

Faculty Diversity Initiative Update: Biannual Report to the Academic Council
Peter Lange, Provost
Nancy B. Allen, Vice Provost for Faculty Diversity
and Faculty Development
March 21, 2013

EXECUTIVE SUMMARY

Duke University strongly endorses the value and benefits of an excellent, diverse faculty. Our commitment since the 2003 Faculty Diversity Initiative has: 1) enhanced the intellectual environment for students, staff and colleagues, 2) provided faculty role models for students arriving from backgrounds traditionally less well represented in academic and professional careers, and 3) enabled us to recruit excellent, diverse faculty members, even in the financially challenging times of the economic downturn of the past 5 years.

Duke University's history in recruiting faculty of color is worth reviewing. The first black faculty member hired on the tenure track and subsequently the first to be tenured was Samuel DuBois Cook in the 1960s, celebrated through the Cook Society at Duke since the mid-1990s. Indeed, we are now in the midst of a year-long celebration of the 1st African American undergraduates admitted to Duke University <http://spotlight.duke.edu/50years/>

As the first concerted effort to hire a significant number of black faculty at Duke, the Black Faculty Initiative (BFI) was a five-year plan spanning 1988-93 whose goal was to add one black faculty member in each academic unit at Duke. When that initiative clearly failed, the Black Faculty Strategic Initiative (BFSI) stated the goal of doubling the total number of regular rank black faculty members across the entire university from 1993-2003. We hit that target one year early with considerable efforts on the part of faculty and administrative leadership. Although the formal BFSI ended in 2003, we continue our efforts in this area, as you will see in this report.

With intention over the past decade, the 2003 Faculty Diversity Initiative (FDI) has guided our efforts related to faculty diversity more broadly than the earlier two initiatives. While continuing our commitment to expand the presence of black faculty at Duke, we also committed to enhance recruitment and retention of faculty of color and women in areas where they were underrepresented.

From data in this year's report, you will note that we continue to make progress in increasing the number and distribution of black faculty across the university. From 1993 to 2012, the number of regular rank black faculty at Duke has increased from 44 to 138, although the number is down from 143 in 2010. This includes an increase in the number of tenured/tenure track black faculty from 36 to 79 during that time period. Of all regular rank faculty counted in fall 2012, the percentage of black faculty is 4.25%, Latino/a 2.1 %, women 35.8%. In Arts and Sciences, the largest school (excluding Medicine), the percentage of tenured/tenure track black faculty is 7.2%, up from 6.8% in 2010 and 5% in 2002, and significantly above that of our peer institutions. We continue to pay attention to areas where more progress is needed.

We have also made some progress during the last ten- and five-year periods in the hiring of women, notably in Law, Nicholas, Sanford and Medicine. In the natural sciences and engineering, we still have work to do. The trend is encouraging in the natural sciences where I understand we are having success this year in hiring women especially in chemistry. The deans and I continue to work together to achieve greater success in increasing the number of women in these fields. Faculty search committees, department chairs and divisional deans are also extremely important in these endeavors.

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>.

1. The Provost, with the approval of the Executive Committee of the Academic Council, will form and charge a standing committee composed of faculty and administrators to advise the Provost on issues of faculty diversity, and to review unit efforts to recruit and retain women and minorities. This committee of 8 - 10 members will meet at least twice a year, and a subgroup of the committee will meet more frequently with administrators (Provost, Vice Provost for Academic and Administrative Services, selected Deans). In the first year, this committee will evaluate every unit by using pool data that have already been collected, as well as collecting any additional needed data (e.g., by interviews with department chairs).
2. The Office of Institutional Research will repeat the data collection process outlined in the Women's Faculty Development Task Force Report every other year and combine with data traditionally presented in the yearly Black Faculty Strategic Initiative Report. A report will be issued in alternate years with the salary equity study.
3. Deans of the schools, or their academic dean designees, will conduct exit interviews on all departing faculty (tenure track and POPs), with the exception of retirees. The interview protocol from Johns Hopkins will be used for this purpose. Results will be submitted to the Office of the Provost by June 30th.
4. The Provost's Office and the Standing Committee will review the annual documentation provided by the Deans on the number of women and minorities in the applicant and finalist pools of faculty searches.
5. Each Dean will establish a well thought out and clearly articulated mentoring process for faculty and for graduate, professional, and postdoctoral students with interests in entering the professoriate.
6. The Deans will develop mechanisms to improve recognition of faculty women and minorities as distinguished chairs, and as recipients of awards and honors from professional societies.
7. Through group meetings and one-on-one sessions, the Provost will provide ongoing leadership and encouragement to Deans and Department Chairs regarding diversity goals.
8. The Provost's office and the Standing Committee will collect and publicize examples of successful Duke programs for building pipelines for minorities.
9. Through the provision of funds to support grassroots networking activity of women faculty, the Provost's Office will facilitate the development of their personal and professional connections that cross-departmental boundaries.
10. The Provost's Office will provide central financial support for the new faculty diversity initiative, with up to \$1 Million of funds per year to enhance the strategic hiring of women and minority faculty.*

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 committees and individuals, our office oversees faculty climate surveys and exit interviews, promotes mentoring strategies, develops and tracks pipeline programs (Provost's Postdoctoral Program initiated in 2007), provides funding to the schools for hiring related to our diversity goals, and provides oversight of policies and communication on work-life balance and family friendly policies.

Our work continues in the area of faculty diversity as we set forth and assess new strategies to achieve success in these areas. We plan to follow the basic 2003 ten-point plan over the remainder of my term as provost, along with additional programs and policies as needed:

1. Continue our emphasis on recruitment and retention of women and faculty of color in areas/fields where they are underrepresented, accelerating recruitment in schools that have not made as much progress and supporting those areas that are doing well
2. Enhance efforts related to Spousal/Partner hiring, an increasing challenge here and at peer schools
3. Continue to promote our work-life policies, practices and utilization
4. Provide support to the Provost's Postdoctoral Program

* In the 2006 strategic plan *Making a Difference*, we adjusted the pledge to 10M over 5-7 years. We continue to provide approximately 1-2M/year

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 2013

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. I agreed to present biannual reports. To date, I have presented five progress reports to the Academic Council on the FDI: January 2005, December 2005, October 2006, December 2008 and February 2011. This report provides current faculty data as well as historical progress related to race and gender, information on programs, strategies and achievements, and plans and challenges for the future. I am appreciative of the faculty members, deans and members of my administrative teams who have contributed their efforts towards progress in this area.

Appendix A shows the trajectory of progress related to black faculty since the start of the BFSI in 1993 up through fall 2012, nine years after the end of the BFSI. Since 2010, the total number of black faculty has dropped by five, including two tenured/tenure track faculty. However, the current number of black faculty is up nine since 2009. The economic downturn and challenges posed the past 4-5 years contributed to these changes with fewer overall hires, especially in Arts and Sciences. We continue to support a variety of programs and provide resources for hiring.

