

# FROM THE PRESIDENT AND PROVOST

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In 2005, following a comprehensive examination by a joint faculty-administration committee, the University committed to widespread dissemination of information relating to the recruitment and retention of minority faculty. The latest update on our progress with respect to these efforts follows.

—Amy Gutmann, President

—Vincent Price, Provost

## Progress Report on Minority Equity

### Background

In 2005, the joint faculty-administration Minority Equity Committee published the results of a two-and-a-half-year examination of the status of minority faculty at Penn (*Almanac*, May 3, 2005). Among its findings, the Committee reported substantial variance in the representation of minority faculty across Penn's 12 schools; decreasing minority representation with increasing rank across the University; "substantial equity" in compensation, research grants, recognition of teaching excellence, and allocation of research space; that minority faculty were more likely to perceive minority and other non-majority faculty as being disadvantaged *vis a vis* white and male faculty; and that minority faculty were less likely to be represented in leadership positions and were less satisfied with leadership opportunities than their white colleagues.

The Committee recommended that policies affecting the recruitment, retention, and promotion of minority faculty be carefully evaluated for bias, particularly search processes; that the University collect uniform and consistent administrative data on the country of origin and year of immigration of faculty, including the creation of an integrated data warehouse; that the President, Provost, deans, and department chairs work together to develop policies that enable minorities to achieve leadership positions and scholarly rewards; and that the Provost, deans, and chairs work together to foster an academic culture in which minority faculty do not perceive themselves to be at a disadvantage.

In response to the Report, the University committed to periodic reviews of policy-level responses relating to recruitment and retention, including school and departmental reviews of best practices, effective recruitment outreach, and the identification of "rising stars." It also agreed to develop pipeline-oriented initiatives; enhanced mentorship of junior faculty and graduate students; improved record-keeping relating to faculty recruitment, promotions, and departures; and publication of periodic updates reporting progress toward these objectives (*Almanac*, November 1, 2005).

The first update aimed at meeting these objectives was published three years ago (*Almanac*, December 4, 2007). The present update follows, and subsequent updates will also be published on this tri-annual cycle.

### Summary

This update examines faculty census information (the racial and ethnic composition of our faculty over time and by school, rank, and department), as well as the progress of our efforts to improve minority equity through recruitment, retention, and a supportive climate; enhancements to University data-keeping; and efforts to improve the academic-career pipeline for members of underrepresented groups.

The composition of Penn's standing faculty and issues to be addressed are outlined in detail below. The main trends of note can be summarized as follows:

- In the three years from 2006 to 2009,<sup>1</sup> the proportion of standing faculty who are members of minority groups<sup>2</sup> rose to 17.5% from 16.1%. This

<sup>1</sup> Our last update focused on faculty data as of fall 2006. The historical figures listed in this update differ very slightly from those in the last update. With improvements to University data systems, the Office of Institutional Research has worked to enhance the reliability of historical data. With new changes in federal record-keeping requirements and upcoming enhancements to the University's payroll system that will permit greater detail on reporting regarding race, see Note 4, it is anticipated that there may be more changes to our historical data.

increase, while very modest, is consistent with the rate of growth reported in earlier studies. In fall 2009, Asians represented 12.4% of the standing faculty, Blacks 3.1%, and Hispanics 2.0%.

- Despite general progress in overall minority representation, the number of Black and Hispanic faculty remained largely unchanged since the previous update. The University's historical upward trajectory in minority representation has experienced similar two- or three year-plateaus in the past, but the lack of more pronounced success in increasing the representation of Blacks and Hispanics on Penn's faculty is nonetheless disappointing. As detailed further in this report, the University is working with the schools in a number of ways to redouble efforts and accelerate progress.

- As was the case in the previous update, approximately 25% of new faculty hires within the immediately preceding (2006-2009) time period were minorities. Asians, Blacks, and Hispanics represented 18.3%, 4.1%, and 2.7%, respectively, of new hires in this period. Black and Hispanic recruitments were roughly equal to departures,<sup>3</sup> however, emphasizing the need to better understand factors related to retention and whether these departure patterns reflect momentary fluctuations or more significant trends and issues.

- Minority faculty representation continues to vary considerably by school and department. The Schools of Engineering and Applied Science, Dental Medicine, and Social Policy & Practice have the highest proportions of minority faculty; Annenberg, Veterinary Medicine, and Nursing, the lowest. As might be expected, schools with the smallest faculties, and thus the greatest sensitivity to small fluctuations in faculty headcounts, experienced both the largest proportional gains in minority representation (Social Policy & Practice and Law) and the largest losses (Annenberg and GSE).

