

# SREB

## Increasing Faculty Diversity *Study Shows Annual Institute Is an Effective Strategy*

*Since 1994, the Institute on Teaching and Mentoring has helped thousands of minority Ph.D. scholars complete their doctorates and succeed as faculty members.*

*A study funded by the National Science Foundation now confirms the Institute's effectiveness in its mission of increasing the diversity of faculty on U.S. campuses, proving it an excellent complement to university doctoral training.*

Southern  
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Education  
Board

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# The Institute on Teaching and Mentoring

*The nation's largest gathering of underrepresented minority Ph.D. students and faculty of color*



## Bringing Scholars Together

**Earning a doctoral degree** is a demanding undertaking. And scholars of color often discover they're the first people like themselves pursuing a Ph.D. at their university, or the only scholar of color in their field nationwide. The Institute brings these scholars together for professional development, networking and leadership opportunities. Many participants describe the event as life-changing, a deep source of inspiration that fuels them throughout their studies and into their careers.

## Who Attends the Institute?

- **Two thirds** of participants are women.
- **Nearly half** are the first generation in their families to complete a four-year degree.
- **Nearly two thirds** are black.
- **One in four** are Hispanic.
- **Seven percent** are American Indian/Native Alaskan.
- **Four percent** are Asian.

## The SREB Doctoral Scholars Program

### *Layers of Support: Mentoring, Funding and Career Services*

Only about **6%** of U.S. faculty are African American, and only **5%** are Hispanic or Latino.

Over its 26 years, the SREB-State Doctoral Scholars Program has helped nearly **1,000** underrepresented students of color earn a Ph.D. — **80%** of whom are currently faculty or administrators on U.S. campuses. Another **400** students are now pursuing doctorates through the program.

The SREB program saves states, universities, and doctoral students time and money: SREB scholars finish their Ph.D.s two to five years faster than the national average, saving up to **\$120,000** per student.



*The SREB Doctoral Scholars Program hosts the annual Institute on Teaching and Mentoring in partnership with programs across the nation that share the mission of diversifying the professoriate.*

## Evaluation Report of the Institute

With funding from the National Science Foundation, a 2018 study surveyed nearly 2,000 participants of the Institute on Teaching and Mentoring from 2011 to 2016. Researchers compared the survey results against national benchmark data from the Survey of Doctorate Recipients, conducted by the National Center for Science and Engineering Statistics. The full study is available at [SREB.org/InstituteEvaluation](http://SREB.org/InstituteEvaluation).

### Bringing Skills Back to Campus

The Institute has been extremely important to the academic and professional success of scholars who attended. The NSF study showed that the benefits of the Institute on Teaching and Mentoring, from finishing the dissertation to planning academic careers, are deep and wide-ranging.

### Changing the Face of Teaching and Research

Alumni of the Institute are joining the faculty at four-year colleges and beyond, according to the study. They are expanding the base of knowledge in their fields and becoming leaders on their campuses.



**20,000**  
inspired over a  
25-year history

## Bringing Skills Back to Campus

*About 85% say the Institute has been extremely important to their academic and professional success.*

Sessions on **completing the dissertation** were rated as most valuable, contributing substantially to the academic success of attendees. The Institute was at least as effective as students' Ph.D. programs in preparing scholars to **collaborate** with colleagues and **communicate** about their research, the study shows.

Ph.D. students identified professional **networking** and a sense of **community** as the top benefits of attending. Ph.D. graduates cited **skills development** and **career planning** among the most important benefits.

### *Individual Growth and Learning*

The Institute offers about 50 sessions on a variety of topics. Participants rated nearly all of them as very important to their professional development. Institute participants reported they would apply what they learned in these sessions, which were rated highest for contributing to academic and professional success:

- Academic integrity/ethics
- Interacting with difficult colleagues
- Outreach and service
- Preparing for job interviews
- Communicating about research



## Changing the Face of Teaching and Research

*Institute participants are significantly more likely than their peers nationally to be employed at a university.*

Black alumni of the Institute are significantly more likely than their counterparts nationally to be conducting research that expands the base of knowledge in their field, the primary focus of Ph.D. training.

Many of the survey respondents are employed on four-year college campuses:

- |  |     |
|--|-----|
| • Four-year college or university        | 45% |
| • Nonprofit/nongovernmental organization | 35% |
| • Business and industry                  | 11% |
| • Federal government                     | 6%  |
| • State and local government             | 3%  |

### *Research and Leadership in Higher Education*

Institute alumni are slightly more likely than Ph.D. graduates overall to hold administrative roles in higher education, including positions in development (fundraising and engagement) and leadership.

## Salary Findings

The study showed Institute alumni closing the historical pay gap between minority populations and the population overall. The responses indicated no statistical difference for salaries up to \$150,000.

**Women** who participated in the Institute were significantly more likely than doctoral graduates nationally to earn incomes in three of the top four income brackets (between \$80,000 to \$149,999).

**Black** Institute participants were more likely to earn higher salaries than black Ph.D. graduates nationally, in almost all income categories.

Researchers are now examining the data by academic field and productivity to better understand differences in earnings among Institute attendees and their peers.

**50+**  
sessions on a  
variety of topics

## Next Steps: Building on the Findings

SREB will apply the results to learn how the Institute on Teaching and Mentoring can serve students even better.

**2019-20:** The researchers will examine Institute participants' productivity in academic fields, using new data from the Council on Graduate Schools.

**Beyond:** SREB hopes to collaborate with other minority Ph.D. programs to learn what works and why — so that all programs sharing the mission of diversifying the professoriate can reach more students and improve their effectiveness.



# SREB

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September 2019 (19E07)

**The Institute on Teaching and Mentoring** is a four-day annual conference that gives the issue of faculty diversity a national focus and provides minority scholars the strategies to survive the rigors of graduate school, earn the doctoral degree and succeed as members of the professoriate.

**The SREB-State Doctoral Scholars Program** serves the goal of increasing the number of minority students who earn doctorates and choose to become faculty at colleges and universities. Since its founding in 1993, the program has supported more than 1,660 scholars who have attended 107 institutions in 31 states.

**The Southern Regional Education Board** works with states to improve public education at every level, from pre-K through Ph.D. SREB is an interstate compact of 16 states and a nonpartisan, nonprofit organization.

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*The evaluation of the Institute on Teaching and Mentoring was sponsored by the National Science Foundation Directorate for Education and Human Resources, Division of Human Resource Development. The project was supported by supplemental grant #(HRD-0639678), proposal #(HRD-1015679). David Feldon led the reasearch with contributions from James Peugh, Alok Shenoy and Annie Wofford. The findings of the study reflect the interpretation, judgment and beliefs of the researchers and do not represent the opinion or endorsement of the NSF. The full study is available at [SREB.org/InstituteEvaluation](http://SREB.org/InstituteEvaluation).*

*Photos by Charles West.*