



Excellence Through Diversity

Report of the Council on Faculty Diversity and
Inclusion

December 2008

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Executive Summary

In the fall of 2007, Boston University embarked upon a new strategic plan entitled “Forging Our Future by Choosing to be Great.” A central goal of the plan is “to support and enhance a world-class faculty whose members are dedicated to teaching and engaged in research, scholarship, and their profession.” A recent report by the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine¹ highlighted the importance of faculty diversity and inclusion in achieving excellence. Accordingly, as part of a wide effort designed to enrich the intellectual environment and increase excellence, in the fall of 2006 President Brown formed the Council on Faculty Diversity and Inclusion with the charge of recommending policies and actions to the President and Provost that would help Boston University enhance its excellence by sustaining an environment that attracts and supports a diverse faculty.

The Council focused on four areas that it believed would have the greatest impact on increasing excellence through diversity. These included: hiring and retention, compensation, University leadership and governance, and family policy. The Council obtained and analyzed data concerning the current demographics of the faculty at Boston University, hiring and retention, compensation, and the demographics of our leaders. The Council examined Boston University policies concerning governance and family policy and examined best practices at other universities in order to help inform recommendations in these areas. In addition, faculty were asked about their satisfaction with various aspects of faculty life through two climate surveys: the Collaborative on Academic Careers in Higher Education (COACHE) survey for junior faculty, and a climate survey for all faculty on the Charles River and Medical campuses.

The findings of the Council led to recommendations in six key areas: Oversight and Support Structures, Data Collection and Dissemination, Faculty Recruitment and Retention, Compensation, Leadership and Governance, and Family Policy. The main recommendations in these areas were as follows:

Oversight and Support: In order to coordinate our efforts in “supporting and enhancing a world-class faculty,” the Council recommends that the University conduct a national search for a senior faculty member of the highest academic distinction for the position of Associate Provost for Faculty Development and Diversity (APFDD). The APFDD will work with the Deans and search committee chairs to put in place practices that will ensure that Boston University hires the most meritorious faculty, will meet with tenure and promotion committees to discuss issues that may arise in consideration of cases, and will consult in the salary review process as needed to help ensure that faculty are paid according to merit and market. The APFDD will develop and oversee programs to foster the professional development of faculty at all levels and work with the Provosts’ offices on initiatives to increase faculty satisfaction with the University.

In addition, the Council recommends that the University hire a full-time professional Ombuds with substantial academic experience, to serve faculty, staff, and students. The Ombuds will

¹ *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering* (2006). The National Academies Press, Washington, D.C.

allow the confidential and supportive voicing of opinions, and may help individuals understand their options in difficult situations.

Data Collection and Dissemination: The Council recommends that the University engage in ongoing self-assessment in the area of faculty satisfaction by re-administering the COACHE survey of junior faculty and the Boston University Climate Survey at regular intervals. The data that has been collected by the Council is a benchmark against which progress can be measured. In addition, a standard set of metrics regarding the demographics of Boston University faculty, their compensation, promotion and tenure rates, and retention should be developed and tracked uniformly for both campuses.

Faculty Recruitment and Retention: The Council recommends that Deans, department chairs, and search committee chairs be educated on the best practices in faculty recruitment, with a particular emphasis on defining faculty searches broadly, searching broadly, creating diverse search committees, and engaging in proactive recruiting that will allow us to enhance diversity in the service of excellence. In addition, the University should work to put in place programs that will increase the retention of our best faculty.

Compensation: The University has made a commitment to providing faculty compensation that is merit based, market driven, and not based on consideration of gender or race. The University has been reviewing faculty salaries and making adjustments to ensure these principles are met to the extent possible. Although the Council was not able to take merit into account in its review of faculty salaries, the analysis did show that females are under-represented in the top salary quartile, even after statistical adjustment for department and seniority. The Council recommends that the University undertake a series of salary reviews to ensure that salaries are in line with its principles.

Leadership and Governance: The Climate Survey revealed gender-based differences in the perception of opportunities for females and members of minority groups, and in faculty members' sense of "voice" in decision-making. The Council recommends that the University ensure faculty inclusion in processes of governance and that it foster a culture in which participation in leadership positions is determined by administrative and academic merits alone.

Family Policy: The existing maternity leave policy at Boston University, which is limited to paid leave for birth or adoption by female faculty members, is much more narrow than that offered by many comparable universities and, in the view of the Council, places Boston University at a competitive disadvantage in hiring excellent faculty. The Council systematically reviewed the family leave policies of peer institutions and proposes that Boston University revise the current maternity leave policy for faculty and broaden it to include a Paid Childcare Leave Policy that provides relief for a faculty member (male or female) from some or all University duties while undertaking a transition to new responsibilities as the primary caregiver of a child by birth, adoption, foster care or custody.

1. Background

1.1 Excellence Through Diversity

In the fall of 2005, shortly after becoming the 10th President of Boston University, President Brown began a strategic planning process with the goal of establishing the institutional priorities for Boston University over the next decade. Over the course of the next two years, with input from the 17 colleges and schools comprising Boston University and from the broader Boston University community, a strategic plan entitled “Forging Our Future by Choosing to be Great” emerged². The plan outlined a set of concrete goals based on the commitment of further fostering excellence. A central goal was “to support and enhance a world-class faculty whose members are dedicated to teaching and engaged in research, scholarship, and their profession.”

A recent report by the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine³ highlights the importance of faculty diversity and inclusion in achieving excellence. The central view expressed in this report is that “the United States must aggressively pursue the innovative capacity of all of its people—women and men” in order to maintain its leadership in the face of increasing economic and educational globalization. This position is similar to that outlined by the American Association of Colleges and Universities⁴ who view “diversity and inclusion as a multilayered process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.”

With the goal of increasing excellence, in the fall of 2006 President Brown appointed a Council on Faculty Diversity and Inclusion. In a letter to the faculty, President Brown indicated “one of the most important objectives for the University is to increase the diversity of our students and faculty and to improve the inclusiveness of our community for all of its members.” He outlined the charge to the Council as being to recommend policies and actions to the President and Provost “to best ensure that salaries, promotions, and leadership opportunities are given equitably to all faculty on the basis of merit...”, to “examine policies and practices for faculty hiring and promotion and make recommendations on how to enhance the recruitment and retention of women and minority faculty members... as well as to recommend policies and programs that are sensitive to the need to balance the academic careers and family life of faculty members.”

1.2 Initial Considerations and Scope of Work

At the outset, the Council drafted the following diversity statement that acknowledges the multidimensional nature of diversity, emphasizes the role of diversity in faculty excellence, and recognizes Boston University’s commitment to diversity and equal opportunity.