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 was my response to the reports of two task forces, one on faculty diversity and the other on women's faculty development (as part of then-President Nan Keohane's Women's Initiative), which were discussed at Academic Council meetings 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 2012-13 committee membership in **Appendix B**. The faculty representatives come from across the institution, including the medical center. This

committee was originally chaired by Professor April Brown (Pratt/ECE) 2003-05, and since then by Professor Nancy Allen (Medicine/Rheumatology) who also has served as Vice Provost for Faculty Diversity and Faculty Development since 2006.

Accomplishments of this standing committee since its inception include:

1. Formulation, administration and assessment of faculty surveys as a measure of climate for all regular rank faculty at Duke University. The initial survey took place in 2005, and our 2nd survey in 2010, with results presented to Academic Council in 2011. We noted progress in a number of areas since 2005, and compared results to those of four peer institutions (Harvard, MIT, Northwestern and Stanford).
http://www.provost.duke.edu/pdfs/2010_Faculty_Survey_Institutional_Report.pdf
2. Creation in 2006 of *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 with presentation of best practices to the deans and provost in 2007, and inclusion in my update on the FDI in December 2008. The committee did another round of interviews with current school deans in 2011-12.
4. Oversight of the Sloan Award for Faculty Career Flexibility 2006-08.
5. Discussions of data from the COACHE (Collaborative on Academic Careers in Higher Education) junior faculty survey and subsequent updates.
6. Discussion of issues pertaining to recruitment, hiring, retention and retirement of faculty.

Faculty Diversity Working Group

As Provost, I chair a working group which operates in a complementary way to the standing committee, and with representation from the standing committee, along with the Dean of Arts and Sciences, and several administrators. The working group functions 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 in as many areas as possible. 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.

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*, the 2006 strategic plan. Professor Nancy Allen (Medicine/Rheumatology) initially served as a Special Assistant to me in 2005-06 after she completed 3 years as chair of Academic Council. Since 2006, she has served as Vice Provost for Faculty Diversity and Faculty Development <http://www.provost.duke.edu/contact/nallen.html>. 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 C shows the ongoing chart of black faculty data by school, rank and tenure status since we initiated the BFSI in 1993.

Appendix D provides snapshot data as of fall of 2012, showing the number 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 considerable amount of information needing thoughtful review to help understand the *current* status of diversity in each of the schools.

Appendix E and F show the changes in number and percentage of women faculty in the schools in the fall of 2012 compared with the data from 2007 (Appendix E), and over the past 10 years, in the fall of 2002, 2007 and 2012 (Appendix F). 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 a number of areas.

Appendices G and H show retention rates for regular rank black faculty and women faculty respectively from 1993-2012. 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/nursing) during this 19 year time frame is 57% compared with a 63% retention rate for non-black faculty. In 2010 these were 61% and 65% respectively. The retention rate for regular rank faculty women (non-medical/nursing) at Duke from 1993 to 2012 was equal to that of men at 63%. The lowest retention rates for women (compared with men) were in Fuqua at 36% (50%) highest in Sanford at 80% (86%).

Appendix I shows current information for 2012-13 related to Distinguished Professorships at Duke University, including gender and race by school. This relates to Point #6 of 10 in the 2003 FDI. These data do not show the term professorships, including the Bass Professorships. In 2010, of all term professorships at Duke presently, 30 are held by men, 8 by women.

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 February 2011.

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 expanded 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 website <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. We share these resources with faculty candidates. Additional copies of the brochure are available from our office through gwendolyn.purnell@duke.edu or nancy.allen@duke.edu.

In 2007, the Flexible Work Arrangements policy (see Faculty Handbook, chapter 4) 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 policy is being utilized by a number of individuals across the university.

Since 2006 and with funds from the Sloan Award, Nancy Allen and Jacqueline Looney organized a series of search committee sessions during each fall term 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 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. Nancy and Jackie also 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. These meetings have proved successful in our recruitment of a number of women and faculty of color in the past several years. The agenda we used for these meetings in Fall 2012 is included in this report as **Appendix J**.

Support for Faculty Hiring Through FDI and Opportunity Funds

Point 10 of the 2003 Faculty Diversity Initiative was a pledge I made to provide funds (1M/year) to the deans for hiring of faculty related to our diversity initiatives. In the 2006 strategic plan *Making a Difference*, we pledged a total of 10M over the next 5-7 years. These are "walk-down funds" to the schools. Our actual expenditures over the past 6 years were as follows: 1.70M (06-07), 2.03M (07-08), 2.34M (08-09), 2.48M (09-10), 2.11M (10-11), and 1.75M (11-12) through either FDI and/or Opportunity Funds (Diversity), from here forward to be included in the Faculty Enhancement Initiative (FEI) funds. Fund expenditure shows reduction over the past 2 years related to the walk-down component as overall hiring declined since the 2008 economic downturn. Total funds expended for faculty diversity hiring over the decade 2002-2012 was 16.4M.

Utilization of Tenure Clock Relief by Junior Faculty

We track the number of faculty by gender, school and reason for requests for tenure clock relief. The policy is found in the Faculty Handbook http://www.provost.duke.edu/pdfs/fhb/FHB_Chap_4.pdf.

During 2010-11, **25** faculty members utilized the policy, including 10 on campus (4 men, 6 women), 15 in medicine/nursing (3 men, 12 women); 23 for reason of adoption or birth of a child, 2 for family illness. This included 3 approvals for shared TCR by faculty couples (6 months' relief each).

In 2011-12, the provost approved tenure clock relief for **28** faculty members: 17 on campus (9 men, 8 women), 11 in medicine/nursing (all women); 19 for adoption or birth of a child, 3 for personal illness, 4 for family illness, 2 for other reasons (administrative duties, damage to laboratory).

Also of note, in early 2013, Provost Lange made a change in the Faculty Handbook to allow both parents of a Duke couple to be eligible for a 1 year extension of the tenure clock with birth or adoption of a child, as long as both are substantially involved in the care of the child. The prior version allowed each member of the couple to receive 6 months of tenure clock relief.

Utilization of Flexible Work Arrangements Policy

The Flexible Work Arrangements policy, approved in 2007, is found in the Faculty Handbook http://www.provost.duke.edu/pdfs/fhb/FHB_Chap_4.pdf. This policy is applicable to faculty members at a variety of stages in the faculty life-cycle: new hires who desire job flexibility, following a parental leave, during times of personal or family illness or crisis, and in the pre-retirement years.

APT issues

Each year, I meet with new faculty about Duke in general and with 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 continue to be anxieties around the tenure process, as evidenced in the results of the 2005 and 2010 Faculty Surveys. I also provide regular updates to Academic Council regarding appointments, tenure and promotions, including gender data.

Exit interviews

Since the start of the Faculty Diversity Initiative, I have requested that the deans promote interviews of all tenured/tenure track faculty who have left Duke in the previous year. We have for use a set of questions originally developed at Johns Hopkins, modified for our purposes. In Arts and Sciences, Professor Emeritus Ron Witt has conducted these interviews during recent years. Most requests are honored. We generally find that faculty enjoyed their time at Duke. They 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, and concerns about balancing teaching and research. We incorporate their concerns in our overall assessment and planning as we seek to recruit and support new faculty at Duke. The exit interview information, along with our climate survey data, are helpful to the deans in discussing and managing challenges in their schools.

