

Women's Faculty Development Task Force Report

Introduction

Overview

The Task Force was charged on November 12<sup>th</sup> by President Keohane and Provost Lange with the job of proposing strategies to address issues of recruitment and retention of faculty women. The formation of the Task Force resulted from work on the President's Women's Initiative. In their memo to the committee, President Keohane and Provost Lange state:

*We are concerned about data we have seen that indicate that the numbers of women on the faculty in many areas at Duke are stagnant or even declining in recent years. We are committed to increasing the representation of women on our faculty. This commitment arises out of considerations of equity and the search for the best faculty possible, and also because we recognize that excellence in teaching and research and in the preparation of our students requires a broadly diverse faculty. Improving the gender balance in our faculty involves issues both of recruitment and retention.*

The Task Force met regularly across a three month period beginning in December to (1) discuss quantitative data that had already been collected by Professor Roth, working with the Provost's office, on behalf of the Women's Initiative; (2) discern the availability of women faculty in different disciplines; (3) discuss interview data already collected on behalf of the Women's Initiative Steering Committee, as well as additional interview data collected by the Task Force members; (4) evaluate information on the status of women faculty that had been provided at the request of the President and Provost by the Deans; (5) develop recommendations regarding the recruitment and retention of faculty women. Five members of the Task Force (Prof. Ann Brown, Dean Berndt Mueller, Prof. John Payne, Prof. Janice Radway and Prof. Susan Roth) were also members of the Women's Initiative Steering Committee. With the additional members (Prof. April Brown, Prof. Carla Ellis, Prof. Peter Euben, Dean Karla Holloway, and Prof. Trina Jones), the Task Force provided good representation of the faculty in the Professional Schools and the Divisions in Arts and Sciences.

This report has 2 major sections, one on the information gathered and reviewed, and the other on our recommendations. Relevant documents are appended. For ease of reading, we have provided an executive summary and an outline below.

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### Executive Summary

- Women are not well enough represented on the Regular Rank faculty. At the Assistant Professor rank, there have been little or no gains in the percentage of women over a 10-year period starting in the fall of 1991. While there has been improvement over time across the Schools in the percent of women at both the Associate and Full Professor levels, women at the Full Professor rank still represent a small percentage of the Regular Rank faculty. In Arts and Sciences, there has been substantial improvement between 1991 and 2001 in the number of women in the upper ranks, although the percentage of women is substantially less as one moves up in academic rank from Assistant to Full Professor, similar to our peers. Of the Regular Rank faculty in Arts and Sciences, women total 17% in the Natural Sciences, 29% in the Social Sciences, and 43% in the Humanities.

- In the last two studies completed by the Provost's Office in March '01 and January '03, it was found that neither gender nor race is significantly associated with salary differentials at any rank. However, at the Full Professor rank, being a distinguished professor is significant in both studies, accounting for between a 25-30% increment in this group. Notable with regard to named chairs is the relative number of women (18) vs. men (166) holding this distinction, although there has been some improvement since 1997 in the percent of named chairs that are women.

- A larger percentage of women (19%) than men (12%) were denied tenure during the academic years '94 - '95 through '01 - '02, although women were not promoted at a lower rate than men to Full Professor during that same period (4.5% of women, and 7% of men were denied promotion). For faculty in Arts and Sciences, the time to promotion from Associate to Full Professor indicates a difference by gender, with women taking longer on average (6.3 vs. 5 years).

- At Duke, women are well represented in Ph. D. programs in the vast majority of disciplines. However, additional pool data indicate that some departments in Arts and Sciences (e.g., Chemistry, Computer Science, and Physics) need to address the issue of the small number of women in their applicant pools in order to increase the likelihood of recruiting women faculty, while others (e.g., Economics, Statistics, Mathematics, Philosophy, and Political Science) may be able to make headway in increasing the number of women in their departments without special efforts to increase women in their applicant pools. The Deans' help in establishing the actual availability of talented women faculty in all disciplines, and thus the realistic hiring opportunities faced by individual units at Duke, has been sought.

- Faculty interview data brought forward six issues of note: (1) the fall off in the number of women Ph.D.'s choosing to pursue academic research careers; (2) narrowly defined searches that significantly restrict the pool of eligible women, and decrease the likelihood of recruiting women faculty; (3) the sense of isolation among some faculty

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women; (4) the desire for mentoring on the part of some women faculty around women's issues; (5) the need for recognition of extraordinary service on the part of tenured faculty women; and (6) the problem created by partner hires for the recruitment and retention of faculty women.

· The Task Force recommendations are made with the hope and expectation that they will enhance the consideration of diversity in the broadest possible terms. The recommendations include:

- \* Longitudinal data collection in the Provost's Office to better understand and track trends pertaining to the recruitment and retention of women faculty
- \* Formation of a Standing Committee on Faculty Diversity to represent the interests both of women and racial and ethnic minorities, and to serve as a resource to the Schools in developing standardized procedures and awareness of unintentional bias to ensure that women and minority faculty are not inadvertently discouraged from or disadvantaged in entering the professoriate
- \* Standardized procedures within the schools with regard to student mentoring, search committee protocol, faculty mentoring, women's community, faculty recognition, parental leave and tenure clock relief, partner hires, exit interviews, and Deans' reports on the status of women
- \* Setting the objective of creating a critical mass of regular rank women faculty, and more specifically tenure track women, in all departments

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Outline

- I. Information Gathered and Reviewed
  - A. Representation of Women on the Faculty
  - B. Salary Equity
  - C. Retention and Promotion of Women Faculty
  - D. Graduate School Data
  - E. Pool Data
  - F. Interview Data
  - G. Summary of the Deans' Reports on the Status of Women Faculty
- II. Recommendations
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    - 2. Search Committees
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  - D. Long-Term Goal for the Representation of Women on the Faculty

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III. Appendices

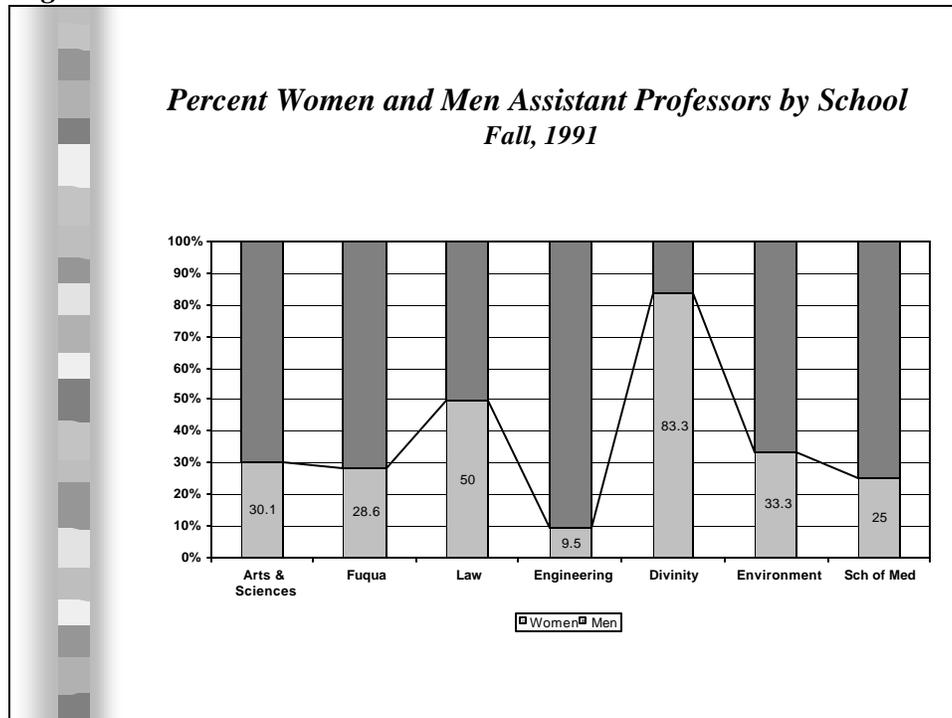
- A. Dean Siegel's Report Entitled, "Study of Effects of Gender in Duke University Ph. D. Programs"
- B. Pool Data
- C. Declined Faculty Offers to Women
- D. Provost Memo Requesting Pool Data from Deans
- E. Deans' Reports on Pool Data
- F. Interview with Political Science Chair
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- H. Interviews with Natural Science Chairs
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- J. Deans' Reports on the Status of Women
- K. Deans' Follow-up Reports on the Status of Women
- L. Memo from Professional School working group
- M. Mentoring Junior Faculty
- N. Parental Leave and Tenure Clock Relief

