students. Potolsky writes: “I think, first, that the best way to increase diversity in the grad program is to admit and help support foreign students (we get applications from China and India often) when they apply, and to get word of our program out to students in neighboring states (New Mexico, California, and Arizona come to mind) with larger numbers of minority students than we have here or in the states (Idaho and Wyoming) where we traditionally draw out-of state interest. It might be useful to have grad students and the graduate director participate in university outreach programs in SLC as well--creative writing in particular is a way to encourage minority students to get interested in English.

C. Department of History (Summary by Mary Ann Villarreal)

The report on the Department of History corresponds to the responses from the three ethnic minority faculty in the department and the department chair. “Diversity” remains an ideal for the department mission, but has not generated any practical solutions for achieving this objective has little to no financial commitment, nor does it have the attention of faculty who can make it a priority. There remains much work to be done to understand how to make diversity the driving priority without fear that it will cause an undue financial burden or lower the standards of research and teaching, which reflects a larger campus climate and not just departmental.

Questions about the department's commitment to diversity and the sense of "feeling valued" produced the most useful information. The overall sense indicated that the department offers its current ethnic minority faculty a supportive environment for research and teaching. The department does not offer a formal mentorship program and comments suggested that the mentorship offered came from both within and outside the department. Those outside were often women or faculty of color. In regards to the question about feeling "valued" one faculty member commented to the effect that ethnic minority faculty are not valued for our contributions to the whole discipline. The unfortunate consequence results in being pigeon-holed into one marker based on race and ethnicity, rather than professional training. "Value" among students reflect their need to find a common ground based on their racial or ethnic background.

The department currently has no ethnic minority graduate students in the pipeline to add the future of our discipline's low numbers. This semester the department accepted the application of a Latina McNair scholar, but offered no funding. As a result, the student decided to go to Arizona State University where she was offered funding. As a department, we do not actively recruit nor do we have we tapped into networks of possible graduate students working with respected scholars of color.

The overall department attitude suggests that while "diversity" brings strength to the department, the reluctance to pursue a stronger commitment to diverse faculty and student body stems from framing the hire as a trade-off between qualified applicants in the pool and the financial costs of a "diversity" hire. The unspoken policy of the department is to be mindful of the significance of diversity in our curriculum and discussions about faculty hires. This lack of planning suggests a need to help the department create a working body of knowledge on how to make diversity an integral part of its mission in practice.

D. Department of Linguistics (Summary by Johanna Watzinger-Tharp)

Of the 12 faculty members in Linguistics, one (male) is of Hispanic origin. No minority students are currently enrolled in the graduate programs; the list of currently declared Linguistic majors

included one female Hispanic student. However, the Department serves a substantial number of international students in its undergraduate and graduate programs.

The department, according to the Department Chair, has not articulated an explicit strategy to recruit and retain minority faculty, but tries to seek out qualified applicants who are members of minority groups. According to the former chair, the department did just that for a position a few years back, but was unable to identify “qualified minority faculty.” The chair and the faculty pointed out that ethnic and racial minorities are significantly underrepresented in the discipline of Linguistics as a whole. In fact, the Linguistic Society of America has a standing committee for ethnic diversity for this very reason, of which one faculty in the Dept. of Linguistics has been a member for a number of years. Many members of the department are confident, however, that the new Center for American Indian Languages will attract students and researchers of Native American descent and thus enhance the diversity of the department (albeit not with the two minority groups the Dean wishes to focus on).

The department considers itself a place welcoming and accepting of all faculty members, and, according to the chair, would gladly put in place a support system for minority faculty. However, the relatively new Chair has not yet been in contact with the office of the VP for Diversity. To a certain extent, diversity does not currently receive much attention because the department has not immediate recruitment needs or plans.

The professor of Hispanic origin in Linguistics reinforces the department’s self-assessment of being supportive of minority faculty. Although the faculty member experienced some “professional marginalization” in a different department he was formerly affiliated with, he now feels well integrated into his professional University and also local communities. On the other hand, he suggests that “minority faculty must have a strong sense of self and a willingness to confront injustice, ignorance and bigotry without being overwhelmed by the immensity of the gulf that sometimes separates the new resident from the local setting.”

E. Department of Languages and Literature (Summary by Fusheng Wu)

The Department of Languages and Literature has several minority faculty members of Asian and Latino background, but currently there is no faculty member of African-American heritage. It also has a sizable number of faculty who are "internationals" but

who do not fall into the category of "minority." In AY 2005-06, it has two searches in Spanish, and has expressed its wish to attract minority (in particular Latino) faculty. The department advertises its searches in major professional journals (e.g. MLA job list) and those that specialize in specific language areas. It also targets minority lists, such as the National Minority Faculty ID Program. It does not, however, have plans in place for the retention of minority faculty separate from its general retention policy. A few years ago, the department did everything possible to recruit an African-American faculty. Although an offer was made, that candidate eventually turned down the department's offer because it could not match the salary that he was offered by another institution.

The department has the same expectations of minority faculty it has of other faculty members. It provides them the same support that it provides for non-minority faculty in travel, application for research grants and pre-tenure leaves. Overall, the department regards itself as supportive of all new faculty in their research and teaching, and expects them to gradually get engaged in service to the department, the university, and the community. The department regards it to be a major challenge in trying to achieve a balance between engaging new and pre-tenure faculty in departmental affairs while not overwhelming them with too much service that might impact their research and teaching goals.

The interview with a couple of minority faculty members indicates that they are generally satisfied with the support that they have received from the department in teaching, research, and the tenure process, although they were not assigned to individual mentors. They feel they are valued members of the department. Their decisions to come to University of Utah were "normal" in that they were determined by the job availability and the need to stay together with the spouse. They like the natural environment of Salt Lake City and their communities. One of them expressed his/her dissatisfaction with "salary equity and hiring."

