

## Data Report: Recruitment and Retention of Under-represented Minority Faculty

This document presents the recommendations of the Faculty Council Sub-committee on Equity and Inclusion regarding faculty diversity at Boston University. It has not yet been voted on by the full Faculty Council. It focuses on the issue of recruitment and retention of African American/Black and Hispanic/Latino(a) faculty at BU, since it is these demographics that least reflect those of American society at large. For semantic clarity we refer to this particular subset of minority faculty as URM (under-represented minority) faculty.

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### **Background and Rationale**

Boston University has an extremely low percentage of African American/Black faculty (~2%), and Hispanic/Latino faculty (~3%) relative to peer institutions. Of the approximately 2000 full-time faculty on the Charles River Campus, 37 self-report as being African American/Black, and 36 self-report as being Hispanic/Latino(s) as of Fall 2011. While there are aspects of the city of Boston that make this particularly challenging, no other Boston area university has ratios as low as ours.

Figure 1 below illustrates the extent of this problem as compared to our peers and aspirant schools. The vertical axis indicates the percent of professorially-ranked faculty that are Caucasian, Asian, or non-resident aliens<sup>1</sup>. Boston University is in 4<sup>th</sup> to last place (on the right).

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<sup>1</sup>2010 Data collected by members of the Sub-committee, from the IPEDS database <http://nces.ed.gov/ipeds/datacenter/> on the 52 universities/colleges that are above BU on the 2011 USNWR ranking, plus the three of our strategic peers that are below us on that ranking (Fordham, Northeastern, and Syracuse). Due to changes in reporting requirements, 2010 data were not available for the following schools: Harvard, Yale, California Inst. Tech, Stanford, Duke, Vanderbilt, Wake Forest, Case Western Reserve, Lehigh, Yeshiva, Rensselaer Polytechnic & Tulane U., hence they are not included. For the remaining 44 schools, we collected the following for tenured & tenure track faculty at the ranks of Assistant Professor, Associate Professor, and Professor: Overall total, total whites, total Asians, and total non-resident aliens. We then subtracted the combined total of whites, Asians, and resident aliens from the overall total, assuming that the remainder would reflect the number of under-represented minority faculty at these ranks. We then used this total and the overall total to calculate the percentages you see in the graph. Source data available upon request.

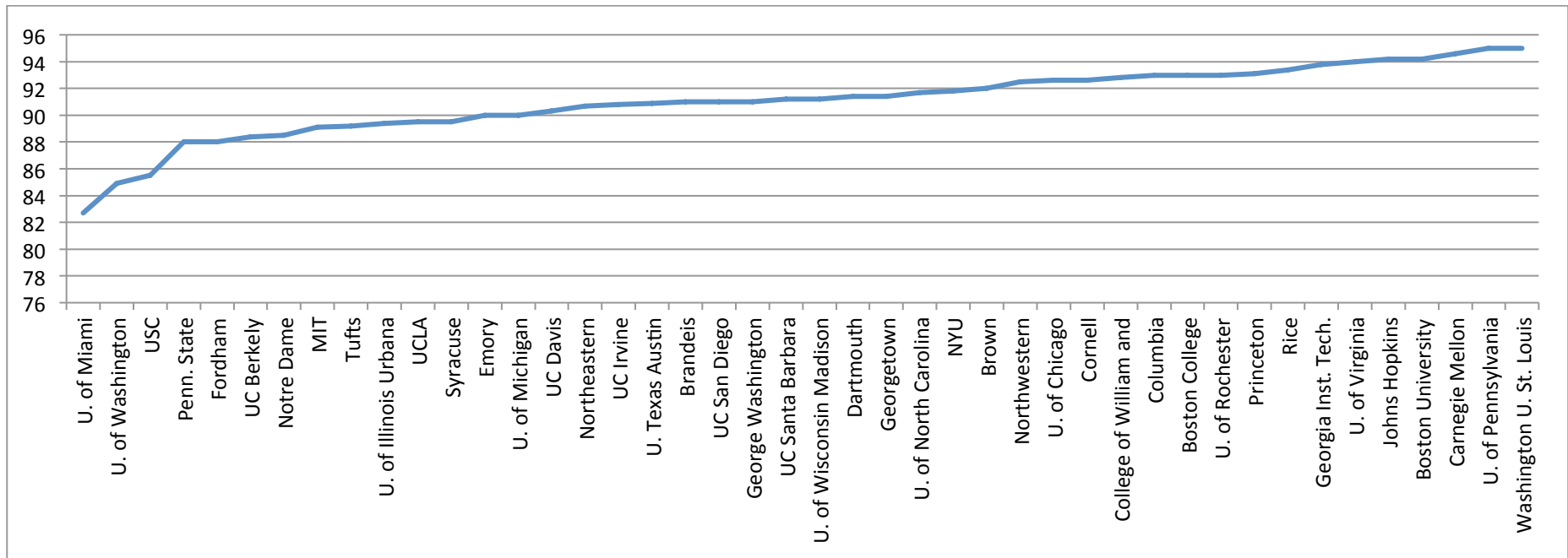


Figure 1. Percentage of Professorially-ranked faculty that are self-reported Caucasian, Asian, and Non-resident Alien in 2010.

