

Minority Equity Report

Prepared by

The Minority Equity Committee
University of Pennsylvania

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Minority Equity Report

Executive Summary

The Minority Equity Committee was established in January 2002 by President Judith Rodin, Provost Robert Barchi, and Faculty Senate Chair David H. Hackney to undertake a systematic review of the status of minority faculty at the University. The charge was to assess the status of minority faculty across the University. Four subcommittees were formed to complete the review: one on the diversity of the faculty, one on the professional status of minority faculty, one on faculty promotion and salary, and one drawing on a survey of faculty regarding their quality of life.

This report summarizes the work of the Committee. The Committee used three types of data in its report: administrative data, quantitative survey data, and qualitative survey data. The administrative data included faculty who did not receive their degrees in the U.S. or who were not permanent residents or U.S. citizens at the time they were hired. This confounding of immigrant status and racial/ethnic identity has serious implications for interpretation of the administrative findings.

For instance, if our goal were to evaluate the openness of the faculty pipeline for the minority population, it would be inappropriate to include international students in our count of “minority” students. This is not to say that immigrants who resemble or share characteristics with U.S. minority groups (and may be classified as minority persons) do not share some of the same difficulties as U.S. minorities; rather, we are suggesting that we have to be careful in our accounting of minorities. For example, if 10% of the faculty at the University were from Asia, the University could report a 10% Asian/Pacific Islander faculty population. If all of these faculty had completed their schooling prior to college in Asia, then their presence at the University would not be a valid indicator of the relative openness for Asian/Pacific Islander Americans of the faculty pipeline. In this example, the Asians/Pacific Islanders counted in the numerator are not actually part of the national counts of Asian/Pacific Islander Americans in the U.S. Almost one-half of the Hispanic/Latino and one-third of the Asian/Pacific Islander faculty members did not experience much of their educational training in the U.S. This fact reveals that even fewer U.S. minorities are represented at the University of Pennsylvania than some of the numbers in this report suggest.

The Committee reviewed administrative data on the composition of the Standing Faculty from Fall 2003. The data revealed 2417 faculty members, including all ranks. Most of our data include faculty who did not receive their degrees in the U.S. or who were not permanent residents or U.S. citizens at the time they were hired. Self-identified minority faculty members represented 14.4% of the Standing Faculty. Of these minority faculty, 3.1% were Black/African American, 1.8% were Hispanic/Latino, and 9.4% were Asian/Pacific Islander. At the time the data were gathered, only one Standing Faculty member identified as Native American, an Assistant Professor in the Graduate School of Education. If we were to exclude faculty who had a foreign degree or a visa at time of hire, the percentage who were Blacks/African Americans would drop to 2.9%, the percentage that were Hispanics/Latinos would drop to 1.0%, and percentage that were Asians/Pacific Islanders would drop to 6.4%.

The percentage of minority faculty varied considerably across the 12 schools. The schools with the highest percentage of minority faculty were the School of Dental Medicine (25.4%), the School of Engineering and Applied Science (25.0%), and the School of Social Work (25.0%). The schools with the lowest percentage of minority faculty were the School of Nursing (6.5%), the School of Veterinary Medicine (7.0%), and the School of Arts and Sciences (10.7%).

Minority representation decreased with increasing rank. Minority individuals comprised 22.8% of the Assistant Professors, 13.1% of the Associate Professors, but only 8.0% of the Full Professors. We analyzed whether a faculty member’s race or ethnicity was associated with whether

he or she was promoted from Assistant Professor and found no evidence of racial or ethnic differences. We analyzed whether a faculty member’s race or ethnicity was associated with his or her salary in the 2003-2004 academic year. We found no evidence that minority faculty were paid less than equivalently qualified White faculty.

There has been progress in the presence of minority faculty at the University. However, this overall progress masks differential increases among racial/ethnic minority faculty, with much greater growth in Asians/Pacific Islanders than in Blacks/African Americans and Hispanics/Latinos. There are clearly too few minority faculty at Penn. Their representation is lower than in the U.S. population, or even among our own student body. For the sake of both scholarship and equity, we must do better. The University of Pennsylvania ranks among the best universities in the world. Our goal should be to become and remain the best in minority, particularly U.S. minority, faculty representation.

We recommend that policies affecting the recruitment, retention, and promotion of faculty be carefully evaluated for the potential negative impact on minority faculty, including a search for new evaluation and search processes that offer access to previously unconsidered, but qualified individuals. These new evaluation processes should be the responsibility of the Provost, deans, and department chairs and should be part of the annual review of schools and departments.

On the surface, it appears that significant progress has been made; however, this may arise from our inability to isolate outcomes for faculty from U.S. minority groups from those of immigrants. The University does not have the data to allow such analyses. As a result, our analyses may be systematically misinterpreting diversity that results from immigration as diversity that results from increased representation of America’s minority population.

We recommend that the University collect uniform and consistent administrative data on the country of origin and year of immigration of faculty across departments and schools. In order to enhance rigorous analysis and to permit ongoing monitoring of minority equity, the Committee recommends that the University fund the construction of an integrated faculty data warehouse.

Our review of faculty teaching awards was limited by the fact that teaching awards are school-based, and there is no central source of data for such awards. Thus, the Committee used the Lindback Awards as a proxy for the recognition of teaching excellence. The proportion of minority faculty winning Lindback Awards was roughly comparable to their proportion of the total faculty.

We did not find such comparability when we examined the number of minority faculty in leadership positions. Although each of the 12 schools had minority faculty at the associate and full professor rank, few had minority faculty in academic leadership roles. In addition, our survey results showed Asian/Pacific Islander faculty to be significantly less satisfied with the availability of leadership opportunities as compared to their White counterparts. From the entirety of these analyses, we infer that there are missed opportunities for minorities to participate in leadership roles at Penn.

We recommend that the President, Provost, deans, and department chairs should work together to develop policies that assure that minorities achieve leadership positions and scholarly rewards in schools and departments consistent with their interests and capabilities. The effective implementation of these policies should be made part of school and department yearly evaluations.

The survey of the Standing Faculty (minority and non-minority) revealed important similarities between racial/ethnic minority and White members of the faculty. For instance, there was no significant racial/ethnic difference among faculty members in whether they reported that their

Part I: Diversity of the Faculty

Definition of Minority

A consideration of the data on the racial/ethnic diversity of the faculty raises the important issue of how to define “minority faculty.” In this connection, we must note that the University organizes its databases on race/ethnicity to comply with federal law. Therefore, it is essential to understand how federal law defines the different racial categories, which may not always correspond to popular notions. For instance, the term “people of color” has no legal meaning. Exhibit 1, the Faculty Equal Opportunity Compliance Statement, shows the Office of Federal Contract Compliance Program’s definitions of race/ethnicity and the requirement to identify all Standing Faculty as belonging to one and only one group. Of particular note is the requirement of identification by racial/ethnic group of even non-resident and non-citizen faculty candidates.

Table 1 presents the visa status and educational origins of the Standing Faculty as a function of self-reported race/ethnicity and reveals striking differences. More than 91% of our Black/African American faculty were likely born in the U.S. (as evidenced by their visa status at time of hire and the country of their terminal degree institution), which is somewhat higher than the 86% of our White faculty born in the U.S. However, the picture is quite different when we consider Asian/Pacific Islander and Hispanic/Latino faculty, where only 64% and 51%, respectively, were born in the U.S.

These racial/ethnic differences in visa status and educational origins are important because it is not always apparent who should be included under the label “minority.” For instance, if our goal were to evaluate the openness of the faculty pipeline for the minority population, it would be inappropriate to include international students in our count of “minority” students. This is not to say that immigrants who resemble or share characteristics with U.S. minority groups (and may be classified as minority persons) do not share some of the same difficulties as U.S. minorities; rather, we are suggesting that we have to be careful in our accounting of U.S. minorities. For example, if 10% of the faculty at the University were from Asia, the University could report a 10% Asian/Pacific Islander faculty population. If all of these faculty had completed their schooling prior to college in Asia, then their presence at the University would not be a valid indicator of the relative openness for Asian/Pacific Islander Americans of the faculty pipeline. In this example, the Asians/Pacific Islanders counted in the numerator are not actually part of the national counts of Asian/Pacific Islander Americans in the U.S.

This is a significant problem in adjudicating the overlap between racial/ethnic minority and immigrant status of Standing Faculty members. In Table 1, we can see that 43% of the Hispanic/Latino and 34% of the Asian/Pacific Islander Standing Faculty members received their degrees from a foreign institution and/or were not U.S. citizens or permanent residents at the time they were hired. In contrast, about 11% of White and 7% of Black/African American faculty members received degrees from a foreign institution and/or were not U.S. citizens or permanent residents at the time they were hired. Thus, almost one-half of the Hispanic/Latino and one-third of the Asian/Pacific Islander faculty members did not experience much of their educational training in the U.S. *This means that even fewer U.S. minorities are represented at the University of Pennsylvania than the numbers in this report suggest.*

We often compare our faculty diversity to the racial and ethnic composition of the U.S. According to 2002 U.S. Census data, as shown in Table 2, approximately 4% of the population over 25 years of age, the most appropriate age group to compare our faculty, was Asian American, if foreign-born persons are included within their appropriate race/ethnic category. However, if foreign-born, non-U.S. citizens are excluded, the percentage of Asian/Pacific Islanders drops to 2.44%. Likewise, approximately 10.3% of the population over 25 years of age was Hispanic/Latino, if foreign-born persons are included within their appropriate race/ethnic category. However, if foreign-born, non-U.S. citizens are excluded, the percentage of Hispanic/Latinos drops to 6.4%. In contrast, the impact of including foreign-born, non-U.S. persons is much smaller for Blacks,

research had been supported from extramural research grants over the past 5 years or whether they currently receive extramural grant support. There were also no racial/ethnic differences in the reported number of extramural research grants received in the past five years, the number of these grants that were from federal sources (e.g., the National Science Foundation or National Institutes of Health), the number of extramural grants in the past five years on which they were the principal investigator, and whether their research had been supported by Penn research grants over the past five years (e.g., University Research Foundation).

There were no racial/ethnic differences in whether faculty members reported they felt supported by their department in producing scholarly work, or in their ability to present their work in peer-review publications or presentations.

There were no racial/ethnic differences in faculty members’ perception of the amount or quality of the space available to them and their research assistants. There were no differences by race/ethnicity in faculty members’ perceptions of the quality of the computer hardware available to them in their office or laboratory or in the type of secretarial/clerical support they received.

There were no significant differences in self-reports of difficulty balancing family/home and work responsibilities; concern with burnout; too many time pressures; promotion criteria too difficult to attain; insufficient protected time for research; insufficient protected time for writing and engaging in important academic activities; feeling stressed beyond a comfortable, energizing level; insufficient job security; inadequate time for academic pursuits; and feeling overloaded all the time.

There were no racial/ethnic differences among faculty members in feelings about whether their colleagues treat them with professional respect or whether their colleagues in the University honored and respected their intellectual contributions.

However, there were several important statistically significant differences between racial/ethnic minority and White faculty as well. Compared with White faculty and faculty men, racial/ethnic minority faculty and faculty women, respectively were more likely to report that faculty who were women, racial or ethnic minority group members, or persons with disabilities were at a disadvantage.

Minority respondents were significantly more likely than were White respondents to report that they experienced racial/ethnic bias or exclusion by a superior. They were also more likely to report experiencing such bias or exclusion by a colleague. Black/African American faculty were more likely than were White faculty to report that in their daily encounters on campus that someone had ever assumed they were a trespasser. In addition, minority faculty members’ qualitative responses referred directly to their poor treatment/disrespect by students and senior colleagues, feeling invisible in their day-to-day experiences, and the important, though added (but rarely acknowledged) responsibilities attached to advising students of color who were not their assigned advisees.

Although there were no racial/ethnic differences among the faculty in the number of mentors or overall satisfaction with the mentoring they had received, this was offset by commentaries in the qualitative part of the survey. Of the 28 minority faculty members who responded, four indicated that they had received satisfactory to outstanding mentoring. Others described the relative indifference of senior faculty members to their status. In particular, Black/African American faculty members generally reported little mentoring from senior scholars and department chairs.

We recommend that the Provost, deans, and department chairs work together to find ways to foster an academic culture in which minority faculty do not perceive themselves to be at a disadvantage. The University should also make a major and visible commitment to efforts to support such a culture.

where the proportion drops from 11.2% to 10.6% if foreign born are included versus excluded from this race category.

