

INSTITUTIONAL INDICATORS OF DIVERSITY FOR FACULTY AT THE UNIVERSITY OF MICHIGAN: AY2009



FOR PUBLIC RELEASE

Data are aggregated by college or across schools/divisions in this version for public release, in order to protect individual identities. In addition, the School of Nursing data was not part of the reporting initiated with the NSF grant as the demographics in Nursing are importantly different from those found in other STEM disciplines. Therefore, Nursing was treated separately in the version of this report prepared for UM administrators; however, in order to protect individual identities, the School of Nursing data are not included in this public version of the report.

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INSTITUTIONAL INDICATORS OF DIVERSITY FOR FACULTY

AT THE UNIVERSITY OF MICHIGAN: AY2009

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I. INTRODUCTION

Schools Included in this Report

The ADVANCE indicator data reported here are for the 2008 – 2009 academic year (AY2009). In this report, we discuss all faculty with appointments on the instructional (tenure), primary research, and clinical tracks, by gender and race/ethnicity, at the University of Michigan for AY2009. The report is divided into three sections: overall campus-wide assessment; indicators for Science, Technology, Engineering, and Mathematics (STEM) faculty campus-wide; and indicators for non-STEM faculty campus-wide. The overall campus-wide assessment provides summary information about all faculty on the instructional, research and clinical tracks.

The STEM section of this report continues the reporting process initiated with UM's NSF ADVANCE grant (begun for AY2001) and includes the College of Engineering, College of LSA (Natural Sciences Division), Medical School (basic science and clinical departments), and STEM faculty from six schools with both science and non-science faculty (Dentistry, Information, Kinesiology, Pharmacy, Natural Resources and Environment, and Public Health). The School of Nursing data was not part of the reporting initiated with the NSF grant as the demographics in Nursing are importantly different from those found in other STEM disciplines. Therefore, Nursing was treated separately in the report prepared for UM administrators; however, in order to protect individual identities, the School of Nursing data are not included in this public version of the report. Information is reported separately for the three big schools with STEM faculty (Engineering, LSA Natural Sciences and Medicine (basic science and clinical departments) and collectively for the STEM faculty associated with the six schools with both science and non-science faculty). In addition, appended tables provide demographic information separately by school.

The non-STEM section covers the College of LSA (Humanities and Social Sciences Divisions), eight additional schools with primarily non-STEM faculty (Architecture & Urban Planning, Art & Design, Business, Education, Law, Music, Theater & Dance, Public Policy, and Social Work), and the non-STEM faculty from the six schools previously mentioned with both STEM and non-STEM faculty. The report provides information separately for each of the LSA Divisions (Humanities and Social Sciences), collectively for the eight non-STEM schools and colleges, and collectively for the non-STEM faculty associated with the six schools with both science and non-science faculty. In addition, appended tables provide demographic information separately by school.

Faculty Appointments Included in this Report

For each College or School, we included faculty from the instructional (tenure), primary research, and clinical tracks. We included faculty with the titles of assistant, associate, and full professor; assistant, associate, and research scientist/professor¹; and assistant, associate, and clinical professor, respectively. Lecturers, instructors, research investigators, and supplemental faculty were not included. Faculty with joint appointments (i.e., greater than 0% time equivalence) were counted in each unit of appointment. In addition, faculty with dry faculty appointments and funded administrative appointments were counted in their primary academic unit; these faculty (n=60) were not included in previous indicator reports, as only faculty with funded appointments on the three tracks were included.

Defining Race/Ethnicity and Gender

Data were drawn from the University database; in it, faculty ethnicity is coded using five mutually exclusive categories (American Indian/Alaskan Native; Asian/Asian American/Pacific Islander; Black/African American; Hispanic/Latino; and white). These categories may or may not correspond to an individual's self perception. Moreover, individuals can only be identified as having one ethnicity in this database, so someone had to make a judgment about the individual's primary ethnic identity; that judgment may or may not be consistent with the

¹On the research track, faculty may be appointed to two different paths: research scientist classifications include research scientist, associate research scientist, and assistant research scientist; and research professor classifications include research professor, research associate professor, and research assistant professor. For our purposes, faculty members on both paths are considered together.

individual's own view. Throughout this report, we discuss faculty who fall into one of three groups according to these data: Asian/Asian American faculty, white faculty, and underrepresented minority faculty (including American Indian/Alaskan Native, Black/African American, and Hispanic/Latino). Information regarding faculty gender was also drawn from the University database.

Time Period Reported

Following the narrative section are tables presenting all of the indicators reported here. In extracting data from the University's databases, we used an effective date of March 1, 2009. However, since we were attempting to reflect conditions in effect during AY2009, these data were verified by the individual Colleges and Schools to ensure we did not exclude any faculty who may have been present in Fall 2008 and not in Winter 2009. The data liaisons in each academic unit also ensured that we included all additional positions (e.g., administrative positions) held by their faculty during the academic year. The percentages reported here are based on the number of faculty in each department (i.e., appointment count), and not based on time equivalents (FTE). Head counts are easier to conceptualize, and in most cases do not differ significantly from the FTE allocation.

For changes in status such as new faculty members and terminations/retirements, the effective dates used were between March 1, 2008, and March 1, 2009. That is, we report on faculty members who started their instructional tenure track position or who left their position during this time period. The date parameters were selected to facilitate the reconciliation of changes in the number of faculty from AY2008 to AY2009; however, these data do not match exactly with the academic year. With regard to faculty promotions, we report faculty whose promotions were effective in AY2009 (and thus were reviewed in the previous academic year, AY2008).

Because we have been tracking the indicators for STEM faculty since AY2001 we are able to make comparisons between the AY2009 and AY2001 indicator data and these are reported here. This is not true for any faculty in non-STEM disciplines; this would include all faculty in Architecture & Urban Planning, Art & Design, Business, Education, Law, Music, Theater & Dance, Public Policy, and Social Work; LSA faculty in the Social Sciences and Humanities Divisions; and non-STEM faculty in Dentistry, Information, Kinesiology, Pharmacy, Natural Resources and Environment, and Public Health. Thus, comparisons to AY2001 cannot be made for these faculty, or for the campus-wide assessments.

Indicators Reported

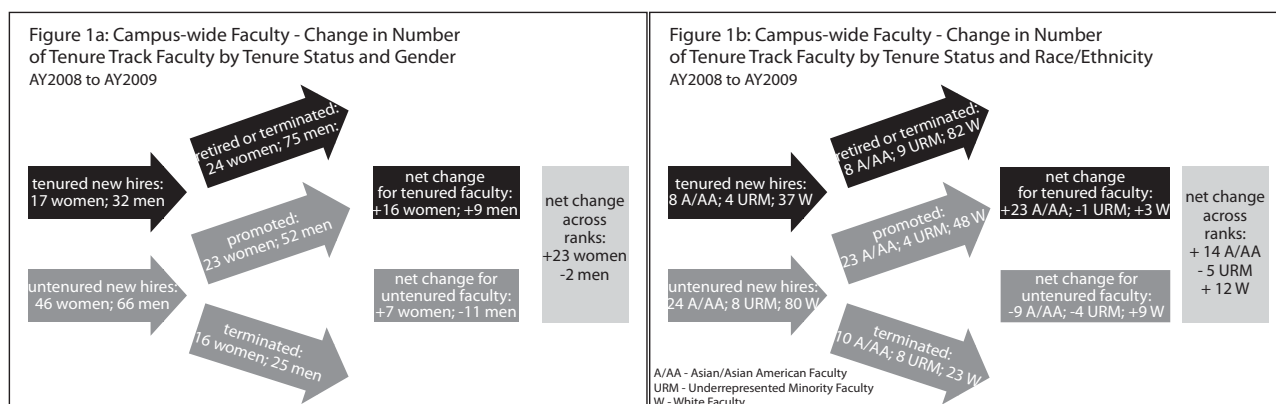
This report includes information on:

- number of faculty by track and rank, including changes from AY08 (new faculty, retirements/terminations, and promotions);
- average number of years in rank for associate professors;
- sex ratio composition by department;
- racial-ethnic composition by department;
- named professorships;
- administrative appointments,
- service on tenure and promotion committees; and
- service on executive committees

Data are also presented by gender and race-ethnicity.

II. CAMPUS-WIDE ASSESSMENT

In AY2009, the overall composition of faculty on the **instructional, or tenure, track** (including STEM and non-STEM faculty) was 30% (n=846) female and 70% (n=1968) male; see Table 1². The gender disparity in AY2009 was the greatest at the highest rank of professor: only 22% (n=328) of professors were women. At the associate professor level, 36% (n=254) of the faculty were women, and at the assistant professor level, 41% (n=264) of the faculty were women. Comparison data are not available for AY2001. In AY2009, the proportion of faculty who were Asian/Asian Americans decreased as we ascend the academic ladder: 21% (n=137) of assistant professors, 15% (n=104) of associate professors, and 9% (n=126) of professors were Asian/Asian Americans. The percent of underrepresented minority faculty remained low across the ranks, ranging from 11% (n=69) of assistant professors to 7% (n=96) of professors. For a summary of the net effects of new faculty, retirements/terminations, and promotions among all tenure track faculty at the University of Michigan during this one year, see Figures 1a and 1b.



During the same period, women comprised 34% (n=117) and men comprised 66% (n=229) of faculty on the **primary research track**. A majority of female (77%) and male (63%) research track faculty were at the lowest rank of assistant research scientist. Thirty-five percent (n=83) of assistant and 21% (n=12) of associate research scientists were Asian/Asian Americans and only 4% (n=2) of faculty were Asian/Asian Americans. Very few underrepresented minorities held appointments on the research track, comprising only 4% (n=9) of assistant research scientists, 2% (n=1) of associate research scientists, and 4% (n=3) of research scientists.

Finally, on the **clinical track**, the overall composition of faculty was 46% (n=349) female and 54% (n=403) male in AY2009. There was near gender parity at the clinical assistant professor and clinical associate professor ranks, where 50% and 46% of faculty, respectively, were women in AY2009. However, at the highest rank of clinical professor, the proportion of female faculty was only 21% (n=16). The proportion of faculty who were Asian/Asian Americans ranged from a high of 17% (n=86) of clinical assistant professors to a low of 4% (n=3) clinical professor; moreover, underrepresented minorities ranged from 9% (n=14) of clinical associate professors to 1% (n=1) of clinical professors.

² In this section, we report on unique faculty appointment counts (that is, faculty with joint funded appointments are counted only once, in their primary academic unit).

III. STEM INSTRUCTIONAL (TENURE) TRACK FACULTY

OVERVIEW

In this section we discuss all UM faculty in Science, Technology, Engineering, and Mathematics (STEM) fields, by gender and race/ethnicity, at the University of Michigan for AY2009 and in comparison to AY2001. Included in this section are all STEM faculty (instructional, primary research, and clinical tracks) in STEM departments in the College of Engineering³ (CoE), the College of Literature, Science, and the Arts' Division of Natural Sciences⁴ (LSA), and the Medical School's Basic Science and Clinical departments⁵ (MED). In addition to these schools, we include science faculty members in six additional schools that house science faculty at the University of Michigan (School of Dentistry, School of Information, School of Kinesiology, School of Natural Resources and Environment, College of Pharmacy, and School of Public Health). Faculty members in these schools were determined to be scientists by assessing the field of study in which they received their highest degree (see Appendix I for a listing of which fields of study were included). For those highest degrees that might comprise research in both science and non-science areas, we evaluated the individual cases and included faculty based on their research foci.

We begin with a summary of all STEM faculty and then provide information by college for the three schools with the largest number of STEM faculty (Engineering, LSA Natural Sciences and Medicine) and for the six additional schools that also have STEM faculty.

STEM SUMMARY

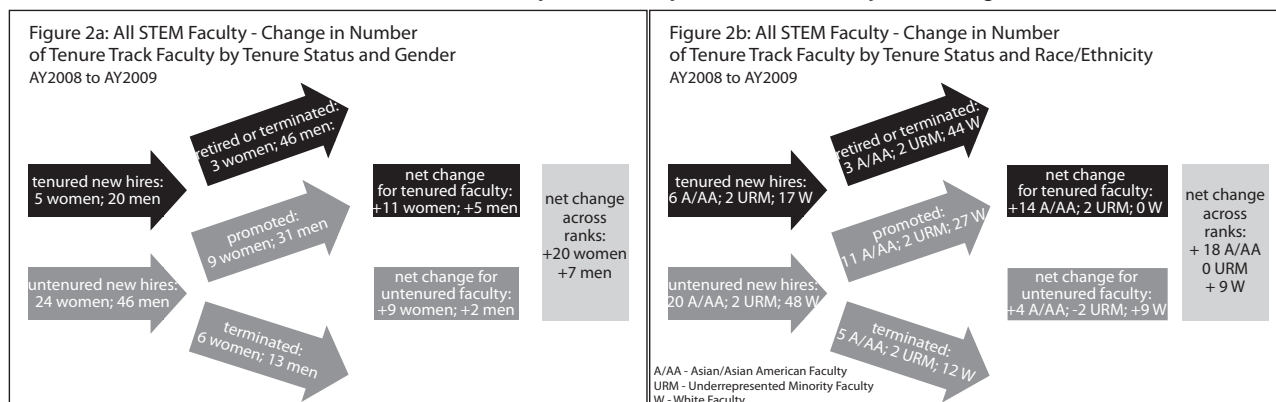
In AY2009, of all STEM instructional track faculty at UM, 22% (n=366) were female and 78% (n=1261) were male. Moreover, 16% were Asian/Asian American, 5% were underrepresented minorities, and 79% were white. The gender disparity was greatest at the highest rank of full professor: 15% (127 of 873) were female at this rank, compared with 27% (97 of 360) at the rank of associate professor and 36% (142 of 394) at the rank of assistant professor. In addition, the proportion of Asian/Asian Americans also decreased as we ascend the academic ladder: 26% (103 of 394) of those at the rank of assistant professor were Asian/Asian American compared with 18% (66 of 360) at the associate professor rank and 10% (91 of 873) at the full professor rank. By contrast, the proportion of underrepresented minorities was similar across the assistant, associate, and full professor ranks (5%, 7%, and 5%, respectively). For a summary of the net effects of new faculty, retirements/terminations, and promotions among all tenure track STEM faculty, see Figures 2a and 2b.

