

JHU Report on Faculty Composition

March 2019



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Background

The long-term excellence of Johns Hopkins depends on an academic environment that includes and supports diverse people, experiences, and thought. As our faculty stands at the core of this environment, the recruitment, retention, and advancement of a diverse and inclusive faculty are key to this priority.

The university published its first faculty composition report in 2016 using data from the November 2015 census conducted by the Office of Institutional Research (OIR). That first report offered a clear baseline for gender, minority, and underrepresented minority (URM) status by rank at the divisional and departmental levels. This 2019 update summarizes data from the November 2017 faculty census, also conducted by the OIR and validated by all divisions.

Faculty diversity is a cornerstone of the university's *Roadmap on Diversity and Inclusion* (<https://diversity.jhu.edu/roadmap/>). This biennial report underscores the *Roadmap's* themes of transparency and accountability to our university community. We firmly believe that this kind of detailed data will advance our efforts to measure our progress in faculty diversity over time, to better assess our opportunities for growth, and to be more strategic about faculty recruitment and retention.

JHU Faculty Diversity: Divisional and Departmental 2017 Data

The faculty census consists of data from each of the university's nine academic divisions, disaggregated into full-time (FT) and part-time (PT) appointments. The latter category includes limited-duration appointments and visiting faculty. "Underrepresented minority" is defined as faculty who self-identify as black or African-American, Hispanic, American Indian, Hawaiian, or other Pacific Islander.

This report contains two sections. The first one provides an overview of divisional data, with specific focus on female, minority, and URM faculty. The second section, at the end of this report, includes tables that display those data by division, rank, and department. Specifically in the second section:

- Table 1 displays the composition of faculty for each division, stratified by rank.
- Table 2 disaggregates the composition of professorial faculty for individual departments within each division (for those divisions that have departments). For Medicine, separate totals are displayed for basic sciences and clinical departments. For Arts and Sciences, separate totals are displayed for natural sciences, social sciences, and humanities departments.
- In order to contextualize this report as well as measure progress and opportunities, we include changes in faculty composition since 2015, by division, full-time status, and rank in Table 3, and separately by department in Table 4.
- Table 5 displays the composition of academic leadership positions. For the purposes of this report, those are defined as deans, department chairs, directors, or faculty promoted to vice provost.

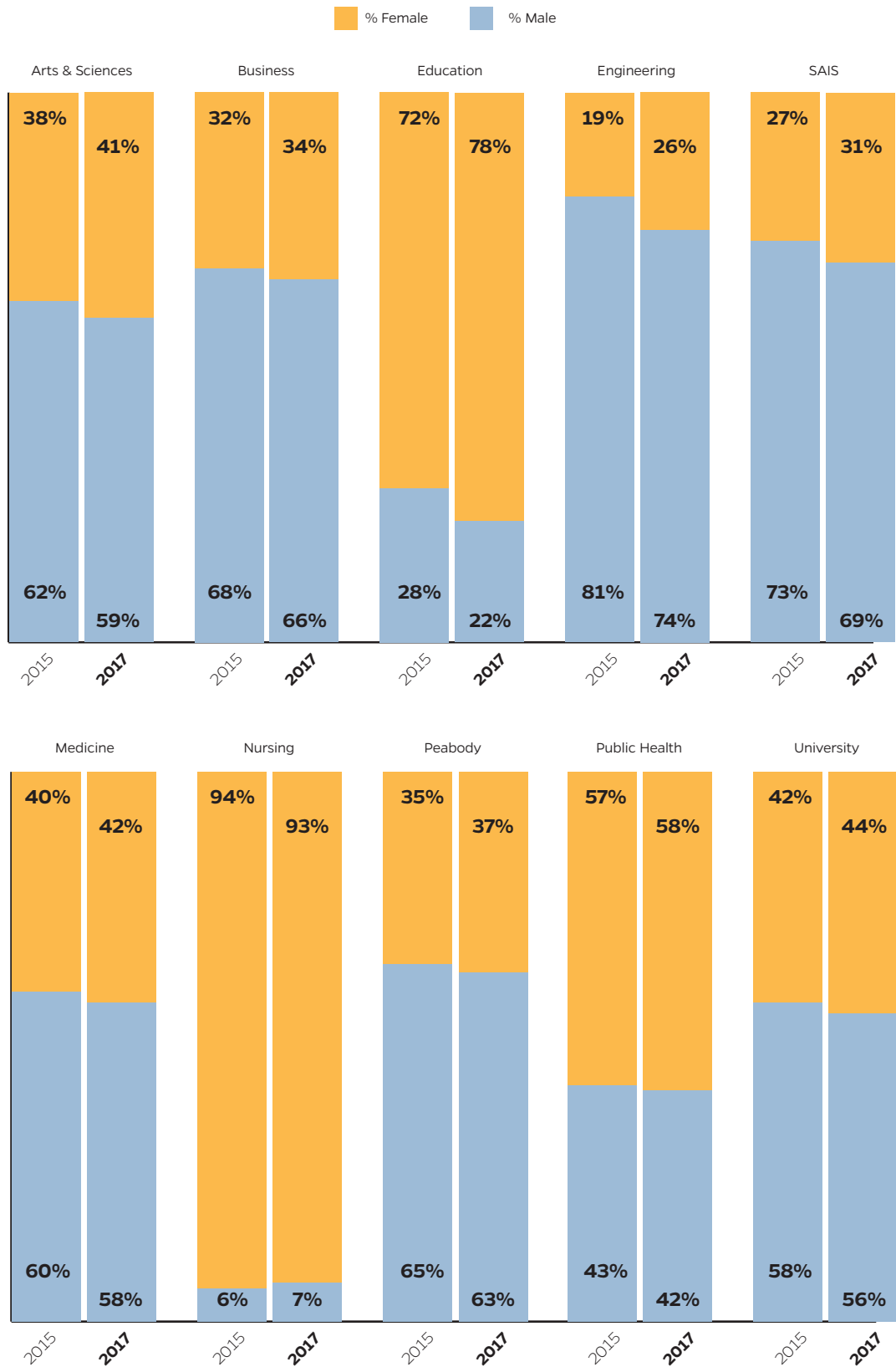
Female Faculty

Across all divisions, 44% of faculty are women, an increase from 42% in 2015. Division-specific percentages of female faculty range from 26% at Engineering to 93% at Nursing. Within three divisions—Nursing, Education, and Public Health—the majority of the faculty are women. A comparison of Johns Hopkins with our peer schools, a dozen other top-tier institutions, shows that we and Columbia have the greatest proportion of female faculty (see Table 6).

Since the 2015 census, most divisions noted an increase in female faculty proportions, though those increases varied. Public Health went from 57% in 2015 to 58% in 2017 (a 1.8% increase), Peabody went from 35% in 2015 to 37% in 2017 (a 5.7% increase), and Engineering made a substantial jump from 19% in 2015 to 26% in 2017 (a 37% increase). Nursing reported a small reduction in female faculty proportion from 94% in 2015 to 93% in 2017 (a 1% reduction), which reflected intentional recruitment and hiring of more male faculty.

Figure 1

Gender Composition: All Faculty



* Some columns do not equal 100% because the numbers were rounded to the nearest percent.

Female Professorial Faculty

Growth in female professorial faculty proportions ranged from incremental at Arts and Sciences (31% in 2015 to 32% in 2017, a 3% increase) to substantial at SAIS (17% in 2015 to 26% in 2017, a 53% increase). The percentage of female professorial (ranked) faculty declined slightly at two divisions that have high percentages of female professorial faculty: Education (69% in 2015 to 67% in 2017, a 3% reduction) and Nursing (94% in 2015 to 89% in 2017, a 5% reduction).

