

In summer 2011, we outlined a five-year *Action Plan* to increase the diversity and excellence of Penn's faculty. This update provides a mid-Plan assessment of progress to date and challenges ahead.

—Amy Gutmann, President

—Vincent Price, Provost

Progress Report on Penn's Action Plan for Faculty Diversity and Excellence

A product of thoughtful consultations across campus, Penn's five-year *Action Plan* reflects a great university's thinking on urgent principles fundamental to its mission (*Almanac*, September 6, 2011). The *Plan* boldly states the case for diversity in higher education and at Penn. Diversity is a means of equalizing opportunity, educating leaders for all sectors, and enriching the experiences of all members of the community. A diverse standing faculty both prepares students to live and lead in a global society and contributes to the mix of ideas, priorities and methods that constitutes excellence in research and scholarship.

The vision of diversity and excellence laid out in the *Plan* is broad: "[W]e draw our strength from a multitude of races, ethnicities, genders, sexual orientations, historical traditions, ages, religions, disabilities, veteran statuses, interests, perspectives, and socioeconomic backgrounds." The University's commitment to wide-ranging diversity is underscored by the *Penn Compact 2020*, with its emphasis on inclusion, along with innovation and impact (*Almanac*, August 27, 2013).

The *Action Plan* contains important commitments. It promises resources for faculty recruitment and improved climate, retention and leadership. It pledges to expand pipeline programs to the professoriate and to implement mechanisms for effective assessment of and greater accountability for diversity and inclusion. Finally, the schools and the central administration pledged \$50 million each in diversity spending over five years. We now report progress with respect to all of these commitments. We also report on how the composition of the faculty has changed since the *Plan* was announced.

Major findings of this update include:

- *Key Action Plan initiatives have been implemented.* Major goals of the *Plan*—including separate school action plans, creation of new endowed professorships, and closer monitoring of faculty searches—have been implemented.

- *Financial commitments are on track.* The University and schools have made significant headway toward the \$100 million, five-year financial commitment of the *Action Plan* and are on track to meet or exceed that commitment.

- *Post-Action Plan hiring of women and minorities has been robust, and retention has been effective.* During the three-year interval between fall 2010 and fall 2013, 35.5% of new faculty recruited were racial/ethnic minorities, and 13.0% were underrepresented minorities. (By comparison, 17.6% of departures were members of minority groups, and 5.4% were underrepresented minorities.) During the same period, 40.5% of all faculty recruitments and 32.4% of departures were women (*See Figures 1-3 on pages V-VII, and Tables 4a and 4b in the online supplement*).

- *Post-Action Plan results demonstrate improvement for women and minorities.* As a result of recent successes, the "plateau" in the percentages of underrepresented minority faculty reported in the 2010 *Progress Report on Minority Equity* (*Almanac*, December 7, 2010) has ended. From fall 2010 to fall 2013, the proportion of minorities on Penn's standing faculty grew from 18.9% to 21.9%; the proportion of underrepresented minorities grew from 6.0% to 7.3%; and the proportion of women grew from 30.1% to 31.5% (*See Tables 1a, 1b, and 1c on page VIII*).

- *Peer comparisons reflect common challenges; nonetheless, we aim to improve our standing here, as with other high-priority goals that fuel our eminence.* In a 2011 peer comparison of 18 selective private research institutions, Penn ranked eleventh in the proportion of women faculty, in a range of 21.3% to 35.5%. Penn ranked seventh with respect to Asian faculty, in a range of 6.3% to 14.8%; tenth for Native American/Alaskan Native faculty, in a range of 0.0% to 0.7%; twelfth for African-American/Black faculty, in a range of 1.8% to 4.1%; and seventeenth for Hispanic/Latino/a faculty, in a range of 1.8% to 4.4% (*See Tables 5a and 5b in the online supplement*). These results indicate that, while Penn has accelerated efforts toward faculty diversity, other institutions have done so as well.

- *Results of the first University-wide faculty survey indicate a generally positive environment for faculty members at Penn.* Climate initiatives have been strengthened since the *Action Plan*. Overall levels of satisfaction for Penn faculty were high, and strong majorities of respondents to the 2011 faculty survey found Penn to have a positive climate for diversity issues. Since publication of the *Action Plan*, initiatives such as a new Diversity at Penn website, talks by prominent speakers on diversity issues, senior appointments contributing to faculty diversity, and implementation of new administrative positions for work on diversity have enhanced the visibility of diversity issues on campus.

I. Faculty Recruitment

Diversity Action Plans. All 12 schools have implemented their own plans for increasing the excellence and diversity of Penn's faculty. Each school plan addresses its approach to diversity, areas of strength and challenge, benchmarks against peers, pipeline initiatives, financial allocations, and implementation of a new University-wide "diversity search advisor" process, intended to provide closer monitoring of faculty searches for inclusiveness. The school plans can be viewed at the new University-wide diversity website: http://diversity.upenn.edu/programs/academic/diversity_offices_school_specific_initiatives%20and%20student_organizations/

Presidential Term Professorships. The *Action Plan* committed the University to the creation of new endowed term professorships for candidates who contribute to the diversity and excellence of the Penn faculty. Four individuals have been recruited as Presidential Term Professors, two in the Perelman School of Medicine and two in the School of Arts and Sciences. More information about these professorships, which are supported partially through funding from The Pew Charitable Trusts, is available at: <http://www.makinghistory.upenn.edu/node/935>

Faculty Opportunity Fund. The Faculty Opportunity Fund (FOF) provides a financial subsidy from central funds to the schools for the hiring and competitive retention of faculty members who contribute to the diversity and excellence of Penn. FOF funds now support recruits for five rather than two years.

