

**Faculty Diversity Initiative Update:
Report to the Academic Council
Peter Lange, Provost
December 4, 2008**

EXECUTIVE SUMMARY

Duke University values the benefits of a diverse population of faculty, staff and students, and we aspire to improve our abilities to recruit and retain excellent faculty members for the 21st century. Our commitment to a diverse faculty reflects our firm belief that such a faculty enhances our ability to recruit the best scholars regardless of background, improves the educational experience for our students, provides role models for students coming from backgrounds traditionally less well represented in academic and professional careers, and enriches the intellectual environment for both teaching and research. This commitment also underscores the value we place in equality of opportunity, for which universities need to be a beacon and to which we have unique contributions to make. Finally, Duke's history and location in the South and the responsibilities regarding racial justice which that brings must always be kept clearly in mind and heart.

Duke University's unique history in recruiting faculty of color is worth reviewing. Over four decades have passed since the first black faculty member was hired on the tenure track at our university and we are all aware of the role history has played in the South. In 1988, the Black Faculty Initiative was a five-year plan to add one black faculty member in each unit at Duke. When that initiative failed, in 1993 we developed a more realistic plan, the Black Faculty Strategic Initiative (BFSI) with the goal of doubling the black faculty over the next 10 years. We did achieve that target with considerable efforts on the part of faculty and administrative leadership during those years.

Since 2003 and with enhanced support of the 2006 strategic plan *Making a Difference*, the Faculty Diversity Initiative (FDI) has guided our efforts in faculty diversity more broadly than the earlier two initiatives. While continuing our commitment to further increasing the presence of black faculty at Duke, we also committed to more broadly expanding the diversity of our faculty and to putting additional emphasis on women, especially in the STEM (science, technology, engineering, mathematics) fields.

From the data presented in this report, you will see that we are making steady progress in increasing the number and distribution of black faculty across the university. From 1993 to 2008, the number of regular rank black faculty at Duke has increased from 44 to 119. This includes an increase in the number of tenured/tenure track black faculty from 36 to 76 during that time period. Of all regular rank faculty, the percentage of black faculty is 4%, Latino/a 1%, women 33%. In Arts and Sciences, the largest and most diversified school (excluding Medicine), the percentage of tenure/tenure track black faculty is 6%, significantly above that of our peer institutions. Overall, the minority presence of our faculty is improving and concerted efforts are being made in areas of weakness.

We have also made substantial progress over the last ten and five year periods in the hiring of women and minorities. I note with some concern, however, that the rate of growth in the percentage of women faculty has slowed, especially in Arts and Sciences, and we have not made as much improvement in

some of the sciences as I would have anticipated. These are areas in which we will need to renew our focus and I have already begun discussions with the Deans to assure this.

The report outlines our efforts and achievements related to my 2003 ten-point plan for faculty diversity <http://www.provost.duke.edu/policies/diversity.htm>. Two committees (Faculty Diversity Standing Committee, Faculty Diversity Working Group) report directly to me, as do the Vice Provost for Faculty Diversity and Faculty Development and the Associate Vice Provost for Academic Diversity. Along with these individuals and committees, our office oversees climate surveys and exit interviews, promotes mentoring strategies and networking among women faculty, black faculty and other groups, develops and tracks pipeline programs (Provost's Postdoctoral Program initiated in 2007), provides funding to the schools for diversity hires, and provides communication about work-life balance and family friendly policies.

Our work is not done in the area of faculty diversity and we must continue to explore new strategies to achieve success in these areas. We aim to follow the basic 2003 ten-point plan over the next five years while I am provost, with the following highlights on our activities:

1. Continue emphasis on recruitment and retention of women and faculty of color in areas/fields where they are underrepresented
2. Continue to follow faculty data and refine our approaches
3. Accelerate diversity of faculty in the professional schools – we are encouraged by recent efforts in Law, Fuqua and Divinity
4. Assess the success of the Provost's Postdoctoral Program over time
5. Obtain a better picture of women faculty issues, especially hiring at the Assistant Professor level, and in areas where women remain underrepresented
6. Prepare for next Faculty Survey in 2010
7. Coordinate diversity efforts with those related to interdisciplinary and international strategies
8. Continue to promote work-life policies, practices and utilization

Please Note: Although some data for the School of Medicine and Nursing is included in this report, I refer you to the appropriate administrators (deans, vice deans) and faculty committees of those schools for additional information regarding their programs.

REPORT: FACULTY DIVERSITY INITIATIVE UPDATE

Introduction

In the fall of 2003, I made my final report to the Academic Council on the Black Faculty Strategic Initiative (BFSI), and launched the Faculty Diversity Initiative (FDI) to support and enhance diversification of our faculty. To date, I have presented three progress reports to the Academic Council on the FDI: January 2005, December 2005 and October 2006 <http://www.provost.duke.edu/pdfs/FacDiversityInitiative.pdf> and I agreed to present biannual reports at that time. The current report provides information about our programs, strategies and achievements, current faculty data, and plans and challenges for the future. We are grateful for the efforts of many faculty members, the deans and members of my administrative teams for the progress made to date and recommendations for future efforts.

Appendix A shows the trajectory of progress related to black faculty since the start of the BFSI fifteen years ago up through Fall 2008, five years after the end of the BFSI. We continue to make steady progress on numbers of black faculty, with efforts in both recruitment and retention. As you will see in additional data presented later in this report, some units have achieved greater successes than others. We are encouraged by efforts in all of the schools and we are trying to support and enhance their efforts through a variety of programs and resources.

2003 Faculty Diversity Initiative, which followed Recommendations of the Diversity Task Force and the Women’s Faculty Development Task Force

The main goals of the Provost’s 2003 Faculty Diversity Initiative were to:

- continue to increase the number of black faculty at Duke
- increase women faculty in areas where they are underrepresented
- enhance the climate for all faculty members

The FDI resulted from reports of two task forces, one on faculty diversity and the other on women’s faculty development, completed and presented to the Academic Council in the spring of 2003. Both task forces recommended the formation of a standing committee on Faculty Diversity to monitor, evaluate and recommend actions on the ten points of the Faculty Diversity Initiative, originally presented to this Council in September 2003 and reiterated in my first update on the FDI in January 2005 <http://www.provost.duke.edu/policies/diversity.htm>. These are worth keeping in mind as we assess our work.

Two important goals related to **faculty diversity** as listed on p. 20 of Duke University’s 2006 strategic plan *Making a Difference* include:

1. “We must continue to diversify the faculty through the Faculty Diversity Initiative, supporting the expansion and retention of African American and other underrepresented faculty members and assuring the appropriate resources to further this goal.”
2. “We must seek opportunities to support disciplinary and interdisciplinary research programs on issues of race, ethnicity, and gender in the sciences, social sciences, humanities and the professions.”

Faculty Diversity Standing Committee

The charge to this committee is listed along with the 2008-09 committee membership in **Appendix B**. The faculty representatives come from across the institution, including the medical center. This committee was chaired by Professor April Brown (Pratt/ECE) from its inception in 2003 until 2005, and since then by Professor Nancy Allen (Medicine/Rheumatology) who has also served as Vice Provost for Faculty Diversity and Faculty Development 2006-present.

Accomplishments of this standing committee include:

1. Formulation, administration and assessment of the 2005 Faculty Survey as a measure of climate for all regular rank faculty at Duke University. This survey will be repeated in 2010, so we will be able to gauge progress and continued challenges and barriers to success in faculty satisfaction with their work environment.
2. Creation of a document in 2006 on *Mentorings of Faculty at Duke: Principles and Practice* http://www.provost.duke.edu/policies/Faculty_Mentoring_Initiative.htm
3. Meetings with individual school deans in 2007 (Bartlett-Law, McLendon-A&S, Jones-Divinity, Wright-Graduate School, Schlesinger-Nicholas, Johnson-Pratt, Breedon-Fuqua, Gilliss-SoN, Williams-Medicine) concerning diversity in their schools. These were followed by a set of recommendations to the provost entitled “Best Practices and Innovative Ideas: Recruitment, Hiring and Retention for a Diverse and Inclusive Faculty” (**Appendix C**) in spring 2007, discussed at Deans’ Cabinet in October 2007. Since 2007, these productive conversations have continued with the series of new deans (Sheppard-Fuqua, Levi-Law, Chameides-Nicholas, Andrews-SoM, and Katsouleas-Pratt).
4. Oversight of the Junior Faculty Development Series and the 2006 Sloan Award for Faculty Career Flexibility
5. Discussions of data from the COACHE (Collaborative on Academic Careers in Higher Education) junior faculty survey

Faculty Diversity Working Group

In the last several years of the Black Faculty Strategic Initiative, a small committee met regularly to help push the initiative along. As provost, I have retained this working group structure for the FDI, operating in a complementary way to the standing committee, and with representation from the FDSC, deans, and administration. The working group functions in part as a place to discuss individual cases, to strategize about recruitment, retention, and relevant APT issues, and to ensure that we are making and coordinating progress on all fronts possible. In my mind, the FDWG is one aspect of the operational arm of our diversity initiatives, along with my guidance and that of the Deans in the various settings in which I and they can move initiatives forward.