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>. Professor Ingrid Daubechies, then at Princeton, was the Sponer lecturer in April 2009 and later joined the Duke faculty in Mathematics. Jeanne Altmann, Ecology and Evolutionary Biology, Princeton, spoke in April 2011 and Carolyn Bertozzi, Chemistry, UC Berkeley, in April 2012. Nancy Allen works with the SWS group and the President's office to arrange these lectures and invite the speakers.

Other groups

I meet with the Black Faculty Caucus when invited. I attend the President's Council on Black Affairs (PCOBA) regularly. In the past, I have provided support for programming to the Faculty Women's Network (FWN) although this group has not been as active in the past few years. When invited, Vice Provost Allen meets with members of the Senior Women in Science group, along with the dean of Natural Sciences, periodically to discuss issues related to recruitment, retention and satisfaction of women faculty in the natural sciences.

Gender and Leadership

Currently four of Duke University's nine school deans are women: Nancy Andrews/ Medicine, Catherine Gilliss/Nursing, Paula McClain/Graduate School (also the first black dean of a school at Duke) and Laurie Patton/Arts and Sciences. There are no women leaders of the University Centers/Institutes at present and we recognize this as an issue of concern. Of my current Vice Provosts, four are women and two are black. I have offered a number of internships and special assistantships in my office to women and faculty of color over the past 13 years. In A&S, 2 of 31 department chairs are black and 11 are women. We need to continue to support leadership training and development among our faculty.

Partnership with the School Deans

There are many ways that I work with the deans to foster, promote and monitor the goals of the FDI. The Faculty Diversity Standing Committee met with each of the school deans in 2011-12 as they had done several years earlier. The committee asked a standard set of questions and compiled a list of Best Practices which we discussed at a Deans' Cabinet meeting in 2012. Please see **Appendix K**.

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, Chicago and UNC-Chapel Hill, among others, for the purpose of enhancing diversity of faculty at our and peer institutions.

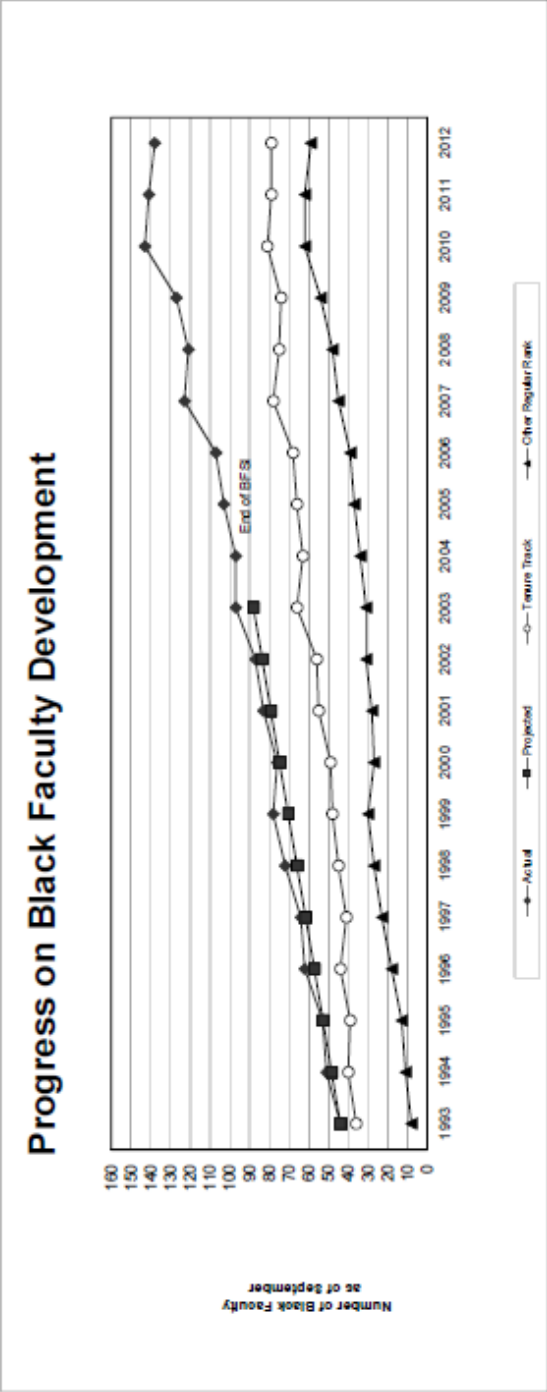
Details and information for applicants to Duke's program can be found on the Office for Postdoctoral Services website <https://postdoc.duke.edu/duke-provosts-postdoctoral-program>

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 and states support and willingness to mentor the postdoc if selected. Provost's Postdoctoral Program participants to date include:

Gabriela Livas Stein (Psychology/Psychiatry; 2007-09; mentor: John Curry)
Kennetta Hammond Perry (History; 2007-09; Tina Campt)
Criscillia Benford (English; 2008-10; Kathy Psomiades)
John Eason (Sociology; 2008-10; Eduardo Bonilla-Silva)
Carla Norwood (Nicholas; 2009-11; Lisa Campbell)
Kelvin Black (English; 2009-10; 2011-12; Ian Baucom)
Sabrina Pendergrass (Sociology; 2010-12; Linda Burton)
Miles Park Grier (Literature, Women's Studies; 2010-12; Robyn Wiegman)
Lauren Hannah (Statistical Sciences; 2010-12; David Dunson)
Daniel Thomas Davis (Music; 2011-13; Stephen Jaffe)
Johnhenry Gonzalez (Romance Studies, History; 2012-14; Laurent Dubois)
Charles Pena Podolak (Nicholas; 2012-14; Martin Doyle)
SanJuhi Verma (Sociology; 2012-14; Lisa Keister and Linda Burton)

Appendices

- A.** Trajectory – Progress on Black Faculty Development (p. 9)
- B.** Faculty Diversity Standing Committee – membership roster 2012-13 (p. 10)
- C.** Black Faculty Strategic Development, Regular Rank Faculty, 1993-2012 (p.11)
- D.** Snapshot – Fall 2012 Faculty Diversity by Gender and Race (pp. 12-16)
- E.** 5-year Change by Gender (p. 17)
- F.** 10-year Change by Gender: snapshots in 2002, 2007 and 2012 (p. 18)
- G.** Black Faculty Retention – Fall 2012 (p. 19)
- H.** Women Faculty Retention – Fall 2012 (p. 20)
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- J.** Agenda for Search Sessions – Fall 2012 (p.22)
- K.** FDSC Meetings with the Deans 2011-12; Best Practices (pp. 23-28)



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Actual	44	51	53	62	64	72	78	76	83	87	87	97	103	107	123	121	127	143	141	138
Projected	44	48.4	52.8	57.2	61.6	66	70.4	74.8	79.2	83.6	88	92	96	100	104	108	112	116	120	124
Tenure Track	36	40	39	44	41	45	48	49	55	56	66	63	66	68	78	75	74	81	79	79
Other Regular Rank	8	11	13	18	23	27	30	27	28	31	31	34	37	39	45	48	54	62	62	59

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.

