



**Drexel University
Office of Faculty
Development & Equity**

**Annual Report
Academic Year 2010-2011**

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Vice Provost for Strategic Development and Initiatives

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I. Introduction & Summary:

The mission of the Office of Faculty Development & Equity (FDE), established in 2007, is to incorporate national best practices for faculty recruitment, faculty retention, and faculty advancement, with special attention to faculty equity and diversity. The Office helps recruit, retain and advance outstanding faculty while creating a supportive and diverse academic environment.

In 2010-2011 the Office focused on three main areas, each founded upon specific objectives described in “*The Future is Drexel: 2007-2012 Strategic Plan.*” Strategic objective three, “Advancing Faculty Support and Development,” lists four strategies which include enhancing faculty quality and development, promoting faculty diversity, actively valuing faculty, and training faculty for leadership roles. Our corresponding goals are therefore to:

1. Implement a faculty recruiting process to broaden the applicant pool, increase the likelihood of finding the best candidates, and provide strategies for successful faculty recruitment.
2. Assess and revise Drexel's academic policies and practices to monitor Drexel's climate for inclusiveness, equity, and support, especially for women and underrepresented minority faculty members.
3. Expand faculty development initiatives to improve satisfaction and retention of highly promising and accomplished faculty.

In addition to the fundamental goals in faculty equity and advancement, the activities of the Office have been expanded to include a range of special projects to support the university as a whole. The special projects are summarized in the section called “Special Academic Initiatives.”

Significant outcomes for 2010-2011:

- 3% (1/33) of the new faculty that were hired across the university in 2010-2011 were underrepresented minority members (Black, Hispanic, or Native American).
- The percentage of women faculty in Drexel's STEM areas has increased since the Office of Faculty Development and Equity was established in 2007. The percentage of female full Professors in STEM fields at Drexel has doubled from 6% in 2007 to 12% in 2011. The percentage of female STEM Associate Professors doubled from 12% to 24%; and the percentage of STEM female Assistant Professors is 32%, more than doubling since 2007 when there were 14%. This is largely due to impressive recruitment efforts.

- It is important to note that the Office of Equality and Diversity, led by Michele Rovinsky-Mayer, completed its first comprehensive Drexel data analysis this year. That analysis included all full-time faculty positions, not just tenure/tenure track faculty positions. That report also relies upon the more inclusive categories provided by the Office of Federal Contract Compliance which includes Black, Hispanic, Native American, Asian, and Pacific Islanders among “underrepresented minorities.” This expands upon the definition of “under-represented minority” beyond what is generally used for faculty to include Asian and Pacific Islanders – groups that are generally not underrepresented among academic faculty. Using the Office of Equality and Diversity’s method of analysis, our percentage of applicants for full-time faculty positions at all ranks, both tenure/tenure-track/and non-tenure track, averaged 48%, showing that our recruitment efforts are yielding a substantial number of minority applicants if we count Asian faculty applicants. As percent of full-time faculty hires, including tenure/tenure-track/and non-tenure track, under-represented minority faculty members were 25% of the Full Professors hired, 15% of the Associate Professors hired, 33% of the Assistant Professors hired, and 50% of the other faculty (adjuncts, lecturers, etc.). While these numbers are higher than those previously reported, this is likely explained by the inclusion of Asians and Pacific Islanders. The Office of Faculty Development & Equity and the Office of Equality and Diversity are working together to determine if these increases are merely due to broadened categories or if they truly reflect a more robust and diverse applicant pipeline.
- Faculty development is essential for retention. 2010 welcomed the fourth cohort of Career Development Awards for junior, pre-tenure, Drexel faculty members. Capped at \$7,500 per recipient, the total investment to date over the first three years has been \$83,473. The thirteen awardees, several of whom were female or underrepresented minority members, developed mentoring relationships with senior faculty across the country and internationally, published several peer-reviewed papers, hosted workshops and mini-symposia at Drexel, and were awarded outside grants totaling over \$2 million from funders including the NSF, industry, and private foundations. To date, sustainable collaborations were developed in academia and industry in ten foreign countries on four continents.
- 2010-2011 was also a year of firsts: The Office of FDE hosted the first meeting of the Drexel Women’s Leadership Collaborative to organize and publicize workshops, speakers and events for women faculty and staff across the University; the first focus group meeting for faculty which focused on faculty diversity at Drexel and the role of the Intercultural Center; and the first collaborative project for International Faculty with the Office of International Programs that included several

faculty focus groups and will culminate in the creation of a Handbook for International Faculty.

