

Criterion VIII.C – Faculty: Diversity

The school shall recruit, retain and promote a diverse faculty, and shall offer equitable opportunities to qualified individuals regardless of age, sex, race, disability, religion or national origin.

Expected Documentation

1. Demographic data of the school's faculty.
2. Description of policies and procedures regarding the school's commitment to providing equitable opportunities without regard to age, sex, race, disability, religion or national origin.
3. Identification of outcome measures by which the school may evaluate its success in achieving a demographically diverse faculty complement, along with data regarding the performance of the school against those measures over the last three years.
4. Assessment of the extent to which this criterion is met.

Criterion VIII.C – Faculty: Diversity

1. Demographic Data

Demographic data for all current (fall 2005) faculty members in Group A can be seen in Table VIII.A.1. Summary data are presented below in Table VIII.C.1.

Table VIII.C.1
Number (%) of Faculty by Minority Status, Gender and Academic Rank,
Fall 2005

Academic Rank	Asian/PI		Black/Non-Hispanic		Hispanic		White/Non-Hispanic		Total	
	M	F	M	F	M	F	M	F	M	F
Asst Prof	0	2	4	1	0	0	4	5	8	8*
%	0	50	80	50	0	0	11	21	18	27
Ascc Prof	2	2	1	1	1	0	9	9	13	12
%	67	50	20	50	100	0	26	38	30	40
Full Prof	1	0	0	0	0	0	22	10	23	10
%	33	0	0	0	0	0	63	41	52	33
TOTAL	3	4	5	2	1	0	35	24	44	30

*Includes 1 instructor

The percentage of faculty from underrepresented minorities is 10.8% among faculty Group A. The number and percentage of faculty who are female has increased slightly. Notably, the percentage of professors who are female increased from 20% to 33%. As of this writing, our HPA division has just finalized the recruitment of an African-American female assistant professor who will join our faculty in Aug. 2006. Further, the dean has leveraged resources from a recent retirement for our health disparities strategic initiatives and one faculty line has been set aside for an underrepresented minority faculty candidate. The remaining two lines will, as is true for all new searches, make every effort to recruit diverse faculty. The school is committed to having a diverse faculty and to providing our students with role models in the classroom, in research and in the practice setting. The campus makes special efforts to increase the diversity among the tenured faculty by: 1) a mentoring system to serve women and members of underrepresented minority groups; and 2) the provision of \$30,000 start-up research support funds for new faculty from underrepresented minority groups.

Adjunct faculty status is a way for the school to involve the practice community in our academic programs and to provide them with access to students who might do their field experience/internships completing important projects in their departments. Several adjunct faculty are from underrepresented groups and are excellent role models for our students.

Further, the recently funded CDC post-doctoral training program, the Illinois Public Health

Research Fellowship Program, has hired 12 post-doctoral fellows, who as “faculty apprentices” expand the diversity of mentors available to our students. Of these 12, 2 are Black, non-Hispanic, 1 is Hispanic, 3 are Asian/PI and the remaining 6 are White, non-Hispanic.

Finally, part of the difficulty in diversifying the faculty is that there is a relatively small pool of persons from diverse groups who choose public health careers and thus, over the last several years, the School has been involved in pipeline efforts targeted at elementary, high school and college students. These programs provide opportunities for these students to get exposure to health careers, including public health careers.

2. Equitable Opportunities

The school and the university are committed to providing equitable opportunities to qualified individuals in accordance with our stated nondiscrimination policy (see Appendix II.B.5.1). In terms of recruiting new faculty, UIC has procedures in place to insure compliance with the Affirmative Action Policies. These procedures, as outlined in the Academic Search Manual (<http://www.uic.edu/depts/oe/Searchmanual.htm>) must be followed by all faculty search committees. Given the school’s divisional structure, search committees for faculty appointments are charged by the division director after consultation with and approval from the dean (see response to Criterion III.1 for further details on faculty recruitment).

3. Outcome Measures

Outcome measures to evaluate the school’s success in achieving a demographically diverse faculty complement include: 1) having an aggressive policy on recruiting faculty from underrepresented minority groups; and 2) an improvement in the percentage of professors who are female. Information provided in the response to Criterion VIII.C.1 addresses these measures.

4. Assessment

Given the nature of the tenure system, the lack of a required age at retirement and the limited resources available in state institutions like UIC, changes in the faculty complement mostly come from hiring new assistant professors. The school has achieved increased diversity through strategic tenure track hires. While overall we recognize that inequalities remain in the associate professor and professor academic ranks (we have made some strides with respect to increasing the percentage of women who are professors), the future of the school faculty can be seen in the assistant professor rank where over 30% of the faculty are from underrepresented groups, albeit none are Hispanic. When we have had the opportunity, we have made important strides in diversifying our faculty. We are not satisfied, and we realize more work remains. We are focused on being successful in this endeavor. Our good news in the area of diversity is that we are graduating more doctoral students from underrepresented groups and are thus contributing to the pool of potential faculty of color. Our policy of not hiring our own doctoral students means that these persons are not available to us to recruit immediately upon graduation. However, it is our hope that other programs will begin to graduate an increasing number of doctoral students of African-American or Hispanic heritage

or perhaps we must reconsider our policy. At this point in time, we believe that this criterion is met with commentary.