Whereas the data underlying the chart in Figure 1 was collected by members of the Faculty Council Sub-committee from the IPEDS database, the chart in Figure 2 below uses data that was collected by the Office of Associate Provost for Faculty Affairs from the same database, for other purposes. It includes strategic peers only, and uses a different calculation method. Despite the differences in data collection and method<sup>2</sup>, it tells the same story as the chart in Figure 1 above. Boston University, in third-to-last place on the right, is well behind its peers in its percentage of URM faculty. Additionally, since all but two of these

<sup>2</sup> Same source: IPEDS database <http://nces.ed.gov/ipeds/datacenter/>, collected by the office of the Associate Provost for Faculty Affairs on our 15 strategic peers. Included were all tenured faculty (Prof., Assoc., Asst.), all tenure-track faculty (Prof., Assoc., Asst.), and all non-tenure track faculty (Prof., Assoc., Asst.). Included were counts of Whites, Asians, Blacks, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Unknown. Non-resident aliens were not included. Seven schools didn't have 2010 data, so for these 2009 data was used. Methodologically, the numbers underlying the Figure 1 chart were calculated by subtracting counts of non-under-represented faculty from the total, while these (Figure 2 chart) numbers were calculated by adding together counts of under-represented faculty. These two data collection efforts occurred independently and unbeknownst to one another.

colleges/universities are above us in the 2011 U.S. News and World report national ranking, it is clear that they are able to attract URM faculty of high excellence, and that excellence and diversity can be achieved simultaneously<sup>3</sup>.