This year has been a year of implementing national best practices and creating new initiatives while capitalizing on Drexel's strengths. The Office of Faculty Development and Equity implemented a wide range of faculty development initiatives, many of which were done collaboratively with the Drexel Center for Academic Excellence and are summarized in that report. Our initiatives have achieved several important goals and we have made good progress in fostering diverse and equitable faculty recruitment, retention and advancement. We look forward to achieving more in the coming years.

II. Drexel Data:

Since 2004, when the Drexel Provost's Office first began collecting data about faculty diversity from various university offices, we have known that both women and underrepresented minority faculty members at Drexel are concentrated at lower ranks and are less likely to have tenure than white male faculty. This is the case at most universities across the country. However our 2004 data came from a variety of sources and was sometimes inconsistent. Since then, Drexel has worked diligently to improve the quality, scope and accuracy of our data in order to create an accurate snapshot of Drexel faculty. Below is a snapshot of our faculty as of June 17, 2011 provided by Jason Gersh, Ph.D. in the Provost's Office.

Female Tenured/Tenure Track Faculty:

As of June 2011, the total number of tenure/tenure track faculty increased from 564 in 2010 to 575 in 2011, an increase of 11 faculty members. Of our total 575 faculty, comparing June 2011 with June 2010, there are five fewer female Assistant Professors; two fewer male Assistant Professors; 3 additional female Associate Professors; 4 additional male Associate Professors; 4 additional female full Professors; and 7 additional male full Professors. Our largest growth has been among male full Professors. Four new Full Professors were hired, and while one is a member of an underrepresented minority group, all are male.

Across the university, 19% of all Full Professors are female; 41% of all Associate Professors are female; and 46% of all Assistant Professors are female. The highest number of female Professors across all ranks is in the College of Arts & Sciences, with the highest percentage of female faculty in the College of Nursing and Health Professions.

The issue of underrepresentation for female faculty is most acute among faculty in engineering and the sciences (STEM field), so we have historically focused our efforts at Drexel on those areas. In 2009-2010 and again in 2010-2011, the overall percentage of female tenure and tenure-track faculty in the sciences and engineering at Drexel was 21%. Since 2007, when the Office of Faculty Development and Equity opened and began targeted recruitment and retention efforts, the percentage of female full Professors in STEM has doubled from 6% to 12%. The percentage of female STEM Associate Professors also doubled from 12% to 24%. The percentage of STEM female Assistant Professors is 32%. So across all ranks, the percentages of female faculty members in the STEM fields are lower than the percentages of female faculty members across the university, but have increased substantially since 2007.

- In 2010-2011 in Biomedical Engineering, 25% of full Professors were female; 60% of Associate Professors were female; and 17% of Assistant Professors were female. In 2009-2010, 25% of full Professors were female, 40% of Associate Professors were female, and 33% of Assistant Professors were female. By percentage, however,

Biomedical Engineering has the highest percentage of senior level female faculty of either engineering or the combined STEM departments in COAS.

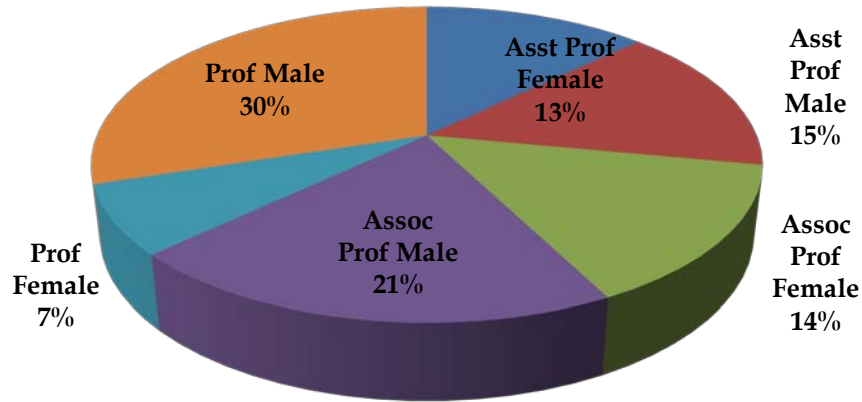
- In 2010-2011 in the College of Engineering, 6% of Full Professors were female; 20% of Associate Professors were female; and 40% of Assistant Professors were female. In 2009-2010, 6% of full Professors were female, 18% of Associate Professors were female, and 38% of Assistant Professors were female – reflecting very little overall change. Data show that the College now has one fewer female Assistant Professor and one additional female Associate Professor, presumably through promotion. It is encouraging to see another female at the Associate Professor rank.