³ Engineering (CoE): Aerospace Engineering; Atmospheric, Oceanic & Space Sciences; Biomedical Engineering; Chemical Engineering; Civil & Environmental Engineering; Electrical Engineering & Computer Science; Industrial & Operations Engineering; Materials Science & Engineering; Mechanical Engineering; Naval Architecture & Marine Engineering; Nuclear Engineering & Radiological Sciences.

⁴ Literature, Science, and the Arts Division of Natural Sciences (LSA): Astronomy; Chemistry; Ecology & Evolutionary Biology; Geological Sciences; Mathematics; Molecular, Cellular & Developmental Biology; Physics; Statistics.

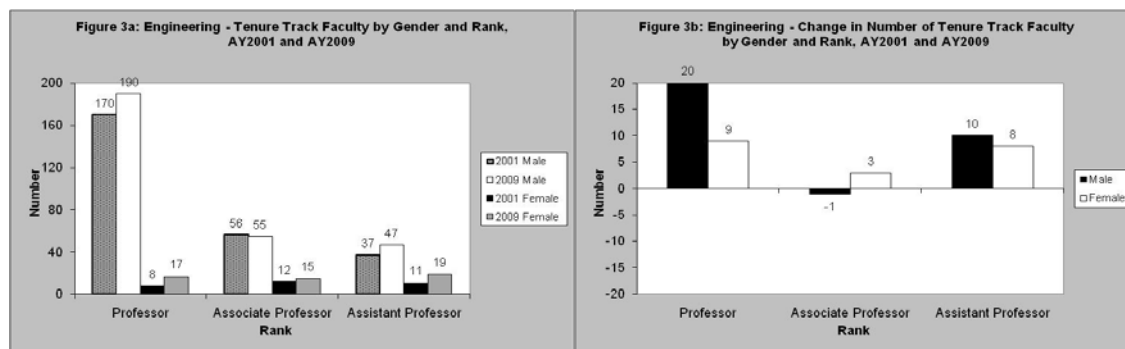
⁵ Medical School Basic Science departments (MED): Biological Chemistry; Cell & Developmental Biology; Human Genetics; Microbiology & Immunology; Pharmacology; Molecular & Integrative Physiology. Clinical departments: Anesthesiology, Dermatology, Emergency Medicine, Family Medicine, Internal Medicine, Neurology, Neurosurgery, Obstetrics and Gynecology, Ophthalmology and Visual Sciences, Orthopaedic Surgery, Otolaryngology, Pathology, Pediatrics and Communicable Diseases, Physical Medicine and Rehabilitation, Psychiatry, Radiation Oncology, Radiology, Surgery, and Urology.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

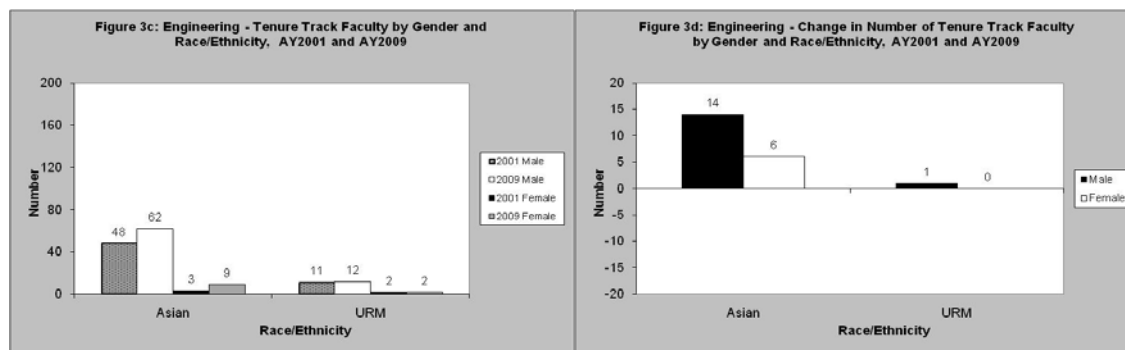


College of Engineering

In the College of Engineering, the overall proportion of women on the instructional track increased from 11% in AY2001 to 15% in AY2009; see Figures 3a-b. The total number of women increased from 31 to 51, and the total number of men increased from 263 to 292 from AY2001 to AY2009; see Table 2. The percentage of female faculty at each rank is slightly higher than in AY2001; however, the small proportion of female faculty continues to be particularly evident at the (full) professor level, where only 8% (17 of 207) of the faculty were women, up from 4% (8 of 178) in AY2001. Women comprised 21% (15 of 70) of associate professors and 29% (19 of 66) of assistant professors in AY2009, increases from 18% and 23%, respectively, in AY2001.



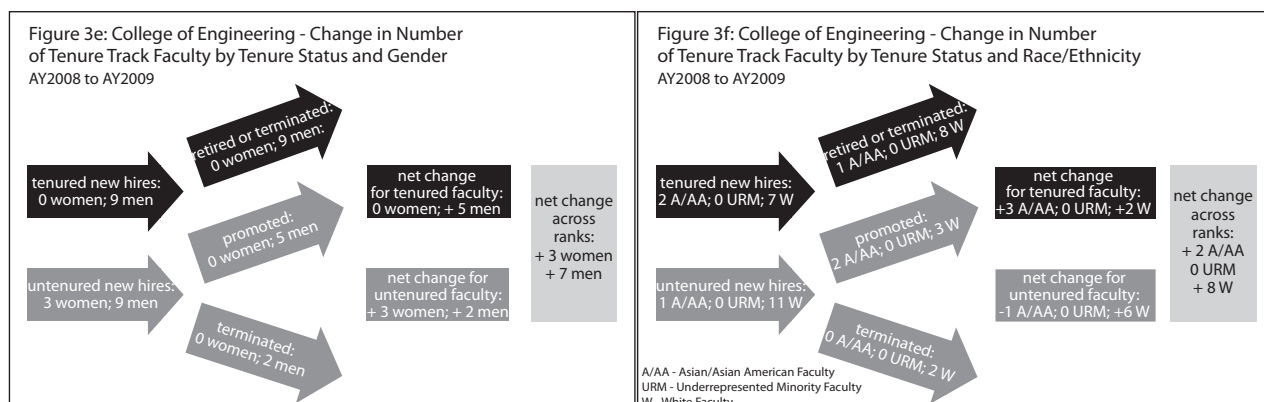
With regard to race/ethnicity, the composition of the faculty remained relatively stable when comparing AY2001 to AY2009. The representation of white faculty decreased slightly from 78% to 75%, although the number of white faculty increased by 28 during this period (see Figures 3c-d). Asian/Asian American faculty increased from 17% to 21% (and increased in number by 20). The representation of underrepresented minority faculty remained stable at 4% (and only increased by 1 faculty member). In a pattern similar to female faculty, Asian/Asian American faculty comprised a lesser percentage of the faculty at the highest ranks: 26% (17 of 66) of assistant professors, 21% (15 of 70) of associate professors, and 19% (39 of 207) of professors in AY2009. In contrast, underrepresented minority (URM) faculty comprised 2% (1 of 66) of assistant professors, 9% (6 of 70) of associate professors and 3% (7 of 207) of professors.



Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

Looking at race/ethnicity within gender in AY2009, 18% (9 of 51) of female and 21% (62 of 292) of male instructional faculty were Asian/Asian American, and only 4% (2 of 51 and 12 of 292) of both genders were underrepresented minority faculty. For men, the proportion of Asian/Asian American faculty decreased from assistant to full professor: at the level of assistant professor, 30% (14 of 47) of men were Asian/Asian American; but, only 22% (12 of 55) and 19% (36 of 190) of men were Asian/Asian American at the levels of associate and full professors, respectively. These proportions were more stable for Asian/Asian American women: 16% (3 of 19) of female assistant professors were Asian/Asian American, as were 20% (3 of 15) of female associate professors and 18% (3 of 17) of female full professors. Female underrepresented minority faculty were present in the lower faculty ranks (5%, or 1 of 19, of female assistant professors and 7%, or 1 of 15, of female associate professors) and not represented at the rank of professor; male underrepresented minority faculty comprised 9% (5 of 55) of male associate professors, 4% (7 of 190) of male professors, and were not represented at the rank of assistant professor.

For the period between March 2008 and March 2009, 14% (n=3) of the new tenure track faculty members were women and 86% (n=18) were men; 14% (n=3) of these new faculty were Asian/Asian American men, 71% (n=15) were white men, and the remaining 14% (n=3) were white women. No underrepresented minority faculty members arrived during this period. During the same period, the College of Engineering lost 11 males (1 Asian/Asian American and 10 white faculty) to retirements or other terminations. In terms of faculty promotion⁶, 16 faculty were reviewed for promotions: 2 female faculty members (1 Asian/Asian American and 1 white faculty) and 14 male faculty members (5 Asian/Asian American, 1 underrepresented minority, and 8 white faculty) were promoted from assistant to associate or associate to full professor; no faculty members were denied promotion in AY2009. Overall, the College of Engineering gained 3 untenured female and 2 untenured male faculty members as well as 5 tenured male faculty members; see Figure 3e. In terms of race/ethnicity, CoE gained 3 Asian/Asian American and 2 white tenured faculty, while losing 1 Asian/Asian American untenured faculty member and gaining 6 white untenured faculty; see Figure 3f.

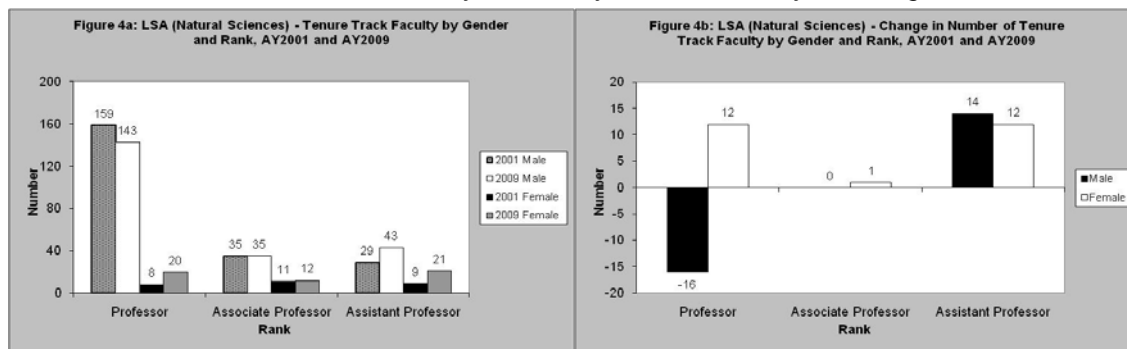


College of LSA (Natural Sciences)

In AY2009 the overall composition of faculty in the College of LSA Division of Natural Sciences was 19% female (n=53) and 81% male (n=221), compared to 11% (n=28) and 89% (n=223), respectively, in AY2001 (see Table 2 and Figures 4a-b). The number of men on the instructional track decreased slightly from AY2001 to AY2009 (1%, 223 to 221) and the number of female faculty on the instructional track increased by 89% (28 to 53). The gender disparity in AY2009 was the greatest at the highest rank of professor: only 12% (n=20) of professors were women; however, this was more than twice the percentage of women professors in AY2001 (5%, n=8). At the associate professor level, 26% (n=12) of the faculty were women, up slightly from 24% (n=11) in AY2001, and at the assistant professor level, 33% (n=21) of the faculty were women, compared to 24% in AY2001.

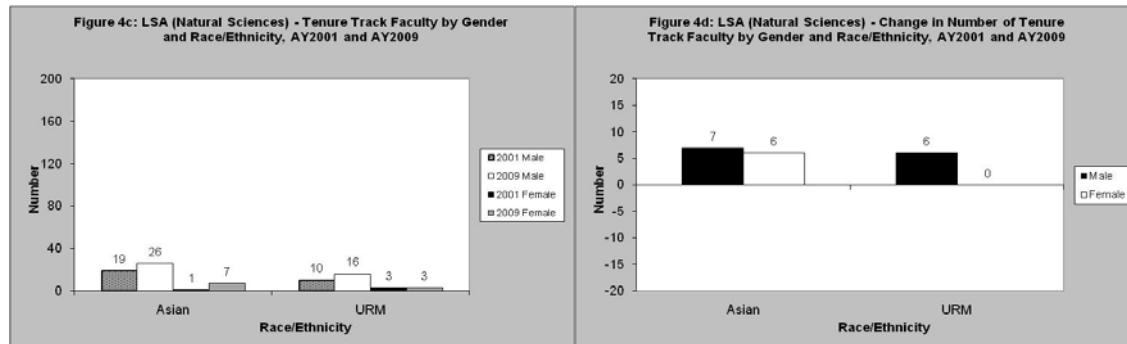
⁶ With regard to faculty promotions, we report faculty whose promotions were effective in AY2009 (and thus were reviewed in the previous academic year, AY2008).

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

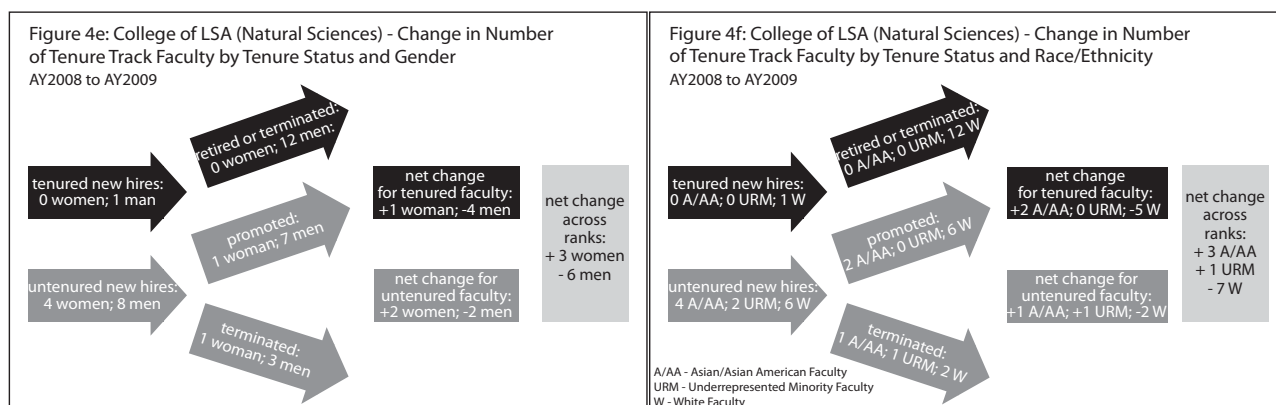


As in the College of Engineering, the racial/ethnic composition of the instructional faculty remained relatively stable from AY2001 to AY2009. The number of faculty increased from AY2001 to AY2009 by 4 white faculty, 13 Asian/Asian American faculty, and 6 underrepresented minority faculty; see Figures 4c-d. Asian/Asian American faculty had a larger presence at the associate professor level (23% or 11 of 47) than at the other two ranks (13% at the assistant level and 9% at the full professor level; 8 of 64 and 14 of 163, respectively). A smaller percentage of faculty were underrepresented minority: 9% (or 6 of 64) of assistant professors, 2% (or 1 of 47) of associate professor, and 7% (or 12 of 163) of professors.