The 2017 census data demonstrate that women account for 40% of professorial faculty overall, compared to 37% in 2015. The percentage of women in unranked (nonprofessorial) positions is 52% overall, an increase from 50% as reported in the 2015 faculty census.

In two divisions, the majority of professorial faculty are women: Nursing (89%) and Education (67%). In two divisions, women make up less than 30% of professorial faculty: Engineering (20%) and SAIS (26%). In three divisions, the difference between the percentage of female professorial and unranked faculty exceeded 20%: Arts and Sciences (32% professorial versus 55% unranked), Education (67% professorial versus 89% unranked), and Public Health (47% professorial versus 69% unranked). Figure 2 depicts gender composition of professorial faculty, and Table 4 at the end of this report displays 2015 to 2017 comparisons in female professorial faculty by division and department.

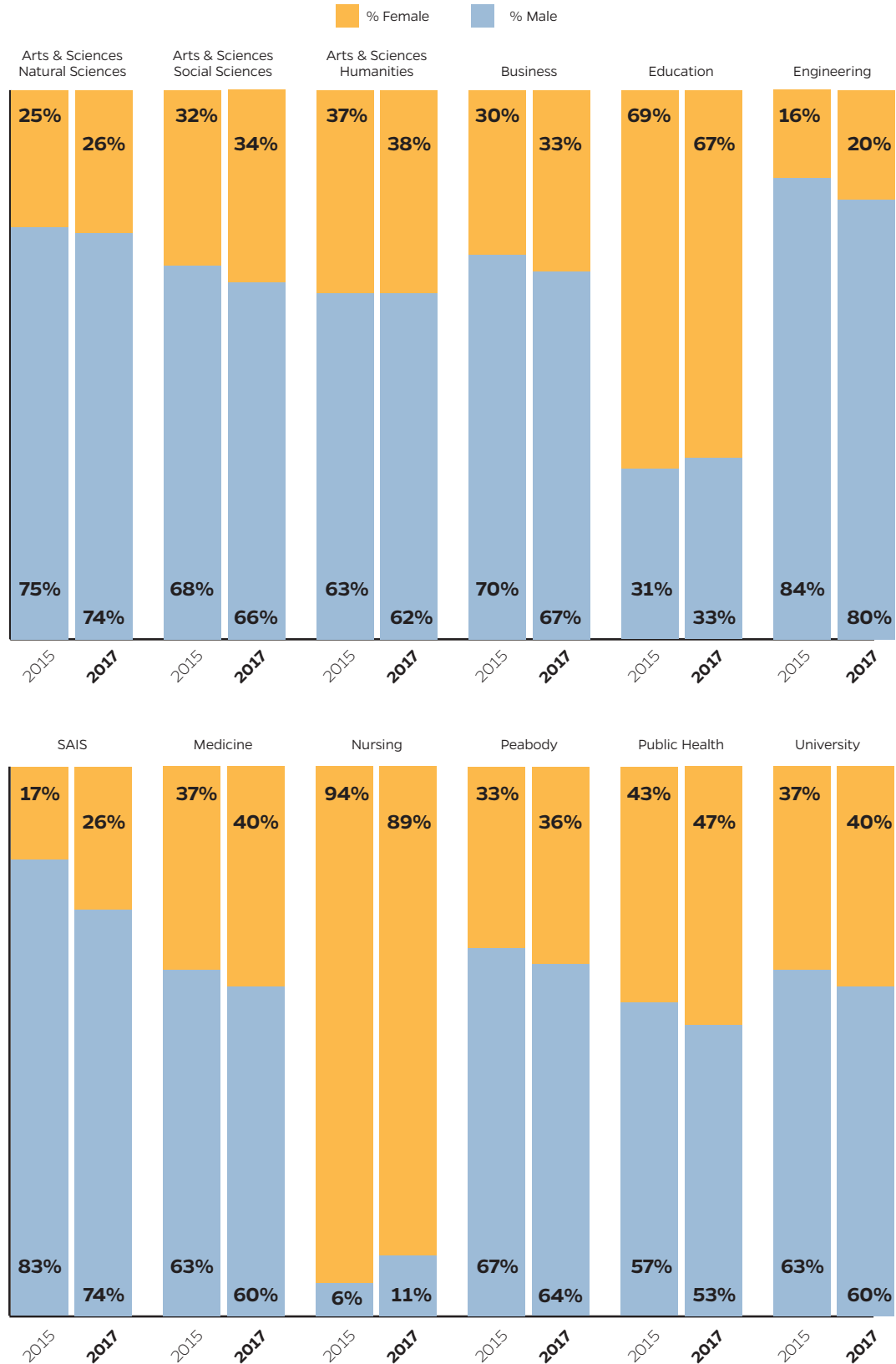
Aggregated professorial data show that females make up a greater percentage of assistant (52%) and associate (40%) professors, compared to full professors (25%). Five academic divisions showed a 10% or greater difference in the percentage of women who were assistant versus associate professors: Arts and Sciences (44% versus 34%), Business (39% versus 29%), SAIS (33% versus 50%), Medicine (52% versus 38%), and Public Health (70% versus 49%). Five divisions showed a difference of greater than 10% between female associate and full professors. Five divisions reported female full professor composition greater than the universitywide aggregate of 25%: Arts & Sciences (26%), Education (44%), Nursing (89%), Peabody (36%), and Public Health (34%).

The composition of professorial faculty among individual departments within divisions was variable (see Table 2). Among our four largest divisions—Medicine, Arts and Sciences, Engineering, and Public Health—the percentage of female professorial faculty in a given department ranged from 6% in Applied Mathematics and Statistics to 78% in Gynecology and Obstetrics. Forty percent of Public Health departments (4 of 10) had a professorial faculty group made up of at least 50% women. Only 26% of Arts and Sciences departments (6 of 23) and 15% of Medicine departments (5 of 33) included at least 50% women in their professorial faculty. None of the Engineering departments achieved 50%. The percentage of professorial women in Medicine's basic sciences departments (29%) was comparable to the percentage reported by Arts and Sciences' natural sciences departments (26%).

Women professorial faculty hold 26% of our academic leadership positions (see Table 5); including 33% (3 of 9) at the dean level, 25% (23 of 93) at the chair level, and 40% (2 of 5) at the vice provost level.

Figure 2

Gender Composition: Professorial Faculty



* Some columns do not equal 100% because the numbers were rounded to the nearest percent.

Minority and URM Faculty

Overall, 32% of faculty across all divisions reported being members of minority racial and ethnic groups, an increase from 30% in the 2015 faculty census. Increases in minority representation were noted in most divisions, with growth ranging from incremental at Medicine (35% to 36%, a 3% increase) to substantial at Nursing (16% to 27%, a 69% increase). Two divisions remained stable across the two censuses: Business (51%) and SAIS (24%), and Arts and Sciences demonstrated a slight reduction in minority faculty (20% to 19%, a 5% reduction).