**Tenure/TenureTrack Faculty
by Rank & Gender**

6/17/11

Sum of COUNT	Column Labels									
	Assistant Professor		Assistant Professor Total	Associate Professor		Associate Professor Total	Professor		Professor Total	Grand Total
	F	M		F	M		F	M		
Athletics		1	1							1
CoAS	11	20	31	26	34	60	13	55	68	159
Engineering	12	18	30	7	28	35	3	45	48	113
iSchool	7	5	12	4	9	13	4	3	7	32
CoMAD	10	7	17	13	12	25	3	12	15	57
Nursing & Health Prof	9	1	10	14	2	16	3	5	8	34
Law	1	3	4	5	5	10	2	7	9	23
Goodwin College	6	6	12	1	3	4	2	7	9	25
LeBow	10	18	28	5	17	22	4	29	33	83
BioMed	1	5	6	3	2	5	2	6	8	19
SPH	7	3	10	5	6	11	5	3	8	29
Grand Total	74	87	161	83	118	201	41	172	213	575

**Tenure/Tenure Track Faculty
by Rank & Gender
June 2011**



T/TT Faculty in Eng & Sciences (COAS: Bio, Chemistry, Math, Physics) 6-17-2011

Sum of COUNT	Column Labels									
	Assistant Professor		Assistant Professor Total	Associate Professor		Associate Professor Total	Professor		Professor Total	Grand Total
	F	M		F	M		F	M		
COAS	4	13	17	6	20	26	6	30	36	79
Engineering	12	18	30	7	28	35	3	45	48	113
BioMed Engineering	1	5	6	3	2	5	2	6	8	19
Grand Total	17	36	53	16	50	66	11	81	92	211

Underrepresented Minority Tenured/Tenure Track Faculty:

As of June 2011, the total number of tenure/tenure track faculty has increased from 564 in 2009-2010 to 575 in 2010-2011, an increase of 11 faculty members. Of the 33 new tenure/tenure track hires, 1 was an underrepresented minority faculty member (URM).

The percentage of under-represented minority tenure and tenure-track faculty members in STEM fields at Drexel held constant in 2010-2011, when compared to 2009-2010.

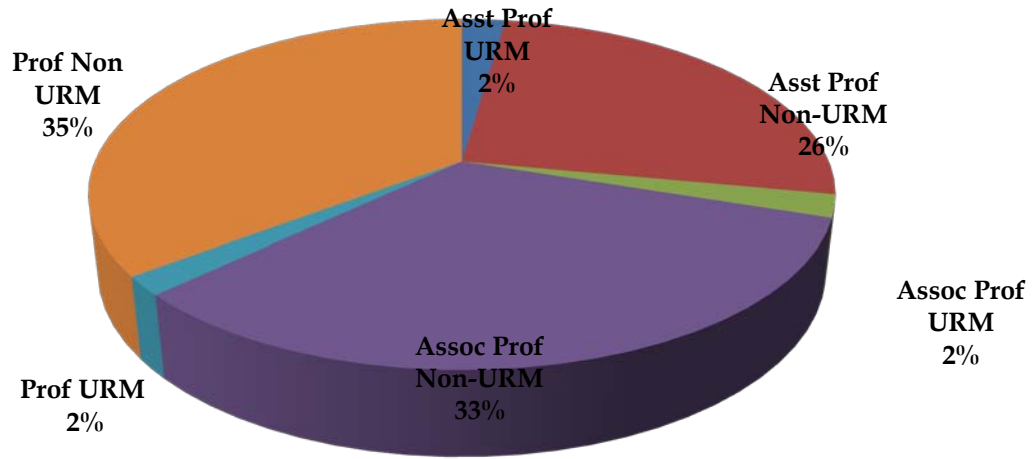
Sum of COUNT	Column Labels									
	Assistant Professor		Assistant Professor Total	Associate Professor		Associate Professor Total	Professor		Professor Total	Grand Total
	Non- URM	URM		Non- URM	URM		Non- URM	URM		
Row Labels	Non- URM	URM	Assistant Professor Total	Non- URM	URM	Associate Professor Total	Non- URM	URM	Professor Total	Grand Total
Athletics	1		1							1
COAS	30	1	31	55	5	60	65	3	68	159
Engineering	29	1	30	34	1	35	47	1	48	113
iSchool	10	2	12	13		13	7		7	32
CoMAD	16	1	17	25		25	14	1	15	57
Nursing & Hlth Prof	10		10	14	2	16	7	1	8	34
Law Goodwin	2	2	4	9	1	10	9		9	23
College	9	3	12	3	1	4	8	1	9	25
LeBow	27	1	28	21	1	22	31	2	33	83
BioMed	6		6	5		5	8		8	19
SPH	8	2	10	10	1	11	7	1	8	29
Grand Total	148	13	161	189	12	201	203	10	213	575