Appendix B

FACULTY DIVERSITY STANDING COMMITTEE 2012-13 Roster

This Committee was formed in fall 2003 to aid in the implementation of the Faculty Diversity Initiative, especially related to historically underrepresented groups -- faculty of color; women in the sciences, mathematics and engineering. Comprised of faculty and relevant deans/administrators, the Committee reviews relevant data and programs, including faculty recruitment, hiring and retention efforts, exit and climate surveys, work-life balance and mentoring initiatives. The Committee provides feedback to the Provost on progress toward an inclusive faculty work force and areas that deserve attention. Term: three years.

Term ending August 31, 2013

Sara Sun Beale, School of Law
Ann Brown, Endocrinology
Calvin Howell, Physics
Paula McClain, Political Science
Angela O'Rand, Dean of the Social Sciences
Tina Williams, Psychology & Neuroscience

Term ending August 31, 2014

*Nancy Allen, Vice Provost for Faculty Diversity & Faculty Development
John Brion, School of Nursing
Meta Kuehn, Biochemistry
Monty Reichert, Pratt School of Engineering
Laura Svetkey, School of Medicine
Erika Weinthal, Nicholas School of the Environment
Ara Wilson, Women's Studies

Term ending August 31, 2015

Adrienne Stiff-Roberts, Pratt School of Engineering

Ex Officio

Dona Chikaraishi, Duke University Medical Center
Peter Lange, Provost and Thomas A. Langford University Professor
Jacqueline Looney, Associate Vice Provost for Academic Diversity
Benjamin Reese, Vice President for Institutional Equity
Judy Seidenstein, School of Medicine
Delbert Wigfall, Associate Dean for Medical Education, School of Medicine

Appendix C

Strategic Plan for Black Faculty Development Regular Rank Faculty Appointments, Fall Term 1993 to Fall Term 2012

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	September 1, 2008	September 1, 2009	September 1, 2010	September 1, 2011	Arrivals since 9/1/11	Departures since 9/1/11	September 1, 2012	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	20	23	22	23	28	28	28	28	29	30	31	36	36	1	2	35	43	24	19
Other Regular Rank	2	2	4	7	7	7	10	8	9	8	7	9	9	8	6	7	7	7	8	0	0	8	15	11	4
Total Regular Rank	17	21	21	27	27	29	30	31	31	31	35	37	37	36	35	37	38	43	43	1	2	43	58	35	23
Divinity																									
Tenure Track	1	1	1	1	1	0	2	2	3	3	2	2	1	3	3	3	3	3	3	0	1	2	7	5	2
Other Regular Rank	2	2	1	1	2	4	4	3	2	2	3	3	3	3	3	3	3	2	2	1	0	3	5	5	0
Total Regular Rank	3	3	2	2	3	4	6	5	5	5	5	5	4	6	6	6	6	5	5	1	1	5	12	10	2
Engineering																									
Tenure Track	1	2	2	2	2	1	1	1	1	1	1	2	2	2	2	2	2	2	2	1	0	3	2	1	1
Other Regular Rank	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	2	2	0
Total Regular Rank	1	2	2	2	2	2	2	2	2	2	1	3	2	2	2	2	2	2	2	1	0	3	4	3	1
Environment																									
Tenure Track	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	1	0
Other Regular Rank	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	1	0
Fuqua																									
Tenure Track	1	1	2	1	1	2	2	1	1	1	2	2	3	2	2	2	2	2	1	0	0	1	4	3	1
Other Regular Rank	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	2	0	1	1	2	1	1
Total Regular Rank	1	1	2	2	2	3	2	1	1	1	2	2	3	2	2	3	3	3	3	0	1	2	6	4	2
Law																									
Tenure Track	2	1	2	3	3	3	2	2	2	2	2	1	1	1	1	1	2	2	2	0	0	2	3	3	0
Other Regular Rank	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1
Total Regular Rank	2	1	2	3	3	3	3	3	3	3	3	2	3	2	2	2	3	3	3	0	0	3	4	3	1
Sanford																									
Tenure Track	0	0	0	0	0	0	1	1	1	1	2	2	2	2	2	2	2	2	2	1	0	3	2	0	2
Other Regular Rank	0	0	1	1	1	1	1	2	2	2	2	2	2	2	2	1	1	1	0	0	0	2	1	1	1
Total Regular Rank	0	0	1	1	1	1	2	3	3	3	4	4	4	4	4	3	3	3	2	1	0	3	4	1	3
Campus Total																									
Tenure Track	20	24	24	27	27	28	28	30	30	31	37	37	38	39	40	41	43	47	46	3	3	46	62	37	25
Other Regular Rank	4	4	6	10	11	14	17	15	15	14	13	16	15	14	12	13	13	12	13	1	1	13	27	20	7
Total Regular Rank	24	28	30	37	38	42	45	45	45	45	50	53	53	53	52	54	56	59	2	4	4	59	89	57	32
Medicine																									
Tenure Track	16	16	16	17	14	16	19	18	24	23	27	24	26	27	36	32	31	34	33	5	5	33	65	47	18
Other Regular Rank	4	7	7	7	11	12	12	11	13	17	18	18	22	23	31	33	37	44	44	0	3	41	52	13	39
Total Regular Rank	20	23	23	24	25	28	31	29	37	40	45	42	49	50	67	65	68	78	77	5	8	74	117	60	57
Nursing																									
Tenure Track	0	0	0	0	0	1	1	1	1	2	2	2	2	2	2	2	0	0	0	0	0	0	2	2	0
Other Regular Rank	0	0	0	1	1	1	1	1	0	0	0	0	0	2	1	1	3	5	5	0	0	5	7	2	5
Total Regular Rank	0	0	0	1	1	2	2	2	1	2	2	2	2	4	3	3	3	5	5	0	0	5	9	4	5
UICs																									
Tenure Track	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Regular Rank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	1
Total Regular Rank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	1
Total																									
Tenure Track	36	40	40	44	41	45	48	49	55	56	66	63	66	68	78	75	74	81	79	8	8	79	129	86	43
Other Regular Rank	8	11	13	18	23	27	30	27	28	31	31	34	37	39	45	48	54	62	62	1	4	59	87	35	52
Total Regular Rank	44	51	53	62	64	72	78	76	83	87	97	97	103	107	123	123	128	143	141	9	12	138	216	121	95

Notes:

For this purpose, Tenure Track includes pre-tenure track lecturers in Arts and Sciences and medical instructors (formerly associates in Medicine) in the Medical Center. Departures include faculty transferring off the tenure track for either non-tenure track regular rank appointments or nonregular rank appointments and faculty leaving the University. Arrivals include faculty transferring from either non-tenure track appointments or nonregular rank appointments as well as new appointments as well as new. Numbers for Arts & Sciences have been revised beginning in 2005 to capture faculty member incorrectly coded in system.