Information Gathered and Reviewed

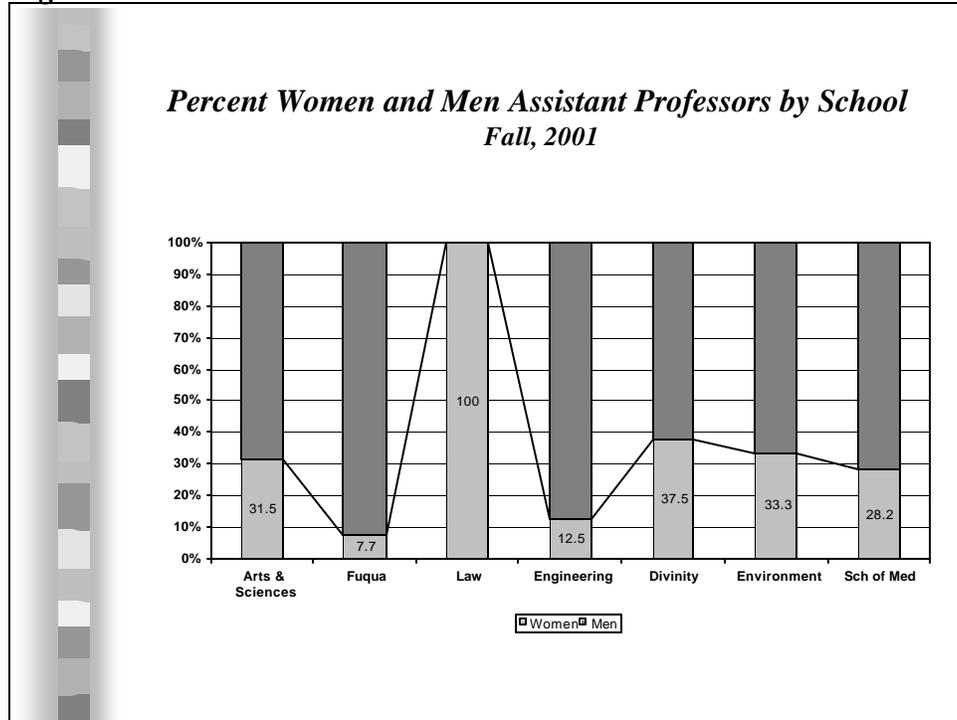
Representation of Women on the Faculty

Perhaps the most surprising finding regarding the representation of women on our faculty is the *percent of assistant professors that are women*. At the Assistant level, there have been little or no gains in the percentage of women over a 10-year period starting in fall, 1991, and including all schools except Nursing. In the data presented below in Figures 1 and 2, what looks like a big gain in Law owes to the fact that there is just one Assistant Professor in 2001, and that person is a woman. In Figure 3 below, yearly data are presented for Arts and Sciences, going back to 1988. Figure 4 simply lists faculty sizes by school, rank, and year, for your information.