Looking at race within gender, 13% of female faculty (7 of 53) and 12% of male faculty (26 of 221) were Asian/Asian American; 6% of female and 7% of male faculty were underrepresented minority faculty (3 of 53 and 16 of 221, respectively). The percentage of female faculty who were Asian/Asian American ranged from 8% (n=1) at the associate professor level to 19% (n=4) at the assistant professor level. Asian/Asian American faculty comprised 29% of male faculty at the associate professor level (n=10). A total of 3 female underrepresented minority faculty had appointments to the instructional track in the Natural Sciences – all at the rank of full professor, comprising 15% of female faculty in this rank. Male underrepresented minority faculty comprised 14% (6 of 43) of male assistant professors, 3% (1 of 35) of male associate professors, and 6% (9 of 143) of male professors.

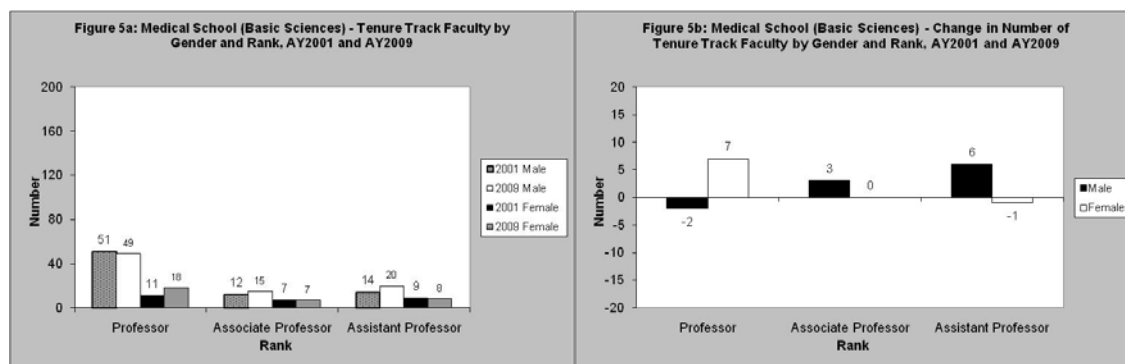


For the period between March 2008 and March 2009, women comprised 31% (n=4) and men comprised 69% (n=9) of new faculty in the LSA Natural Sciences Division. Of these, 54% (n=7) were white, 31% (n=4) were Asian/Asian American, and 15% (n=2) were underrepresented minorities; while three of the four Asian/Asian American new faculty were women, both underrepresented minority new faculty were men. During the same period, 1 woman and 15 men retired or were terminated from the Natural Sciences. Of these 16 faculty members, 88% (n=14) were white, 6% were underrepresented minority faculty, and 6% were Asian/Asian American (including 1 male URM, and 1 male Asian/Asian American, each representing 6%). In terms of faculty promotions, 21 faculty were reviewed for promotion: 3 female faculty (2 underrepresented minority faculty and 1 white faculty) and 15 male faculty (11 white faculty and 4 Asian/Asian American faculty) were promoted from assistant to associate or from associate to full. One female and 2 male faculty members, all of whom were white, were denied tenure. Overall, the Natural Sciences Division gained two female and two male untenured faculty as well as 1 female tenured faculty member, while losing 4 tenured male faculty members; see Figure 4e. In terms of race/ethnicity, the Natural Sciences Division gained 2 Asian/Asian American tenured faculty as well as 1 Asian/Asian American and 1 underrepresented minority untenured faculty. This division also lost 5 white tenured faculty and 2 white untenured faculty; see Figure 4f.



Medical School (Basic Sciences)

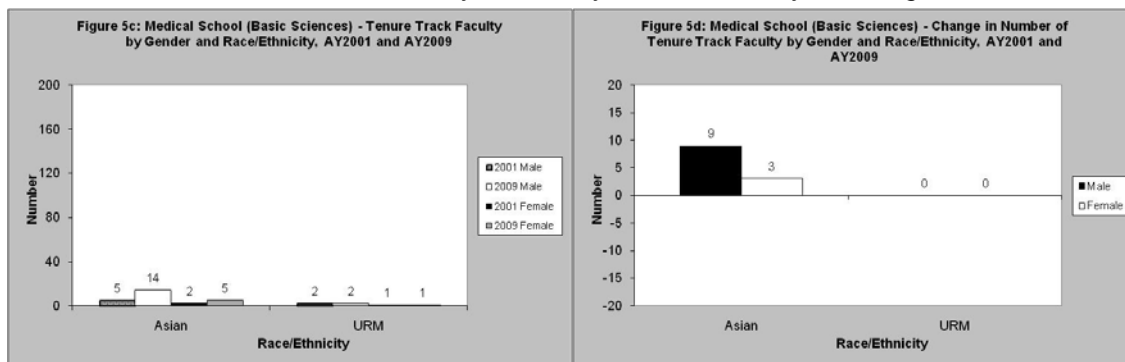
The Basic Science departments in the Medical School were comprised of 28% (n=33) women and 72% (n=84) men in AY2009 (see Table 2 and Figures 5a-b). The number of female faculty increased from 27 to 33 from AY2001 to AY2009, and the number of male faculty increased from 77 to 84 during the same period. Proportionately, most women were at the associate professor level (32%; 7 of 22); 29% (8 of 28) of assistant professors and 27% (18 of 67) of professors were also women. Compared to AY2001, this represents an increase in the percentage of female faculty at the professor level (from 18% to 27%), and a decrease in the percentage of female faculty at the assistant professor (from 39% to 29%) and the associate professor levels (from 37% to 32%).



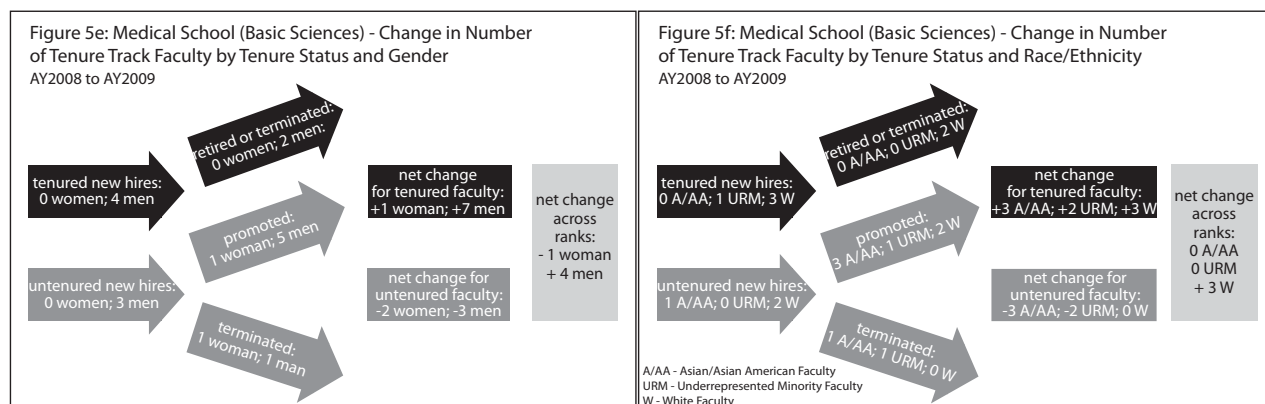
From AY2001 to AY2009, the number of Asian/Asian American faculty increased by 12 (and increased from 7% to 16% of instructional faculty in the basic science departments). The number of white faculty increased by 1 and underrepresented minority faculty remained stable at 3, respectively; however, the proportion of instructional faculty who were white decreased from 90% in AY2001 to 81% in AY2009 and the proportion who were underrepresented minorities remained the same (3%); see Figures 5c-d. A majority of Asian/Asian American faculty were at the assistant professor level, where they comprised 32% of the faculty (9 of 28); the remaining Asian/Asian American faculty made up 27% (6 of 22) of associate professors and 6% (4 of 67) of professors. Only 14% (n=3) of associate professors were from underrepresented minorities. No underrepresented minority faculty held appointments as assistant or full professors.

Comparable proportions of female and male faculty were Asian/Asian American (15% and 17%, respectively), and 3% of women and 2% of men were underrepresented minority faculty. A total of 5 Asian/Asian American female faculty held appointments on the instructional track, comprising 25% (n=2) of female assistant professors, 14% (n=1) of female associate professors, and 11% (n=2) of female professors. The proportion of male faculty who were Asian/Asian American decreased from the assistant professor level (35%; 7 of 20) to professor (4%; 2 of 49). All three (1 female, 2 males) underrepresented minority faculty were at the associate professor level, comprising 14% of female associate professors and 13% of male associate professors.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



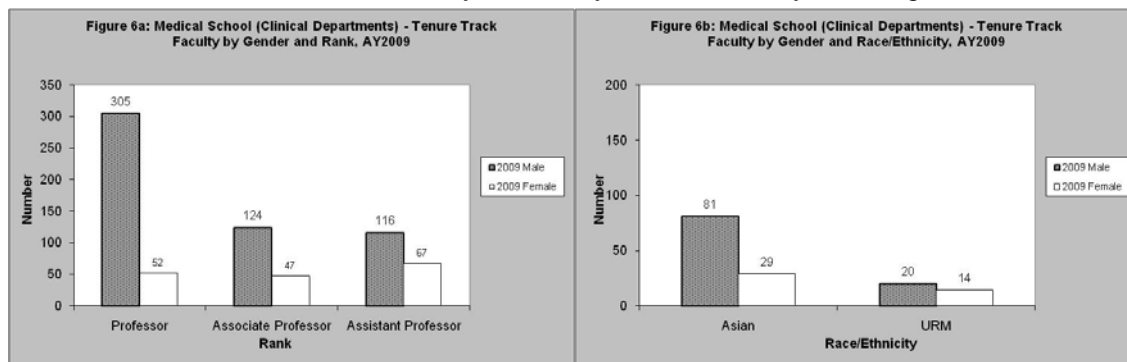
During the period between March 2008 and March 2009, all of the new faculty on the instructional track were men (n=7), including one Asian/Asian American faculty member, one underrepresented minority faculty member, and five white male faculty members. One female Asian/Asian American faculty member and three male faculty members (including 1 underrepresented minority and 2 white faculty members) left U-M due to retirement or termination during the same period. A total of 10 faculty were reviewed for promotion: 3 white females were promoted (one from assistant professor to associate professor, 2 from associate professor to professor), 5 males (3 Asian/Asian American, 1 underrepresented minority, and 1 white faculty members) were promoted from associate professor to professor, one white male was promoted to full professor, and 1 male underrepresented minority faculty member was denied tenure. Overall, the Basic Science departments lost 2 female and 3 male untenured faculty members, while gaining 1 female and 7 male tenured faculty; see Figure 5e. In terms of race/ethnicity, the Basic Sciences gained 3 Asian/Asian American, 2 underrepresented minority, and 3 white tenured faculty members while losing 3 Asian/Asian American and 2 underrepresented minority untenured faculty; see Figure 5f.



Medical School (Clinical Departments)

In AY2009, women comprised 23% (n=166) and men 77% (n=545) of the instructional track faculty in the Medical School's clinical departments, which is comparable to AY2008 when women comprised 23% and men 77% of the instructional faculty (data were not available for AY2001); see Figure 6a and Table 2. Similar to AY2008, a majority of the female faculty were at the lowest rank of assistant professor, where they comprised 37% (n=67 of 183) of faculty at this level. The proportion of women was lower at the associate professor rank (27%, n=47 of 171), but up from 22% in AY2008. The proportion of women at the full professor rank remained the same from AY2008 to AY2009 (15%, n=52 of 357 in AY2009).

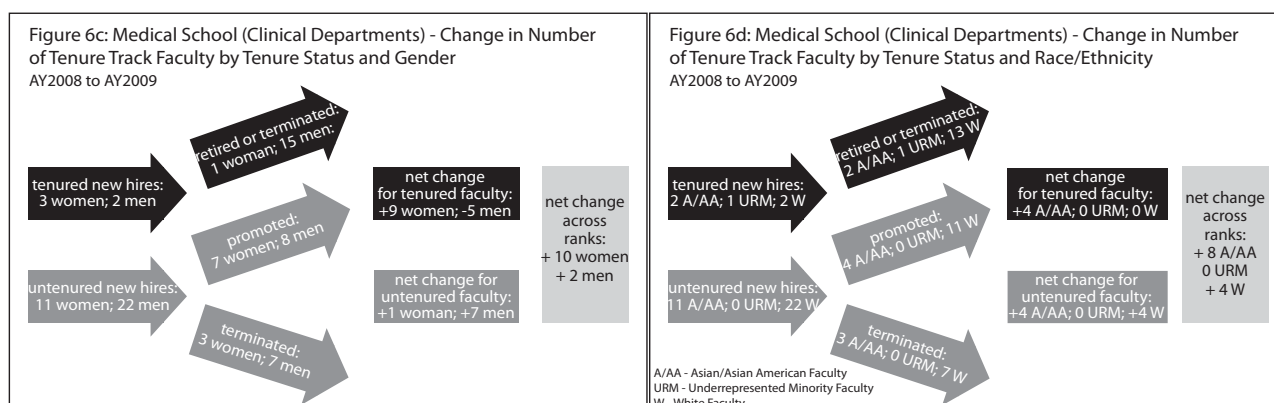
Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



With regard to race/ethnicity, faculty composition remained stable from AY2008 to AY2009: across all ranks Asian/Asian American faculty comprised 15% (n=110) of instructional faculty and underrepresented minority faculty comprised 5% (n=34); see Figure 6b. Asian/Asian American faculty comprised a lesser percentage of faculty at the highest ranks: 31% (n=56 of 183) of assistant professors, 16% (n=28 of 171) of associate professors, and 7% (n=26 of 357) of professors. Underrepresented minority faculty comprised a comparable proportion of faculty at each rank (3% of assistant professors, 5% of associate professors, and 5% of professors); more than half of the underrepresented minority faculty on this track were at the highest rank (n=19); the remaining were at the associate professor (n=9) and assistant professor (n=6) ranks.