F. Department of Philosophy (Summary by Deen Chatterjee)

With regard to diversity, each department has its own unique history and own set of challenges. In the Philosophy Department, for instance, the lack of ethnicity-based diversity is obviously an issue but the under-representation of women in the profession and the Euro-centric orientation of the discipline are also matters of

concern when it comes to diversity. In the report below I assess the Department by placing it in the context of its recent past and by briefly touching on the history of the discipline itself and its current trends in the profession. This I believe should provide a balanced and meaningful picture of the Department's achievements and drawbacks with regard to the diversity-related issues.

Traditional Western philosophy has been the locus--if not the inventor--of racism, sexism, and ethnocentrism. These vices were not sporadic and ad hoc; they were doctrinal, systemic, and held to be sacred. Philosophy as an academic discipline is the inheritor of this checkered past. No wonder the discipline has been unashamedly Eurocentric and averse and hostile to the very concept of diversity. Marginalization of women, ethnic minority, and anything "non-Western" has been rampant in the past.

I am sad to say that this trend still persists in the discipline to some extent, though there are signs of change. There is a somewhat broader global perspective in philosophy today, and issues of global and international justice have been gaining attention. Along with this, there is a genuine attempt both at the national APA level and at various departmental levels in the country to diversify the discipline, though this has proved to be extremely difficult due to an under-representation of women in the discipline and a dire shortage of ethnic minority faculty in the profession.

The Department of Philosophy at the University of Utah had a proud record of inheriting the worst in the tradition. Not only was the orientation of the Department extremely narrow, the Department had a brazenly hostile atmosphere and attitude toward anything that was ethnic. Ethnic jokes and derogatory comments were rampant, and minority faculty were openly targeted. There was no grievance committee or procedure, no diversity advisory committee, no mentors assigned to junior faculty (especially to ethnic minority junior faculty), and no periodic meetings to discuss diversity-related issues. There was also blatant salary discrimination for minority faculty, which became evident when salary records went public.

Since the Nineties the situation in the Department has been gradually changing, largely due to the influx of a new breed of younger faculty. Especially in the last five years or so, the Department has shown visible signs of change, in many ways a

result of the leadership of the current and the (immediate) past chairs. During the tenure of the past chair, Bruce Landesman, the Department saw a phenomenal growth in the hiring of women faculty and offering of non-traditional courses at the upper levels. Now, especially due to the aggressive pursuit of diversity and fairness by the current chair, Leslie Francis, this same trend has not only continued but intensified. There is a surge of efforts, under Francis' leadership, to diversify the curriculum at all levels, especially at the intro levels, thus making philosophy accessible to a broad range of students. Given the under-representation of women in the profession, Francis is well aware that diversity is an issue about women too. The Department, to its credit, has been successful in hiring and retaining top-notch women applicants. The Department is also open and available for spousal hiring (currently two in the Department), thus promoting diversity in other departments.

In addition, senior positions in the Department are dominated by women. The University Honors Curriculum is now being diversified through incorporation of philosophy courses that explore the Chinese tradition under the guidance of Eric Hutton. There is support and encouragement in the Department to broaden our applied philosophy course offerings and research specializations by exploring cultural, international, and global topics that cut across the issues of gender, race, and diversity. The Department is supportive of the Asian Studies program and diversity-related courses. In all these respects the Department is far ahead of most other philosophy departments in the country.

However, all these efforts require adequate funding, and the Department is short of funds. As Francis points out, it is expensive to recruit minority faculty and graduate students, as well as difficult to find them in the first place. No wonder that there is an acute under-representation of ethnicity-based minority faculty (only two, plus one emeritus) and grad students (only three) in the rather large Department.

Several recommendations seem appropriate, given the Department's record. Despite all the good efforts mentioned above, the Department has some noticeable drawbacks as far as diversity is concerned. There is no advisory committee on diversity; ethnic diversity doesn't seem to be an abiding concern in faculty recruitment; no periodic meetings to assess the

situation on diversity in the Department, in the field, and in the profession and to formulate creative ways to achieve goals; and hardly anything in existence to indicate vigorous efforts in the graduate program to recruit and retain minority students (this assessment is based on the response from the Director of Graduate Studies; this is also no doubt partially related to funding shortage). The Department should vigorously try to address these issues. The Department should especially work to rectify vestiges of past discrimination that still exist. The Department should also arrange periodic meetings of ethnic minority faculty and graduate students with the Chair and look into other successful departments (like Vassar) for creative ideas. Due to inadequacy of its own funds for enrichment, the Department should aggressively pursue various campus endowment lectures for philosophy speakers who would bring in diversity-related ideas. Also, the Department may wish to bring in one or more internationally renowned philosopher(s), who are committed to expanding the field to make it more inclusive, for advice and review of its existing programs. In addition, more efforts should be put in to bring speakers of color for our enrichment program and more extended colloquia on issues of race, class, and gender that feature minority faculty and students. Finally, the Department's home page should be revised to reflect a greater commitment to diversity.

IV. Interview with Dr. Ronald G. Coleman
Meeting with Dr. Karen Dace, Associate Vice President for
Diversity
And Dr. Ronald G. Coleman, Former Vice President for
Diversity
November 15, 2005

According to Drs. Dace and Coleman, currently, the University of Utah's total ethnic minority/people of color population is 12%, is equal to its peer institutions. The College of Humanities ethnic minority/people color is 44%, of which at least 20% is made up of international/non-white colleagues. There are 7 Latinas/os, 3 African Americans, 9 Asian Americans and 0 Native Americans. Last year, the University of Utah lost three African American faculty members; one Latina will leave at the end of AY 2005-2006 for personal reasons. The University of Utah's and the College of Humanities goal should be to increase these populations, not trade or lose.