Lastly, the contrasting percentages for Whites are 73.9% with foreign-born included and 72.5% with foreign-born excluded. In succeeding faculty census tables, we include the foreign born within their respective race/ethnic category. In Table 1, we have tried to show, to the extent of the available data, the impact of foreign-born status on our estimates of minority faculty presence. We realize that even this table over counts the number of U.S. minority faculty to an unknown extent because some minority faculty born outside of the U.S. already possessed U.S. citizenship at the time of their initial appointment at Penn. This is also true for White faculty. Unfortunately, Penn's faculty data do not record place of birth. To be sure, the University prides itself on being international, and it is not surprising that we attract foreign-born scholars. For example, at the present time, five of our 12 deans were born outside of the United States. This reflects our openness to people of other cultures. Still, we want to ensure that our openness to U.S. minority group members is also reflected in the composition of our Standing Faculty.

Note on Data Sources: At present, there is no equivalent to the student data warehouse for faculty data. The Provost's Office maintains a record of faculty appointments and actions made by Provost's Staff Conference. It also has access to the data kept in the Personnel Payroll system. These two databases are not integrated. Each of the twelve schools keeps data on faculty for their own purposes and in their own formats. The Provost's Office has no direct access to these databases. The analyses in this report required the collation and integration of data from the above databases, requiring considerable staff time and often producing an incomplete result. For instance, there was no way to analyze teaching awards or school-based research grants. In order to enhance rigorous analysis and to permit ongoing monitoring of minority equity, the Committee recommends that the University fund the construction of an integrated faculty data warehouse.

Minorities in the Standing Faculty

The Committee reviewed data on the composition of the Standing Faculty from Fall 2003. The data revealed 2417 faculty members, including all ranks. The total number of self-identified minority faculty members was 354 or 14.4% of the faculty. Of these minority faculty 82 or 3.4% were Black/African American, 44 or 1.8% were Hispanic/Latino, and 227 or 9.4% were Asian/Pacific Islander. At the time the data were gathered, only one Standing Faculty member was Native American, an Assistant Professor in the Graduate School of Education. Again, these figures *include* those who did not receive their degrees in the U.S. or were not permanent residents or U.S. citizens at the time they were hired. If we were to exclude faculty who had a foreign degree or a visa at time of hire, the percentage that were Blacks/African Americans would drop to 2.9%, the percentage that were Hispanics/Latinos would drop to 1.0%, and percentage that were Asians/Pacific Islanders would drop to 6.4%.

Inspection of the data from Fall 2003 shown in Table 3 indicates that the percentage of minority faculty varied considerably across the 12 schools. The schools with the highest percentage of minority faculty were the School of Dental Medicine (25.4%), the School of Engineering and Applied Science (25.0%), and the School of Social Work (25.0%). The schools with the lowest percentage of minority faculty were the School of Nursing (6.5%), the School of Veterinary Medicine (7.0%), and the School of Arts and Sciences (10.7%).

Distribution Among Ranks

The racial/ethnic distribution of the Standing Faculty varied considerably by rank. In general, minority representation decreased with increasing rank. Minority individuals comprised 22.8% of the Assistant Professors, 13.1% of the Associate Professors, but only 8.0% of the Full Professors.

As shown in Table 4, among all Standing Faculty, 3.1% were Black/African American, 1.8% were Hispanic/Latino, and 9.4% were Asian/Pacific Islander. Again, these figures *include* those who did not receive their degrees in the U.S. or were not permanent residents or U.S. citizens at the time they were hired. Asian/Pacific Islanders have a greater presence in the Schools of Engineering, Medicine, Dental Medicine, and Wharton, while Black/African Americans have a greater presence in the Annenberg School and the Schools of Education, Nursing, and Law. Hispanics/Latinos have a slightly greater presence in the Schools of Engineering and Veterinary Medicine.

It is important to note that every school has at least one Black/Afri-

can American, Hispanic/Latino, or Asian/Pacific Islander faculty member among its Standing Faculty. However, many schools do not have more than a handful of minority faculty of any rank among its faculty. This pattern suggests that minority faculty are likely to be isolated in their school, and that they may be asked to serve as the sole representative of their racial group on committees and task forces (such as this committee). The problem is that minority faculty members face the double burden of being one of a few minorities (and often the only minority, especially at the department level), which not only isolates them but also makes them a target of additional administrative responsibilities. Minority students who are seeking sympathetic faculty members may be more likely to approach them than their White colleagues.

The rank spectrum for the minority faculty is more telling. The total number of minority Full Professors is 80 of 996, or 8.0%. The specific racial/ethnic breakdown is 2.2% Black/African American, 1.0% Hispanic/Latino, and 4.8% Asian/Pacific Islander. For the Associate Professor rank, the statistics show the following breakdown. The total for self-identified minority faculty is 77 of a total of 589 or 13.1%, broken down as follows: 20 Blacks/African Americans or 3.4% of the Associate Professors total, 9 Hispanics/Latinos for 1.5% of the total, and 48 Asians/Pacific Islanders or 8.1%. The largest fraction of the minority faculty is in the Assistant Professor rank for a total of 190 or 22.8% of the total of 832 Assistant Professors. There are 34 Blacks/African Americans or 4.1% of the Assistant Professor total, 131 Asian/Pacific Islander faculty members or 15.7%, and 25 Hispanic/Latino faculty or 3.0% of the Assistant Professor total.

Trends in Percentage of Minority Faculty

During the period of 1991 to 2003, there was an increase in the percentage of the Standing Faculty who are ethnic minority. This percentage increased from 8.9% to 14.3% over this time period. Figure 1 shows the variation over time in the percentage of the Standing Faculty in different racial/ethnic minority groups. It reveals that the increase was greatest among Asians/Pacific Islanders, a change from 4.9% in 1991 to 9.3% in 2003. Among Blacks/African Americans, the increase was from 2.6% to 3.1% and among Hispanics/Latinos, from 1.5% to 1.8%. As shown in Table 3, among the schools, the biggest improvements in the percentage of minority occurred in Dental Medicine up 15.2% from 10.2%, second was the Graduate School of Education up 12.2% from 4.0%, and the School of Design up 10% from 2.9%. As compared to 1991, the only school to see a decrease in its percentage of minority faculty was Annenberg, down 4.2% from 16.7%. However, this represents the loss of only one faculty member. The School of Social Work saw no change from 1991 to 2003 in its 25% minority faculty percentage, except a rise to 35.3% in 1996. The smallest positive growth in the percentage minority occurred in the School of Veterinary Medicine, which experienced only a 1.4% increase up from 5.6% in 1991. We applaud the Deans who made these improvements and suggest further introspection in those schools that found it hard to improve their minority faculty presence.

Comparisons with National Minority Faculty Availability

An evaluation of levels and improvements in minority faculty presence is difficult without reference to the pools of available faculty across the schools and disciplines. We conducted analyses of the actual number of minority faculty in Penn schools and departments as compared with the expected number of faculty based on national data sources on faculty availability, the number of doctorates granted by disciplines over the 1991–2000 period, and a special analysis provided by the Association of American Medical Schools of the current full-time medical faculty.

The Committee recognized certain shortcomings of the Ph.D. pool data, in particular, the utilization of these data for comparison with Penn's total Standing Faculty, some of whom received their degrees prior to 1991. In addition, several schools and departments draw from faculty pools outside of their primary disciplinary focus, making reliance on the Ph.D. pool data problematic in some cases. For example, the Annenberg School drew many of its current faculty from disciplines other than communication, the discipline against which we compared its minority presence. Comparable problems also arose in analyses for the Wharton School, the School of Social Work, and the Graduate School of Education.

The sources we used did not allow national pool comparisons for the Law School, the School of Design, or Penn's clinical departments in Dental Medicine and Veterinary Medicine because the Ph.D. is not the terminal degree required for a Standing Faculty appointment.

The variety of pool-availability data and minority presence in even well-matched pools make school-wide assessment of performance com-

Part II: Professional Status of Penn Minority Faculty

pared to national benchmarks difficult. For those schools that have departmental structures, hiring faculty is by nature a departmental responsibility. Thus, in the discussion that follows we compare, where possible, departmental faculty to discipline availability. However, due to the small size of many departments, the difference between the actual number of faculty and the number expected based upon the national pool is often a mere fraction of faculty persons. As a rule of thumb, we chose to highlight only those cases where the shortfall between the actual and the expected number of minority faculty was at least .8. Table 5 lists by race/ethnicity those departments that show a discrepancy between actual and expected numbers of minorities that exceeds this rule of thumb.

As we can see in Table 5, additional recruitment and retention efforts for minority faculty appear to be required across a wide range of schools and departments and across all three ethnic groups. It is notable that even though there are three times the number of Asians/Pacific Islanders as compared with Blacks/African Americans in the Standing Faculty, Penn's faculty do not appear to reflect sufficiently the availability of suitably trained Asians/Pacific Islanders in specific disciplines.

Comparisons with Peer Institutions

We also compared the diversity of Penn's faculty to the diversity of its peer institutions. Any comparative data with Penn's peer universities is always complicated by differences in the way institutions structure their faculties and in the ways different surveys gather faculty data. The most recent broad-based data available comes from the U.S. Department of Education 2003 Fall Staff Survey. Table 6 compares Penn's percentages of minority groups with those of other universities participating in both the staff survey and the Consortium on the Finance of Higher Education. Reported here are data on full-time faculty rather than the more narrowly defined Standing Faculty reported on elsewhere in this report. For Penn, the Standing Faculty constitute approximately 82% of the full-time faculty, but are more heavily weighed with White faculty than are the full-time, non-Standing Faculty.

Table 6—Fall 2003 Percentages of Full Time Faculty by Minority Group shows that overall Penn ranks in the middle of its peers for both Asian/Pacific Islander and Hispanic/Latino full-time faculty. Penn is in the top third in its percentage of Black, non-Hispanic, faculty. If Penn aspires to be a leader in minority presence, additional recruitment and retention of minority faculty is crucial.

We look forward to proposed analyses by ethnicity of the MIT Gender Equity Survey Data which in principle will allow analysis by department and school with a select group of peer institutions.

Summary of Diversity Findings

In summary, there has been progress in the presence of minority faculty at the University. However, this overall progress masks differential increases among racial/ethnic minority faculty, with much greater growth in Asians/Pacific Islanders than in Blacks/African Americans and Hispanics/Latinos. There are clearly too few minority faculty at Penn. Their representation is lower than in the U.S. population, or even among our own student body. For the sake of both scholarship and equity, we must do better. The University of Pennsylvania ranks among the best universities in the world. Our goal should be to become and remain the best in minority, particularly U.S. minority, faculty representation.

Recommendation: We recommend that policies affecting the recruitment, retention, and promotion of faculty be carefully evaluated for their disproportionate impact on minority faculty, including a search for new evaluation and search processes that offer access to previously unconsidered, but qualified individuals. These new evaluation processes should be the responsibility of the Provost, deans, and department chairs and should be part of the annual review of schools and departments.

On the surface, it appears that significant progress has been made; however, this may arise from our inability to isolate outcomes for faculty from U.S. minority groups from those of immigrants. The University does not have the data to allow such analyses. As a result, our analyses may be systematically misinterpreting diversity that results from immigration as diversity that results from increased representation of America's minority population.

Recommendation: We recommend that the University collect uniform and consistent administrative data on country of origin and year of immigration of faculty across departments and schools. In order to enhance rigorous analysis and to permit ongoing monitoring of minority equity, the Committee recommends that the University fund the construction of an integrated faculty data warehouse.

Allocation of Research Space

The Committee collected data on all research space assigned to science faculty for FY 2004 from the University's central space system. Data in this system are entered by each school. An unfortunate limitation of these data is possible differences in the schools' interpretations of how to report space allocation for research and the assignment of research space to individual investigators. Multivariate analysis was done controlling for a wealth of variables thought to be related to allocation of research space, including the average dollar of research awards received by the faculty member over the previous five years, rank (including clinician-educator status), experience, department, and status as an administrator. These analyses revealed no evidence that racial/ethnic minority faculty received less research space than White faculty at the same levels of research, rank, track, experience, and discipline.

Recommendation: Evidence of individual anomalies in space data leads the Committee to recommend a dedicated effort to produce complete and consistent research space database across the 12 schools. In order to enhance rigorous analysis and to permit ongoing monitoring of minority equity, the Committee recommends that the University fund the construction of an integrated faculty data warehouse.

University Funded Research Grants

The funding available from internal sources to faculty for research grants varies from school to school. The most important university-wide source of funds is the University's Research Foundation. This is an important source of research support, and its procedures are well established and effective. The competition is public, the rules are clear, and the selections are made by a faculty committee.

The Committee could match by race only 301 award applications from the University Research Foundation Grants for the period between Fall 2002 and Spring 2004 with payroll records that contained race information. Of this limited sample, 63.3% of the minority applicants were awarded some amount of their request, in contrast to a 70.7% rate of success for White applicants. However, this difference was not significant statistically ($p = .42$). The average percentage of the requested amount awarded to minorities was 42.3% versus 47.2% for Whites, which was not a significant difference ($p = .51$).