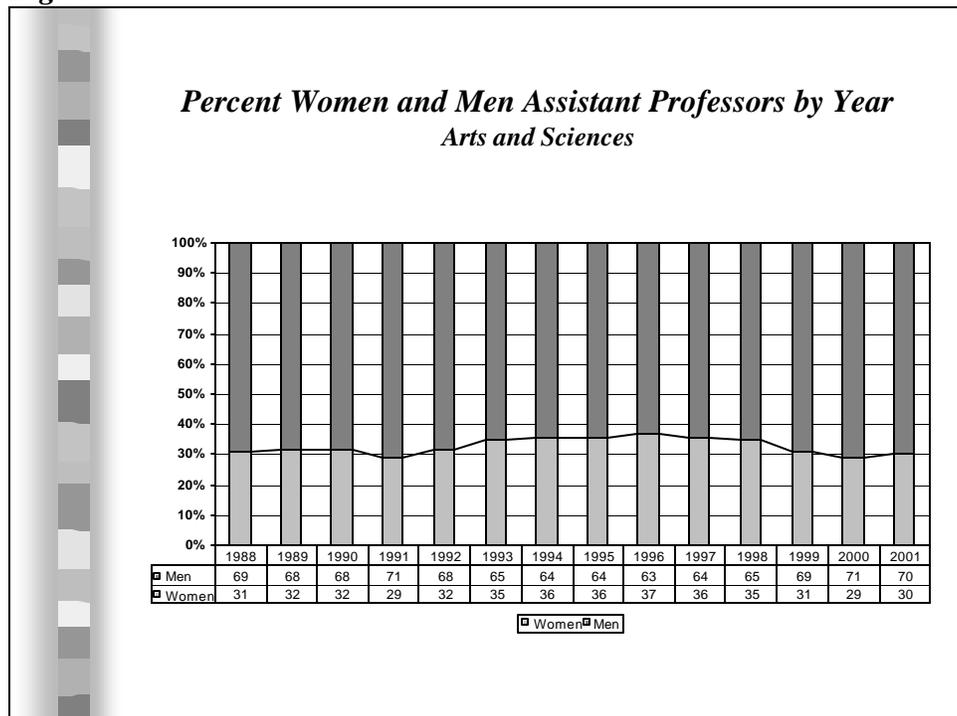
**Fig. 1**



**Fig. 2**



**Fig. 3**



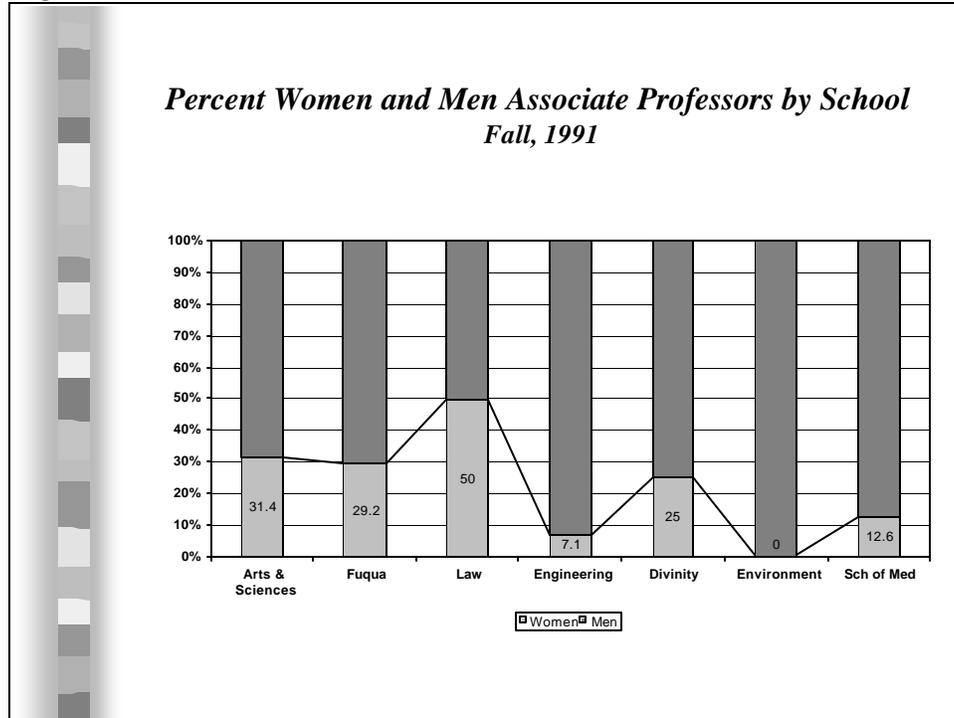
**Fig. 4**

**Faculty Sizes by School, Rank and Year**

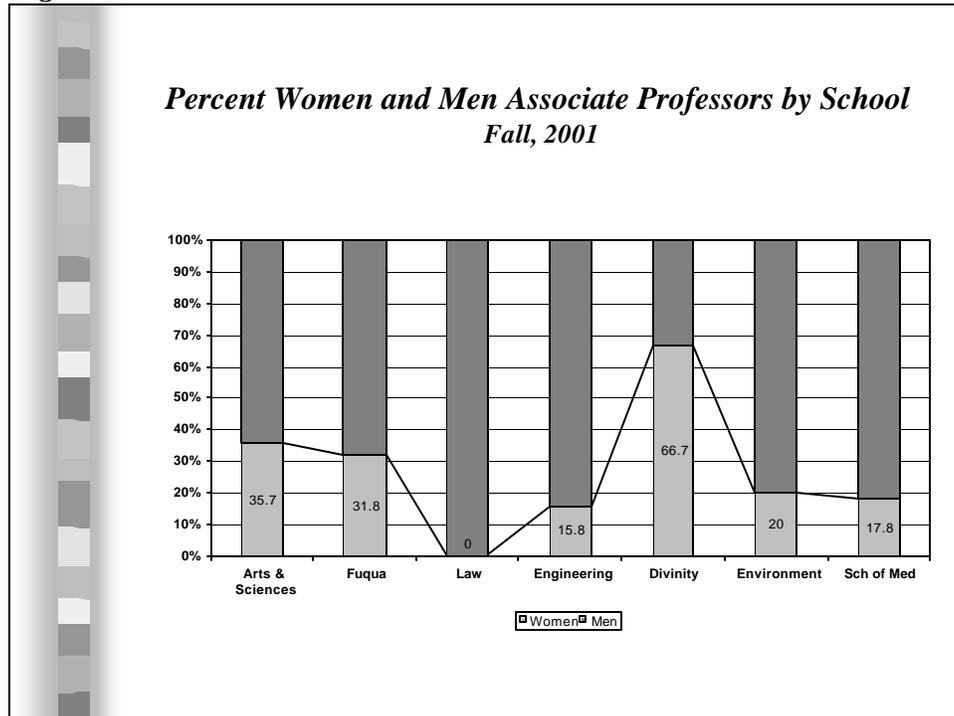
	1991			2001		
	Asst	Assc	Full	Asst	Assc	Full
<b>A&amp;S</b>	93	105	245	108	112	249
<b>Fuqua</b>	21	24	15	26	22	31
<b>Law</b>	2	2	27	1	1	33
<b>Engineering</b>	21	14	31	16	19	36
<b>Divinity</b>	6	4	15	8	6	12
<b>Environment</b>	6	8	17	6	10	22
<b>Sch of Medicine</b>	316	183	239	245	214	281

There has been improvement over time across the Schools in the *percent of women at both the Associate and Full Professor levels*, as can be seen in Figures 5-8. (Please note that in Schools with small faculty sizes, large percentage changes can result from a small change in actual numbers.) Even with this positive trajectory, however, with the exception of Arts and Sciences, and the School of Law, the percent of women at the Full Professor level is still under 10%. And as Figure 9 illustrates, if we look at the *percent of the regular rank faculty who are women Full Professors*, the relative absence of these senior women on campus is even more striking. As can be seen in Figure 10, this is not a problem peculiar to Duke, at least in Arts and Sciences. In comparing Duke Arts and Sciences with our peer institutions in the Consortium on the Financing of Higher Education, or COHFE, it is only the percent of women at the Assistant Professor level that is below the median of COHFE Universities (Figure 10). Duke ranks the third lowest of the 17 COHFE Universities in this category. For all COHFE Universities, there is a sharp drop in the percent of women at the Full Professor level. We are presently seeking longitudinal data from our peer schools on assistant professors to determine if our lack of progress with women in that rank is consistent with trends at other Universities. We were not able to make comparisons with our professional schools, as COHFE data on professional schools are aggregated.