Drs. Dace and Coleman maintain that the major question facing all deans is: Which specific groups are you targeting? The deans must be definitive to achieve their goal! From this it follows that each department must commit to increasing faculty by allocating funds for the position(s), The Office of VP for Diversity must continue to work with Dept Chairs and faculty to meet their commitment, dean and chairs must engage faculty in discussion about the importance of his goals: Why the department must make this a priority.

Drs. Dace and Coleman recognize this approach as a tremendous challenge, particularly in such departments where resistance might be great. Deans and chairs must make it clear to faculty that special faculty hiring has strong support and commitment from VP Pershing and Associate Vice President Dace. They must also dispel the perception (myth) that hiring must be done on back of current departmental needs. This must be corrected. However, both are careful to point out that diversity goals and objectives cannot be ram-rod onto faculty.

Chairs and faculty must see all hire as a potential minority hire—done with consultation with Dean. Consequently, deans must be

heavily involved in the hiring process to get this message through to Chairs and faculty

The office and role of the Office of the Associate Vice President for Diversity must be clearly understood. Small projects can be supported by VP's office. Over the years, the vice president has been empowered by the president to be a "charge agent" (Altman, Smith, and Machen). Yet, Dean must take lead—carry the ball—and tell departments that we have to do better. Dean must clearly articulate the issues, concerns, and goals; and s/he must present vision. Department leadership must be Chair and senior members. All must be concerned with "retention" rather than "abandonment". This means faculty must be mentored, nurtured, and supported; don't overload with committee work that prevent junior faculty from doing research and maturing as teacher.

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**V. Conversation with David Chapman, Director
Graduate College**
(Provided by Mary Ann Villarreal)

On December 1 the task force met with David Chapman to discuss the Graduate College's recruitment strategies, as well as the current search for an Assistant Dean for Diversity. The search has produced nine possible candidates with an emphasis in minority recruitment or higher education administration. Do we want to get an update on this search?

Dr. Chapman noted that the decentralized structure of the University means that the bulk of the recruitment happens at the department level. For that reason, the College needs to respond by offering the departments both direction and financial support for the recruitment and retention of students. Unfortunately, students tend to find the Graduate College after they are in academic trouble. His office has several programs targeting students of color, but they heavily emphasize the sciences and not the Humanities. The one program, Student Research Opportunity Program (SROP) has no University funding and does not utilize its monies at "optimal" level since it costs approximately \$5000 per student. Dr. Chapman stated that the College needed to think about investing money in recruitment and creating new strategies to bring students through the pipeline.

Questions about departmental pipelines, departments that have networked with other institutions to recruit graduate students, came up as an important tool in recruitment. The university numbers overall reflect the need for more active recruitment and providing mentorship for current students. Numbers at the University of Utah for Asian/Pacific Islanders and African Americans have fallen over the last six years. Although the number of Hispanic and American Indian/Alaskan students has increased, their numbers remain under 200 and 50 students, respectively. In 2005, the total number of graduate students of color remains below 500, while the number of White graduate students surpasses 3500.

VI. Summary of interview with Harvey Kantor, Chair of the Department of Education, Culture and Society (ECS).

ECS has an uncompromisingly strong commitment to diversity and unabashedly makes it its mission to address inequality and discrimination in the U.S. educational system both in terms of the composition and content of the department. We have included Kantor's verbatim response

Let me just pass on a few things I think we have learned in ECS without at all claiming that we still don't have a lot to do and learn ourselves. (We have no Asian or Pacific Islanders on our staff.)

1. We have made diversity in our faculty THE top priority. I think our experience suggests that absent this commitment it simply becomes too easy for many of us to find reasons to hire other (i.e., white) candidates.
2. I suppose I shouldn't say this since it will increase competition for available funds, but we have cooperated closely with Karen Dace. The financial support of her office has been indispensable; especially when situations arise that require spousal hires, etc.
3. Equally important, we have cooperated closely with Ethnic Studies in defining joint positions. This kind of cooperation makes it possible to write job descriptions in ways that many of our faculty have found attractive. While some programs might see this as a compromise or a loss (because teaching assignments are split), we see it as strength since it infuses a strong commitment to Chicana/o, African American, and Native American studies into our study of education.
4. We have also been committed to creating a diverse community of scholars, which means hiring faculty of color in a number of positions, not just one or two.
5. We search through networks and place job advertisements outside the mainstream journals. For example, we no longer search through the Chronicle of Higher Education (which is also terribly expensive), but find that advertising in the newsletter of an organization like the Association of Black Sociologists or one of the many Chicana/o Studies associations is more likely to attract the kind of people we are looking for. But equally important is the networking and informal recruitment that our faculty do at

conferences, through colleagues, etc. This personal connection is crucial, since getting scholars of color to consider coming to Salt Lake City is often no easy task.

6. Our program is consciously designed around the study of issues of race, class, and gender; this is at the forefront of what we think and teach about. We are not just introducing a course on race or gender, say, here and there as an add-on to the curriculum, which can be rather isolating for whomever teaches courses concerned about these issues.

7. We are committed to recruiting as many African American, Latina/o, and Native American graduate students as we can, which I think speaks to the commitments that many of our faculty have. The biggest limit we face here is our lack of money for graduate student support, but beyond what we can generate through SCH we work closely with our students to find scholarships etc.

8. Finally, once we get people here, we make an effort to keep them. This means things like contributing money for research support (which we do for all junior faculty), a faculty mentoring system to help people get through RPT, and aggressive action on salaries to pre-empt offers from other places, or to match them when they occur.

A lot of this I'm sure is nothing new to you. This at least is what the commitment looks like from my position as Department Chair. But I'm not sure that our entire faculty would think it looks the same from their perspective; what I see as aggressive action on salaries, for example, they--or at least some of them--may see otherwise. I guess you should really talk to them to find out why they came and why they have stayed.