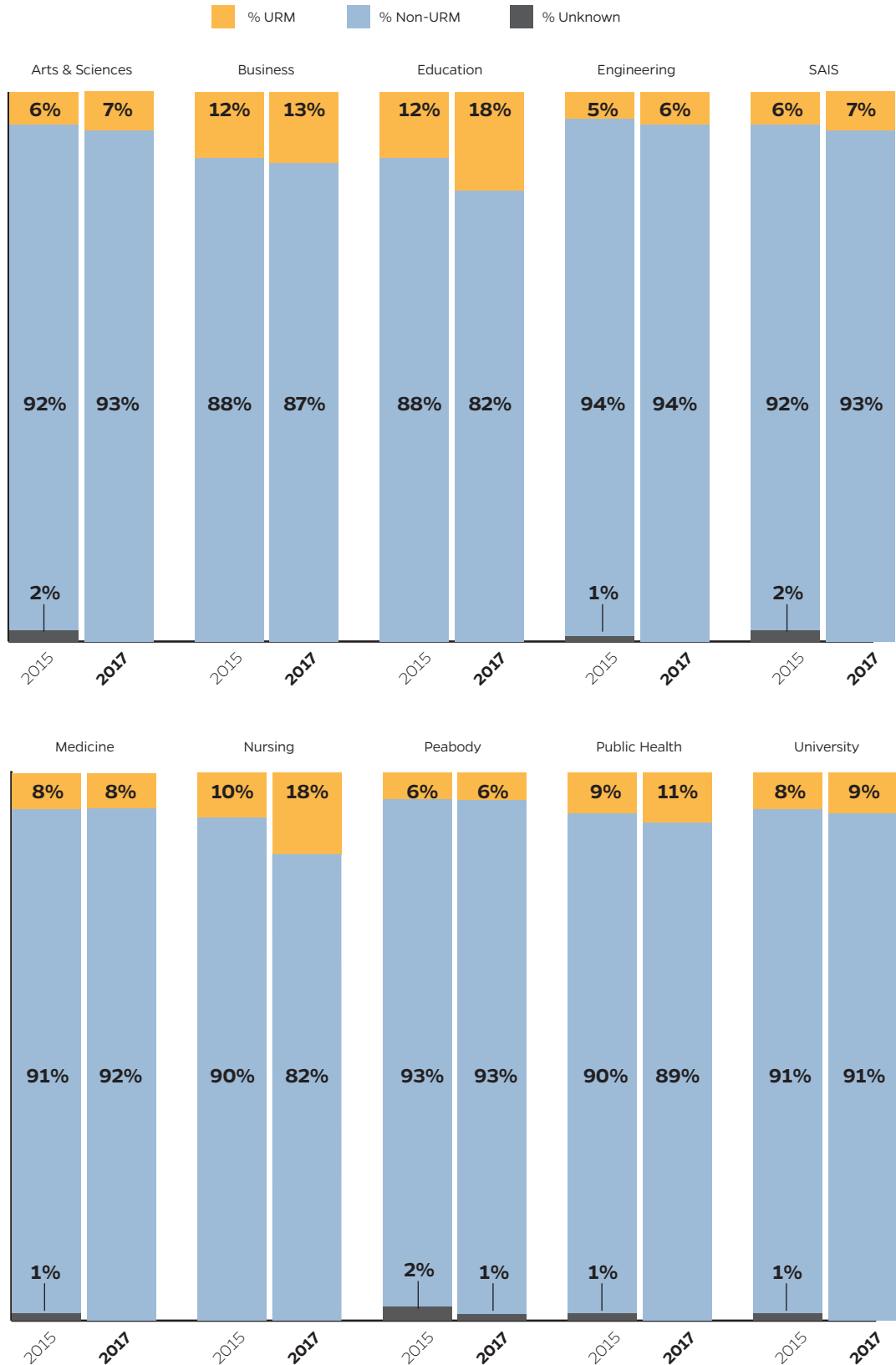
Overall, approximately 9% of faculty reported being members of URM groups (inclusive of black or African-American, Hispanic, American Indian, Hawaiian, or other Pacific Islander), an increase from 8% as reported in the 2015 faculty census (a 13% increase). Nearly every division demonstrated substantial percentage growth in URM faculty, ranging from Business (12% to 13%, an 8% increase) to Nursing (10% to 18%, an 80% increase). Medicine's and Peabody's composition of URM faculty remained stable at 8% and 6%, respectively.

In comparison to our peer schools, Hopkins' proportion of URM faculty (9%) is less than the proportion reported by Columbia (10%), the same as reported by Brown and Princeton, and greater than the percentage reported by nine top-tier peers. Table 6, at the end of this report, displays these data. Figure 3 depicts the Hopkins URM faculty composition, and Table 3 displays these data.

Faculty who self-identified as Asian represent more than 20% of the faculty in Medicine, Engineering, and Business; as a result, these three divisions also reported the greatest percentage of minority faculty. At Business, Education, Nursing, and Public Health, more than 10% of faculty self-identified as being members of underrepresented minority groups. The percentage of black faculty ranged from 1% at SAIS to 17% at Education, while the percentage of Hispanic faculty ranged from 1% at Education to 5% at SAIS. Comparable percentages were noted among professorial faculty. Universitywide, URM nonprofessorial faculty composition remained stable at 8%.

Figure 3

Underrepresented Minority Composition: All Faculty



* Some columns do not equal 100% because the numbers were rounded to the nearest percent.

Minority and URM Professorial Faculty

It is notable that the distribution of minority and URM professorial faculty, by rank, was consistent with the distribution of female professorial faculty, by rank. Figure 4 depicts URM professorial faculty composition. Fewer minority faculty members have achieved full professor rank, compared to assistant professor rank (17% versus 39%) contrasted with white full versus assistant professors (83% versus 61%). The same is true for underrepresented minority faculty, with 5% at full professor versus 12% at assistant professor ranks. Among all minority professorial faculty, the differences between the full and assistant professor ranks were greater for black faculty (2% versus 7%) and Asian faculty (12% versus 27%) than for Hispanic faculty (3% versus 4%).

Nearly every division demonstrated sound growth in minority professorial faculty, as a function of percentage, from the 2015 census, ranging from Public Health (22% to 23%, a 5% increase) to Nursing (19% to 29%, a 53% increase). The composition of minority professorial faculty at Business remained stable at 57% (see Table 4). At the full professor rank, one of our four largest divisions, Arts and Sciences, demonstrated an increased percentage of full professor minority faculty (8% to 12%, a 50% increase). Medicine and Public Health remained stable at 18% and 17%, respectively.