Facilitating Dual Careers. The University and schools have increased expenditures under the Dual Career Program, which provides funding for faculty and staff positions for the qualified spouse or partner of a Penn faculty member. As a result of consultations with the Faculty Senate, a new web page provides comprehensive information on resources available to assist in faculty recruitments, including dual career resources: <http://provost.upenn.edu/faculty/prospectivefaculty>

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Local Recruitment Pools. Since the inception of the *Action Plan*, information on job boards and other resources reaching underrepresented candidates has been shared widely, and in a number of cases central support has been provided for a select group of postings.¹ Many Penn schools have committed in their diversity plans to tracking information about their students as potential future faculty.

Academic Departments and Centers. The establishment of a Department of Africana Studies in the School of Arts and Sciences, in addition to promoting scholarship and teaching in a vibrant academic field, represents an important development in the recruitment and retention of and climate for minority faculty, particularly African-American faculty members whose research relates directly to Africa and the African diaspora. Professor Barbara Savage (SAS) serves as chair.

Native American Studies. During the 2011-2012 academic year, the School of Arts and Sciences successfully recruited Assistant Professor Margaret Bruchac, a leading Native American scholar. Dr. Bruchac will pursue initiatives in this vital area across the University.

II. Faculty Climate, Retention, and Leadership

Mentoring and Climate. The University administered the first University-wide survey of standing faculty during the 2011-2012 academic year. The results have been the subject of numerous conversations among senior University leadership and the Faculty Senate and have been distributed to schools and departments. See www.upenn.edu/ir/Faculty2011.html. These responses provide a useful baseline for assessing mentoring and climate.

The survey revealed that overall levels of satisfaction for Penn standing faculty in all groups were very high. The majority of respondents (nearly 80%) described themselves as either “very satisfied” (28%) or “satisfied” (51%) with being a faculty member at Penn. A strong majority of assistant and associate professor respondents (78%) reported having been mentored. Another positive finding was that women, minorities, and LGBT faculty were more likely than majority group members to have been mentored at Penn.² Responses to questions about Penn’s culture and climate—including perceptions of whether Penn is safe, welcoming, and diverse—were very positive.³

While there was much positive news in the survey results, responses indicated some differences in perceptions of climate among women, minorities, and LGBT faculty, as compared to majority group members. Levels of satisfaction for women, minorities, underrepresented minorities, and LGBT faculty were slightly lower than for majority group members.⁴ Women, minorities, underrepresented minorities, and LGBT faculty were less likely to agree: (1) that departments and schools make genuine efforts to recruit and retain women faculty;⁵ (2) that departments and schools make genuine efforts to recruit and retain minority faculty;⁶ and (3) that they have a voice in the decision-making that affects the direction of their

departments.⁷ Women, minorities, and underrepresented minority respondents were more likely to report feeling excluded from informal networks.⁸ Finally, respondents from underrepresented groups were more likely to feel that they needed to work harder than colleagues to be perceived as legitimate scholars.⁹ Many of these findings are consistent with those found in scholarly research on workplace issues and in faculty experiences at other institutions; indeed, the survey was designed in part to gauge the applicability of such findings to Penn. We view the results as a fruitful departure point for improving the experiences of all faculty at Penn.

Penn Fellows. The University has continued its Penn Fellows leadership development program for mid-career faculty. Contributions to diversity in all its forms is a criterion for selection to the program. Several of the Penn Fellows have advanced to leadership roles in the University. More information can be found at: <http://provost.upenn.edu/penn-fellows>.
Penn Forum for Women Faculty. The Forum continues to be an excellent means of building networking and leadership skills among women faculty at Penn; it has sponsored monthly events each year since its inception in 2009. Information on the Forum and its upcoming events can be found at: <http://provost.upenn.edu/faculty/pfwf>.

Faculty Pathways Program. This new University-wide faculty development program provides an opportunity for 18 assistant professors in selected science, technology, engineering, and math (“STEM”) departments to address fundamental challenges in STEM careers and leadership development. More information can be found at:

<http://provost.upenn.edu/faculty/current/mentoring/faculty-pathways>

Provost's Diversity Lecture. A variety of academic talks and events around diversity issues provide important avenues for community-building across the University. On November 13, PIK Professor Dorothy Roberts (Law, SAS) presented the inaugural Provost's Lecture on Diversity, “Interracial Marriage and the Civil Rights Revolution: A Personal Journey.” The schools and student resource centers regularly schedule similar events. This fall, the Perelman School of Medicine and the Wharton School co-sponsored a Career Narrative and Leadership Autobiography Lecture by Professor Raynard S. Kington, who discussed his experiences as the first African-American and openly gay President of Grinnell College.