² <http://www.bu.edu/president/documents/Strategic-Plan.pdf>

³ *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering* (2006). The National Academies Press, Washington, D.C.

⁴ http://www.aacu.org/inclusive_excellence/index.cfm

Boston University is committed to fostering a diverse University community, where differing views can be expressed freely within a supportive and respectful environment. We believe that faculty development is essential to our success as a leading research university with a global reach, and that diversity is an integral component of faculty excellence. Diversity is multidimensional and may encompass life experience, gender, sexual orientation, race, national origin, ethnicity, physical ability, spiritual beliefs, and intellectual approach. As students and faculty engage and are challenged by one another, diverse perspectives will enhance the quality of intellectual exchange and the creation of knowledge.

A university that develops and sustains a diverse community must support the varying needs of community members so that they can participate in university life to their fullest capacities and with wholehearted dedication. Faculty, staff and students need to feel respected and valued for who they are and the talents they bring to their work. Respect for a diverse faculty includes respect for all aspects of faculty identities including their community, family, and religious roles, as well as faculty roles and identities as scholars and teachers.

A university that fosters diversity must support the quality of life of its faculty members in order to maximize their productivity and the caliber of their scholarship and intellectual contributions. The University is committed to providing opportunities for professional advancement and leadership roles to its faculty that reflect and sustain the values of diversity and inclusion.

The Council recognized that in order to make recommendations regarding an environment that would attract and sustain a diverse faculty, it would be essential to obtain input from the faculty, and to work with the Faculty Council, the leadership of the schools and colleges, department chairs and the senior administration. In addition, the Council recognized that it needed to take a data-driven approach that would allow a discussion of well-documented issues with the leadership at the department, school and University levels.

To this end, input from the faculty and the administration was obtained in several ways. Faculty were asked about their satisfaction with various aspects of faculty life through two climate surveys—the Collaborative on Academic Careers in Higher Education (COACHE) survey for junior faculty and a climate survey for all faculty on the Charles River and Medical campuses. Members of the Council attended meetings of the department chairs in each of the 17 schools and colleges to provide an overview of the goals of the Council and to obtain their perspectives on important issues for the Council to address. Regular updates about the work of the Council were presented at the Council of Deans. In addition, an overview of work in progress was given to the University Leadership group and to the Faculty Assembly, a presentation of the results of the climate surveys was made to the Academic Affairs Committee of the Board of Trustees, and a presentation of preliminary findings and recommendations was presented to the Faculty Assembly in May 2008.

The Council focused on four areas that it believed would have the greatest impact on creating an environment that would attract and support a diverse faculty. These included: hiring and

retention, compensation, University leadership and governance, and family policy. The Council made several recommendations during the course of the two years during which the data in this report were collected and analyzed.

The findings of the Council led to recommendations in six key areas: Oversight and Support Structures, Data Collection and Dissemination, Faculty Recruitment and Retention, Compensation, Leadership and Governance, and Family Policy. Relevant background data are briefly outlined below followed by the major recommendations of the Council. A complete report, with expanded recommendations and supporting data, was provided to the President and Provost.

2. Background Data

2.1 Demographics

One of the major tasks of the Council was to determine the current status of women and minorities at Boston University. In doing so, the Council was guided by the metrics and benchmarks outlined in the recent report of the National Academies Committee on Women in Science and Engineering as being important indicators of success in attracting and retaining a diverse faculty. In particular, we were interested in current data concerning the number and percentage of females and minorities, their academic rank, their distribution across the colleges and schools and in the sciences and engineering, and, where possible, comparisons with national data and data from our peers. We were also interested in historical data that provide important indicators of progress in diversifying the faculty over the past decade. These include changes in the demographic profile of the faculty, faculty retention rates, and the demographic profile of new hires. We should state at the outset that due to the very small number of minorities (and particularly underrepresented minorities), in many cases we are only able to present data concerning gender. In addition, the data presented in this report are limited to full-time faculty.

2.2 Representation of Women

2.2.1 University Overview and Comparative Data

Displayed in Figure 1 is the percentage of female faculty at each rank at Boston University in comparison to that found at US private category 1 universities, based on data reported to the AAUP as part of its annual national faculty survey.⁵ As seen in this graph, the pattern at Boston University—characterized by greater representation of females at the lower ranks—is similar to the overall national trend.

Table 1 presents 2008 data comparing Boston University to several universities that it considers among its peers. As seen in the table, BU's representation of females at the rank of

⁵ These data are available on the Web from <http://www.aaup.org/AAUP/newsroom/prarchives/2008/zreport.htm>. It should be noted with respect to the data contained in this report that the set of faculty included in the AAUP data differs somewhat from the overall CRC and MED statistics analyzed by the CFDI, as the AAUP is quite specific about which faculty must and must not be included. For example, the AAUP data include appropriate faculty from the School of Public Health and the School of Dental Medicine, but exclude faculty in the School of Medicine.

Assistant and Associate Professors is better than some of its peers and poorer than others. At the rank of Professor, the percentage of females at Boston University is lower than at 7 out of 9 of its national peers.

Figure 1: Percent Female Faculty at Each Rank: BU vs. US Private Category 1 Universities (source: AAUP)

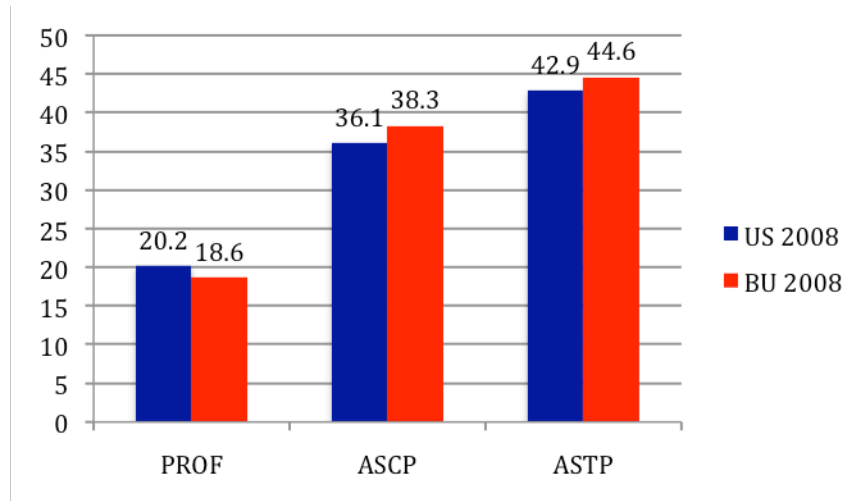


Table 1: Number of Female/Number of Male Faculty 2008 (100% = parity)

National Comparisons	PROF	ASCP	ASTP
NYU	35.4%	69.0%	81.0%
Emory	32.6%	71.0%	92.0%
Syracuse	31.2%	62.7%	78.8%
Columbia	28.1%	45.8%	66.9%
George Washington	25.6%	72.5%	100.9%
USC	24.7%	57.4%	83.2%
Northwestern	24.5%	51.9%	67.7%
BU	22.9%	62.0%	80.7%
UPenn	22.6%	53.5%	82.4%
Washington U.	20.9%	46.5%	65.7%

Cells in blue represent percentages lower than Boston University.