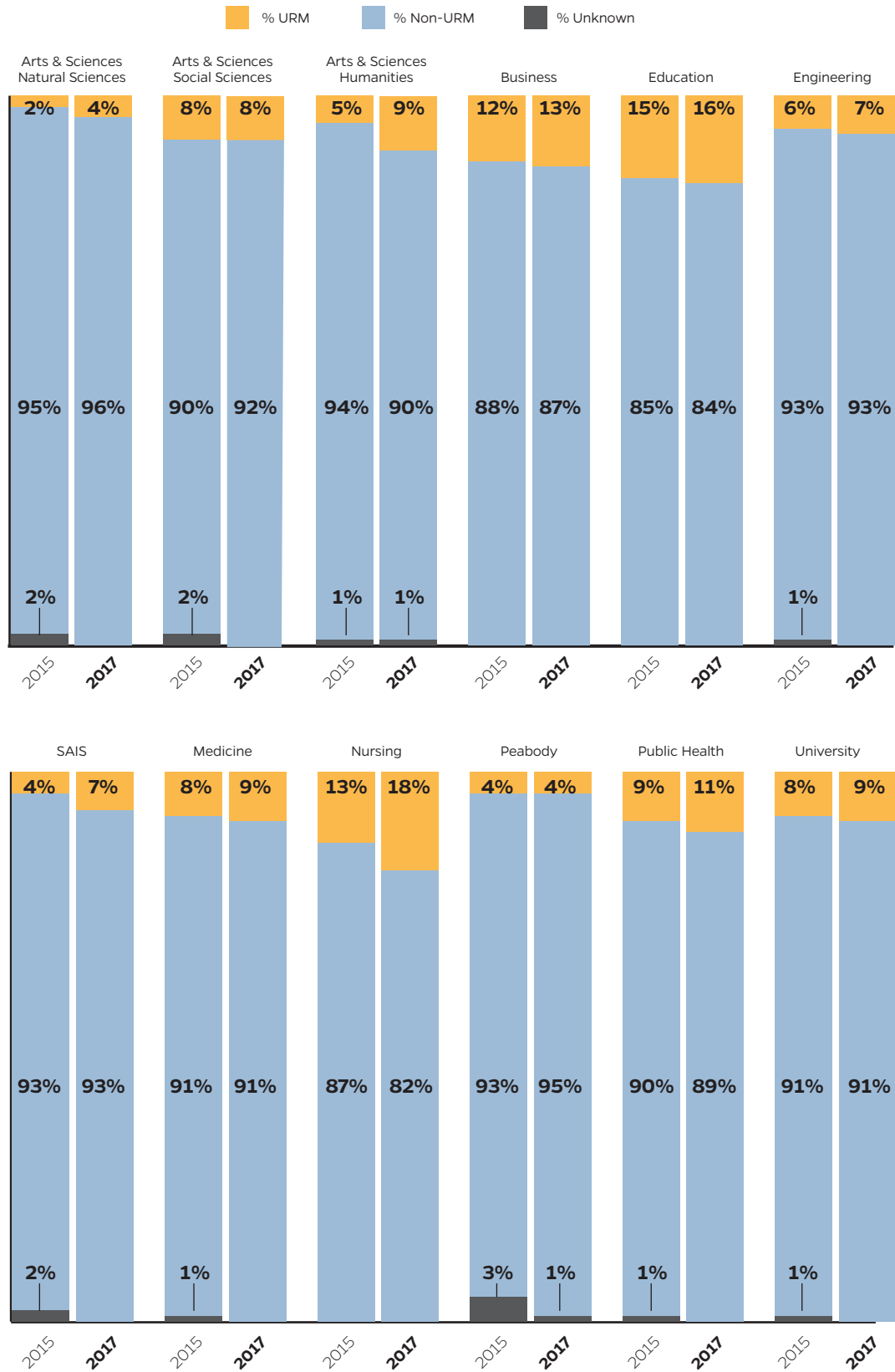
At the associate professor rank, growth in the percentage of minority faculty was noted in our four largest divisions: Medicine increased from 28% to 33%, Arts and Sciences from 33% to 36%, Public Health from 27% to 29%, and Engineering from 25% to 31%. Three of our four largest divisions reported increased percentages of minority faculty at the assistant professor rank: Medicine increased from 38% to 40%, Public Health from 28% to 30%, and Engineering from 42% to 46%. Arts and Sciences remained stable at 21%.

Overall, 9% of professorial faculty reported being members of URM groups, an increase from 8% in our 2015 census. Nearly every division demonstrated a sound increase in percentage of URM professorial faculty from the 2015 census, ranging from Education (15% to 16%, a 7% increase) to Nursing (13% to 18%, a 38% increase). Peabody full-time professorial URM faculty remained stable at 4%. Table 4 displays these data.

At the full professor rank, two of our four largest divisions showed slight increases in the percentage of underrepresented minority faculty: Public Health from 6% to 8% and Arts and Sciences from 3% to 5%. Engineering and Medicine each showed slight decreases, from 4% to 3% and from 5% to 4%, respectively. At the associate professor rank, two of our four largest divisions showed increased percentages of underrepresented minority faculty: Medicine from 7% to 8% and Arts and Sciences from 10% to 19%. Engineering minority full professor composition increased from 21% to 22% (a 5% increase), while Medicine and Public Health remained stable at 18% and 17%, respectively (see Table 3).

Figure 4

Underrepresented Minority Composition: Professorial Faculty



* Some columns do not equal 100% because the numbers were rounded to the nearest percent.

At the assistant professor rank, three of our four largest divisions showed an increase in underrepresented minority faculty: Engineering from 10% to 15%, Public Health from 13% to 17%, and Medicine from 11% to 12%. Arts and Sciences remained stable at 4%.

Minority and underrepresented minority representation in academic leadership positions lags behind female representation. Only 1 of 9 university deans (11%) self-identifies as URM, 13 of 93 chairs (14%) self-identify as a minority, and 7 of 93 chairs (7.5%) self-identify in the underrepresented minority demographic. It is noteworthy to mention that there are no minority or underrepresented minority faculty at the vice provost level of academic leadership (see Table 5).

Departmental Progress in Female Professorial Faculty Representation

Departmental shifts in female professorial faculty proportions offer opportunities for us to determine where initiatives have demonstrated success, as well as where a tailored approach to female professorial faculty hiring and retention might be more beneficial. All departments reported female professorial representation. Table 4 displays professorial faculty data comparing 2015 to 2017 census numbers specific to: overall professorial faculty counts; female professorial faculty counts; minority professorial faculty counts; and underrepresented minority professorial faculty counts.

Together, five of our schools—Arts and Sciences, Engineering, Medicine, Nursing, and Public Health—had 76 departments with at least one faculty member during the 2017 census; Museums & Society, in the School of Arts and Sciences, and Nanomedicine, in the School of Medicine, did not report any faculty during the 2015 or 2017 census periods. Among those departments with faculty, 45 (59%) reported increased numbers of female professorial faculty, eight (11%) reported decreased numbers of female professorial faculty, and 23 (30%) reported no change in the number of female professorial faculty (see Table 4). Twenty-eight of 76 departments (37%) reported percentages of female professorial faculty that exceeded the overall university percentage of female professorial faculty (40%); these departments are housed within Arts and Sciences, Medicine, Nursing, and Public Health. Figure 5 depicts departments that reported at least 10 faculty in the 2017 census, by division, whose female faculty composition exceeded 40%.

Four of our schools—Business, Education, SAIS, and Peabody—do not have departmental structures; each school reported increased numbers of female professorial faculty.

Departments with Percentage of Female Faculty
That Exceeds Johns Hopkins' Female Professorial Average (40%)

Figure 5

| Division | Department | Total Professorial Faculty | % Female |
|-------------------|---------------------------------------------|----------------------------|----------|
| Arts and Sciences | Psychological & Brain Sciences | 15 | 47% |
| | Sociology | 15 | 60% |
| | German & Romance Lang & Literature | 18 | 50% |
| | | | |
| Medicine | Cell Biology | 14 | 50% |
| | Molecular and Comparative Pathobiology | 15 | 47% |
| | Anesthesiology & Critical Care Medicine | 162 | 41% |
| | Dermatology | 20 | 65% |
| | Gynecology and Obstetrics | 63 | 78% |
| | Medicine | 510 | 43% |
| | Pediatrics | 164 | 61% |
| | Physical Medicine and Rehabilitation | 21 | 48% |
| | Psychiatry and Behavioral Sciences | 130 | 48% |
| | | | |
| Nursing | Acute and Chronic Care | 32 | 94% |
| | Community – Public Health | 24 | 83% |
| | | | |
| Public Health | Epidemiology | 59 | 47% |
| | Health Policy and Management | 41 | 49% |
| | Health, Behavior, and Society | 28 | 75% |
| | International Health | 52 | 52% |
| | Mental Health | 23 | 52% |
| | Population, Family, and Reproductive Health | 20 | 70% |

* Inclusive of departments that reported 10 or more professorial faculty

Departmental Progress in URM Professorial Faculty Representation

Departmental shifts in URM professorial faculty proportions offer opportunities for us to determine where initiatives have shown success, as well as where a tailored approach to URM professorial faculty hiring and retention might be more beneficial.