Global Engagement. The Global Engagement Fund (GEF) encourages students and faculty to pursue international research and brings international scholars to teach at Penn. Previous GEF awardees have organized high-profile cross-school conferences on global topics, conducted interdisciplinary research in Africa, and hosted international scholars from Africa, Asia, Europe, and Latin America. The Perry World House on Locust Walk, expected to be completed in 2015, will serve as a unifying home for global scholars and students on Penn's campus; and plans are underway for a future Penn Wharton China Center in Beijing. In fall 2013, Penn hosted a major bi-coastal conference on India. To learn more about the five-year strategic framework for global initiatives at Penn, see:

<http://www.upenn.edu/almanac/volumes/v59/n14/for-comment.html>

Work/Life and Faculty Benefits. Information regarding Penn's adoption benefit, same-sex health benefits, backup childcare, snow-day childcare, and other programs is provided to search committee members and others involved in faculty searches. More information on these benefits can be found at: <http://provost.upenn.edu/faculty/current/work-life-balance>

Pursuant to the *Action Plan*, the provision of limited evening care at the Penn Children's Center was piloted during the 2012-2013 academic year.

¹ Central support has been used to fund postings in *Women in Academia*, *Journal of Blacks in Higher Education*, *Diverse Issues in Higher Education*, *Association of Women in Science*, and *Hispanic Outlook*.

² Eighty-four percent of female, 82% of minority, and 83% of LGBT assistant and associate professors reported having been mentored.

³ Eighty-eight percent of respondents felt that Penn was moderately or very safe; 82% that it is moderately or very welcoming; and 75%, that it is moderately or very diverse.

⁴ Seventy-nine percent of all respondents, 75% of female respondents, 73% of minority respondents, and 70% of underrepresented minority respondents rated themselves as satisfied or very satisfied with life at Penn. LGBT respondents were slightly less satisfied than all faculty: 71% reported being satisfied or very satisfied.

⁵ Seventy-one percent of all faculty agreed or strongly agreed with this statement, while 57% of women, 62% of minorities, 59% of underrepresented minorities, and 61% of LGBT faculty agreed or strongly agreed.

⁶ Fifty-eight percent of all faculty, 46% of women, 43% of minorities, 30% of underrepresented minority faculty, and 38% of LGBT faculty respondents registered agreement with this statement.

⁷ Survey results indicate 60% agreement for all faculty, 57% for women, 52% for minorities, 55% for underrepresented minorities, and 58% for LGBT faculty.

⁸ Nineteen percent of all faculty, 23% of women, 21% of minorities, and 25% of underrepresented minorities either agreed or strongly agreed with this statement.

⁹ Twenty-six percent of all faculty, 40% of women, 39% of minorities, 48% of underrepresented minority, and 51% of LGBT faculty respondents agreed to some extent with this statement.

Because the pilot showed very low utilization, the service was discontinued.

The *Action Plan* discussed the creation of a part-time academic clinician track in the Perelman School of Medicine in order to help individuals integrate the demands of work and family. This track was approved in May 2012: *see*

<http://provost.upenn.edu/policies/faculty-handbook/faculty-policies/ii-b>

In July 2012, Penn began offering sex reassignment surgical benefits for transgender faculty and staff under one of its medical plans. Also in 2012, the University began to offer a tax offset of \$1500 per year to employees with same-sex domestic partners covered under Penn medical plans. Federal income tax codes did not acknowledge same-sex domestic partners as dependents for tax purposes until September 2013. With the recent federal recognition of married same-sex couples, the tax offset is no longer offered.

University Leadership and Leadership Training. Since publication of the *Action Plan*, the appointments of Professor Anita Allen (Law) as Vice Provost for Faculty, Professor Dawn Bonnell (SEAS) as Vice Provost for Research, and Professor John Jackson (SAS, Annenberg) in the newly created role of Senior Advisor to the Provost for Diversity have increased the diversity of the University's senior administration. Professor Eve Troutt Powell was appointed Associate Dean for Graduate Studies in the School of Arts and Sciences; Professor John Jackson was appointed Associate Dean for Administration and Professor Carolyn Marvin was appointed Associate Dean for Undergraduate Studies in the Annenberg School; and, as already noted, Professor Barbara Savage serves as chair of the newly formed Africana Studies Department.

In addition to internal leadership programs, the Office of the Provost funds faculty members' participation in various external leadership programs, including the Harvard Institutes for Higher Education, Executive Leadership in Academic Medicine (ELAM), Executive Leadership in Academic Technology and Engineering (ELATE), and the longstanding program for women in higher education, Higher Education Resource Services (HERS). Funding for these opportunities is shared between schools and the Office of the Provost through nomination by department chairs and deans.