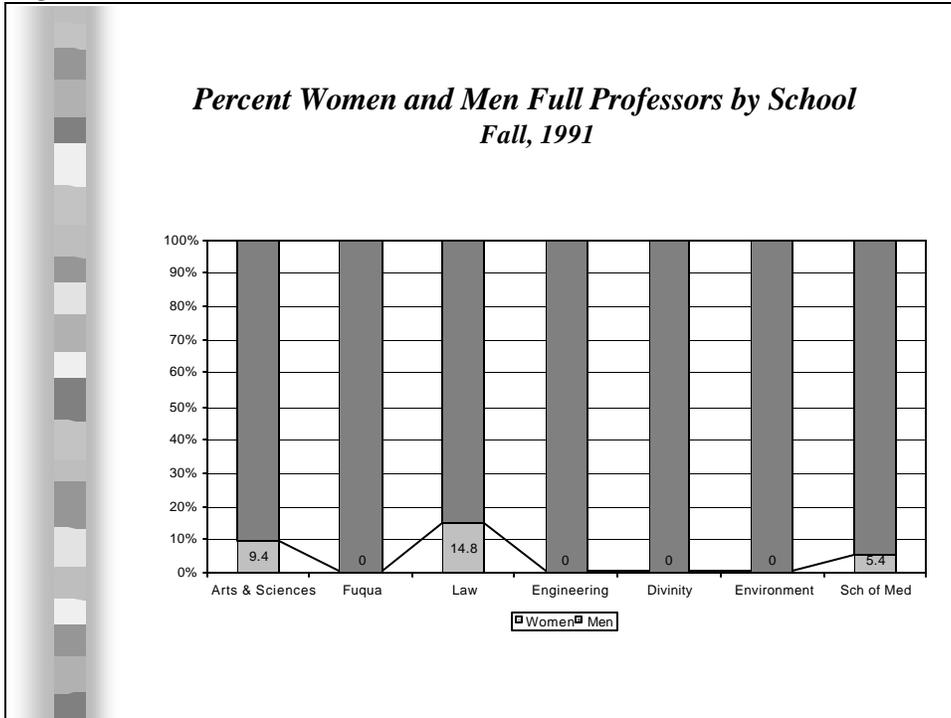
**Fig. 5**



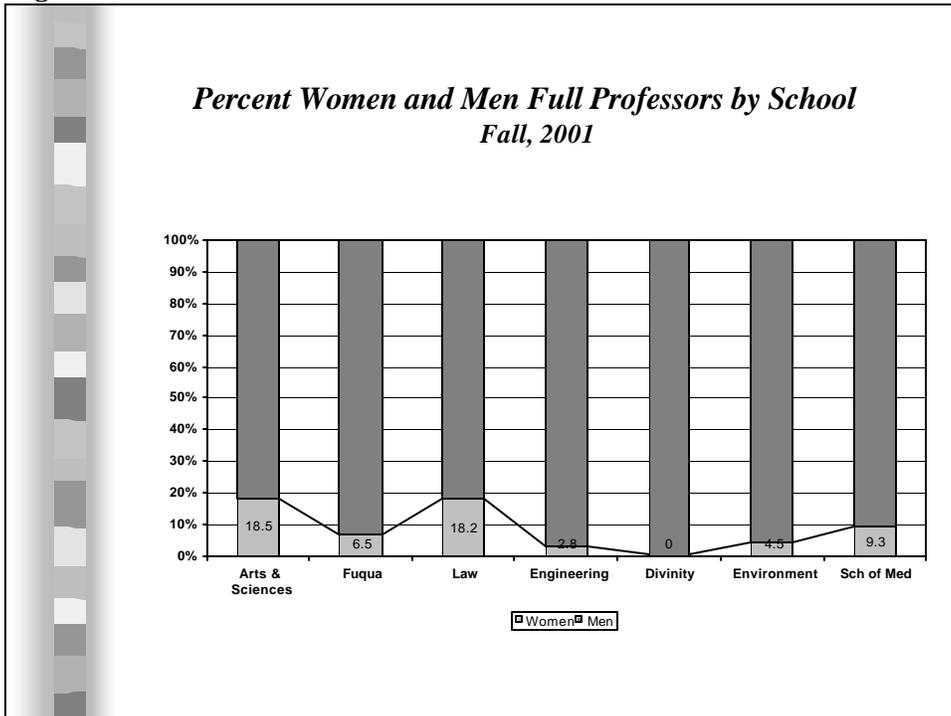
**Fig. 6**



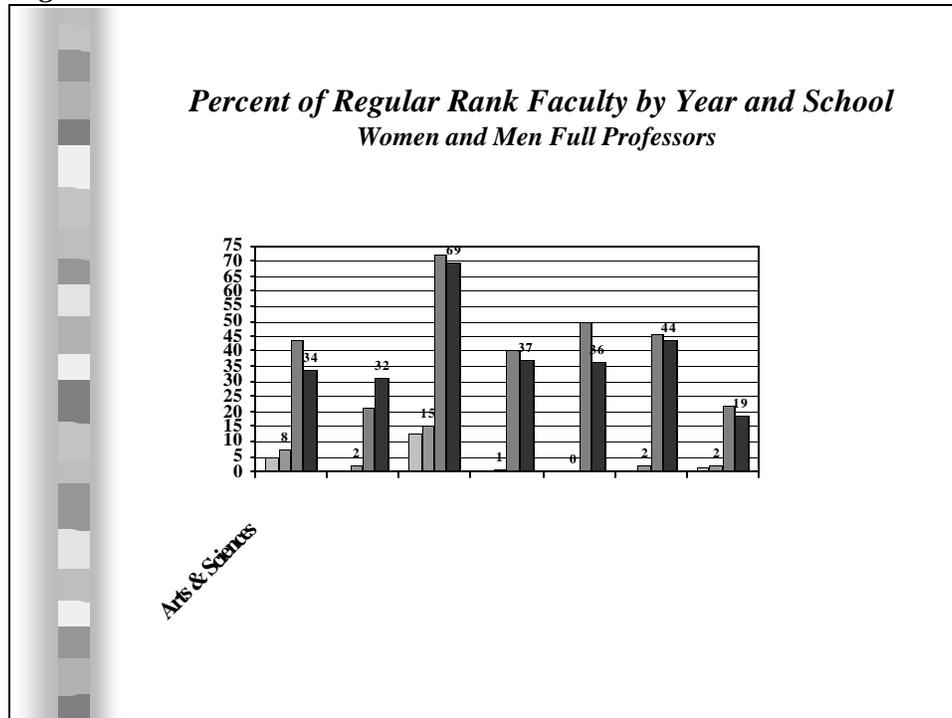
**Fig. 7**



**Fig. 8**



**Fig. 9**



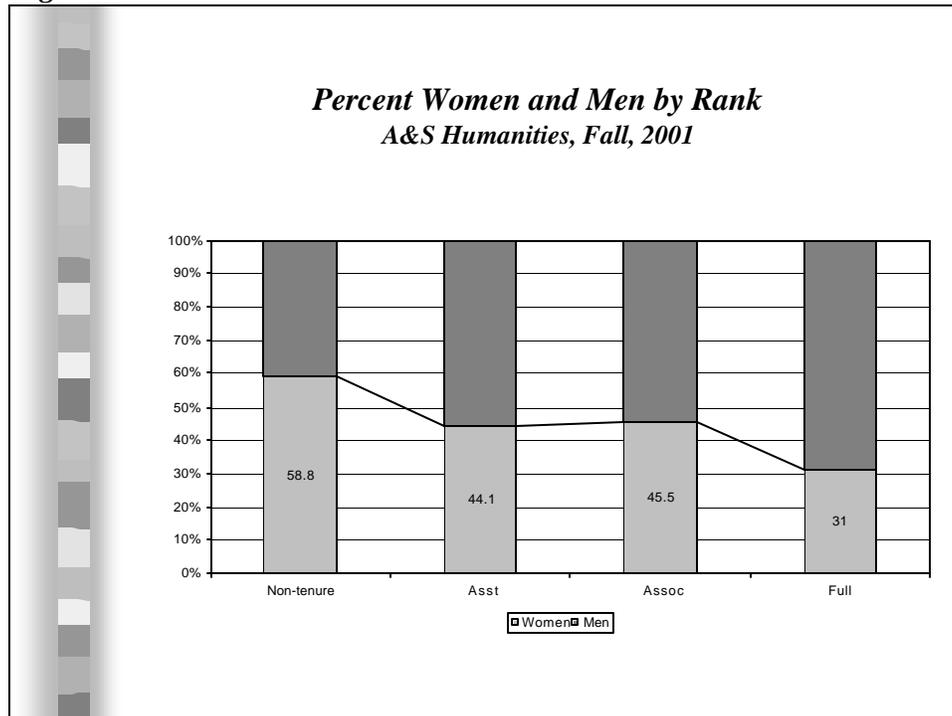
**Fig. 10**

**COHFE Institutional Profiles Project, 2001-2002 Data**  
**Percent Women, Arts and Sciences**  
**Duke compared with College and University Medians**

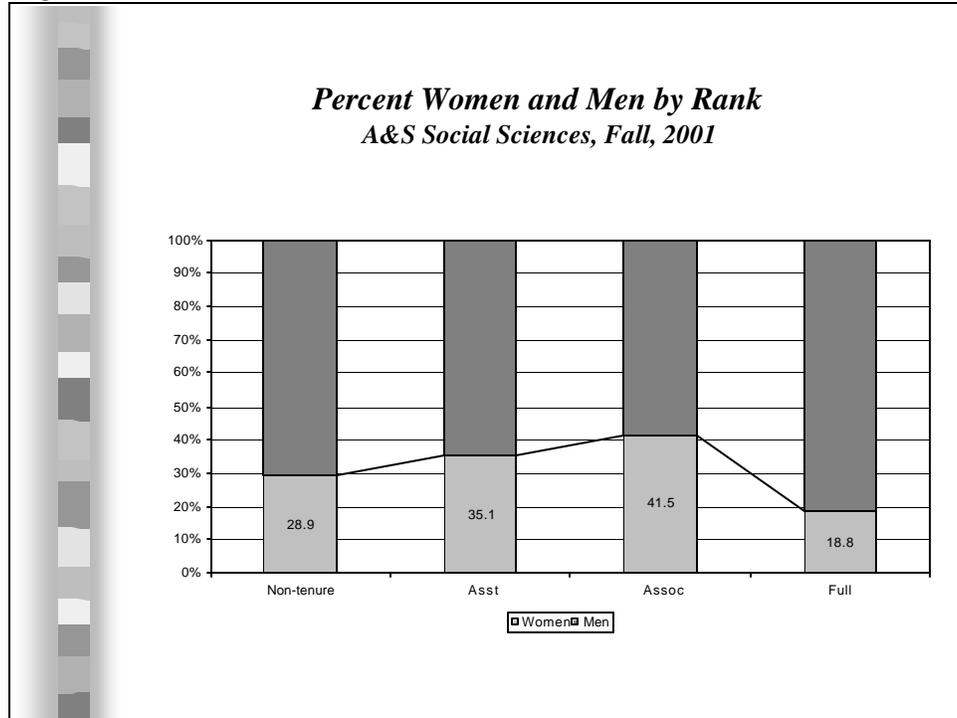
<u>% Women</u>	Full Professor	Assoc Professor	Asst Professor
College Medians	30.2%	42.6%	50.7%
University Medians	16.1%	33.9%	34%
Duke University	18.1%	33.9%	30.2%

