

**MENTORING DIVERSE FACULTY IN COMMUNICATION
SCIENCES AND DISORDERS PROGRAMS: VOICES FROM THE FIELD**

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"Were a college or university truly committed to democratic pluralism, it would proceed to create conditions under which the representatives of different cultures could have conversations of respect with each other in order to do their everyday teaching and research...marginalization ends and conversations of respect begin when the curriculum is reconceived to be unimplementable without the central participation of the currently excluded and marginalized."

(Hill, 1991)

The U.S. Census Bureau reported that significant demographic changes have occurred in the United States over the last decade (Battle, 1998; Bouvier & Gardner, 1986; Horton & Smith, 1993; U.S. Census Bureau, 2000). By mid-2005 and 2010, the number of people of color in the U.S. is expected to increase to 30.1% and 32.0%, respectively, with the greatest demographic changes seen in

the Hispanic, African American, and Asian/Pacific Island populations (U.S. Bureau of the Census, 1998a, 1998b).

As the number of people of color living in the U.S. rapidly increases over the next several decades, the number of students and faculty of color in higher education are also expected to increase (Morey & Kitano, 1997; Turner, Garcia, Nora, & Rendon, 1996). However, the number of faculty of color who will be recruited and retained in higher education is not expected to be proportional to the number of white faculty who will be recruited and retained.

The purpose of this article is to provide an overview of the employment status of faculty of color in higher education in the U.S. and in Communication Sciences and Disorders (CSD) programs in particular. Some of the myths, beliefs, perceptions, and barriers that appear to be pervasive in higher education and that affect the successful recruitment, retention, and development of faculty of color in higher education will be discussed. Last, solutions for increasing the number of faculty of color are offered.

Faculty Demographics in Higher Education in the United States

The American professorate encompasses numerous disciplines. It also is comprised of people who are from different ethnic/racial backgrounds with an array of values, beliefs, and traditions (Bowen & Schuster, 1986). With regard to academic rank, the U.S. Department of Education (2000) reported that there were approximately 163,632 faculty in two- and four-year institutions of higher education who held the rank of Professor, approximately 128,262 who held the rank of Associate Professor, approximately 128,329 faculty who held the rank of Assistant Professor, and approximately 68,329 faculty who held the rank of Instructor. There were also approximately 14,342 faculty who held the rank of Lecturer and approximately 65,825 who held the rank of "Other."

When comparisons were made between faculty ethnicity and faculty rank, the U.S. Department of Education (2000) found that approximately 85,326 (15%) of full-time faculty working in two- and four-year institutions of higher education (n = approximately 568,842) were faculty of color while approximately 483,516 (85%) were white faculty (See Table 1). They also found that approximately 18,607 (11%) of full-time faculty of color held the rank of Professor,

	American Indian	Asian	Black	<u>Hispanic</u>	White	Non-Resident Alien	Race/Ethnicity Unknown
Rank							
Prof.	413	8,508	5,240	2,921	145,025	1,090	435
Assoc.	376	7,067	6,047	2,979	110,047	1,373	373
Assist.	546	8,900	8,046	3,951	101,620	4,494	772
Inst.	463	2,612	4,575	2,654	56,395	973	657
Lect.	63	655	805	553	11,556	628	82
Other	430	3,517	3,010	1,710	52,487	4,410	261
TOTAL	2,291	31,259	27,723	14,768	477,130	12,968	2,580

Source: United States Department of Education, Biennial Fall Staff Survey, Fall 1997

approximately 18,215 (14%) held the rank of Associate Professor, and 26,706 (21%) held the rank of Assistant Professor. Approximately 11,934 (17%) and 2,786 (19%) of full-time faculty of color held the ranks of Instructor and Lecturer, respectively, and approximately 13,338 (20%) faculty of color held the rank of “Other.” In comparison, approximately 145,025 (89%) and 110,047 (86%) of white full-time faculty held the ranks of Professor and Associate Professor, respectively. Approximately 101,620 (79%) of white full-time faculty held the rank of Assistant Professor, approximately 56,395 (83%) held the rank of Instructor, approximately 11,556 (81%) held the rank of Lecturer, and approximately 52,487 (80%) held the rank of “Other” (U.S. Department of Education, 2000).

As can be seen from the U.S. Department of Education's (2000) findings, disparate differences exist between the number of white faculty and faculty of color who are employed in higher education as full-time faculty and between the numbers of white faculty and faculty of color who hold senior academic ranks (e.g., Professor, Associate Professor).