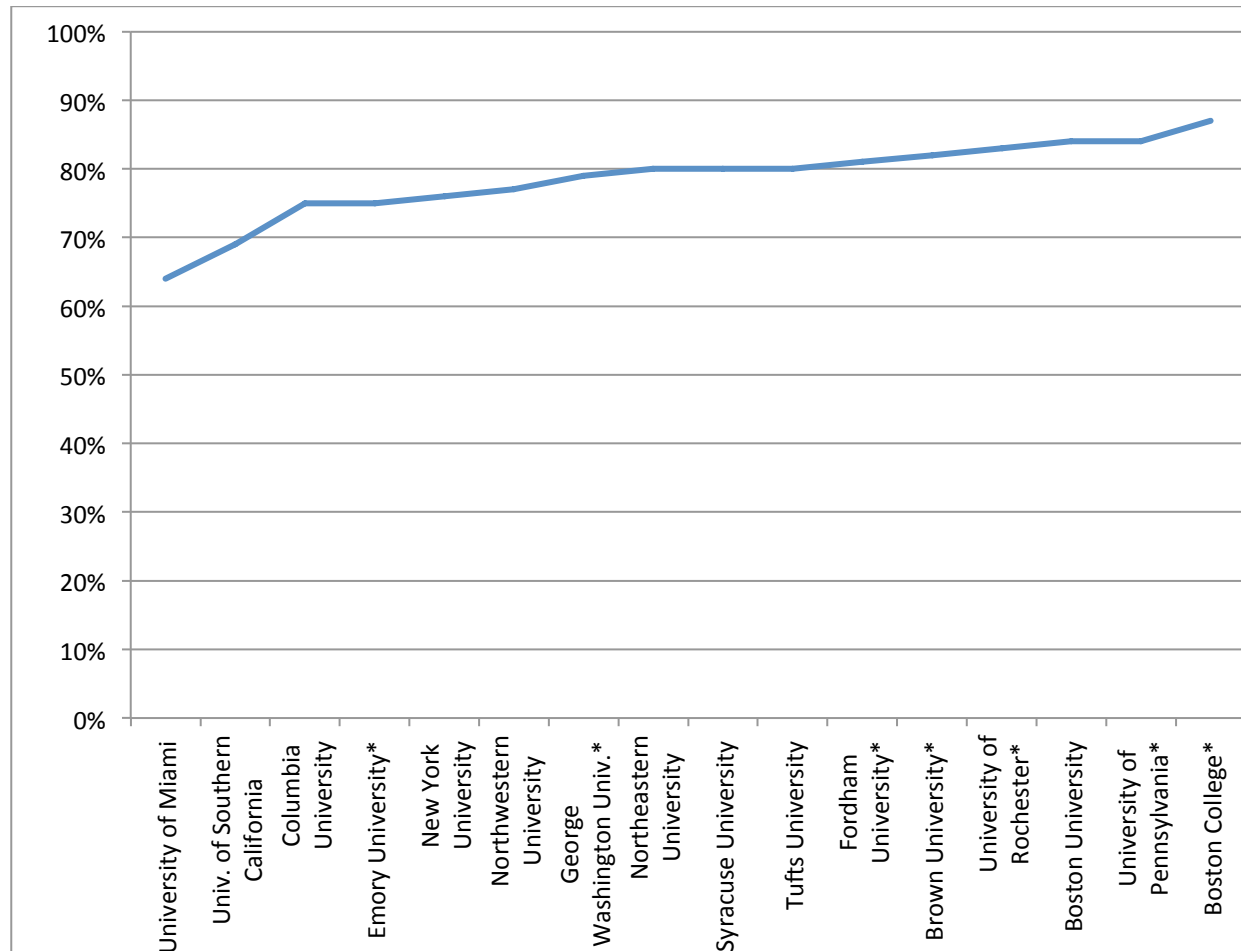


Figure 2. Percentage of Professorially-ranked faculty that are self-reported Caucasian, Asian, and Non-resident Alien in 2010, for strategic peers only, as collected by the Office of the Associate Provost for Faculty Affairs. Includes non-tenure-track professorially-ranked faculty.

<sup>3</sup> Since Innovation Theory tells us that diversity enhances organizational innovative capability, it may be the case that, not only does diversity *not* inhibit excellence, but it actually fosters it. We would need longitudinal data to tease apart this causality.

Figures 3 and 4 below show this same data set in terms of percentages of African American and Hispanic/Latino faculty, respectively. The picture does not change.

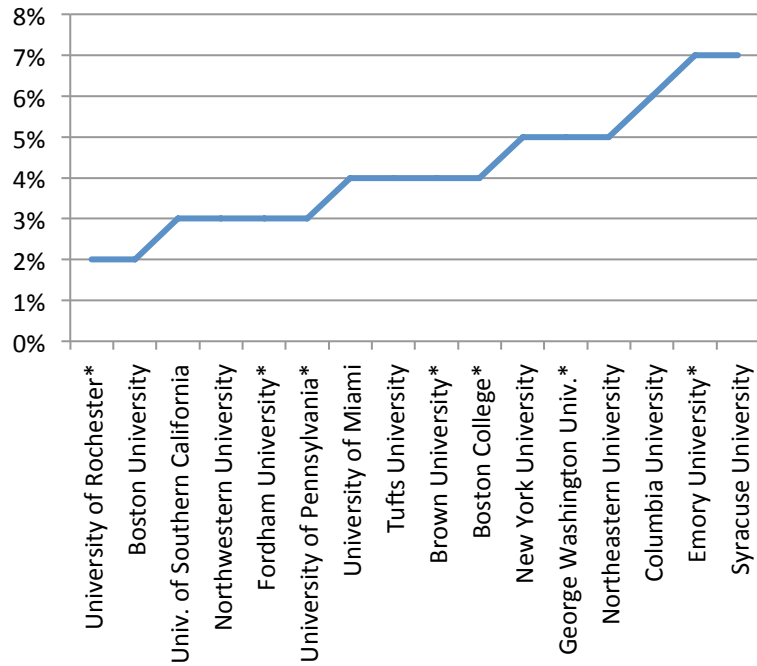


Figure 3. Percent African American faculty, same data set as in Figure 2.