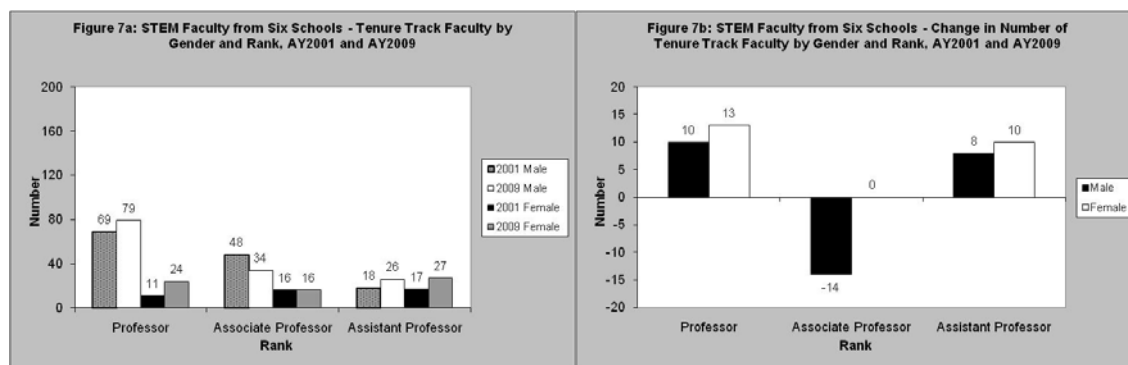
Within gender, 17% (29 of 166) of female and 15% (81 of 545) of male instructional faculty were Asian/Asian American, and only 8% (14 of 166) of female and 4% (20 of 545) of male faculty were underrepresented minorities. For both women and men, the proportion of faculty who were Asian/Asian American decreased from the assistant professor to full professor ranks. Male underrepresented minority faculty comprised 3-4% of male faculty at each rank; female underrepresented minority faculty comprised a high of 13% (7 of 52) of female professors, to a low of 3% (2 of 67) of female assistant professors.

During the period between March 2008 and March 2009, 37% (n=14) of new faculty were women and 63% (n=24) were men; a majority (63%) of these new faculty were white (n=24), 34% (n=13) were Asian/Asian American, and the remaining 3% (n=1) were underrepresented minorities. At the same time, the Medical School's clinical departments lost 4 females (all white) and 22 males (5 Asian/Asian American, 1 underrepresented minority, and 16 white faculty members) to retirements or other terminations. A total of 40 faculty members were promoted to associate or (full) professor, including 9 females (2 Asian/Asian American, 1 underrepresented minority, and 6 white faculty) and 31 males (4 Asian/Asian American and 27 white faculty). Two female faculty members (white) and two male faculty members (1 Asian/Asian American and 1 white) were denied tenure. Overall, the Clinical departments gained 1 female and 7 male untenured faculty, as well as 9 female tenured faculty, while losing 5 male tenured faculty members; see Figure 6c. In terms of race/ethnicity, the Clinical departments gained 4 Asian/Asian American tenured faculty, as well as 4 Asian/Asian American and 4 white untenured faculty; see Figure 6d.



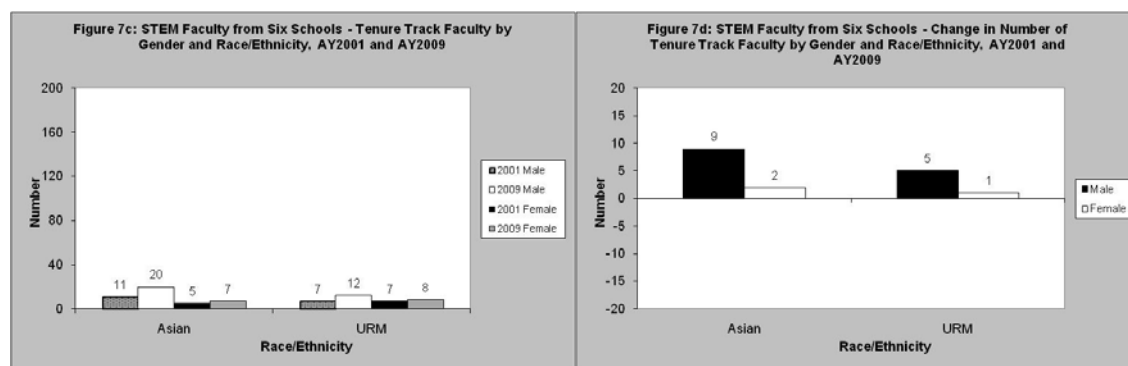
STEM Faculty from the Six Schools with both Science and Non-science Faculty

Data from these six schools as a whole can be found in Tables 46-53; however, in this section, we report only on the STEM faculty in these six schools. In AY2009, the overall composition of science faculty across the six additional Schools was 33% (n=67) female; this reflects an increase from AY2001 when women comprised 25% (n=44) of instructional faculty in these six Schools (see Table 2; see Figures 7a-b). From AY2001 to AY2009, the number of women increased by 52% (from 44 to 67), and the number of men increased by 3% (from 135 to 139). Looking at science faculty in all six Schools by rank, the proportion of women decreased as we ascend the academic ladder: 51% (27 of 53) of assistant professors, 32% (16 of 50) of associate professors, and 23% (24 of 103) of professors were women. These figures represent an increase in the percentage of women faculty at each rank from AY2001, when the figures were 49%, 25%, and 14%, respectively.



The number of white faculty in the six additional Schools increased by 10 faculty members from AY2001 to AY2009 (83% to 77%, respectively), the number of Asian/Asian American faculty increased by 11 (9% to 13%) members, and the number of underrepresented minority faculty increased by 6 (from 8% to 10%) members; see Figures 7c-d. Similar to other units, most Asian/Asian American faculty were at the assistant professor level, where they comprised 25%(13 of 53) of faculty at this rank; Asian/Asian American faculty comprised 12% (6 of 50) of associate professors and 8% (8 of 103) of professors. Across the six Schools, underrepresented minority faculty comprised 13% (n=7) of assistant professors, 12% (n=6) of associate professors, and 7% (n=7) of professors.

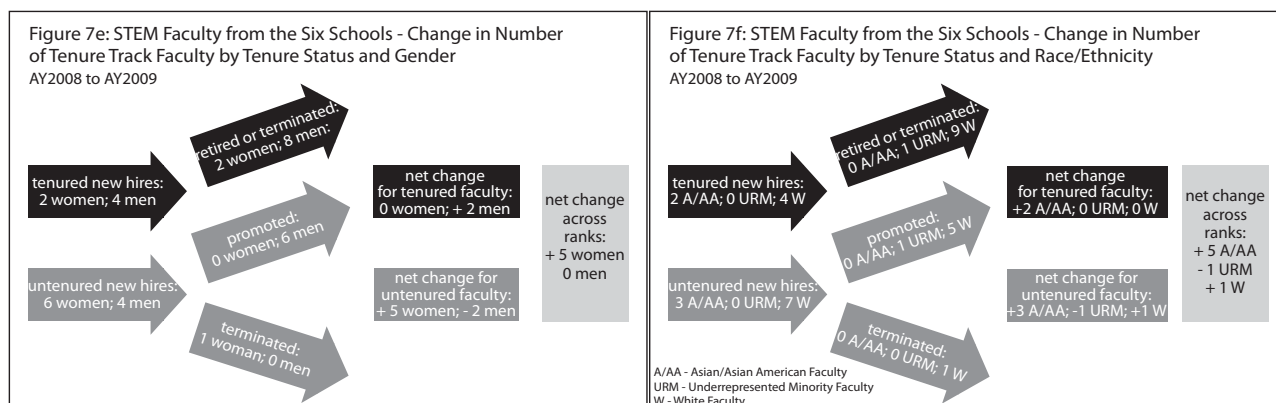
A larger proportion of male faculty were Asian/Asian American compared with underrepresented minority faculty (14% and 9%, respectively); the proportions were more similar for female Asian/Asian American and underrepresented minority faculty (10% and 12%, respectively). The proportion of female and male Asian/Asian American faculty and male underrepresented minority faculty were highest at the assistant professor level. In contrast, most female underrepresented minorities were at the associate professor level,



During the period between March 2008 and March 2009, 50% (n=8) of new faculty on the instructional track were women and 50% (n=8) were men across the six additional Schools. The 8 female new faculty included 2 Asian/Asian American and 6 white faculty; the 8 male new faculty included 3 Asian/Asian American and 5 white faculty. The six additional Schools lost 3 women (1 underrepresented minority and 2 white faculty members) and 8 men (all white) during AY2009 to retirement or other terminations. Eight faculty were reviewed for promotion: 1 white female faculty member and 7 male faculty members (6 white faculty and 1 underrepresented minority)

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

were promoted. No faculty members were denied promotion/tenure. Overall, these six schools gained 5 female, untenured STEM faculty members and lost 2 male, untenured STEM faculty members. At the same time, they gained 2 male, tenured STEM faculty members; see Figure 7e. In terms of race/ethnicity, these six schools gained 2 Asian/Asian American tenured faculty, 3 Asian/Asian American untenured faculty, and 1 white faculty member while losing 1 underrepresented minority untenured faculty member; see Figure 7f.



OVER TIME CHANGE ON THE TENURE TRACK BY GENDER: SEX RATIO ANALYSIS

Following the procedure recommended by Frehill⁷, we assessed the sex ratio (percent of faculty by gender) of the departments in each of the Colleges and Schools for AY1996, AY2002, and AY2009. (Note: AY1996 data were not available for the six additional Schools. Only AY2009 data were available for the Medical School clinical departments.) The sex ratio categories are female token, female minority, sex balanced, male minority, and male token defined as follows: female token (0-17% female); female minority (18-35% female); sex balanced (36-64% female); male minority (65-82% female); and male token (83-100% female)⁸. Ideally, successful departments would be sex balanced (that is, 36-64% female). However, consideration may need to be taken of the specific availability of women in the pipeline for particular fields when assessing the “success” of particular departments.

College of Engineering

In CoE all of the departments reflected a female token sex ratio in AY1996. By AY2002 the situation had improved, with 9 departments classified as female token and 2 as female minority; in AY2009, 6 departments were again classified as female token. The remaining 5 departments were classified as female minority.

College of LSA (Natural Sciences)

The departments in the Division of Natural Sciences also demonstrated a pattern of improvement in terms of sex ratios. The number of female minority departments increased from zero in AY1996 to 2 in AY2002, and then to 5 in AY2009. The remaining three departments were classified as female token in AY2009. It should be noted that the total number of departments also increased between AY1996 and AY2002 because the biology department split into two separate departments in AY2002.

Medical School (Basic Sciences)

The number of basic sciences departments in the Medical School with female minority sex ratios and those with sex balanced ratios also increased and a corresponding number of departments with a female token sex ratio declined between AY1996 and AY2002. In AY2009, 2 departments were coded as female token, 3 as female minority, and 1 as sex balanced.

⁷ Georgia Tech Conference panel presentation, “Measuring the Status of Women: Toward Cross-Institutional Analysis to Understand Institutional Transformation,” April, 2004

⁸ The reader should keep in mind that due to the small number of female faculty, an addition/loss of one female will result in a larger corresponding percentage change than if that addition/loss had been one male.

Medical School (Clinical Departments)

Nearly half (n=9) of the clinical departments in the Medical School were classified as female minority in AY2009; 6 were classified as female token, and the remaining 4 were sex balanced. [No data are available for AY1996 or AY2002; all clinical departments fell into the same sex ratio categories in AY2008.]

Six Schools (Both Science and Non-science Faculty)

Based on the gender composition of the entire faculty (including scientists and non-scientists) at each school, three of the six Schools were classified as female minority and three as sex-balanced in AY2009.

OVER TIME CHANGE ON THE TENURE TRACK BY RACE/ETHNICITY: RACE/ETHNICITY RATIO ANALYSIS

We conducted a similar set of analyses looking at the racial/ethnic breakdown by department in each of the STEM departments for AY1996, AY2002, and AY2009. (Note: AY1996 data were not available for the six additional Schools and only AY2009 data were available for the Medical School clinical departments.) As noted above, in the University database faculty ethnicity is coded using five mutually exclusive categories (American Indian/Alaskan Native; Asian/Asian American/Pacific Islander; Black/African American; Hispanic/Latino; and white). We looked specifically at the percentage of faculty who were identified as a member of an underrepresented minority group (American Indian/Alaskan Native, Black/African American, and Hispanic/Latino) compared to all faculty in the department.

It is not completely straightforward to select cutoffs for "representativeness" of racial/ethnic minority faculty. However, using U.S. Census data as our guide, we employed 25% as an estimate of "full representation" rather than 50% or "balance" as used in the gender analyses. The basis for this figure was the 2000 U.S. Census, which reported that African Americans constituted 12% of the U.S. population, Hispanics 12%, and American Indians 1%, for a total of 25% in these underrepresented groups. Accordingly, we designated 0-9% as underrepresented ethnic/racial group token; 10-19% as underrepresented ethnic/racial group minority; and 20% and over as underrepresented minority group full representation.

College of Engineering

In CoE, 2 departments (out of 10 in AY1996 and 11 in AY2002) were coded as minority, and the remaining departments were coded as token. The situation had worsened slightly by AY2009, when only 1 department was coded as minority, and the remaining departments were coded as token.