### Trends in Faculty Composition

Over the past decade, the percentage of minority faculty at Penn has slowly but steadily increased. In 2003, the final year reported in the original Minority Equity Committee study, minority faculty constituted 14.5% of all standing (tenured, tenure-track, and clinician-educator) faculty. As of fall

<sup>2</sup> The same classification methods used in the original Minority Equity Report and the 2007 update have been applied to this update. Each faculty member is classified into one of five racial/ethnic categories: (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 Central and South American countries who are of Spanish origin, descent, or culture (Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin), regardless of 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; (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. Effective fall 2010, the University will begin reporting data regarding race in a new format adopted by the federal government, which asks first if the respondent is of Hispanic/Latino ethnicity and then the individual's race. University systems will also permit entry of additional detail relating to race (for example, the region of origin of a White faculty member).

While University systems currently permit exclusion of non-resident aliens (those without U.S. citizenship or "green card" status) from faculty counts, non-resident aliens were included in this draft because they represented a very small proportion of the standing faculty, and to permit comparability to past reports.

<sup>3</sup> Departures from the standing faculty include retirements, resignations due to failure to obtain tenure, recruitments to other academic positions, and attrition for other reasons.

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2006, that number had risen to 16.1% (see Note 1). As shown in Table 1, as of fall 2009, 17.5% of Penn's standing faculty is identified as a member of an ethnic or racial minority group.

Proportions of minority faculty vary considerably by school, with the School of Social Policy & Practice (31.8%), the School of Engineering and Applied Science (30.2%), and the School of Dental Medicine (25%) at the high end of the spectrum. Conversely, the Annenberg School (5.3%), the School of Veterinary Medicine (8.4%), and the School of Nursing (11.1%) have lower proportions of minority faculty (see Table 1).<sup>4</sup>

Four Penn schools made gains of more than two percentage points in minority faculty representation since the 2007 update: the Law School (3.4 percentage points), the School of Social Policy & Practice (3.2 percentage points), the School of Arts and Sciences (2.4 percentage points), and the Wharton School (2.3 percentage points). Schools with a more than two percentage point loss in minority faculty over the same period include the Annenberg School (-5.8 percentage points), the Graduate School of Education (-2.6 percentage points), and the School of Dental Medicine (-3.0 percentage points).

Table 2 shows the percentages of faculty for the University and the schools by rank and ethnicity. As was the case at the time of the publication of the original Report and the most recent update, representation of minority faculty continues to be higher at the junior ranks. As of fall 2009, 9.5% of full professors, 18.1% of associate professors, and 28.6% of assistant professors were minorities.

Table 3 presents data on the composition of the faculties by departments. As noted in the previous update, departments of significant size (defined as more than ten members) provide a useful benchmark for assessing progress in recruiting and retaining minority faculty. As of fall 2009, 25% of the faculty were minority in 14 Penn departments (three more than at the time of the previous update); conversely, four departments of this size had no minority faculty (two fewer than at the time of the previous update).

In order to shed light on the close-to-steady faculty counts for some groups reflected in Table 1, we examined the pattern of faculty recruitments and departures in the three-year period (fall 2006-fall 2009) immediately preceding the fall 2009 census. As shown in Table 4 and noted in the previ-

<sup>4</sup> The schools in both these top and bottom tiers were similarly positioned in the previous update.

ous update, minority faculty members as a whole continue to be recruited to Penn in proportions greater than their representation on the standing faculty. Of 653 faculty recruitments in this time period, 165 (25.3%) represented members of minority groups, as compared to 98 (17.8%) departures of minority group members. During this period, 4.1% of the total recruitments were of Black faculty, 2.8% of Hispanic faculty, and 18.4% of Asian faculty. Standing faculty losses during the same time period occurred in the following proportions on the standing faculty: 4% Black, 3.1% Hispanic, and 10.4% Asian. Thus, while underrepresented (Black and Hispanic) faculty members were recruited to Penn in greater proportions than reflected in the faculty overall during the three years at issue, these hiring gains were counterbalanced by roughly equivalent departure rates. These departure data, coupled with data indicating that overall proportions of underrepresented minority faculty have not increased as we had hoped, are a source of concern. As discussed further later in this report, we have undertaken a number of measures to further analyze and discuss these data, and we invite the Penn community to work together to find ways to improve the recruitment and retention of Black and Hispanic faculty.