T/TT Faculty by Rank & URM Status (6/17/11)

T/TT in Eng/Science by Rank/URM Status 6-17-11 (COAS: Bio, Chemistry, Math, Physics)

Sum of COUNT	Column Labels									
	Assistant Professor		Assistant Professor Total	Associate Professor		Associate Professor Total	Professor		Professor Total	Grand Total
	Non- URM	URM		Non- URM	URM		Non- URM	URM		
Row Labels	Non- URM	URM	Assistant Professor Total	Non- URM	URM	Associate Professor Total	Non- URM	URM	Professor Total	Grand Total
COAS	17		17	25	1	26	35	1	36	79
Engineering	29	1	30	34	1	35	47	1	48	113
BioMed	6		6	5		5	8		8	19
Grand Total	52	1	53	64	2	66	90	2	92	211

**URM & Non-URM Faculty by Rank
June 2011**



III. 2010-2011 Strategic Initiatives:

National Visibility: The work being done at Drexel on faculty development should be sharing the stage with best practices from other schools across the country. Toward that end, Janet Fleetwood made two national presentations at the AACU meeting in San Francisco. In addition, Janet Fleetwood continued to serve on the the National Advisory Board of the Higher Education Recruitment Consortium (HERC), in which Drexel is a regional founding member.

University-Wide Collaborations: The Office of Faculty Development and Equity worked with the Office of Student Life and Office of Equality and Diversity to support the university-wide initiative on diversity. Called the Intercultural Engagement and Diversity Initiative, this program includes faculty, staff and students in a wide range of programs and events and, most recently, includes the dedication of the new Drexel Intercultural Center. This year included several faculty focus groups on diversity at Drexel, plus a special focus group for international faculty members. The Office of FDE has led the initiatives on faculty and will continue to work on this project by co-sponsoring events, working on curriculum issues, and fostering faculty diversity. Our participation in the university-wide diversity initiative is essential to ensure that academic issues, including faculty equity, remain a key part of the project.

IV. Status Report on Initiatives from 2010-2011:

Recruitment:

- A. Update Faculty Recruitment Handbook with references to best practices, and ensure that both paper and online copies are easily accessible.
Status: Completed and fully revised for 2010-2011.
- B. Continue holding workshops to train Search Committee chairs on principles and practices of equitable faculty recruiting; continue monitoring and placing key advertisements; continue advancing dual partner recruitments; and work with departments to foster and publicize family friendly work environments.
Status: Completed. Workshops were attended by fourteen chairs and received very high evaluations. As of June 2011, eighty three faculty members have been trained in these workshops.
- C. Participate on the regional/national HERC, including representing Drexel at regional and national events and participating as a HERC Board Member.
Status: Completed. Hosted the October 29, 2010 meeting of the NJPADE HERC on the Drexel campus. JF participated in numerous Board and subcommittee meetings, and reviewed a book for the organization.
- D. Continue work with HR and the Office of Diversity & Equality on pipeline data and compare with regional/national data.

Status: Applicant pool data is now available through the Office of Equality and Diversity. However, they use the Office of Federal Contract Compliance data across all employee categories. The Office includes Asians as underrepresented even though they are not underrepresented in academic faculty. In addition, the Office of Equality and Diversity counts all full-time faculty members, not just tenure/tenure track. Therefore the faculty data provided by the Office of Equality and Diversity does not match the more narrow definition of underrepresented minority used by this office and by similar programs at universities across the country.

Faculty Development:

- A. Co-developed, with Jan Biro, John DiNardo, and Barbara Hornum, the Drexel Department Leaders Forum to develop skills and increase knowledge of Drexel policies, practices and resources.