In late 2006, I charged a subset of the FDWG (Nancy Allen, Ben Reese and Jacqueline Looney) along with Professor Paula McClain with establishing a diversity website for the whole university. Professor McClain had recommended this based on the success of such a website at University of Virginia. The resulting website <http://diversity.duke.edu/> designed by Blackwell Interactive, highlights our messages, history, recognitions, works in progress, events, and people. We are pleased with this site which launched in September 2007, but we recognize that it is a work in progress. We are interested in your feedback and suggestions.

Vice Provost for Faculty Diversity and Faculty Development, and Associate Vice Provost for Academic Diversity

I created these two positions of administrative leadership to further progress toward the strategic goals we set for ourselves in the FDI and in *Making a Difference*. Professor Nancy Allen (Medicine/Rheumatology) initially served as a Special Assistant to me for Faculty Diversity and Faculty Development in 2005-06 after she completed 3 years as chair of Academic Council. Since 2006, she has served as Vice Provost <http://www.provost.duke.edu/contact/nallen.html>, and Gwendolyn Purnell serves as administrative assistant in the Office of the Provost. Jacqueline Looney, also Senior Associate Dean for Graduate Programs in the Graduate School, works with us as Associate Vice Provost for Academic Diversity. Nancy and Jackie have created and carried out a number of the projects we cite in this report. I refer you to the following website for more information: <http://www.provost.duke.edu/units/FacDiversity-Development.html>

Progress in the Schools at the Faculty Level

Appendix D shows the ongoing chart of Black Faculty data by school, rank and tenure status since we initiated the BFSI in 1993.

Appendix E provides snapshot data as of September 2008 on the number and percentage of tenured, tenure track, other regular rank, and totals of all regular rank faculty members at Duke, broken down by rank, gender and race within the schools (and division, in the case of Arts and Sciences). This is a lot of information and careful study will be helpful in understanding the current status of diversity in the schools.

Appendix F shows the changes in number and percentage of women faculty in the schools in the fall of 2008 compared with the data in the fall of 2003 and 1998. In five years, we have made small gains in most of the schools, and over the past 10 years we have made substantial gains in a few schools. There is still work to do in the recruitment, hiring and retention of women in the natural sciences.

Appendices G and H show retention rates for regular rank black faculty and women faculty respectively from 1993-2008. Although we count Medicine and Nursing faculty for purposes of our diversity initiatives, we do not have annual data on faculty departures to include in this assessment of comparative retention rates. Overall retention rate of all regular rank black faculty (non-medical) during this 15 year time frame is 61%, lower than the 68% overall retention rate for all regular rank non-black faculty. The retention rate for regular rank faculty women (non-medical) at Duke from 1993 to 2008 was 64%, compared with 87% for men. The lowest retention rates for women were in Nicholas (58%) and in Fuqua (48%).

Recruitment, Retention and Climate Issues

Many of our efforts related to faculty diversity focus on the areas of recruitment, retention and climate for all faculty. I will share with you a summary of our activities since my last report in October 2006.

Mentorings of Faculty: Principles and Practices at Duke University

Although this document was developed in spring 2006, I take this opportunity to remind you of its presence http://www.provost.duke.edu/policies/Faculty_Mentoring_Initiative.htm. I encourage you to

use this as a guide for best practices regarding mentoring, a complex but key component in faculty development and retention at all levels.

Faculty Career Flexibility and the 2006 Alfred P. Sloan Award

Duke was one of five research institutions awarded \$250K in fall 2006 by the Alfred P. Sloan Foundation to enhance faculty career flexibility. With this award, we have been able to expand our efforts in recruitment and retention of faculty through education regarding our policies and opportunities to gain better work-life balance as full-time faculty members. The new [website](http://provost.duke.edu/faculty/) <http://provost.duke.edu/faculty/> and companion [brochure](#) “Duke’s Advantages for Faculty” provide information for current and prospective faculty. A series of dual career faculty videos highlight the benefits Duke offers to faculty couples.

In 2007, the [Flexible Work Arrangements policy](#) was put in place after appropriate review and approvals. This policy allows faculty to request adjustments in their responsibilities for six months to 3 years at a time (potentially renewable) for reasons such as returning from parental leave; caring for an ill parent, child or partner; or in the pre-retirement years. This was an innovative solution to a variety of faculty life-cycle events and needs.

The 2005 Faculty Survey included several questions regarding the climate for lesbian, gay, bi- and trans-sexual ([LGBT](#)) faculty. Unfortunately, there were not enough responses to provide us with guidance in terms of what we need to do to improve climate for all faculty. In order to gain more knowledge, we convened a small committee in 2007 and hired two outside consultants to conduct focus groups for LGBT faculty. Again, we had too few participants to draw conclusions. We will include appropriate questions in planning for the 2010 Faculty Survey and in the meantime, will continue to be receptive to other avenues. The LGBT Task Force provides a link to resources for LGBT faculty and staff <http://www.duke.edu/web/lgbtff/>

Since fall 2006 and with funds from the Sloan Award, Nancy Allen and Jacqueline Looney organized a series of [search committee sessions](#) for members of search committees, department chairs in departments with active searches, and divisional deans. They share information on Duke’s flexibility policies, and support discussion of challenges, strategies and examples of successful recruitment practices. To complement departmental faculty recruitment activities, Looney and Allen have developed a list of national databases and programs which provide information about potential candidates for faculty appointments. The list includes projects such as the Directory of Ford Foundation Fellows, a listing of the Mellon Mays Undergraduate Fellowship program participants who have completed the PhD, the cohort database of the Meyerhoff Scholarship alumni who have earned the PhD, and the Minority & Women Doctoral Directory. Lists of individuals who have earned Duke PhDs in the past 10-15 years are also available from Jacqueline Looney or Nancy Allen. They continue to review additional resources that may be helpful in specific searches. They also will meet with individual faculty candidates to answer questions confidentially about work-life issues, dual career matters that the candidate may not yet be ready to raise with the dean or search committee, and other topics.

Faculty Development: Junior Faculty Development Series

In 2007, Jacqueline Looney met with individual black faculty Assistant Professors to learn about their experiences and how Duke could help support their careers better. She and Provost Lange discussed the general themes from these encounters at a Deans’ Cabinet meeting in fall 2007. With enthusiasm, she and Nancy Allen organized a series of faculty development panels for all junior faculty prior to

their 3rd year review. Topics included: transition from the PhD or postdoc; mentoring; making a place for oneself at Duke (connections with other faculty, interdisciplinary opportunities, research funding, publications and press issues); planning for the 3rd year review and general APT issues. These sessions were well-received and we are expanding the series this year.

APT issues

Each year, I meet with new faculty and junior faculty to provide information and answer questions concerning tenure and promotion. Deans and department chairs have responsibilities in relaying this information as well. In spite of these efforts and the information available in the Faculty Handbook, there are ongoing anxieties around the tenure process. The junior faculty development series provides another avenue for information-sharing and anxiety reduction. Each year, I also provide an update to Academic Council regarding appointments, tenure and promotions, including gender data.

Exit interviews

Annually, I request that the deans direct interviews of the tenured/tenure track faculty who have left Duke in the previous year. We use a set of questions originally framed at Johns Hopkins, and modified for our purposes. In Arts and Sciences, Professor Emeritus Ron Witt has conducted these interviews during recent years. Most requests are honored and we are generally heartened that faculty enjoyed their time at Duke, finding that faculty members generally leave in order to advance their careers, for family issues, or for opportunities not possible at Duke. Some do express dissatisfaction with levels of mentoring, understanding of the APT process, adequacy of support, balance of teaching and research, and we seek new ways to improve our communications and support for faculty at Duke.