Table 5 provides peer-comparison data, with Penn ranked against 17 other institutions with respect to composition of its faculty as of fall 2007. Differences in faculty tracks and the relative weight of disciplines within any given institution necessarily will qualify any conclusions from this table; nonetheless, the broad comparison is helpful to contextualize Penn's data. The overall pattern of note, similar to that recorded in the previous update, is that most of our peer institutions have faculties composed roughly along the same lines as Penn's. Within a narrow percentage-point range of 3.1 points from highest to lowest among the set of universities, Penn ranked squarely in the middle of the pack (nine of 18) with respect to the representation of Black faculty. Within an even narrower 2.5 percentage-point range for Hispanic faculty, Penn was 16 of 18. Penn sits at 11 of 18 for Asian faculty, within a wider high-to-low range of 6.7 percentage points. As mentioned, Penn's standing has improved slightly for Asian faculty since the previous update, remained level for Hispanic faculty, and dropped slightly for Black faculty. However, the differences among peer schools are very small, with all the institutions surveyed having similarly low proportions of faculty drawn from underrepresented minorities.

**Table 1. Trends in Minority Standing Faculty Representation by School, Fall 2000-2009**

	Percent Minority										Percentage Point Difference 2006-2009
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
<b>Total</b>	<b>12.6%</b>	<b>13.8%</b>	<b>14.5%</b>	<b>14.6%</b>	<b>15.2%</b>	<b>15.6%</b>	<b>16.1%</b>	<b>16.7%</b>	<b>17.0%</b>	<b>17.5%</b>	<b>1.4%</b>
Annenberg	13.3%	14.3%	12.5%	12.5%	12.5%	11.8%	11.1%	11.1%	5.6%	5.3%	-5.8%
Arts & Sciences	10.6%	11.2%	11.8%	11.9%	12.4%	12.9%	13.9%	14.8%	15.5%	16.3%	2.4%
Dental Medicine	24.6%	26.8%	26.4%	25.0%	27.3%	26.5%	28.0%	28.0%	27.7%	25.0%	-3.0%
Design	12.9%	12.9%	13.8%	12.9%	11.4%	12.1%	12.9%	10.0%	9.1%	12.5%	-0.4%
Education	12.1%	18.9%	18.4%	17.9%	17.9%	21.4%	21.1%	21.4%	22.0%	18.4%	-2.6%
Engineering & Applied Science	24.5%	27.7%	24.8%	25.0%	28.2%	26.7%	28.6%	29.1%	29.5%	30.2%	1.6%
Law	11.1%	12.2%	13.6%	11.9%	9.5%	9.3%	10.9%	13.3%	12.2%	14.3%	3.4%
Medicine	13.0%	14.3%	15.0%	15.3%	15.6%	16.2%	16.8%	17.3%	17.4%	18.1%	1.3%
Nursing	4.3%	4.2%	6.5%	6.5%	9.6%	10.2%	9.4%	13.2%	10.9%	11.1%	1.7%
Social Policy & Practice	27.3%	31.6%	31.6%	23.5%	22.2%	30.0%	28.6%	30.0%	31.8%	31.8%	3.2%
Veterinary Medicine	4.8%	4.8%	7.0%	6.7%	8.1%	9.0%	8.4%	8.3%	8.0%	8.4%	0.0%
Wharton	11.1%	11.5%	13.6%	14.6%	16.0%	14.8%	15.2%	14.8%	17.2%	17.0%	1.8%

\*Minority includes all those identifying as African American/Black, Asian American/Pacific Islander, Hispanic/Latino/a, and/or Native American/Alaskan Native, including non-resident aliens.

Source: Payroll Census. Includes individuals with an active, unpaid, or paid leave appointment as of November 30th for the given year.

Table updated on March 22, 2011; See Correction in Almanac, Volume 57, Number 26, March 22, 2011

## Improving Recruitment and Retention

The University has publicly committed to examining Penn's policies and their implementation related to recruitment, retention, and promotion, to ensure that they are consistent with best practices. To do so, we confirm during departmental and school reviews that recruitment, retention, and promotion processes support the University's objectives. We have further undertaken the following steps:

- The University has continued and enhanced a number of initiatives mentioned in the 2007 update, including workshops for department chairs, search committee members, and interested staff on best practices in academic searches, avoidance of unconscious bias, and enhancement of diversity.

- Considerations relating to the mentoring of junior faculty and faculty development are also covered in a workshop series for department chairs. Both the search committee workshop and the department chairs workshops have been broadened in scope since 2006, including not only new but also continuing faculty administrators, center directors, and faculty members on a leadership trajectory.

- The University has actively strengthened its "family-friendly" policies and benefits to aid in retention and work-life balance for faculty, including benefits for adoption, child and dependent care, expanded child care services, domestic partners, an on-campus Family Resource Center, and membership in a Higher Education Recruitment Consortium to help partners and spouses find employment in the local area.

- The University continues to offer the Faculty Opportunity Fund subsidy to schools for recruitment and retention. The Faculty Opportunity Fund provides a portion of the salary and benefits of candidates who, in the dean's opinion, will make extraordinary contributions to faculty scholarship and diversity and add distinctive strength to the University overall.