Appendix D-1

Regular Rank Faculty By Race and Gender, Fall 2012

Division/Rank	White			Black			Hispanic			Asian			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Humanities															
Tenured:															
Professor	43	31	74	8	2	10			0	5	2	7	56	35	91
Associate	11	16	27	1	4	5		4	4	3	1	4	19	21	40
Tenure Track															
Assistant	11	7	18	1		1		1	1	1	2	3	13	10	23
Total Tenured/Tenure Track	65	54	119	10	6	16	4	1	5	9	5	14	88	66	154
Other Regular Rank	16	35	51	4	3	7	4	3	7	2	10	12	26	51	77
Total All Regular Rank	81	89	170	14	9	23	8	4	12	11	15	26	114	117	231
Social Sciences															
Tenured															
Professor	65	23	88	6	2	8		2	2	4	1	5	77	26	103
Associate	22	16	38	2	1	3			0		2	2	24	19	43
Tenure Track															
Assistant	14	6	20	1	3	4		1	1	4		4	20	9	29
Total Tenured/Tenure Track	101	45	146	9	6	15	3	0	3	8	3	11	121	54	175
Other Regular Rank	12	11	23	0	0	0	0	0	0	1	0	1	13	11	24
Total All Regular Rank	113	56	169	9	6	15	3	0	3	9	3	12	134	65	199
Natural Sciences															
Tenured															
Professor	74	11	85	2		2			0	9	5	14	85	16	101
Associate	20	4	24	1		1			0	9	2	11	30	6	36
Tenure Track															
Assistant	8	4	12		1	1		1	1	6	3	9	15	8	23
Total Tenured/Tenure Track	102	19	121	3	1	4	1	0	1	24	10	34	130	30	160
Other Regular Rank	21	17	38	1	0	1	0	0	0	1	1	2	23	18	41
Total All Regular Rank	123	36	159	4	1	5	1	0	1	25	11	36	153	48	201
Arts & Sciences Total															
Tenured															
Professor	182	65	247	16	4	20		2	2	18	8	26	218	77	295
Associate	53	36	89	4	5	9		4	4	12	5	17	73	46	119
Tenure Track															
Assistant	33	17	50	2	4	6		2	1	3	11	5	48	27	75
Total Tenured/Tenure Track	268	118	386	22	13	35	8	1	9	41	18	59	339	150	489
Other Regular Rank	49	63	112	5	3	8	0	3	3	4	11	15	62	80	142
Total All Regular Rank	317	181	498	27	16	43	8	4	12	45	29	74	401	230	631

Appendix D-2

Regular Rank Faculty By Race and Gender, Fall 2012

Division/Rank	White			Black			Hispanic			Asian			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Divinity															
Tenured															
Professor	11	2	13											0	11
Associate	5	2	7	2										0	7
Tenure Track															
Assistant		3	18					1						1	3
Total Tenured/Tenure Track	16	7	23	2	0	2	1	0	1	0	0	0	19	7	26
Other Regular Rank	9	3	12	2	1	3	0	0	0	0	1	1	11	5	16
Total All Regular Rank	25	10	35	4	1	5	1	0	1	0	1	1	30	12	42
Pratt School of Engineering															
Tenured															
Professor	41	6	47				2	1	3	10	1	11	53	8	61
Associate	15	2	17	2	1	3			0	3		3	20	3	23
Tenure Track															
Assistant	2		2						0			0	2	0	2
Associate	6	4	10						0	4	1	5	10	5	15
Total Tenured/Tenure Track	64	12	76	2	1	3	2	1	3	17	2	19	85	16	101
Other Regular Rank	17	3	20	0	0	0	0	0	0	2	0	2	19	3	22
Total All Regular Rank	81	15	96	2	1	3	2	1	3	19	2	21	104	19	123
Nicholas School of the Environment															
Tenured															
Professor	26	3	29							0	1	1	27	3	30
Associate	4	4	8							0		0	4	4	8
Tenure Track															
Assistant	6	2	8					1	1	2	2	1	3	9	4
Total Tenured/Tenure Track	36	9	45	0	0	0	1	1	2	3	1	4	40	11	51
Other Regular Rank	11	7	18	0	0	0	0	0	0	0	0	0	11	7	18
Total All Regular Rank	47	16	63	0	0	0	1	1	2	3	1	4	51	18	69
Law															
Tenured															
Professor	31	9	40	1	1	2			0	1	1	2	33	11	44
Tenure Track															
Professor		1	1						0			0	0	1	1
Associate	1	1	1						0			0	1	0	1
Assistant	1		1						0			0	1	0	1
Total Tenured/Tenure Track	33	10	43	1	1	2	0	0	0	1	1	2	35	12	47
Other Regular Rank	8	5	13	1	0	1	0	0	0	0	0	0	9	5	14
Total All Regular Rank	41	15	56	2	1	3	0	0	0	1	1	2	44	17	61

Appendix D-3

Regular Rank Faculty By Race and Gender, Fall 2012

Division/Rank	White			Black			Hispanic			Asian			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Fuqua School of Business															
Tenured															
Professor	35	6	41												
Associate	9	4	13												
Tenure Track															
Associate	6		6												
Assistant	9	1	10												
Total Tenured/Tenure Track	59	11	70	0	1	1	3	0	3	15	2	17	77	14	91
Other Regular Rank	9	5	14	0	1	1	0	0	0	0	0	0	0	9	15
Total All Regular Rank	68	16	84	0	2	2	3	0	3	15	2	17	86	20	106
Sanford School of Public Policy															
Tenured															
Professor	8	4	12	2		2							1	11	4
Associate	5	5	10			0							1	6	5
Tenure Track															
Assistant	5	4	9	1		1							1	7	4
Total Tenured/Tenure Track	18	13	31	3	0	3	0	0	0	3	0	3	24	13	37
Other Regular Rank	17	6	23	0	0	0	1	0	1	2	0	2	20	6	26
Total All Regular Rank	35	19	54	3	0	3	1	0	1	5	0	5	44	19	63
Clinical Sciences															
Tenured															
Professor	221	42	263	6	3	9	2		2	25	4	29	254	49	303
Associate	99	32	131	1	1	2	1	2	3	9	5	14	110	40	150
Tenure Track															
Professor															
Associate	51	13	64			1	2	1	3	10	8	18	63	23	86
Assistant	81	65	146	7	4	11	2	1	3	33	14	47	123	84	207
Total Tenured/Tenure Track	452	152	604	14	9	23	7	4	11	78	31	109	551	196	747
Other Regular Rank	457	376	833	25	25	50	10	11	21	112	87	199	604	489	1103
Total All Regular Rank	909	528	1437	39	34	73	17	15	32	190	118	308	1155	695	1850