Among the 76 departments reported during the 2017 census, 32 (42%) reported increased numbers of URM professorial faculty, 13 (17%) reported decreased numbers of professorial faculty, and 17 (22%) reported no change in the number of URM professorial faculty. Fourteen (18%) departments did not report URM professorial faculty at the 2015 or the 2017 faculty census. Figure 7 lists departments, by division, which reported no URM professorial faculty during the 2015 or 2017 faculty census periods, as well as the total professorial faculty in the department. Twenty-five of 76 departments (33%) reported percentages of URM professorial faculty that exceeded the overall university percentage of URM professorial faculty (9%); these departments are housed within Arts and Sciences, Engineering, Medicine, Nursing, and Public Health. Figure 6 depicts departments that reported at least 10 faculty in the 2017 census, by division, whose URM faculty composition exceeded 9%. Four of our schools—Business, Education, SAIS, and Peabody—do not have departmental structures; all but Peabody reported increased proportion of URM professorial faculty.

JHU Departments* With Percentage of URM Professorial Faculty
That Exceeds Johns Hopkins URM Professorial Average (9%),

Figure 6

| Division | Department | Total Professorial Faculty | % URM |
|-------------------|--------------------------------------|----------------------------|-------|
| Arts and Sciences | Sociology | 15 | 13% |
| | English | 13 | 23% |
| | German & Romance Lang & Literature | 18 | 11% |
| | History | 26 | 12% |
| | | | |
| Engineering | Electrical and Computer Engineering | 21 | 24% |
| | Materials Science and Engineering | 14 | 14% |
| | | | |
| Medicine | Biophysics and Biophysical Chemistry | 10 | 30% |
| | Dermatology | 20 | 20% |
| | Emergency Medicine | 41 | 10% |
| | Gynecology and Obstetrics | 63 | 22% |
| | Neurology | 134 | 10% |
| | Pediatrics | 164 | 13% |
| | Physical Medicine and Rehabilitation | 21 | 14% |
| | | | |
| Nursing | Acute and Chronic Care | 32 | 13% |
| | Community – Public Health | 24 | 25% |
| | | | |
| Public Health | Epidemiology | 59 | 19% |
| | Health Policy and Management | 41 | 10% |
| | Health, Behavior, and Society | 28 | 18% |
| | International Health | 52 | 13% |
| | Molecular Biology and Immunology | 28 | 14% |

* Inclusive of departments that reported 10 or more professorial faculty

JHU Departments* Without URM Professorial Faculty Representation at the 2015 or 2017 Census Periods, by Division

Figure 7

| Division | Department | Total Professorial Faculty |
|-------------------|---------------------------------------|----------------------------|
| Arts and Sciences | Earth & Planetary Sciences | 14 |
| | Mathematics | 19 |
| Engineering | Chemical and Biomolecular Engineering | 18 |
| Medicine | Biological Chemistry | 16 |
| | Cell Biology* | 14 |

*Inclusive of departments that reported 10 or more professorial faculty

Female professorial faculty representation: Earth & Planetary Sciences (36%); Mathematics (21%); Chemical and Biomolecular Engineering (33%); Biological Chemistry (31%); Cell Biology (50%)

Moving Forward: Ongoing and Future Initiatives to Drive Greater Change

While we are encouraged by our improvement, we recognize that our efforts to increase faculty diversity must continue in order to support and amplify our current momentum in making meaningful change. What follows is information about ongoing initiatives that have fostered our success in increasing faculty diversity, as well as suggested future initiatives that have the potential to amplify our momentum.

Ongoing Initiatives

Faculty Diversity Initiative

Key to our faculty composition efforts is the Faculty Diversity Initiative (FDI), a five-year, \$25 million program, developed in fall 2015 as a multifaceted approach to enhancing diversity in faculty recruitment and retention. Garnering the support of all our deans, the FDI had two overarching goals: (1) to reorient faculty search and hiring practices to ensure that searches extend beyond our customary networks to include previously unaccessed and more diverse sources of talented candidates; and (2) to provide resources to support and sustain a more diverse faculty community. To that end, divisions have pledged to ensure that faculty search committee members undergo implicit bias training and each committee is assigned a diversity advocate.

The Target of Opportunity Program (TOP) is a component of the FDI that has most directly supported faculty diversity. TOP provides funding to support the hiring of faculty to positions that were not part of planned faculty searches. The funding that was set aside for TOP was to support approximately 30 such hires over five years. To date we have hired 19 new full-time professorial faculty through this program. In addition, FDI funds have supported 19 visiting faculty appointments, and 23 postdoctoral fellows in training for faculty positions.

To improve diversity in faculty hiring, the FDI also encouraged the adoption of Interfolio in faculty searches across all divisions. The Interfolio platform enables automatic posting to several internet job advertising sites where we have institutional memberships, allowing unlimited postings and reducing costs to the university. As Interfolio transitions from pilot to full deployment, the Provost's Office will be advocating for the continued enhancement of applicant pool reviews, intentional recruitment efforts ensuring the inclusiveness of candidate slates, and appropriate tracking of final faculty placements. The Interfolio platform provides an opportunity to demonstrate accountability regarding Hopkins' progress in attracting and hiring the best available candidates.

When recruiting a faculty member who is part of a dual-career couple, Johns Hopkins is increasingly working to identify options for the partner/spouse. This may include a second faculty position that the partner/spouse is interested in and qualified for, or a position in reasonable commuting distance. To address this ongoing challenge, Hopkins created and filled a position to support dual-career faculty couples. Research has shown that dual-career couples are not only more common in recent decades, but that dual-career searches more frequently affect women and minority faculty candidates.

Deans and divisional leadership continue to review division-specific diversity action plans. These action plans detail the qualitative efforts of the divisions specific to faculty recruitment and retention and are published on the [Faculty Affairs website](#).

To support and broaden the pipeline of diverse faculty, the FDI's Provost's Postdoctoral Fellowship has supported 23 talented scholars since 2015. In 2018, 64 candidates applied for the eight available positions. In addition, Johns Hopkins faculty members continued to promote and mentor doctoral graduates as they gained faculty positions here and at other peer institutions.

Johns Hopkins University Roadmap on Diversity and Inclusion

The [2018 Roadmap Progress Report](#) identified URM faculty retention as a key concern following an uptick in departures among URM professorial faculty in 2017. In response to these URM departures, the university established a set of priority initiatives. It piloted a centralized URM faculty exit survey, and conducted a series of climate-pulse listening sessions with a sampling of URM junior faculty; these two initiatives were facilitated by an independent third party. Data trends also helped shape our approach to the COACHE faculty satisfaction survey, administered in spring 2018. In September 2018, we shared analyses of those data, specific to junior faculty mentoring, with deans and department chairs; additional analyses of the COACHE data are ongoing.

Future Initiatives

As Hopkins enters the fourth year of the five-year FDI, we continue to evaluate efforts that have demonstrated progress in improving faculty diversity, particularly attuned to improving and extending successful innovative strategies.

Monitoring Faculty Diversity and Overall Growth Trends

Overall faculty numbers increased from 4,663 in 2015 to 4,887 in 2017 (224, 5% increase). During the same time period, female faculty grew from 1,957 to 2,160 (203, 10% increase); minority faculty grew from 1,389 to 1,555 (166, 12%); and URM faculty grew from 372 to 425 (53, 14%). Percentage growth for female, minority and URM faculty, therefore, surpassed overall percentage faculty growth.

With the exception of Nursing (whose faculty is more than 90% female), all divisions demonstrated greater percent growth in female faculty than in their respective overall faculty growth. Further, all but one division (Business) demonstrated greater percent growth in URM faculty than in their respective overall faculty. Figure 8 depicts growth in overall, female, and URM faculty by division and universitywide.