COACHE Survey 2007

The Collaborative on Academic Careers in Higher Education (COACHE) surveyed our tenure track junior faculty in 2007 and provided comparison data for us with Brown, Dartmouth, Harvard, Stanford and U. Va. Duke University was deemed an exemplary institution (one of four universities in a list of 56 institutions) by having the highest mean ratings for each of the dimensions of faculty work/life they measure). For more information about COACHE, I refer you to www.COACHE.org

Our Office of Institutional Research provided me with a summary of Duke-specific results, shown in **Appendix I**.

Women in the Sciences and Engineering - Hertha Sponer Presidential Lectureship

Recommended by the Senior Women in Science, a self-organized group of women faculty in the Natural Sciences, President Brodhead supported the creation of a lectureship to bring prominent female scientists to campus for a public lecture. Professor Margaret Murnane, a prominent physicist from University of Colorado at Boulder, presented the inaugural lecture in November 2007 <http://www.dukenews.duke.edu/2007/11/sponer.html>. Nancy Allen is working with the SWS group on the invitation for this year's speaker.

Other groups

In the past two years, I have met with the Black Faculty Caucus when invited and I have provided support for programming to the Faculty Women's Network (FWN). I attend PCOBA (President's Council on Black Affairs) regularly. Vice Provost Allen meets with the dean of Natural Sciences and the Senior Women in Science on a regular basis.

Provost's Postdoctoral Program

With recognition that we need to pursue a variety of strategies for increasing the number of faculty of color and women in areas where they are underrepresented at Duke, we initiated the Provost's Postdoctoral Program in 2007. As an undergraduate, Iman Washington (T'07) had recommended that the provost consider starting such a program. A number of peer institutions have similar programs, including Harvard and UNC-Chapel Hill, among others, for the main purpose of enhancing diversity of faculty at our and peer institutions.

Details and information for applicants to Duke's program can be found on the Office for Postdoctoral Services website <http://postdoc.duke.edu/provost.html>. Currently, we select two individuals annually for a two-year postdoc. Applicants must identify a Duke faculty sponsor, who writes a letter as part of the application package. The current Provost's Postdoctoral Program participants include:

Gabriela Livas Stein (Psychology/Psychiatry; 2007-09)
Kennetta Hammond Perry (History; 2007-09)
Criscillia Benford (English; 2008-10)
John Eason (Sociology; 2008-10)

The postdocs are invited to participate in the Junior Faculty Development Series, along with other special programs that may help them achieve their goals of obtaining tenure track faculty positions when they complete their work.

The Graduate School

Duke graduate students are the intellectual glue of our community, pushing academic boundaries, offering fresh perspectives in research approaches, and giving voice to emerging fields. A key component in ensuring that we continue to train a diverse group of scholars has been to actively prepare and recruit undergraduate students from underrepresented groups and to help them become fully engaged members of our intellectual community. In recent years, the university has begun to show encouraging signs of progress in increasing the presence of students of color in its graduate programs. What follows is a summary of the gains we have made in the enrollment, preparation, recruitment, retention, and graduation of students from underrepresented groups.

Enrollment

The entering class of 2008 included 34 U.S. minority students (9% of 380 total new matriculants; 14% of 236 U.S. new matriculants). Moreover, the entire graduate student population has become increasingly diverse and includes nearly one half women (46%) and one-third international students (33%), with 13% of the school's total student population drawn from U.S. underrepresented groups.

Graduate School Preparation

Summer Research Opportunity Program (SROP)

The major goal of this program is to encourage students of color to pursue a career in the biomedical sciences and, as a secondary goal, to increase matriculations to Duke graduate programs. Funded by the Graduate School, the Medical School, and the President's Office, this program supports approximately 10–14 students each year in an intense 10-week summer research experience.

Since 1996, the SROP faculty has trained about 127 undergraduates in biomedical science research. The program offers both laboratory and professional development experiences and matches student research interests with faculty mentors. One student commented, “My summer in the lab has been very informative—more than the techniques and lab work. I learned directly from my research. I gained a much better feel for what life would be like were I to pursue this path and I also had a lot of fun.” The SROP enjoys the leadership of faculty director Soman Abraham and administrative director Tomalei Vess. In the population at large, an overwhelming majority of minority biomedical undergraduates who pursue advanced degrees go to medical school for a straight M.D. We are very pleased that many of our SROP students who have completed their B.S. degree will earn the Ph.D. (18) and the M.D./Ph.D. (10).

Post-baccalaureate Research Education Program (PREP)

Led by Professor Kenneth Kreuzer, (Biochemistry), with administrative support from Graduate Student Affairs, Duke University’s Post-baccalaureate Research Education Program (PREP) is designed for minority students who have recently completed their bachelor’s degree and who wish to obtain more experience and preparation before entering a Ph.D. graduate program. PREP scholars work on a research project under the supervision of an experienced Duke faculty mentor. Since 2004 Duke has sponsored 22 PREP Scholars. Ten are currently enrolled in Ph.D. programs, six are in M.D. programs, one has completed the M.D. degree, one is in an M.D.–Ph.D. program, three are employed in research positions, and one is applying to graduate school for 2009. 2008 is the last year the National Institutes of Health (NIH) will sponsor PREP. The Duke PREP program was funded with a \$1.5 million five-year grant from NIH.

Recruitment

The Graduate Visitation Program: The purpose of this new joint Duke-North Carolina State University program is to introduce talented students from underrepresented groups to the schools’ programs and offerings, to provide them with first-hand information about the application process, and to encourage them to consider Triangle area schools for graduate study. All interested students are required to complete an application to attend this two-day event. Acceptance is determined by the student’s academic curriculum, grade performance, and commitment to research. Approximately 50–80 students are selected for the program each year. Candidates are recruited from well established undergraduate research programs, such as the Mellon Mays Undergraduate Fellowship, Meyerhoff Scholarship Program, Minority Access to Research Careers (MARC) Program, Ronald E. McNair Post-baccalaureate Achievement Program, the Ralph Bunche Institute, and undergraduate honors programs at universities around the country.

Campus Visits and Recruitment Fairs: The Office of Graduate Student Affairs hosts special campus visits of student groups and individuals from around the United States, including a spring semester, science-focused visit from 50+ science undergraduates from the Atlanta-area HBCUs. In 2007–2008, Duke hosted 8 campus visits with more than 200 students from HBCUs, Ronald E. McNair Programs, MARC, and Research Initiative for Scientific Enhancement (RISE) programs. Graduate School staff, students, and faculty regularly participate in graduate recruitment fairs across the country. To date, Graduate School representatives have had personal contact with more than 900 students and expect to double that by the end of the academic year.

The Graduate Dean's Fellowships

The Graduate Dean's Fellowships (formerly called the Duke Endowment Fellowships) have been an integral component of Duke University's ability to attract and retain students from underrepresented groups into doctoral degree programs. Since 1988, the fellowship has attracted 249 students of color to Duke for doctoral study. Of these, 96 have earned the Ph.D. and 32 a terminal master's degree. Twenty-eight of the fellows withdrew from their programs, six are on leave of absence, and 87 are currently enrolled. The fellows who have received the Ph.D. are on the faculty at some of the best schools in the country, including Cornell, Duke, Harvard, Northwestern, Rice, Spelman, and the University of Michigan.

Retention

Successful retention of minority students also encourages increased diversity in the graduate student population. Retention rates for all graduate students at Duke hover around 60 percent, which is higher than the 50 percent national average. The Graduate School's aim is to reach 75 percent through its participation in the Council of Graduate Schools (CGS) Ph.D. Completion Project, which is designed to identify best practices, policies, and resources that affect retention and completion rates. The Graduate School continues to make statistical data about Ph.D. enrollment, completion, time to degree, and placement available on its Web site for each department, allowing prospective graduate students to meaningfully compare Duke with other universities.

Quality of student life figures heavily in the retention equation. The Graduate School seeks to understand how it can most effectively enhance the quality of its students' lives during and beyond their years at this university. It is this interest in and responsiveness to student concerns that has made Duke's Graduate School a national model for how to conduct graduate education in the United States. Over the years, we have learned that investing heavily in services that directly address students' critical concerns results in greater success in their academic, personal, and professional lives.

Ph.D. Completion

Duke Ph.D. completion rates for students admitted between 1997–2002 range as follows: Humanities (69%), Social Sciences (70%), Physical Sciences (65%), Engineering (63%), and Biological Sciences (74%). African-Americans have consistently represented between four and five percent of the total Graduate School enrollment and maintain comparable completion rates. Also, the median time to degree at Duke is lower than the US median in every academic division.