Additional analyses conducted using multiple regression controlled for individual race/ethnicities, discipline (health science schools and science departments within SAS), rank, and faculty track. None of these analyses revealed any significant negative relations between race and either the percentage of the requested amount awarded or having received an award of any amount. Although, in both analyses there were relatively large negative associations with the Hispanic/Latino variable, none of them was statistically significant. Again, we must remember that the samples were extremely small.

Recommendation: University Research Foundation Grants should be integrated with payroll and Provost Staff records on an ongoing basis so that further monitoring of these patterns can be conducted easily.

Administrative Positions

The Associate Provost requested reports from all 12 schools concerning their Standing Faculty who are academic leaders at all levels (Deans, Associate Deans, Deputy Deans, Vice Deans, Assistant Deans, Department Chairs, and Research Center Directors). Based on these data (see Table 7), the Committee found that Black/African American and Hispanic/Latino faculty were represented among academic leaders at least in proportion to their share of Full Professors, the most common rank from which such leaders are drawn. Blacks/African Americans represented 4.1% of academic leaders and 2.2% of professors; Hispanics/Latinos represented 2.5% of academic leaders and 1.0% of professors. However, Asians/Pacific Islanders represented 4.8% of Professors, but only 2.1% of academic leaders, a statistically significant difference based on a chi-squared test ($p < .01$). More detailed analyses follow, but since most schools other than the School of Medicine have only a handful of such positions, we caution that one case may constitute a significant proportion of the total number of academic leaders.

At present, of Penn's 12 Deans, one is Hispanic/Latino and none is Black/African American or Asian/Pacific Islander. For Mid-level Deans, Blacks/African Americans and Hispanics/Latinos are represented at slightly higher levels than their share of Full Professors, and Asians/Pacific Islanders are at a slightly lower proportion than their share of Full

Professors. Even if one accounts for the fact that approximately 23% of Mid-level Deans are Associate Professors, Blacks/African Americans and Hispanics/Latinos still have slightly higher shares of these leadership roles, whereas Asians/Pacific Islanders do not. For Department Chairs the story is the same. For Center Directors, this pattern is not repeated in that there are no Hispanic/Latino Center Directors, and a relatively high proportion of Center Directors are Black/African American (7.7% versus 2.2% of Full Professors). However, again Asians/Pacific Islanders are represented at a lower rate than their share of Full Professors or their combined proportion of Full Professors or Associate Professors (1.3% versus 4.8% and 6.1%) (See Table 8).

The number of those in leadership roles in a school varies greatly across the 12 schools. While it is difficult to generalize, there are notable gaps in the leadership roles of minorities across many of the schools. Some schools, such as Design, Annenberg, and Nursing, have no reported minority leadership. Other schools (Social Work, Law, and Veterinary Medicine) have reported one minority in the role of academic leadership. Two schools (Dental Medicine and Education) reported having two minority academic leaders.

We conclude that even though each of the 12 schools have minority faculty at the Associate and Full Professor rank, few have minority faculty in academic leadership roles. In addition, our faculty survey results showed Asian/Pacific Islander faculty to be significantly less satisfied with the availability of leadership opportunities as compared to their White counterparts. From the entirety of these analyses, we might infer that there are missed opportunities for minorities to participate in leadership roles at Penn.

Endowed Chairs and Term Chairs

As shown in Table 9, the University of Pennsylvania has at present, 356 endowed professorships awarded to faculty, of which 90.4% are held by Whites, 3.9% are held by Blacks/African Americans, 1.1% by Hispanics/Latinos, and 4.5% by Asians/Pacific Islanders. The percentages for Blacks/African Americans and Hispanics/Latinos are roughly comparable to the percentage of Associate and Full Professors who are African American and Hispanic/Latino, 3.7% and 1.7%, respectively. However, Asian/Pacific Islander faculty constituted 8.3% of Associate and Full Professors, which is significantly more than their share of endowed chairs.

Meaningful statistical analyses of endowed chairs and terms chairs could be performed only on data from the schools with the larger numbers of both Full Professors and endowed chairs, such as Wharton, the School of Medicine, and SAS. In the schools with few endowed chairs, such as Dental Medicine with 2 chairs and 22 professors, the numbers are too small for statistical inference. Broadly speaking, the data suggest that minority faculty do hold endowed professorships in proportion to their numbers in the faculty. However, the situation of Asian/Pacific Islander professors in the School of Medicine warrants further study.

As shown in Table 10, term chairs have been awarded to faculty by only 5 schools: Annenberg, Engineering, Nursing, SAS, and Veterinary Medicine. Data on the distribution of term chairs by race across those 5 schools showed that 15.4% of Black/African American professors, 7.5% of Asian/Pacific Islander professors, and 0% of Hispanic/Latino professors had term chairs. With the exception of Hispanic/Latino professors, these percentages compare favorably to the 7.8% of White faculty who held term chairs. If we consider those faculty who do not hold an endowed chair, 9.8% of Asian/Pacific Islander faculty hold term chairs and 26.7% of Black/African American faculty hold term chairs, whereas 9.9% of Whites hold Term chairs. None of the 13 Hispanic/Latino faculty in these 5 schools at the Associate and Full Professor level holds a term chair.

Recommendation: *We recommend that the President, Provost, deans, and department chairs work together to develop policies that ensure that minorities achieve leadership positions and scholarly rewards in schools and departments consistent with their interests and capabilities. The effective implementation of these policies should be made part of school and department yearly evaluations.*

Teaching Awards

Our review of faculty teaching awards was limited by the fact that most teaching awards are school-based, and there is no central source of data for such awards. Thus, our Committee used the Lindback Awards as a proxy for the recognition of teaching excellence. Eight Lindback Awards are given annually, 4 to health-related faculty and 4 to faculty in the non-health schools. As shown in Table 11, during the 13-year 1991-2004 period, roughly comparable to the period for which we present faculty census data, 8 of the 112 Lindback Awards went to minority faculty, an increase as compared to the 30-year period 1961-1990 when only 9 of 240 award-

ees were minority faculty. The 8 minority awardees in 1991-2004 represented 7.1% of all Lindback recipients, a percentage that is lower than the average minority percentage of the Standing Faculty (10.8%) during this period. However, this difference was not statistically significant ($p = .196$). Thus, when measured against their proportion of the total faculty, the proportion of minority faculty winning Lindback Award was roughly comparable to their proportion of the faculty.

Recommendation: *Since more awards are at the school level—for example, Wharton presented 43 school-based teaching awards in 2003 alone—the schools should monitor practices around awards more closely and prepare the data using a standardized accessible procedure. In order to enhance rigorous analysis and to permit ongoing monitoring of minority equity, the Committee recommends that the University fund the construction of an integrated faculty data warehouse.*

Summary

In summary, we found no evidence of racial/ethnic differences in research space allocation, the awarding of University Research Foundation grants, or the teaching awards. We did find that there is a need to increase the number of minorities, especially Asians/Pacific Islanders, in leadership positions, and Asians/Pacific Islanders may be under-represented among those holding endowed chairs.

Part III: Promotion and Salary Analyses

Promotion

We analyzed whether racial/ethnic minority faculty as compared with White faculty were less likely to be promoted from Assistant Professor to tenured Associate Professor. We counted all 1,241 faculty appointed to the rank of Assistant Professor between the academic years of 1989 and 1997 and categorized them into the following racial/ethnic groups: Asian/Pacific Islander, Black/African American, Hispanic/Latino, or White [Because there was no Provost's Staff Conference database over much of this period, it was impossible to identify "foreign born" faculty.]. Faculty members who left Penn before a tenure decision were counted as not having been granted tenure. Those faculty who were granted tenure but subsequently left for elsewhere were counted as having been granted tenure. We then calculated the percentage of faculty appointed as Assistant Professors in each of these groups who received tenure. Chi-square and Fisher Exact Tests revealed no evidence that racial/ethnic minority faculty were less likely to be promoted to tenure. Similarly, regression analyses controlling for gender and school also revealed no evidence that minority faculty were less likely to be promoted to tenure.

We analyzed promotions to Full Professor by examining the number of years faculty spent in the rank of Associate Professor. We used regression analysis to predict years as an Associate Professor conditional on whether the faculty member was Black/African American, Hispanic/Latino, or Asian/Pacific Islander as opposed to White for all Associate Professors in 2003. We found no evidence that racial/ethnic minority faculty spent more years in the rank of Associate Professor than did White faculty. In an additional regression analysis, controlling for school and gender, we examined whether race/ethnicity predicted whether faculty who were Associate Professors were promoted to Full Professor, including Full Professor clinical educator. The analysis included all 323 faculty who first entered the rank of Associate Professor in the period 1990-1997. If they left Penn before a promotion decision, they were counted as not having been promoted to Full Professor. If they were promoted to Full Professor, but subsequently left for elsewhere, they were counted as having been promoted to Full Professor. We found no evidence that racial/ethnic minority Associate Professors were less likely to be promoted to Full Professor.

One limitation of these promotion analyses is that we could not consider the effects of national origins, or visa status at hire, of faculty by race and ethnicity. Therefore, we cannot assess whether Blacks/African Americans, Asians/Pacific Islanders, and Hispanics/Latinos who were born and educated in the United States had different experiences than those who were primarily educated abroad.

Recommendation: *We recommend that the University maintain data that allow the tracking of faculty promotions, by race and ethnicity, among faculty born and educated in the U.S. and among faculty educated primarily abroad. Once such data are compiled, we recommend that regular reports on promotion outcomes by race/ethnicity among U.S. minority faculty and among minority faculty educated abroad be compiled. In addition, the University should track the race/ethnicity of faculty who leave the University to determine whether racial/ethnic minority faculty are leaving in disproportionate numbers before promotion to tenure or Full Professor.*

Salary

We analyzed whether the salaries of racial/ethnic minority faculty were lower than those of comparable White faculty in the 2003-2004 academic year. There are several reasons why salary levels differ among faculty members. If faculty members have a more highly compensated degree, or more experience, or have a specialty that other universities or the broader labor market compensates more highly, they are more likely to receive a higher salary. To quantify racial/ethnic differences in faculty salary, it is necessary to control for other *systematic* differences in faculty characteristics as a function of race/ethnicity. When a characteristic is described as being "controlled," the statistical analysis is effectively comparing outcomes for faculty by race/ethnicity that are equal or equivalent with respect to the characteristic. For example, when time since degree and degree are "controlled," we are comparing the average difference of salaries for White, Asian/Pacific Islander, Black/African American, and Hispanic/Latino faculty who have the same degree and have the same length of time since receiving their degree. One important aspect of faculty characteristics determines whether they must be included in the analysis of racial/ethnic differences in salary: namely, there must be systematic racial/ethnic differences in the characteristic *after* the inclusion of all of the other characteristics included in the analyses. Race/ethnicity differences in salary that cannot be explained by differences in credentials are suspect.

We used two techniques to examine whether minority faculty were paid less than equivalently qualified White faculty. First, a regression analysis was used to examine whether there were any differences in salaries for Asian/Pacific Islander, Black/African American, or Hispanic/Latino faculty members as compared with Whites, after adjusting for potential differences in key characteristics (i.e., gender, age, rank, time in rank, degree, and time since highest degree, whether hired initially as a Full Professor, international training, citizenship status, and department). Second, we analyzed the racial composition of outliers, persons whose salaries are either more than or less than expected. We analyzed academic base salary for all faculty, except those in the School of Medicine who were not in basic science departments.

The first regression analysis provided no evidence that racial/ethnic minority faculty were paid less than White faculty with comparable characteristics. The salary regression explained 80% of the overall variance in salaries.

For the second analysis, we used a regression analysis (estimated without any racial or ethnic controls) to predict salaries for individual faculty and then, for each individual faculty member, examined the standardized residuals reflecting the difference between the salary predicted by the regression analysis and their actual salary. We sorted those who were overpaid relative to their predicted salary and those who were underpaid relative to their predicted salary by the amounts of the over or under payments. We noted the race/ethnicity and departments of the outliers. There was no evidence that racial/ethnic minority faculty were over-represented among those underpaid or under-represented among those overpaid.

Because the distinction between minority faculty who were educated in the U.S. and those who were educated primarily abroad was more easily made in the survey data (see description in next section) than with the University data used above, and because these data also included more information on faculty duties, we conducted an additional regression analysis using the survey data. This regression analysis controlled for whether faculty members had grants, their publications and teaching records, their time in rank, whether they were foreign born, their school, and whether they were in high or low salary departments. Consistent with the results using University data, we found no evidence that minority faculty are paid less than equivalently qualified White faculty.

Summary

In summary, we found no evidence that racial/ethnic minority faculty members are promoted at a lower rate than were their White counterparts. In addition, there was no evidence of lower compensation to racial/ethnic minority faculty members as compared with White faculty members.