Status: Implemented curriculum for Department Heads from July to December to give them stronger skills in budgeting, management, and leadership. The FDE sponsored the Drexel Leaders Forum on November 19, 2010 (23 attendees) and on January 21, 2011 (31 attendees). This assignment concluded for JF in January with the onset of work on the strategic plan

- B. Implemented the training curriculum for adjunct faculty that introduces the Drexel culture and includes diversity and disability training, work on pedagogical needs, and helps ensure that our adjuncts are familiar with Drexel policies and procedures.

Status: Completed. Drexel now holds quarterly events for Adjunct and Part-time faculty, including an orientation. With the Drexel Center for Academic Excellence, the FDE co-sponsored the Adjunct/Part-Time Faculty Resource Fair and Reception on September 14, 2010 in the Intercultural Center (59 attendees). The DCAE also includes Adjunct and Part-time faculty in all events, and schedules special events as well. The Guidebook for Adjunct Faculty was updated in both paper and online form and will continue to be distributed.

- A. Co-sponsored with the Drexel Center for Academic Excellence the New Faculty Orientation.

Status: Held on September 7 and September 8, 2010 in Behrakis Grand Hall (63 attendees).

- C. Advise individual faculty members with concerns about equity and equal opportunity or discrimination in violation of university policy, working closely with Human Resources and the Office of Equality and Diversity.

Status: Ongoing. Several issues have come before the office involving both tenure/tenure track faculty and adjunct faculty.

- D. Continue to search for web and print resources related to work-life balance, diversity, and professional development. The FDE website (www.drexel.edu/fde) also highlights the many work-life resources available, but not well-publicized, through Health Advocate, such as their child and elder care locator service, their home services, and their school and college planning services. The website is continuously updated. to feature other work-life resources such as our recent online housing information, new child care resources, and resources for international faculty.
Status: Ongoing.
- E. Organize and hold at least three faculty development events that support women and underrepresented minority faculty members.
Status: Completed by collaboration. Held a well attended session on Negotiation Skills, collaborated with the Office of Diversity & Equality on events, and held focus groups for international faculty with the Office of International Programs.
- F. Co-sponsor events that support diversity and cultural competency at Drexel.
Status: The FDE co-sponsored two events with The Office of Equality & Diversity: “A Conversation with Jane Golden: Executive Director of the City of Philadelphia Mural Arts Program” on September 20, 2010, and “Diversity of Philadelphia Neighborhoods: Mural Arts Trolley Tour of West Philadelphia” on September 24, 2010. The FDE also sponsored a “Faculty at Drexel and the Role of the Intercultural Center” luncheon on January 5, 2011 (8 attendees).
- G. Manage third and fourth cycles of Career Development Awards, focusing on assessment and analyzing data from our first cohort. This will include a final report, an online survey, and personal meeting with each recipient. Our Career Development Awards (described elsewhere) also support faculty retention for junior faculty, with six faculty members receiving funding which enables them to host scholars, create workshops, and collaborate on projects with mentors across the country and around the world. The return on investment for this project is excellent, with a \$83,473 investment in the first three years realizing a return of over \$2 million in grants and contracts. This is in addition to various publications and invited lectures that came from the collaborative work.
Status: Completed and ongoing with new cohort.
- H. Continue to supervise the activities of the Drexel Center for Academic Excellence and work toward a smooth transition.
Status: Completed and Ongoing. The DCAE held twenty-four events during the 2010-2011 academic year. These events meet the goals of the Office of FDE, including five events specifically designed for adjunct and part-time faculty. In addition, the Office of FDE collaborated with the DCAE in the creation of its first year-long planning process, with events planned in advance for all faculty.