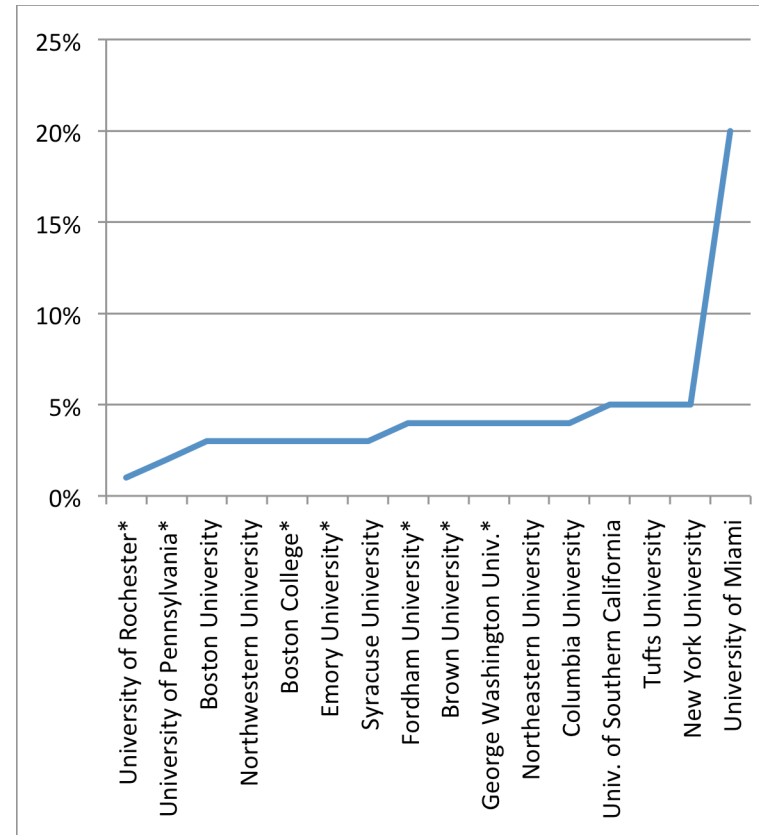


Figure 4. Percent Hispanic/Latino faculty, same data set as in Figure 2.

This situation has negative repercussions, such as:

- **It may make it difficult to attract excellent faculty in general:**
  - To the extent that potential faculty come from more diverse universities (quite likely based on the preceding data), BU does not look like what they consider to be “normal”.
  - By appearing to be behind the times, we do not project an innovative, cutting-edge image.
  
- **It may affect our ability to recruit excellent students:**
  - As of 2005, one-third of American children under age five were ethnic minorities. In five years those children will be of college age, and will be more likely to choose a University with a population that resembles their home communities than one that does not.
  - Students of color are less likely to attend a University that has few faculty of color, so we may find ourselves falling behind our competitors in student yield and retention.
  - BU’s marketing department has determined that students consistently indicate that they chose to come here because it is modern, progressive, and reflective of the urban world at large.
  - This issue shapes education for all students.
  
- **It definitely makes it difficult to attract and retain under-represented minority faculty.**
  - Strong faculty candidates will likely find institutions with higher percentages more attractive than BU. The poorer our percentages are, the less appealing we are and the harder it is for us to catch up.
  - Under-represented faculty know that in schools with poor percentages, they are more likely to be called upon for informal, unrewarded duties such as student mentoring, governance, fund raising, etc. This is particularly problematic for tenure-track Assistant Professors, and was identified as an issue at BU by current faculty of color<sup>4</sup>.

**The City of Boston presents additional challenges for hiring African Americans:**

- African Americans are aware of Boston’s history of racism, e.g.:
  - The response to court-mandated student busing in the 70s
  - The Celtics and the Red Sox were the last to integrate in their associations/leagues; Bruins tweeters in April 2012 reinforced this image.
  - The tense race relations with police
    - e.g. Charles Stuart’s 1989 fabricated story of a black man killing his wife; the arrest of Harvard Professor Henry Gates Jr. last year
  
- In meeting with current black faculty, many expressed reservations about moving to Boston,
  - Without support they didn’t know where to live, where to obtain culturally appropriate services, etc.
  
- Thus (except probably for Harvard and MIT) attracting Black faculty to the Boston area requires **extra effort**.
  - In a value-based system, one would use every tool available to compete

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<sup>4</sup> This was an issue that many of our current URM faculty expressed to us in our discussions with them.

### **To centralize or not centralize? Our research suggests this is a false dichotomy**

To investigate how our competitors are achieving better percentages than we are, we looked at the models and structures they have in place. We noted that there is a spectrum of approaches, at one end of which the entire responsibility for addressing low percentages of URM faculty is placed within the individual schools and colleges. Under this approach, mechanisms and incentive structures are put in place to optimize the likelihood of success of each faculty search process, among other initiatives. At the other end of the spectrum is the entirely centralized model, where the University has an Office of Diversity (or similar name), charged with providing centralized oversight of faculty searches, empowered to review, audit and even hold search processes. There are many examples of sub-optimal outcomes of this model, for example that the ethos it embodies does not permeate down into the schools and colleges to the processes (such as faculty searches) that need to incorporate it.

The most successful schools appear to be using a hybrid model somewhere in the middle of these two extremes, in which a centralized resource is empowered to review, audit, and hold search processes, and to provide other services with the aim of diversification and cultural inclusiveness. In the hybrid model, additional functions of this centralized resource are to help the dispersed schools and colleges design and implement their own mechanisms and incentive structures for optimizing their ability to attract and retain URM faculty, and to provide them with additional resources and expertise. (See Appendix I for a list of services such an office could provide to the schools and colleges, collected by our sub-committee from current URM in Spring, 2011). In this way, the most successful universities utilize best-practice principles of hybrid design, with responsibility and accountability lying within the schools and colleges, but with a central resource providing expertise, sharing best practices, enforcing policies, signaling leadership from the top, and presenting a public face.