College of LSA (Natural Sciences)

In LSA, 1 of 7 departments in AY1996 was coded as minority, and the remaining 6 departments were coded token. In AY2002, all 8 departments were coded as token (in AY2002 the biology department split, creating an additional department in LSA's Division of Natural Sciences). By AY2009, 3 of 8 departments were coded as minority, with the remaining departments coded as token.

Medical School (Basic Sciences)

In the Medical School basic science departments, 2 of 6 departments were coded as minority in AY2002; but, all 6 departments were coded as token in AY1996 and AY2009.

Medical School (Clinical Departments)

In the clinical departments, 17 departments were coded as token in AY2009 as well as AY2008; of the remaining 2 departments, 1 was coded as minority in both years, and the other was coded as having full representation in AY2008, but minority in AY2009.

Six Schools (Both Science and Non-science Faculty)

Based on the racial composition of the entire faculty (including scientists and non-scientists) at each school, faculty (both science and non-science) in 5 of the six Schools were coded as minority, and the remaining school was coded as token in AY2009.

These data continue to suggest that the University has not been successful in recruiting or retaining underrepresented minority faculty in the sciences and engineering.

ASSOCIATE PROFESSORS, AVERAGE NUMBER OF YEARS IN RANK

In this section of the report we discuss overall averages by gender and race/ethnicity as well as averages for two groups of associate professors based on their method of entry to the associate professor rank: current associate professors who were hired as assistant professors at UM and then promoted to associate professor following a tenure review; and current associate professors who were hired as associate professors (see Charts 1-2). The sources of the mean differences discussed below are likely varied and complex, including the fact that some men have held the rank of associate professor for at least twice as long as the most senior woman. The average number of years in rank is also sensitive to the percentage (by gender and race/ethnicity) of new hires, promotions, and terminations.

College of Engineering

In the College of Engineering, the average number of years in rank for male associate professors was greater than the average for female associate professors in AY2001 and AY2009; compared to AY2001, the average number of years for male faculty was slightly lower in AY2009 (6.3 and 6.0, respectively) and higher for female associate professors in AY2009 (3.7 and 5.4, respectively). Of the 68 associate professors in CoE⁹ in AY2009, 7 women and 44 men had been promoted into the rank at UM; the remaining 8 women and 9 men were hired as associate professors. The average number of years in rank for the female associate professors promoted to the rank of associate professor at UM was slightly higher than the average for comparables males (6.6 and 6.4, respectively); see Table 5. The average number of years in rank at UM was the same for female and male associate professors who were hired as associate professors (4.3).

Chart 1: Average Years in Rank for Associate Professors, by Hire Status and Gender

	Overall Average		Promoted to Assoc		Hired as Assoc	
	F	M	F	M	F	M
CoE	5.4	6.0	6.6	6.4	4.3	4.3
LSA- Natural Sciences	5.7	2.6	5.8	2.2	5.5	6.2
MED - Basic Science	6.9	4.7	6.9	5.5	--	1.4
MED - Clinical	4.3	6.4	4.8	6.6	2.8	5.8
Nursing	9.1	--	10.5	--	7.6	--
Six Schools - Scientists	6.6	8.2	7.6	8.2	3.6	8.3
Six Schools - All Faculty	6.4	9.5	6.4	9.7	6.3	9.0

In terms of race/ethnicity, the average number of years at the associate professor level was highest for underrepresented minority faculty (11.7), compared to 6.0 for white faculty and 3.3 for Asian/Asian American faculty. The average number of years in rank for faculty who were promoted at UM followed a similar pattern: 13.5 for underrepresented minority (n=5), 6.4 for white (n=34), and 3.6 for Asian/Asian American (n=12) faculty. However, the range of the average number years in rank was far smaller for faculty hired as associate professors: 2.1 for Asian/Asian American (n=3), 2.5 for underrepresented minority (n=1), and 5.0 for white faculty (n=13); see Table 5.

College of LSA (Natural Sciences)

The average number of years in rank for male associate professors in the College of LSA (Natural Sciences) was greater than the average for comparable females in AY2001; the reverse was true in AY2009, when the average for male associate professors was 2.6 compared to 5.7 for female associate professors. From AY2001 to AY2009, the average number of years in rank for male associate professors fell from 5.1 to 2.6 and the average for female associate professors increased from 4.5 to 5.7. In AY2009 assessment by hire/promotion status also revealed conflicting patterns: the average number of years in rank for female faculty who were promoted to associate professor at UM was more than twice the average for comparable men (5.8 and 2.2; n=11 and 31, respectively), whereas the average for female faculty hired as associate professors was slightly less than the average for their male colleagues (5.5 and 6.2; n=1 and 4, respectively); see Table 5 and Charts 1-2.

⁹ This number excludes the secondary appointments of two associate professors who hold joint appointments within the College of Engineering.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

Chart 2: Average Years in Rank for Associate Professors, by Hire Status and Race/Ethnicity

	Overall Average			Promoted to Assoc			Hired as Assoc		
	Asian	URM	White	Asian	URM	White	Asian	URM	White
CoE	3.3	11.7	6.0	3.6	13.5	6.4	2.1	2.5	5.0
LSA- Natural Sciences	2.6	1.5	3.7	2.4	1.5	3.4	5.5	--	6.2
MED - Basic Science	6.3	4.9	5.1	6.3	7.0	5.7	--	0.8	1.7
MED - Clinical	3.2	3.5	6.5	3.5	4.5	6.6	2.7	1.6	6.1
Nursing	2.5	--	9.7	--	--	10.5	2.5	--	8.6
Six Schools - Scientists	6.5	8.5	7.7	7.7	9.3	7.8	0.6	4.6	7.6
Six Schools - All Faculty	5.4	7.8	8.7	6.1	8.2	8.8	0.6	4.6	8.4

The average number of years in rank was the highest for white faculty (3.7), followed by 2.6 for Asian/Asian American and 1.5 for underrepresented minority faculty (n=35, 11, and 1, respectively). The averages for faculty promoted to the associate professor rank at UM were similar to the overall averages. The average number of years in rank for Asian/Asian American faculty hired as associate professors (n=1) was slightly less than the average for comparable white (n=4) faculty (5.5 and 6.2, respectively); no underrepresented minority associate professors were hired at the associate rank.

Medical School (Basic Sciences)

In the Medical School Basic Science departments, the average number of years in rank for female associate professors was greater than for their male colleagues in AY2001 (5.6 and 3.1, respectively) and AY2009 (6.9 and 4.7, respectively). Moreover, from AY2001 to AY2009, the average number of years in rank for male associate professors and female associate professors increased (from 3.1 to 4.7 for men, and 5.6 to 6.9 for women). In AY2009, the average number of years in rank for female faculty who were promoted to associate professor at UM was higher than the average for comparable males (6.9 and 5.5; n=7 and 12, respectively); see Table 5 and Chart 1. No current female associate professors were hired as associate professors; the average number of years in rank for male faculty hired as associate professors was 1.4 (n=3).

Overall, the average number of years in rank, from greatest to least, was 6.3 for Asian/Asian American faculty, 5.1 for white faculty, and 4.9 for underrepresented minority faculty. Underrepresented minority faculty in the basic science departments who were promoted to associate professor at UM had the highest average number of years in rank (7.0; n=2), followed by Asian/Asian American faculty (6.3; n=6) and white faculty (5.7; n=11). The average number of years in rank for white faculty who were hired as associate professors (1.7; n=2) was nearly double the average for the one comparable underrepresented minority faculty (1.0); no Asian/Asian American associate professors were hired at the associate rank; see Chart 2.

Medical School (Clinical Departments)

In the Medical School Clinical departments, the average number of years in rank for female associate professors was less than the average for their male colleagues (4.3 and 6.4, respectively). Comparison data are not available for AY2001. The same held true for female and male associate professors who were promoted to associate professor at UM (4.8 and 6.6; n=34 and 100) and those who were hired as associate professors (2.8 and 5.8; n=12 and 24); see Table 5 and Chart 1. In terms of race/ethnicity, the average number of years in rank for white faculty was 6.5; the averages for underrepresented minority and Asian/Asian American faculty were about half that (3.5 and 3.2, respectively). The average number of years in rank for faculty promoted to associate at UM followed the same pattern: white faculty had the highest average (6.6, n=111), followed by underrepresented minority faculty (4.5, n=6), and Asian/Asian American faculty (3.5, n=17). The average number of years in rank for faculty hired as associate professors was 6.1 (n=23) for white faculty, 2.7 (n=10) for Asian/Asian American faculty, and 1.6 (n=3) for underrepresented minority faculty; see Chart 2.

STEM Faculty from the Six Schools with both Science and Non-science Faculty

Similar to the Medical School Clinical departments, the average number of years in rank for female associate professors (scientists) in the six Schools was less than the average for their male colleagues in AY2001 (9.1 and 11.3, respectively) and AY2009 (6.6 and 8.2, respectively). From AY2001 to AY2009, the average number of years in rank for male associate professors fell from 11.3 to 8.2, and the average for female associate professors fell from 9.1 to 6.6. The average number of years in rank for male associate professors promoted to associate professor at UM was higher than the average for comparable female associate professors (8.2 and 7.6; n=26 and 12, respectively); the same was true for male associate professors hired as associate professors,

when compared to comparable female associate professors (8.3 and 3.6; n=8 and 4, respectively); see Table 5 and Chart 1.

Overall, underrepresented minority faculty had the highest average years in rank (8.5), followed by white faculty (7.7) and Asian/Asian American faculty (6.5). This same pattern held true for associate professors who were promoted to the associate rank at UM: underrepresented minority faculty (9.3, n=5), white faculty (7.8, n=28), and Asian/Asian American faculty (7.7, n=5). In the case of associate professors hired at the associate rank, the average for white faculty was high (7.6, n=10), followed by underrepresented minority faculty (4.6, n=1) and Asian/Asian American faculty (0.6, n=1); see Chart 2.

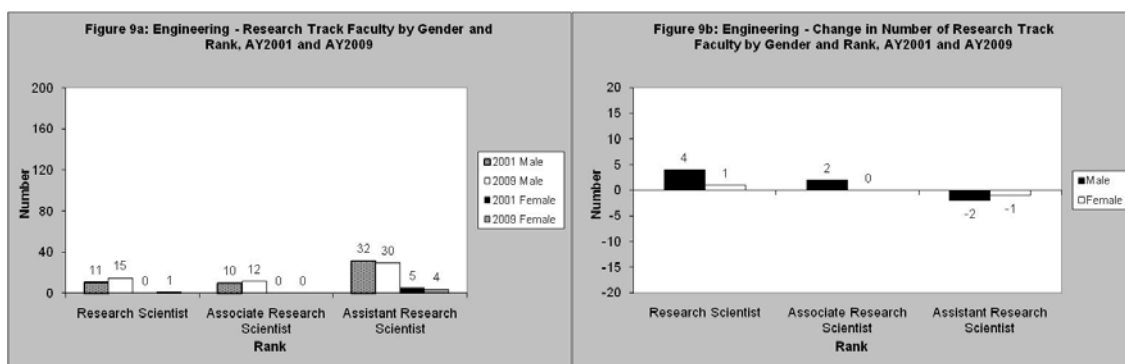
IV. STEM PRIMARY RESEARCH TRACK FACULTY

OVERVIEW

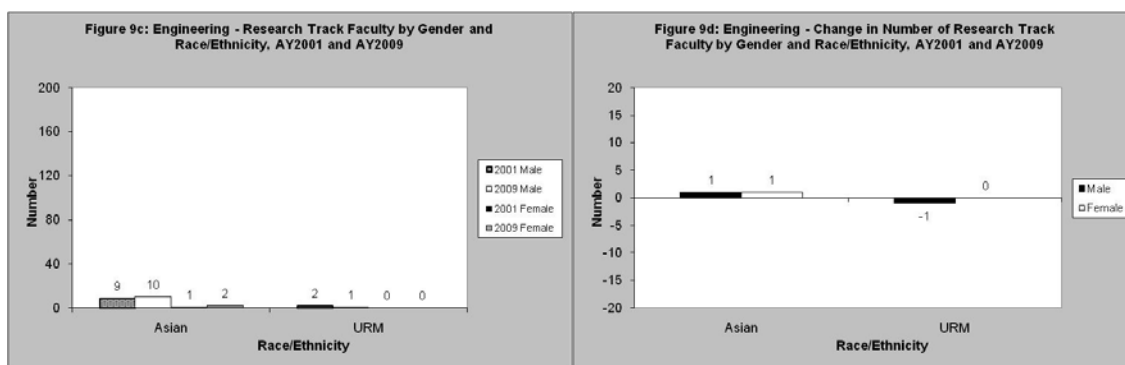
In this section we discuss faculty on the research track at the University. While there are actually two (not entirely distinct) research paths, we do not distinguish between them for this report. Thus, the ranks we consider are assistant research scientist (including assistant research professor), associate research scientist (including senior associate research scientist and associate research professor), and research scientist (including senior research scientist and research professor).

College of Engineering

In the College of Engineering, the proportion of women on the primary research track decreased slightly from 9% (n=5) in AY2001 to 8% (n=5) in AY2009 (see Table 3 and Figures 9a-b). The number of women did not change from AY2001 to AY2009, and the number of men increased by 4 (8%, from 53 to 57) during the same timeframe. In AY2001, all 5 women were at the assistant research scientist level (comprising 14% of faculty at that rank); women comprised a somewhat smaller percentage (12%; 4 of 34) of assistant research scientists in AY2009. The one remaining woman was at the full research scientist level, comprising 6% of the faculty at this rank in AY2009.