Recommendation: *We are pleased that there was no evidence that racial/ethnic minority faculty received less compensation than similarly qualified White faculty. We recommend regular analyses (at least every three years), to ensure that no compensation inequities occur.*

Part IV: Quality of Life of Penn Minority Faculty

Survey Quantitative Findings

The Minority Equity Survey of the Standing Faculty was based on the questions posed in the Gender Equity Survey of Fall 2000. The survey was designed to assess perceptions of the faculty on many aspects of the quality of their professional life. It included six areas of interest: accomplishments and perceptions of equity, teaching, administrative and computing support, work schedule and family issues, treatment, and demographic information.

An e-mail signed by the President and the Provost announcing the survey was sent to 353 racial/ethnic minority group members on the Standing Faculty as of January 31, 2004, the announced census date for the Minority Equity analyses (see *Almanac*, Vol. 50, No 31, April 27, 2004). The same e-mail was also sent to a random sample of 353 Whites on the Standing Faculty as of that same date so that the total number of possible respondents was 706. An e-mail signed by the Committee co-chairs and additional reminder emails were also sent to further encourage participation. The survey was available for completion *via* the Internet during the summer of 2004.

A total of 329 faculty members responded to the survey for a response rate of 46.6%, slightly higher than the 45% response rate obtained in the Gender Equity Survey. The distribution of race/ethnicity among the respondents did not differ from the distribution of race/ethnicity in the selected sample. About 11% of the respondents identified as Black/African American, 7% identified as Hispanic/Latino, 27% identified as Asian/Pacific Islander, 50% identified as White, 0.3% identified as Native American ($n = 1$), and 0.9% identified as Other. About 32% of the respondents were women. Respondents ranged in age from 29 to 78 years, with a mean age of 45.5 years. Their self-reported number of years as a faculty member at Penn ranged from 1 to 50 years, with a mean of 10.5 years. About 42% were Assistant Professors, 27% were Associate Professors, 30% were Full Professors, and 1% were Other. About 56% were born in the United States, and 44% were born outside the United States.

Statistical Analysis Methods

The binary outcome responses were analyzed with logistic regression. Ordinal rank data were analyzed with both logistic regression and ordinary multiple regression, which yielded similar results. Counts were analyzed with ordinary multiple regression. Analyses of minority equity focused on differences between racial/ethnic minority faculty and White faculty, not on differences among racial/ethnic minority faculty. The statistical significance criterion was $\alpha = .05$, two-tailed.

We grouped the 12 schools of Penn into five categories for purposes of analysis. Category 1 included the Annenberg School for Communication, the School of Arts and Sciences, the Graduate School of Education, the School of Design, the School of Nursing, and the School of Social Work. Category 2 included the School of Dental Medicine and the School of Veterinary Medicine. Category 3 included the Law School and Wharton. Category 4 included only the School of Engineering and Applied Science, and Category 5 included only the School of Medicine.

Analyses of race/ethnicity excluded the Native American category because it included only one respondent. The race/ethnicity variable was related to several other variables that might affect outcomes; accordingly, the analyses statistically controlled for such variables. There were significant relations between race/ethnicity and academic rank, number of years as a faculty member at Penn, whether faculty members were born in the United States, gender, and school affiliation. The majority of the Hispanic/Latino (61%) and Asian/Pacific Islander (54%) respondents were Assistant Professors, whereas only 36% of Black/African American and 35% of White respondents were Assistant Professors.

The mean self-reported number of years as a Penn faculty member was 12.3 among White respondents and 11.3 among Black/African American respondents, but only 8.0 among Hispanic/Latino respondents and 7.5 among Asian/Pacific Islander respondents. The majority of the Whites (78%) and Blacks/African Americans (69%) were born in the United States, whereas only 30% of the Hispanics/Latinos and 23% of Asians/Pacific Islanders were born in the United States. Among Blacks/African Americans, 51% of the respondents were women, whereas only 35% of the Hispanics/Latinos, 31% of Asians/Pacific Islanders, and 27% of Whites were women. The modal school category for Blacks/African Americans was Category 1 with 46% of the Black/African American respondents. In contrast, the modal category for Hispanics/Latinos, Asians/

Pacific Islanders, and Whites was Category 5, which had 61% of the Hispanics/Latinos and 55% of the Asians/Pacific Islanders, and 37% of the Whites. Although school was related to race/ethnicity, school could not be controlled in some analyses because the sample was too small.

Accomplishments and Perceptions of Equity

Research and Grant Support. Faculty members were asked a series of questions about their grant support and collaboration with colleagues. We did not find significant relationships between faculty members' race/ethnicity and whether they received Penn research grants (e.g., the University Research Foundation) or extramural research grants over the past five years or whether they currently receive extramural grant support. There were also no racial/ethnic differences in the reported number of extramural grants faculty received in the past five years, the number of these grants that were federally funded (e.g., National Science Foundation and National Institutes of Health), or the number on which they were the principal investigator.

There were no racial/ethnic differences in reported number of (a) peer-reviewed research publications; (b) abstracts and peer-reviewed scientific presentations; (c) editorials, reviews, and chapters; (d) co-authored or edited books; or (e) sole-authored books. Although there were no racial/ethnic differences in whether faculty collaborated with a Penn colleague on a research idea or project, Hispanic/Latino faculty members, as compared with White faculty members, were less likely to report that a Penn colleague had asked them to collaborate on a research idea or project. However, there were no racial/ethnic differences in faculty members' reports of whether they felt supported by their department in producing scholarly work.

Perceived Disadvantaged Groups. The faculty members were asked a series of questions about whether specific groups of faculty members, including women, men, racial/ethnic minorities, Blacks/African Americans, Asians/Pacific Islanders, Hispanics/Latinos, Whites, and persons with disabilities, were advantaged or disadvantaged. As shown in Table 12, the racial/ethnic minority respondents, as compared with White respondents, were more likely to perceive that the various groups of faculty were disadvantaged. Black/African American, Hispanic/Latino, and Asian/Pacific Islander respondents were significantly more likely than were White respondents to perceive that racial and ethnic minority faculty in general and Black/African American faculty specifically were disadvantaged. Blacks/African Americans and Hispanics/Latinos were significantly more likely than were Whites to perceive that Hispanic/Latino faculty members were disadvantaged. Blacks/African Americans and Asians/Pacific Islanders were more likely than were Whites to perceive that Asian/Pacific Islander faculty members were disadvantaged. Black/African American faculty members were more likely than were White faculty to perceive that faculty members with disabilities were disadvantaged.

About 40% of the respondents perceived that faculty women were disadvantaged. Black/African American and Asian/Pacific Islander respondents were more likely than were White respondents to perceive that faculty women members were disadvantaged. Although more of the Black/African American respondents as opposed to White respondents were women, these analyses controlled statistically for gender. Thus, the differences cannot be attributed to a higher proportion of women among minority faculty. Few respondents perceived that faculty men or White faculty were disadvantaged, and this perception did not vary by race/ethnicity. It should be noted that the gender of faculty predicted perceptions of whether social groups were disadvantaged. Faculty women, as compared with faculty men, were more likely to perceive that faculty who were women, racial or ethnic minority group members, Blacks/African Americans specifically, or persons with disabilities were at a disadvantage.

Despite the perceptions that racial/ethnic minority faculty were relatively disadvantaged, the analyses of the survey revealed no evidence that racial/ethnic minority faculty perceived that their rank and salary were low as compared to those of other faculty at Penn within their department, division, or school who had equivalent training, responsibility, and accomplishments. However, women, as compared with men, perceived that their rank and salary were inappropriately low.

Perceived Racial/Ethnic Bias. As shown in Table 13, Black/African American, Hispanic/Latino, and Asian/Pacific Islander faculty members were significantly more likely than were White faculty members to report that in their professional career at Penn they had experienced racial/ethnic bias or exclusion by a superior. Gender was also related to perceived bias. Faculty women, as compared with faculty men, were significantly more likely to report that they had experienced racial/ethnic bias or exclusion by a superior.

There were no significant racial/ethnic differences among faculty in the perception that another faculty member failed to give them appropriate credit for their work (e.g., as co-author of a grant proposal, co-author of a publication, contributions of service to a committee or departmental task, etc.). However, faculty women were more likely than were faculty men to report that another faculty member had failed to appropriately credit them.

Job Satisfaction. Asian/Pacific Islander respondents were more dissatisfied with their job at Penn overall and with their opportunities for leadership than were their White counterparts, controlling for school. There were no racial/ethnic differences among faculty in other important aspects of job satisfaction, including salary, benefits, recognition for teaching, or recognition for advising, mentoring, and supporting students who were assigned to them or those who were not assigned to them. Nor were there any differences in satisfaction with the emphasis on departmental service or obtaining extramural research support, collegiality at work, opportunities for collaboration, or opportunities to serve as a co-investigator on research projects or grants.

Intentions to Leave Penn. The race/ethnicity of the faculty was not significantly related to the reported likelihood of leaving Penn for another line of work or for another academic position in the next three years. However, Blacks/African Americans were more likely to report that they would retire in the next three years than were White faculty, controlling for years as a faculty member at Penn. Similar results were observed when the faculty members' ages were statistically controlled.

Teaching

Asian/Pacific Islander faculty, as compared with White faculty, reported greater dissatisfaction with the selection of classes they taught and greater overall dissatisfaction related to teaching, controlling for school. There were no significant differences among racial/ethnic groups in satisfaction with the scheduling of their classes (i.e., morning, afternoon, and evening), the level of their classes (undergraduate, graduate, professional, or continuing education), the quality of their undergraduate students, or the quality of their graduate or professional students. Nor were there any racial/ethnic differences in faculty members' perceptions of whether they had an appropriate number of students or the equity of the allocation of students. However, faculty women were more likely than were faculty men to report that the allocations were inequitable.

Committee Responsibilities

Blacks/African Americans as compared with Whites were more likely to state that they felt that their committee work placed undue drain on their time. However, there were no racial/ethnic differences in perceptions of the equity of departments' allocation of committee assignments, in overall satisfaction with committee responsibilities, or in the reported frequency of service on university or department and divisional committees in 2003-2004, 2002-2003, or 2001-2002 academic years.

Administrative and Computing Support

There were no racial/ethnic differences in the faculty members' perception of the quality of the space available to them and their research assistants or the perceived equity of allocation of research space allocation. There were no racial/ethnic differences in the amount of secretarial/clerical support the faculty received, in the kinds of tasks that they could routinely ask a secretary or administrative assistant to perform, or in the perceived equity of allocation of clerical, administrative, or computing support. In addition, there were no race/ethnicity differences in faculty members' perception that the computers available to them in their office, lab, or home were up-to-date or adequate for their needs or in whether they had a computer at home.

Administrative and Computing Support

However, compared with White faculty members, Hispanics/Latino faculty members were significantly less likely to report that Penn had purchased their home computer and Asian/Pacific Islander faculty members were less likely to report that they had received any technical assistance in connection with their home computer, controlling for school. In addition, as compared with Whites, Asians/Pacific Islanders expressed significantly less overall satisfaction with the computing technical support they received.

Mentoring

There were no race/ethnicity differences in faculty members' perception that they were well prepared for independent research and scholarly

work when they first became a faculty member at Penn. In addition, there were no significant racial/ethnic differences in whether faculty reported receiving counseling and guidance in making the transition to Penn or in their perception that they had a good understanding of the requirements for promotion or that they would be promoted.

There were no racial/ethnic differences among the faculty in the reported number of mentors. In addition, there were no racial/ethnic differences in whether the respondents reported that their mentor was from within their department or outside their department or outside the University or whether the respondents reported that the mentor was the chair of their department. However, Blacks/African Americans were more likely than were Whites to report that their principal mentor was an ethnic/minority individual.

There were no racial/ethnic differences in whether the faculty indicated that their mentor, chair, or senior colleagues had advised them about their career development or promotion issues, provided a critique of their work, or suggested activities to enhance their visibility. There were no racial/ethnic differences in whether faculty members reported that their mentor or other colleagues at Penn had increased their opportunities for research grants or co-authoring or their participation in professional dinners. However, faculty women were less likely than were faculty men to report that their mentors or colleagues had facilitated their chairing of committees or conference sessions. In addition, Asian/Pacific Islander faculty members were less likely than were White faculty members to report that their mentor or other colleagues at Penn had facilitated their chairing of committees or conference sessions, controlling for school. Still, the faculty members' overall satisfaction with the mentoring they had received did not differ by race/ethnicity.

Work Schedule/Family Issues

Faculty members were asked the percentage of time in the average work week that they spent on different activities, including administration (including committee responsibilities), classroom teaching, class preparation, supervising student research, and research/scholarship. There were no racial/ethnic differences in reported time spent on classroom teaching, class preparation, or research/scholarship. However, Hispanic/Latino faculty members reported spending significantly more time on administration and on supervising students' research than did White faculty members.