VII. Summary of response from current U of U Ethnic Minority Faculty (Submitted by Wilfred D. Samuels)

Sixteen of the University of Utah's faculty of color—from beginning, junior faculty to seasoned, full professor nearing retirement, responded to the committee's questionnaire. This number includes ten African American, three Asian Americans, and three Native American Indians. The Latina/o response, summarized

by Lisa Flores follows below.) In addition to the College of Humanities (English and History), this faculty are housed in the College of Law, College of Education (primarily Education Culture and Society [ECS]), College of Social and Behavioral Sciences (Family and Consumer Studies [FCS] and Social Work), and College of Fine Arts (Modern Dance). The Dean/ Associate Vice President of the College of Fine Arts, an African American, who has recently joined our faculty, is in the process of developing and fine tuning his colleges mission and goals for hiring more faculty of color. He notes, however, that he was quite impressed with the University of Utah's commitment to increasing this population and that it had been one of the attraction factors for him.

Reasons for joining the U's faculty: With the exception of most of the junior faculty in ECS, which was specifically targeted, for the most part, for particular or specific positions, as well as two who accepted an invitation to apply for a specific position, most of the current faculty of color responded to an advertised position and, thereby, was hired through a competitive process. Several faculty confess to having, initially, "no interest" in the University of Utah, given its location and the history of the local religion and culture. Their decision to join the faculty once the job was offered (and to remain at the U of U) runs the gamut, but the primary reasons include the following:

- 1) job description was a "perfect fit" of research interest
- 2) departmental collegiality and relatively high number of junior faculty in the department
- 3) the national reputation of the department, engaged colleagues with inter/national reputation
- 4) the warm and encouraging reception experienced during the interview process
- 5) the opportunity for a spousal hire
- 6) the department's commitment to mentoring junior faculty through the tenure process
- 7) support from the chair and dean
- 8) immediate incorporation into the department—being made to "feel a full member"
- 9) opportunity to teach courses that of interest to faculty and relevant to his/her research
- (10) opportunity for a joint appointment
- (11) acceptance and appreciation by students, and the location, natural environment and climate: mountains, snow, skiing, etc.

(12) the strength of the department based on its stated mission and the diversity of its faculty (ECS).

In all but one case, everyone has no regrets about their decision to join the University of Utah's faculty, despite what two faculty describe as often a less than friendly—a “rough” campus environment, “racist students, and “elitist racist” and “abrasive colleagues.” .” A common consensus nevertheless is that the process is “stringent but fair.” Most say they would not only make the same decision to join the U of U's faculty over again, but that they would also recommend the University to others—often with caveats that would help them overcome what one ECS faculty identifies as “racial battle fatigue” in the academy.

Most faculty of color have been able to find and establish membership in the university community and community at large. “I have found the intellectual and academic environment stimulating, and landscaper gorgeous, and the people friendly,” writes one colleague. Another writes that the community off campus was an “emotional wasteland.” A colleague wrote: “I'm not sure [that s/he could recommend the U of U to other potential faculty]. It depends on which department they will be joining and if they are grounded and aware of the challenges here.” Another wrote: “. . . my response varies, depending on the department. . . There is not support for faculty of color on this campus and I could not say to everyone, ‘come to this place.’” Finally, a colleague writes that he is convinced, “Utah is not a good place for young single people, especially people of color, who do not have the emotional shelter of an already-made community like a church or a synagogue or a family. This is a better place for married people who don't mind the lack of racial and cultural diversity.”

Mentoring and tenure process: Mentoring and the tenure process solicited the greatest response, which runs the gamut, of all the questions. To reiterate, many faculty of color joined the U of U's faculty because of the opportunity to be mentored by senior, highly respected colleagues, particularly through the tenure process. Junior faculty currently involved in the tenure process comprise the majority faculty of color, and, thus far, their experiences, which seem positive for the most part, vary.

Although most report that they have a “clear understanding of the process,” some report that they did not or still do not yet have a

clear understanding (“it is like navigating a black hole”), while others defined the process as arduous, fraught with stress and unpleasant. A colleague wrote that she received “no formal explanation” during the process, although a senior faculty member took her under his wings and mentored her through the process. In the end, the decision to grant her tenure was unanimous. .” A common consensus, nevertheless, is that the process is “stringent but fair.”

A faculty member from outside the College of Humanities wrote that she had not been fully informed about the process; consequently, she concluded: “I suspected my department expected me to fail and did not go out of its way to assist in any way. . . I am absolutely certain that I was not treated like the other faculty members. My hurdles were higher and expectation greater.”

Within the College of Humanities, where most of the faculties of color are junior, untenured faculty, the process is generally considered fair, for the most part. However, a colleague who has had some difficulty with the tenure process since his third review writes: “Part of the problem was that the department had not communicated its expectations to me. The chair’s letter cited “grave concerns” about my scholarly pace and potential.” He is convinced the dean has built “a paper trail against [him].” Despite this, however, he has placed his book manuscript with a reputable press and won a year long research fellowship at another institution.

VIII. Latina/o faculty summary (Submitted by Lisa Flores)

There is a limited population of Latino/a faculty across campus. According to the 2004-2005 annual report by the University Diversity Committee, Latino/a tenure-track faculty comprise just over 3% of the total tenure-track faculty at the university. This percentage is up from 2% in 1999. The faculty hold positions in departments, schools, and colleges across campus. They include faculty for whom this was their first position after graduate school and faculty who moved here mid-career.

Latino/a faculty, both untenured and tenured, report both support and lack of support for their development. Consistently, they note that the Office of the Associate Vice President for Diversity is a key, perhaps even the central, source of support. Not

surprisingly, departmental and college experiences range. Some indicate that they have been mentored and kept informed of the tenure process. Others, however, have had to navigate tenure and overall professional success on their own. Other factors which contributed to overall feelings of support and job satisfaction included the diversity of the faculty in the individual departments and colleges, with greater numbers of ethnic minority faculty leading to overall greater satisfaction. Departments and colleges that had clear structural emphasis on diversity—curriculum, recruitment/retention plans, senior faculty of color leadership—had faculty with greater job satisfaction. These faculty, for instance, were more likely to recommend the University of Utah to graduate students and faculty applicants.