Duke University Median Time (years) to Ph.D. Degree (1997-2002 matriculants)

	<i>Duke University</i>	<i>US median in 2006</i>
- <i>Humanities</i>	6.3	9.7
- <i>Social Sciences</i>	5.8	7.9
- <i>Physical Sciences</i>	5.4	6.7
- <i>Engineering</i>	5.0	6.9
- <i>Biological Sciences</i>	5.6	7.0

While Duke's Humanities and Social Sciences departments have steadily increased the enrollment of African-Americans, initial data from the CGS Completion Project indicate that Duke remains nearly 8% lower than other participating universities in total enrollment of students from underrepresented

groups. There are, however, encouraging signs that this gap has begun to narrow. In addition, Duke has higher Ph.D. completion rates (at both 7-year and 10-year cohorts) in every academic division compared to both public and private schools in the CGS Completion Project. Completion rates by gender reveal that Duke is having notable success with female graduate students:

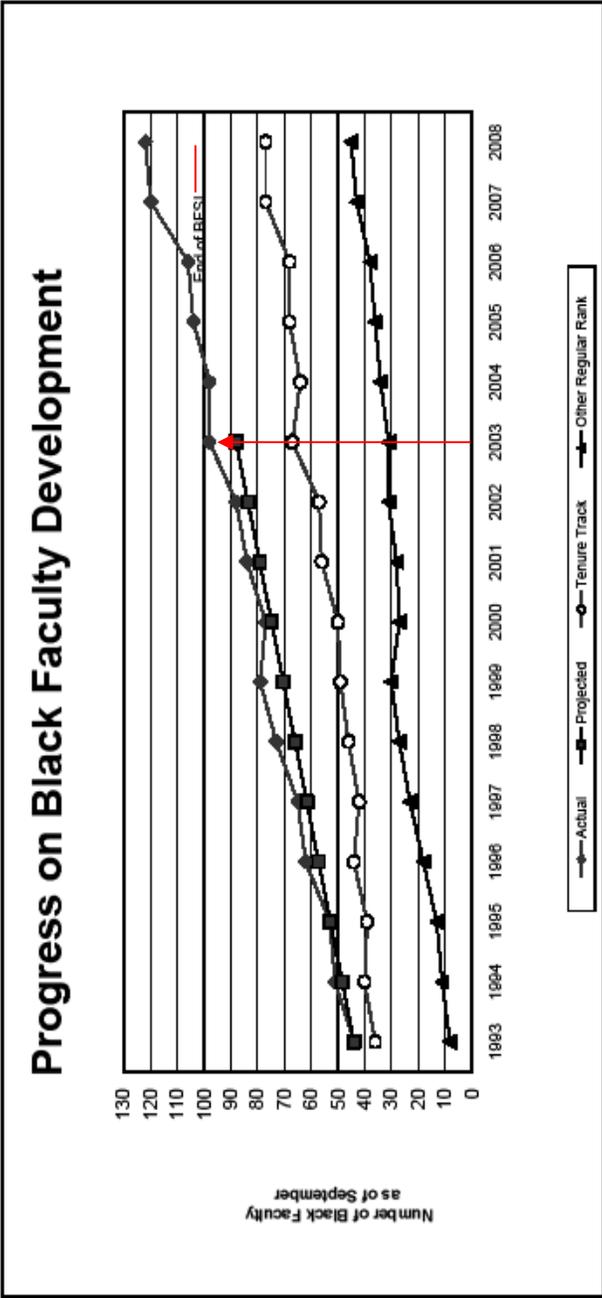
PhD Completion Rates for Females at Year 10, by Broad Field

	<i>Other Institutions</i>	<i>Duke University</i>
<i>Engineering</i>	55.0%	76.5%
<i>Life Sciences</i>	56.7%	50.0%
<i>Math & Physical Sciences</i>	51.3%	58.3%
<i>Social Sciences</i>	57.2%	64.7%
<i>Humanities</i>	50.5%	64.6%

Duke University Graduate School continues to participate in national data collection and analysis initiatives with CGS, AAU, and other professional organizations. More significantly, the Graduate School is sharing this information with faculty throughout the university to identify best practices that enhance the overall graduate student experience and promote completion.

Appendices

- A.** Trajectory – Progress on Black Faculty Development
- B.** Faculty Diversity Standing Committee – membership roster 2008-09
- C.** Best Practices and Innovative Ideas: Recruitment, Hiring and Retention for a Diverse and Inclusive Faculty
- D.** Black Faculty Strategic Development, Regular Rank Faculty, 1993-2008
- E.** Snapshot – Fall 2008 Faculty Diversity by Gender
- F.** 10-year Change by Gender: snapshots in 1998, 2003 and 2008
- G.** Black Faculty Retention - Fall 2008
- H.** Women Faculty Retention – Fall 2008
- I.** COACHE Junior Faculty Survey Report - 2007



	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
Actual	44	51	53	62	65	73	79	77	84	88	88	98	104	106	120	122												
Projected	44	49.4	52.8	57.2	61.6	66	70.4	74.8	79.2	83.6	88	98	104	106	120	122												
Tenure Track	36	40	39	44	42	48	49	50	56	57	67	64	68	68	77	77												
Other Regular Rank	8	11	13	18	23	27	30	27	28	31	31	34	36	38	43	45												

Notes:
 2003 marked the end of the Black Faculty Strategic Initiative
 For this purpose, tenure track includes pre-tenure track lecturers in Arts & Sciences and associates in the Medical Center.

FACULTY DIVERSITY STANDING COMMITTEE 2008-09

Term ending August 31, 2009

*Nancy Allen (chair), Vice Provost for Faculty Diversity & Faculty Development (6/30/09)
Gregson Davis, Dean, Humanities (6/30/09)
Sherman James, Terry Sanford Institute of Public Policy

Term ending August 31, 2010

Ann Brown, Endocrinology
Calvin Howell, Physics
Wagner Kamakura, Fuqua School of Business
Keith Whitfield, Psychology

Term ending August 31, 2011

Ana Barros, Pratt School of Engineering
Kenneth Kruezer, Biochemistry
Dorothy Powell, School of Nursing
Martin Smith, Nicholas School of the Environment
Laura Svetkey, Medicine
Ara Wilson, Women's Studies

Ex-officio

Peter Lange, Provost
Jacqueline Looney, Associate Vice Provost for Academic Diversity
Ben Reese, Office for Institutional Equity
Karen Silverberg, Associate Dean for APT/HR in School of Medicine

Provost's Charge to the Committee:

A result of the work of both the Women's Initiative and the Task Force on Faculty Diversity, this committee evaluates data pertinent to the climate for our diverse faculties as well as, more broadly, Duke's progress toward an inclusive faculty work force. It is constituted of faculty and deans from the various schools along with relevant other administrators. Term: 3 years.

Best Practices and Innovative Ideas: Recruitment, Hiring and Retention For a Diverse and Inclusive Faculty

(Initially presented to Provost Lange 6/07, Deans' Cabinet 9/07; updated 11/08)

Duke University strives for excellence in its faculty and student body. For several decades, we have pursued policies, programs and strategies to enhance diversity in the faculty ranks. We have made considerable progress but still have a ways to go in many of our schools, divisions, and departments. Although some schools have excelled in the inclusion of women and underrepresented minorities among their student bodies, others have not reached goals they set for themselves.

Thinking that the schools, their deans, department chairs and faculty could learn from one another, the Faculty Diversity Standing Committee undertook a series of meetings with the deans in the spring of 2007. We met with each of the existing deans: Arts and Sciences (George McLendon), Divinity (Greg Jones), Fuqua (Doug Breeden), Law (Kate Bartlett), Medicine (Sandy Williams), Nicholas (Bill Schlesinger), Nursing (Catherine Gilliss), Pratt (Kristina Johnson), and the Graduate School (Jo Rae Wright). We met with incoming Fuqua dean (Blair Sheppard) in spring 2007, Deans Chameides (Nicholas) and Levi (Law) in fall 2007, and Dean Andrews in Spring 2008. We will soon meet with Dean Katsouleas who arrived in mid-2008. Minutes of our meetings with the deans were provided to the provost. The committee very much appreciated the deans' time and thoughtfulness in responding to our questions.

We organized the information from these meetings into categories, and when possible, attributed each innovative or distinctive idea to the dean(s) who brought it to our attention. Some ideas were pervasive in our conversations, and thus we did not link those to an individual.

