



Closing the Loop

The Pay-Off on Your State's Investment

SREB Doctoral Scholars Program

Beginning the Loop

For 21 years, SREB states have supported the nationally recognized SREB-State Doctoral Scholars Program. The program has produced more than 700 Ph.D.s and supports more than 350 matriculating doctoral candidates. The Doctoral Scholars Program demonstrates what SREB states and institutions of higher education can accomplish when they share resources and work together toward a common goal — in this case, to increase the number of minority faculty members on college and university campuses.

The program's motto, "more than a check and a handshake," reflects the multiple layers of support that scholars receive. This support includes academic and research funding, career counseling, job postings, scholar counseling, advocacy, professional development, attendance at the annual Institute on Teaching and Mentoring, job recruitment and early career support. The Doctoral Scholars Program, working with SREB states and institutions, forms a loop of activities that readies minority Ph.D. scholars for faculty positions.

This loop starts with SREB state and institutional support that encourages more underrepresented minority (URM) scholars to pursue doctoral study and leads to more URM scholars earning terminal degrees. These scholars are then recruited to work in higher education — especially in the SREB region. As scholars return to SREB states and institutions to teach, secure grants, conduct research, mentor the next generation of students, and serve their communities, states reap the benefits at every turn.

As a result of increasing the support from SREB states and institutions, the Doctoral Scholars Program can serve more scholars, provide additional program services, increase the pool of quality graduates and increase the opportunity for institutions in the SREB region to employ a more diverse faculty. The benefit for the SREB region is that a higher quality of education is provided to tomorrow's college students.



Investing in Diversity

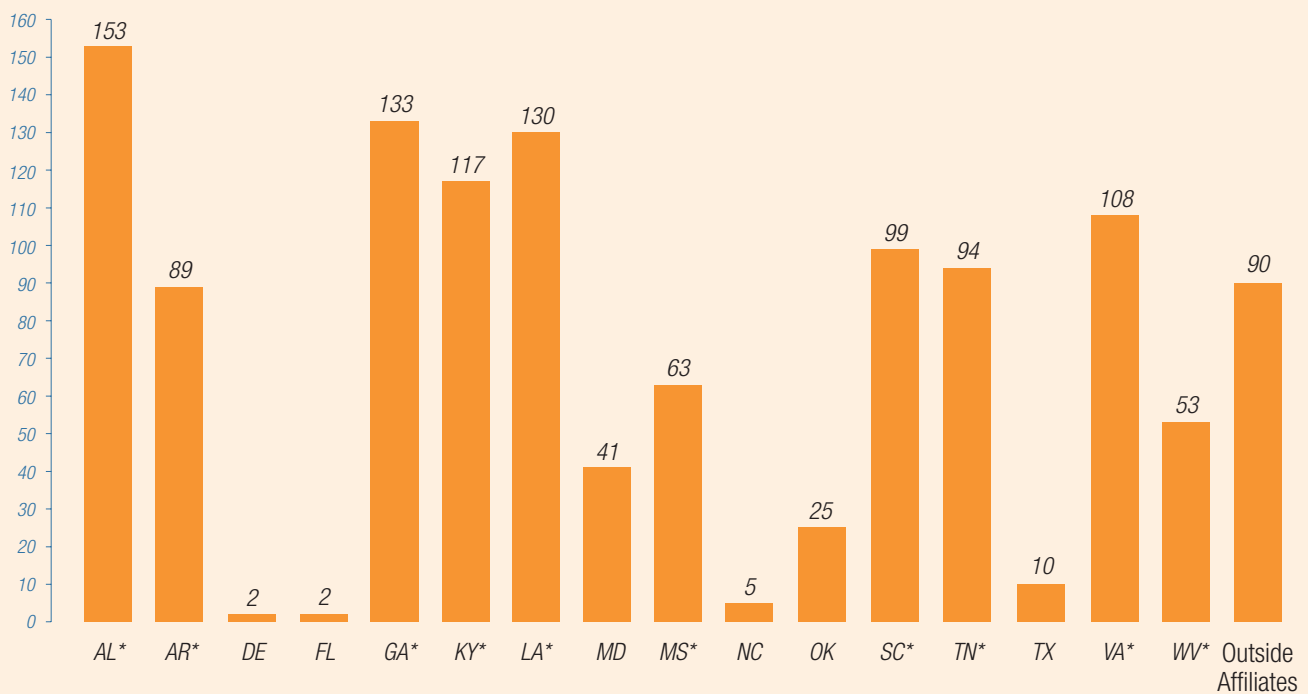
Why are there so few black faculty members on campuses in America?