Aspects of the job that complicate satisfaction also range. Most common were feelings of isolation. Several faculty are the only Latino/a faculty in their department and are sometimes the only ethnic minority faculty in their department. The overall university climate of diversity as something to be tolerated and celebrated was seen as devaluing in that such notions contribute to attitudes and assumptions that ethnic minority faculty and students are so-called “diversity hires.” Latino/a faculty also indicated that the service demands they face, particularly as they move through the tenure process, are great. Because the overall population is so small, Latino/a faculty, like other ethnic minority faculty, are regularly asked to serve on college and university committees. While many of these faculty indicated that they see such service as an important part of their job, that work is generally less valued for tenure and promotion. A common fear is that faculty are supported through tenure, but then expected to complete so much service that their chances of gaining promotion to full professor are limited.

IX. University of Utah Diversity Committee Report:
How is the U of U address addressing the issue of Ethnic Minority and Women faculty overall (published reports and critique of these reports) (Submitted by Johanna Waltzinger-Thorpe)

Lack of diversity at the University of Utah as a whole. The university has put together a “Diversity Committee,” to research the state of diversity. While such reports may raise awareness, they will do little to affect change. The excerpt of the most recent (2005) report will illustrate this:

“The percentages of ethnic faculty at the University are relatively low and have been for quite some time; but how does the University compare

to other institutions of higher education? That brings up the issue of to whom should we be compared. This has been debated several times. If we compare ourselves to national statistics⁹ then we are severely underrepresented only in the African American category but, perhaps, a better comparison should be made with a “peer group,” whatever group that may be, whether it is based on geographical location or research funding or some other criteria. The committee will be looking into this in the coming year.” (Diversity Committee, Annual Report 2004-2005).

Members of the minority community at the U of U are also concerned that the president’s current priorities (internationalization & interdisciplinary) will divert attention from diversity. In other words, they are uncertain if the current administration is willing to make a real commitment to increasing diversity.

X. BEST PRACTICES SURVEY: How Does the University of Utah Compare

Our students live in a diverse and complex world, and we have yet to realize the goal of a truly pluralistic democracy in American society. Higher education is largely responsible for producing the next generation of leaders who can manage people and ideas in diverse workplaces.

– Sylvia Hurtado, “Diversity Digest” vol. 9, no 1, 2005

In 1993 the American Association of Colleges & Universities (AAC&U) inaugurated its multi-project program “American Commitments: Diversity, Democracy, and Liberal Learning.” Part of the “American Commitments” included the Association’s journal publication “Diversity Digest,” as well as numerous edited volumes and studies about effective strategies to create a diverse institution and curriculum.

In the November 2005 issues reports stated that studies have shown that when “diversity” goals are made essential to an institution’s initiatives. When diversity discussions as they relate to campus climate and hiring issues stand alone, they are often relegated to marginal status. The Association identified approximately ten institutions that exhibited and implemented diversity initiatives, including establishing mission statements and goals. The institutions identified by AAC&U make a concerted effort to make diversity an integrative concept, integral to the institutions’ mission and campus life. The following example comes from the San Jose State Campus Climate Advisory Committee:

Goal 3: Recruit, hire and retain culturally diverse employees across all levels and areas of the University regardless of funding source.

Recommendation #1:

Increase efforts to recruit, hire and retain more diverse employees.

Specific Initiatives:

1. Develop more vigorous recruitment efforts.
2. Define what constitutes minimal levels of successful experience in diverse learning and working environments. Add this criteria to recruitment advertisements.
3. Require appropriate diversity training programs for individuals of exceptional preparation/experience who have not had adequate

opportunity to demonstrate effectiveness in environments characterized by diversity.

4. Develop criteria regarding climate issues to be used in evaluating applicants for management positions.
5. Promote active development of a pool of candidates generated from the CSU Forgivable Loan Program.
6. Design and implement a system of Equal Employment Consultants/Advisors to promote maximum effort in recruiting diverse candidates, as well as, support equal employment/affirmative action policies and practices (e.g., diverse search committee make-up).

Recommendation #2:

Implement a system of valuing and recognizing efforts to promote the recruitment, hiring and retention of diverse employees.

Specific Initiative:

1. Develop criteria for incentives.

Recommendation #3:

Develop and implement a mentoring program for minorities and other underrepresented (including gay/lesbian or disabled) personnel.

Specific Initiatives:

1. Study on-going efforts on mentorship and develop a campus-wide cohesive plan.
2. Provide appropriate incentives (monetary, assigned time, other) to secure participation of the best mentors.
3. Recognize mentoring activities as a valuable contribution in the Retention, Tenure and Promotion (RTP) evaluation process.