General/Climate

- Show visible commitment to diversity in the unit; be consistent in articulation of values (Bartlett, Sheppard)
- Establish a community: example, Law School's Blueprint (Bartlett), produce people of consequence (Sheppard)
- "Do everything that works"; "be proactive not reactive"; reward strategy; creativity; be goal-oriented and use a goal-driven approach; A&S is a fully inclusive school and community; diversity is necessary for continued success in the future (McLendon)
- Use the "I'm not kidding rule" – show that you are serious about diversity, especially when meeting with department chairs concerning recruitment, hiring (Williams)
- Develop a diversity mission statement (Sheppard)
- Utilize the diversity website, launched September 2007: <http://diversity.duke.edu/>
 - encourage the schools to create their own pages, data, supply news (Allen, Looney, Reese)
- Deans should evaluate how their departments/units/faculty work toward diversity
- Recognize and reward faculty for their achievements
- Promote diversity through highly structured programs, as well as one-on-one discussions (Wright)

- Educate the community by giving talks about the work of your school (Schlesinger)
- Set goals at beginning of your term; track them closely; adjust as needed
- Utilize global initiatives which will enhance diversity and strengthen education
- Communicate our successes

Recruitment and Hiring

- Deans should come together to recruit faculty; focus on making each school better, thus making the institution better (Johnson)
- Use athletics' approach to recruitment: take the long view, follow future candidates closely, make personal visits, form contacts (Johnson)
- Use historically black colleges and universities (HBCUs) as a resource (Breedon); establish ties with HBCUs (Gilliss: Bennett College)
- Track Duke graduates and utilize resource lists: Duke Alumni PhD lists, Mellon Fellows' lists (Jacqueline Looney began sharing these with divisional deans in 2006); Alumni JD lists (Bartlett)
- Involve graduate and professional students in recruitment of faculty (Wright)
- Work on the pipeline: high school students (Breedon, Schlesinger), students from HBCUs, PhDs, postdocs
- Student initiatives: Nicholas, Fuqua, sciences
- Consider cluster hiring (McLendon, Bartlett)
- Two-yr visiting assistant professorship in Law (Bartlett, Levi)
- Increase involvement of schools (Law, Nicholas, Medicine, etc) in the community; nurturing and mentoring youth to introduce them to a range of academic careers
- Develop conferences: a way to bring underrepresented minorities to campus; speakers as potential faculty candidates; networking (Jones)
- Acknowledge that often barriers in recruitment and hiring tend to be departmental; educate search committees so they understand institutional priorities and goals; leverage information for finding and attracting the best candidates
- **Think outside the box** – faculty can also come from industry, government, business, private practice
- Use a liaison team approach (students and faculty) to alma mater (Wright – recruitment of graduate students; could also assist in faculty recruitments)
- Highlight awareness of our flexibility policies (parental leave, tenure clock relief, flexible work arrangements) – Faculty Handbook, brochures (Advantages for Duke Faculty, mailed to all regular rank faculty 9/08), websites such as <http://provost.duke.edu/faculty/>

Dual Career

- Work closely with department chairs, search committees, other deans, administrators and provost to recruit dual career academic partners; early knowledge of the situation helps, since last minute arrangements are difficult
- Recommend faculty videos on Faculty Advantages website <http://provost.duke.edu/faculty/>
- Refer to Stanford University study of dual career academic couples (August 2008) for helpful information <http://www.stanford.edu/group/gender/ResearchPrograms/DualCareer/index.html>

Mentoring

- Review New Faculty Orientation – timing, topics: roles of provost, dean, chairs; hands-on discussions of expectations, resources, policies, strategic goals
- Consider isolation of black/Latino/Asian/women faculty; in departments where there are few, seek mentors outside the unit
- Faculty gatherings – all junior faculty, across disciplines
- All faculty need mentoring; most want it; recognize that some don't
- Enhance APT education for junior faculty (we started the Junior Faculty Development Series in 2007 which includes a session on this topic)
- Establish recognition, rewards, awards in your units

Retention

- Provide early leave to junior faculty members (McLendon)
- Provide child care supplement while on leave (Jones, McLendon)
- Service could help “buy” research time or a teaching assistant, credits toward early sabbatical (McLendon – A&S accelerated leave policy proposed 2008)
- Utilize incentives, counter-offers; current procedures seem to work; monitor successes and challenges
- Provide support for conference around faculty member's new book/research (Jones)

Retirement

- Tailor retirement agreements: ask faculty members to define what they want, such as reduced teaching load in order to accomplish set tasks, time to complete a book or special project so that they finish their careers on a “high note” (McLendon)
- Communicate Flexible Work Arrangements policy, which was designed to help faculty at various stages of the professional life cycle, including pre-retirement

**Strategic Plan for Black Faculty Development
Regular Rank Faculty Appointments, Fall Term 1993 to Fall Term 2008**

School	September 1, 1993	September 1, 1994	September 1, 1995	September 1, 1996	September 1, 1997	September 1, 1998	September 1, 1999	September 1, 2000	September 1, 2001	September 1, 2002	September 1, 2003	September 1, 2004	September 1, 2005	September 1, 2006	September 1, 2007	Arrivals since 9/1/07	Departures since 9/1/07	September 1, 2008	Arrivals since 9/1/93	Departures since 9/1/93	Net Gain Since 9/1/93
Arts & Sciences																					
Tenure Track	15	19	17	20	20	22	21	24	23	24	30	30	30	29	29	2	0	31	38	22	16
Other Regular Rank	2	2	5	8	8	8	11	10	11	10	9	11	10	9	7	1	1	7	15	8	7
Total Regular Rank	17	21	22	28	28	30	32	34	34	34	39	41	40	38	36	3	1	38	53	30	23
Divinity																					
Tenure Track	1	1	1	1	1	0	2	2	3	3	2	2	1	3	3	0	0	3	5	3	2
Other Regular Rank	2	2	1	1	2	4	4	3	2	2	3	3	3	3	3	0	0	3	4	3	1
Total Regular Rank	3	3	2	2	3	4	6	5	5	5	5	5	4	6	6	0	0	6	9	6	3
Engineering																					
Tenure Track	1	2	2	2	2	1	1	1	1	1	1	2	2	2	2	0	0	2	2	1	1
Other Regular Rank	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	2	2	0
Total Regular Rank	1	2	1	3	2	2	2	0	0	2	4	3	1								
Environment																					
Tenure Track	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	1
Other Regular Rank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Regular Rank	0	1	1	1	0	0	1	1	0	1											
Fuqua																					
Tenure Track	1	1	2	1	1	2	2	1	1	1	2	2	3	2	2	1	0	3	5	3	2
Other Regular Rank	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Total Regular Rank	1	1	2	2	2	3	2	1	1	1	2	2	3	2	2	1	0	3	6	4	2
Law																					
Tenure Track	2	1	2	3	3	3	2	2	2	2	2	1	1	1	1	0	0	1	2	3	-1
Other Regular Rank	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1
Total Regular Rank	2	1	2	3	2	3	2	2	0	0	2	3	3	0							
Medicine																					
Tenure Track	16	16	16	17	15	17	20	19	25	24	28	25	27	28	37	2	5	34	60	42	18
Other Regular Rank	4	7	7	7	11	12	12	11	13	17	18	18	22	23	31	5	3	33	25	7	18
Total Regular Rank	20	23	23	24	26	29	32	30	38	41	46	43	49	51	68	7	8	67	85	49	36
Nursing																					
Tenure Track	0	0	0	0	0	1	1	1	1	2	2	2	2	2	2	0	0	2	2	0	2
Other Regular Rank	0	0	0	1	1	1	1	1	0	0	0	0	0	2	1	0	0	1	3	1	2
Total Regular Rank	0	0	0	1	1	2	2	2	1	2	2	2	2	4	3	0	0	3	5	1	4
Total																					
Tenure Track	36	40	40	44	42	46	49	50	56	57	67	64	68	68	77	5	5	77	115	74	41
Other Regular Rank	8	11	13	18	23	27	30	27	28	31	31	34	36	38	43	6	4	45	51	22	29
Total Regular Rank	44	51	53	62	65	73	79	77	84	88	98	98	104	106	120	11	9	122	166	96	70

Notes:

For this purpose, Tenure Track includes pre-tenure track lecturers in Arts and Sciences and associates in the Medical Center. Departures include faculty transferring off the tenure track for either non-tenure track regular rank appointments or nonregular rank appointments as well as faculty leaving the University. Arrivals include faculty transferring from either non-tenure track appointments or nonregular rank appointments as well as new appointments from outside the University.