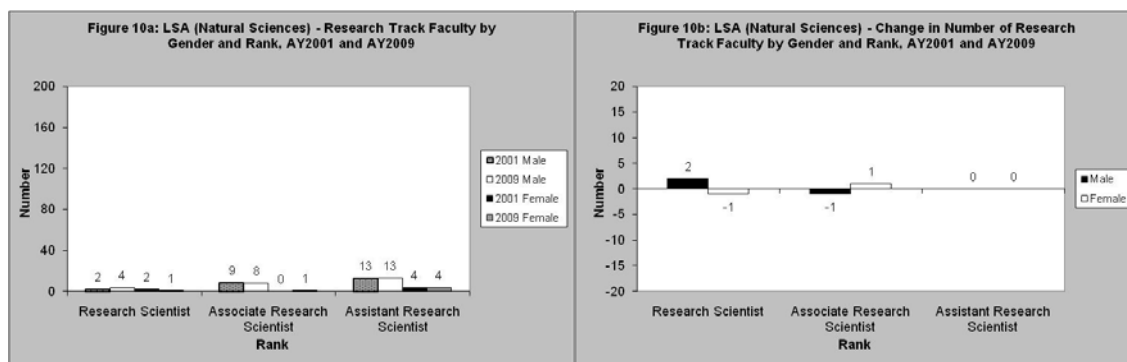
The racial/ethnic composition of the faculty on the research track also remained relatively constant from AY2001 to AY2009: the representation of white research faculty remained stable at 79%; the representation of Asian/Asian American research faculty increased from 17% to 19%; and the representation of underrepresented minority faculty decreased from 3% to 2%; see Figures 9c-d. The vast majority of the Asian/Asian American research faculty were at the assistant level (comprising 29%, or 10, of faculty at this rank). The remaining 2 Asian/Asian American faculty were at the associate research scientist and research scientist levels, making up 8% and 6%, respectively, of the faculty at each rank. The 1 underrepresented minority faculty was at the associate research scientist rank.



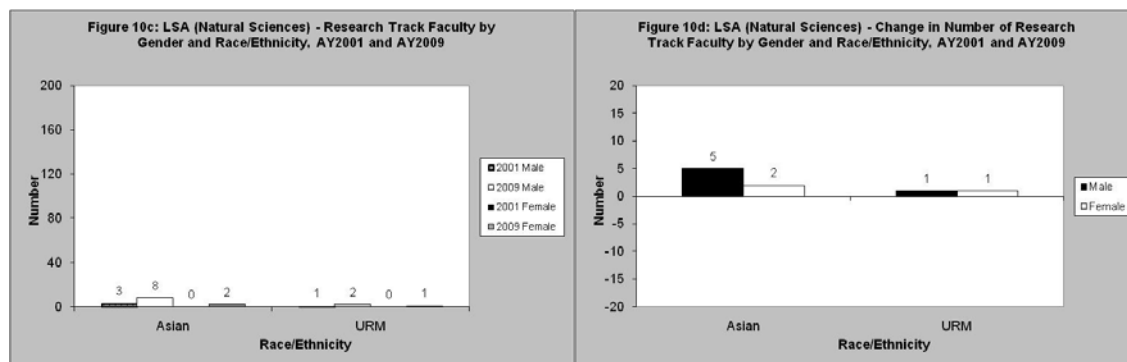
There were no new faculty, retirements/terminations, or promotions in the College of Engineering on this track between March 2008 and March 2009.

College of LSA (Natural Sciences)

The proportion of women on the research track in the Natural Sciences remained relatively stable from AY2001 to AY2009 (at 20% and 19%, respectively); see Table 3 and Figures 10a-b. The number of women did not change, but the number of men increased from 24 to 25 (or 4%) over this time period. In AY2009, four out of 6 women were at the rank of assistant research scientist and the remaining two were at the associate and full ranks, comprising 24%, 11%, and 20%, respectively, of faculty at each rank.



From AY2001 to AY2009, the number of white faculty on the research track decreased from 87% to 58% (from 26 to 18), Asian/Asian American faculty increased from 10% to 32% (from 3 to 10), and underrepresented minority faculty increased from 3% to 10% (from 1 to 3); see Figures 10c-d. A majority of the Asian/Asian American faculty were concentrated at the assistant research scientist rank where they comprised 47% of assistant research scientists; they comprised 22% of associate professors, and no Asian/Asian American faculty held the rank of research scientist. Three underrepresented minority faculty held appointments on the research track, including one female and one male assistant research scientist and one male research scientist (these faculty comprised 12% and 20%, respectively, of the faculty at the two ranks).

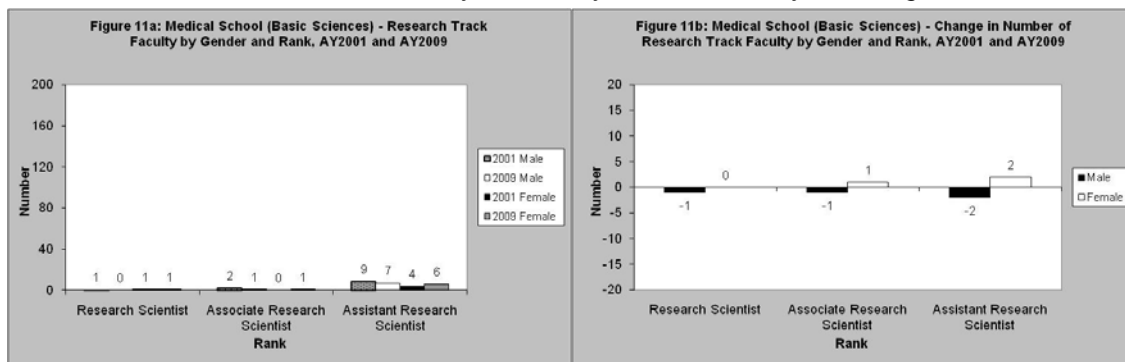


During the period between March 2008 and March 2009, three faculty joined the research track at the rank of assistant research scientist, including one white female faculty member and one underrepresented minority faculty member. One white female and two Asian/Asian American research track faculty retired or terminated from the University during AY2009. One white male faculty member on the research track was promoted from associate research scientist to research scientist. No female faculty or faculty of color on the research track were promoted during AY2009.

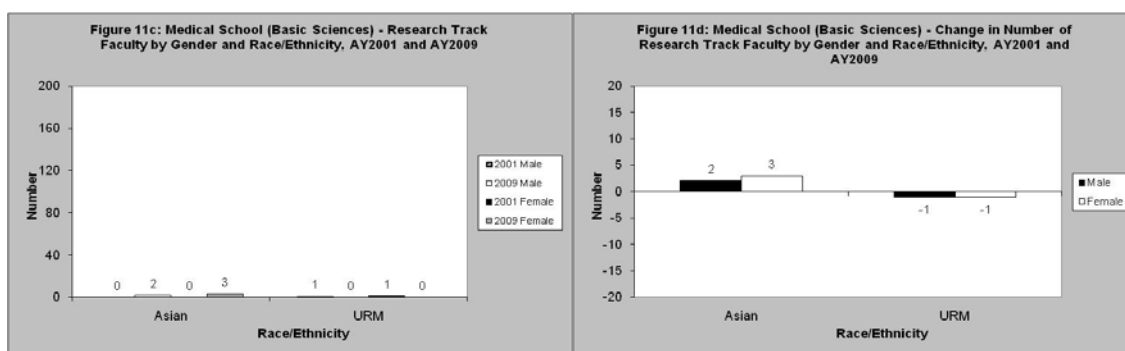
Medical School (Basic Sciences)

From AY2001 to AY2009, the number of faculty on the research track in the Basic Science departments decreased by 1, but the proportion of women increased from 29% to 50% (see Table 3 and Figures 11a-b). Only one female faculty member held the rank of research scientist, comprising all faculty at that level. The remaining female faculty were at the rank of assistant research scientist (women comprised 46%, or 6 of 13, of the faculty at this level) or associate research scientist (women comprised 50%, or 1 of 2, of faculty at this level).

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



The number of white faculty on the research track decreased by 4, Asian/Asian American faculty increased by 5, and underrepresented minority faculty decreased by 2 (to zero) between AY2001 and AY2009; see Figures 11c-d. The percentage of white faculty decreased from 88% in AY2001 to 69% in AY2009 (from 15 to 11); the percentage of Asian/Asian American faculty increased from zero to 31% (from 0 to 5); and the percentage of underrepresented minority faculty decreased from 12% to zero (from 2 to 0).

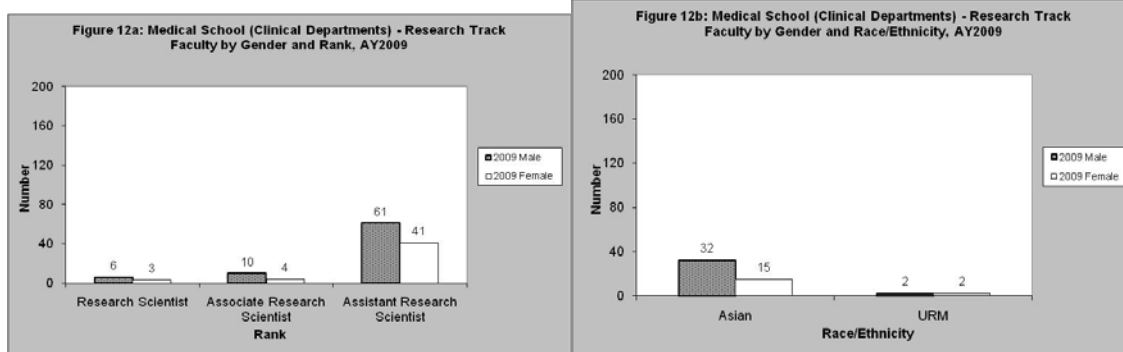


Between March 2008 and March 2009, 2 faculty joined the research track as assistant research scientists, including one female Asian/Asian American faculty member. No underrepresented minority faculty members were hired in during the same period. Three white male faculty in the basic science departments retired or terminated from the University during AY2009. Two research track faculty were promoted during AY2009, including a white female and an Asian/Asian American male.

Medical School (Clinical Departments)

In the Medical School clinical departments, women comprised 38% (n=48) of research track faculty in AY2009, which is a slight decrease from AY2008 when women comprised 40% of research track faculty; the proportion of men on the research track increased slightly from 60% in AY2008 to 62% (n=77) in AY2009 (see Table 3 and Figure 12a). More than three-quarters of both female and male faculty on the primary research track were at the rank of assistant research scientist in AY2009 (85% of women and 79% of men). By rank, women comprised 40% (41 of 102) of assistant research scientists, 29% (4 of 14) of associate research scientists, and 33% (3 of 9) of research scientists; compared to AY2008, women comprised a comparable proportion of assistant research scientists and slightly lower proportion of associate research scientists (33% to 29%) and research scientists (44% to 33%); however, the decreases from AY2008 and AY2009 are largely due to the small number of faculty (both women and men) at each rank.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

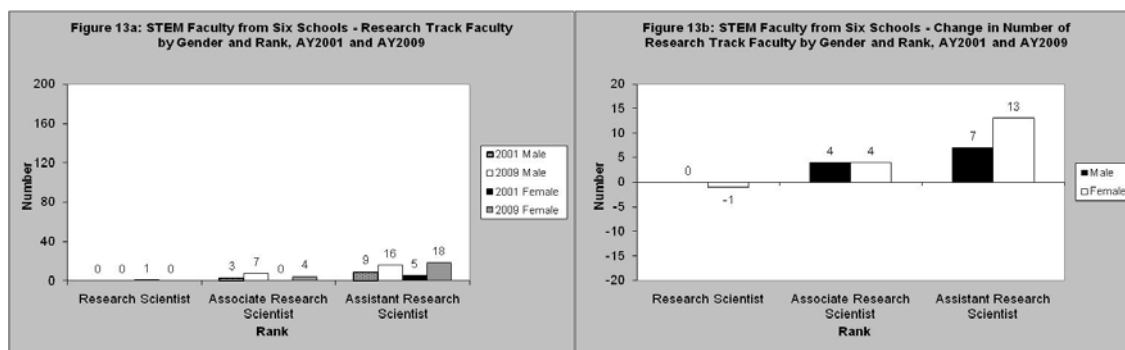


In AY2009, Asian/Asian American faculty comprised 38% (47 of 125), up from 34% in AY2008; the proportion of underrepresented minority faculty remained stable at 3% (4 of 125) of faculty on the primary research track, though the actual number of underrepresented minority faculty doubled from 2 in AY2008 to 4 in AY2009; see Figure 12b. Nearly 90% of Asian/Asian American faculty (men and women combined) were at the lowest rank of assistant research scientist. The remaining Asian/Asian American faculty were at the rank of associate research scientist. Four underrepresented minority faculty held appointments on the primary research track: two research scientists and two assistant research scientists; one woman and one man holding appointments in each rank.

During the period between March 2008 and March 2009, women comprised 38% (n=3) and men comprised 63% (n=5) of new faculty on the primary research track. Of these, a majority (63%, n=5) were white, 25% (n=2) were underrepresented minority, and 13% (n=1) were Asian/Asian American faculty. A total of 3 female (all white) and 5 male (2 Asian/Asian American and 3 white) research track faculty retired or were terminated from the University in AY2009. One female and one male research assistant were promoted from assistant to associate research scientist in AY2009.

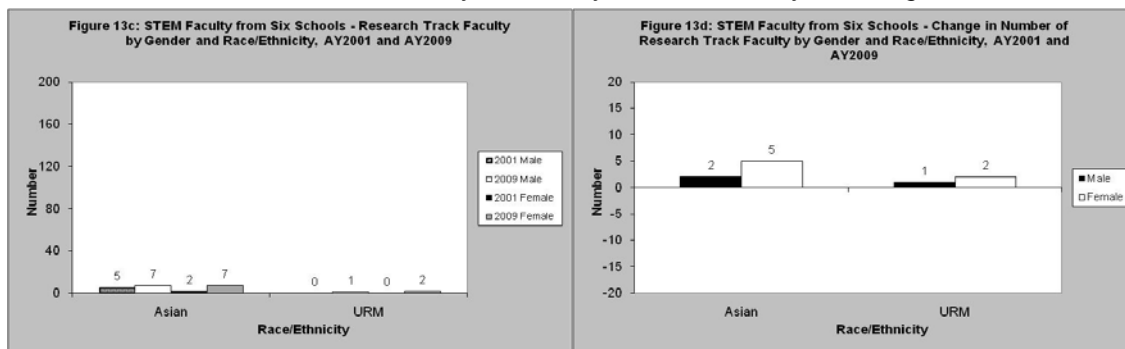
STEM Faculty from the Six Schools with both Science and Non-science Faculty

The proportion of women scientists on the research track in the six additional Schools increased from 33% (n=6) to 44% (n=22) from AY2001 to AY2009 (see Table 3 and Figures 13a-b). In AY2009, a majority of the women were at the assistant research scientist level (n=18, comprising 53% of faculty at this rank), and the remaining 4 women faculty were at the associate research scientist rank (making up 36% of faculty at this rank).