- The Penn Fellows program, begun in 2009, aims to cultivate outstanding mid-career faculty for leadership positions. Of the 14 Fellows who are currently part of the program, three are members of minority groups. This is a proportion greater than the current representation of minority faculty in the associate and full professor ranks.

- Since the 2006-2007 academic year, the Provost and Vice (or Associate) Provost for Faculty have met with each of the deans to review data on faculty recruitment and retention, including the race and gender composition of each of the school's faculties, the composition of new hires during the preceding three-year period, faculty development programs and issues, and expected retirements for the school.

- During the 2009-2010 academic year, the University renewed its retirement incentive program, the Faculty Income Allowance Program, for faculty who had previously exceeded its required age and service levels (*Almanac*, September 29, 2009). (Retirement is a key variable in opening new faculty positions that might admit more diverse younger cohorts.)

- This academic year, the University is piloting a new faculty survey to measure faculty attitudes and opinions along many dimensions. The survey will permit the comparison of faculty attitudes across race and gender lines and potentially include a number of questions aimed explicitly at measuring climate for women and minorities.

## Strengthening Information Systems

Efforts to provide accurate and reliable administrative data are a key component of Penn's strategy to assess faculty recruitment, promotions, and departures.

- Since the publication of the previous update, significant effort has been devoted to enhancing the reporting capabilities of the Faculty Information System ("FIS"). The University is now able to generate reports to monitor promotion and tenure rates, time in rank, and other variables relevant to faculty recruitment and retention. These data are shared with deans and regularly discussed in connection with annual reviews of each school's progress in diversifying the faculty.

- This academic year, FIS enhancements and aggregated reports are being made available for the first time to school and department administrators.

- The University has successfully implemented PennWorks, a new web-based interface to the existing payroll system that can, among other things, disaggregate faculty pay more finely (for example, the separation of various forms of administrative pay from academic base), enhancing the University's ability to analyze and compare faculty salaries and other forms of compensation.

- The University has implemented an online faculty application process, which has effectively broadened the pool of applicants for faculty positions and enhanced transparency about the availability of faculty positions at Penn.

## Opening the Pipeline at Penn

The University has committed to ongoing efforts to expand the pipeline of minority candidates for junior faculty positions.

- Penn's Fontaine Fellowships help support more than 200 PhD students from historically underrepresented groups in programs across the University, including those of African-American, Hispanic, and Native American descent, economically disadvantaged and first-generation students, and students from backgrounds underrepresented in a particular academic discipline.

- In 2010, the University began a program of Postdoctoral Fellowships for Academic Diversity, three-year grants designed to attract promising scholars and educators from diverse groups who will contribute significantly to Penn's academic excellence (*Almanac*, March 30, 2010).

- The Summer Mentorship Program for Philadelphia high school students from populations underrepresented in college was established in 2007. In 2010, the program received additional outside funding to provide valuable academic programs to students throughout the year in addition to the summer months.

- In 2009, Penn became the first Ivy League partner of the POSSE Foundation, which identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. POSSE extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams, known as "posses." The Penn Pathways program also helps outstanding undergraduates from historically underrepresented groups receive the mentoring and build the tools and skills that they need to succeed on campus.

- The University continues its longstanding Diversity Fund, which supports a host of projects, many of them aimed at recruitment and retention of minorities and economically disadvantaged students.

- The Center for Africana Studies Summer Institute provides a rigorous introduction for pre-freshmen to academic and co-curricular life at the University, as well as an academic overview of major intellectual and cultural themes in African and African Diaspora experiences in the nineteenth, twentieth, and twenty-first centuries.

- In October 2010, the University hosted *Penn Spectrum*, its first-ever weekend-long alumni conference devoted entirely to diversity and community. Workshops and seminars engaged Penn alumni, faculty, staff, and students in such topics as educational programs, academic and cultural resources for students, and increasing the diversity of the faculty.

## Actions Taken in Light of this Report

In addition to these initiatives that have been developed and enhanced in recent years, the University has undertaken a number of additional steps to better understand the patterns reported above and address the issues they highlight. We hope that these developments will encourage a renewed dialogue within the University community, producing further initiatives aimed at understanding and improving the recruitment and retention of minority faculty at Penn.

- We have planned, in discussions with the relevant schools, to identify the reasons underlying each departure of a faculty member from an underrepresented group since 2006.

- Drafts of this update have been shared and discussed with a number of faculty committees, including the Council of Deans; the Provost's Staff Conference Subcommittee; the Faculty Senate Committee on Faculty Development, Diversity, and Equity; and the SAS Target of Opportunity Committee, whose aim is to help recruit minority faculty. Discussions with the Senate Executive Committee and department chairs are also planned.