Regular Rank Faculty By Race and Gender, Fall 2012

Division/Rank	White			Black			Hispanic			Asian			Total			
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Basic Sciences																
Tenured																
Professor	60	12	72				0	3	1	4	7	2	9	70	15	85
Associate	16	3	19	1			1	2	1	3	6	1	7	25	5	30
Tenure Track																
Assistant	13	9	22				0		1	1	7	2	9	20	12	32
Total Tenured/Tenure Track	89	24	113	1	0	1	0	5	3	8	20	5	25	115	32	147
Other Regular Rank	21	23	44	0	0	0	0	0	1	1	12	5	17	33	29	62
Total All Regular Rank	110	47	157	1	0	1	0	5	4	9	32	10	42	148	61	209
School of Medicine, Total																
Tenured																
Professor	281	54	335	6	3	9		5	1	6	32	6	38	324	64	388
Associate	115	35	150	2	1	3		3	3	6	15	6	21	135	45	180
Tenure Track																
Professor	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1
Associate	51	13	64	0	1	1		2	1	3	10	8	18	63	23	86
Assistant	94	74	168	7	4	11		2	2	4	40	16	56	143	96	239
Total Tenured/Tenure Track	541	176	717	15	9	24		12	7	19	98	36	134	666	228	894
Other Regular Rank	478	399	877	25	25	50		10	12	22	124	92	216	637	528	1165
Total All Regular Rank	1019	575	1594	40	34	74		22	19	41	222	128	350	1303	756	2059
School of Nursing																
Tenured																
Professor	1	8	9			0				0		1	1	1	9	10
Associate	2	4	6			0				0		1	1	2	5	7
Tenure Track																
Associate		4	4			0				0	1		1	1	4	5
Assistant		10	10			0				0			0	0	10	10
Total Tenured/Tenure Track	3	26	29	0	0	0		0	0	0	1	2	3	4	28	32
Other Regular Rank	7	29	36	0	5	5		0	0	0	0	0	0	7	34	41
Total All Regular Rank	10	55	65	0	5	5		0	0	0	1	2	3	11	62	73
University Institutes and Centers																
Other Regular Rank																
Total Tenured/Tenure Track	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Other Regular Rank	11	7	18	0	0	0		0	0	0	1	3	4	12	10	22
Total All Regular Rank	11	7	18	0	0	0		0	0	0	1	3	4	12	10	22

Appendix D-5

Regular Rank Faculty By Race and Gender, Fall 2012

Division/Rank	White			Black			Hispanic			Asian			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Grand Total - All Schools															
Tenured															
Professor	616	157	773	25	8	33	9	2	11	72	19	91	722	186	908
Associate	208	92	300	10	7	17	7	3	10	33	12	45	258	114	372
Tenure Track															
Professor	0	1	1	0	0	0	0	0	0	1	0	0	1	1	2
Associate	60	17	77	0	2	2	4	1	5	12	8	20	76	28	104
Assistant	154	115	269	10	8	18	7	4	10	61	23	84	232	150	382
Total Tenured/Tenure Track	1038	382	1420	45	25	70	27	10	37	179	62	241	1289	479	1768
Other Regular Rank	616	527	1143	33	35	68	15	15	30	133	107	240	797	684	1481
Total All Regular Rank	1654	909	2563	78	60	138	42	25	67	312	169	481	2086	1163	3249

Appendix E

Faculty Gender by School 5 Year Change

I. Fall 2007

School	Tenured/Tenure Track		Other Regular Rank		Total Regular Rank	
	Male	Female	% Female	Male	Female	% Female
Arts & Sciences Total	330	135	29%	64	46	42%
Divinity	18	8	31%	10	3	23%
Pratt	80	15	16%	15	5	25%
Nicholas	32	8	20%	9	4	31%
Law	34	10	23%	5	4	44%
Fuqua	80	19	19%	9	4	31%
Sanford	18	9	33%	16	2	11%
Medicine	645	194	23%	478	375	44%
Nursing	1	25	98%	5	18	78%
Total Regular Rank	1238	423	25%	611	461	43%

II. Fall 2012

School	Tenured/Tenure Track		Other Regular Rank		Total Regular Rank		Increase Over 2005
	Male	Female	% Female	Male	Female	% Female	
Arts & Sciences Total	339	150	31%	62	80	56%	5.0%
Divinity	19	7	27%	11	5	31%	0.4%
Pratt	85	16	16%	19	3	14%	-1.9%
Nicholas	40	11	22%	11	7	39%	3.4%
Law	35	12	26%	9	5	36%	1.5%
Fuqua	77	14	15%	9	6	40%	-1.7%
Sanford	24	13	35%	20	6	23%	5.7%
Medicine	666	228	26%	637	528	45%	3.1%
Nursing	4	28	88%	7	34	83%	-2.8%
Total Regular Rank	1289	479	27%	785	674	46%	3.4%

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

Appendix F

Faculty Gender by School 10 Year Change

I. Fall 2002

School	Tenured/Tenure Track			Other Regular Rank			Total Regular Rank		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Humanities	84	55	40%	20	31	61%	104	86	45%
Social Sciences	98	43	31%	11	8	42%	107	51	32%
Natural Sciences	141	23	14%	28	14	33%	169	37	18%
Arts & Sciences Total	321	121	25%	59	53	43%	380	174	29%
Divinity	18	6	25%	5	2	29%	23	8	26%
Pratt	69	9	12%	13	9	41%	82	18	18%
Nicholas	33	5	13%	5	3	38%	38	8	17%
Law	29	7	19%	4	2	33%	33	9	21%
Fuqua	74	11	13%	9	6	40%	83	17	17%
Sanford	12	6	33%	15	2	12%	27	8	23%
Medicine	613	143	19%	410	254	38%	1023	397	28%
Nursing	2	21	91%	2	10	83%	4	31	89%
Total Regular Rank	1171	329	22%	522	341	40%	1693	670	28%

I. Fall 2007

School	Tenured/Tenure Track			Other Regular Rank			Total Regular Rank		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Humanities	87	56	39%	21	26	55%	108	82	43%
Social Sciences	116	57	33%	15	9	38%	131	66	34%
Natural Sciences	127	22	15%	28	11	28%	155	33	18%
Arts & Sciences Total	330	135	29%	64	46	42%	394	181	31%
Divinity	18	8	31%	10	3	23%	28	11	28%
Pratt	80	15	16%	15	5	25%	95	20	17%
Nicholas	32	8	20%	9	4	31%	41	12	23%
Law	34	10	23%	5	4	44%	39	14	26%
Fuqua	80	19	19%	9	4	31%	89	23	21%
Sanford	18	9	33%	16	2	11%	34	11	24%
Medicine	645	194	23%	478	375	44%	1123	569	34%
Nursing	1	25	96%	5	18	78%	6	43	88%
Total Regular Rank	1238	423	25%	611	461	43%	1849	884	32%