Faculty members were also asked a series of questions about difficulties, pressures, and stresses they may have experienced. There were no significant differences in self-reports of these experiences, including difficulty balancing family/home and work responsibilities; concern with burnout; too many time pressures; promotion criteria too difficult to attain; insufficient protected time for research; insufficient protected time for writing and engaging in important academic activities; feeling stressed beyond a comfortable, energizing level; insufficient job security; inadequate time for academic pursuits; and feeling overloaded all the time.

Other Work/Life Issues: Treatment

There were no racial/ethnic differences in whether the respondents reported feeling that they had ever not received equal treatment as a faculty member. However, faculty women were more likely than were faculty men to report that at some time they had not received equal treatment.

Black/African American faculty were more likely than were White faculty to report that in their daily encounters on campus anyone had ever assumed that they were a trespasser. As shown in Figure 2, almost one-half of the Black/African American faculty men respondents reported being mistaken for a trespasser, whereas no White women and less than 1% of White men reported such an experience. Faculty who were not born in the United States were also more likely than were those born in the United States to report that anyone had ever assumed that they were a trespasser. Black/African American and Hispanic/Latino faculty were more likely than were White faculty to report that in their daily encounters on campus anyone had ever assumed that they were support staff. Women were more likely than were men to report anyone had ever assumed that they were support staff. Asian/Pacific Islander faculty members were more likely than were White faculty to report that in their daily encounters on campus anyone had ever assumed that they were a student, controlling for school.

Black/African American and Asian/Pacific Islander faculty members were less likely than were White faculty to think that their department is very committed to increasing ethnic minority representation. Thus, 56.7% of Whites thought their department was very committed to increasing ethnic minority representation, but only 14.7% of Blacks/African Americans and 26.9% of Asian/Pacific Islanders shared this view. Women were less likely than were men to think that their department is very committed to

increasing ethnic minority representation, controlling for school.

There was no evidence that racial/ethnic minority faculty were less likely than White faculty to believe that their colleagues treated them with professional respect or that their colleagues in the University honored and respected their intellectual contributions. However, faculty women were less likely than were faculty men to report that their department respected and honored their intellectual contributions.

Survey Qualitative Findings

Faculty members had the opportunity to provide written comments on each section of the survey. They used their commentaries to elaborate or explain their responses to the close-ended questions or to raise issues that the close-ended questions had not addressed. We identified and categorized patterns in the faculty's comments by the race/ethnicity and rank of the respondents. This part of the report contains the data by race/ethnicity only—to reduce the likelihood that the respondents can be identified, given the relatively small number of minority faculty in different departments and schools.

Accomplishments and Perceptions of Equity

A total of 66 faculty members, including 39 Whites and 27 racial/ethnic minority individuals, provided written commentaries in the section on accomplishments and perceptions of equity. The response rate for each group was consistent with the group's representation within the faculty, with the highest number of respondents being Asian/Pacific Islander, followed by Black/African American, Hispanic/Latino, and Native American.

A little over 50% of the total responses provided information directly related to the discussion of equity. Particularly among White faculty members, the survey appears to have served as a venue to express general satisfaction or dissatisfaction with University policies and practices in general, with little reference to issues of equity. For example, one faculty member wrote: "For the most part, I love the group of faculty members that I work with. However, there are rare individuals who I and other faculty find difficult to work with. There does not always seem to be adequate mechanisms for dealing with these issues," while another wrote: "From my perspective, Penn faculty in general are highly advantaged, extraordinarily privileged. Minorities may get some preferential treatment, true, but we are all so lucky and hardly a day goes by that I do not think about that fact." While noting little or no racial discrimination directed at them, other White faculty members referred to the absence of racial minorities in their departments or schools, captured best in two commentaries: "As a white male, racial and sexual bias are not a problem for me. Moreover, there are practically no racial minorities in my department. . . , so I am unlikely to observe such behavior. . . .", and "It is clear to me that Penn, [my school and my department] miss opportunities to hire women and members of minority groups. I have personally witnessed at least [multiple] instances over the past [several] years." Characteristic of these and other commentaries is the adjoining of issues of race and gender, with few of the comments on minority (race) inequity expressed without reference to issues of gender inequity.

The responses of ethnic minority faculty members, for the most part, referred to an academic environment where inequity persists as a problem, though there was no general agreement about the ways this problem may manifest itself in the lives of faculty members. One Black/African American faculty member described the problem of being confronted with both race and gender inequities, writing: "For women faculty, it is sometimes difficult to sort out perceived bias that relates to gender from that related to race. It is also difficult to separate specific experiences of bias from the experience of a culture that is cliquish. . . ." Another Black/African American faculty member referred to subtle barriers, noting nuanced forms of discrimination: "The experience of racial bias may be subtle and difficult to prove." In still another case, the faculty member spoke directly to structural problems that serve as barriers:

"The infrastructure which is supposed to SUPPORT your scholarship is designed or implemented in ways that attempt to disrupt, derail and generally undermine."

An Asian/Pacific Islander faculty member wrote: "Certain groups of faculty may be disadvantaged because of inadequate opportunities for networking, and because they receive insufficient mentoring. . . ." An Hispanic/Latino faculty member referred to burdens associated with unrecognized advising by minority faculty of minority students: "The chief way I think that minority faculty are at a disadvantage is in the amount of time they end up spending advising individual students of color and student groups that are somehow organized around issues of race and ethnicity." A Black/African American faculty member noted the difference between having a good context in which to conduct research versus a context in

which the faculty member feels supported: "I am somewhat satisfied with my job because of the freedom that I am afforded to work on my research. I do not see the satisfaction as related to collegiality or support from within the department. . . ."

Overall, the comments of minority faculty members suggested relative concern and dissatisfaction, with specific references to the limited number of minority faculty members (a point shared by some White faculty members); a sense of overburden to support minority students, given the minority faculty members' commitment to provide such support; and the perception of limited infrastructural support at departmental or school levels. Only 3 (all Asian/Pacific Islander faculty) of the 27 commentaries of minority faculty for this part of the survey indicated that their experiences have been positive. White faculty members expressed dissatisfaction primarily with pay, with inequities around the number of women faculty members, and with recognition for their research. Most of their comments were not tied to the issue of racial/ethnic inequity.

Teaching

Although 68 faculty members, including 41 Whites and 27 racial/ethnic minority individuals, provided comments in the section on teaching, only 30% of all respondents provided relevant commentary. Minority faculty members expressed dissatisfaction or concern with both their treatment by students and the performance of students. For instance, one Black/African American faculty member wrote: "Issues with teaching have more to do with legitimacy in the classroom, particularly with undergraduate students who are Anglo. I am constantly faced with students who don't think I am a standing faculty member, who call me by my first name. . . ." Some faculty provided a perspective on teaching that was not considered in the close-ended questions. For instance, a Black/African American faculty member wrote: "I make the integration of race, gender, ethnicity, and class very much a part of the teaching enterprise. However, since the school ITSELF generally ignores these issues in any substantive manner (although using 'the language' as part. . . .)" Most comments echo the sentiment of one Black/African American faculty member: "Penn clearly sees the need to have minority discourse represented on the course roster, but they have no idea what to do with folks who work in such discourses once they are here. Peculiarly, one becomes absolutely invisible. . . ."

In general, there were fewer comments from all groups in this part of the survey. Several of the comments referred to the general climate in departments and schools and relative inconsistencies between the public academic discourses that speak to issues of racial/ethnic equity and private academic practices and behaviors that do not address them.

Committee Responsibilities

A total of 41 faculty, including 24 Whites and 17 racial/ethnic minority group members, gave comments in the section on committee responsibilities. Of the minority faculty who responded directly to the question, over 50% indicated that committee responsibility in their departments or the University was often excessive or unfair, typically the result of the small numbers of minorities on the faculty. One Black/African American faculty member wrote: "Being the 'obligatory Black' continues to be an absolute pain ESPECIALLY since the perspective provided POTENTIALLY is [] offset by inertia and a perspective of 'business as usual.'" An Asian/Pacific Islander faculty member wrote: "I feel that I am on too many students' dissertation committees. [] I am trying to help out the students as much as I can. I wonder whether other faculty at a similar rank are also serving on so many student [committees]. . . ." A Black/African American faculty member commented as well: "There are aspects of departmental life that require my investment of time and energy (e.g., minority faculty recruitment and retention). I have been asked to write reports while on leave; my committee responsibilities continue. . . ."

Some minority faculty reported feeling protected. For example, almost one-third of faculty responding, mostly Asian/Pacific Islander and one Hispanic/Latino, indicated that they were protected by their departments and expressed appreciation for the opportunity to have the space and time to focus on their scholarly work. However, overall, minority faculty expressed concern with the quantity, nature, and duration of their committee responsibilities.

Administrative and Computing Support

A total of 49 faculty members provided comments in the section on administrative and computing support: 32 Whites and 17 racial/ethnic minority individuals. Faculty members across all groups expressed similar concerns. For example, White and Black/African American faculty comments often indicated that they typically pay for their administrative support, computers, and computer support with their grants. Other faculty

members' comments reflect racial/ethnic equity in the absence of support: "It is equitable because everyone gets no administrative support," with others referring to the quality and competence of the administrative support: "My clerical support is inadequate, inefficient and difficult to work with." In short, all faculty comments demonstrated considerable convergence, represented most aptly perhaps by one faculty member who asked: "What administrative support?"

Mentoring

A total of 63 faculty members offered comments on mentoring, including 35 White and 28 racial/ethnic minority individuals. Faculty members' comments were mixed. For example, one White faculty member commented, "I have been very fortunate to have senior colleagues take an active interest in getting me involved in all sort of research and funding activities." In contrast, another White faculty member asked: "What mentoring [?]" Minority faculty members' comments also were mixed, with some 68% indicating dissatisfaction, particularly with the relative indifference of senior faculty members in their departments or schools. One Asian/Pacific Islander faculty member reported: "Mentoring issues related specifically to gender/age/ethnicity are not adequately addressed by [the] current system." Another wrote: "Mentoring was not taken seriously at all in my department during the time I was an Assistant Professor."

Black/African American faculty members, compared with other minority, reported little support from White faculty, indicating that when they have received support, it typically has come from other Blacks/African Americans. For example, one Black/African American faculty member stated that with the exception of a faculty of color who has since left the University, he or she received little support. Another indicated that a colleague "out of professional/procedural courtesy asked about [his or her] work." Another wrote: "My chair was not helpful and did not value my contributions. I was promoted later than I think I should have been." Still another wrote: "Our department does assign mentors to us; however, I have not had a positive experience with mine. Those that I mentioned are individuals that I sought out myself." In contrast, another referred to his or her mentors providing support for a federally funded project and continuing to provide "guidance." Another wrote: "Without this one mentor, Penn would be a very, very difficult political place to be an academic of color."

Overall, minority faculty reported low levels of support. They assigned considerable importance to most kinds of support that they receive—whether mentoring, guidance/support, or invitations to collaborate. Two minority faculty members also distinguished between assigned mentors and mentors who are sought out by the faculty member. One minority faculty member wrote: "Moreover, one might be assigned a mentor 'in name,' but the practical effect is relatively insignificant."

Improving the Quality of Faculty Work Life

Eighty-one faculty members commented in the section on quality of life: 40 Whites and 41 racial/ethnic minority individuals. Some minority faculty reported relative dissatisfaction with the nature and quality of support. The reported priority areas for change and improvement included: attention to diversity and accepting difference in the University, their schools, and their departments; hiring, improving the quality of life, and addressing the overburden of minority faculty to work on minority issues for the University; and mentoring and support, including recognition of minority faculty members' research. White faculty members focused more on making the guidelines for tenure and promotion more transparent, improving collegiality, and increasing faculty salaries.

Summary of Quantitative and Qualitative Survey Findings

The results of the qualitative analyses were not inconsistent with the quantitative findings. Rather, they provided insight regarding matters not directly addressed by the close-ended questions. Both analyses suggest some similarities between racial/ethnic minority faculty and White faculty in the quality of their life at Penn. Minority and White faculty members did not differ in their reported accomplishments in publishing and presenting their research and scholarly work. They did not differ in their success at attaining funding for their research either from federal sources or from within the University. They did not differ in their perceptions of the quality of the research space, the equity of research space allocation, the equity of administrative, clerical, and computing support. They reported similar satisfaction with their salary and rank and did not differ in their reported ability to balance successfully the challenges of professional and family life.

There were a number of instances where there were differences in perceptions between White faculty and Asians/Pacific Islanders, specifically. Although accomplishments did not differ, Asian/Pacific Islander faculty

were more dissatisfied with their teaching, their opportunities for leadership at Penn, and the technical support they received for computing than were their White counterparts, controlling for school.