Retention & Advancement

- A. Create, implement and assess retention initiatives to ensure faculty productivity, stability and to avoid unwanted faculty departures and costly replacements.
Status: Ongoing. The data we glean from our recent HERI study should give us additional information about faculty departures and enable us to develop strategies to address these issues.
- B. Continue working with deans on school-specific faculty retention issues.
Status: Ongoing.
- C. Address some of the key issues identified in previous faculty satisfaction surveys, especially child care availability.
Status: The FDE also helped establish the Ad Hoc Drexel Child Care Task Force (with Jan Biros, Rita LaRue, and Deborah Glenn). The FDE researched best practices at benchmark schools, conducted phone interviews with six child care providers, and invited four to campus to give informational presentation. The FDE then conducted Child Care Center Feasibility meetings with Drexel representatives and representations from four outside companies to discuss the need and feasibility of a Drexel associated child care center for faculty, staff and students. A company to conduct the needs assessment was selected based on a competitive RFP handled by Rita LaRue. The FDE hosted a Focus Group on Child Care Issues at Drexel lunch on May 16, 2011 (11 attendees), and a proposal has gone to President Fry for a child care center.
- D. Update website resources on work-life balance and family-friendly resources.
Status: Completed and ongoing. The website now includes resources on diversity, stress management, elder care, child care, spirituality, and the cities in which our campuses are based (Philadelphia and Sacramento). We are continuously updating our sites.
- E. Continue to monitor national best practices in faculty development and equity to ensure that our policies and practices reflect Drexel's high goals, and create innovative solutions that will help move Drexel to the forefront of universities with exemplary faculty development and equity programs.
Status: Completed and ongoing, including the creation of a brief by JF on phased retirement that was used by the subcommittee led by Jan Biros.
- F. Work with current Drexel international faculty to foster a supportive workplace for our increasing international faculty to assist with retention.
Status: Completed and ongoing. Co-sponsored with the Office of International Programs an International Faculty Lunch on October 8, 2010 (25 attendees) and sponsored a Focus Group Lunch for International Faculty on November 30, 2010 (6 attendees) to elicit their concerns and develop strategies for making Drexel more supportive of International faculty. This directly influenced our decision to produce a Handbook for International Faculty in 2011.

G. Implement HERI study.

Status: HERI study completed, data analysis is pending.

H. Create faculty development events for women and men in all schools and colleges.

Status: Completed for academic year and ongoing.

- Sponsored the initial planning meeting of the Drexel Women's Leadership Collaborative luncheon on February 10, 2011 (17 attendees).
- The FDE and the Office of International Programs co-sponsored a Fulbright Faculty Workshop on March 4, 2011 (20 attendees).
- The FDE and the Center for Interdisciplinary Programs in the College of Arts and Science along with several other departments co-sponsored a workshop entitled "Higher Education Under Siege: A Workshop for Faculty and University Administrators." The presenter was Michael Carroll, author of *The Mindful Leader* (2007) and *Awake at Work* (2004). The workshop was held on April 28, 2011 (35 attendees).
- The FDE and the Women's Studies Program co-sponsored a Faculty Negotiation Workshop with guest speaker Dr. Evelyn Murphy from the American Association of University Women on May 13, 2011 (19 attendees).

Special Academic Initiatives:

- A. Presidential Inauguration – "Spotlight on Drexel". Created and managed event featuring over sixty Drexel exhibitors from every school and college. Event attracted over six hundred attendees. Publicized event, held university-wide competition for submissions, created a review process, convened a review committee, collaborated on design, space, food, publicity, photography, etc.
- B. Presidential Inauguration – "Urban Issues" panels with five presenters on Drexel Smart House, AIDS, Autism, and Hunger.
- C. Diversity and Multiculturalism Course Inventory - completed course inventory, reviewed with Associate Deans, publicized in provost's newsletter to solicit additions and corrections, posted electronically and publicized to students and faculty
- D. Middle States Preparation & Support
 - a. JF served on Committee on Faculty (B. Hornum, Chair)
 - b. JF Co-Chaired Working Group on Ethics Across Curriculum (w. D. McEachron)
 - c. Helped write and revise faculty section for Middle States Self-Study

- E. University 101 – Wrote a white paper on civic engagement best practices, worked with John DiNardo, CCE, and a Task Force to revise University 101 and implement pilot for new model for University 101, Civic Engagement, and the required modules on sexual violence, substance abuse, and academic integrity.
- F. Served on Education Subcommittee for Task Force Vision 2020 (Lynn Yeakel's project)
- G. Updated the July 2010 Pre-Med Advising report with a December 2010 status report.
- H. Edited and produced the Provost's Newsletter through January 2011.
- I. Reviewed faculty tenure cases
- J. School of Public Health - chaired ill-fated search committee for Chair, Community Health & Prevention, over two years, with numerous meetings, conference calls, and candidate visits from over six finalists.
- K. Strategic Plan – coordinated eleven task forces with over two hundred participants, planned two retreats, selected resource materials, worked with consultant, arrange and follow up on Town Halls, website development and updating, give presentations to Alums, Advisory Council, etc. Project detailed elsewhere as not strictly part of FDE.