Appendix E

Fall 2008 Faculty Diversity by Gender

School/Division	Tenure Status	White			Black			Hispanic			Asian			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Humanities	Tenured:															
	Professor	43	27	70	5	2	7	1	0	1	4	1	5	53	30	83
	Associate	13	14	27	3	4	7	3	2	5	3	2	5	22	22	44
	Tenure Track:															
	Assistant	8	5	13	0	1	1	1	1	2	2	2	4	11	9	20
	Total Tenured/Tenure Track	64	46	110	8	7	15	5	3	8	9	5	14	86	61	147
Other Reg Rank	15	21	36	4	1	5	4	1	5	2	8	10	25	31	56	
Total All Regular Rank	79	67	146	12	8	20	9	4	13	11	13	24	111	92	203	
Social Sciences	Tenured:															
	Professor	71	25	96	5	2	7	3	0	3	4	1	5	83	28	111
	Associate	31	19	50	2	2	4	1	0	1	5	2	7	39	23	62
	Tenure Track:															
	Assistant	16	13	29		2	2	1	0	1	2	1	3	19	16	35
	Total Tenured/Tenure Track	118	57	175	7	6	13	5	0	5	11	4	15	141	67	208
Other Reg Rank	25	14	39	1	0	1	0	0	0	3		3	29	14	43	
Total All Regular Rank	143	71	214	8	6	14	5	0	5	14	4	18	170	81	251	
Natural Sciences	Tenured:															
	Professor	65	3	68	2	0	2	0	0	0	7	4	11	74	7	81
	Associate	24	9	33	0	0	0	0	0	0	5	1	6	29	10	39
	Tenure Track:															
	Assistant	14	3	17	1	0	1	1	0	1	6	3	9	22	6	28
	Total Tenured/Tenure Track	103	15	118	3	0	3	1	0	1	18	8	26	125	23	148
Other Reg Rank	24	9	33	1	0	1	0	0	0	5	1	6	30	10	40	
Total All Regular Rank	127	24	151	4	0	4	1	0	1	23	9	32	155	33	188	
Arts & Sciences, Total	Tenured:															
	Professor	179	55	234	12	4	16	4	0	4	15	6	21	210	65	275
	Associate	68	42	110	5	6	11	4	2	6	13	5	18	90	55	145
	Tenure Track:															
	Assistant	38	21	59	1	3	4	3	1	4	10	6	16	52	31	83
	Total Tenured/Tenure Track	285	118	403	18	13	31	11	3	14	38	17	55	352	151	503
Other Reg Rank	64	44	108	6	1	7	4	1	5	10	9	19	84	55	139	
Total All Regular Rank	349	162	511	24	14	38	15	4	19	48	26	74	436	206	642	
Divinity School	Tenured:															
	Professor	13	2	15	0	0	0	0	0	0	0	0	0	13	2	15
	Associate	2	2	4	1	0	1	0	0	0	0	0	0	3	2	5
	Tenure Track:															
	Assistant	2	2	4	0	2	2	0	0	0	0	1	1	2	5	7
	Total Tenured/Tenure Track	17	6	23	1	2	3	0	0	0	0	1	1	18	9	27
Other Reg Rank	7	3	10	3	0	3	1	0	1	0	0	0	11	3	14	
Total All Regular Rank	24	9	33	4	2	6	1	0	1	0	1	1	29	12	41	

School/Division	Tenure Status	White			Black			Hispanic			Asian			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pratt	Tenured:															
	Professor	34	5	39	0	0	0	2	1	3	9	0	9	45	6	51
	Associate	15		15	1	0	1	0	0	0	2	1	3	18	1	19
	Assistant	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
	Tenure Track:															
	Assistant	10	4	14	0	1	1	0	0	0	6	1	7	16	6	22
	Total Tenured/Tenure Track	60	10	70	1	1	2	2	1	3	17	2	19	80	14	94
Other Reg Rank	14	3	17	0	0	0	0	0	0	4	2	6	18	5	23	
Total All Regular Rank	74	13	87	1	1	2	2	1	3	21	4	25	98	19	117	
Nicholas School	Tenured:															
	Professor	23	4	27	0	0	0	0	0	0	0	0	0	23	4	27
	Associate	8	1	9	0	0	0	0	0	0	1	1	2	9	2	11
	Tenure Track:															
	Assistant	1	3	4	1	0	1	0	1	1	0	0	0	2	4	6
	Total Tenured/Tenure Track	32	8	40	1	0	1	0	1	1	1	1	2	34	10	44
Other Reg Rank	8	3	11	0	0	0	0	0	0	0	0	0	8	3	11	
Total All Regular Rank	40	11	51	1	0	1	0	1	1	1	1	2	42	13	55	
Law School	Tenured:															
	Professor	31	6	39	0	1	1	0	0	0	1	1	2	32	10	42
	Tenure Track:															
	Professor	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
	Associate	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
	Assistant															
Total Tenured/Tenure Track	33	9	42	0	1	1	0	0	0	1	1	2	34	11	45	
Other Reg Rank	5	4	9	1	0	1	0	0	0	0	0	0	6	4	10	
Total All Regular Rank	38	13	51	1	1	2	0	0	0	1	1	2	40	15	55	
Fuqua	Tenured:															
	Professor	35	6	41	0	0	0	0	0	0	5	2	7	40	8	48
	Associate	9	4	13	0	0	0	0	0	0	3	0	3	12	4	16
	Tenure Track:															
	Associate	7	0	7	1	0	1	0	0	0	3	0	3	11	0	11
	Assistant	19	7	26	1	1	2	1	0	1	5	0	5	26	8	34
Total Tenured/Tenure Track	70	17	87	2	1	3	1	0	1	16	2	18	89	20	109	
Other Reg Rank	10	4	14	0	0	0	0	0	0	0	0	0	10	4	14	
Total All Regular Rank	80	21	101	2	1	3	1	0	1	16	2	18	99	24	123	

School/Division	Tenure Status	White			Black			Hispanic			Asian			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Basic Sciences	Tenured:															
	Professor	64	14	78	1	0	1	0	0	0	3	2	5	68	16	84
	Associate	23	3	26	1	0	1	0	0	0	6	1	7	30	4	34
	Tenure Track:															
	Associate	1	2	3	0	0	0	0	0	0	1	0	1	2	2	4
	Assistant	12	6	18	0	0	0	0	0	0	12	1	13	24	7	31
	Total Tenured/Tenure Track	100	25	125	2	0	2	0	0	0	22	4	26	124	29	153
	Other Reg Rank	21	26	47	0	1	1	0	0	0	11	3	14	32	30	62
Total All Regular Rank	121	51	172	2	1	3	0	0	0	33	7	40	156	59	215	
Clinical Sciences	Tenured:															
	Professor	221	28	249	7	2	9	0	0	0	17	2	19	245	32	277
	Associate	89	30	119	1	1	2	0	0	0	7	1	8	97	32	129
	Assistant	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
	Tenure Track:															
	Professor	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
	Associate	60	20	80	0	0	0	0	0	0	10	2	12	70	22	92
	Assistant	95	74	169	4	7	11	0	0	0	27	18	45	126	99	225
	Total Tenured/Tenure Track	466	152	618	12	10	22	0	0	0	62	23	85	540	185	725
	Other Reg Rank	382	292	674	19	23	42	0	0	0	85	56	141	486	371	857
Total All Regular Rank	848	444	1292	31	33	64	0	0	0	147	79	226	1026	556	1582	
School of Nursing	Tenured:															
	Professor	0	7	7	0	0	0	0	0	0	0	0	0	0	7	7
	Associate	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2
	Tenure Track:															
	Associate	1	4	5	0	0	0	0	0	0	0	0	0	1	4	5
	Assistant	0	6	6	0	2	2	0	0	0	0	1	1	0	9	9
	Total Tenured/Tenure Track	1	19	20	0	2	2	0	0	0	0	1	1	1	22	23
Other Reg Rank	4	19	23	0	1	1	0	0	0	0	0	0	4	20	24	
Total All Regular Rank	5	38	43	0	3	3	0	0	0	0	1	1	5	42	47	
Grand Total	Tenured:															
	Professor	600	129	729	20	7	27	6	1	7	50	13	63	676	150	826
	Associate	214	84	298	9	7	16	4	2	6	32	9	41	259	102	361
	Assistant	2	1	3	0	0	0	0	0	0	0	0	0	2	1	3
	Tenure Track:															
	Professor	0	1	1	0	0	0	0	0	0	1	0	1	1	1	2
	Associate	71	26	97	1	0	1	0	0	0	14	2	16	86	28	114
	Assistant	177	123	300	7	16	23	4	2	6	60	28	88	248	169	417
	Total Tenured/Tenure Track	1064	364	1428	37	30	67	14	5	19	157	52	209	1272	451	1723
	Other Reg Rank	515	398	913	29	26	55	5	1	6	110	70	180	659	495	1154
Total All Regular Rank	1579	762	2341	66	56	122	19	6	25	267	122	389	1931	946	2877	