Universities in blue shaded rows have lower F:M ratios than BU across all ranks.

Those in gray shaded rows have higher ratios at all ranks.

2.2.2 Charles River Campus

Figure 2 shows the number of male and female faculty who are tenured or on the tenure-track (henceforth "T/TT") and Figure 3 shows the number of male and female non-tenure track faculty on the Charles River Campus. Sixty-six percent of males and 48% of females are on the tenure track. Overall, females make up a decreasing proportion of the faculty as faculty rank

increases—58% of Instructors, 42% of Assistant Professors, 35% of Associate Professors, and 19% of Professors are females. Males are three times more likely to be Professors than are females. Female faculty are most highly represented in the professional schools for which women have traditionally dominated in the profession (e.g., Education, Health & Rehabilitation Sciences, Social Work) and least in professional schools in which males are more highly represented in the profession (e.g., Engineering).

Figure 2: Number of Male and Female T/TT Faculty: CRC 2008

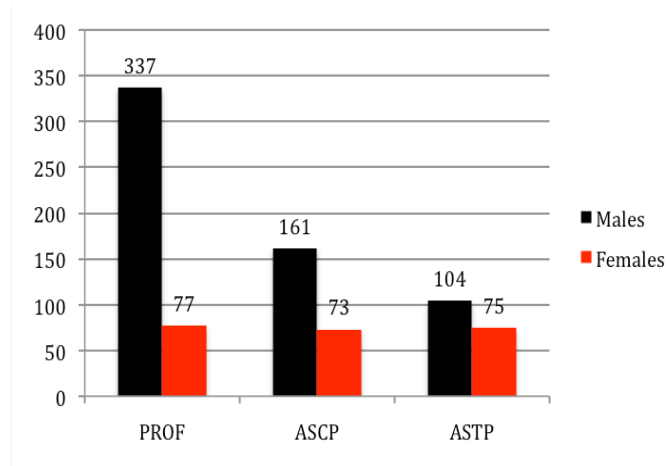


Figure 3: Number of Male and Female NTT Faculty: CRC 2008

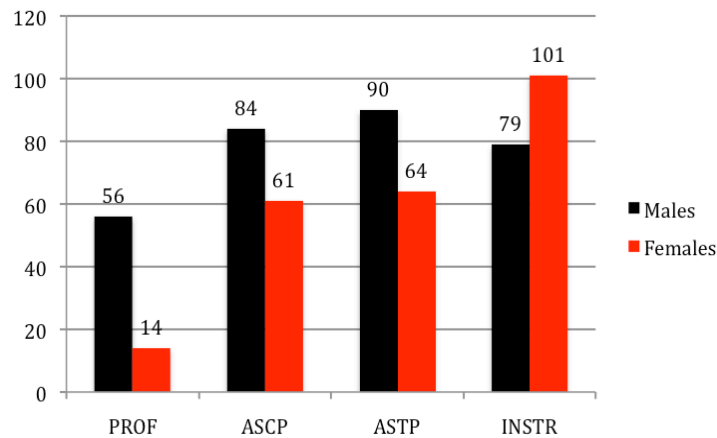


Table 2: Percent of Tenure-track Faculty Hired Who Were Female

Year	1997-2005	2006	2007	2008
% Female	31%	41%	44%	50%

Table 2 shows the percentage of tenure-track hires in the past decade that were female. There has been a substantial increase in the last three years in the percentage of new faculty who were female.

2.2.3 Medical Campus

Table 3 shows the overall representation of females on the Medical Campus compared to national data from the American Association of Medical Colleges (AAMC), the American Dental Education Association (ADEA), and the Association of Schools of Public Health. The representation of women at Boston University is either better than or matches national data for the comparable rank and professional school as reported in the national data. Females are more highly represented in the School of Public Health than in the School of Medicine or the School of Dental Medicine.

Table 3: Percentage of Female Faculty by Rank in the Medical Campus Schools Compared to the National Data

BUSM Basic Science Departments				
	PROF	ASCP	ASTP	INST
BU 2007	28	37	39	88
AAMC 2007	20	29	38	46
BUSM Clinical Departments				
BU 2007	16	31	41	68
AAMC 2007	16	29	40	51
School of Dental Medicine				
BU 2007	17	41	46	82
ADEA 2007	13	21	31	38
School of Public Health				
BU 2007	29	61	68	100
ASPH 2007	29	45	56	64

2.3 Representation of Minorities⁶

2.3.1 University Overview and Comparative Data

In order to determine the current status of minorities at Boston University, the Council obtained data concerning the number of non-Caucasian faculty, as well as the number of Asian and underrepresented minorities (Black, Hispanic, American Indian). Table 4 compares the data for Boston University to some of our national and local peers. Although we are far below some of our national peers (e.g., USC), the percentage of minority faculty at Boston University is similar to that at many local institutions.

Table 4: Percentage of Minority Faculty for Local and National Peers: 2005 IPEDS Data

	All Minorities	Underrepresented Minorities
USC	24%	7%
Wash U	17%	5%
NYU	16%	7%
Tufts	15%	7%
MIT	12%	4%
Harvard	12%	5%
Brandeis	12%	5%
Brown	11%	6%
Boston University	11%	4%

2.3.2 Charles River Campus

Eleven percent of T/TT faculty and 9% of the non-tenure track faculty on the Charles River Campus are non-Caucasian. Furthermore, the vast majority of non-Caucasian faculty are Asian. The percentage of underrepresented minorities (Black, Hispanic, American Indian) has remained constant at around 3% from 1997 to 2008.

2.3.3 Medical Campus

The percentage of non-Caucasian faculty is larger on the Medical Campus than on the Charles River Campus. Thirteen percent of faculty are Asian and a further 6.7% of faculty are underrepresented minorities. The greatest percentage of minorities is in the School of Dental Medicine.