Relevant Publications:

*Fleetwood, J. Aebersold, N. "Fostering Equity & Diversity in Faculty Recruitment," *Academic Leadership Journal*, volume 8, issue 4, Fall 2010.

Fleetwood, J. "Family-Friendly Campuses Plan for Mother Nature," *Women in Higher Education*, volume 19, no 12, December 2010.

V. Goals for Office of Faculty Development & Equity for 2011-2012

*Note – In January 2011, Janet Fleetwood was appointed Vice Provost for Strategic Development & Initiatives and since then has worked predominantly on the University Strategic Plan. This role will continue as the plan is completed and implemented. Therefore, additional expansion of the activities of the Office of Faculty Development & Equity and the Drexel Center for Academic Excellence is not feasible without increasing the current faculty and staff.

- A.** Continue faculty equity initiatives to foster equity in recruitment, retention and advancement
- B.** Continue to supervise the DCAE, further developing planned programming, stewardship of financial resources, and specific initiatives such as the Adjunct Faculty Initiative, the Portfolio Project, and the establishment of an Innovative Teaching & Learning Center
- C.** Collaborate to analyze HERI survey data of faculty satisfaction, create report, and develop recommendations and strategies for improving faculty satisfaction
- D.** Work with DUCOM on their faculty equity and development initiatives, especially with regard to their upcoming LCME accreditation visit
- E.** Continue to collaborate with the Office of International Programs and the Office of Equality and Diversity and to create programs for faculty.
- F.** Expand Career Development Awards program and seek national dissemination of the program outcomes
- G.** Review faculty tenure cases
- H.** Continue to support dual partner placement efforts across all colleges to foster Drexel recruitment and retention
- I.** Support School of Public Health special initiatives, as needed.

Appendix I: Background & Rationale for Office of Faculty Development & Equity

Academe has a long-established culture that guides both individual and collective behavior and sets the framework for the academic career trajectory. The progress of a faculty member's career through the academic institution, from junior appointment to emeritus status, and faculty expectations about responsibilities and rewards, has been the same for decades.ⁱ Faculty members have been socialized from graduate school onward to expect collegiality, respect for faculty autonomy, the sanctity of academic freedom, and a clear and equitable path for advancement. However, while the values are enduring, the data suggest that the rewards of promotion, tenure, and academic leadership are not distributed equitably. There are stark differences between men and women, minorities and whites.

- 87% of the full-time faculty members across disciplines in the U.S. are white; 64% are male.
- Women earn 51% of all doctorates awarded to US citizens from American institutions, yet women are just 38% of full-time faculty.
- 5% of the full Professors in the U.S. are African American, Hispanic, or Native American.

Several studies show that a diverse faculty and student body benefits students,^{ii, iii} and that the most accurate predictor of subsequent success for female undergraduates is the percentage of women faculty at their college.^{iv} In short, gender and ethnic diversity at institutions of higher education have not kept pace with social demographic and cultural shifts. The teachers at the front of the classroom don't reflect the gender and ethnic diversity of the learners in the classroom seats.

Conventional wisdom attributes the problem to “the pipeline” and asserts that the problem would resolve if only there were enough women and minorities earning doctorates and applying for faculty positions. But despite dramatic increases in the number of women and underrepresented minorities earning doctorates, there are still dramatic disparities between women and men, white and minority, faculty members. That gap widens with academic advancement, as fewer and fewer women and minorities move into senior, tenured, academic roles. As Cathy Trower and Richard Chait asserted in a recent Harvard report,

“The pipeline is not the basic problem. In fact, even if the pipeline were awash with women and minorities, a fundamental challenge would remain: The pipeline empties into territory women and faculty of color too often experience as uninviting, unaccommodating, and unappealing. For that reason, many otherwise qualified candidates forgo graduate school altogether, others withdraw midstream, and still others – doctorate in hand – opt for alternative careers. In short, the pipeline leaks.”^v

Moreover, as the American Council on Education pointed out in their 2005 report, “An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers,”^{vi} United

States universities need to focus on maintaining competitiveness in a global higher education market. In particular, given increasing faculty retirements in sciences and engineering, along with heightened concern for national security which has resulted in a decrease in international scientists who study and work in the United States, this country will increasingly depend upon producing enough educated scientists and engineers who will remain here. However many scientists and engineers leave academe to take jobs in industry. In short, the academy needs to be an attractive place to develop a career in engineering, sciences, or medicine. As the Council states, “career flexibility is key to attracting and retaining this scientific workforce in academia.”