- Efforts have been made this fall to enhance the reach of workshops for search committees offered by the Office of the Provost, including contacting recruiting committees directly through data supplied by the schools, in order to encourage participation.

- Discussions with school affirmative action officers and search committees have centered on means of introducing officers into searches early on, to ensure that broad pools are generated and that unconscious biases do not limit consideration of qualified applicants.

## Moving Forward

By producing these periodic updates, in addition to providing information about the University's efforts to increase the diversity of its faculty, we seek to foster a constructive and productive dialogue about the challenges in achieving our aims and to seek your advice on additional strategies that might be pursued. As we work to maintain and strengthen Penn's commitment to attract and retain a diverse faculty, we invite the Penn community to join us in this endeavor, and welcome your ideas and suggestions on this vitally important cause. We look forward to supporting schools and departments through the full span of faculty hiring, mentoring, retention, and retirement.

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**Table 2. Breakdown of Standing Faculty by School, Rank, and Minority Status, Fall 2009**

		Black, non-Hispanic	Hispanic/ Latino/a	Asian/Pacific Islander	White, non-Hispanic	Total Minority	Total Faculty
<b>Total University</b>	Professor	2.3%	0.9%	6.3%	90.5%	106	1,115
	Associate Professor	3.6%	2.4%	12.0%	81.9%	119	659
	Assistant Professor	3.7%	3.4%	21.5%	71.4%	222	775
	<b>All Rank</b>	<b>3.1%</b>	<b>2.0%</b>	<b>12.4%</b>	<b>82.5%</b>	<b>447</b>	<b>2,549</b>
Annenberg	Professor	7.7%	0.0%	0.0%	92.3%	1	13
	Associate Professor	0.0%	0.0%	0.0%	100.0%	-	2
	Assistant Professor	0.0%	0.0%	0.0%	100.0%	-	4
Arts & Sciences	Professor	3.4%	0.4%	4.9%	91.3%	23	265
	Associate Professor	5.3%	6.2%	12.4%	76.1%	27	113
	Assistant Professor	3.8%	5.7%	17.9%	72.6%	29	106
Dental Medicine	Professor	0.0%	0.0%	5.3%	94.7%	1	19
	Associate Professor	7.7%	0.0%	23.1%	69.2%	4	13
	Assistant Professor	18.8%	12.5%	12.5%	56.3%	7	16
Design	Professor	7.1%	0.0%	0.0%	92.9%	1	14
	Associate Professor	0.0%	0.0%	12.5%	87.5%	1	8
	Assistant Professor	0.0%	0.0%	20.0%	80.0%	2	10
Education	Professor	10.5%	0.0%	0.0%	89.5%	2	19
	Associate Professor	7.1%	0.0%	7.1%	85.7%	2	14
	Assistant Professor	40.0%	0.0%	20.0%	40.0%	3	5
Engineering & Applied Science	Professor	0.0%	3.2%	17.5%	79.4%	13	63
	Associate Professor	8.3%	4.2%	33.3%	54.2%	11	24
	Assistant Professor	0.0%	5.3%	36.8%	57.9%	8	19
Law	Professor	4.7%	0.0%	4.7%	90.7%	4	43
	Associate Professor	0.0%	0.0%	0.0%	0.0%	-	-
	Assistant Professor	0.0%	16.7%	33.3%	50.0%	3	6
Medicine	Professor	1.6%	1.0%	6.5%	90.9%	45	496
	Associate Professor	2.7%	2.1%	12.0%	83.2%	63	376
	Assistant Professor	3.2%	1.5%	23.9%	71.4%	136	476
Nursing	Professor	5.6%	0.0%	0.0%	94.4%	1	18
	Associate Professor	0.0%	0.0%	0.0%	100.0%	-	24
	Assistant Professor	16.7%	8.3%	16.7%	58.3%	5	12
Social Policy & Practice	Professor	0.0%	0.0%	9.1%	90.9%	1	11
	Associate Professor	33.3%	0.0%	16.7%	50.0%	3	6
	Assistant Professor	40.0%	0.0%	20.0%	40.0%	3	5
Veterinary Medicine	Professor	0.0%	4.3%	4.3%	91.3%	4	46
	Associate Professor	0.0%	0.0%	7.7%	92.3%	3	39
	Assistant Professor	0.0%	4.3%	4.3%	91.3%	4	46
Wharton	Professor	1.9%	0.0%	7.4%	90.7%	10	108
	Associate Professor	5.0%	0.0%	7.5%	87.5%	5	40
	Assistant Professor	1.4%	8.6%	21.4%	68.6%	22	70

\*Minority includes all those identifying as: African-American/Black, Asian-American/Pacific Islander, Hispanic/Latino/a, and/or Native American/Alaskan Native, including non-resident aliens.