⁶ The data on minority representation is based on self-reported information on file with the University and may not be completely accurate.

3. Hiring, Promotion, Tenure, and Retention of Women (CRC only) ⁷

The data the Council received in the area of hiring and retention were limited to the Charles River Campus.⁸

3.1 Hiring

As noted above (Table 2), in the past three years there has been a significant increase in the percentage of new hires that were women. There has also been a significant change in the percentage of faculty hired with tenure that were women. From 1997 to 2005, 85 males and 15 females were hired with tenure. Being hired with tenure confers a large salary advantage. However, in the last three years a more equal number of males and females were hired with tenure. In 2006-2008, 7 males and 5 females were hired with tenure.

3.2 Promotion

Overall, on the Charles River Campus females in tenure-track positions have been promoted into tenured positions at a somewhat lower rate than males. For the cohorts of faculty hired from 1997 to 2002, 36% of females and 42% of males were promoted from tenure-track to tenured positions. However, females who underwent formal promotion and tenure reviews were as likely to receive tenure (Males=91.1%, Females=98.3%) and to be promoted to full Professor as were males. The average time to receive tenure was statistically significantly longer for females (0.8 years) and the time to promotion to Professor was statistically significantly longer (2 years). However, it is important to note that the time to tenure and rank provided by the University are straight calculations from date of hire. They do not take into account leaves. Therefore, it is not possible to determine the extent to which these differences reflect the fact that women are more likely than men to take leaves.

3.3 Retention

In the period from 1997 to 2007, 36.4% of those with unmodified professorial titles on the Charles River Campus who left for reasons other than death or retirement were females, although females constituted only about 27% of the faculty holding unmodified professorial ranks as of 2007.

⁷ Due to the small number of minorities it was not possible to break down the data by minority status.

⁸ The only data available for the Medical Campus are those from an *ad hoc* committee on gender equity in the School of Public Health. This committee found that women experienced similar rates of promotion from Assistant to Associate Professor, but that the rate of promotion to full Professor was lower for women and the length of time for promotion to full Professor was longer.

4. Representation of Women in Leadership Positions⁹

Table 5 shows the percentage of females at the highest levels of leadership at the University and college level in the 2006-2007 academic year. The overall female representation among faculty who held positions of Dean and department chair on the CRC (29%) was greater than the percentage of female tenured faculty at the Associate and Full Professor level (22%). However, there are several colleges (COM, ENG, CAS) in which females have been significantly underrepresented in leadership positions, compared to the representation of females among the senior faculty in these schools. The representation of female department chairs on the Medical Campus is also lower than the representation of females among the senior faculty in the Medical Campus schools.

Table 5: Percentage of Females in University and College Level Leadership Positions: 2006-2007

Position	# Males	# Females	% Females
University Trustees	29	7	19.4%
University Overseers	27	5	15.6%
President	1	0	-
Vice Presidents	10	1	9.1%
Associate Vice Presidents	12	2	25%
University-wide Deans (Marsh Chapel, Dean of Students)	2	0	0%
Deans of Colleges and Schools	12	5	29.4%

There has been a considerable increase in female representation at the college and University level since 2005. Six of the nine Deans who have been hired since 2005 are female, so that the percentage of female deans is now 41%. In addition, females currently comprise 23% of the University Trustees and 28% of the University Overseers. A female Chief Investment Officer has been added to the Administrative staff.

⁹ Due to the small number of minorities it was not possible to break down the data by minority status.

5. Faculty Compensation

5.1 Overview of Methods

The CFDI was asked to make recommendations on how best to ensure that salaries are given equitably to all faculty on the basis of merit. As a benchmark to inform our recommendations, we examined de-identified faculty salaries in all academic units. The salaries available to us were a snapshot taken for the 2007-2008 academic year. Salaries are far from static however, so this analysis is unlikely to reflect the current situation.

Two factors should determine the salary of a faculty member: their “merit” and the “market” for their expertise. Each faculty member undergoes an internal merit evaluation every year, in an effort to set individual salaries for the coming year on the basis of “merit criteria” as described in the Faculty Handbook (scholarly productivity, teaching expertise, service and so on), and more recently, on the basis of the “Faculty Expectations”¹⁰ intrinsic to each unit. The CFDI had no basis for evaluating the merit of any individual faculty member, but we began from the premise that the merit of the *populations* of male and female faculty members was expected to be equal, and we used statistical methods to control for additional variables that could be expected to affect salary, particularly those related to market.

Although we had no direct way to assess the “market value” of any individual faculty member’s expertise and accomplishments, we made use of several variables that are representative of the market. The market value for a faculty member is only known when that person tests the market by seeking salary offers from multiple institutions. Since those data are not available for most faculty members, we used the variables of “years at Boston University,” and “years since degree”¹¹, as well as “department” in our analysis, to represent effects of market. The rationale was that the faculty member had tested the market at the time of hire, and that differences in salaries in different disciplines would be captured by the “department” variable, allowing us to adjust for these differences and examine salaries of males and females independent of disciplinary differences in salaries. We performed an additional analysis of the salaries of faculty members who were hired as Associate or full Professors with tenure, to determine the effect that this circumstance had on salary, and whether there was an interaction with gender. These faculty usually had many years since degree, but few years at Boston University.

With the assistance of Prof. Timothy Heeren (Biostatistics, SPH) we performed two main types of analyses. The first was to examine simple scatterplots for each department of the deviation of individual faculty salaries from the departmental mean as a function of years since degree or at BU. Each faculty member was represented by a symbol that indicated gender and rank and, to preserve confidentiality, the departments themselves were not identified for the

¹⁰ The Faculty Expectations document for each school and college provides an overview of the expectations for faculty in each unit in terms of teaching, scholarship, and service and is designed to acknowledge the fact that teaching loads and amount and types of scholarship will vary according to the field of study.

¹¹ Data on “years at Boston University” and “years since degree” were both available for CRC faculty, but the latter was not available for Medical Campus faculty. Preliminary analysis found little difference between the effects of these two variables for CRC faculty, and so “years since degree” was used for the CRC.

committee. Individuals with salaries that deviated substantially from the distribution of their rank for their department were flagged for follow-up with the appropriate Dean and the Provost. The second analysis was a multiple regression performed on de-identified faculty salaries in large units: CAS, CRC non-CAS, and the Medical Campus¹². Salaries for both Tenured/TT and NTT faculty were investigated. This analysis allowed statistical adjustment of salaries for the variables described above, namely department, and years at BU or since degree¹³. On the Medical Campus type of degree (MD or DDS, PhD, MD/PhD, Other) was also used as a variable in the analysis, since degree type has a large influence on salaries for faculty in medical settings. This analysis allows comparison of the salaries of males and females at each rank before and after adjustment for these variables. It mitigates the uneven distribution of males and females among disciplines (i.e., departments) that have different salaries based on the market, and presents a truer picture of salary equity between males and females across large units than does a simple comparison of male and female salaries at the institution.