This last issue – presenting a public face – is an important one for Boston University. As figure 5 below illustrates, most of our competitors have a central resource with an easily-found website. These data suggest that it has become the norm to do so. Therefore, for a university such as ours that is clearly behind the pack not to have one sends a signal that addressing the issue is not a priority or a core mission. Such a signal contradicts our proud heritage of inclusion as the Alma Mater of Martin Luther King<sup>5</sup>. Boston University is actually less diverse than it was decades ago. *If we are to claim this heritage*, we need to regain our former leadership in this area.

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<sup>5</sup> Boston University has a proud history of inclusiveness: 1869, BU is the first university to open all its divisions to women; 1873, the Medical School opened to women; 1891, LAW graduate is first female to try jury case in Massachusetts; 1933, first female judge becomes a trustee; 1953, Howard Thurman named Dean of the Marsh Chapel & the African Studies Center opened; 1955, Martin Luther King Junior received his PhD; 1993, Reverend Dr. Johnny Ray Youngblood delivers Commencement Keynote; 1997, Institute on Race and Social Division opens (closed in 2002); 2001, Sila Calderon delivers Commencement Keynote; 2005, Dr. Karen Antman named Dean and Provost of the Medical School; 2011, Dr. Jean Morrison named Provost.

Figure 5 below lists the same colleges and universities as in Figure 1 (our peers and aspirants for which 2010 data is available), and in the same order (by percentage of White, Asian and Resident-Alien professorial faculty). The URL of the centralized resource is listed next to each. Most of our competitors have a centralized resource to support and supplement their efforts within their schools and colleges.

	% Non-URM	URL of Centralized Resource		% Non-URM	URL of Centralized Resource
U. of Miami	82.7	<a href="http://www.miami.edu/index.php/equality_administration/">http://www.miami.edu/index.php/equality_administration/</a>	Dartmouth	91.4	<a href="http://www.dartmouth.edu/~ide/">http://www.dartmouth.edu/~ide/</a>
U. of Washington	84.9	<a href="http://www.washington.edu/diversity/">http://www.washington.edu/diversity/</a>	Georgetown	91.4	<a href="http://ideaa.georgetown.edu/">http://ideaa.georgetown.edu/</a>
USC	85.5	<a href="http://www.usc.edu/dept/hr/equity_diversity/">http://www.usc.edu/dept/hr/equity_diversity/</a>	U. of NC	91.7	<a href="http://www.unc.edu/diversity/">http://www.unc.edu/diversity/</a>
Penn. State	88.0	<a href="http://equity.psu.edu/">http://equity.psu.edu/</a>	NYU	91.8	<a href="http://www.nyu.edu/diversity/">http://www.nyu.edu/diversity/</a>
Fordham	88.0	<a href="http://www.fordham.edu/student_affairs/multicultural_affair">http://www.fordham.edu/student_affairs/multicultural_affair</a>	Brown	92.00	<a href="http://www.brown.edu/Administration/diversity/">http://www.brown.edu/Administration/diversity/</a>
UC Berkely	88.4	<a href="http://diversity.berkeley.edu/">http://diversity.berkeley.edu/</a>	<b>Northwestern</b>	<b>92.5</b>	<b>None</b>
Notre Dame	88.5	<a href="http://diversity.nd.edu/">http://diversity.nd.edu/</a>	U. of Chicago	92.6	<a href="http://diversity.uchicago.edu/">http://diversity.uchicago.edu/</a>
MIT	89.1	<a href="http://diversity.mit.edu/">http://diversity.mit.edu/</a>	Cornell	92.6	<a href="http://www.cornell.edu/diversity/">http://www.cornell.edu/diversity/</a>
Tufts	89.2	<a href="http://as.tufts.edu/about/diversityOffice.htm">http://as.tufts.edu/about/diversityOffice.htm</a>	College of William and Mary	92.8	<a href="http://www.wm.edu/about/diversity/index.php">http://www.wm.edu/about/diversity/index.php</a>
U. of Ill - Urbana	89.4	<a href="http://provost.illinois.edu/programs/diversity">http://provost.illinois.edu/programs/diversity</a>	Columbia	93	<a href="http://www.tc.columbia.edu/administration/diversity/">http://www.tc.columbia.edu/administration/diversity/</a>
UCLA	89.5	<a href="https://faculty.diversity.ucla.edu/">https://faculty.diversity.ucla.edu/</a>	Boston College	93.00	<a href="http://www.bc.edu/offices/diversity/">http://www.bc.edu/offices/diversity/</a>
Syracuse	89.5	<a href="http://humanresources.syr.edu/faculty/diversity">http://humanresources.syr.edu/faculty/diversity</a>	U. of Rochester	93.00	<a href="http://www.rochester.edu/diversity/">http://www.rochester.edu/diversity/</a>
Emory	90.0	<a href="http://diversity.emory.edu/">http://diversity.emory.edu/</a>	Princeton	93.1	<a href="http://www.princeton.edu/diversity/">http://www.princeton.edu/diversity/</a>
U. of Michigan	90.0	<a href="http://www.diversity.umich.edu/">http://www.diversity.umich.edu/</a>	Rice	93.4	<a href="http://www.diversity.rice.edu/">http://www.diversity.rice.edu/</a>
UC Davis	90.3	<a href="http://www.ucdavis.edu/diversity/">http://www.ucdavis.edu/diversity/</a>	Georgia Inst. Tech.	93.8	<a href="http://www.diversity.gatech.edu/">http://www.diversity.gatech.edu/</a>
Northeastern	90.7	<a href="http://www.northeastern.edu/diversity/">http://www.northeastern.edu/diversity/</a>	U. of Virginia	94	<a href="http://www.virginia.edu/vpdiversity/">http://www.virginia.edu/vpdiversity/</a>
UC Irvine	90.8	<a href="http://www.universityofcalifornia.edu/diversity/">http://www.universityofcalifornia.edu/diversity/</a>	Johns Hopkins	94.2	<a href="http://equitycivilityrespect.jhu.edu/">http://equitycivilityrespect.jhu.edu/</a>
U. Texas Austin	90.9	<a href="http://www.utexas.edu/diversity/">http://www.utexas.edu/diversity/</a>	<b>Boston University</b>	<b>94.2</b>	<b>None (only at Med. School)</b>
<b>Brandeis</b>	<b>91.0</b>	<b>None</b>	<b>Carnegie Mellon</b>	<b>94.6</b>	<b>None</b>
UC San Diego	91.0	<a href="http://diversity.ucsd.edu/index.html">http://diversity.ucsd.edu/index.html</a>	<b>U. of PA</b>	<b>95.00</b>	<b>None</b>
George Washing	91.0	<a href="http://www.gwu.edu/%7Ediversitycouncil/">http://www.gwu.edu/%7Ediversitycouncil/</a>	<b>Washington U.</b>	<b>95</b>	<b>None</b>
UC Santa Barbara	91.2	<a href="http://diversity.evc.ucsb.edu/">http://diversity.evc.ucsb.edu/</a>	<b>St. Louis</b>		
U. of Wisconsin Madison	91.2	<a href="http://diversity.wisc.edu/">http://diversity.wisc.edu/</a>			