Source: Payroll Census. Includes individuals with an active, unpaid, or paid leave appointment as of November 30th for the given year.

**Table updated on March 22, 2011; See Correction in Almanac, Volume 57, Number 26, March 22, 2011**

**Table 3. Standing Faculty by School, Academic Division, and Department, Fall 2009**

School	Academic Division	Department	Black, non-Hispanic	Hispanic/Latino/a	Asian/Pacific Islander	White, non-Hispanic	Total Minority	Total Faculty	Percent Minority	
Annenberg	Annenberg	Annenberg Public Policy Center	-	-	-	1	-	1	0.0%	
		Communication	1	-	-	17	1	18	5.6%	
		Subtotal for Division	1	-	-	18	1	19	5.3%	
Arts & Sciences	Humanities	Classical Studies	-	-	-	12	-	12	0.0%	
		East Asian Languages and Culture	-	-	2	6	2	8	25.0%	
		English	4	1	6	27	11	38	28.9%	
		German	-	-	-	7	-	7	0.0%	
		History	5	1	3	34	9	43	20.9%	
		History of Art	1	-	-	15	1	16	6.3%	
		Linguistics	-	-	2	10	2	12	16.7%	
		Music	1	1	-	10	2	12	16.7%	
		Near Eastern Languages and Culture	-	-	-	13	-	13	0.0%	
		Philosophy	-	-	1	14	1	15	6.7%	
		Religious Studies	1	-	2	3	3	6	50.0%	
		Romance Languages	1	4	-	14	5	19	26.3%	
		Slavic Languages and Literature	-	-	-	4	-	4	0.0%	
		South Asia Studies	-	-	2	2	2	4	50.0%	
				Subtotal for Division	13	7	18	171	38	209
Natural Science		Biology	-	-	3	30	3	33	9.1%	
		Chemistry	-	-	4	24	4	28	14.3%	
		Earth and Environmental Science	-	-	-	7	-	7	0.0%	
		Mathematics	-	-	1	28	1	29	3.4%	
		Physics and Astronomy	1	-	7	27	8	35	22.9%	
		Psychology	-	2	2	25	4	29	13.8%	
		Subtotal for Division	1	2	17	141	20	161	12.4%	
Social Science		Anthropology	1	2	2	11	5	16	31.3%	
		Criminology	-	-	-	3	-	3	0.0%	
		Economics	-	1	5	23	6	29	20.7%	
		History and Sociology of Science	-	-	-	10	-	10	0.0%	
		Political Science	2	1	2	27	5	32	15.6%	
		Sociology	2	1	2	19	5	24	20.8%	
		Subtotal for Division	5	5	11	93	21	114	18.4%	
Dental Medicine	Basic Science	Anatomy and Cell Biology	-	-	-	5	-	5	0.0%	
		Biochemistry	-	-	-	4	-	4	0.0%	
		Microbiology	-	-	1	3	1	4	25.0%	
		Pathology	-	-	2	4	2	6	33.3%	
		Subtotal for Division	-	-	3	16	3	19	15.8%	
	Clinical		Endodontics	-	-	1	1	1	2	50.0%
			Oral Medicine	1	1	-	4	2	6	33.3%
			Oral Surgery and Pharmacology	-	-	1	5	1	6	16.7%
			Orthodontics	-	1	1	1	2	3	66.7%
			Periodontics	-	-	-	4	-	4	0.0%
			Preventive and Restorative Sciences	3	-	-	5	3	8	37.5%
		Subtotal for Division	4	2	3	20	9	29	31.0%	

Table updated on March 22, 2011; See Correction in Almanac, Volume 57, Number 26, March 22, 2011

(Table 3 continues on next page)