Looking within the Divisions of Arts and Sciences (Humanities, Social Sciences, and Natural Sciences), the percentage of women at the rank of Full Professor has doubled in the Natural Sciences, and more than doubled in the Social Sciences in the years between 1991 and 2001. In the Humanities, there have also been substantial increases at the upper ranks, contributing to a total of 43% of the regular rank faculty in the Humanities being women in the fall of 2001. The Natural Sciences, however, continues to suffer from a small number of regular rank women faculty, totaling only 17% of its faculty, and from a higher percentage of non-tenure track faculty among its women than its men (37% vs. 14%). In the Social Sciences, and across all divisions, women total approximately 29% of the regular rank faculty. The *percent women and men by rank* for fall, 2001, for the Arts and Sciences Divisions can be seen in Figures 11-13 below. The sizes of the regular-rank faculty at that time in the three divisions were roughly equivalent.

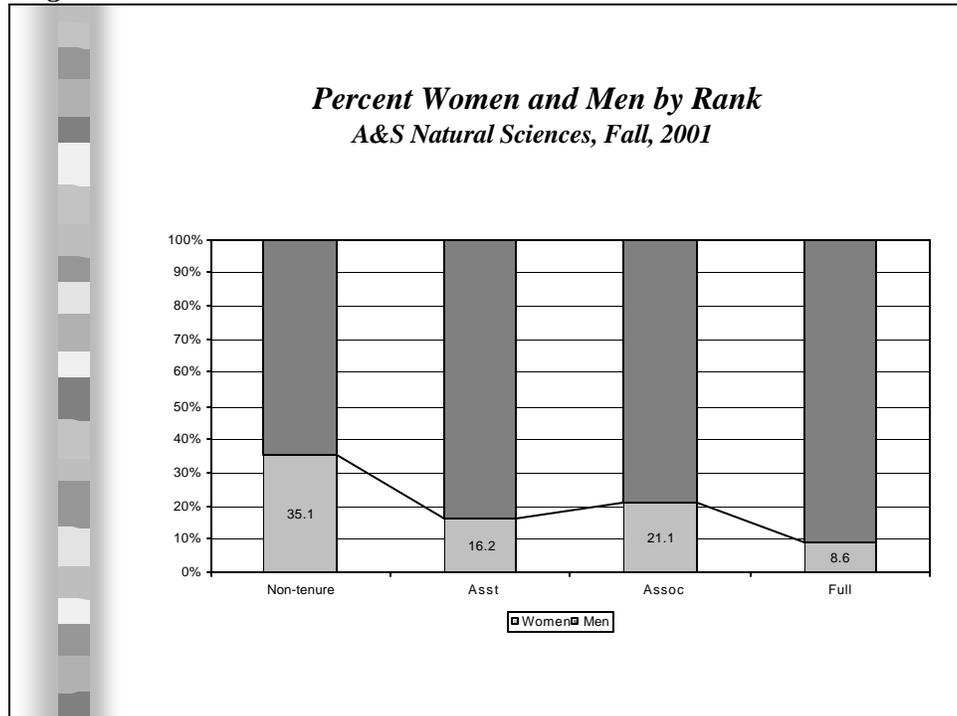
**Fig. 11**



**Fig. 12**



**Fig. 13**



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### Salary Equity

Every other year the Provost's Office reviews faculty salary equity for tenured and tenure track faculty in all academic divisions and schools except Medical Clinical Sciences. In the last two studies (March '01, and Jan '03), neither gender nor race is significantly associated with salary differentials at any rank. However, at the Full Professor rank, being a distinguished professor is significant in both studies, accounting for between a 25 - 30% increment in this group, all else being equal. Also, since academic unit is one of the independent variables in the linear regression model, any salary differences for males and females owing to department affiliation are controlled. Our Task Force notes that there is a substantial negative correlation between the number of women in Arts and Sciences departments, and the average salary in those departments.

As part of the salary equity study each year, a list of faculty whose actual salaries plus supplement are more than one standard deviation lower than their estimated salary (based on male Caucasian faculty salary and supplements) is provided to the Provost for further review with the Deans. For the last two studies, there was no evidence of gender bias based on the number of males and females identified by the Provost and Deans as meriting salary adjustments.

### Retention and Promotion of Women Faculty

Figure 14 below shows *tenure and promotion to full professor cases reviewed and denied* for the academic years '94 - '95 through '01 - '02. Schools included in this table are Arts and Sciences, Fuqua, Law, Engineering, Divinity, Environment, and the Basic Sciences in the School of Medicine. A larger percent of women (19%) than men (12%) who came up for tenure were denied tenure during this period. There was no evidence of gender differences, however, at earlier stages of the review process by the academic unit. For promotion cases, 4.5% of women, and 7% of men were denied.

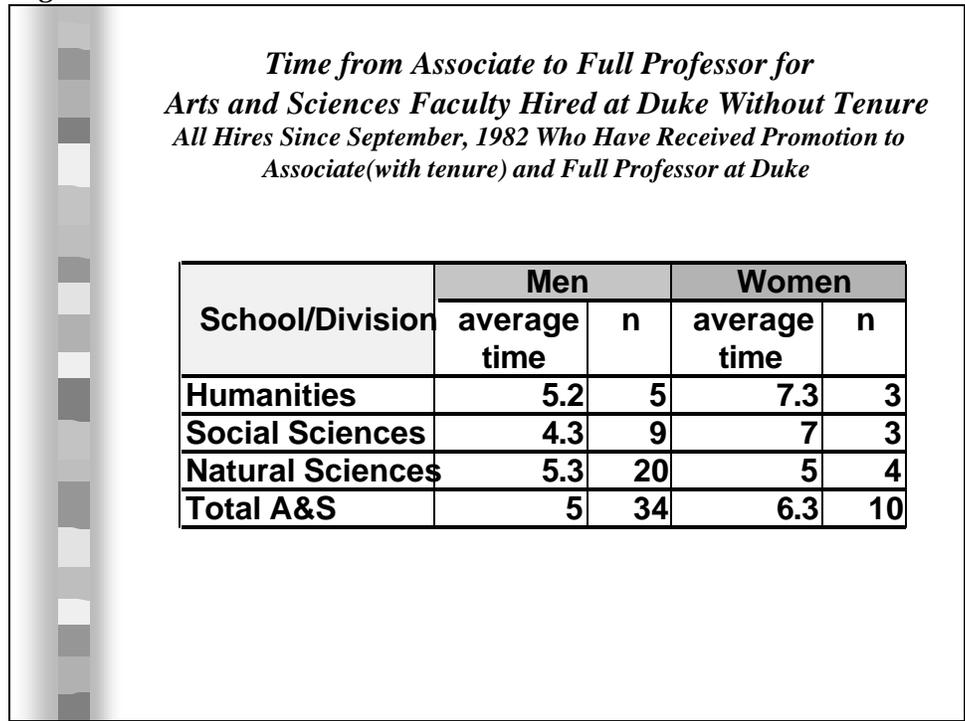
In addition to looking at tenure rates, we also looked at junior faculty voluntary resignations by gender for all junior faculty hired after 9/1/82 in all schools but the School of Medicine. While there were gender differences in a number of the schools, the reasons for voluntary resignations were not documented, and the data were thus impossible to interpret. It was not clear, for example, when resignations resulted from external offers, a desire to leave the professoriate, a desire to leave Duke, or other reasons. Notably, the percentages of voluntary resignations among women (26%) and men (24%) in Arts and Sciences were similar.