Faculty Demographics in Communication Sciences and Disorders Programs

Biannually, the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) conducts *The National Survey of Undergraduate and Graduate Programs in Communication Sciences and Disorders (CSD) Programs Council Programs* (Petrosino, Lieberman, McNeil, & Shinn, 1999). The most recent survey was conducted during the 1998-1999 academic year.

From the 1998-1999 *National Survey of Undergraduate and Graduate Programs in Communication Sciences and Disorders*, it was found that there are 302 CSD programs in the U.S., Canada, and Puerto Rico - 55 undergraduate-only academic programs, 35 graduate-only programs, and 212 undergraduate/graduate programs (Petrosino et al., 1999). These programs employed 2,559 full-time faculty members and 1,171 part-time faculty members for a combined total of 3,730 faculty members, which constitutes approximately 4.3% of the American Speech-Language-Hearing Association's (ASHA) membership (ASHA, 1999). Of the 3,730 faculty, approximately 2,014 (54%) had doctoral degrees in speech-language pathology, audiology, or a related discipline, and approximately 199 (5%) were faculty of color (Petrosino et al., 1999).

To further illustrate the scarcity of faculty of color in institutions of higher education in the U.S., a review of the CSD faculty within the State University of

System (SUS) of Florida was conducted. Of the ten universities that form the SUS of Florida, six of them have CSD programs. They are as follows: University of Florida (undergraduate & graduate program), Florida Atlantic University (graduate-only program), Florida International University (graduate-only program), University of South Florida (undergraduate & graduate program), University of Central Florida (undergraduate & graduate program), and Florida State University (undergraduate & graduate program). In addition to having master's degree programs, University of Florida, University of South Florida, and Florida State University have doctoral degree programs (Rosa-Lugo, Rivera, & McKeown, 1998). It should be noted that each of the authors of this article was employed in the FL SUS at the time of this publication.

Rosa-Lugo (2001) conducted an informal survey of Florida's six public universities with CSD programs to determine the number of tenure and tenure-earning full-time faculty with doctoral degrees working in those institutions. It was found that there were 61 full-time faculty with doctoral degrees. Of the 61 faculty, there were 51 white faculty ($n = 36$ females and 24 males) and ten faculty of color ($n = 8$ females and 2 males) with doctoral degrees (see Table 2). The ethnic/racial backgrounds of the full-time faculty of color with doctoral degrees were as follows: four African Americans, four Hispanic, and one "Other." One held the rank of Associate Professor, and eight held the rank of Assistant Professor. None of the faculty of color had received tenure. Interestingly, none of them held the rank of Professor (Rosa-Lugo, 2001).

<p>Table 2. Number of Full-Time Doctoral Level Faculty and Faculty of Color in the Florida State University System (SUS) during the 2000-2001 Academic Year.</p>

<u>Institution</u>	Total Number of Faculty	Total Number of Faculty of Color
University of Florida	12	0
Florida Atlantic University	4	2
Florida International University	3	2
University of South Florida	15	1
University of Central Florida	13	4
Florida State University	14	1
Total	61	10

Myths, Beliefs, and Perceptions about Faculty of Color

Over the past several decades, researchers and scholars have discussed myths and other inaccurate beliefs and perceptions that appear to be held in higher education about faculty of color (Collison, 2001; Miller, 1991; Toren, 1991; Turner & Myers, 2000; Turner et al., 1999). They include, but are not limited to, the following: (1) faculty of color want higher education to change its norms, values, and expectations to meet their diverse interests and needs without making considerable personal changes themselves; thus, it is difficult for them to succeed in higher education (Miller, 1991; Toren, 1991); (2) female faculty of color do not face role conflicts in higher education; therefore, they are “prime hires” (Turner & Myers, 2000); (3) faculty of color are in great demand in higher education and they receive numerous job offers (Turner et al., 1999); and (4)

faculty of color must have “exceptional” or “superstar” credentials if they are going to succeed in higher education (Collison, 2001; Turner & Myers, 2000).