Overall, professorial faculty grew from 3,022 in 2015 to 3,186 in 2017 (164, 5%). During the same time period, growth in female professorial faculty went from 1,130 to 1,278 (148, 13%); minority professorial faculty went from 839 to 965 (126, 15%); and URM professorial faculty went from 243 to 286 (43, 18%). Percentage growth in female, minority, and URM professorial faculty surpassed that of overall percent professorial faculty. With the exception of Nursing and Education (whose professorial faculty are 89% and 67% female, respectively), divisions showed percentage growth in female professorial faculty that surpassed their respective overall percent professorial faculty growth. Further, all divisions showed percentage growth in URM professorial faculty that surpassed their respective overall percent professorial faculty growth.

We will continue to review trends to watch how our growth rates for women and URM faculty compare with growth rates for our overall faculty. In addition, while this report measures neither growth in representation of women of color nor faculty who self-identify as LGBTQ and/or non-binary gender, we will explore current best practices in these areas.

Johns Hopkins Faculty Growth and Percentage Change, by Division, Gender, and URM Status (2015 to 2017)

Figure 8

| Division | Total Faculty | | Growth in Total Faculty, N (%) | Female Faculty | | Growth in Female Faculty, N (%) | URM Faculty | | Growth in URM Faculty, N (%) |
|-----------------|---------------|--------|--------------------------------|----------------|--------|---------------------------------|-------------|--------|------------------------------|
| | 2015 N | 2017 N | | 2015 N | 2017 N | | 2015 N | 2017 N | |
| Arts & Sciences | 566 | 545 | -21 (-4%) | 215 | 224 | 9 (4%) | 36 | 37 | 1 (3%) |
| Business | 75 | 95 | 20 (27%) | 24 | 32 | 8 (33%) | 9 | 12 | 3 (3%) |
| Education | 75 | 107 | 32 (43%) | 54 | 83 | 29 (54%) | 9 | 19 | 10 (111%) |
| Engineering | 272 | 391 | 119 (46%) | 51 | 100 | 49 (96%) | 13 | 22 | 9 (69%) |
| SAIS | 99 | 112 | 13 (13%) | 27 | 35 | 8 (30%) | 6 | 8 | 2 (33%) |
| Medicine | 2761 | 2861 | 100 (4%) | 1114 | 1200 | 86 (8%) | 226 | 235 | 9 (4%) |
| Nursing | 67 | 83 | 16 (24%) | 63 | 77 | 14 (22%) | 7 | 15 | 8 (114%) |
| Peabody | 160 | 156 | -4 (-3%) | 56 | 57 | 1 (2%) | 9 | 10 | 1 (11%) |
| Public Health | 633 | 706 | 73 (12%) | 359 | 408 | 49 (14%) | 58 | 78 | 20 (34%) |
| JHU - Total | 4663 | 4887 | 224 (5%) | 1957 | 2160 | 203 (10%) | 372 | 425 | 53 (14%) |

Johns Hopkins Professorial Faculty Growth and Percentage Change, by Division*, Gender, and URM Status (2015 to 2017)

Figure 9

| Division | Professorial Faculty | | Growth in Professorial Faculty, N (%) | Female Professorial Faculty | | Growth in Female Professorial Faculty, N (%) | URM Professorial Faculty | | Growth in URM Professorial Faculty, N (%) |
|-----------------|----------------------|--------|---------------------------------------|-----------------------------|--------|----------------------------------------------|--------------------------|--------|-------------------------------------------|
| | 2015 N | 2017 N | | 2015 N | 2017 N | | 2015 N | 2017 N | |
| Arts & Sciences | 295 | 314 | 19 (6%) | 90 | 101 | 11 (12%) | 13 | 21 | 8 (62%) |
| Business | 60 | 75 | 15 (25%) | 18 | 25 | 7 (39%) | 7 | 10 | 3 (43%) |
| Education | 52 | 58 | 6 (12%) | 36 | 39 | 3 (8%) | 8 | 9 | 1 (13%) |
| Engineering | 162 | 210 | 48 (30%) | 26 | 43 | 17 (65%) | 10 | 15 | 5 (50%) |
| SAIS | 46 | 42 | -4 (-9%) | 8 | 11 | 3 (38%) | 2 | 3 | 1 (50%) |
| Medicine | 2089 | 2191 | 102 (5%) | 779 | 878 | 99 (13%) | 171 | 190 | 19 (11%) |
| Nursing | 47 | 56 | 9 (19%) | 44 | 50 | 6 (14%) | 6 | 10 | 4 (67%) |
| Public Health | 309 | 339 | 30 (10%) | 132 | 158 | 26 (20%) | 29 | 37 | 8 (28%) |
| JHU — Total | 3022 | 3186 | 164 (5%) | 1130 | 1278 | 148 (13%) | 243 | 286 | 43 (18%) |

Note: *Peabody does not have professorial faculty

Faculty Mentoring

The COACHE faculty satisfaction survey identified two areas that faculty consistently endorsed as important and in need of improvement: (1) mentoring of junior faculty, and (2) opportunities for leadership development for midcareer faculty. While most divisions have been assigning mentors to junior faculty, we must do more to improve.

As stated in our [Principles of Faculty Mentoring](#), we are committed to providing mentoring to all junior and midcareer faculty, with the expressed goals to support, facilitate, and enhance the development of faculty throughout the early and middle stages of their careers. Following a September 2018 meeting of deans and department leaders from across the institution to discuss support and mentorship for junior faculty, the deans and the office of the Vice Provost for Faculty Affairs have begun working with every department to develop specific mentoring plans for junior faculty. These plans, which add to earlier divisional plans targeting a broader swath of faculty, emphasize developing a group of mentors—rather than a single individual—for junior faculty members, as this allows them to tap into a variety of perspectives, resources, and professional networks. The “mentoring committee” approach has been shown to be particularly helpful for URM and women junior faculty.

Faculty Retention and Campus Climate

Hopkins aspires to remain competitive for acquiring top talent, a place where faculty from all backgrounds can find their academic home, and an environment that allows all faculty to reach their full potential. This will include addressing the challenges of retention, campus climate, and leadership development. As Hopkins and our peer schools have found over the past several decades, financial commitments alone are not sufficient to meet these aspirations.

We will keep our community apprised of this work, which will include regular progress updates on the *Roadmap*.

Data from the Faculty Composition Report will be posted publicly on the website of the [Office of the Provost website](#), ensuring easy access to this information, in the firm belief that transparency is a vital tool in attaining and maintaining our aims in the long term.