The quantitative and qualitative findings converged in the conclusion that Black/African American faculty felt burdened by committee responsibilities, which in the open-ended comments was attributed to the small number of Black/African American faculty at Penn. Although the quantitative analyses revealed that racial/ethnic minority faculty and White faculty did not differ in their satisfaction with the quality and amount of the mentoring they received at Penn, both the quantitative and the qualitative analyses indicated that Blacks received little support from White faculty, and that most of their support came from faculty members of color.

Perhaps the most dramatic differences between the perceptions of White and racial/ethnic minority faculty were on the issue of whether certain groups are disadvantaged and in the reported experience of racial/ethnic bias. Members of racial/ethnic minority groups were far more likely to perceive that racial and ethnic and minority faculty, women, and persons with disabilities were at a disadvantage than were White faculty members. Members of racial/ethnic minority groups were far more likely to report that they personally had experienced racial/ethnic bias or exclusion by a colleague and by a superior at Penn. In addition, racial/ethnic minority faculty as compared with White faculty were also more likely to report personal experiences where their legitimacy to be on campus was questioned or where it was assumed they were support staff or students. In their responses to the qualitative part of the survey, minority faculty members referred directly to poor treatment/disrespect by students and senior colleagues and feeling invisible in their day-to-day experiences. Moreover, minority faculty members were less likely than were White faculty to perceive that their department was very committed to increasing racial/ethnic minority representation on the faculty.

Some issues were not covered in the closed-ended questions, but emerged in the qualitative comments. The qualitative analyses highlighted some of the attritional ambiguity that some racial/ethnic minority faculty face when they perceive bias. For instance, minority faculty women may not be able to discern whether ill treatment relate to race as opposed to gender as opposed to a cliquish culture. The qualitative analyses also revealed the burdens associated with minority faculty members' advising of minority students who are not their assigned advisees.

Recommendation: *We recommend that the Provost, deans, and department chairs work together to find ways to foster an academic culture in which minority faculty do not perceive themselves to be at a disadvantage. The University should also make a major and visible commitment to efforts to support such a culture. In addition, efforts should be made to improve the quality of mentoring and support racial/ethnic minority faculty receive.*

Conclusions

In conclusion, this report provides a basis for some optimism. There is substantial equity, but there are areas where we can work to improve. The good news is that on many dimensions there is equity between faculty who are White and faculty who are members of racial ethnic minority groups. The salary and promotion analysis showed equity. There was equity in the awarding of University Research Fund grants and in honoring faculty with the Lindback teaching award. For the most part, the leadership data showed equity, though there was some indication that Asians/Pacific Islanders were under-represented among those in leadership positions and those with endowed or term chairs.

The analysis of the diversity of the faculty highlighted the issue of how diversity is defined. If we define diversity as the presence of racial/ethnic minorities, irrespective of their national origins, then it looks like we are doing well for some minority faculty groups. If we define racial/ethnic minority presence as the number of racial/ethnic minorities with origins in the United States, the picture is less clear-cut.

To be sure, Penn should seek to maximize its share of the pool of racial/ethnic minority scholars. The most talented scholars should come here rather than go to our peer institutions. At the same time, recognizing that the pool is small, it would seem prudent to work hard to enlarge it. This may mean more aggressive efforts to encourage Penn's racial/ethnic minority undergraduates to pursue careers in academia. It may mean hosting programs to bring racial/ethnic minority students from other universities here to encourage them to pursue academic careers; to strengthen their research skills; to socialize them into academia; and, of course, to convince them to view Penn as an excellent environment in which to pursue scholarship. At the level of racial/ethnic minority scholars who already have the

pertinent credentials, including those who may be faculty members at our peer institutions, the goal may be to have departments more aggressively pursue them.

The data on perceived bias suggest that White and racial/ethnic minority faculty, especially Blacks/African Americans, live in two different worlds. Faculty from all the racial/ethnic minority groups were more likely than White faculty to say they had personally experienced racial/ethnic bias or exclusion by a colleague and a superior. In addition, Blacks/African Americans were far more likely to say that someone had questioned their presence, assuming they were a trespasser. Almost a majority of Black/African American faculty men reported such an experience, whereas less than 1% of White faculty men did and no White faculty women did.

So, what is the message to prospective racial/ethnic minority faculty? You can expect equity in salary and promotion. There will be equity in your research space and opportunities for intramural funds. There is likely to be equity in the rewards you will receive, teaching honors, honorific professorships, and the like. You will be just as productive in your research, publications, and scholarly presentations as your White colleagues. However, you will be at a place where the odds are that you will experience bias from a peer and a superior and, if you are a Black/African American man, you are likely to experience someone questioning whether you should have a visible presence on campus—i.e., whether you belong. So, besides the mundane stressors that all faculty face, dealing with the usual deadlines and balancing professional and home life, you will have to grapple with the additional stress of race/ethnic-based treatment. In addition, you will do so in a context where the majority of your colleagues believe that racial/ethnic minorities are not disadvantaged.

The question for us in moving forward is, do we have the commitment to address this added, and often unrecognized and silent, burden faced by racial/ethnic minority members of our faculty? We believe that the answer should be an emphatic yes. There is potentially great reward in acting on such a commitment, in terms of making Penn a great environment for both attracting the best racial/ethnic minority scholars and retaining the ones that we have.

This report has a number of limitations. We were limited by the quality of the data that were available. Some of the administrative data were not organized and had to be organized and provided to us quickly. There may have been different interpretations by different providers of the data, which would create some unreliability. One example where we suspect this happened was in the space allocation data. Some of the administrative faculty did not allow us to separate foreign-born from U.S.-born faculty, and so we could not focus on U.S. minorities as much as we would have preferred.

The survey data were based on self-reports as well as retrospective accounts which can be inaccurate. People may not recall their experiences accurately. Moreover, they are sometimes reluctant to criticize, fearing sanctions. It is possible that some racial/ethnic minority faculty may have been reluctant to express dissatisfaction, and some White faculty may have responded with political correctness.

A strength of the survey is that the respondents did not differ in race/ethnicity from the eligible population. In this respect, the responses may be representative. In addition, we did find that in many instances there was confirmation of the self-report data with more objective administrative data. For instance, the analyses of self report data on salary, promotion, research space allocation, and opportunities for leadership were consistent with analyses of administrative data on these topics. Large percentages of racial/ethnic minority faculty were willing to say racial/ethnic minorities were disadvantaged, that they had personally experienced bias, and that they doubted their department's commitment to diversity, and 13% of White faculty men were willing to say that racial/ethnic minorities were advantaged. Lastly, in many instances the quantitative analyses of the responses to the close-ended questions dovetailed with the qualitative analyses of the open-ended responses. This cross validation of findings from different sources should increase our confidence in the overall validity of the findings.

Note: *Exhibits and Tables begin on the next page.*

Exhibit 1. The Faculty Equal Opportunity Compliance Statement

**University of Pennsylvania
Faculty Equal Opportunity Compliance Statement**

TO: The Provost
 RE: *New Appointment* _____ Tenured _____ Untenured _____
 Department: _____
 Name of Candidate: _____
 Present Rank (if at the University of Pennsylvania): _____
 Proposed Rank: _____
 Proposed date of Appointment: _____

This recommendation is made in accordance with University policy on equal opportunity, as stated in Provost's Memorandum #6-80 (September 2, 1980).

The concept of race is used by the Office of Federal Contract Compliance Programs (O.F.C.C.P.) and the Equal Employment Opportunity Commission (E.E.O.C.) does not denote clear-cut scientific definitions of anthropological origins. Nevertheless, each employee or candidate must be identified as belonging to one, and only one, of five broad racial/ethnic categories defined by federal authorities. A candidate may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. The five racial/ethnic categories are defined as follows:

1. *White* (not of Hispanic origin): All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
2. *Black* (not of Hispanic origin): All persons having origins in any of the Black racial groups of Africa.
3. *Hispanic*: All persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race. Only those persons of Central and South American countries who are of Spanish origin, descent, or culture should be included in this Hispanic category. In addition, the category does not include persons from Portugal, who should be classified according to race.
4. *Asian or Pacific Islanders*: All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa. The Indian Subcontinent takes in the countries of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan.
5. *American Indian or Alaskan Native*: All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

Notes:

- a) When listing *minority* candidates, include only persons in categories 2-5 above.
- b) Refer to instructions for use of the compliance form, in "Affirmative Action Guidelines and Procedures for Faculty Appointments and Promotions: (Provost's Memorandum #6-80, September 2, 1980).

Table 1. Visa Status at Hire and Educational Origins of Standing Faculty Fall 2003 By Race/Ethnicity

| Visa Status & Type Of Degree | Asian | | Black | | White | | Hispanic | | Native American | | Grand Total | |
|------------------------------|--------|------|--------|------|--------|------|----------|------|-----------------|------|-------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Visa Or Foreign Degree | 77 | 34% | 5 | 7% | 229 | 11% | 21 | 43% | | 0% | 362 | 15% |
| Missing Degree | 4 | 2% | 2 | 3% | 50 | 2% | 3 | 6% | | 0% | 59 | 2% |
| U.s Degree/ No Visa | 147 | 64% | 67 | 91% | 1786 | 86% | 25 | 51% | 1 | 100% | 1995 | 83% |
| Grand Total | 228 | 100% | 74 | 100% | 2065 | 100% | 49 | 100% | 1 | 100% | 2417 | 100% |

Table 2. U.S. Population July, 2002 By Age, Race, Ethnicity, and National Origin

| Race /Ethnicity /National Origin | Total | Under 18 | 18 To 24 Yrs. | Over 25 | 25 To 35 Yrs. | Over 25 With Professional Degree | Over 25 With Doctorate |
|----------------------------------|---------|----------|---------------|---------|---------------|----------------------------------|------------------------|
| White | 68.67% | 61.46% | 64.45% | 72.46% | 62.68% | 81.06% | 79.24% |
| Black | 12.09% | 15.13% | 13.32% | 10.64% | 12.17% | 3.87% | 3.36% |
| Hispanic | 9.02% | 15.11% | 9.32% | 6.37% | 8.06% | 2.89% | 2.02% |
| American Indian | 0.80% | 1.12% | 0.71% | 0.69% | 0.85% | 0.21% | 0.42% |
| Asian | 2.82% | 3.73% | 2.82% | 2.44% | 2.44% | 6.06% | 6.13% |
| Foreign Born | 6.61% | 3.46% | 9.38% | 7.40% | 13.79% | 5.92% | 8.82% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.01% | 99.99% |

Table 3. Trends in Minority Standing Faculty Representation 1991-2003 by School

| School | Percent Minority 1991 | Percent Minority 1996 | Percent Minority 2001 | Percent Minority 2003 | Difference Between 1991 & 2003 |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
| Annenberg School | 16.7% | 9.1% | 14.3% | 12.5% | -4.2% |
| Engineering & Applied Science | 18.1% | 17.9% | 26.0% | 25.0% | 6.9% |
| Graduate School of Education | 4.0% | 10.7% | 17.1% | 16.2% | 12.2% |
| School of Design | 2.9% | 3.8% | 16.1% | 12.9% | 10.0% |
| Law School | 10.0% | 8.8% | 12.8% | 12.2% | 2.2% |
| School of Arts And Sciences | 7.3% | 8.7% | 10.5% | 10.7% | 3.5% |
| School of Dental Medicine | 10.2% | 14.8% | 26.3% | 25.4% | 15.2% |
| School of Medicine | 8.5% | 9.1% | 14.3% | 15.1% | 6.6% |
| School of Nursing | 4.8% | 8.9% | 4.3% | 6.5% | 1.8% |
| School of Social Work | 25.0% | 35.3% | 33.3% | 25.0% | 0.0% |
| School of Veterinary Medicine | 5.6% | 3.9% | 5.0% | 7.0% | 1.4% |
| Wharton School | 12.9% | 7.9% | 12.1% | 15.1% | 2.2% |
| All Schools | 8.9% | 9.4% | 13.7% | 14.3% | 5.3% |