5.2 Results

The results of the multiple regression analysis were used in two ways. The salary residual (i.e., the deviation of that individual's actual salary from their "expected salary" after adjustment for department and years since degree) for individual faculty members was provided to the Provost for follow-up with the appropriate Dean. It allowed identification of faculty with salaries that were exceptionally low or high, compared to what might be "expected," given their department and years since degree or hire. However, this analysis of "outliers" is not sensitive to the possibility that there may be faculty with salaries that do not stand out from the "expected values" but who nonetheless are paid less than their "merit" would indicate ("inliers"). As stated above, since the committee had no data about merit, the working assumption was that the merit of the population of male and female faculty was the same. The committee compared the overall distribution of salaries by gender by placing the salaries into quartiles at each rank and simply asking whether the salaries of males and females were evenly distributed among the salary quartiles ("expected" value = 25%). This was done both before and after adjustment of salaries to account for department and years since degree or years at BU. A summary of the findings for tenure-track faculty with unmodified titles in CAS and other Charles River Campus non-CAS schools, and for faculty in MED¹⁴ after statistical adjustment for department and years since degree, is shown in Table 6.

¹² The Medical Campus includes the Medical School, the Dental School and the School of Public Health. Although these schools were analyzed separately and data was provided to the President and Provosts concerning each school, for the sake of brevity we only describe findings for the Medical School in the current document (554 faculty with unmodified titles in the salary dataset).

¹³ For the non-CAS faculty, salaries were adjusted for school, rather than for department because the numbers were too small to support adjustment by department. This may mask real differences in salaries by department within a non-CAS school, but the schools themselves are much smaller than CAS; sometimes the whole school approaches the size of a CAS department.

¹⁴ Tenure is not awarded in the Medical School, and Medical School salaries were also adjusted for degree type (MD vs. PhD) for the reasons described above. All values for the Medical School are a weighted average of the quartile distribution of salaries for faculty in Basic Science and Clinical departments.

Table 6: Percent of Female Faculty by Rank and College in the Lowest and Highest Quartile of the Salary Distribution after Adjustment for Department and Seniority: 2007-2008 Data

College	Lowest Quartile	Highest Quartile
Assistant Professor		
CAS	15%	25%
Non-CAS CRC	21%	26%
MED	27%	23%
Associate Professor		
CAS	23%	18%
Non-CAS CRC	36%	24%
MED	37%	12%
Full Professor		
CAS	22%	7%
Non-CAS CRC	18%	21%
MED	30%	15%

There were too few NTT faculty in CAS to perform the quartile analysis by rank adjusted for department. The analysis was therefore only carried out for the CRC schools outside of CAS. The analysis showed that 20% of the NTT female Assistant Professors had 2007 salaries in the bottom quartile and 20% had salaries in the top quartile,¹⁵ 20% of the adjusted salaries of female NTT Associate Professors were in the bottom quartile and 20% were in the top quartile, and 40% of the adjusted salaries of female NTT full Professors were in the bottom quartile and 20% were in the top quartile.

It appears from these data that overall, female Associate and full Professors are underrepresented in the top salary quartile, after adjustment to account for disciplinary differences in salary and the distribution of males and females among these disciplines. In some units and ranks, females are also underrepresented in the lowest salary quartile. It should be noted that there are several caveats to these data. 1) The overall numbers mask some differences in the distribution of salaries within each of the three big units—in some schools and divisions within schools the salaries of males and females sorted almost equally into the four quartiles, while in others there were large differences. 2) In many schools the number of

¹⁵ Salaries of non-CAS NTT faculty were also adjusted to account for modified vs. unmodified titles.

female faculty at a given rank is small, so changes in the salary of a few faculty members can have a large effect on the salary distribution in a quartile analysis. 3) As noted elsewhere in this report, the systems in place to collect and track the types of data used for this analysis are inconsistent across the University, and data for some faculty may be missing, particularly for the Medical Campus. 4) The salary analysis included the salaries of department chairs, but not other faculty who also hold an administrative appointment. If there is an interaction between gender and those serving as chairs or other administrators, this could skew the analysis. 5) Most important, the analysis was based on 2007 salary data that did not reflect salary adjustments that have been a priority for the administration in the past two budget cycles. It will be critical to continue to monitor these data in the future.

6. Faculty Satisfaction

6.1 Junior Faculty Satisfaction

The experiences of pre-tenure, tenure-track faculty in the areas of the promotion and tenure process, work-family balance, and the climate and culture of the University were assessed through the COACHE survey carried out by the Collaborative on Academic Careers in Higher Education (COACHE). There were very few differences by gender or race on any of the questions in the survey.

The results of the survey showed that overall, Boston University junior faculty are less satisfied than junior faculty in peer institutions (Brown University, Duke University, Northeastern University, Syracuse University, Tufts University)¹⁶ and less satisfied when compared to all faculty participating in the COACHE survey. Faculty indicated that the best aspects of working at Boston University are the geographic location, quality and support of colleagues, and their sense of “fit.” The worst aspects of working at Boston University are the cost of living, compensation, and lack of support for research/creative work.

Of the areas covered in the survey, satisfaction was highest in areas related to Climate, Culture and Collegiality, and Nature of the Work/Workload and lowest in areas related to Tenure, Policies and Procedures, and Global Satisfaction. There were significant differences in Global Satisfaction according to academic discipline. Faculty in the Humanities, Physical Sciences, Social Sciences and Biological Sciences were considerably more satisfied than those in some of the professions (e.g., Business, Law, Social Work).

Junior faculty perceive that tenure decisions are based on performance. However, they are unclear about the tenure process, about the criteria for tenure, and about their own prospects for tenure. In addition, they reported very little understanding of the expectations for performance as a department colleague, a student advisor, a campus citizen and a community member.

¹⁶ This set of peers was chosen by Boston University from among the universities participating in the COACHE survey as being the most similar to Boston University. As a result, this list of peers differs somewhat from the set of universities that the University typically considers as its peers.