Informational Websites

University of Maryland

http://www.diversityweb.org/diversity_innovations/institutional_leadership/institutional_statements_plans/umcp_diversity_init.cfm

University of Colorado at Boulder, Diversity and Equity: A Blueprint for Action

<http://www.colorado.edu/cu-diversity/blueprint/index.html>

A Framework to Foster Diversity at Penn State

http://www.equity.psu.edu/Framework/assets/framework_to_foster_div.pdf

The University of Chicago
<http://www.uchicago.edu/docs/education/pimi.pdf>
<http://www.uchicago.edu/docs/education/diversity-statement.html#students>

The President's Commission on Diversity, University of Kentucky
<http://www.uky.edu/PCD/>

The University of Wisconsin System Diversity Initiatives
The Office of Academic Diversity and Development -
<http://www.uwsa.edu/oadd/>

UW System Plan 2008: Educational Quality through Racial and Ethnic Diversity - <http://www.uwsa.edu/oadd/plan/index.htm>

Institute for Race and Ethnicity - <http://www.uwm.edu/Dept/IRE/>

Additional AAC&U publications

Daryl G. Smith with Lisa E. Wolf and Bonnie E. Busenberg, *Achieving Faculty Diversity: Debunking the Myths*

Edited volume, *Women of Color in the Academy Series*

Roberta M. Hall with Bernice R. Sandler, *Academic Mentoring for Women Students and Faculty*

XI. SUMMARY/CONCLUSION

A. No visible commitment to diversity

The homepages of the academic units in the College of Humanities invoke the term “diverse” to highlight disciplinary breadth or content rather than ethnic diversity. For example, English “seeks to meet the needs of **diverse** students, including those wishing to prepare themselves as teachers, scholars and writers and those who will pursue other careers and professional studies (...); and Languages & Literature is “the largest and most **diverse** in the College, culturally and programmatically. (...)We are committed to fostering a critical and comprehensive understanding of **diverse cultures**.”

TASK FORCE COMMITTEE RECOMMENDATIONS TO DEAN NEWMAN

- The Task Force recommends that the Dean of the College of Humanities articulate diversity among its top priorities— and even that he makes it his top priority.
- The Dean must make this priority a definitive goal, with the dean's institutional support, regardless of the response or commitment he receives from individual units in the college.
- This priority means that diversity will become a natural part of each department's culture.

This priority should have two components: (1) specific faculty lines and curriculum development devoted to diversity, (2) a commitment to hiring minority faculty that is extended to all faculty positions and the entire curriculum, taking advantage of all windows of opportunity.

APPENDIX

Questionnaires

The Task Force Committee designed three basic questionnaires as a guide to access the information and questions its members wished to explore and discuss in preparation for its final recommendation to Dean Newman. These questionnaires were used to conduct interviews, either in person or via email. When necessary, email responses were followed with personal contact.

A. COLLEGE OF HUMANITIES TASK FORCE ON DIVERSITY INTERVIEW QUESTIONS: DEANS, DEPARTMENT CHAIRS, DIRECTORS, AND/OR GRADUATE ADVISORS

1. What are your current plans to recruit people of color or minority faculty?
2. What plans do you have in place for retaining people of color or minority faculty once you have hired them?
3. What are your expectations once you bring people of color or minority faculty into your department?
4. What kind of support you have in place to help people of color or minority faculty grow professionally (research, conference, and etc.)?
5. What is the departmental climate like for new faculty and (in your view) specifically for people of color or minority faculty? Do you think their presence, voice, perspective, etc., will be welcomed?
6. Will they be encouraged to participate fully in the department?
7. Will they be assigned a senior colleague as a mentor?
8. What specific challenges do you see yourself facing as you attempt to achieve these goals, expectations, etc.?
9. What resources do you have in your budget to hire and support people of color or minority faculty?
10. Have you worked with the Office of Vice President for Diversity in your effort to fulfill your goals?

Comments and additional questions:

B. COLLEGE OF HUMANITIES TASK FORCE ON DIVERSITY INTERVIEW QUESTIONS: FACULTY

1. When did you join the faculty of the University of Utah?

2. Did you come directly from graduate school (when did you get your doctorate?) or from another university?
3. Did you apply for an advertised position?
4. Why did you apply? Where you looking for a job or where you specifically interested in the University of Utah?
5. What attracted you to the University of Utah? To the department you are in?
6. What was the most important factor in helping you make the decision to come to the University of Utah?
7. Are you currently working towards tenure?
8. Do you have a clear understanding of not only what the process involves but also what is expected of you?
9. How would you describe the process thus far?
10. Have you been made to feel as a valued member of the department by the dean, chair, colleagues, and students?
11. If not, why?
12. Where you assigned a mentor and has that person been helpful? In what ways?
13. Have you found a community that meets your needs on campus? Off campus?
14. To date, are you pleased with you decision to join the faculty of the University of Utah? If not, please explain in detail if possible.
15. Would you recommend the University of Utah to other people of color and minorities?

Additional Comments:

C. COLLEGE OF HUMANITIES TASK FORCE ON DIVERSITY INTERVIEW QUESTIONS: GRADUATE STUDENTS

1. When did you come to the University of Utah?
2. Did you apply for an admission to your specific program or were you recruited? By whom?
3. Why did you apply? Where you specifically interested in the University of Utah?
4. What attracted you to the University of Utah? To the department you are in?
5. What was the most important factor in helping you make the decision to come to the University of Utah?
6. Are you currently working towards a MA or Ph.D. degree?
7. Do you have a clear understanding of not only what the process involves but also what is expected of you?

8. How would you describe the process thus far?
9. Have you been made to feel as a valued member of the department by the dean, chair, colleagues, and students?
10. If not, why?
11. Where you assigned a mentor and has that person been helpful? In what ways?
12. Have you found a community that meets your needs on campus? Off campus?
13. To date, are you pleased with you decision to come to the University of Utah? If not, please explain in detail if possible.
14. Would you recommend the University of Utah to other people of color and minorities?

Additional Comments:

Response to the College Task Force on Diversity (Fall 2005) Stuart Culver, Chair

The English Department is currently running two searches and a joint search with the University Writing Program. One search, that for a new Department Chair, has been run by an independent committee working in association with the Dean's office; they have identified and contacted prospects for the position and it is my understanding that this has included some people of color, though I don't believe any of these have become candidates in what is a fairly small pool. We are searching for a prose writer for the Creative Writing faculty with rank open and I instructed our committee to identify people of color whom I could contact. We followed up with two possible senior level candidates, though neither wanted to move at this time. One of these two indicated some interest and it is our intention to stay in contact with her. I have had discussions with the Director of UWP about how best to advertise for the position in ways that would encourage candidates of color. The department usually posts job advertisements, particularly those for beginning assistant professors, on list serves aimed at minority candidates.