Excellence through Diversity Fund. The *Action Plan* included a commitment to establish a new fund to support interdisciplinary research on topics related to equity, inclusion, and diversity.¹⁰ This Excellence through Diversity Fund was established during the 2012-2013 academic year. Seven outstanding projects were funded in its inaugural cycle, supporting faculty research on topics relating race, gender and the LGBT community and efforts to increase the pipeline to the professoriate. More information on the Excellence through Diversity Fund can be found at:

<http://www.upenn.edu/almanac/volumes/v59/n20/diversity.html>

III. Expanding the Pipeline

Penn's programs designed to help advance the academic pipeline of members of historically underrepresented groups, as described in the *Plan*, continue their important work, including the Fontaine Fellows, Mellon Mays Scholars, and Postdoctoral Fellowships for Academic Diversity.¹¹ In addition, the University created new Predoctoral Fellowships for Excellence Through Diversity, which have provided six graduate students in the social sciences and humanities enrolled at other universities with the opportunity to spend a year at Penn completing their dissertations. More information about this program can be found at:

¹⁰ In the *Action Plan*, the Fund was called the "Eminence and Innovation Fund." It was subsequently named the "Penn Excellence through Diversity Fund."

¹¹ When the University's federal McNair Scholars grant was not renewed in October 2012, the University provided funding through June 2014 to support the students who had already been accepted. Through the VPUL Pre-Doctoral Initiative, the students received all the programmatic support they would have received had the McNair Scholars grant been renewed.

<http://provost.upenn.edu/diversity-predoc>¹²

The period since the inception of the plan also included two large events that raised Penn's profile with students in underrepresented communities. In June 2012, Penn hosted College Horizons, a program for promising Native American students: <http://www.upenn.edu/pennnews/news/penn-hosting-college-horizons-program-help-native-americans-learn-about-admission-process> In October 2012, Penn hosted the first Ivy-Plus STEM Symposium for diverse scholars: <http://www.upenn.edu/IvyPlusSymposium> Five of the students who attended the Symposium are now enrolled in doctoral programs at Penn. Penn will be an active participant in the second Symposium, which will be hosted in 2014 by Harvard and MIT.

In 2012, Penn became a founding partner in Coursera, the online platform for open-access, non-credit classes, available at no cost to audiences around the world. The initiative has opened access to Penn instruction to people around the world from virtually any background or socioeconomic status. In addition to generally increasing access to superb instruction, open learning initiatives promise to aid Penn and other institutions in strengthening academic preparation for students from underserved backgrounds by providing essential prerequisites to further instruction. More information on Coursera and open learning at Penn can be found at:

<http://provost.upenn.edu/initiatives/openlearning>

IV. Trends in Faculty Composition

Overall Proportions

Since fall 2010, proportions of women, minorities, and underrepresented minorities on Penn's faculty have risen. In November 2010, prior to the *Plan* period, 30.1% of Penn's standing faculty were women, 18.9% were racial and/or ethnic minorities, and 6.0% were underrepresented minorities. By November 2013, these proportions had risen to 31.5%, 21.9%, and 7.3%, respectively (*See Tables 1a, 1b, and 1c on page VIII*).

Faculty Recruitment and Departures

The proportion of new faculty hires who are racial/ethnic minorities has increased from 22.7% in fall 2003 to 38.3% in November 2013. (*See Figure 1 on page V*)¹³ Of standing faculty hired in fall 2011, 9.4% were underrepresented minorities; in fall 2013, that percentage increased to 14.2% (*See Figure 2 on page VI*). Departures of minority and underrepresented minority faculty have also slowed in recent years (*See Figure 1 and Figure 2 on pages V and VI*). There was a large decrease in underrepresented minority departures from 6.7% in fall 2011 to 2.4% in fall 2013 (*See Figure 2 on page VI*). Hiring of women also increased from fall 2011 to fall 2013 (39.1% to 40.1%). Women's departures have slowed very recently, from 36.6% in fall 2012 to 32.3% in fall 2013 (*See Figure 3 on page VII*).

Viewed through the lens of recruitment activity over the past three years (from November 2010 to November 2013), 35.5% of faculty members recruited were racial/ethnic minorities and 13.0% were underrepresented minorities (*See Table 4a in the online supplement*). During this three-year period, 17.6% of departures were members of minority groups, and 5.4% were members of underrepresented minority groups (*See Table 4b in the online supplement*). 40.5% of faculty members recruited were women, and 32.4% of faculty members who left Penn were women (*See Tables 4a and 4b in the online supplement*).

Analysis by School

As noted, the University experienced a small increase in proportions of minorities and underrepresented minorities (3.0 and 1.3 percentage points, respectively) from November 2010 to November 2013 (*See Tables 1a and 1b on page VIII*). As indicated in the *Progress Report on Minor-*

¹² Both the predoctoral and postdoctoral programs have supported individuals who bring diversity to Penn in many dimensions, including members of the LGBT community.

¹³ Data for each academic year in the figures represent headcounts as of November 30 of that academic year. So, for example, AY2004 data come from the November 30, 2003 census.

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ity *Equity* published last semester, the previously reported “plateau” in proportions of underrepresented minority faculty during the period from 2006 to 2009 has ended (*Almanac*, December 10, 2013). The largest gains in the proportions of minority faculty occurred at Annenberg (21.7 percentage points) and Nursing (6.6 percentage points).¹⁴ Every Penn school experienced some increase in proportions of minority faculty, although increases in both Engineering and Law were less than one percentage point (*See Table 1a on page VIII*). From November 2010 to November 2013, the University experienced an overall increase in the proportion of underrepresented minority faculty of 1.3 percentage points. Among Penn schools, Annenberg and Nursing also experienced the largest increases in underrepresented minority faculty: 17.1 and 3.3 percentage points, respectively. Most Penn schools saw an increase in underrepresented minority faculty between fall 2010 and August 2013, except the Schools of Dental Medicine (2.6 percentage point decrease in underrepresented minority faculty), Social Policy and Practice (1.4 percentage point decrease), and Design (0.3 percentage point decrease) (*See Table 1b on page VIII*).