The policies that junior faculty perceive to be most effective in increasing satisfaction are:

- limits on teaching and committee work for junior faculty
- informal mentoring
- travel funds to present papers and funds for research
- periodic formal performance reviews

The policies that junior faculty indicate would be most helpful if implemented include:

- financial assistance with housing
- childcare
- paid or unpaid research leave prior to tenure
- professional assistance with obtaining externally funded grants
- written summaries of periodic performance reviews

6.2 Faculty Satisfaction: Charles River Campus

The Boston University Climate Survey examined the quality of faculty life at Boston University with questions that focused on satisfaction with the intrinsic (e.g., intellectual stimulation) and extrinsic (e.g., salary, start-up funds) rewards of faculty life, workload, perception of climate and opportunities, mentoring, promotion and tenure, hiring and retention, and life outside the institution. All full-time tenured, tenure track, and non-tenure track faculty were invited to participate. The overall response rate was 71%. Some of the major results were as follows:¹⁷

Overall Satisfaction: Sixty-eight percent of faculty reported that they were very or somewhat satisfied, 25% that they were very or somewhat dissatisfied, and 7% reported that they were neither satisfied nor dissatisfied with being a faculty member at Boston University. Males and females did not differ in overall satisfaction. The only significant difference in overall satisfaction across ranks was that non-tenure track faculty were more satisfied overall than Assistant Professors.

Predictors of Overall Satisfaction: The relationship between overall satisfaction and all of the other questions on the survey was investigated using correlational analyses. The results showed that of the 20 questions that were significantly related to overall satisfaction, 15 were ones having to do with perception of the climate and opportunities at Boston University. Although males and females did not differ on the question concerning overall satisfaction, females were significantly less satisfied than males on the majority of questions that were related to overall satisfaction.

In order to determine the best predictors of overall satisfaction for males and females and for faculty at different ranks, regression analyses were carried out. Results of the analyses by gender showed that the best predictor of overall satisfaction for males was the supportiveness of the work environment and for females was the amount of stress they reported related to childcare. Consistent with this, females were more likely than males to indicate that they would leave Boston University to reduce stress or to address child-related issues. They also reported more stress outside of Boston University from managing household duties.

¹⁷ The full set of results can be found at <http://www.bu.edu/diversity/survey.html>

Results of the analyses by rank showed that the best predictor of overall satisfaction for Professors was their sense of inclusion in Boston University, for Associate Professors was whether they felt the work environment was supportive, and for Assistant Professors was whether they felt service was adequately valued in the promotion process.

For non-tenure track faculty there was no statistically significant best predictor of overall satisfaction.

Salary: Over half of the faculty reported being somewhat or very dissatisfied with their salary. Satisfaction ratings concerning salary were lower for females than for males, but the difference was not statistically significant.

Resources: Males were significantly more satisfied than females with start-up funds, with the reasonableness of their workload, with many aspects of the physical resources (e.g., lab and classroom space), and with the support for their work (e.g., computer resources, support for securing grants).

Nature of Work: Males were more satisfied than females with many aspects of their work including their teaching duties, the availability of teaching assistants, advising, access to students for research, and time for scholarly work.

Mentoring: Formal mentoring is not a common activity on the Charles River Campus. However, the majority of faculty indicated that they had had informal mentors and that the informal mentoring they had received had been helpful. There were no significant differences by gender in this area.

Promotion and Tenure: Males were more likely than females to feel that the criteria for promotion and tenure are clearly communicated and to feel that service is appropriately valued in promotion and tenure. Females reported more stress associated with the review and promotion process, from advising, and from departmental or campus politics.

6.3 Faculty Satisfaction: Medical Campus

The same Boston University Climate Survey used on the Charles River Campus for non-tenure track faculty was administered to full-time faculty in the School of Medicine (MED), School of Dental Medicine (SDM) and School of Public Health (SPH) on the Medical Campus, all of whom are non-tenure track. The response rate on the Medical Campus was 50%. The responses to the Medical Campus survey were analyzed by gender and degree type (PhD, MD/Dental doctorate, Other), rather than by gender and rank, as done with the CRC survey. The Council believed that this analysis was likely to capture significant differences in perception of climate on the Medical Campus that might be related to differences in job duties, salary expectations and sources, and characteristics of teaching for these different types of faculty.

Overall Satisfaction: Seventy-three percent of the faculty reported that they were very or somewhat satisfied, 20% reported that they were very or somewhat dissatisfied and 7% reported that they were neither satisfied nor dissatisfied with being a faculty member at Boston University. MDs were significantly more satisfied overall than PhDs and there was no statistically significant difference between males and females on this question.

Predictors of Overall Satisfaction: Thirteen questions on the survey were significantly related to the question concerning overall satisfaction. Ten of the 13 questions came from the section of the survey dealing with climate and opportunities at Boston University—a result very similar to that seen for CRC faculty. Males were significantly more satisfied with the climate and opportunities on the Medical Campus than were females. In addition, males found the leadership to be more supportive than did females.

Analysis of the results by degree showed that MDs were more satisfied than PhDs with the “fit” of their department and with support in obtaining resources, although they felt they had to work harder than others to be seen as legitimate scholars. PhDs were significantly less likely than those with MDs or other degrees to indicate that they would choose to be employed at Boston University again if they had the chance to start over.

In order to determine the best predictors of overall satisfaction for males and females and for faculty at different ranks, regression analyses were carried out. Results of the analyses by gender showed that the best predictor of overall satisfaction for females was whether they perceived the Dean to create a collegial environment. The best predictor for males was their sense of inclusion in their school, followed by their perception of the supportiveness of the environment, their perception of whether research/scholarly work is valued in the promotion process, and the number of Medical Campus committees on which they served in the past year (greater satisfaction associated with more committees).

Results of the analyses by degree showed that the best predictor for PhDs was whether their spouse was employed outside of Boston University (greater satisfaction for those with spouses employed outside the University), followed by their sense of inclusion in their school, and their satisfaction with resources for research. For MDs, the best predictor was whether they had an annual performance review with their chair, followed by their opportunity to serve on important committees, and their satisfaction with support for research.

Salary: Fewer faculty on the Medical Campus were dissatisfied with their salary than on the CRC. PhDs were significantly less satisfied with their salary than were MDs. MDs were more satisfied with the length of their contract than were PhDs.

Resources: Males and those with MDs were more satisfied with start-up funds than were females and PhDs. MDs were more satisfied than PhDs with resources and support tied to research activities, including computer resources and staff, and with support for securing grants and conducting research.

Nature of Work: PhDs reported significantly more stress as a result of research activities, including managing a research group and securing funding for research. MDs reported more stress from clinical activities and from supporting salary from clinical revenues. Females reported more stress related to review and promotion, and department and campus politics than did males.