This was the question posed to the 1990 SREB Executive Committee. On one hand, too few minority students were seeking doctoral degrees. On the other, hiring policies and practices on predominantly white campuses lacked focus on diversity. SREB states joined together to address this issue and formed the Doctoral Scholars Program. The program has made great strides toward addressing these issues.

Ten of the 16 SREB states currently support the program, and each state has participated at some time between 1993 to 2013. The program is looking to increase institutional participation in order to expand support for the program.

Eight universities currently support institutionally funded scholars. This means institutions, independent of state support, sponsor scholars through the SREB Doctoral Scholars Program. Most of these institutions are outside of the SREB region. If more SREB states and institutions support the program, a more diverse faculty pool would be available, thus providing a more robust intellectual network of faculty. This investment by SREB states and institutions marks the beginning of the loop.

Scholars by State, 1993-2013



* Participating States

Outside Affiliates = Howard University; CUNY Graduate Center; North Dakota State University; Indiana University; IUPUI and Ball State University

A Key to Ph.D. Completion

URM scholars earning doctorates is a key step in answering the question posed to the SREB Executive Committee and member states. The program's multiple layers of support provide assistance for scholars to complete their doctoral degrees.

To date, the program has served more than 1,200 scholars and has a near 90 percent retention/graduation rate.

The good news is that nationally and in the SREB region, the number of minorities earning doctorates has increased. Unfortunately, the representation of these scholars among all doctoral-degree earners has been modest. There is still work to be done.



Dr. Ansley Abraham presents SREB program graduate Kedra James with a plaque at the 2013 Institute on Teaching and Mentoring.

Le'Brian Patrick accepts a plaque from Dr. Ansley Abraham at the 2013 Institute on Teaching and Mentoring.



- More than 1,200 scholars served: 360 scholars currently matriculating; more than 700 graduates
- 79 graduates have earned tenure
- Near 90 percent retention/graduation rate
- High faculty employment rate: 80 percent employed in education – 92 percent on campuses as faculty, administrators and postdoctoral researchers; nearly 70 percent employed in SREB states
- Reduced time-to-degree: scholars entering the program with bachelor's degrees graduate on average in 5.0 years. Scholars entering with master's degrees graduate on average in 4.7 years
- Fields of study: 37 percent in science, technology, engineering and mathematics; 27 percent in social and behavioral sciences; 16 percent in humanities; and 20 percent in other fields of study
- Online scholar database: information on more than 1,800 minority Ph.D. scholars available to college and university faculty recruiters
- Host of the Compact for Faculty Diversity Institute on Teaching and Mentoring – the nation's largest annual gathering of minority doctoral scholars who aspire to become faculty members



The annual Institute on Teaching and Mentoring draws over 1,000 URM scholars. The four-day conference is the largest gathering of minority doctoral scholars in the country. Now in its 21st year, the Institute gives the issue of faculty diversity a national focus and provides minority scholars with strategies to survive the rigors of graduate school, earn the doctoral degree and succeed as a member of the professoriate.

Employed in Higher Education

Most Doctoral Scholar Program graduates seek jobs in higher education. As scholars earn degrees and seek jobs, they address the lack of diversity among faculty on college and university campuses in the SREB region and across the nation.

At least one Doctoral Scholars Program graduate is employed in each SREB state. Almost 70 percent of all employed graduates currently work in the SREB region. An additional 5 percent of graduates have worked in the SREB region at some point in their careers.

“[Being a minority at the front of the classroom] allows me to informally be a role model/mentor to other minority students.”