Appendix F

Faculty Gender by School
10 Year Change

I. Fall 1998

School	Tenured/Tenure Track			Other Regular Rank			Total Regular Rank		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Humanities	85	49	37%	24	28	54%	109	77	41%
Social Sciences	114	42	27%	21	12	36%	135	54	29%
Natural Sciences	133	21	14%	21	9	30%	154	30	16%
Arts & Sciences Total	332	112	25%	66	49	43%	398	161	29%
Divinity	17	8	28%	6	1	14%	23	7	23%
Pratt	61	4	6%	28	3	10%	89	7	7%
Nicholas	30	8	17%	8	5	38%	38	11	22%
Law	27	8	23%	1	0	0%	28	8	22%
Fuqua	60	15	20%	12	1	8%	72	16	18%
Medicine	588	118	17%	330	207	39%	918	325	26%
Nursing	1	14	93%	1	12	92%	2	26	93%
Total Regular Rank	1116	283	20%	452	278	38%	1568	561	26%

II. Fall 2003

School	Tenured/Tenure Track			Other Regular Rank			Total Regular Rank		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Humanities	82	56	41%	21	31	60%	103	87	46%
Social Sciences	114	54	32%	27	9	25%	141	63	31%
Natural Sciences	138	25	15%	29	15	34%	167	40	19%
Arts & Sciences Total	334	135	29%	77	55	42%	411	190	32%
Divinity	18	5	22%	7	4	38%	25	9	26%
Pratt	72	11	13%	16	8	33%	88	19	18%
Nicholas	32	5	14%	4	4	50%	36	9	20%
Law	32	9	22%	4	3	43%	36	12	25%
Fuqua	83	16	16%	9	6	40%	92	22	19%
Medicine	619	157	20%	433	281	39%	1052	438	29%
Nursing	2	24	92%	1	11	92%	3	35	92%
Total Regular Rank	1192	362	23%	551	372	40%	1743	734	30%

III. Fall 2008

School	Tenured/Tenure Track			Other Regular Rank			Total Regular Rank		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Humanities	86	61	41%	25	31	55%	111	92	45%
Social Sciences	141	67	32%	29	14	33%	170	81	32%
Natural Sciences	125	23	16%	30	10	25%	155	33	18%
Arts & Sciences Total	352	151	30%	84	55	40%	436	208	32%
Divinity	18	9	33%	11	3	21%	29	12	29%
Pratt	80	14	15%	18	5	22%	98	19	16%
Nicholas	34	10	23%	8	3	27%	42	13	24%
Law	34	11	24%	6	4	40%	40	15	27%
Fuqua	89	20	18%	10	4	29%	99	24	20%
Medicine	664	214	24%	518	401	44%	1182	615	34%
Nursing	1	22	96%	4	20	83%	5	42	89%
Total Regular Rank	1272	451	26%	659	495	43%	1931	946	33%

Notes: For this purpose, other regular rank includes Associates in the Medical Center which is consistent with Nomenclature guidelines.

Appendix G

Regular Rank Faculty Retention
Black Faculty

School	Total Hired since 9/1/1993	Blacks Hired Since 9/1/1993	Non-Blacks Hired Since 9/1/1993	Total of Hires Since 1993 at Duke in Fall 2008	Blacks Hired Since 1993 at Duke in Fall 2008	Non-Blacks Hired Since 1993 at Duke in Fall 2008	Overall Retention Rate	Black Retention Rate	Non-Black Retention Rate
Arts & Sciences	566	52	514	397	31	366	70%	60%	71%
Divinity	41	8	33	29	4	25	71%	50%	76%
Engineering	133	3	130	80	2	78	60%	67%	60%
Environment	37	1	36	26	1	25	70%	100%	69%
Law	30	2	28	27	2	25	90%	100%	89%
Fuqua	152	5	147	91	3	88	60%	60%	60%
Total	959	71	888	650	43	607	68%	61%	68%

Notes:

The Medical Center maintains a separate faculty database and therefore the data for this purpose for School of Medicine and School of Nursing is not available.

Hires include new regular rank appointments beginning 9/1/93 and exclude any transfers between tenure track and non-tenure track. Retention data includes faculty transferring from one school to another school.

Appendix H

Regular Rank Faculty Retention
Women Faculty

School	Total Hired since 9/1/1993	Women Hired Since 9/1/1993	Men Hired Since 9/1/1993	Total of Hires Since 1993 at Duke in Fall 2008	Women Hired Since 1993 at Duke in Fall 2008	Men Hired Since 1993 at Duke in Fall 2008	Overall Retention Rate	Women Retention Rate	Men Retention Rate
Arts & Sciences	566	203	363	397	135	262	70%	67%	72%
Divinity	41	13	28	29	9	20	71%	69%	71%
Engineering	133	26	107	80	18	62	60%	69%	58%
Environment	37	12	25	26	7	19	70%	58%	76%
Law	30	8	22	27	6	21	90%	75%	95%
Fuqua	152	40	112	91	19	72	60%	48%	64%
Total	829	302	527	650	194	456	78%	64%	87%

Notes:

The Medical Center maintains a separate faculty database and therefore the data for this purpose for School of Medicine and School of Nursing is not available.

Hires include new regular rank appointments beginning 9/1/93 and exclude any transfers between tenure track and non-tenure track. Retention data includes faculty transferring from one school to another school.

Appendix I

**Collaborative on Academic Careers in Higher Education (COACHE)
Summary of Results for Duke University**

Introduction

Duke recently participated in a research project based at the Harvard Graduate School of Education to assess the work experiences of junior faculty at universities across the country. This report summarizes key findings for Duke as compared to responses from five peer institutions selected from among the 58 universities participating in the COACHE survey this year. The five peer institutions are Brown, Dartmouth, Harvard, Stanford, and University of Virginia. Response rates are provided on page 2.

The chart on page 3 provides a broad look at how the mean responses from Duke faculty compare to peer institutions in each of the five thematic areas of the survey. This big picture summary indicates that junior faculty at Duke ranked high in questions about policies, practices, and global satisfaction, and ranked low on questions regarding clarity and reasonableness of the tenure process, relative to the peer group.

The results of the COACHE survey were analyzed by staff at the Harvard Graduate School of Education and presented in a full report of 575 pages. Following pages 2-3 (which are extracted directly from the COACHE report) is a brief description of key findings for Duke under each of the 5 thematic areas:

- I. Tenure
- II. Nature of the work
- III. Policies and practices
- IV. Climate, culture, and collegiality
- V. Global satisfaction

Who was surveyed?

All junior faculty, defined as:

- Full-time
- Tenure-track
- Pre-tenure
- Hired prior to 2008
- Not clinical faculty
- Not in terminal year after being denied tenure

At Duke, a total of 198 faculty were surveyed with 49% responding. Of the 97 respondents, 88 are male and 31 are female. To ensure the confidentiality of all responses, the COACHE report groups race and ethnicity into two categories, white faculty (N=89) and "faculty of color" (N=28). See page 2 for response rates for the peer group as well as all 58 universities participating in the COACHE project.