Table 4. Percentage of Standing Faculty by School, Rank, and Minority Status: 2003*

| | Percent Black/ African American | Percent Hispanic/ Latino | Percent Asian American | Percent Minority | Total Minority (#) | Total Faculty (#) |
|--|--|--------------------------------|------------------------------|---------------------|--------------------------|-------------------------|
| Total All Schools | | | | | | |
| Professor | 2.2% | 1.0% | 4.8% | 8.0% | 80 | 996 |
| Associate Professor | 3.4% | 1.5% | 8.1% | 13.1% | 77 | 589 |
| Assistant Professor | 4.1% | 3.0% | 15.7% | 22.8% | 190 | 832 |
| Total Annenberg School | | | | | | |
| Professor | 15.4% | 0.0% | 0.0% | 15.4% | 2 | 13 |
| Associate Professor | 0.0% | 0.0% | 0.0% | 0.0% | 0 | 1 |
| Assistant Professor | 0.0% | 0.0% | 0.0% | 0.0% | 0 | 2 |
| Total Engineering & Applied Science | | | | | | |
| Professor | 0.0% | 3.0% | 13.6% | 16.7% | 11 | 66 |
| Associate Professor | 13.3% | 6.7% | 26.7% | 46.7% | 7 | 15 |
| Assistant Professor | 10.5% | 0.0% | 26.3% | 36.8% | 7 | 19 |
| Total Graduate School of Education | | | | | | |
| Professor | 11.1% | 0.0% | 0.0% | 11.1% | 2 | 18 |
| Associate Professor | 16.7% | 0.0% | 0.0% | 16.7% | 2 | 12 |
| Assistant Professor | 0.0% | 0.0% | 25.0% | 25.0% | 2 | 8 |
| Total School of Design | | | | | | |
| Professor | 0.0% | 0.0% | 0.0% | 0.0% | 0 | 16 |
| Associate Professor | 11.1% | 11.1% | 11.1% | 33.3% | 3 | 9 |
| Assistant Professor | 0.0% | 0.0% | 16.7% | 16.7% | 1 | 6 |
| Total Law School | | | | | | |
| Professor | 6.3% | 0.0% | 3.1% | 9.4% | 3 | 32 |
| Associate Professor | 0.0% | 0.0% | 0.0% | 0.0% | 0 | 0 |
| Assistant Professor | 11.1% | 0.0% | 11.1% | 22.2% | 2 | 9 |
| Total School of Arts And Sciences | | | | | | |
| Professor | 2.2% | 0.7% | 3.3% | 6.3% | 17 | 269 |
| Associate Professor | 4.2% | 3.2% | 5.3% | 12.6% | 12 | 95 |
| Assistant Professor | 5.2% | 2.6% | 13.0% | 20.9% | 24 | 115 |
| Total School of Dental Medicine | | | | | | |
| Professor | 4.3% | 0.0% | 4.3% | 8.7% | 2 | 23 |
| Associate Professor | 7.1% | 0.0% | 21.4% | 28.6% | 4 | 14 |
| Assistant Professor | 13.6% | 9.1% | 18.2% | 40.9% | 9 | 22 |
| Total School of Medicine | | | | | | |
| Professor | 1.3% | 1.3% | 5.1% | 7.7% | 30 | 390 |
| Associate Professor | 1.8% | 1.2% | 8.2% | 11.1% | 38 | 342 |
| Assistant Professor | 3.4% | 3.0% | 16.8% | 23.2% | 123 | 531 |
| Total School of Nursing | | | | | | |
| Professor | 7.1% | 0.0% | 0.0% | 7.1% | 1 | 14 |
| Associate Professor | 4.3% | 0.0% | 0.0% | 4.3% | 1 | 23 |
| Assistant Professor | 11.1% | 0.0% | 0.0% | 11.1% | 1 | 9 |
| Total School of Social Work | | | | | | |
| Professor | 0.0% | 0.0% | 0.0% | 0.0% | 0 | 8 |
| Associate Professor | 33.3% | 0.0% | 16.7% | 50.0% | 3 | 6 |
| Assistant Professor | 50.0% | 0.0% | 0.0% | 50.0% | 1 | 2 |
| Total School of Veterinary Medicine | | | | | | |
| Professor | 2.0% | 2.0% | 3.9% | 7.8% | 4 | 51 |
| Associate Professor | 0.0% | 0.0% | 5.9% | 5.9% | 2 | 34 |
| Assistant Professor | 0.0% | 2.3% | 4.5% | 6.8% | 3 | 44 |
| Total Wharton School | | | | | | |
| Professor | 2.1% | 0.0% | 6.3% | 8.3% | 8 | 96 |
| Associate Professor | 2.6% | 0.0% | 10.5% | 13.2% | 5 | 38 |
| Assistant Professor | 3.1% | 4.6% | 18.5% | 26.2% | 17 | 65 |
| Total All Schools | | | | | | |
| Professor | 2.2% | 1.0% | 4.8% | 8.0% | 80 | 996 |
| Associate Professor | 3.4% | 1.5% | 8.1% | 13.1% | 77 | 589 |
| Assistant Professor | 4.1% | 3.0% | 15.7% | 22.8% | 190 | 832 |

*One American Indian Assistant Professor in the Graduate School of Education is omitted from this analysis.

Table 5

The detailed analyses underlying Table 5 appear in Table 5-A where the percentages of faculty by race and “foreign born” status are compared to the percentages of the numbers of Ph.D. graduates over a ten-year period, for schools besides the School of Medicine. The School of Medicine was able to commission a special analysis of the full-time faculty by rank, department, and race/ethnicity from the Association of American Medical Colleges. This analysis provides the comparison from the national pool for departments and divisions within the School of Medicine. While in Table 5 we have drawn attention to those departments that appear to warrant closer scrutiny because they have nearly one full faculty member fewer within a race/ethnicity than the comparable national pool, Table 5-A shows that there are departments that appear to be exceeding the representation of U.S. minorities within their ranks. We again caution that our inability to ascertain which of Penn’s faculty were non-U.S. residents or citizens at the time they received their Ph.D. or other terminal degree limits, to some degree, the data in Tables 5 and 5-A.

Table 5. Departments and Schools with Larger than .8 Shortfalls in Actual vs Expected Number of Minority Faculty by Race/Ethnicity.

| School | Department | Race |
|------------------------------|---------------------------------------|------------------------|
| Arts & Sciences | Psychology | Black/African American |
| Medicine | Anesthesia | Black/African American |
| Medicine | Department of Medicine | Black/African American |
| Medicine | Obstetrics and Gynecology | Black/African American |
| Medicine | Pathology | Black/African American |
| Medicine | Pediatrics | Black/African American |
| Medicine | Surgery | Black/African American |
| Engineering | Bioengineering | Asian/Pacific Islander |
| Engineering | Electrical Engineering | Asian/Pacific Islander |
| Arts & Sciences | Asian and Middle Eastern Studies | Asian/Pacific Islander |
| Arts & Sciences | Linguistics | Asian/Pacific Islander |
| Arts & Sciences | Mathematics | Asian/Pacific Islander |
| Medicine | Anesthesia | Asian/Pacific Islander |
| Medicine | Biochemistry and Biophysics | Asian/Pacific Islander |
| Medicine | Department of Medicine | Asian/Pacific Islander |
| Medicine | Emergency Medicine | Asian/Pacific Islander |
| Medicine | Genetics | Asian/Pacific Islander |
| Medicine | Geriatrics | Asian/Pacific Islander |
| Medicine | Neurology | Asian/Pacific Islander |
| Medicine | Neurosurgery | Asian/Pacific Islander |
| Medicine | Ophthalmology | Asian/Pacific Islander |
| Medicine | Orthopedic Surgery | Asian/Pacific Islander |
| Medicine | Pathology | Asian/Pacific Islander |
| Medicine | Pediatrics | Asian/Pacific Islander |
| Medicine | Pharmacology | Asian/Pacific Islander |
| Medicine | Psychiatry | Asian/Pacific Islander |
| Medicine | Radiology | Asian/Pacific Islander |
| Medicine | Rehabilitation Medicine | Asian/Pacific Islander |
| Medicine | Surgery | Asian/Pacific Islander |
| Nursing | Nursing | Asian/Pacific Islander |
| Dental Medicine | Pathobiology | Asian/Pacific Islander |
| Wharton | Finance | Asian/Pacific Islander |
| Wharton | Operations and Information Management | Asian/Pacific Islander |
| Graduate School of Education | Education | Hispanic/Latino |
| Arts & Sciences | Romance Languages | Hispanic/Latino |
| Arts & Sciences | Sociology | Hispanic/Latino |
| Medicine | Department of Medicine | Hispanic/Latino |
| Medicine | Gastroenterology | Hispanic/Latino |
| Medicine | Infectious Diseases | Hispanic/Latino |
| Medicine | Pathology | Hispanic/Latino |
| Medicine | Pediatrics | Hispanic/Latino |
| Medicine | Psychiatry | Hispanic/Latino |
| Medicine | Radiology | Hispanic/Latino |
| Medicine | Surgery | Hispanic/Latino |

Table 5A is in Excel format [click here to see this table](#).

Table 6. Percentages of Full-time Faculty by Minority Group. Among COFHE* Reporting Institutions, Fall 2003.

| Institution | American Indian | Asian/Pacific Islander | Black, non-Hispanic | Hispanic |
|--|-----------------|------------------------|---------------------|----------------|
| University of Pennsylvania | 0.0 | 8.7 | 3.0 | 2.1 |
| Rank of Penn in Listed COFHE Universities | 13 of 17 | 10 of 17 | 5 of 17 | 8 of 17 |
| Brown University | 0.1 | 4.6 | 2.4 | 1.5 |
| Columbia University | 0.0 | 10.8 | 6.7 | 3.9 |
| Cornell University-endowed Colleges | 0.3 | 7.8 | 2.9 | 2.2 |
| Duke University | 0.1 | 7.4 | 4.3 | 1.5 |
| Georgetown University | 0.2 | 9.7 | 3.6 | 2.8 |
| Harvard University | 0.2 | 15.5 | 2.1 | 2.4 |
| Johns Hopkins University | 0.1 | 11.4 | 3.4 | 1.8 |
| Massachusetts Institute of Technology | 0.1 | 8.9 | 2.9 | 1.4 |
| Northwestern University | 0.1 | 9.7 | 2.3 | 2.4 |
| Princeton University | 0.0 | 8.4 | 2.8 | 2.1 |
| Rice University | 0.2 | 6.9 | 1.9 | 3.4 |
| Stanford University | 0.2 | 10.1 | 2.5 | 3.2 |
| University of Chicago | 0.0 | 10.7 | 2.7 | 0.9 |
| University of Rochester | 0.1 | 6.1 | 1.4 | 0.8 |
| Washington University in St Louis | 0.1 | 10.7 | 2.1 | 1.7 |
| Yale University | 0.0 | 5.5 | 2.2 | 1.6 |

* Consortium on the Finance of Higher Education

Table 7. Academic Leadership Positions By Race/Ethnicity October 2004

| Race/Ethnicity | Academic Leaders | | Full Professors | | Academic Leaders as Percent of Full Professors of this Race/Ethnicity |
|------------------------|------------------|------------------|-----------------|------------------|---|
| | Count | Percent of Total | Count | Percent of Total | |
| American Indian | 0 | 0% | 0 | 0% | N/A |
| Asian/Pacific Islander | 5 | 2.1% | 48 | 4.8% | 10.4% |
| Black/African American | 10 | 4.1% | 22 | 2.2% | 45.5% |
| Hispanic/Latino | 6 | 2.5% | 10 | 1.0% | 60.0% |
| White | 221 | 91.3% | 916 | 92.0% | 24.1% |
| Grand Total | 242 | 100.0% | 996 | 100.0% | 24.3% |

Table 8. Academic Leaders by Leadership Level and Race/Ethnicity October 2004

| Leadership Level | Race/Ethnicity | | | | Total |
|--|----------------|-------|--------|-------|-------|
| | Asian | Black | Latino | White | |
| Dean | 0 | 0 | 1 | 11 | 12 |
| % Of Deans | 0.0% | 0.0% | 8.3% | 91.7% | 100% |
| Mid-level Deans | 1 | 2 | 2 | 48 | 53 |
| % Of Mid-level Deans | 1.9% | 3.8% | 3.8% | 90.6% | 100% |
| Chair | 3 | 3 | 3 | 83 | 92 |
| % Of Chairs | 3.3% | 3.3% | 3.3% | 90.2% | 100% |
| Director | 1 | 6 | 0 | 71 | 78 |
| % Of Directors | 1.3% | 7.7% | 0.0% | 91.0% | 100% |
| Total Leaders | 5 | 11 | 6 | 214 | 236 |
| % Of Total Leaders | 2.1% | 4.7% | 2.5% | 90.7% | 100% |
| % Of Professors | 4.8% | 2.2% | 1.0% | 92.0% | 100% |
| % Of Professors + Associate Professors | 8.3% | 3.7% | 1.7% | 86.3% | 100% |

Table 9. Endowed Chairs and Senior Faculty Ranks Distribution by Race/Ethnicity

| Race/Ethnicity | Endowed Chairs | | Combined Total of Professors and Associate Professors | | Endowed Chairs as a Percent of Professors and Associate Professors |
|------------------------|----------------|------------------|---|------------------|--|
| | Count | Percent of Total | Count | Percent of Total | Percent |
| American Indian | 0 | 0.0% | 0 | 0.0% | N/A |
| Asian/Pacific Islander | 16 | 4.5% | 96 | 8.3% | 16.7% |
| Black/African American | 14 | 3.9% | 42 | 3.7% | 33.3% |
| Hispanic/Latino | 4 | 1.1% | 19 | 1.7% | 21.1% |
| White | 322 | 90.4% | 993 | 86.3% | 32.4% |
| Grand Total | 356 | 100.0% | 1150 | 100.0% | 31.0% |