Dr. Vanessa Casanova,
Assistant Professor of
Occupational Health
Sciences, University of Texas
Health Science Center



Three SREB states have more than 40 program graduates employed in their states. One SREB state has 32 employed graduates, and nine SREB states have between 20 and 30 employed graduates. Eight program graduates are employed internationally.

Eighty percent of employed graduates are currently working in education — nearly 90 percent are employed in higher education as faculty, administrators or postdoctoral researchers. An additional 6 percent of graduates have worked in education at some point in their careers.

The Doctoral Scholars Program is achieving its goal of increasing faculty diversity. The fact that most program graduates work in higher education is evidence that the program is helping SREB states and institutions close the loop between state investment and diversifying faculty.

Employment by State (N=614)

Alabama	45
Arkansas	25
Delaware	1
Florida	23
Georgia	69
Kentucky	32
Louisiana	22
Maryland	22
Mississippi	23
North Carolina	42
Oklahoma	9
South Carolina	20
Tennessee	25
Texas	20
Virginia	24
West Virginia	6

non-SREB

Alaska	1
Arizona	25
California	23
Colorado	3
Connecticut	4
District of Columbia	22
Iowa	3
Illinois	11
Indiana	13
Kansas	2
Maine	1
Michigan	5
Minnesota	4
Missouri	4
New Hampshire	2
New Jersey	19
New Mexico	2
Nevada	1
New York	20
Ohio	12
Oregon	3
Pennsylvania	14
Puerto Rico	2
Rhode Island	3
Washington	2
Wisconsin	3
International	8

Employment by Type

States	No. Employed	Academic Employment		Non-Academic Employment	
		Number	Percent	Number	Percent
Alabama	80	65	81	15	19
Arkansas	43	33	77	10	23
Delaware	1	0	0	1	100
Florida	2	1	50	1	50
Georgia	62	52	84	10	16
Kentucky	63	54	86	9	14
Louisiana	45	38	84	7	16
Maryland	21	17	81	4	19
Mississippi	45	38	84	7	16
North Carolina	3	3	100	0	0
Oklahoma	16	12	75	4	25
South Carolina	43	33	77	9	23
Tennessee	44	39	89	5	11
Texas	5	5	100	0	0
Virginia	62	41	66	21	34
West Virginia	25	16	64	9	36
non-SREB					
District of Columbia	5	5	100	0	0
Indiana	6	6	100	0	0
New Jersey	24	20	83	4	17
New York	1	1	100	0	0
Total	596	479	80	116	19

The Pay-Off

The benefit of having educated and qualified URM scholars employed in SREB states leads to the advancement of knowledge and improves the social and economic development in the SREB region.

“Besides the financial assistance – that helped out extremely – meeting and being able to network with people from all over [was a huge benefit of SREB] – you can’t really beat that.”

Dr. Charlie Collins,
Principal Investigator of
Forestry and Assistant
Professor in the Department
of Agriculture and Natural
Resources, Kentucky State
University



What does this mean for states?

- **Save time and money.** SREB Ph.D. candidates complete degrees, on average, two years faster than the average for all U.S. Ph.D. candidates, and almost twice as fast as that of all U.S. minority Ph.D. candidates. By finishing faster, scholars present themselves to the labor market quickly and save sponsoring states money by shortening their time-to-degree.
- **Produce a highly trained and skilled talent pool for the state’s work force and economy.** Program graduates become productive scholars who conduct cutting-edge research that expands knowledge and improves states’ economies.
- **Create role models.** Program graduates more closely reflect the changing demographics of the campuses and general populations they serve. Through effective mentorship, program graduates encourage and inspire URM students to succeed, while enriching the educational experience for all students.
- **Expand recruitment options.** Program graduates allow state colleges, universities and research labs to recruit from a highly qualified pool of minority students. States benefit by having an expanded pool of talent they can draw from to bolster their economies and improve their communities.

- **Develop well-educated and effective leaders.** Program graduates provide skilled services, such as technical assistance and consulting, as well as effective leadership in the states, institutions, and communities where they work and live.
- **Improve campus climate.** Program graduates employed in SREB states signal improved campus climates to prospective students. Improved campus climates translate into higher persistence and graduation rates, higher wages, and improved state economies.