**Fig. 14**

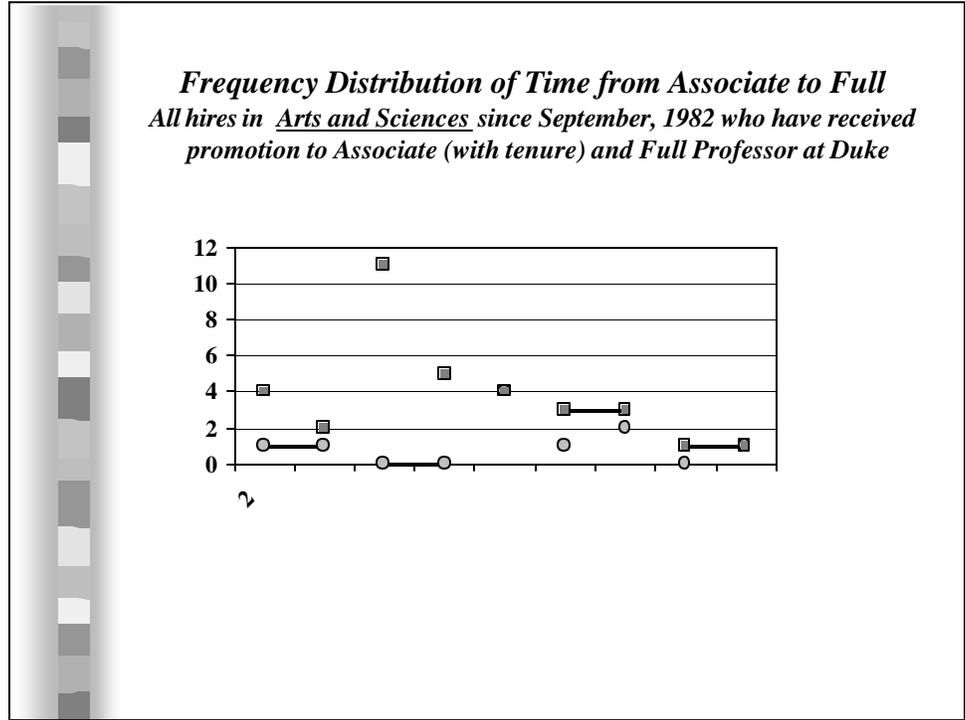
<b>Tenure and Promotion (to Full) Cases</b>					
<b>Numbers Reviewed and Denied, by Gender</b>					
<b>04/95 - 01/02</b>					
	<b>Number Reviewed</b>			<b>Number Denied</b>	
	<b>M</b>	<b>F</b>		<b>M</b>	<b>F</b>
<b><u>TENURE TOT</u></b>	<b>136</b>	<b>52</b>		<b>16</b>	<b>10</b>
<b><u>PROMOTION TOT</u></b>	<b>84</b>	<b>22</b>		<b>6</b>	<b>1</b>

In Figures 15 and 16, the *time from Associate to Full Professor* is represented for Arts and Sciences faculty hired at Duke without tenure, for all hires since September 1982 who received promotion to Associate Professor (with tenure) and then to Full Professor at Duke. While women overall are not less likely than men to get promoted to Full Professor, the time to promotion for women in Arts and Sciences does indicate a difference by gender. Also notable with regard to senior women is the *relative number of women (18) vs. men (166) full professors holding named chairs* (Figure 17). However, there has been some improvement over time in the percent of named chairs that are women (8% in 1992, 8% in 1997 and 11% in 2002). The Schools responsible for the gain are Arts and Sciences Humanities, Law, and Clinical Sciences in the School of Medicine.

**Fig. 15**



**Fig. 16**



**Fig. 17**

**Faculty Holding Named Chairs as of July, 2002**  
*All Named Chairs are Full Professors*  
*(Numbers in parentheses are total number of full professors in category as of Fall, 2001)*

School/Division	Men	Women
Humanities	17 (49)	8 (22)
Social Sciences	17 (69)	1 (16)
Natural Sciences	22 (85)	0 (8)
Total Arts & Sciences	56 (203)	9 (46)
Divinity	7 (12)	0 (0)
Engineering	6 (35)	0 (1)
Environment	6 (21)	0 (1)
Law School	12 (27)	3 (6)
Fuqua School of Business	15 (29)	1 (2)
Clinical Sciences/Medicine	40 (198)	4 (18)
Basic Sciences/Medicine	24 (57)	1 (8)
School of Nursing	0 (0)	0 (2)

Graduate School Data

In response to a request for data on the status of women in the Graduate School, Dean Siegel completed a study of the effects of gender in Duke Ph.D. programs. Information on composition, completion rates, time to attainment of Ph.D. degree, and job placement are included in the report, which is attached here as Appendix A. Interestingly, the study finds that women are well-represented in the vast majority of disciplines, with an overall rate of 44%. Lows of 26% and 30% occur in Engineering and the Physical Sciences respectively, and highs of 59% occur in the Biological Sciences, Humanities, and Social Sciences. Of concern is that the proportion of women enrolled in Ph. D. programs has been decreasing in Math, Computer Science, and Mechanical Engineering. There are no overall gender differences in completion rates in the Physical Sciences or Engineering, and a lack of significant gender differences across all fields in time to attainment of degree and job placement.

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Pool Data

Data relevant to applicant pools in Arts and Sciences by department was compiled from two sources: national data on the representation of women Ph. D.'s by discipline, and Duke data on the representation of women in applicant pools by discipline for recent tenure track faculty searches. These percentages are compared to the actual representation of women in Arts and Sciences departments in Appendix B. It seems clear that some departments need to address the issue of the small number of women in their applicant pools (e.g., Chemistry, Computer Science, Physics) in order to increase the likelihood of recruiting women faculty, while others (Economics, Statistics, Mathematics, Philosophy, Political Science) may be able to make headway in increasing the number of women in their departments without special efforts to increase women in their applicant pools. While some departments look quite good in terms of the representation of women on their faculty, we want to state a caution that a more dynamic analysis would be required to be certain that departments are maintaining good gender balance. For example, some departments may have done well in recruiting women faculty in the 80's, accounting for reasonable representation, but may not have maintained the same balanced hiring record more recently. Another caution we must state with interpreting the data in Appendix B is that some departments may have recently tried unsuccessfully to hire women. For example, in 1999-2000, 11 offers were declined in Economics, and 4 of these offers were made to women. Appendix C includes data on offers that were declined in eight departments over the last three search seasons.

As a result of the complexities involved in estimating relevant pool sizes in disciplines in Arts and Sciences, as well as in the other Schools, the Task Force requested that Provost Lange ask for the Deans' help in establishing the actual availability of talented women faculty in all disciplines, and thus the realistic hiring opportunities faced by individual units at Duke. In the same memorandum (attached in Appendix D), Provost Lange requested that department or division chairs identify the departments they believe are the best in their field and with which they most often do, or would like to, compete for faculty, along with the gender profile in those departments. The available reports are attached as Appendix E, and should prove extremely helpful in the recruitment of women faculty.