Similarly, the overall proportion of women on the Penn faculty increased by 1.4% from fall 2010 to November 2013. The School of Veterinary Medicine experienced the largest gain in the percentage of women on the faculty (4.8 percentage point increase) since fall 2010. The percentages of women on the faculty decreased slightly in four of Penn's 12 schools: Annenberg (3.5 percentage point decrease), Education (2.9 percentage point decrease), Nursing (1.4 percentage point decrease), and Law (1.1 percentage point decrease)¹⁵ (*See Table 1c on page VIII*).

Faculty Composition by Rank

The period from fall 2010 to fall 2013 saw an increase in women, minorities, and underrepresented minorities in all faculty ranks (*See Tables 2a and 2b in the online supplement*). In fall 2010, women constituted 21.2% of full professors, 32.5% of associate professors, and 41.4% of assistant professors (*See Table 2a in the online supplement*). By November 2013, these proportions were 22.6%, 36.5%, and 42.0%, respectively (*See*

¹⁴ It bears noting that the smallest Penn schools—Annenberg, Design, GSE, and Social Policy and Practice—are the most susceptible to fluctuations in proportions of underrepresented groups on their faculties, because of the impact of even one or two individuals on these percentages.

¹⁵ Because of the composition of the profession, Nursing's gender diversity efforts are aimed at increasing proportions of men on the faculty.

Table 2b in the online supplement). Proportions of minority full professors rose from 10.3% to 12.9%, associate professors rose from 18.8% to 23.4%, and assistant professors rose from 32.0% to 35.8%. Underrepresented minorities constituted 3.6% of full professors, 6.4% of associate professors, and 9.1% of assistant professors in fall 2010. By November 2013, these proportions had grown to 4.3%, 7.4%, and 12.1%, respectively (*See Tables 2a and 2b in the online supplement*).

Peer Comparison

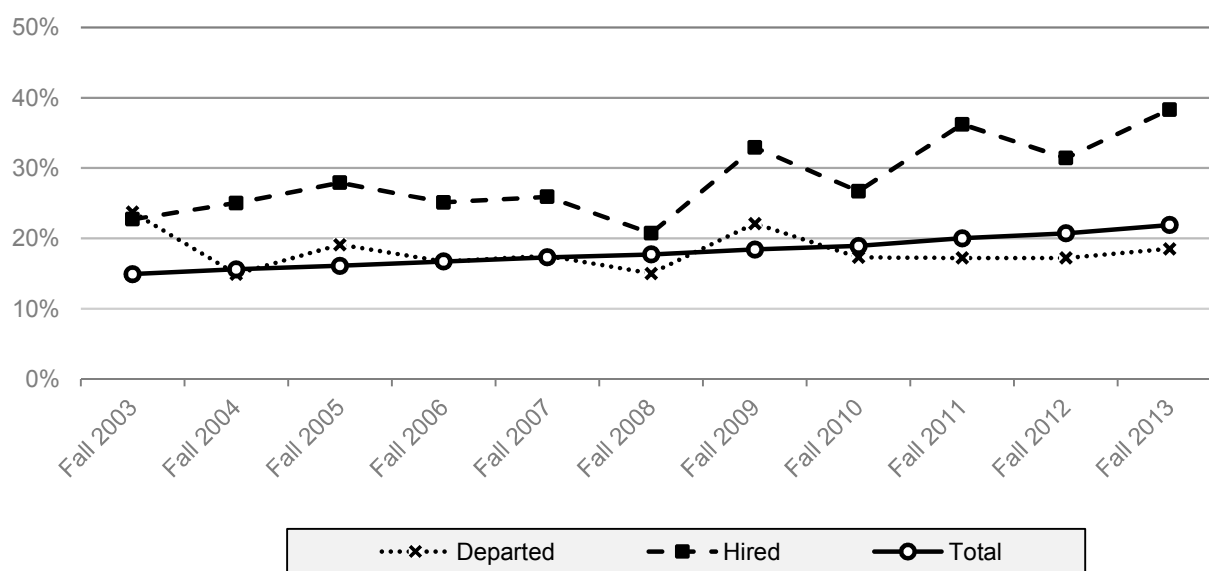
As noted in the *Progress Report on Minority Equity*, Penn was ranked 17 of 18 peer institutions in representation of Hispanic/Latino/a faculty, in a range between 1.8% and 4.4%; 12 of 18 in representation of African-American/Black faculty, in a range from 1.8% to 4.1%; 10 of 18 in representation of Native American/Alaskan Native faculty, in a range from 0.0% to 0.7%; 7 of 18 in representation of Asian faculty, in a range from 6.3% to 14.8%; and 11 of 18 in representation of mixed race faculty, in the range of 0.0% to 1.5% (*See Table 5a in the online supplement*). Penn currently ranks 11 of 18 in the same comparison in representation of women faculty, in a range of 21.3% to 35.5% (*See Table 5b in the online supplement*). (Previously reported results for the 2011-2012 academic year placed Penn sixth of the same 18 schools in representation of women faculty. *See Progress Report on Gender Equity (Almanac*, January 15, 2013). Our peer standing with respect to women and minorities must be improved; while Penn has progressed toward diversity goals, other institutions have done so at the same time.