Figure 5. The URLs of the centralized resources of the Colleges/Universities listed in Figure 1, charged with addressing diversity issues, for those that have them.

**Recognizing that we are concerned about expenses...**

We investigated the possibility that having a centralized resource reflected the wealth of the college/university, rather than a commitment to diversity. For the Colleges and Universities listed above, we collected the proportion of Operating Revenues spent on Overhead and Administrative Expenses, for those whose 2011 Financial statements were publicly available. From these data we concluded that there does not appear to be a relationship between the proportion of operating revenues spent on overhead and administration, and how diverse the faculty body is.

	% White	
U. of Miami	82.7	4.27%
Penn. State	88	5.93%
Notre Dame	88.5	26.32%
Tufts	89.2	10.33%
Northeastern	90.7	11.05%
U. Texas Austin	90.9	7.16%
Brandeis	91	14.92%
Dartmouth	91.4	11.05%
NYU	91.8	12.22%
Brown	92.00	17.15%
Northwestern	92.5	10.74%
College of William and Mary	92.8	10.82%
Columbia	93	5.18%
Boston College	93.00	17.11%
Princeton	93.1	9.55%
Georgia Inst. Tech.	93.8	7.37%
<b>Boston University</b>	<b>94.2</b>	<b>8.83%</b>
U. of Pennsylvania	95.00	3.18%

Figure 6. Proportion of Operating Revenues spent on Overhead and Administrative Expenses.



## In Summary

- 1) The preceding discussion suggests that Boston University faces a serious challenge in remedying the lack of diversity among its faculty, for a number of reasons including:
  - The general “appearance” of the current faculty
  - The legacy of the city of Boston
  - The *apparent* lack of commitment to addressing the problem (which is not to say that there is not a commitment, but simply that to the external layperson, there does not *appear* to be a commitment, particularly relative to the public commitments our competitors are making).
- 2) In remedying this challenge, our successful competitors have adopted a hybrid or federalized governance structure, in which incentive structures and processes are implemented locally within the schools and colleges, but supported with a central resource that also serves as a public interface. This appears to be best practice at this time.
- 3) We are concerned about expenses, however data included above suggest that excellence in faculty diversity is not associated with higher than average Administrative and Overhead spending. Further, that failure to address our current diversity deficit may be detrimental to our ability to generate revenues in the future as the population becomes increasingly diverse.