The English Department normally seeks to diversify its faculty by identifying positions in minority literatures and cultural studies. A recent hire in African-American literature represented an important contribution to the College's diversity, as did appointments in Asian-American literature made a few years ago. The Department has lost one of its faculty in Asian American and has approached Vice President Dace to seek support for a replacement who would specialize either in Chicano/Chicana or Native American Studies, areas where the department feels understaffed.

It is the English Department's tradition that it hires faculty with the expectation of retaining and tenuring them. We have provided research support and mentoring for people of color hired at the junior level and offered starting salaries slightly above the norm for pre-tenure faculty. We encourage minority faculty to teach advanced courses in their areas of specialization right away and provide support for conferences. Minority faculty are appointed or elected to significant

department committees—Executive Committee and graduate Committee—in their early years and are encouraged to participate in discussions of strategic planning and curriculum revision. The Department does not have a tradition of appointing a single senior faculty mentor; however, in cases where the new faculty member might benefit from more specific advice than the Departmental Advisory Committee offers in its annual reviews, the department has assigned a committee of faculty with expertise in the faculty members areas of research or in adjacent fields of study.

The English Department does not have a special fund that would offer faculty of color special resources for career development. Instead, the chair uses discretionary funds to offer additional support for travel, research and pedagogical development; this has usually included a slight increase and extension of the research account normally offered to incoming faculty. The chair also has worked with minority faculty on grants to the Ford Foundation and other opportunities for leave. When the Department has lost recent minority hires, it is the case that their successful publishing here has made them attractive to other institutions. We have not lost a faculty member of color either through the denial of tenure or from a failure to develop professionally.

Finally, the chair has met annually with the Vice President for Diversity as the department begins its recruiting season to identify areas where we anticipate minority candidates, for advice on how to increase people of color in the pool, and to discuss possible funding of faculty lines. Primarily, in English, successful recruitment of people of color has required either a joint appointment with Ethnic Studies or special funds from the Vice President's office.

Complete Report from Deen Chatterjee (Department of Philosophy)

Recommendation to the Dean:

Preface: The efforts of the current Dean mark a quantum leap from the previous administration with respect to diversity and fostering openness that is conducive to free exchange of ideas. The current administration is perceived as genuinely and enthusiastically

committed to inclusiveness in all aspects of academic pursuits. The Dean's support of all ethnic area-studies programs and the international studies program, along with his efforts in the establishment of the Peace and Conflict Studies Minor and the Environmental Humanities graduate program, well document his all-out commitment to diversity and inclusiveness in the humanities scholarship. His aggressive campaign to raise funds for supporting diversity-related programs is also much appreciated.

Some recommendations:

This is most definitely an interim report. The Committee needs more time to do a thorough job. It especially needs to talk with its own members about its vision and common concerns and synchronize the various departmental differences and disciplinary approaches into a cohesive plan.

The Dean should make efforts to clarify the role and activities of the VP Office of Diversity to all minority faculty in the College. Presently many minority faculty members have no clue as to what the Office does. It is perceived by many as a shadowy, non-responsive agency.

There should be periodic interdepartmental meetings of ethnic minority faculty to discuss their common agenda and concerns. The Dean may wish to be present in these meetings. Also, the College should periodically meet to address the issue of diversity.

Lack of funds for the aggressive pursuit of diversity policies in the departments seems to be a common concern. The Dean should especially look into this and attempt to make funds available--more than what he has already done.

The Tanner Humanities Center should have a regular schedule of meetings to foster on-going dialogue of all academic and policy issues concerning diversity. More minority and international visiting faculty and graduate students should be brought in as resident fellows.

Philosophy Department:

Traditional Western philosophy has been the locus--if not the inventor--of racism, sexism, and ethnocentrism. These vices were

not sporadic and ad hoc; they were doctrinal, systemic, and held to be sacred. Almost all major philosophers in the tradition are renowned racists and/or sexists. Even Marx and Mill, well-known for their liberalism and critique of the tradition, had a colonial ethnocentric mind-set. Nietzsche, often regarded as the father of post-modernism, was renowned for his misogyny.

Philosophy as an academic discipline is the inheritor of this checkered past. No wonder the discipline has been unashamedly Eurocentric and averse and hostile to the very concept of diversity. Until recently the standard belief among the academics was that philosophy was invented in Athens and has ended in San Francisco! Any attempt to diversify the field since the Seventies has been viewed as not real philosophy; meanwhile, incorporating any global, "non-Western" perspective was deemed to be lowering the standard. In some sense, the discipline ended up being even narrower in orientation than the tradition--not even the European tradition (the so-called Continental philosophy) was regarded as worthy of serious philosophical pursuit compared to Anglo-American philosophy. Anything outside of the Anglo-American trend was considered exotic at best and idiotic at worst. (I have been astounded by my colleagues' remarks in the Seventies that Derrida and Foucault were "French idiots"!) Regarding the discipline's perception of the great philosophical traditions in Asia, Africa, or Latin America, the less said the better! "Ancient Philosophy" as a specialization in the discipline had the standard meaning of "Ancient Greek Philosophy." Ancient Chinese or Indian philosophy, for instance, were "Chinese" or "Indian" philosophy, or Asian philosophy, or worse yet, "Oriental Philosophy," not ancient philosophy. Ghettoization or marginalization of anything non-Anglo-American was rampant, so to display their "broad-mindedness" the folks in the discipline practiced tokenism in hiring by expressing fake interest in the "Other."