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School	Academic Division	Department	Black, non-Hispanic	Hispanic/Latino/a	Asian/Pacific Islander	White, non-Hispanic	Total Minority	Total Faculty	Percent Minority	
Design	Design	Architecture	-	-	2	11	2	13	15.4%	
		City Planning	-	-	-	10	-	10	0.0%	
		Fine Arts	1	-	-	2	1	3	33.3%	
		Historic Preservation	-	-	-	2	-	2	0.0%	
		Landscape Architecture	-	-	1	3	1	4	25.0%	
		Subtotal for Division	1	-	3	28	4	32	12.5%	
Education	Education	Education	5	-	2	31	7	38	18.4%	
		Subtotal for Division	5	-	2	31	7	38	18.4%	
Engineering & Applied Science	Engineering	Bioengineering	-	-	3	11	3	14	21.4%	
		Chemical and Biomolecular Engineering	-	1	2	10	3	13	23.1%	
		Computer and Information Science	1	-	8	21	9	30	30.0%	
		Electrical and Systems Engineering	-	1	4	20	5	25	20.0%	
		Material Science and Engineering	-	-	4	7	4	11	36.4%	
		Mechanical Engineering and Applied	1	2	5	5	8	13	61.5%	
		Subtotal for Division	2	4	26	74	32	106	30.2%	
Law	Law	Law	2	1	4	42	7	49	14.3%	
		Subtotal for Division	2	1	4	42	7	49	14.3%	
Medicine	Basic Science	Biochemistry and Biophysics	-	-	2	20	2	22	9.1%	
		Biostatistics and Epidemiology	4	-	11	26	15	41	36.6%	
		Cancer Biology	-	-	3	5	3	8	37.5%	
		Cell and Development Biology	-	-	3	19	3	22	13.6%	
		Genetics	-	-	4	10	4	14	28.6%	
		Medical Ethics	-	-	-	4	-	4	0.0%	
		Microbiology	1	-	4	14	5	19	26.3%	
		Neuroscience	-	2	2	10	4	14	28.6%	
		Pharmacology	-	1	1	17	2	19	10.5%	
		Physiology	-	1	3	14	4	18	22.2%	
		Subtotal for Division	5	4	33	139	42	181	23.2%	
	Clinical	Clinical	Anesthesia	-	-	10	63	10	73	13.7%
			Dermatology	1	-	3	18	4	22	18.2%
			Emergency Medicine	1	1	1	26	3	29	10.3%
			Endocrinology, Diabetes & Metabolism	-	-	-	1	-	1	0.0%
			Family Medicine	-	-	2	12	2	14	14.3%
			Medicine	3	3	27	210	33	243	13.6%
			Neurology	1	1	4	49	6	55	10.9%
			Neurosurgery	-	-	1	16	1	17	5.9%
			Obstetrics & Gynecology	1	2	6	17	9	26	34.6%
			Ophthalmology	-	1	3	23	4	27	14.8%
			Orthopaedic Surgery	2	-	5	24	7	31	22.6%
			Otorhinolaryngology	-	-	5	23	5	28	17.9%
Pathology	2	1	18	74	21	95	22.1%			
Pediatrics	5	5	22	170	32	202	15.8%			
Psychiatry	7	-	3	75	10	85	11.8%			
Radiation Oncology	1	-	10	17	11	28	39.3%			
Radiology	2	-	19	70	21	91	23.1%			

Table updated on March 22, 2011; See Correction in Almanac, Volume 57, Number 26, March 22, 2011

(Table 3 continues on next page)

School	Academic Division	Department	Black, non-Hispanic	Hispanic/Latino/a	Asian/Pacific Islander	White, non-Hispanic	Total Minority	Total Faculty	Percent Minority
		Rehabilitation Medicine	-	1	-	6	1	7	14.3%
		Surgery	2	1	19	71	22	93	23.7%
		Subtotal for Division	28	16	158	965	202	1,167	17.3%
Nursing	Nursing	Biobehavioral & Health Sciences	-	1	1	26	2	28	7.1%
		Family and Community Health	3	-	1	22	4	26	15.4%
		Subtotal for Division	3	1	2	48	6	54	11.1%
Social Policy & Practice	Social Policy	Social Policy & Practice	4	-	3	15	7	22	31.8%
		Subtotal for Division	4	-	3	15	7	22	31.8%
Veterinary Medicine	Veterinary Medicine	Clinical Studies-New Bolton Center	-	2	1	33	3	36	8.6%
		Clinical Studies-Philadelphia	-	1	2	39	3	42	7.3%
		Pathobiology	-	-	1	29	1	30	3.3%
		Vet Animal Biology	-	1	3	19	4	23	17.4%
		Subtotal for Division	-	4	7	120	11	131	8.4%
Wharton	Wharton	Accounting	-	1	2	13	3	16	18.8%
		Business and Public Policy	-	-	1	11	1	12	8.3%
		Finance	-	1	3	38	4	42	9.5%
		Health Care	-	-	-	6	-	6	0.0%
		Insurance and Risk	-	-	-	6	-	6	0.0%
		Legal Studies & Business Ethics	1	1	2	15	4	19	22.2%
		Management	1	1	4	36	6	42	14.3%
		Marketing	1	-	5	20	6	26	23.1%
		Operations & Information Management	1	-	5	18	6	24	25.0%
		Real Estate	1	2	2	4	5	9	55.6%
		Statistics	-	-	2	14	2	16	12.5%
		Subtotal for Division	5	6	26	181	37	218	17.0%
All	University Wide	Total	79	52	316	2,102	447	2,549	17.5%

\*Minority includes all those identifying as African-American/Black, Asian-American/Pacific Islander, Hispanic/Latino/a, and/or Native American/Alaskan Native, including non-resident aliens.