From AY2001 to AY2009, the number of Asian/Asian American faculty increased by 7, white faculty increased by 22, and underrepresented minority faculty increased by 3; as a result, the percentage of Asian/Asian American faculty dropped from 39% to 28% in AY2009, white faculty increased from 61% to 66%, and underrepresented minority faculty increased from 0% to 6% in AY2009 (see Figures 13c-d). With the exception of 2 female and 1 male associate research scientists, all Asian/Asian American faculty were at the rank of assistant research scientist, comprising 32% of faculty at this rank. All three underrepresented minorities were at the rank of assistant research scientist, comprising 9% of faculty at this rank. No Asian/Asian American or underrepresented minority faculty members held the rank of research scientist in AY2009.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



During the period between March 2008 and March 2009, the new faculty in the six Schools included 6 female (including 2 Asian/Asian American, 2 underrepresented minority, and 2 white faculty) and 2 male (1 underrepresented minority and 1 white faculty member) science faculty members on the primary research track and lost a total of 4 females (2 Asian/Asian American and 2 white faculty) and 6 males (2 Asian/Asian American and 4 white faculty) to retirement or termination in AY2009. One Asian/Asian American male was promoted in AY2009.

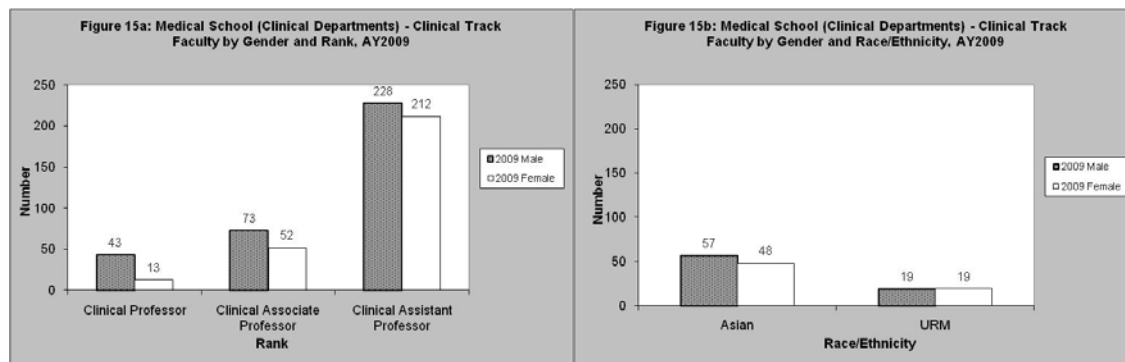
V. STEM CLINICAL TRACK FACULTY

OVERVIEW

Here we report on the Colleges and Schools that have faculty on the clinical instructional track; this includes the Medical School clinical departments and the six Schools with science faculty (in AY2009, the Medical School basic science departments had one faculty member on this track).

Medical School (Clinical Departments)

Across all ranks, women comprised 45% (n=277) and men comprised 55% (n=344) of faculty on the clinical track in AY2009; the actual numbers of women (256 to 277) and men (318 to 344) increased from AY2008 to AY2009 but the composition of the faculty, in terms of proportions, remained the same (see Table 4 and Figure 15a). A majority of both female and male faculty on this track were at the lowest rank of clinical assistant professor (77% of women and 66% of men) in AY2009 as well as the previous year. Women faculty comprised a lower percentage of the faculty at the highest ranks: 48% (212 of 440) of clinical assistant professors, 42% (52 of 125) of clinical associate professors, and 23% (13 of 56) of clinical professors were women in AY2009. The proportion of women at the clinical assistant professor rank remained relatively stable from AY2008 to AY2009 (49% to 48%), increased at the clinical associate professor level (from 37% to 42%), and decreased at the clinical professor level (from 26% to 23%).



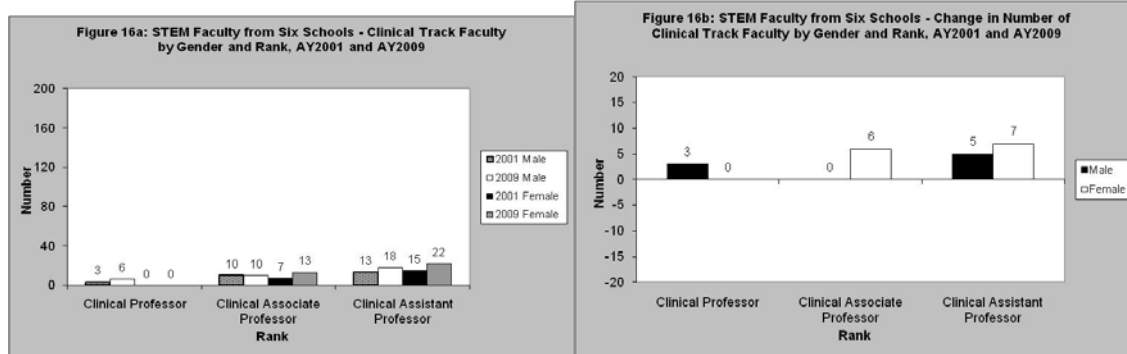
In AY2009 Asian/Asian American faculty comprised 17% (105 of 621) and underrepresented minority faculty comprised only 6% (38 of 621) of faculty on the clinical track (see Figure 15b); these proportions represent no change from those in AY2008. About four-fifths of both Asian/Asian American and underrepresented minority faculty held the rank of clinical assistant professor in AY2009. Only three Asian/Asian American faculty held the highest rank of clinical professor; no underrepresented minority faculty held this rank in AY2009.

During the period between March 2008 and March 2009, women comprised 40% (n=23) and men comprised 60% (n=34) of new faculty on the clinical track. Three-quarters of these new faculty were white (n=43), 21% (n=12) were Asian/Asian American, and the remaining 4% (n=2) were underrepresented minority faculty. A total of 11 female (2 Asian/Asian American, 2 underrepresented minority, and 7 white faculty) and 16 male (6 Asian/Asian American, 2 underrepresented minority, and 8 white faculty) research track faculty retired or terminated from the University during AY2009. A total of 12 women and 11 men were promoted to clinical associate professor or to clinical professor in AY2009. Almost three-quarters (n=14) of faculty promoted to clinical associate professor were white; 21% (n=4) were Asian/Asian American and 5% (n=1) were underrepresented minority faculty. All four faculty promoted to clinical professor in AY2009 were white.

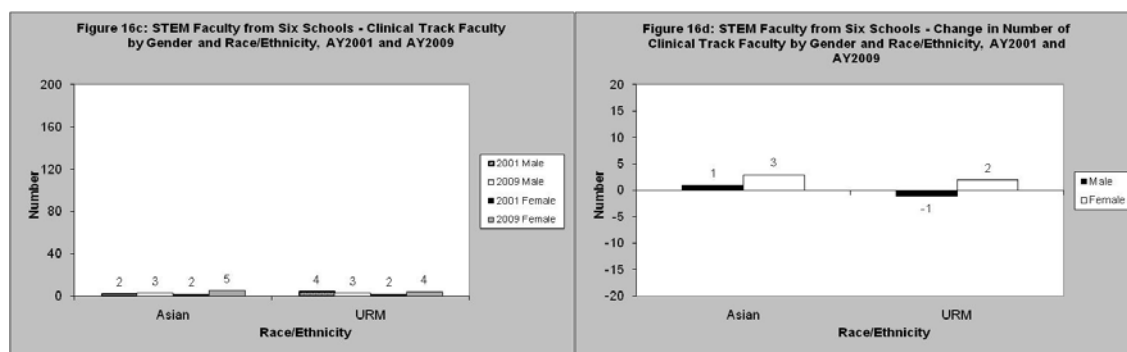
STEM Faculty from the Six Schools with both Science and Non-science Faculty

In AY2009, there were 35 female clinical track faculty (scientists), representing 51% of the clinical track faculty, in the six additional Schools (see Table 4 and Figures 16a-b); this reflects a slight increase from AY2001, when women comprised 46% (n=22) of the clinical track faculty. The clinical track faculty members in science fields were concentrated at the lowest rank of clinical assistant professor. In AY2009, women comprised 55% (n=22) of clinical assistant professors and 57% (n=13) of clinical associate professors; no female faculty held the rank of clinical professor.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



The proportion of white and Asian/Asian American faculty remained relatively stable from AY2001 to AY2009 (79% to 78% and 11% to 12%, respectively); the proportion of underrepresented minority faculty decreased (13% to 10%); see Figures 16c-d. In AY2009 Asian/Asian American faculty comprised 8% (3 of 40) of clinical assistant professors and 22% (5 of 23) of clinical associate professors; underrepresented minority faculty comprised 10% (n=4) and 13% (n=3), respectively. No Asian/Asian American or underrepresented minority faculty held the rank of clinical professor.



Between March 2008 and March 2009, the new faculty in the six Schools included 2 females (1 underrepresented minority and 1 white faculty member) and 3 males (all white) on the clinical track. The six Schools lost 2 female and 2 males faculty (all white) to retirement or termination during AY2009. In addition, 1 female and 3 males (all white) were promoted in AY2009.

VI. STEM FACULTY - ADDITIONAL APPOINTMENTS AND HONORS

OVERVIEW

In this section we discuss additional appointments of interest held by instructional (tenure) track faculty members. These appointments fall under two broad categories: named professorships and administrative service in leadership positions. Under named professorships, we considered the following four categories of honor: Distinguished University Professor (to recognize exceptional scholarly achievement, national and international reputation, and superior teaching skills; a lifetime award), Collegiate Professor (for outstanding scholarship, teaching, and service), Endowed Chair, and Thurnau Professor (for excellence in teaching); see Tables 6-10. Since these appointments are generally limited to professors, we only considered faculty at this rank.

For administrative service, we considered membership on tenure/promotion committees at the department and college levels (see Tables 11-15), administrative appointments at the department, college, and university levels (see Tables 16-20), and executive committees at the department and college levels (see Tables 21-25). These appointments are largely held by professors, but also by associate professors, so we considered both associate professors and professors who held these positions. Thus, in order to maintain consistency across departments, these figures exclude any assistant professors or non-tenure track faculty who may have held an administrative appointment or who may have served on tenure/promotion or executive committees.

For each type of appointment we assessed the change (or the lack thereof) in the number of women and faculty of color holding these positions from AY2001 to AY2009, and whether or not the rate of appointment for women and faculty of color was equal to that for male faculty or white faculty in AY2009. For this last question, given the very small numbers (in some cases) of both women faculty and faculty of color and available administrative appointments, we only considered categories in which the expected rate of appointment for women or faculty of color was equal to or greater than one person.

NAMED PROFESSORSHIPS

College of Engineering

Compared to AY2001, the number of female and male faculty with named professorships across all departments of interest increased by 2 and 41, respectively. From AY2001 to AY2009, the number of Asian/Asian American faculty with named professorships increased by 11, underrepresented minority faculty increased by 4, and white faculty increased by 28. Overall, male professors held named professorships at a higher rate than women (37% versus 19%, respectively) in AY2009 (see Table 6). If women held these appointments at the same rate as men, we would expect 6 women to have named professorships (compared to the 3 women who had one). In addition, both Asian/Asian American and underrepresented minority faculty held named professorships at comparable or higher rates than white faculty; however, no female underrepresented minority faculty held a named professorship in AY2009.

College of LSA (Natural Sciences)

In relation to AY2001, LSA reported the following changes in named professorships: a net increase of 8 female and 22 male faculty. Overall, female faculty held named professorships at a higher rate than men (40% versus 30%, respectively); see Table 7. From AY2001 to AY2009, the number of Asian/Asian American faculty with named professorships increased by 2, underrepresented minority faculty increased by 5, and white faculty increased by 23. In AY2009, 50% of underrepresented minority faculty, 31% of white faculty, and 21% of Asian/Asian American faculty held named professorships. If Asian/Asian American faculty held named professorships at the same rate as white faculty, we would expect one more Asian/Asian American (bringing the total to 4) to have held a named professorship in AY2009.

Medical School (Basic Sciences)

The Medical School basic science departments reported the following changes in named professorships from AY2001 to AY2009: a net increase of 1 female and 3 males. Overall, male professors held named professorships at a higher rate than female faculty (16% and 11%, respectively); if women held named professorships at the same rate as men, at least 3 women would have held named professorships, which would be an increase of 1 woman (see Table 8). From AY2001 to AY2009, the number of Asian/Asian American faculty with a named professorship increased by 1 and the number of white faculty increased by 3; the former

held named professorships at a slightly higher rate in AY2009, when compared to the latter. No underrepresented minority faculty held the rank of professor in AY2009, therefore none were eligible for a named professorship.

Medical School (Clinical Departments)

When comparing AY2008 to AY2009, the number of female full professors in the Medical School clinical departments with named professorships remained the same (at 10) and the number of male full professors increased by 11 (to 93). Overall, male professors in the Medical School clinical departments held named professorships at a higher rate than female professors (31% and 20%, respectively) in AY2009; see Table 9. If women held these positions at the same rate as men, we would expect 16 female professors (up from 10) to have held named professorships. Asian/Asian American, underrepresented minority, and white faculty held these appointments (overall) at comparable rates.

STEM Faculty from the Six Schools with both Science and Non-science Faculty

Overall, female professors (scientists) held named professorships at a lower rate than men (8% versus 18%, respectively). In addition 50% of Asian/Asian American professors and 14% of white professors held a named professorship in the six Schools; no underrepresented minority scientists held such positions (see Table 10). If underrepresented minority faculty held named professorships at the same rate as white faculty, we might expect 1 underrepresented minority faculty to have a named professorship. Data from AY2001 were not compiled; therefore, we are unable to compare change over time.