Moving Forward

The *Action Plan* is serving the schools and the University well. It has focused attention at all levels of the University on diversity and inclusion. It has led to the appointment of senior administrators, staff, and distinguished standing faculty who exemplify ideals of inclusion and excellence. It has drawn attention to the need for a pipeline to the professoriate and for mentors, professional skill-building, culturally competent chairs and search committees, and greater respect and equal treatment for all Penn faculty members. We commend the schools and individuals who have advanced the ambitious aims laid out in the *Action Plan for Faculty Diversity and Excellence*. We look forward to further implementation of the *Plan* and continuing efforts to spur Penn toward preeminence.

Note: All tables and figures are in the online supplement; see www.upenn.edu/almanac/volumes/v60/n21/contents.html

Figure 1. Percent of Hired, Departed, and Total Standing Faculty who are MINORITY



Percent Minority by Academic Year

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
	% Minority	% Minority	% Minority	% Minority	% Minority	% Minority	% Minority	% Minority	% Minority	% Minority	% Minority
Continuing	14.3%	14.9%	15.3%	16.0%	16.6%	17.5%	17.4%	18.5%	19.0%	20.1%	20.8%
Departed	23.7%	14.9%	19.1%	16.7%	17.5%	15.0%	22.1%	17.3%	17.2%	17.2%	18.5%
Hired	22.7%	25.0%	27.9%	25.1%	25.9%	20.7%	32.9%	26.7%	36.2%	31.4%	38.3%
Total	14.9%	15.6%	16.1%	16.7%	17.3%	17.7%	18.4%	18.9%	20.0%	20.7%	21.9%

Data Source: Fall Employee Census

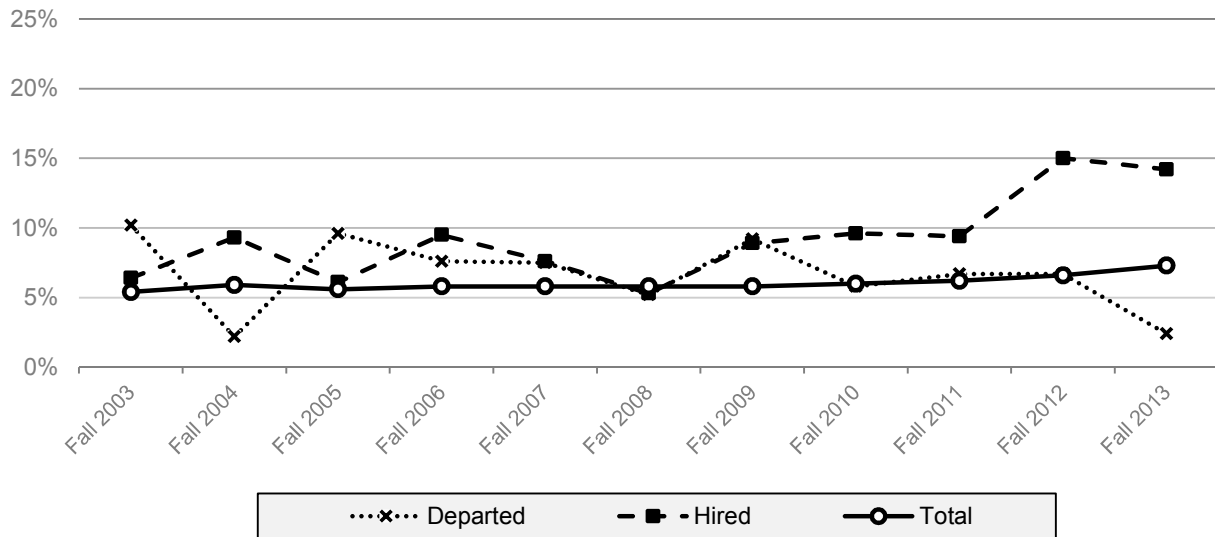
Minority includes those that identify with one or more of the following race/ethnicities:

Hispanic/Latino/a; African American/Black; Asian/Pacific Islander; Native American/Alaskan Native

Hires and departures include faculty members who move between home schools or who change faculty track (tenured/tenure-track vs. clinician educator)

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Figure 2. Percent of Hired, Departed, and Total Standing Faculty who are URM



Percent URM by Academic Year

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
	% URM	% URM	% URM	% URM	% URM	% URM	% URM	% URM	% URM	% URM	% URM
Continuing	5.3%	5.6%	5.6%	5.5%	5.6%	5.8%	5.6%	5.8%	6.0%	6.1%	6.8%
Departed	10.2%	2.2%	9.6%	7.6%	7.5%	5.2%	9.2%	5.8%	6.7%	6.7%	2.4%
Hired	6.4%	9.3%	6.1%	9.5%	7.6%	5.3%	8.9%	9.6%	9.4%	15.0%	14.2%
Total	5.4%	5.9%	5.6%	5.8%	5.8%	5.8%	5.8%	6.0%	6.2%	6.6%	7.3%