Duke Respondents by School

Arts & Sciences	51
Business	12
Divinity	3
Engineering	13
Environment	4
Law	3
Medicine	11
Total	97

RESPONSE RATE and WEIGHT SCALE

Overall response rates (All Universities)

	Total	Males	Females	White Faculty	Faculty of Color	Missing Race Data
N of Population	10,918	6,457	4,446	7,879	2,918	121
N of Responders	6,362	3,549	2,813	4,733	1,620	9
Response Rate	58%	55%	63%	60%	56%	

Response rates of your peers (All Peers)

	Total	Males	Females	White Faculty	Faculty of Color	Missing Race Data
N of Population	1,026	661	365	795	231	-
N of Responders	633	367	266	474	159	-
Response Rate	62%	56%	73%	60%	69%	

Response rates of your faculty population

	Total	Males	Females	White Faculty	Faculty of Color	Missing Race Data
N of Population	196	132	64	138	58	-
N of Responders	97	66	31	69	28	-
Response Rate	49%	50%	48%	50%	48%	

Weight scale applied to survey respondents, by gender and race

	American Indian/Alaskan	Asian/Pacific Islander	Black, Non-Hispanic	Hispanic/Latino	White
Male	0.4704	1.0881	0.9654	1.0023	0.9679
Female	0.4996	1.1557	1.0254	N/A	1.0281

PEER GROUP

Each participating institution chose five "peers," or institutions with which to compare their own results. The results of these peer institutions are included in the Results Section of this report in a randomized order. Your institution chose the following universities or colleges:

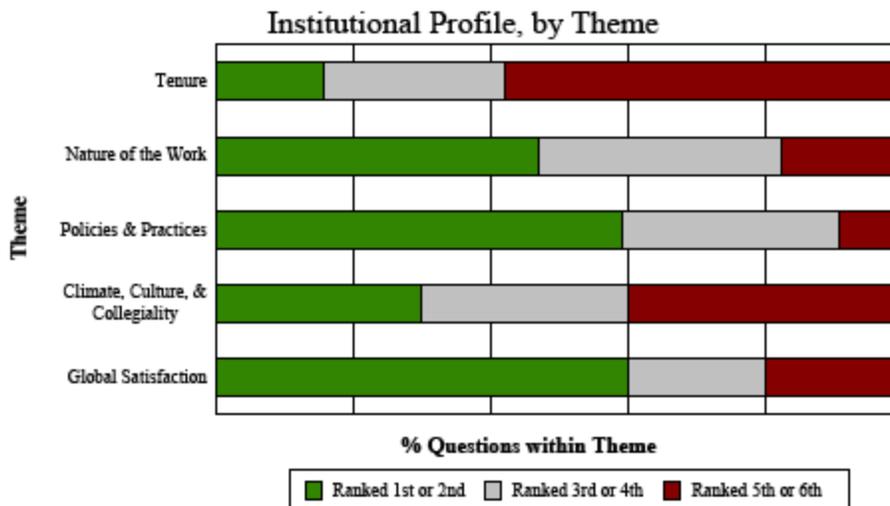
- Brown University
- Dartmouth College
- Harvard University
- Stanford University
- University of Virginia

INSTITUTIONAL PROFILE, BY THEME

The COACHE survey is organized around five themes:

- I. Tenure
- II. Nature of the work
- III. Policies and practices
- IV. Climate, culture, and collegiality
- V. Global satisfaction

This chart summarizes your institution's mean scores *relative to your peer group* (see below) for each theme taken as a whole. Green, grey, and red bars indicate the percentage of survey items within each theme whose scores at your institution rank in the top two, middle two, or bottom two of your peer group.



Who are my peers? At the conclusion of COACHE survey administration, we asked your institutional representative to select five peer COACHE institutions that would form the comparison group for this report. In alphabetical order, those peers are:

- Brown University
- Dartmouth College
- Harvard University
- Stanford University
- University of Virginia

I. Tenure

A number of survey questions asked about the clarity and reasonableness of various aspects of the tenure process and procedures. Response categories are on a 5 point scale with 5 as the positive end of the scale (e.g., very clear, very reasonable, strongly agree) thus the higher the mean rating the more positive the responses.

- Duke faculty ranked first among the peers in agreeing that tenure decisions are made primarily on performance-based criteria. The mean response for this question, 4.21, was the highest among all the questions about tenure. No significant differences by gender or race.
- The lowest mean rating from Duke faculty was on the clarity of expectations for performance as a campus citizen. Four of the peer institutions had higher mean responses for this question. No significant differences by gender or race.
- Male faculty were more likely than female faculty to agree that the expectation for performance as a teacher is clear (M=3.78, F=3.16).
- Male faculty were more likely than female faculty to agree that the expectation for performance as a student advisor is clear (M=3.41, F=2.82).

II. Nature of the work

All of the questions in this section asked about level of satisfaction on a 5 point scale with 5 as "very satisfied":

- Mean responses to questions about satisfaction with the nature of the work and resources available all fell on the "satisfied" side of the scale for Duke faculty – mean responses ranged from 3.31 to 4.75. Duke ranked in the top 4, among all 58 universities, with the highest mean ratings for questions in this theme.
- The highest mean rating, and second among the peers, is Duke faculty satisfaction with the discretion they have over the content of the courses they teach (4.75). No significant differences by gender or race.
- White faculty were more likely than faculty of color to be satisfied with the amount of access they have to teaching fellows, graduate assistants, et al. (W=3.82, FOC=3.29).
- Compared to peer institutions, female faculty and faculty of color were on average less satisfied with the amount of research funding they are expected to find.

III. Policies and practices

- Duke ranked in the top 4, among all 58 universities, with the highest mean ratings for questions about the effectiveness of policies.
- Male faculty agreed to a greater extent than did female faculty that their departmental colleagues do what they can to make *having* children and the tenure-track compatible (M=3.88, F=3.16).
- Male faculty agreed to a greater extent than did female faculty that their departmental colleagues do what they can to make *raising* children and the tenure-track compatible (M=3.82, F=3.07).
- Compared to peer institutions, faculty of color at Duke were on average less satisfied with the balance they are able to strike between professional time and personal or family time.

IV. Climate, culture, and collegiality

- Compared to the peer institutions, Duke faculty had the highest level of satisfaction with the intellectual vitality of the senior colleagues in their department (mean=4.17). No significant differences by gender or race.
- Male faculty were significantly more satisfied than female faculty with their opportunities to collaborate with senior faculty (M=3.48, F=2.84). Compared to female faculty at the peer institutions, Duke's female faculty had the lowest level of satisfaction on this question.

V. Global satisfaction

- Duke ranked in the top 4, among all 58 universities, with the highest mean ratings for questions about the overall satisfaction with their position and institution.
- There were no significant differences by gender or race in the questions related to overall satisfaction.

Academic Area results:

Below are questions in which the "spread" in mean response from highest to lowest department was a) ≥ 1 , and b) if more than 1, not caused by a high outlier. Results:

- clear tenure expectations regarding community outreach: Humanities and "Other" (Divinity, Nicholas) were 3.4/3.5, Social Sciences was 2.5
- clear tenure expectations for scholarly performance: Engineering was 4.2, "Other" was 3.0
- satisfaction with # students taught: Soc Sci 4.5, Business 3.5
- satisfaction with quality of undergrads: Engineering 4.8, Physical Sciences 4.7, Humanities 3.8
- satisfaction with amount of time for research: Business 4.6, "Other" 2.5 (most were 3.3)
- satisfaction with amount of external funding expected to find: Business 5.0, Engineering 2.9
- satisfaction with offices, labs, classrooms: Business 4.6, Humanities 3.5
- satisfaction with access to teaching fellows/grad assistants: "Other" and Business 4.2, Engineering 3.1
- satisfaction with clerical support: Soc Sci 4.2, Medical 2.8
- satisfaction with research support: "Other" and Soc Sci >4 , Engineering 2.8
- satisfaction with teaching support: "Other" 4.4, Engineering 3.3
- satisfaction with computing support: Soc Sci, Nat Sci, and "Other" ≥ 4 ; Engineering 2.7
- institution makes "having" children and tenure track compatible: Nat Sci & Engineering >3.9 , Humanities 2.8
- institution makes "raising" children and tenure track compatible: Nat Sci & Engineering >3.5 , Humanities 2.5
- departmental colleagues make "having" children compatible with tenure track: Nat Sci 4.2, Humanities 2.5
- departmental colleagues make "raising" children compatible with tenure track: Nat Sci 4.1, Humanities 2.5

- satisfaction with compensation: Engineering 4.6, Humanities 2.8
- satisfaction with work/professional balance: business, engineering and medical >4, Humanities 2.4
- opportunities to collaborate with other faculty: Nat Sci 4, Soc Sci 2.3
- satisfaction with senior faculty interaction: Nat Sci 4.1, Soc Sci 2.9
- satisfaction with departmental "fit" (belonging, comfort level): nat sci and other >4.3, humanities and soc sci 3.1

Free text responses:

- Key negative theme: too much pressure/too little time/support for junior faculty
- Key positive suggestion: hire more junior faculty, for collegiality and to distribute the workload