



*16th Annual*

# Institute on Teaching and Mentoring



THE  
COMPACT *for*  
FACULTY  
**DIVERSITY**

## A National Leader, a National Issue

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In 1994, three interstate compacts — the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB) and the Western Interstate Commission for Higher Education (WICHE) — recognized the serious issue of too few minority faculty on America’s college campuses. At that time, almost one-third of the nation’s college students were minority group members, but only about 10 percent of college and university faculty were minority members. With support from foundations, states and institutions, the three boards formed the Compact for Faculty Diversity to address this issue.

Today, the Compact’s signature event, the Institute on Teaching and Mentoring, has become the largest gathering of minority Ph.D. scholars in the country. Marking its 16th year in 2009, the Institute attracts more than 1,000 scholars each year and has been recognized nationally by *Inside Higher Education*, *The Chronicle of Higher Education*, *Diverse Issues in Higher Education* and the Woodrow Wilson Foundation. This broad national exposure continues to spotlight the mission of the Institute as well as the severe shortage of minority faculty in our nation’s colleges and universities.

*“I’m grateful to the Institute for providing such a great venue to network.”*

— SREB-State Doctoral Scholar

*“The Institute provided an outstanding forum for the exchange of models and experiences regarding recruiting, retaining and mentoring underserved minority students.”*

— Sloan Scholar

*“Networking with faculty, administrators and students here is like no other conference. The environment fosters the development of partnerships and relationships among like-minded people across the boundaries of disciplines. The speakers did an excellent job of presenting a realistic view of the professoriate. Understanding the good and bad aspects of teaching careers helps make us more informed future professors.”*

— AGEP Scholar

# Transforming the Professoriate ...

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Is the faculty diversity gap closing quickly enough? The American population is increasingly diverse, and college enrollment reflects this trend. About one-third of college students are people of color. Our nation's diversity, however, is not reflected in the ranks of college and university faculty. At predominantly white colleges and universities, about one of every 30 faculty members is a minority group member; the number improves only slightly at predominantly minority-serving institutions.

The good news is that the total number of minority faculty on college campuses rose 60 percent from 1995 to 2005. In gains per group, only African-Americans fell below the 50 percent increase mark. The bad news is that the increase in minority faculty accounted for only a modest increase in minority representation among all faculty members over the 10-year period. The roughly 4 percentage-point gain, from 12.7 percent to 16.5 percent, means that the number of minority faculty is moving in the right direction, but minority representation among all faculty is growing at a much slower pace than the increase in numbers suggests.

## ... Through Diversity

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Percent Change in Minority Full-Time Faculty in the United States

	<u>1995</u>	<u>2005</u>	<u>% Change</u>
Total Minority Faculty*	70,000	110,000	60
Hispanic	13,000	23,000	75
Asian	27,000	48,000	75
Native American	2,000	3,000	50
African-American	26,000	35,000	33

\* Minority representation among all faculty increased from 12.7 percent to 16.5 percent from 1995 to 2005.

## ... and Teaching Excellence

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*“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”* — William Arthur Ward

Many of us would not be here today without the strong direction and leadership of our teachers. Teachers are one of the most critical groups in American society, and when they perform well, they are recognized for it. The teachers below are among the best in their fields.

**Selina Vasquez-Mireles** is an associate professor at Texas State University-San Marcos. In 2002 and 2005, Texas State recognized Dr. Vasquez-Mireles by awarding her the Presidential Award for Excellence in Teaching.



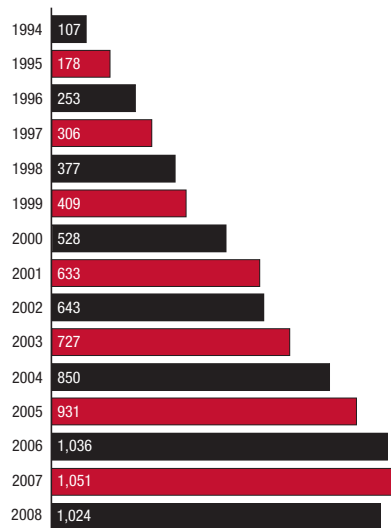
**Samuel Jones** is a professor at the University of Alabama at Birmingham and at Jefferson State Community College, Birmingham. In 2004, Dr. Jones was named “Outstanding Faculty of the Year” by the students and faculty at Jefferson State.

# The Institute Brings Scholars Together ...

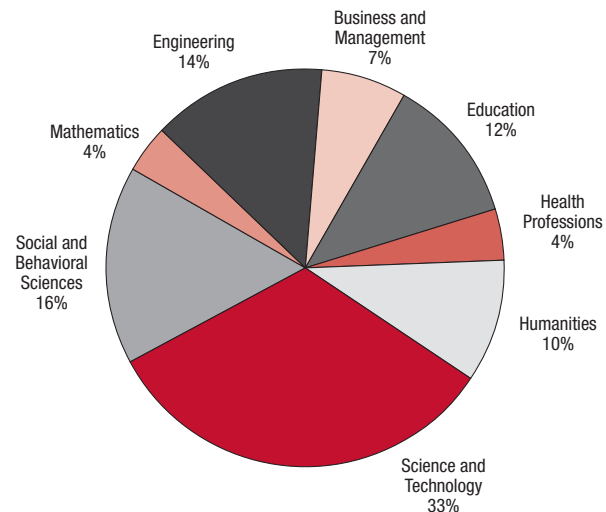
The Institute helps minority doctoral scholars strengthen the skills necessary to succeed in graduate study and prepares them for success as faculty members at colleges and universities. In addition, the Institute provides scholars and their faculty mentors with opportunities to share knowledge about research and academia on dozens of topics, to meet other scholars and faculty from across the country, and to link to a larger community of scholars and faculty in various academic fields.

The Institute especially focuses on mentoring and teaching preparation, community building and scholar networking. Workshops and plenary sessions on key issues provide doctoral scholars with insights and practical tips for graduate work. In addition, scholars who meet faculty mentors and other scholars share information and experiences about building successful careers in higher education.

### Attendance by Year



### 2008 Attendance by Discipline



## ... and Helps Build Faculty Diversity

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### Affiliate Groups:

Southern Regional Education Board (SREB)

Western Interstate Commission for Higher Education (WICHE)

Alfred P. Sloan Foundation (Sloan)

National Science Foundation Alliances for Graduate Education and the Professoriate (AGEP)

National Institute of General Medical Sciences (NIGMS/Bridges)

Ronald E. McNair Postbaccalaureate Achievement Program (McNair)

Gates Millennium Scholars (Gates)

### Participation includes:

- Financial stipend support
- Academic/research support
- Professional development support
- Scholar advocacy
- Participation at the annual Institute on Teaching and Mentoring
- Networking/community building
- Academic counseling
- Summer internships
- Tutoring

# The Future of the Professoriate

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With the collective participation of the outstanding students in specific scholar groups who attend the Institute each year, the future of the professoriate is bright. A common goal of these groups is to increase the number of minority scholars who earn Ph.D.s and become college and university faculty members.

## Groups in Attendance at the 2008 Institute



AGEP



Bridges



Gates



New England



McNair



Sloan



SREB

## Ph.D. Graduates at the 2008 Institute



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