“I believe that the strength of this program is its broad support over the breadth of academic pursuits. As the number of graduates grows, it creates a cohort that will be able to work together to effect greater change. I look forward to the continued strength of this program.”

Dr. Paul DeLaLuz,
Chair of the Department
of Natural Science and
Mathematics, Professor
of Chemistry, Lee University



Over the last 30 years, underrepresented minority representation among faculty at four-year institutions has improved. Despite the improvement, the change is at a glacial pace: only tenths of a percent per year. Both the region and nation have a long way to go to close the gap. The nationally recognized SREB-State Doctoral Scholars Program offers a consistent, workable solution.

Closing the Loop

SREB states and institutions invest in diversity by participating in the Doctoral Scholars Program. This investment begins the loop between state and institutional support, Doctoral Scholars Program services, and employment in the SREB region. The return on this investment is a community that is highly educated, high salaried and employed in the SREB region.

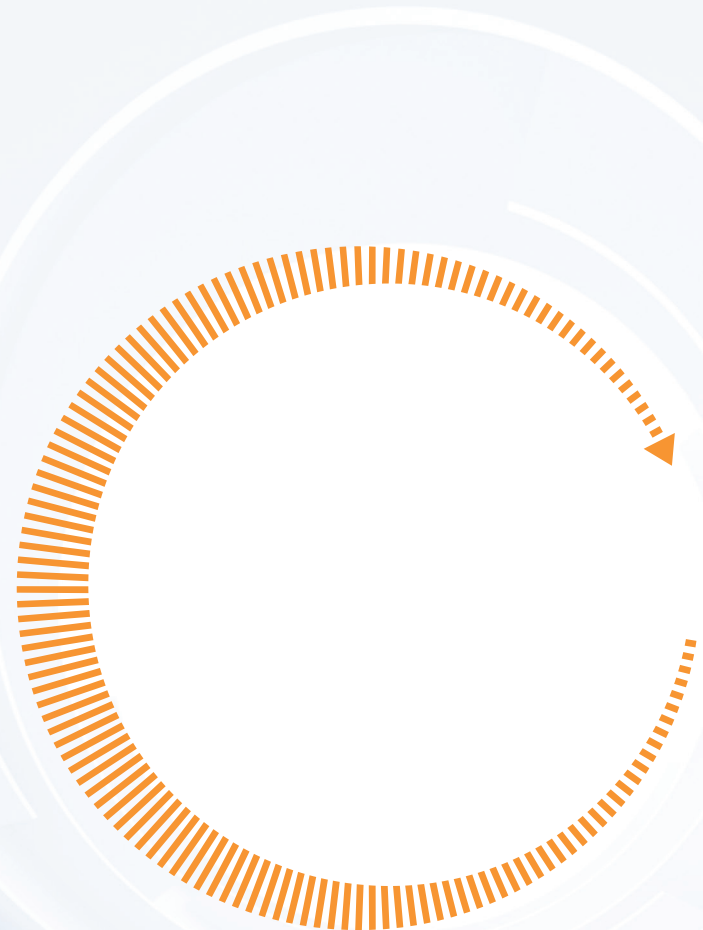
According to the National Bureau of Economic Research, “Faculty diversification on college campuses may in fact lead to a higher quality of education for all students, especially minority degree seekers.”

This is especially important when considering that today minority students account for almost two-thirds of the growth in college enrollment. Currently only about 5 percent of college faculty members at four-year predominantly white campuses are black or Hispanic.

Even with 70 percent of the 715 program graduates working in the region, more needs to be done to increase participation among all SREB states and institutions. Through the Doctoral Scholars Program, SREB states are effectively closing the loop that readies minority Ph.D. scholars for faculty positions.

“The Doctoral Scholars Program made me think it was possible to finish my program and do the thing I really wanted to do, which was to teach on a college level. Getting the Ph.D. was no longer a dream. SREB made it a reality for me.”

Dr. Karsonya Wise Whitehead,
*Assistant Professor,
Communication, African &
African American Studies,
Loyola University Maryland*



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SREB

Doctoral Scholars Program

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