II. Fall 2012

School	Tenured/Tenure Track			Other Regular Rank			Total Regular Rank		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Humanities	88	66	43%	26	51	66%	114	117	51%
Social Sciences	121	54	31%	13	11	46%	134	65	33%
Natural Sciences	130	30	19%	23	18	44%	153	48	24%
Arts & Sciences Total	339	150	31%	62	80	56%	401	230	36%
Divinity	19	7	27%	11	5	31%	30	12	29%
Pratt	85	16	16%	19	3	14%	104	19	15%
Nicholas	40	11	22%	11	7	39%	51	18	26%
Law	35	12	26%	9	5	36%	44	17	28%
Fuqua	77	14	15%	9	6	40%	86	20	19%
Sanford	24	13	35%	20	6	23%	44	19	30%
Medicine	666	228	26%	637	528	45%	1303	756	37%
Nursing	4	28	88%	7	34	83%	11	62	85%
Total Regular Rank	1289	479	27%	785	674	46%	2074	1153	36%

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

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 2012	Blacks Hired Since 1993 at Duke in Fall 2012	Non-Blacks Hired Since 1993 at Duke in Fall 2012	Overall Retention Rate	Black Retention Rate	Non-Black Retention Rate
Arts & Sciences	655	57	598	432	34	398	66%	60%	67%
Divinity	51	9	42	32	3	29	63%	33%	69%
Engineering	164	4	160	88	3	85	54%	75%	53%
Environment	58	1	57	43	0	43	74%	0%	75%
Law	49	3	46	39	3	36	80%	100%	78%
Fuqua	170	5	165	79	2	77	46%	40%	47%
Sanford	56	5	51	47	3	44	84%	60%	86%
Total	1203	84	1119	760	48	712	63%	57%	64%

Notes:

Prior to 2010, the Medical Center maintained 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.

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 2012	Women Hired Since 1993 at Duke in Fall 2012	Men Hired Since 1993 at Duke in Fall 2012	Overall Retention Rate	Women Retention Rate	Men Retention Rate
Arts & Sciences	655	251	404	432	165	267	66%	66%	66%
Divinity	51	16	35	32	10	22	63%	63%	63%
Engineering	164	31	133	88	19	69	54%	61%	52%
Environment	58	18	40	43	12	31	74%	67%	78%
Law	49	12	37	39	9	30	80%	75%	81%
Fuqua	170	44	126	79	16	63	46%	36%	50%
Sanford	56	20	36	47	16	31	84%	80%	86%
Total	1203	392	811	760	247	513	63%	63%	63%

Notes:

Prior to 2010, the Medical Center maintained 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

Distinguished Professorships 2012-13

School/Division	Male					Female					Total				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Arts & Sciences:															
Humanities	16	4		2	22	11	1		1	13	27	5	0	3	35
Natural Sciences	17	1		3	21	2			2	4	19	1	0	3	25
Social Sciences	18	1			19	6	1			7	24	2	0	0	26
Divinity	5				5	1				1	6	0	0	0	6
Fuqua School of Business	24			6	30	5			1	6	29	0	0	7	36
Law School	19	2			21	4			1	5	23	2	0	1	26
Nicholas School of the Environment	11				11	2				2	13	0	0	0	13
Pratt School of Engineering	14			4	18	4				4	18	0	0	4	22
Sanford School of Public Policy	4	2			6	2				2	6	2	0	0	8
School of Medicine:											0	0	0	0	0
Basic Sciences	29		3	1	33	5		1		6	34	0	4	1	39
Clinical Sciences	55	3		5	63	7			2	9	62	3	0	7	72
School of Nursing					4					4	4	0	0	0	4
Total Full Professorships	212	13	3	21	249	53	2	1	7	63	265	15	4	28	312

Overall: M 77%, F 23%

A&S: M 73%, F 27%

SoM (basic plus clinical): M 86%, F 14%

Search Sessions: Agenda October 19, 24 and 31, 2012

Rationale, history of these meetings since 2007 and Duke's efforts over the past 20-25 years:

- Black Faculty Initiative 1988-93, Black Faculty Strategic Initiative 1993-2003,
- Faculty Diversity Initiative 2003-present
- Where we are today in terms of faculty diversity
- Faculty Surveys 2005 and 2010; COACHE Junior Faculty Surveys 2007 and 2012 (this fall)

Introductions

Each participant:

- school/dept/search parameters (junior, senior, open, continued, targeted)
- current and prior challenges

Recruitment Tools:

Faculty Advantages brochure and website <http://provost.duke.edu/faculty/>

Benefits – HR website <http://www.hr.duke.edu/benefits/index.php>

Policies – parental leave, tenure clock relief, Flexible Work Arrangements:

http://provost.duke.edu/pdfs/fhb/FHB_Chap_4.pdf

APT issues

Individual meetings with candidates

Dual career – local institutions; RTP; Duke websites; Durham Visitor's Center

FDI/FEI funds

Recruitment Resources:

- Jackie's lists (sent electronically to participants): Duke PhDs, Mellon and other lists
- Deans' Best Practices list for recruitment and hiring and dual career – see p. 2

Recruitment Strategies:

- Johnson/Armstrong approach: identify early and follow closely; visit potential candidates
- Duke postdocs: Provost's Postdoctoral Program and others
- Visitors, guest lecturers, networking at meetings

Compliant searches (Inderdeep 10/31/12; Nancy and Jackie 10/17 and 10/24)

Inherent (or Subtle or Implicit) Bias <http://www.duke.edu/web/equity/resources/videos.html>

See 8 minute video by Ben Reese, Vice President for Institutional Equity

Academic Jobs On-line

General Guidelines and Best Practices for Search Committees

U Michigan <http://www.advance.rackham.umich.edu/handbook.pdf>

Share Ideas, Challenges, Barriers:

Interdisciplinary hires; resource or relocation person(s)

Best Practices and Innovative Ideas For Developing a Diverse and Inclusive Faculty

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 faculty of color among their student bodies, others have not achieved their goals.

Thinking that the schools, their deans, department chairs and faculty could learn from one another, the Faculty Diversity Standing Committee (FDSC) undertook a series of meetings with the deans in the spring of 2007. We met with each of the school deans at the time and compiled a report which was discussed with Provost Lange and shared with all of the deans at Deans' Cabinet in October of 2007.

During the academic year 2011-12, the FDSC again met with each of the current school deans individually (all except the Graduate School, due sadly to the death of Jo Rae Wright). We sent each dean the same list of questions (page 8 of this report) several weeks prior to his or her scheduled meeting. Each meeting lasted approximately 45 minutes. All of the deans were candid in their responses and the committee appreciated their preparation and discussion.

We organize the accumulated ideas set forth in the 2007 and 2011-12 interviews into categories, as models and ideas for all the deans and their teams to consider when promoting diversity in their schools.