The National Panel of Presidents and Chancellors, a group of ten chief executive officers from major research universities and state university systems, set forth several recommendations to foster faculty diversity which are described in the American Council on Education report.^{vii} They focus on four areas: 1) enhancing recruitment efforts; 2) improving career satisfaction, retention and advancement; 3) improving the academic climate for all faculty members; and 4) developing incentives for faculty retirement.

Activities to enhance recruitment at universities across the country generally focus on identifying and eliminating the preventable causes of well-qualified Ph.D.s opting out of tenure track academic positions. A large body of literature focuses on recruitment incentives and strategies, which include dual career programs for faculty with spousal/partner employment needs, creating cafeteria-style benefits, or methods for effective advertising of academic positions.

The goal of improving satisfaction, retention and advancement focuses on allowing colleges, schools and departments to establish their own guidelines for interpreting criteria for promotion and tenure; considering a broadened definition of scholarship;^{viii} developing opportunities throughout the career cycle to opt for short-term, part-time positions; creating flexibility in the probationary period for tenure review without altering the high standards or criteria, providing for childcare alternatives, and others.

To improve the academic climate the panel recommends examining and pro-actively addressing work-life issues that affect faculty throughout the career cycle. The Panel recommends allowing units to determine how to best meet their productivity goals and advocates block grants to colleges, schools and departments for efforts that foster a supportive climate. The panel advocates family-friendly and work-life policies and stress the importance of not subtly penalizing faculty members who use those policies.

The fourth recommendation recognizes the large number of faculty who will be retiring in the near future and recommends phased retirement plans for senior, retirement-age Professors that allow them to continue teaching or doing research part-time for a limited time period. It stresses the need to supply space for faculty retirees and to continue to engage retired faculty.

In short, we need to look at Drexel's academic workplace and evaluate how Drexel's structure and the policies that support that structure affect the educational mission. By making step-wise improvements in recruitment, retention, and advancement and carefully studying Drexel's academic climate, we can create an exemplary academic setting.

Appendix II: History of Faculty Equity and Diversity Initiatives at Drexel

In October 2005, Provost Stephen Director established the Provost's Fellowship for Faculty Affairs to study faculty diversity and equity. Within that year it was obvious that, while Drexel's issues were no greater than other comparable universities, Drexel could do better. In July 2006, Drexel created the Provost's Task Force on Faculty Diversity and established three subcommittees, each led by a dean.

The Diversity Task Force, Policy Subcommittee, led by Dean Marla Gold, was created to analyze Drexel's written policies with attention to faculty diversity, equity, consistency between schools. The group identified best practices; compared Drexel policies with best models from other schools (Univ. of Pittsburgh, Univ. of Iowa, Univ. of Michigan, etc); devised a check-list for policy analysis; and wrote a report making recommendations. The work of the Policy Subcommittee, including the report is complete, and policy revisions are in progress.

The Diversity Task Force, Faculty Recruitment Subcommittee, led by Dean Selcuk Guceri, was created to assess Drexel's recruitment practices and modify them to resemble best practices. The group examined recruitment practices, recognized the need for diverse searches, suggested recruitment strategies such as dual career programs, and reviewed data on previous searches and hires to analyze pipeline issues. Each college submitted a report to the subcommittee, and the overall subcommittee recommendations were implemented in the new recruitment strategies promoted by the Office of FDE.

The Diversity Task Force, Faculty Development & Retention Subcommittee, led by Dean Donna Murasko, was established to recommend programs to foster faculty development such as mentoring, leadership development, and transparency of promotion/tenure criteria based on national analysis of best practices. The group recommended analyzing needs and interests of deans and chairs to create programs to match specific goals; recommended analyzing retention data, including exit interviews, to assess climate; and made the important point that diversity initiatives contribute to net savings through improved faculty retention and fewer "do-over" recruitments. The project for deans and chairs has not yet been implemented, although meetings with several key chairs are being scheduled for this fall.

In July 2007, based on the recommendations of the Diversity Task Force subcommittees and the faculty data, Provost Stephen Director established the Office of Faculty Development & Equity and the position of Associate Vice Provost for Faculty Development & Equity. That office prioritizes and implements the recommendations of the committees, creates new programs and initiatives based on national best practices, and fosters faculty development by incorporating Drexel's Center for Academic Excellence.

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