Barriers to the Successful Recruitment, Retention, and Mentoring Faculty of Color

Because of the difficulties that institutions of higher education in the U.S. have in recruiting, retaining, and mentoring faculty of color, studies have been conducted to identify barriers that affect faculty of color’s decisions, performance, and success in academia. Barriers that have been found have been discussed in detail elsewhere (Battle, 1999; Carter & Wilson, 1991; Exum et al., 1984; Guilfoyle, 1995; Johnson, 1997; Johnsrud & Des Jarlais, 1994; Reyes & Halcon, 1988; Turner et al., 1999). They include: (1) isolation, (2) lack of mentoring, (3) devaluation of research activities, (4) heavy teaching and university service loads, (5) lack of knowledge regarding criteria for tenure and promotion, (6) lack of collegial support, (7) racial and ethnic bias in recruiting and hiring, (8) continual pressure to prove and justify that they deserve their position, (9) racial and ethnic bias in tenure and promotion practices and policies, (10) belief among some chairs and other faculty that one faculty of color is adequate for the department (or “tokenism”), (11) constant scrutiny and feelings of “being in the spotlight,” (12) being expected to handle most, if not all, “minority affairs” in the department, (13) low institutional salaries, (14) gender bias, and (15) lack of recognition and value of non-academic experiences.

Strategies for Recruiting and Retaining Faculty of Color

Cartledge, Gardner, and Tillman (1995), Colby and Foote (1995), Frierson (1990), Green (1989), Johnson (1997), Just (1999), King (1993), Turner et al. (1999), and others have provided succinct reasons why faculty of color should be aggressively recruited and retained in higher education. They include: (1) faculty of color can act as role models, mentors, and advocates for the overall student body on most college and university campuses, in general, and for students of color, in particular; (2) faculty of color have been frequently shown to have higher

academic expectations for students of color than other faculty; (3) the presence of faculty of color on college and university campuses has been shown to be the best predictor, after financial aid, of students of color enrollment in and graduation from colleges and universities; and (4) faculty of color can facilitate and create “a divergent look at curriculum, design, teaching methods, learning styles, and evaluation methods (used in departments and programs)” (Johnson, 1997, p. 114).

To successfully recruit and retain faculty of color in higher education, colleges and universities will need to use a variety of strategies. Strategies have been discussed in detail in the literature, which can be found in Astin (1982), Battle (1999), Cockrell et al. (1999), Johnson (1997), Johnsrud and Des Jarlais (1994), Owens et al. (1994), Turner et al. (1999), and Turner and Myers (2000). Some suggested strategies include:

- Eliminate racial and ethnic bias in recruiting and hiring.
- Aggressively seek well-qualified faculty of color.
- Recognize and value non-academic experiences and activities.
- Increase salaries to be competitive with private sector.
- Provide intercampus networks and mentoring.
- Update and clarify tenure and promotion criteria to credit a wider array of teaching, research, and service activities.
- Reduce teaching and service loads, especially in the first several years.
- Increase research support and opportunities.
- Recognize and value research publications that are not published in traditional, “mainstream” journals or association journals.
- Recognize and value research presentations that are not made at traditional, “mainstream” or association conferences.
- Provide training to chairs and department personnel committees on how to give timely and useful feedback and suggestions to tenure-earning faculty.
- Provide focused faculty development programs.
- Create and ensure a positive, nurturing work environment.

- Identify and eliminate all forms of “tokenism,” racism, and sexism.
- Promote collegiality among administrators and faculty at all university levels through diversity workshops, in-services, and other activities.
- Diversify campus and department student body, faculty, administration, and staff (e.g., office managers, secretaries).
- Prepare doctoral students of color for careers in academia through role preparation, mentoring, networking, and other activities.

Summary

The underrepresentation of ethnically diverse faculty with doctoral degrees in the fields of Communication Sciences and Disorders significantly affects the pool of individuals available to meet the demand for faculty in programs across the United States. The paucity of individuals that hold the doctoral degree is only one aspect of the faculty problem. There is a critical need for hiring authorities to utilize effective recruitment and retention strategies to attract ethnically diverse individuals.

The intent of this ethnically diverse panel was to provide data, factual information, and faculty anecdotes that addresses the critical faculty of color shortages in higher education, in general, and in Communication Sciences and Disorders Programs, in particular. This panel addressed myths, provided data based support, and shared anecdotal experiences for the content presented in these proceedings. In addition, strategies were offered that could facilitate the professional development of ethnically diverse faculty in higher education throughout the country.

The demographic changes in the United States populous are indicative of the need to have culturally and ethnically diverse educators and researchers in CSD. The 21st century is an opportune time to maximize our potential to attract more diverse individuals to the discipline and to meet the needs of culturally diverse consumers across the country and globe. The challenge is

one that the members of this panel believe can be met by the members of the CAPCSD.

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