Interview Data

In an effort to provide qualitative data on issues pertaining to the recruitment and retention of faculty women, we summarize below gender issues that came up in interviews with Duke faculty in Arts and Sciences that occurred in four different contexts: (1) an interview with the Chair of Political Science, Professor Michael Munger, by Professors Radway and Euben; (2) meetings with groups of women faculty, as well as with individual faculty, in the Natural Sciences, by Dean Mueller, for the work of the Women's Initiative Steering Committee; (3) discussions with the Chairs of Departments in the Natural Sciences, by Professor Ellis and Dean Mueller; (4) three consecutive focus

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group meetings with the same group of faculty women, by Professors Roth, Radway and Allison, for the work of the Women's Initiative Steering Committee. Reports on findings for each of these four sources of information are attached in Appendices F-I.

The interview data proved to be very useful in understanding the complexities of individual departmental circumstances pertaining to gender, as well as in identifying repetitive themes concerning gender that apply across departments in Arts and Sciences. The following issues are worthy of note in our view:

The Leaky Pipeline. The fall-off in the number of women Ph.D.'s choosing to pursue academic research careers is a concern that has been identified in the Natural Sciences. As reported in Appendix H, there is anecdotal evidence to suggest that highly talented women doctoral students perceive that academic jobs are less flexible and rewarding than the industrial alternatives available to them. While we do not know whether this perception is true, we believe that in either case, attention to the problem that this creates for the pipeline is warranted. This problem is likely not specific to the Natural Sciences, and may occur for a broader group of Ph.D. students with career options outside of academia.

Departmental Narrowing of Applicant Pools. How a department defines its academic vision can inadvertently affect the available pool of women in departmental searches. Clearly in the Natural and Social Sciences, and perhaps in the Humanities as well, the pool of women can vary significantly by sub discipline. Because of this, narrowly defined searches can significantly restrict the pool of eligible women, and decrease the likelihood of recruiting women faculty. We have the impression that even in the Natural Sciences where women faculty are least well represented, department Chairs do not, as a rule, discuss with search committees those strategies which might result in strengthening the number of women applicants in their pools. We believe there is an assumption, at least among the Natural Science Chairs, that women faculty should be relied upon to advocate on gender issues.

Isolation of Women Faculty. Especially in the Natural Sciences, but not exclusively in the Natural Sciences, there is a sense of isolation, or of the permanent risk of isolation, among women faculty within their departmental communities. In the Natural Sciences, even those faculty in whose departments there is a strong recent tradition of leadership by women, voiced the view that the change in climate rested on the presence of a single personality and could easily revert to a male-dominated climate if this person left. In Political Science, the particular concern expressed about bringing a junior woman into a department with very few junior members, was another example of the concern about women faculty isolation. In the faculty focus group, composed of women from all divisions in Arts and Sciences, there was a strong consensus that personal and professional connections among women in the University that crossed departmental boundaries are important.

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The Need for Mentoring. While we do not think that only women need mentoring, there are certain issues that were identified as women's issues for which advice from more senior colleagues would be welcome. These issues include: (1) dealing with problems of authority between faculty and students, faculty and staff, and among faculty that result from women faculty being perceived differently than men faculty; (2) difficulty with or devaluing of self-promotion, resulting in lack of skill negotiating start-up packages, external offers or expression of interest, and promotion to Full Professor or recognition as a distinguished professor; (3) balancing work and family commitments.

Recognition for Contributions Post-Tenure. There seems to be a common perception that women faculty often devote more time to service to the University than men. While women recognize these contributions as valuable, even essential to the day-to-day operation of the University, they do not believe that these service commitments are generally rewarded. They feel that even when their contributions combining service and scholarship are extraordinary, that they will not be rewarded unless they meet the narrowly defined criteria of a distinguished professorship.

Partner Hires. Employment of a partner or significant other is cited as a problem in both the recruitment and retention of faculty women. While this can be a problem for the recruitment and retention of faculty men as well, it is generally understood to more likely be a problem for faculty women, especially in the instance of partnerships with two academic members.

Summary of the Deans' Reports on the Status of Women Faculty

In the spring, 2002, on behalf of the Women's Initiative, President Keohane requested that each of the Deans submit a report on the status of women in their Schools. The reports as a group address women faculty, student, and staff achievement and concerns. The Graduate School report, which focused exclusively on student issues, has already been discussed (p.15), and appears in Appendix A. The remaining reports appear in Appendix J. Below is a summary, prepared by Professor Roth for the Women's Initiative Steering Committee in September 2002, of information provided on faculty women. The summary does not include information from the School of Nursing. The gender issues in that school center primarily on increasing the number of men faculty, and thus the report wasn't easily summarized with the others. The School of Nursing report is, however, included among the reports in Appendix J.

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With the exception of Law, all schools express a need to increase the representation of women on their faculty, and some have already seen some progress in recent years. Arts and Sciences makes a strong statement of concern in favoring the setting aside of a certain number of faculty positions for women, particularly in those areas where women are underrepresented. Engineering has set a goal of doubling the diversity of their faculty in the next six years, requiring nearly 50% of hires to be women or underrepresented minorities. Similarly, Divinity has targeted women for searches this year. Finally, Medicine has a well-articulated and thoughtful set of

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strategies in place to impact hiring, promotion and retention of women faculty. Regarding faculty departures, only two schools, Divinity and Fuqua, express concern that these are gender-related, and each mentions partner issues as one cause for these losses. Nicholas does not identify any concerns that might relate to the small percentage of women on their faculty.

Arts and Sciences explicitly expresses distress over the failure rate of women, relative to men, in tenure cases, with Divinity and Fuqua echoing this concern less explicitly. Arts and Sciences states their belief that inadequate mentoring accounts for some piece of the tenure problem. A school-wide mentoring program is the stated #1 priority for Medicine, and Divinity too is concerned about mentoring. Interestingly, Law reports that gender has *not* mattered in cases of promotion and tenure, and further states that women with children have not had weaker tenure files. This clearly challenges the assumptions that women will necessarily fare worse than men in all circumstances, or that raising children will necessarily negatively impact women's productivity. Law also reports that School committee assignments are distributed roughly equally across the faculty. However, Law speculates that when University committee and professional service obligations are factored in, it is probably the case that women Law faculty serve on more committees than men Law faculty. No other School addresses the issue of a possible gender imbalance with regard to service.

All schools weigh in on leadership and/or salary issues. Divinity and Fuqua define the need for women in top faculty positions as a pressing challenge, and state that there is or has historically been a gender difference in salaries. In sharp contrast, the Law School reports that it is the first national law school to have two consecutive women deans, and that leadership in the administrative offices has also been heavily female. They, and Nicholas, report that there is no evidence of gender bias in salaries. Arts and Sciences, like Law, is proud of the number of women they have put in leadership positions in all divisions. Medicine reports that the overall percentage of women in most leadership roles reflects faculty demographics. They nevertheless see the need for enhancing the representation of women in the upper ranks.

Finally, in regard to general climate or lifestyle issues, both Divinity and Fuqua report a lack of adequate attention to gender issues. Divinity describes the complicated formal and informal judgments by Christian churches about whether women are permitted to serve as ordained ministers in particular denominations, and how this historical context has made race and gender concerns especially challenging for them. Fuqua focuses on work-life balance issues as the culprit in their school. Also concerned with work-life balance issues, Arts and Sciences boldly asserts their support for consideration of a forward-looking proposal of accommodating life-changing events, *for either women or men*, when they affect negatively the normal tenure clock. This kind of proposal takes the emphasis off of an accommodation for childbearing women, and places it on a definition of work life that is less in conflict with personal needs and interpersonal commitments for both women and men. Similarly, Medicine reports on specific current and planned efforts to address climate issues, including the Academic Program in Women's Health, and the Dean's Advisory Committee on Women.

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In October 2002, the Deans' Cabinet reviewed the reports and Roth's summary, and was asked by President Keohane and Provost Lange to write follow-up reports expanding on specific issues. These follow-up reports are attached in Appendix K. The summary above remains an accurate summary of both sets of reports.