Therefore, the Faculty Council sub-committee on Equity and Inclusion makes the following recommendation:

**Boston University should design and implement a hybrid governance structure to address the deficit of under-represented minority faculty, such that the current and future initiatives located within the schools and colleges are *supplemented* by a resource charged with providing centralized support for these initiatives, that is empowered to review and audit search processes, and that presents a public commitment to the process by maintaining a web presence<sup>6</sup>. Please see the detailed data and rationale for this recommendation in the full report.**

Although not formally recommendations, the sub-committee would like to take this opportunity to make two additional points:

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<sup>6</sup> Note that because the BU Medical School already has an Office of Diversity, we have not used the term “university-wide” resource.

- 1) Last year, the sub-committee held dinners with current URM faculty, and in addition to listening to their issues and concerns, we asked them for suggestions as to what Boston University could do with regards to improving diversity and inclusiveness at BU. Appendix I below is a compilation of their suggestions. We would hope that the administration reads this list, and takes it into account as it thinks about how to improve diversity and inclusiveness at BU. We think it contains many excellent ideas, and hope they will be given consideration.
  
- 2) Stakeholder Theory (Jim Post, SMG) states that organizations should be accountable to all their stakeholders, not only their shareholders: Customers, Directors, Employees, Suppliers, Environment, & Community.

In many ways, the City of Boston epitomizes the underlying social and economic problems that make it a challenge to hire and retain URM faculty. Not only does it have a history of racism, but it has very real and current racial problems which it is working to address. However, these are large problems and the City needs all the help it can get.

*The City of Boston is our community.* Perhaps there are ways that we can work with the city to heal past wounds and improve its racial climate over the coming decades. Such a legacy of service for Boston University would **honor and extend our heritage of inclusion**, such that potential future minority faculty would seek us out and be proud to be a part of Boston University.

BU is “in the heart of the city, in the service of the city”

– 3<sup>rd</sup> President Lemuel Merlin

## **Appendix I. Additional suggests from the current URM faculty**

During the 2010-2011 academic year, the Faculty Council Sub-committee on Equity and Inclusion hosted a dinner for the current African American faculty, and another one for the Hispanic/Latino(a) faculty, during which we asked for their thoughts and suggestions regarding diversity at Boston University. The list below is the result of that process. Note that we are not formally recommending that these initiatives be implemented, but include them here because they are important contributions to the discussion of diversity at Boston University, and were contributed by our current URM faculty. The final section below – *Institutional Benchmarks* - makes suggestions for the kinds of data we should be collecting to ensure we are moving forward with our goal of increasing the percentage of URM faculty at Boston University.

### **Faculty Recruitment and Retention**

1. Rely less on Boston as a “hiring draw” in general. Create and institutionalize a process for engaging potential recruits when they visit campus for Job Talks. Create a list of faculty of color (that have given their permission to be on such a list) to be contacted by Deans to meet with potential recruits when they are on campus, to provide recruits with a contact faculty of color. Ensure they tour communities that have populations of minorities that close are to the Charles River Campus (i.e. Cambridgeport; East Boston for Latinos), in addition to such communities located farther away. Provide recruits with a listing of support resources such as local town demographics, school system integration, culturally appropriate services, etc. (i.e. yellow pages of minority vendors).
2. Network and maintain ongoing relationships with high-profile potential faculty of color (e.g. Deval Patrick) with the aim of recruiting them.
3. Provide hiring resources to Department Chairs, Deans, and hiring committees, such as non-standard options for posting position announcements that would be likely to attract URM candidates, and other expertise to help us identify potential applicants. Help them identify resources they are not aware of. Provide resources to help them understand the EEO laws (this suggestion reflects some confusion about International hires, such that International faculty of color don’t get “counted” as faculty of color).
4. When potential and desirable faculty of color have been identified at the school/college level, work with the candidate and the decision-makers at the relevant school/college to locate, garner and consolidate the necessary resources to close the deal.
5. Identify organizations (such as the PhD Project in SMG) in all schools that are working to support under-represented doctoral students. Maintain a network of contact persons such that our recruiters know when under-represented PhDs are on the job market. Attend their conferences.
6. Recruit under-represented doctoral students into our PhD programs, and offer them jobs at B.U. when they graduate (referred to as the “grow our own” strategy). Also work with local colleges and universities to provide post-doctoral positions for each other’s URM PhD graduates.