Data Source: Fall Employee Census

URM includes those that identify with one or more of the following race/ethnicities:

Hispanic/Latino/a; African American/Black; Native American/Alaskan Native

Hires and departures include faculty members who move between home schools or who change faculty track (tenured/tenure-track vs. clinician educator)

Figure 3. Percent of Hired, Departed, and Total Standing Faculty who are FEMALE



Percent Women by Academic Year											
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
	% Female	% Female	% Female	% Female	% Female	% Female	% Female	% Female	% Female	% Female	% Female
Continuing	25.6%	26.2%	26.2%	26.5%	27.8%	28.0%	29.1%	29.4%	30.2%	30.3%	30.9%
Departed	23.7%	30.6%	39.9%	29.9%	28.8%	34.6%	23.7%	28.8%	28.4%	36.6%	32.3%
Hired	37.2%	40.1%	34.7%	46.4%	35.7%	40.2%	33.5%	41.5%	39.1%	41.4%	40.1%
Total	26.4%	27.1%	26.7%	27.9%	28.4%	28.8%	29.4%	30.1%	30.7%	30.9%	31.5%
Data Source: Fall Employee Census											
Hires and departures include faculty members who move between home schools or who change faculty track (tenured/tenure-track vs. clinician educator)											

FROM THE PRESIDENT AND PROVOST

Table 1a. Percent of Standing Faculty that are Minority (including NRAs), Fall 2000 to Fall 2013

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2013 vs. 2010
Total University	12.8%	14.0%	14.7%	14.8%	15.5%	16.0%	16.7%	17.3%	17.7%	18.4%	18.9%	19.9%	20.7%	21.9%	3.0%
Annenberg	13.3%	14.3%	12.5%	12.5%	12.5%	11.8%	11.1%	11.1%	5.6%	5.3%	5.6%	5.6%	15.8%	27.3%	21.7%
Arts & Sciences	10.6%	11.2%	11.8%	11.9%	12.7%	13.2%	14.1%	15.1%	16.0%	16.7%	17.7%	18.2%	18.7%	19.9%	2.2%
Dental Medicine	23.0%	25.0%	26.4%	25.0%	27.3%	26.5%	28.0%	28.0%	27.7%	25.0%	23.9%	24.4%	26.1%	29.2%	5.3%
Design	16.1%	16.1%	17.2%	16.1%	14.3%	15.2%	16.1%	12.5%	12.1%	15.6%	16.7%	17.6%	20.0%	18.4%	1.7%
Education	12.1%	18.9%	18.4%	20.5%	20.5%	23.8%	23.7%	23.8%	24.4%	21.1%	25.0%	25.0%	26.5%	26.5%	1.5%
Engineering	25.5%	28.7%	25.7%	27.0%	30.1%	28.7%	30.6%	31.1%	32.4%	34.0%	35.8%	34.9%	37.1%	36.0%	0.2%
Law	11.1%	12.2%	13.6%	11.9%	9.5%	9.3%	10.9%	13.3%	12.2%	14.3%	14.6%	14.9%	15.6%	15.2%	0.6%
Nursing	4.3%	4.2%	6.5%	6.5%	9.6%	10.2%	9.4%	13.2%	12.7%	13.0%	13.0%	14.0%	17.9%	19.6%	6.6%
Perelman School of Medicine	13.2%	14.5%	15.2%	15.6%	16.0%	16.7%	17.5%	18.1%	18.2%	19.2%	19.6%	21.0%	21.6%	22.7%	3.1%
Social Policy & Practice	27.3%	31.6%	31.6%	23.5%	22.2%	30.0%	28.6%	30.0%	31.8%	31.8%	30.0%	35.3%	28.6%	31.8%	1.8%
Veterinary Medicine	4.8%	4.8%	7.0%	6.7%	8.1%	9.7%	9.1%	9.0%	8.8%	9.2%	7.9%	8.7%	9.4%	11.4%	3.5%
Wharton	11.6%	12.0%	14.1%	14.6%	15.5%	14.4%	14.7%	14.4%	16.2%	15.6%	16.0%	17.1%	17.2%	18.7%	2.7%

Table 1b. Percent of Standing Faculty that are URM (including NRAs), Fall 2000 to Fall 2013