General/Climate

- Establish a visible commitment to diversity as a priority in the unit; consistently articulate values
- Do everything that works; be proactive not reactive; reward strategy and use creativity; goal-oriented and goal-driven approach; diversity at all levels is necessary for continued success
- Develop and highlight a diversity mission statement, Diversity Charter, and/or strategic plan for diversity within the school, e.g. Dean's Advisory Committee on Diversity and Inclusion in the SoN (includes faculty and staff)
- Hold sessions on cultural competence
- Appoint a champion/leader/point person (or more) for diversity in your school/unit; consider a Task Force or committee to advise the dean
- Set goals at beginning of each year; track them closely; adjust as needed; deans should evaluate how their departments/units/faculty work toward diversity
- Be conscious of whom you appoint to leadership roles in your department/unit
- Recognize and reward faculty for their achievements

- Promote diversity through highly structured programs, and one-on-one discussions
- Educate the community by giving talks about the work of your school
- Global initiatives will continue to enhance diversity and strengthen education
- Ensure that new leaders (deans, department chairs, directors) will be key partners with faculty to continue diversity efforts
- Fund distinguished speakers and pay attention to those you bring to campus in terms of gender and race/ethnicity
- Develop leaders of consequence

Recruitment and Hiring

- Dean should have prime responsibility for the search and hiring processes in their school; large schools have distributed leadership with central oversight; deans should review CVs of and approve the short lists of candidates to come for campus interviews and if list is not diverse, ask committee to look more broadly
- Deans should come together to recruit faculty; focus on making each school better, thus making the institution better
- Be proactive in recruitment (deans and key faculty): take the long view, follow future candidates closely, make personal visits, form contacts
- HBCUs are a resource; establish ties with HBCUs (SoN: Bennett College; Nicholas: NC A&T)
- Track our own graduates and maintain lists: Alumni PhD lists, Mellon Fellows' lists
- Involve graduate and professional students in recruitment of faculty
- Be conscious of the make-up of search committees in terms of gender, race/ethnicity, field of study
- Allow search committees to be opportunistic
- Consider cluster hiring; utilize interdisciplinary hiring; make use of targeted searches in areas where there are more potential candidates
- Open field searches may yield more scholars of color (in other words, don't restrict searches to a very narrow field that has almost no women or faculty of color)
- Two-year visiting assistant professorship (Law)
- Conferences: a way to bring underrepresented minorities to campus; speakers as potential faculty candidates; networking
- Barriers in recruitment and hiring tend to be departmental; educating search committees is key so they understand institutional priorities and goals and leverage information for finding and attracting the best candidates
- Think outside the box – faculty can also come from industry, government, business, private practice
- Educate search committee members about implicit bias
- Highlight awareness of flexibility policies (parental leave, tenure clock relief, flexible work arrangements) – Faculty Handbook, Faculty Advantages website and brochure

Dual Career

- Work closely with other deans, provost, HR, others to recruit dual career academic partners; early knowledge of the situation helps; doing these at the last minute is difficult
- Partner issues in general are very challenging
- Be knowledgeable about Duke's flexibility policies, local opportunities at neighboring institutions, in RTP
- Consider hiring a relocation specialist (not limited to real estate; someone to assist with higher level or complex recruitments who can provide contacts, information about educational opportunities for children, information about parents wishing to retire near their children, etc)

Pipeline Programs

- Raise more money for pipeline programs
- Actively recruit students of color to master's programs
- Contact peers to find out who is up-and-coming in your field to create a pool and build relationships
- Duke alums can be helpful in the identification of future faculty
- Increase involvement in the community; nurture and mentor youth to interest them in academic careers
- Pipeline issues: high school students, former Duke students, students from HBCUs, PhDs, postdocs
- Pipeline programs can enrich the pool of candidates for faculty appointments
- "Boot camp" for junior faculty of color/young aspiring faculty (Law)
- "Look-over visitors" (Law)
- Sharing of faculty
- Vertical integration creates opportunity

Mentoring

- Roles of provost, dean, chairs; hands-on discussions of expectations, resources, policies, strategic goals
- Support a systematic mentoring program in your school/unit
- In some of the smaller schools, dean meets individually with each junior faculty on an annual basis; larger schools need to assure that the chair takes this responsibility seriously
- Consider junior/senior faculty partnerships
- The 3rd year review is an opportunity to critique the junior faculty member's work and discuss trajectory, how best to utilize the junior research leave
- Voice the desire and intent to have all junior faculty achieve success in promotion and tenure
- In departments where there are few black/Latino/Asian/women faculty, seek mentors outside the unit
- Support faculty development sessions on topics your faculty needs to learn about to be successful
- Promote faculty gatherings for networking; support informal networks

- All faculty need mentoring; most want it; some don't
- Adjunct faculty/POPs, administrators/staff also serve as role models
- APT education for junior faculty is offered and needs to be reinforced at the school and department level
- Recognition, rewards, awards

Retention

- Early leave as junior faculty member
- Child care supplement while on leave
- Service could help "buy" research time or a teaching assistant
- Credits toward early sabbatical
- Incentives and counter-offers; current procedures seem to work, though not always successfully
- Provide support for Duke conference around faculty member's new book

Retirement

- Flexible Work Arrangements policy (FHB, Chapter 4) can be used in the pre-retirement years
- Tailoring retirement agreements: ask faculty members what they want to accomplish prior to retirement, and how they wish to structure pre-retirement time. Examples: reduced teaching load, time to complete a book or special project in order to finish on a high note

Miscellaneous

- Find creative ways to help minority students prepare for the bar exam, other professional exams through funding of preparation/prep courses for those exams
- Consciously organize the work of the school with work-life balance in mind
- Intense outreach for professional and graduate students
- Create master's programs that target diverse students (Judicial Master's and Entrepreneurship Master's in Law both have high percentage of diverse students)
- Hold workshops that advance our goals (Nicholas: Environmental Justice; annual environmental workshop)
- Leadership development for department chairs, area coordinators; Provost's Office sponsors a biannual Management Orientation; A&S has begun a series, starting with one on diversity and one on mentoring
- Peer-to-peer education can be most helpful

**Faculty Diversity Standing Committee
Meetings with the Deans 2011-12**

<u>Date/Time</u>		<u>Dean/School</u>
12/5/11	10:30-11:15 AM	Bruce Kuniholm; Phil Cook/ Sanford
12/19/11	10:15-11:00 AM	Tom Katsouleas/ Pratt
12/19/11	11:15-12:00 noon	Richard Hays/ Divinity
1/12/12	2:00-2:45 PM	David Levi/ Law
1/12/12	3:15-4:00 PM	Bill Chameides/ Nicholas
1/20/12	11:15-12:00 noon	Bill Boulding/ Fuqua
2/13/12	1:15-2:00 PM	Catherine Gilliss/ Nursing
2/13/12	2:30-3:15 PM	Laurie Patton/ Arts and Sciences
2/27/12	1:30-2:15 PM	Nancy Andrews/ Medicine

Questions for the Deans in preparation for meeting with the Faculty Diversity Standing Committee 2011-12:

What in your current role are you doing to promote diversity among your current faculty and in faculty searches?

What strategies are you using to enhance diversity? Do you have concrete goals and measures of success? What barriers have you encountered?

How do you compare with your peers in terms of diversity, hiring and recruiting?

What do you learn from the students in your school related to faculty diversity?

Do you/your faculty participate in pipeline programs for enhancing diversity in the academy?

Please describe your efforts to enhance the climate for all faculty in your school during the past year, including those related to mentoring. Please share your school's responses to data in the 2010 Faculty Survey.

If you have developed initiatives and strategies that are working well, please share these with us.