Table 3: Historical Trends in Faculty Composition by Division and Rank

| DIVISION | RANK | N | | Female | | | | Minority | | | | URM | | | | | |
|----------------------------------|-------------------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|------------|------------|------------|----------|------|--|
| | | 2015 | | 2017 | | 2015 | | 2017 | | 2015 | | 2017 | | 2015 | | 2017 | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| Arts & Sciences | FT: Full Professor | 170 | 176 | 47 | 28 | 46 | 26 | 14 | 8 | 21 | 12 | 5 | 3 | 8 | 5 | | |
| | FT: Associate Professor | 48 | 53 | 15 | 31 | 18 | 34 | 16 | 33 | 19 | 36 | 5 | 10 | 10 | 19 | | |
| | FT: Assistant Professor | 77 | 85 | 28 | 36 | 37 | 44 | 16 | 21 | 18 | 21 | 3 | 4 | 3 | 4 | | |
| | FT: Other Rank | 228 | 208 | 110 | 48 | 115 | 55 | 55 | 24 | 45 | 22 | 20 | 9 | 16 | 8 | | |
| | PT: All | 43 | 23 | 15 | 35 | 8 | 35 | 11 | 26 | 2 | 9 | 3 | 7 | | | | |
| Arts & Sciences Total | 566 | 545 | 215 | 38 | 224 | 41 | 112 | 20 | 105 | 19 | 36 | 6 | 37 | 7 | | | |
| Business | FT: Full Professor | 13 | 14 | 3 | 23 | 3 | 21 | 5 | 38 | 6 | 43 | 1 | 8 | 1 | 7 | | |
| | FT: Associate Professor | 11 | 17 | 3 | 27 | 5 | 29 | 6 | 55 | 9 | 53 | 1 | 9 | 2 | 12 | | |
| | FT: Assistant Professor | 36 | 44 | 12 | 33 | 17 | 39 | 23 | 64 | 28 | 64 | 5 | 14 | 7 | 16 | | |
| | FT: Other Rank | 15 | 19 | 6 | 40 | 7 | 37 | 4 | 27 | 5 | 26 | 2 | 13 | 2 | 11 | | |
| | PT: All | | 1 | | 0 | | | | 0 | | | | 0 | | | | |
| Business Total | 75 | 95 | 24 | 32 | 32 | 34 | 38 | 51 | 48 | 51 | 9 | 12 | 12 | 13 | | | |
| Education | FT: Full Professor | 16 | 16 | 8 | 50 | 7 | 44 | 2 | 13 | 2 | 13 | 2 | 13 | 2 | 13 | | |
| | FT: Associate Professor | 12 | 15 | 10 | 83 | 12 | 80 | 2 | 17 | 3 | 20 | 2 | 17 | 3 | 20 | | |
| | FT: Assistant Professor | 24 | 27 | 18 | 75 | 20 | 74 | 5 | 21 | 6 | 22 | 4 | 17 | 4 | 15 | | |
| | FT: Other Rank | 19 | 47 | 15 | 79 | 42 | 89 | 3 | 16 | 13 | 28 | 1 | 5 | 10 | 21 | | |
| | PT: All | 4 | 2 | 3 | 75 | 2 | 100 | | 0 | | | | 0 | | | | |
| Education Total | 75 | 107 | 54 | 72 | 83 | 78 | 12 | 16 | 24 | 22 | 9 | 12 | 19 | 18 | | | |
| Engineering | FT: Full Professor | 94 | 116 | 8 | 9 | 12 | 10 | 20 | 21 | 25 | 22 | 4 | 4 | 4 | 3 | | |
| | FT: Associate Professor | 16 | 29 | 5 | 31 | 9 | 31 | 4 | 25 | 9 | 31 | 1 | 6 | 1 | 3 | | |
| | FT: Assistant Professor | 52 | 65 | 13 | 25 | 22 | 34 | 22 | 42 | 30 | 46 | 5 | 10 | 10 | 15 | | |
| | FT: Other Rank | 104 | 172 | 25 | 24 | 56 | 33 | 32 | 31 | 59 | 34 | 2 | 2 | 6 | 3 | | |
| | PT: All | 6 | 9 | 0 | 0 | 1 | 11 | 1 | 17 | 3 | 33 | 1 | 17 | 1 | 11 | | |
| Engineering Total | 272 | 391 | 51 | 19 | 100 | 26 | 79 | 29 | 126 | 32 | 13 | 5 | 22 | 6 | | | |
| SAIS | FT: Full Professor | 31 | 21 | 4 | 13 | 3 | 14 | 4 | 13 | 2 | 10 | 1 | 3 | 1 | 5 | | |
| | FT: Associate Professor | 5 | 6 | 2 | 40 | 3 | 50 | 1 | 20 | 2 | 33 | 1 | 20 | 1 | 17 | | |
| | FT: Assistant Professor | 10 | 15 | 2 | 20 | 5 | 33 | 4 | 40 | 5 | 33 | | 0 | 1 | 7 | | |
| | FT: Other Rank | 49 | 61 | 19 | 39 | 23 | 38 | 15 | 31 | 18 | 30 | 4 | 8 | 5 | 8 | | |
| | PT: All | 4 | 9 | 0 | 0 | 1 | | | 0 | | | | 0 | | | | |
| SAIS Total | 99 | 112 | 27 | 27 | 35 | 31 | 24 | 24 | 27 | 24 | 6 | 6 | 8 | 7 | | | |
| Medicine | FT: Full Professor | 576 | 612 | 124 | 22 | 140 | 23 | 103 | 18 | 112 | 18 | 29 | 5 | 26 | 4 | | |
| | FT: Associate Professor | 562 | 581 | 201 | 36 | 218 | 38 | 159 | 28 | 190 | 33 | 42 | 7 | 46 | 8 | | |
| | FT: Assistant Professor | 951 | 998 | 454 | 48 | 520 | 52 | 361 | 38 | 402 | 40 | 100 | 11 | 118 | 12 | | |
| | FT: Other Rank | 606 | 600 | 304 | 50 | 287 | 48 | 312 | 51 | 315 | 53 | 53 | 9 | 45 | 8 | | |
| | PT: All | 66 | 70 | 31 | 47 | 35 | 50 | 18 | 27 | 16 | 23 | 2 | 3 | | | | |
| Medicine Total | 2761 | 2861 | 1114 | 40 | 1200 | 42 | 953 | 35 | 1035 | 36 | 226 | 8 | 235 | 8 | | | |
| Nursing | FT: Full Professor | 12 | 18 | 11 | 92 | 16 | 89 | 1 | 8 | 4 | 22 | 1 | 8 | 3 | 17 | | |
| | FT: Associate Professor | 14 | 8 | 13 | 93 | 7 | 88 | 3 | 21 | 3 | 38 | 1 | 7 | 1 | 13 | | |
| | FT: Assistant Professor | 21 | 30 | 20 | 95 | 27 | 90 | 5 | 24 | 9 | 30 | 4 | 19 | 6 | 20 | | |
| | FT: Other Rank | 20 | 25 | 19 | 95 | 25 | 100 | 2 | 10 | 6 | 24 | 1 | 5 | 5 | 20 | | |
| | PT: All | | 2 | | 0 | 2 | 100 | | 0 | | | | 0 | | | | |
| Nursing Total | 67 | 83 | 63 | 94 | 77 | 93 | 11 | 16 | 22 | 27 | 7 | 10 | 15 | 18 | | | |
| Peabody Conservatory | FT: Conservatory | 70 | 75 | 23 | 33 | 27 | 36 | 8 | 11 | 9 | 12 | 3 | 4 | 3 | 4 | | |
| | PT: Conservatory | 12 | 8 | 5 | 42 | 3 | 38 | 3 | 25 | 1 | 13 | 1 | 8 | | | | |
| | ADJ: Conservatory | 78 | 73 | 28 | 36 | 27 | 37 | 6 | 8 | 12 | 16 | 5 | 6 | 7 | 10 | | |
| | Peabody Total | 160 | 156 | 56 | 35 | 57 | 37 | 17 | 11 | 22 | 14 | 9 | 6 | 10 | 6 | | |
| Public Health | FT: Full Professor | 155 | 180 | 47 | 30 | 62 | 34 | 26 | 17 | 31 | 17 | 10 | 6 | 14 | 8 | | |
| | FT: Associate Professor | 74 | 75 | 38 | 51 | 37 | 49 | 20 | 27 | 22 | 29 | 9 | 12 | 9 | 12 | | |
| | FT: Assistant Professor | 80 | 84 | 47 | 59 | 59 | 70 | 22 | 28 | 25 | 30 | 10 | 13 | 14 | 17 | | |
| | FT: Other Rank | 305 | 360 | 212 | 70 | 247 | 69 | 89 | 29 | 119 | 33 | 29 | 10 | 41 | 11 | | |
| | PT: All | 19 | 7 | 15 | 79 | 3 | 43 | 2 | 11 | 1 | 14 | | 0 | | | | |
| Public Health Total | 633 | 706 | 359 | 57 | 408 | 58 | 159 | 25 | 198 | 28 | 58 | 9 | 78 | 11 | | | |
| University Total | FT: Full Professor | 1044 | 1089 | 250 | 24 | 276 | 25 | 167 | 16 | 186 | 17 | 51 | 5 | 53 | 5 | | |
| | FT: Associate Professor | 736 | 766 | 287 | 39 | 304 | 40 | 209 | 28 | 251 | 33 | 61 | 8 | 72 | 9 | | |
| | FT: Assistant Professor | 1242 | 1331 | 593 | 48 | 698 | 52 | 455 | 37 | 519 | 39 | 131 | 11 | 161 | 12 | | |
| | Other Ranks | 1641 | 1701 | 827 | 50 | 882 | 52 | 558 | 34 | 599 | 35 | 129 | 8 | 139 | 8 | | |
| | University Total | 4663 | 4887 | 1957 | 42 | 2160 | 44 | 1389 | 30 | 1555 | 32 | 372 | 8 | 425 | 9 | | |