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2013 vs. 2010
Total University	5.1%	5.2%	5.5%	5.4%	5.8%	5.6%	5.7%	5.7%	5.8%	5.8%	6.0%	6.1%	6.6%	7.3%	1.3%
Annenberg	13.3%	14.3%	12.5%	12.5%	12.5%	11.8%	11.1%	11.1%	5.6%	5.3%	5.6%	5.6%	10.5%	22.7%	17.1%
Arts & Sciences	5.4%	5.5%	6.1%	5.8%	6.6%	6.1%	6.3%	6.2%	6.7%	7.2%	7.9%	7.9%	8.8%	9.3%	1.4%
Dental Medicine	8.2%	8.9%	11.3%	10.7%	12.7%	12.2%	14.0%	16.0%	14.9%	12.5%	10.9%	11.1%	10.9%	8.3%	(2.6%)
Design	9.7%	9.7%	10.3%	9.7%	8.6%	9.1%	9.7%	9.4%	9.1%	6.3%	5.6%	5.9%	5.7%	5.3%	(0.3%)
Education	12.1%	13.5%	13.2%	15.4%	15.4%	16.7%	15.8%	16.7%	17.1%	15.8%	16.7%	15.6%	17.6%	17.6%	0.9%
Engineering	7.1%	7.9%	7.6%	7.0%	6.8%	6.9%	6.1%	5.8%	6.7%	7.5%	7.5%	7.5%	8.6%	8.1%	0.6%
Law	5.6%	4.9%	6.8%	7.1%	7.1%	7.0%	6.5%	6.7%	6.1%	6.1%	6.3%	6.4%	8.9%	8.7%	2.4%
Nursing	4.3%	4.2%	6.5%	6.5%	9.6%	10.2%	9.4%	9.4%	7.3%	7.4%	7.4%	7.0%	10.7%	10.7%	3.3%
Perelman School of Medicine	4.7%	4.7%	4.7%	4.6%	5.0%	4.7%	5.0%	5.1%	4.9%	4.9%	5.2%	5.5%	5.6%	6.2%	1.0%
Social Policy & Practice	22.7%	26.3%	26.3%	17.6%	16.7%	20.0%	19.0%	15.0%	18.2%	18.2%	15.0%	17.6%	14.3%	13.6%	(1.4%)
Veterinary Medicine	1.6%	1.6%	2.3%	2.2%	3.0%	3.0%	2.8%	2.8%	2.9%	3.1%	1.6%	1.6%	1.7%	3.5%	1.9%
Wharton	3.0%	3.0%	3.5%	4.0%	3.8%	2.9%	3.3%	3.3%	3.4%	3.7%	4.2%	4.8%	4.8%	6.2%	2.0%

Table 1c. Percent of Standing Faculty that are Female, Fall 2000 to Fall 2013

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2013 vs. 2010
Total University	24.7%	24.9%	25.5%	26.4%	27.1%	26.7%	27.9%	28.4%	28.8%	29.4%	30.1%	30.7%	30.9%	31.5%	1.4%
Annenberg	20.0%	21.4%	31.3%	31.3%	31.3%	29.4%	33.3%	33.3%	38.9%	42.1%	44.4%	38.9%	42.1%	40.9%	(3.5%)
Arts & Sciences	24.5%	24.5%	25.2%	26.9%	28.4%	27.6%	28.8%	28.7%	29.4%	30.2%	30.2%	30.6%	31.5%	31.5%	1.3%
Dental Medicine	23.0%	26.8%	30.2%	32.1%	30.9%	26.5%	26.0%	26.0%	25.5%	29.2%	28.3%	28.9%	30.4%	29.2%	0.9%
Design	25.8%	22.6%	27.6%	29.0%	34.3%	39.4%	38.7%	40.6%	42.4%	40.6%	38.9%	41.2%	37.1%	39.5%	0.6%
Education	39.4%	45.9%	44.7%	48.7%	51.3%	52.4%	52.6%	54.8%	53.7%	52.6%	50.0%	46.9%	47.1%	47.1%	(2.9%)
Engineering	7.1%	6.9%	9.5%	10.0%	10.7%	8.9%	9.2%	12.6%	13.3%	13.2%	13.2%	12.3%	12.4%	13.5%	0.3%
Law	19.4%	24.4%	22.7%	21.4%	21.4%	18.6%	21.7%	20.0%	20.4%	22.4%	25.0%	23.4%	24.4%	23.9%	(1.1%)
Nursing	97.9%	95.8%	95.7%	95.7%	94.2%	93.9%	92.5%	92.5%	90.9%	90.7%	90.7%	91.2%	89.3%	89.3%	(1.4%)
Perelman School of Medicine	23.8%	23.8%	24.3%	24.6%	24.6%	24.2%	25.3%	26.0%	26.5%	26.9%	28.2%	29.3%	29.5%	30.0%	1.8%
Social Policy & Practice	50.0%	47.4%	47.4%	47.1%	50.0%	50.0%	52.4%	50.0%	45.5%	45.5%	45.0%	41.2%	42.9%	45.5%	0.5%
Veterinary Medicine	28.0%	29.0%	30.2%	31.1%	35.6%	35.8%	38.5%	40.0%	40.1%	44.3%	45.2%	45.2%	46.2%	50.0%	4.8%
Wharton	15.6%	16.0%	16.1%	17.7%	18.3%	18.7%	19.9%	19.1%	19.1%	20.2%	19.7%	21.1%	20.7%	21.3%	1.6%

Data Source: Fall Employee Census

Minority includes those that identify with one or more of the following race/ethnicities: Hispanic/Latino/a; African American/Black; Asian/Pacific Islander; Native American/Alaskan Native

URM includes those that identify with one or more of the following race/ethnicities: Hispanic/Latino/a; African American/Black; Native American/Alaskan Native