Mentoring: As on the CRC, formal mentoring is not reported to be a common activity on the Medical Campus. However, the majority of faculty indicated that they had had informal mentors and that the informal mentoring they had received had been helpful.

Promotion: MDs and PhDs were more likely to feel that the criteria for promotion were clearly communicated than those with other degrees. MDs were more likely to feel that teaching and clinical work was undervalued and research/scholarly activity was overvalued in the promotion process.

Females were less likely than males to feel that teaching was overvalued and that clinical work and service were adequately valued, and more likely to feel that research/scholarship was overvalued in the promotion process than were males.

7. Recommendations

As outlined in the first section of this report, Boston University has embarked upon a new strategic plan entitled “Forging Our Future by Choosing to be Great.” A key element of the strategic plan is to “support and enhance a world-class faculty.” Several recent reports have highlighted the importance of faculty diversity and inclusion in increasing excellence. The data concerning current demographics, hiring and retention, leadership, compensation, and the climate at Boston University presented in the previous sections of this report indicate that there is room for improvement in some key areas. Improvement in these areas is needed in order to attract and retain excellent faculty members and to create a climate that makes it possible for all members of our community to thrive and excel.

The recommendations that follow are based on our analysis of the data, our review of the best practices of our peers, and our sense of those areas that would have the greatest impact on attracting and retaining excellent faculty members through an environment that supports and attracts a diverse faculty. The recommendations are organized into six areas: 1. Oversight and Support Structures, 2. Data Collection and Dissemination, 3. Faculty Recruitment and Retention, 4. Compensation, 5. Leadership and Governance, and 6. Family Policy.

7.1 Oversight and Support Structures

Recommendation 1: Associate Provost(s) for Faculty Development and Diversity (APFDD)

As outlined in the previous sections, there are several areas in which Boston University must improve in order to achieve our goal of “supporting and enhancing a world-class faculty.” In order to coordinate our efforts in these areas, the Council recommends that the University conduct a national search for a senior faculty member of the highest academic distinction for the position of Associate Provost for Faculty Development and Diversity (APFDD)¹⁸. The APFDD would work closely with the Provosts of the Charles River and Medical campuses and

¹⁸ Some CFDI members believe there should be an APFDD for each campus.

with the President to put in place programs, and policies and procedures that will enhance the professional development of all faculty and will increase diversity in the service of excellence.

In addition to being a senior faculty member of distinction, the APFDD should have a proven track record with diversity and development initiatives that have resulted in institutional transformation, excellent analytic abilities, senior-level academic management experience, excellent communication skills, and be a consensus builder who inspires and can work with all constituencies.

The APFDD would be housed in the Office of the Provost and be accessible to all. The APFDD would participate in meetings of the Council of Deans, the Administrative Group, the University Leadership Group, and other groups as needed by invitation, where s/he would advocate, promote, facilitate, and advise on matters related to faculty development and diversity. The APFDD would work to create a culture in the University where responsibility for diversity is assumed at all levels of the institution.

Faculty Recruitment, Promotion and Tenure: The APFDD would be integrated into the processes of faculty recruitment, promotion and tenure. S/he would work with the Deans and search committee chairs to put in place practices that will ensure that we hire the most meritorious faculty and would meet with tenure and promotion (T/P) committees to discuss issues that may arise in consideration of cases. The APFDD would consult in the salary review process as needed, to help ensure that faculty are paid according to merit and market.

Faculty Development: The APFDD would develop and oversee programs to foster the professional development of faculty at all levels, including faculty in leadership positions, such as chairs, and would serve as a resource to all faculty. The APFDD would work with the Deans to facilitate and enhance the formal mentoring programs under development.

Faculty Satisfaction and Retention: The APFDD would work with the Provosts' offices on initiatives to increase faculty satisfaction with the University. S/he would work to increase the sense among faculty that they are valued and appropriately rewarded, so that fewer seek outside offers. S/he would be responsible for surveying the faculty concerning their satisfaction at regular intervals and implementing exit interviews to better understand why faculty leave the institution. S/he would analyze these data to suggest changes that help retain our best faculty.

Data Collection: The APFDD would be responsible for standardizing and consolidating data about faculty demographics, satisfaction, and support, so that s/he can contribute data-driven analyses to discussions of strategic priorities. S/he would develop and oversee mechanisms for making current data and long-term trends regarding these issues available to the faculty on an annual basis.

Recommendation 2: Establish an Ombuds Office (possibly one on each campus)

The Council recommends that the University hire a full-time professional Ombuds with substantial academic experience, to serve faculty, staff, and students. The Ombuds would supplement rather than replace existing services for faculty, students, and staff. Ombuds do not advocate or negotiate directly on behalf of those who consult them. The Ombuds would allow the confidential and supportive voicing of opinions, and may help individuals understand their options in difficult situations.

The number and variety of issues brought to the Ombud would be useful data regarding the University climate and potential areas for improvement and should be reported periodically to faculty and administration.

The Council recommends that the University consider hiring one Ombuds for each campus or consider a model that makes use of faculty embedded within schools and colleges who provide similar services on a part-time basis.

7.2 Data Collection and Dissemination

Recommendation 3: Climate Surveys and Other Metrics

The Council recommends that the University engage in ongoing self-assessment in the area of faculty satisfaction and that it systematically collect the types of data outlined in the first sections of this report. In particular, the Council recommends that the COACHE survey of junior faculty and the Boston University Climate Survey be repeated at regular intervals and that the current data from these surveys be used as a benchmark against which we can measure our progress. In addition, the Council recommends that the data that has recently been collected from the Boston University Climate Survey (including the open-ended comments) be further analyzed to better understand the climate in individual schools and colleges and to understand differences among NTT faculty at different ranks.

The Council recommends that a standard set of metrics regarding the demographics of our faculty, their compensation (broken down by gender, rank and school), promotion and tenure rates, and retention be developed and tracked uniformly for both campuses and that these data continue to be made accessible to the University community.

7.3 Faculty Recruitment and Retention

Recommendation 4: Faculty Recruitment

The Council recommends that Deans, department chairs, and search committee chairs be educated on the best practices in faculty recruitment, with a particular emphasis on defining faculty searches broadly, searching broadly, and the importance of diverse search committees. The Council also recommends that those responsible for searches be educated in the best practices in proactive recruiting that will allow us to enhance diversity in the service of excellence.