Source: Payroll Census. Includes individuals with an active, unpaid, or paid leave appointment as of November 30th for the given year.

Table updated on March 22, 2011; See Correction in Almanac, Volume 57, Number 26, March 22, 2011

**Table 4. Faculty Recruitments and Departures, Fall 2006-2009**

Panel A. Recruitments	Black, non-Hispanic	Hispanic/Latino/a	Asian/Pacific Islander	American Indian/Alaskan Native	White, non-Hispanic	Total Faculty
<b>All Rank</b>	<b>27</b>	<b>18</b>	<b>120</b>	<b>-</b>	<b>488</b>	<b>653</b>
Annenberg	1	-	-	-	3	4
Arts & Sciences	8	6	18	-	80	112
Dental Medicine	-	2	1	-	8	11
Design	-	-	2	-	7	9
Education	1	-	-	-	5	6
Engineering & Applied Science	-	1	6	-	12	19
Law	-	1	3	-	8	12
Medicine	14	5	77	-	275	371
Nursing	-	-	2	-	15	17
Social Policy & Practice	1	-	1	-	3	5
Veterinary Medicine	-	-	1	-	28	29
Wharton	2	3	9	-	44	58

(Table 4 continues on next page)

# FROM THE PRESIDENT AND PROVOST

**Table 4. Faculty Recruitments and Departures, Fall 2006-2009** (continued from page 7)

**Panel B. Departures**

	Black, non-Hispanic	Hispanic/ Latino/a	Asian/Pacific Islander	American Indian/ Alaskan Native	White, non-Hispanic	Total Faculty
<b>All Rank</b>	<b>22</b>	<b>17</b>	<b>57</b>	<b>2</b>	<b>452</b>	<b>550</b>
Annenberg	1	-	-	-	1	2
Arts & Sciences	5	4	6	-	90	105
Dental Medicine	-	2	2	-	7	11
Design	-	1	1	-	8	10
Education	1	-	1	1	7	10
Engineering & Applied Science	2	-	-	-	13	15
Law	1	-	-	-	5	6
Medicine	10	10	38	1	237	296
Nursing	1	-	-	-	11	12
Social Policy & Practice	1	-	-	-	2	3
Veterinary Medicine	-	-	2	-	29	31
Wharton	-	-	7	-	42	49

\*Minority includes all those identifying as African-American/Black, Asian-American/Pacific Islander, Hispanic/Latino/a, and/or Native American/Alaskan Native, including non-resident aliens.

Source: Payroll Census. Includes individuals with an active, unpaid, or paid leave appointment as of November 30th for the given year. Counts do not include internal transfers.

**Table 5: Percentage of Full-time Faculty by Minority Group Among Peer Universities, Fall 2007**

	Black, non-Hispanic	Hispanic/Latino/a	Asian/Pacific Islander	American Indian/Alaskan Native
<b>University of Pennsylvania</b>	<b>3.1%</b>	<b>1.3%</b>	<b>9.1%</b>	<b>0.0%</b>
Rank of Penn among Peer Set	9 of 18	16 of 18	11 of 18	14 of 18
Brown University	4.5%	3.2%	8.8%	0.2%
Columbia University	2.9%	3.0%	11.6%	0.1%
Cornell University	2.8%	2.4%	7.0%	0.5%
Dartmouth College	3.3%	2.8%	5.6%	0.7%
Duke University	2.5%	2.0%	9.3%	0.0%
Georgetown University	4.9%	2.8%	8.5%	0.0%
Harvard University	3.3%	1.8%	8.0%	0.2%
Johns Hopkins University	3.4%	1.9%	12.1%	0.1%
Massachusetts Institute of Technology	2.6%	1.3%	10.1%	0.1%
Northwestern University	3.6%	3.0%	11.1%	0.1%
Princeton University	3.2%	2.5%	9.1%	0.0%
Rice University	2.2%	3.3%	9.2%	0.2%
Stanford University	2.7%	2.5%	12.3%	0.3%
University of Chicago	3.0%	2.5%	10.9%	0.1%
University of Rochester	1.8%	0.8%	7.4%	0.2%
Washington University in St. Louis	2.0%	2.1%	10.8%	0.0%
Yale University	4.1%	2.1%	10.1%	0.1%

Source: Integrated Postsecondary Education Data System (IPEDS) Faculty by Ethnicity, Fall 2007. Includes Tenured and Tenure-track Faculty of rank Assistant Professor or higher. Does not include Clinician Educators.