### Recommendations

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The recommendations of the Task Force follow from the information we have gathered and reviewed. We make these recommendations with the hope and expectation that they will enhance the consideration of diversity in the broadest possible terms.

Please note in the memo attached as Appendix L, that those members of our Task Force from the Professional Schools thoroughly reviewed and discussed the Deans' Reports on the Status of Women, and offered many of the recommendations below as a result of that process. Please note that in addition to endorsing the recommendations below, the memo recommends that, "some Schools may benefit from and should consider establishing a program or office to address the status of women in a concerted manner."

### Longitudinal Data Collection in the Provost's Office

We recommend that all data reported under *Representation of Women on the Faculty*, and *Retention and Promotion of Women Faculty* be collected by Institutional Research and reported to the Provost every 3 years. In addition, we recommend that the Office of the Provost conduct additional analyses to bring evidence to bear on explanations for: (1) the lack of increase in the past 10 years in the percent of Assistant Professors who are women; (2) the decrease in the percent of women from the Assistant to the Full Professor rank.

### Standing Committee on Faculty Diversity

We recommend that the Provost, together with the Deans' Cabinet, form and charge a Standing Committee on Faculty Diversity. The committee should represent the interests both of women and racial and ethnic minorities, and should initially contain representation from the Provost's Task Force on Faculty Diversity as well as from the Women's Faculty Development Task Force. Both Task Forces agree that one, rather than two, standing committees is preferable. We recommend that, because of the size of the School, the Medical Center be represented by at least 2 members.

We see this standing committee as a resource to the Schools in helping develop the standardized procedures discussed below, and other procedures recommended by the Task Force on Faculty Diversity. We also see this standing committee as a resource in developing awareness on the part of Deans, Chairs, Search Committees and evaluation committees, including APT, of unintentional bias that may operate against the successful recruitment and retention of women and minorities. Finally, we see this standing committee as facilitating an ongoing dialogue about diversity that will steward the overall vision of the University and Medical Center, and deepen the understanding of diversity issues.

For this committee to be successful, its members will have to be compensated in some way for their time, and staff support will need to be provided.

Standardized Procedures within Schools

We recommend that each School adopt standardized procedures in each of the areas specified below to ensure that women faculty are not inadvertently discouraged from or disadvantaged in entering the professoriate. Please note that the following order approximates a timeline, and does not represent a prioritized list.

1. Graduate, Professional and Post-Doctoral Student Mentoring. In order to address the leaky pipeline issue, we recommend that each School, including the Graduate School, be attentive to the perceptions of their graduate, professional and post-doctoral students, especially their women students, of the relative benefits of different career paths in regard to lifestyle concerns. It should be determined whether their perceptions are true (e.g., whether industrial research jobs are more accommodating to women than jobs in academia), and if so, whether the academic career path can be made more attractive to women. In general, we recommend that each school develop mechanisms to support the professional development of women and to enhance the attraction of an academic career path.

2. Search Committees. We recommend that searches be conducted as broadly as possible so as to not restrict the applicant pools of excellent women. Chairs should discuss specific strategies for attracting women candidates with the search committees and report about the strategies in their request for appointment. Deans should communicate to search committees their expectation that they will either bring forward women candidates in the finalists' pools, or provide substantial evidence for why this is not possible or appropriate. When offers are made to women faculty and turned down, the reasons should be documented. Finally, we recommend that procedures be put in place to allow for target of opportunity authorizations in the event that a woman candidate is identified, but does not fill the department's immediate needs. While we realize that the size of the faculty in certain Schools is not likely to grow in the near future, these authorizations could be mortgaged in a way that was consistent with longer-term departmental goals.

3. Faculty Mentoring. We recommend that each department or School should be required to establish a formal mentoring process of its own choice for junior faculty. The Dean should approve the process, and Chairs should be required to report about its effectiveness in individual cases in the context of annual faculty evaluations. The present *Mentoring Junior Faculty: Best Current Practice and Proposals* of Arts and Sciences (see Appendix M) may serve as a guideline. We recognize that some Schools already have excellent mentoring procedures in place.

We further recommend that Chairs should hold annual meetings with their faculty in the associate professor rank and counsel them concerning further career development. Departments should have an annual mechanism for evaluating which of their associate

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professors may be ready for promotion review, and should provide feedback to those faculty members about what may be missing for a successful review.

Finally, we suggest that Chairs and Deans should be sensitive to the fact that some women may prefer to be mentored by other women, and that there may be gender-related professional issues for which advice should be available (see p. 20).

4. Women's Community. We recommend that each School establish structures and identify resources in order to facilitate personal and professional connections among women faculty that cross departmental boundaries. Suggestions that we have heard include: (1) senior faculty host junior faculty at lunches, in small groups, several times a year; (2) a discussion board be created where senior women faculty are available to junior women faculty for advice and conversation; (3) the Women's Faculty Network be revived; (4) resources be made available to help women faculty in the natural sciences create a support network; (5) resources be made available to help junior faculty create a support network.

5. Recognition. We recommend that each Department and School have a mechanism for identifying candidates for distinguished chairs and for awards and honors from professional societies. In addition, we recommend that additional rewards of some kind be established by Schools that recognize senior faculty for service rendered on behalf of important School goals. These latter rewards should be significant enough to confer real value on extraordinary service, and might include monetary or teaching relief components.

6. Parental Leave and Tenure Clock Relief. Provost Lange has proposed a new Parental Leave and Tenure Clock Relief Policy (see Appendix N) that applies to all Schools, including the School of Medicine and the School of Nursing. Our Task Force endorses the Provost's policy.

7. Partner Hires. We recommend that the Provost's Office establish a small office or set of procedures that would facilitate the recruitment and retention of candidates with spouses or domestic partners. For academic couples who are seeking two appointments at Duke, we suggest that the Provost's Office give full consideration to a policy where the cost of the spouse or domestic partner is shared among the department originating the hire, the department that the spouse or domestic partner will join, and the Provost, for a period of five years. We also recommend that the Deans establish procedures that will enhance the departmental climate for non-regular rank faculty. In those cases where non-tenured appointments are appropriate, they will be more attractive if that is accomplished.

8. Exit Interviews. We recommend that all Schools conduct exit interviews of all faculty resigning voluntarily, and that they keep records of the reason for departure of these faculty. We recommend further that Institutional Research establish a procedure

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for coding these data and including them in faculty records, and that these departure data by gender be reported to the Provost every 3 years.

9. Deans' Reports on the Status of Women. We recommend that the information provided by the Deans this year on women faculty at the request of the President and the Provost be provided every three years to the Provost. This year, the Deans provided information on women faculty numbers, recruiting, departures, promotion and factors affecting promotion, service, mentoring, leadership, compensation and resources, climate and lifestyle issues (e.g., child care, work-life balance), and pool data. In the future, Deans should include in their reports the success of the standardized procedures within their Schools (recommended above) to enhance the status of and climate for women faculty. Under recruiting, the success of search committees in bringing forward women candidates in the finalists' pool, and target of opportunity authorizations should be reported. In addition, in instances where unsuccessful offers were made to women, reasons should be given when known. Under departures, information from exit interviews should be reported. Under service, efforts to recognize senior women faculty for extraordinary service should be reported. Under mentoring, information on the success of formal mentoring processes for women should be reported. Under leadership, success in identifying women for academic awards and honors should be reported. Under climate, the successful use of structures and resources to facilitate a women's community should be reported. Reports should also include data on career paths of graduate students, professional students and post-doctoral students, with attention to reasons women students do not chose academic careers.

### Long-Term Goal for the Representation of Women on the Faculty

The Task Force chose not to set long-term numeric goals for the representation of women on the faculty. Nonetheless, we are committed to the objective of creating a critical mass of regular rank women faculty, and more specifically tenure track women, in all departments.