Recommendation 5: Faculty Retention

The Council recommends that the University put in place programs that will increase the retention of our best faculty. These include programs that will improve the climate for faculty at Boston University; developing and supporting mentoring programs that will benefit all faculty; providing junior faculty with increased knowledge about the tenure and promotion process and early feedback about their prospects for tenure; and increasing faculty satisfaction with compensation and resources for research and scholarship. The Council recommends that we put in place exit interviews that may provide valuable information on why faculty leave the University.¹⁹

7.4 Faculty Compensation

Recommendation 6: Salary Reviews in Order of Priority

As outlined in the section on compensation, the University has made a commitment to providing faculty compensation that is merit based, market driven, and without consideration of gender or race. The University has been reviewing faculty salaries and making adjustments to ensure these principles to the extent possible. Although the Council was not able to take merit into account in its review of faculty salaries, the analysis did show that females are underrepresented in the top salary quartile, even after statistical adjustment for department and seniority. The Council recommends that the University undertake a series of salary reviews to ensure that salaries are in line with its principles of being merit based, market driven, and without respect to gender and race. In particular, the Council suggests that the

¹⁹ This recommendation has been implemented by the Provost's office. Faculty who leave the University are invited to participate anonymously in an online exit survey.

University review the salaries of all female full Professors. The Council recommends that the University also review the salaries of minority faculty, since the number of faculty was too small for the Council to carry out the same types of analyses as it did for female faculty. The Council recommends that the salaries of faculty with more than 20 years of service at Boston University also be reviewed, since salary compression (decreased salary with increased number of years of service) is seen at Boston University, as it is at universities nationwide.

Recommendation 7: Senior Hires and Administrative Stipends

As outlined above, in the past decade significantly more males than females have been hired with tenure. Such hiring confers a large salary advantage for those at the Professor level compared to the salaries of those promoted to Professor from within the institution. The Council noted that the University has recently put in place an added level of scrutiny for faculty who are hired at this level (there must be an open, advertised search for all hires and all senior hires must now be approved by the University Promotion and Tenure Committee) and that in the past two years 7 males and 5 females have been hired with tenure. The Council also recommends that additional compensation for administrative duties (e.g., serving as department chair) should ordinarily be provided as a temporary stipend, not an increase in base salary, consistent with the principle of salary being awarded on the basis of merit.

Recommendation 8: Procedure for Merit and Salary Reviews

The Council recommends that the University create University-wide standards for the conduct of merit and salary reviews which include the principles that faculty be informed of the procedures for merit evaluations before their implementation, that they be informed individually of the outcome of their review, and that they should have the opportunity to comment and provide written recorded input about their review. The Council also recommends that the University consider evaluating productivity in publishing on a rolling 3-year basis, rather than just the previous 12 months, particularly in those fields in which publications consist of multi-year projects, such as books. The Council recommends that the University also monitor non-salary faculty compensation, such as stipends for administrative duties, and research and travel allowances, and that it develop mechanisms for salary adjustments that recognize market value but do not require faculty to seek an outside offer.

7.5 Leadership and Governance

Recommendation 9: Accountability, Evaluation and Models for Leadership

The Climate Survey revealed gender-based differences in the perception of opportunities for females and members of minority groups, and in faculty members' sense of "voice" in decision-making. The Council recommends that the University ensures faculty inclusion in processes of governance and that it fosters a culture in which participation in leadership positions is determined by administrative and academic merits alone.

In particular, the Council recommends that the University work to ensure accountability, transparency, and visibility in decision-making to the greatest degree possible. This includes ensuring that faculty be consulted, in a meaningful way, with respect to decisions about the appointment and re-appointment of leaders and that leaders be evaluated with respect to their performance in achieving excellence through faculty development and diversity. The Council recommends that the faculty be engaged in discussion in their units concerning the best models for leadership for their unit (e.g., rotating chairs every 3 years vs. chairs who serve for a longer period of time), and in leadership selection and succession planning for their unit.

7.6 Family Policy Recommendations

Recommendation 10: Develop a Paid Childcare Leave Policy and Provide Colleges with Monies to Fund it

The existing maternity leave policy at Boston University, which is limited to paid leave for birth or adoption by female faculty members, is much more narrow than that offered by many of our peers and in the view of the Council places us at a competitive disadvantage in hiring excellent faculty. The Council systematically reviewed the family leave policies of our peer institutions and proposes that we revise the current maternity leave policy and broaden it to include other forms of paid caregiver leave. Such a policy should be viewed as an enhancement of current benefits offered to faculty in order to make Boston University more competitive in attracting excellent faculty (of both genders), in much the same vein as offering sabbaticals to faculty is necessary to maintain our competitive advantage vis-à-vis our peers.

In particular, the Council proposes that the University adopt a Paid Childcare Leave Policy for faculty that provides relief for a faculty member (male or female) from some or all University duties while undertaking a transition to new responsibilities as the primary caregiver of a child by birth, adoption, foster care or custody. Female faculty would have the option of taking Paid Maternity Leave consisting of 12 weeks of paid leave for childbirth and relief from all faculty duties or Paid Childcare Leave (PCL). The Council recommends that there be two options for Paid Childcare Leave: 1) Modified status consisting of 1 semester of relief from all teaching,

committee and other service, but continued responsibility for advising students, or 2) Half-modified status consisting of 2 semesters of relief from half of all teaching, committee and other service, but continued responsibility for advising students. Male faculty would have the option of taking Paid Childcare Leave with either modified or half-modified status. In order to be eligible for Paid Childcare Leave, faculty would need to have a multi-year appointment and intend to return to Boston University following their leave. The Council recommends that the Paid Childcare Leave costs be funded from the Central Administration to guarantee that colleges have the funds to replace faculty on leave so as to ensure the integrity of our academic programs.

Recommendation 11: Life-Work Balance

Results of the Faculty Survey showed that many faculty experience stress related to childcare, and that female faculty, in particular, may consider leaving the University due to difficulty in dealing with childcare. Adequate childcare is thus essential to retaining our best faculty.

The Council suggests that the University better inform faculty of existing services and that it look into increasing childcare options. It also recommends that the University look into ways of improving resources for faculty who have caretaker responsibilities or manage the care of others such as aging parents, spouses or other family members. In addition, given the stress that many faculty (particularly junior faculty) experience associated with obtaining housing in Boston, the Council suggests that the University consider modifying the current Faculty-in-Residence Program to accommodate more faculty, to encourage more turnover, and to provide an attractive housing option for junior faculty and for new faculty. Finally, the Council suggests that the University encourage all units to recognize non-traditional family roles, to be sensitive to personal responsibilities of faculty when scheduling, and to employ gender-neutral language for policies relating to families and life outside the University.