Table 10. Term Chairs and All Faculty Ranks

| Race/Ethnicity | Term Chairs (only in Annenberg, Arts & Sciences Engineering, Nursing, Veterinary Medicine) | | Percent of All Standing Faculty in These Schools Having Term Chairs | Percent of Race / Ethnic Group in These Schools Having Term Chairs | Percent of Race/Ethnic Group in These Schools Who Do not Hold Endowed Chairs but Have Term Chairs |
|------------------------|--|------------------|---|--|---|
| | Count | Percent of Total | Percent | Percent | Percent |
| American Indian | 0 | 0.0% | N/A | 0.0% | 0.0% |
| Asian/Pacific Islander | 4 | 6.6% | 6.9% | 7.5% | 9.8% |
| Black/African American | 4 | 6.6% | 3.4% | 15.4% | 26.7% |
| Hispanic/Latino | 0 | 0.0% | 1.7% | 0.0% | n/a |
| White | 53 | 86.9% | 88.1% | 7.8% | 9.9% |
| Grand Total | 61 | 100.0% | 100.0% | 7.9% | 10.1% |

Table 11. Lindback Award Winners

(minorities in bold and italics)

| | |
|--|--|
| <p>1991 Fay Ajzenberg-Selove, Professor of Physics Dennis Deturk, Professor of Mathematics Lois Evans, Associate Professor of Nursing Steven Galette, Associate Professor of Neurology Gary Gottlieb, Associate Professor of Psychiatry Madeleine Jouillie, Professor of Chemistry Norma Smith, Associate Professor of Music Raymond Sweeney, Associate Professor of Veterinary Medicine</p> <p>1992 Christos Coutifaris, Professor of Obstetrics and Gynecology William Dailey, Professor of Chemistry Alan Filreis, Professor of English <i>Jerry Johnson, Professor of Medicine</i> Daniel Malamud, Professor of Biochemistry Carolyn Marvin, Associate Professor of Communications James Saunders, Professor of Otorhinolaryngology Frank Warner, Professor of Mathematics</p> <p>1993 Harold Bershady, Professor of Sociology Richard Dunn, Professor of History (Emeritus) Stephen Dunning, Professor of Religious Studies Elliot Hersh, Professor of Pharmacology/Dental Medicine Donald Schwartz, Professor of Pediatrics (Resigned) Stephen Sondheimer, Professor of Obstetrics Kyle Vanderlick, Professor of Chemical Engineering (Resigned) Fay Whitney, Professor of Nursing (Resigned)</p> <p>1994 Lawrence Bernstein, Professor of Music Nader Engheta, S. Reid Warren, Jr. Professor of Electrical Engineering Joan Goodman, Associate Professor of Education Anne Keane, Associate Professor of Nursing Peter Quinn, Professor of Oral and Maxillofacial Surgery Eugenia Siegler, Assistant Professor of Medicine (Resigned) James Stinnett, Professor of Psychiatry <i>Elizabeth Warren, William A. Schnader Professor of Commercial Law (Resigned)</i></p> | <p>1995 Janet Deatrck, Associate Professor of Nursing Harold Feldman, Assistant Professor of Medicine David Harbater, Professor of Mathematics Ian Harker, Professor of Geology Will Harris, Associate Professor of Political Science Anthony Rostain, Associate Professor of Psychiatry Jeffrey Tigay, Professor of Asian and Middle Eastern Studies Robert Washabau, Associate Professor of Clinical Studies in Veterinary Medicine</p> <p>1996 Daniel Deudney, Bers Assistant Professor of Political Science (Resigned) Glenn Gaulton, Associate Professor of Pathology and Laboratory Medicine Elizabeth Johns, Silfen Term Professor of American Art History <i>Vijay Kumar, Associate Professor of Mechanical Engineering and Applied Mechanics</i> Kathleen McCauley, Assistant Professor of Cardiovascular Nursing James O'Donnell, Professor of Classical Studies David Piccoli, Associate Professor of Pediatrics Thomas Van Winkle, Associate Professor of Pathobiology</p> <p>1997 Edward Breuer, Assistant Professor of Religious Studies (Resigned) Michael Gamer, Assistant Professor of English <i>Bernett Johnson, Professor of Dermatology</i> Jon Morris, Assistant Professor of Surgery Stephen Morse, Professor of Law Charles O'Brien, Professor of Psychiatry Larry Sneddon, Professor of Chemistry <i>Rosalyn Watts, Associate Professor of Nursing (Retired)</i></p> <p>1998 Peter Davies, Professor of Material Science and Engineering Lorin Hitt, Assistant Professor of Operations and Information Management Kathleen Jamieson, Dean of the Annenberg School for Communication</p> |
|--|--|

(continued on next page)

Table 11. Lindback Award Winners
(continued from page 16)

Sarah Kagan, Assistant Professor of Gerontological Nursing
 Seth Kreimer, Professor of Law
 Gary Lichtenstein, Associate Professor of Gastroenterology
 Karin McGowan, Associate Professor of Pediatrics
 Steven Spitalnik, Professor of Pathology and Laboratory Medicine
 (Resigned)

1999

Robert R. Gaiser, Assistant Professor of Anesthesia
 John Hansen-Flaschen, Associate Professor of Medicine
 James Barron Lok, Associate Professor of Veterinary Medicine
Chung-Pei Ma, Assistant Professor of Physics and Astronomy
 Bruce Mann, Professor of Law and History
 David Manning, Professor of Pharmacology
 Brent Shaw, Professor of Classical Studies
 Robert St. George, Associate Professor of Folklore and Folklife

2000

Arthur Asbury, Van Meter Professor Emeritus of Neurology
 E. Cabrina Campbell, Assistant Professor of Psychiatry
 Cindy Christian, Assistant Professor of Pediatrics
 Robert Inman, Miller-Sherrerd Professor of Finance
 Max Mintz, Ennis Professor of Computer and Information Science
 Phillip Nichols, Associate Professor of Legal Studies
 Ann L. O'Sullivan, Associate Professor of Primary Care Nursing
 Peter Stallybrass, Professor of English

2001

H. Franklin Allen, Nippon Life Professor of Finance and Professor of Economics
 Lawrence (Skip) Brass, Professor of Medicine, Pathology and Laboratory Medicine and Professor of Pharmacology
 David Brownlee, Professor of History of History of Art
 Malcolm Cox, Professor of Medicine
 Sheldon Hackney, Professor of History
 Charles McMahon, Professor of Materials Science and Engineering
 Patricia Sertich, Associate Professor of Animal Reproduction
 Diane Spatz, Assistant Professor of Health Care of Women and Childbearing Nursing

2002

Sherrill L. Adams, Professor of Biochemistry (Dental Medicine)
 Joseph Bernstein, Assistant Professor of Orthopaedic Surgery
 Warren J. Ewens, Professor of Biology
 Marc Levine, Professor of Radiology
 Terri Lipman, Associate Professor of Pediatric Nursing
 Jeremy McInerney, Associate Professor of Classical Studies
 Jeremy Siegel, Russell E. Palmer Professor of Finance
 Charles Dana Tomlin, Professor of Landscape Architecture and Regional Planning

2003

Carlos Alonso, Edwin B. and Leonore R. Williams Professor of Romance Languages
 Kenneth Drobatz, Associate Professor of Veterinary Medicine
 Alan Johnson, Associate Professor of Physics and Astronomy
 Vicki Mahaffey, Professor of English
 J. Sanford Schwartz, Professor of Medicine
 Donald Siegel, Associate Professor of Pathology and Laboratory Medicine
 Nancy Tkacs, Assistant Professor of Nursing
 Lilliane Weissberg, Joseph B. Glossberg Term Professor in the Humanities and Professor of German and Comparative Literature

2004

Deborah Driscoll, Associate Professor of Obstetrics and Gynecology
 John Keene, Professor of City and Regional Planning
 Kenneth Ginsburg, Associate Professor of Pediatrics
 David Skeel, S. Samuel Arsht Professor of Corporate Law
 Peter Struck, Assistant Professor of Classical Studies
 Brian Strom, George S. Pepper Professor of Public Health and Preventive Medicine
 Corinne Sweeney, Professor of Veterinary Medicine
Santosh Venkatesh, Professor of Electrical and Systems Engineering

Table 12. Percentage of Faculty that Perceived that Target Groups were Disadvantaged, by Target Group and Faculty Race/Ethnicity.

| Target Group | Faculty Race/Ethnicity | | | |
|--------------------------|------------------------|--------|-------|-------|
| | Black | Latino | Asian | White |
| Racial/ethnic minorities | 77.1% | 50.0% | 37.1% | 22.4% |
| Blacks | 79.4% | 50.0% | 29.7% | 18.1% |
| Latinos | 75.0% | 50.0% | 27.4% | 18.4% |
| Asians | 32.3% | 18.2% | 32.8% | 6.8% |

Table 13. Percentage of Faculty that Reported Experiencing Racial/Ethnic Bias at Penn, by Source of Bias and Faculty Race/Ethnicity.

| Source of bias | Faculty Race/Ethnicity | | | |
|----------------|------------------------|--------|-------|-------|
| | Black | Latino | Asian | White |
| A superior | 40.0% | 17.4% | 14.5% | 3.2% |
| A colleague | 51.4% | 26.1% | 17.9% | 4.5% |

Figure 1. Percentage of the standing faculty—all schools, by racial/ethnic minority group and year.

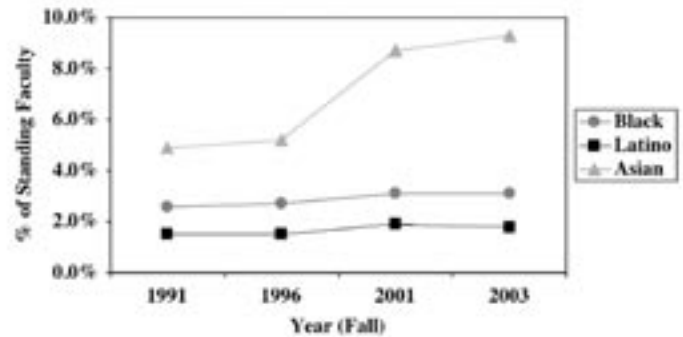
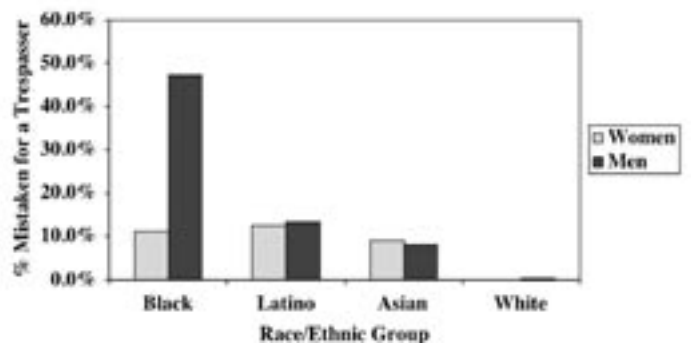


Figure 2. Percentage of the standing faculty respondents who reported being mistaken for a trespasser, by racial/ethnic group.



Minority Equity Committee

Dr. Tukufu Zuberi (*Co-chair*)
Lasry Family Professor in Race Relations
Director, Center for Africana Studies
School of Arts and Sciences

Dr. John B. Jemmott III (*Co-chair*)
Kenneth B. Clark Professor of Communication
Director, Center for Health Behavior and Communication Research
Annenberg School for Communication

Dr. Vivian L. Gadsden
Associate Professor of Education
Chair, Penn Symposia on Equity, Access, and Race
Graduate School of Education

Dr. Janice F. Madden
Professor of Regional Science, Sociology, Urban Studies, and Real Estate
School of Arts and Sciences

Dr. Jorge J. Santiago-Aviles
Associate Professor of Electrical Engineering
School of Engineering and Applied Science

Dr. Grace Kao
Associate Professor of Sociology
Director, Asian American Studies Program
School of Arts and Sciences

Dr. Richard Salcido
William J. Erdman, II Professor and Chair
Physical Medicine and Rehabilitation
School of Medicine

Dr. Janice R. Bellace (*ex officio*)
Associate Provost
Samuel Blank Professor of Legal Studies
Director, Huntsman Program in International Studies and Business
Wharton School

Dr. Bernard F. Lentz (*ex officio*)
Director of Institutional Research and Analysis
Office of the Provost

Dr. Loretta Sweet Jemmott (*ex officio*)
Assistant Provost for Gender and Minority Equity Issues
Van Ameringen Professor in Psychiatric Mental Health Nursing,
Director, Center for Health Disparities Research
School of Nursing