I am sad to say that this trend still persists in the discipline to some extent, though there are signs of change. There is a somewhat broader global perspective in philosophy today, and issues of global and international justice have been gaining attention. Along with this, there is a genuine attempt both at the national APA level and at various departmental levels in the country to diversify the discipline, though this has proved to be extremely difficult due to an under-representation of women in the discipline and a dire shortage of ethnic minority faculty in the profession.

The Department of Philosophy at the University of Utah had a proud record of inheriting the worst in the tradition. Indeed, the Departmental atmosphere in the Seventies and the Eighties was despicable. Not only was the orientation of the Department extremely narrow, the Department had a brazenly hostile atmosphere and attitude toward anything that was ethnic. Ethnic jokes and derogatory comments were rampant, and minority faculty were openly targeted. In a rather large, all-white, male-dominated department, the two minority faculty felt isolated, alienated, and uncomfortable. The Departmental ethnic "joke-fest" was pervasive in the Departmental meetings, in the hallways (often in the presence of students), and in faculty homes and get-togethers. Repeated complaints by minority faculty were either ignored or threatened with retaliation. There was no grievance committee or procedure, no diversity advisory committee, no mentors assigned to junior faculty (or especially to ethnic minority junior faculty), and no periodic meetings to discuss diversity-related issues. There was also blatant salary discrimination for minority faculty, which became evident when salary records went public.

Since the Nineties the situation in the Department has been gradually changing, largely due to the influx of a new breed of younger faculty. Especially in the last five years or so, the Department has shown visible signs of change, in many ways a result of the leadership of the current and the (immediate) past chairs. During the tenure of the past chair, Bruce Landesman, the Department saw a phenomenal growth in the hiring of women faculty and offering of non-traditional courses at the upper levels. An exceptionally capable junior faculty (though not female or ethnic minority) was hired to diversify the curriculum by incorporating courses in Chinese philosophy.

Now, especially due to the aggressive pursuit of diversity and fairness by the current chair, Leslie Francis, this same trend has not only continued but intensified. There is a surge of efforts, under Francis' leadership, to diversify the curriculum at all levels, especially at the intro levels, thus making philosophy accessible to a broad range of students. Given the under-representation of women in the profession, Francis is well aware that diversity is an issue about women too. The Department, to its credit, has been successful in hiring and retaining top-notch women applicants. Currently, two of the four candidates at the top are women, and one

ethnic minority candidate--very rare in the profession--has been short-listed and Francis is actively pursuing the prospect of bringing him to campus. To quote Francis: "(f)or all recruitments we make a particular effort to identify and consider minority and women faculty. (It's important to note that philosophy is a field in which women are underrepresented, too, and we need to consider this as part of the issue of diversity)." Currently the Department is trying to recruit an ethnic minority faculty member who would offer courses in Latin American philosophy. Francis seems to be in regular contact with the VP of the Office of Diversity to collaborate in all diversity-related efforts and activities in recruitment and retention, including making the Department of Philosophy open and available for spousal hiring (currently two in the Department), thus promoting diversity in other departments. The Department has also been influential in promoting diversity in the profession at the national level through its substantial involvement and leadership in the APA, including in its Program Committee, Executive Committee, and the Committee for International Cooperation.

In addition, senior positions in the Department are dominated by women. The University Honors Curriculum is now being diversified through incorporation of philosophy courses that explore the Chinese tradition under the guidance of Eric Hutton. There is support and encouragement in the Department to broaden our applied philosophy course offerings and research specializations by exploring cultural, international, and global topics that cut across the issues of gender, race, and diversity. The Department is supportive of the Asian Studies program and diversity-related courses. In all these respects the Department is far ahead of most other philosophy departments in the country.

However, all these efforts require adequate funding, and the Department is short of funds. As Francis points out, it is expensive to recruit minority faculty and graduate students, as well as difficult to find them in the first place. No wonder that there is an acute under-representation of ethnicity-based minority faculty (only two, plus one emeritus) and grad students (only three) in the rather large Department. To the Department's credit, however, the Front Desk has a part-time employee who is an African-American woman.

RECOMMENDATIONS:

Despite all the good efforts mentioned above, the Department has some noticeable drawbacks as far as diversity is concerned. There is no advisory committee on diversity; no periodic meetings to assess the situation on diversity in the Department, in the field, and in the profession and to formulate creative ways to achieve goals; hardly anything in existence to indicate vigorous efforts in the graduate program to recruit and retain minority students (this assessment is based on the response from the Director of Graduate Studies; this is also no doubt partially related to funding shortage); and no Departmental colloquia on a periodic basis exploring the issues of race, class, and gender. Past attempts to hold national colloquia on diversity and gender issues, though co-sponsored and supported by the Chair, have been met with stunning indifference if not hostility in the Department, though they have been well-received nationally and by other departments and in the community. Overall, despite the good efforts by the Departmental leadership, there's a general lack of interest in the diversity-related issues in our rather large Department. This was also evident in the total lack of response to my open plea for ideas in preparing this report. Only the Chair, the Director of Graduate Studies, and one other faculty who is an ethnic minority and a full professor responded to my report (the last one indicating very simply that she is happy with the Department), but these faculty have been specifically approached. Only the Chair responded again to my open plea.

The Department should rectify the drawbacks mentioned above (diversity committee, periodic meetings amongst faculty, more vigorous and creative graduate recruitment, and periodic colloquia on race, class, and gender). The Department should especially work to rectify vestiges of past discrimination that still exist. The Department should also arrange periodic meetings of ethnic minority faculty and graduate students with the Chair and look into other successful departments (like Vassar) for creative ideas. Due to inadequacy of its own funds for enrichment, the Department should aggressively pursue various campus endowment lectures for philosophy speakers who would bring in diversity-related ideas. Also, the Department may wish to bring in one or more internationally renowned philosopher(s) who are committed to expanding the field to make it more inclusive for advice and review of its existing programs. And the Department's home page should be revised to reflect a greater commitment to diversity.

April 13, 2006