NOTES

Faculty headcount from November 2017 OIR HR Faculty Census file; includes Deans and Executives with faculty appointments.

Bloomberg Distinguished Professors (BDPs and BDAPs), Biomedical Engineering faculty and Environmental Health & Engineering faculty are included in multiple divisional counts but unduplicated in university totals and subtotals.

Among divisions, "University Centers" is hidden, but included in University totals. AP and EPP are rolled into Arts & Sciences and Engineering, respectively. This table excludes PY Prep.

"Minority" faculty include those who identified as Asian, Hispanic, Black, American Indian, Alaskan Native/ Pacific Islander; URM or "Underrepresented Minority" include those who identified as Hispanic, Black, American Indian, Alaskan Native/ Pacific Islander.

Table 4: Full-Time Professorial Faculty by Division and Department (continued)

| DIVISION | DEPARTMENT | N | | Female | | | | Minority | | | | URM | | | | | |
|-------------------|-------------------------------------------------|-------------|-------------|-------------|-----------|-------------|-----------|------------|-----------|------------|-----------|------------|----------|------------|-----------|------|--|
| | | 2015 | | 2017 | | 2015 | | 2017 | | 2015 | | 2017 | | 2015 | | 2017 | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | |
| | Biochemistry and Molecular Biology | 17 | 14 | 3 | 18 | 4 | 29 | 4 | 24 | 3 | 21 | 1 | 6 | | | | |
| | Biostatistics | 22 | 25 | 4 | 18 | 5 | 20 | 4 | 18 | 6 | 24 | | | 1 | 4 | | |
| | Environmental Health & Engineering | 36 | 49 | 12 | 33 | 18 | 37 | 7 | 19 | 9 | 18 | 1 | 3 | 2 | 4 | | |
| | Epidemiology | 53 | 59 | 23 | 43 | 28 | 47 | 13 | 25 | 19 | 32 | 7 | 13 | 11 | 19 | | |
| | Health Policy and Management | 40 | 41 | 18 | 45 | 20 | 49 | 9 | 23 | 9 | 22 | 5 | 13 | 4 | 10 | | |
| | Health, Behavior, and Society | 27 | 28 | 19 | 70 | 21 | 75 | 6 | 22 | 7 | 25 | 4 | 15 | 5 | 18 | | |
| | International Health | 48 | 52 | 23 | 48 | 27 | 52 | 13 | 27 | 12 | 23 | 3 | 6 | 7 | 13 | | |
| | Mental Health | 22 | 23 | 11 | 50 | 12 | 52 | 2 | 9 | 2 | 9 | 2 | 9 | 2 | 9 | | |
| | Molecular Microbiology and Immunology | 24 | 28 | 5 | 21 | 9 | 32 | 6 | 25 | 6 | 21 | 5 | 21 | 4 | 14 | | |
| | Population, Family, and Reproductive Health | 20 | 20 | 14 | 70 | 14 | 70 | 4 | 20 | 5 | 25 | 1 | 5 | 1 | 5 | | |
| | Public Health Professorial | 309 | 339 | 132 | 43 | 158 | 47 | 68 | 22 | 78 | 23 | 29 | 9 | 37 | 11 | | |
| University | Professorial and Peabody FT Conservatory | 3092 | 3261 | 1153 | 37 | 1305 | 40 | 839 | 27 | 965 | 30 | 239 | 8 | 289 | 9 | | |

NOTES

Faculty headcount from November 2017 OIR HR Faculty Census file; includes Deans and Executives with faculty appointments.
 Bloomberg Distinguished Professors (BDPs and BDAPs), Biomedical Engineering faculty and Environmental Health & Engineering faculty are included in multiple divisional counts but unduplicated in university totals and subtotals.
 Among divisions, "University Centers" is hidden, but included in University totals. AP and EPP are rolled into Arts & Sciences and Engineering, respectively. This table excludes PY Prep.
 Faculty who indicated more than one racial category are categorized using the following precedence rule: Hispanic > Hawaiian or Pacific Islander > American Indian > Black or African American > Asian > White
 "Minority" faculty include those who identified as Asian, Hispanic, Black, American Indian, Alaskan Native/ Pacific Islander; URM or "Underrepresented Minority" include those who identified as Hispanic, Black, American Indian, Alaskan Native/ Pacific Islander.
 Data for Peabody Conservatory show full-time faculty as the division does not have professorial appointments. The University Totals on Table2 will not match University Totals in Table1 due to the inclusion of Peabody Conservatory FT faculty in Table2.
 All faculty members, irrespective of visa status, have the option of indicating one or more racial/ethnic identities in the JHU personnel system. Based on the information in the system, non-resident alien faculty members have been categorized and counted in exactly the same way as those who are US citizens or permanent residents.

Table 5: Composition of JHU Deans and Department Chairs

| | Total | Women | Asian | African American | Hispanic/Latino | White | URM |
|----------------------|-------|-------|-------|------------------|-----------------|-------|-----|
| Deans | 9 | 3 | | 1 | | 8 | 1 |
| Chairs | 93 | 23 | 6 | 5 | 2 | 80 | 7 |
| Deans & Chairs Total | 102 | 26 | 6 | 6 | 2 | 88 | 8 |
| Vice Provost | 5 | 2 | | | | 5 | |
| Percentage of Total | 100% | 26% | 6% | 6% | 1% | 87% | 8% |

Notes:

1. SOM does not have “chairs”; department heads are “directors.”
2. As of 9/15/18, two interim chairs and two interim directors are included.
3. The following divisions do not have chairs or chair-equivalent positions: CBS, SAIS, SOE, SON.
4. Numbers reflect composition as of 9/15/2018.

Table 6: Percentages of URM and Female Full-Time and Part-Time Instructional Staff, (Fall 2017) Compared to Ivy-Plus Peers

| University | % URM | % Female |
|------------|-------|----------|
| Brown | 9% | 38% |
| Chicago | 7% | 36% |
| Columbia | 10% | 44% |
| Cornell | 8% | 37% |
| Dartmouth | 7% | 38% |
| Duke | 8% | 41% |
| Harvard | 8% | 29% |
| JHU | 9% | 44% |
| MIT | 6% | 28% |
| Princeton | 9% | 37% |
| Stanford | 6% | 41% |
| UPenn | 7% | 36% |
| Yale | 6% | 40% |

Notes:

1. Data from our peers is from the Integrated Postsecondary Education Data System (IPEDS).
2. The period covered is fall 2017.
3. Research staff was not included.
4. Instructional staff, as defined by IPEDS, comprises staff who are either (a) primarily instruction or (b) instruction combined with research and/or public service.