7. Create explicit protocols for hiring under represented faculty for non-standard positions, such as visiting professorships and post-doctoral positions. Make sure we don't create parallel structures with different evaluative standards.
8. Create post-doctoral opportunities use these as a recruiting tool for newly graduated PhDs.
9. Create a segment of the BU alumni network that focuses on identifying and recruiting URM faculty.
10. Empower academic departments to take proactive measures in recruiting under-represented faculty (e.g. joining consortia or fellowship programs; sending recruiting committees to academic conferences in cities and regions where there are more potential URM faculty, etc.).
11. Hold exit interviews with faculty of color to understand their views on the role that race and ethnicity played or not in their decision to leave B.U.

#### **Student Enrollment and Tracking**

12. Identify and liaison with under-represented student groups at each school/college and BU wide. Where appropriate, work to create and maintain these groups. Currently African American/Black students have the UJOMA student group, and Hispanic/Latino(a) students have La Alianca Latina group.
13. Coordinate with career recruiting activities across all schools and colleges at multiple levels, to promote and monitor job and graduate school placement of under-represented students. Liaison with career center staff representing Boston University at key academic and professional conferences that target under-represented minority students (ie. NSHMBA, NESBE, etc).
14. Create a segment of the BU alumni network that focuses on identifying and recruiting under represented students.
15. Empower academic departments to take proactive measures in recruiting URM students.
16. Coordinate with the Office of the Vice President for Enrollment and Student Affairs, and the Multi-cultural Advisory Committee to understand the activities and initiatives being done to attract URM students, and work to promote awareness of these among current and potential faculty of color. Also, work with student groups and initiatives to publicize new faculty hires to student groups.

17. Partner with foundations and corporations that provide scholarships to under-represented students to making undergraduate or graduate education at BU financially feasible for students that need them.
18. Work the diversity conversation into the fabric of the entire University, particularly around faculty recruitment and retention. Provide funds for hosting conferences pertaining to multi-cultural issues, and for faculty to attend conferences elsewhere. Ensure all departments have this conversation, with strategies emerging to resolve conflicts that arise.

### **University Life**

19. Create and resource a regular gathering for faculty of color that is social. Support the creation of a sense of community among under-represented faculty of color.
20. Collate email lists of under-represented faculty, graduate students, and undergraduates across all schools and colleges into a database with attributes such that it can be sorted for invitations to particular events, ensuring effective communication with, within and between these groups.
21. Create a website that lists all the BU resources for faculty and students of color.
22. Outreach to the Greater Boston community to create a “fit” between BU and Boston to enhance faculty and student recruitment and retention.

### **Institutional Benchmarks**

23. Create a template and a process for institutionalizing a data-driven “report card” to be produced annually and enable accountability, including:
  - Collect BU URM numbers: proportions of students:students, students:faculty, in proportion to society at large, and to like academic disciplines, by school/college.
  - Maintain ongoing benchmarks of how these compare to our peer institutions
  - Monitor *Best Practice Institutions* to identify and implement their practices for attracting and retaining faculty of color
24. Catalog, monitor and coordinate the initiatives and activities being done to address the issue at each of the schools and colleges to share resources and best practices.
25. Review and modify the ethnicity classifications used by BU Human Resources systems to make finer distinctions (e.g. include both Latino/a AND Hispanic; African AND Caucasian, Asian/South Asian, etc.) and so gather higher quality, more granular data.

26. Work with liaisons at each school/college to understand issues that are particular to that domain. For example, at the very highest levels of research scholarship in the sciences and engineering, there are very few candidates of color, and we need to hire the best regardless of race and ethnicity in order to get the research funding that they need to produce scholarship and to get tenure. Generate strategies for addressing hiring and retention issues that are particularly acute in these domains. Generate a mandate to improve hiring and retention of under-represented faculty at *all* schools and colleges despite particular challenges.
27. Incorporate hiring, retention and mentoring of under-represented faculty into the new external Department Review system.

Note that, while this list is extensive, it is not necessarily exhaustive. Certainly as other best practices emerge in this area, the office of the recommended resource should incorporate these. Finally, while we see it as necessary to create an office of oversight in this area, we stress that the entire BU community needs to become aware of and practice multi-culturalism. The creation of this office does not absolve the entire University from responsibility for moving forward in this arena. Also, we have focused on issues pertaining primarily to African Americans/Blacks and Hispanics/Latino(a)s because we believe that it is regarding these groups that the BU demographic composition is most out of step with the urban demographic composition of the United States. However, we recommend continued efforts to recruit and retain faculty and students of all under-represented groups.