FACULTY LEADERSHIP: TENURE/PROMOTION COMMITTEES

College of Engineering

Overall, in the College of Engineering, the number of women who served on all tenure/promotion committees at both the department and college levels increased by 2 and the number of men decreased by 12 from AY2001 to AY2009. In addition, the number of Asian/Asian American faculty serving on these committees decreased by 6, underrepresented minority faculty decreased by 3, and white faculty decreased by 1. In AY2009, female associate professors and professors served on department and college level tenure/promotion committees combined at a slightly lower rate than men (16% and 20%, respectively); see Table 11. If women served at the same rate as men, we would expect 1 more woman to have served on tenure/promotion committees (department or college level) in the College of Engineering (bringing the total to 6). During AY2009, Asian/Asian American faculty served on tenure/promotion committees at a rate of 11%, white faculty served at a rate of 22%, and zero underrepresented minority faculty served on either the department- or college-level tenure promotion committees. If Asian/Asian American and underrepresented minority faculty served at the same rate as their white colleagues, we would expect an additional 6 Asian/Asian American (up from the 6 in AY2009) and 3 underrepresented minority faculty (up from 0 in AY2009) to have served on tenure/promotion committees, regardless of the level of the committee.

College of LSA (Natural Sciences)

In LSA, the number of female senior faculty who served on college or department level tenure/promotion committees increased by 6 (to 12) and the number of men who served at both levels increased by 8 (to 53) from AY2001 to AY2009. Overall, women served on tenure/promotion committees at a higher rate than men in AY2009 (38% and 30%, respectively); see Table 12. Asian/Asian American and white faculty in science fields served on tenure/promotion committees at comparable rates (32% and 31%, respectively), and underrepresented minority faculty served at a slightly lower rate (23%); if underrepresented minority faculty held appointments to tenure/promotion committees (either level) at the same rate as their white colleagues, we would expect a total of 4 underrepresented minority faculty to hold such appointments (up from the 3 in AY2009).

Medical School (Basic Sciences)

In relation to AY2001, there was an overall decrease of 3 female and 16 male senior faculty who served on tenure/promotion committees (college and department level combined). Overall, women served on tenure/promotion committees at a comparable rate to men (40% and 41%, respectively) in AY2009 (see Table 13). In addition, white faculty served at a higher rate (43%) than Asian/Asian American (30%) and underrepresented minority faculty (0%). If Asian/Asian American and underrepresented minority faculty served at the same rate as white faculty, we would expect 4 Asian/Asian American faculty and 1 underrepresented minority faculty to have served on tenure/promotion committee (regardless of level) in the Medical School Basic Sciences (an increase of 1 in both cases).

Medical School (Clinical Departments)

In the Medical School clinical departments, the number of women who served on tenure/promotion committees (regardless of level) decreased by 1 and the number of men increased by 8 from AY2008 to AY2009. In the Medical School clinical departments, women served at a slightly lower rate than men: 18% of women and 19% of men at the associate professor and professor ranks served on tenure/promotion committees in AY2009 (see Table 14). If women served on tenure/promotion committees at the same rate as men, we would expect a total of 19 (up from 17) to have served in AY2009. In AY2009, if Asian/Asian American and underrepresented minority faculty served on the tenure/promotion committees at the same rate as white faculty, we would expect 5 more Asian/Asian American and 1 more underrepresented minority faculty to have served on the committee in AY2009.

STEM Faculty from the Six Schools with both Science and Non-science Faculty

In the six Schools, senior female faculty (scientists) served on tenure/promotion committees at a higher rate than their male colleagues (18% and 15%, respectively) in AY2009; see Table 15. Underrepresented minority and white faculty served on these committees at comparable rates (15% and 17%); no Asian/Asian American faculty served on a tenure/promotion committee in AY2009. If Asian/Asian American faculty served on tenure/promotion committees at the same rate as white faculty, we would expect 2 Asian/Asian American faculty to have served on a tenure/promotion committee in AY2009. Data from AY2001 were not available for comparison.

FACULTY LEADERSHIP: ADMINISTRATIVE POSITIONS

College of Engineering

In CoE, the total number of male faculty with administrative appointments increased by 1 from AY2001 to AY2009, and the total number of female faculty increased by 2 during the same time period. The number of Asian/Asian American faculty with administrative appointments remained stable at 5, underrepresented minority faculty increased by 2, and white faculty increased by 1. Male associate and full professors held administrative positions (regardless of level – department, college, or university) at a slightly higher rate than women (15% and 13%, respectively); see Table 16. If women held administrative appointments at the same rate as their male colleagues, we would expect one more woman to have held an administrative position in AY2009. Underrepresented minority and white faculty held administrative positions at comparable rates (15% and 16%, respectively), while Asian/Asian American faculty did so at a slightly lower rate (9%). If Asian/Asian American faculty held these positions at the same rate as white faculty, we would expect a total of 9 Asian/Asian American faculty (an increase of 4) to hold administrative positions.

College of LSA (Natural Sciences)

In LSA, there were 9 more men holding administrative positions (university, college, and department levels) in AY2009 than AY2001; the number of women holding such appointments increased by 1 (to 2). The number of Asian/Asian American faculty also increased by 1, underrepresented minority faculty increased by 1, and white faculty increased by 8 from AY2001 to AY2009. In AY2009, female senior faculty held administrative positions at a much lower rate than men (6% and 22%, respectively); see Table 17. If women held administrative positions at the same rate as men, we would expect an additional 5 female senior faculty to have held such appointments in AY2009. With regard to race/ethnicity, underrepresented minority and white associate and full professors held administrative positions (regardless of level) at comparable rates (23% and 20%, respectively); 12% of Asian/Asian American faculty held administrative appointments. If Asian/Asian American faculty held these positions at the same rate as white faculty, we would expect a total of 5 Asian/Asian American faculty to hold administrative positions (regardless of level), an increase of 2 Asian/Asian American faculty.

Medical School (Basic Sciences)

When compared to AY2001, the number of female senior faculty with administrative appointments increased by 4 and the number of males increased by 1. The number of Asian/Asian American and white faculty increased by 1 and 4, respectively, and the number of underrepresented minority faculty with administrative positions remained at zero. Women associate professors and professors held administrative positions (regardless of level) at a higher rate than their male colleagues (20% and 17%, respectively); see Table 18. Overall, if Asian/Asian American faculty held administrative positions – regardless of level – at the same rate as white faculty, at least 2 Asian/Asian American and 1 underrepresented minority senior faculty members would have an administrative appointment (up from 1 and 0, respectively).

Medical School (Clinical Departments)

In the Medical School clinical departments, the number of women who held administrative positions (regardless of level) increased by 1 and the number of men increased by 14 from AY2008 to AY2009; similarly, the number of Asian/Asian Americans increased by 2, underrepresented minorities increased by 1, and white faculty increased by 12. In AY2009, male faculty (overall) held administrative positions at a higher rate than female faculty (16% and 10%, respectively); see Table 19. If women held such appointments at the same rate as men, we would expect the total number of women with administrative appointments to increase by 6 (to 16). With regard to race/ethnicity, if Asian/Asian American and underrepresented minority faculty held administrative appointments – regardless of level – at the same rate as white faculty, we would expect the number of Asian/Asian American faculty with administrative appointments to increase from 2 to 9, and underrepresented minority faculty to increase from 3 to 5. These figures exclude clinical track faculty with administrative appointments.

STEM Faculty from the Six Schools with both Science and Non-science Faculty

In AY2009, female associate professors and professors (scientists) held administrative positions at a slightly higher rate than men (25% versus 21%, respectively); see Table 20. Twenty-four percent of white faculty, 14% of Asian/Asian American faculty, and 15% of underrepresented minority faculty held administrative positions (regardless of level) in AY2009. If Asian/Asian American and underrepresented minority faculty both held administrative positions at the same rate as white faculty, we would expect one more Asian/Asian American and one more underrepresented minority faculty member to have held an administrative position in AY2009 (up from 2 and 2, respectively).

FACULTY LEADERSHIP: EXECUTIVE COMMITTEES

In order to maintain consistency across departments, the following figures exclude any assistant professors or non-tenure track faculty who may have served on an executive committee (college or department level).

College of Engineering

In AY2009, women associate and full professors served on the college and department level executive committees at a higher rate than male associate and full professors (32% and 20%, respectively; n=10 and 47); see Table 21. Overall, 31% of underrepresented minority faculty served on an executive committee (college or department), followed by 23% of white faculty and 13% of Asian/Asian American faculty. If Asian/Asian American faculty served on executive committees at the same rate as their white colleagues, we would expect 12 Asian/Asian American faculty (an increase of 5) to have served in AY2009. No underrepresented minority female faculty member served on an executive committee in the College of Engineering in AY2009 at either the department or college level.

College of LSA (Natural Sciences)

In AY2009, men associate and full professors served on the executive committees (department or college levels) at a slightly higher rate than women associate and full professors (21% and 19%, respectively; n=37 and 6); see Table 22. If women served on executive committees at the same rate as men, we would expect one additional female associate or full professor to have served on an executive committee in the natural sciences in AY2009. Overall, 28% of Asian/Asian American faculty served on an executive committee, followed by 20% of white faculty and 15% of underrepresented minority faculty. If underrepresented minorities served on executive committees at the same rate as their white colleagues, we would expect one more underrepresented minority faculty members to have served during this period. In AY2009, no female faculty of color with appointments in the natural sciences served on a department or college level executive committee.

Medical School (Basic Sciences)

Of senior faculty in the basic science departments, women served on executive committees (department or college levels) at a higher rate than men (24% and 19%, respectively); see Table 23. These figures exclude basic science departments that do not have executive committees: Microbiology & Immunology and Pharmacology. Overall, Asian/Asian American and white faculty served at a comparable rate (20% and 21%, respectively); no underrepresented minority faculty served on a department or college level executive committees.

Medical School (Clinical Departments)

In AY2009, men senior faculty served on college or department level executive committees at a slightly higher rate than comparable women (16% and 15%, respectively); see Table 24. If women served on executive committees at the same rate as men, we would expect a total of 16 women (up from 15) to have served on these committees. White faculty served on department level executive committees at a higher rate (18%) than their Asian/Asian American (6%) and underrepresented minority (4%) colleagues; if Asian/Asian American and underrepresented minority faculty served on executive committees at the same rate as white faculty, we would expect 10 Asian/Asian American faculty and 5 underrepresented minority faculty to have served in AY2009 (up from 3 and 1, respectively). These figures exclude clinical departments that do not have executive committees: Dermatology, Emergency Medicine, Internal Medicine, Neurology, Neurosurgery, Ophthalmology & Visual Sciences, Pathology, Physical Medicine & Rehabilitation, Radiation Oncology, and Urology.

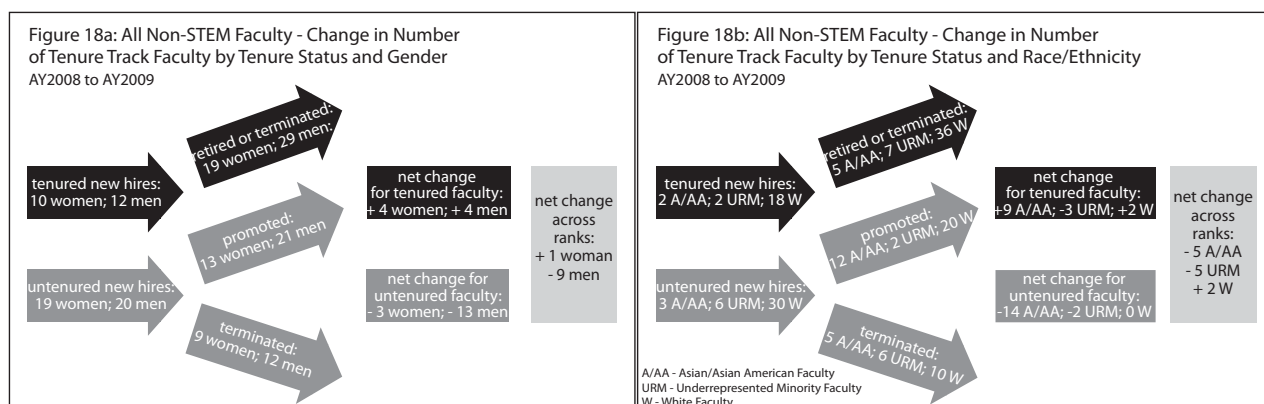
STEM Faculty from the Six Schools with both Science and Non-science Faculty

Across the six Schools, male senior faculty (scientists) served on executive committees at a higher rate than their female colleagues (19% and 13%, respectively); see Table 25. If women served at the same rate as men, we would expect an additional 3 female senior faculty to have served on executive committees (regardless of level) in AY2009. Almost one-quarter of underrepresented minorities (23%) in the six Schools served on an executive committee, followed by 17% of white senior faculty and 14% of Asian/Asian American senior faculty.

VII. NON-STEM INSTRUCTIONAL (TENURE) TRACK FACULTY

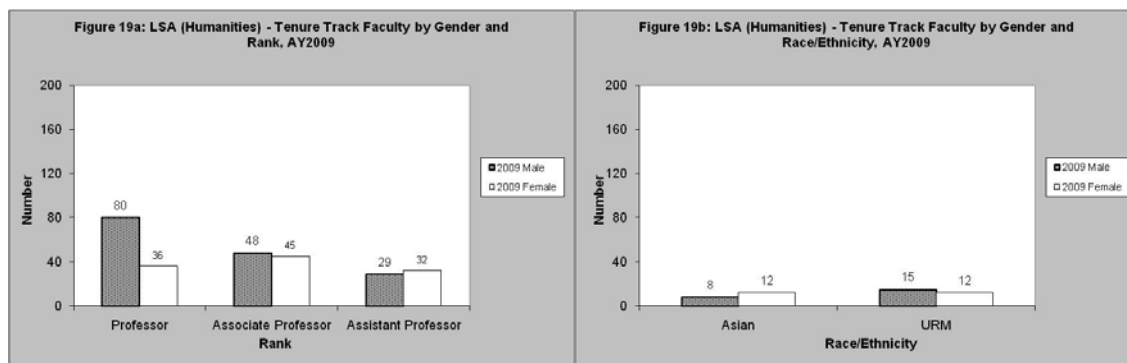
OVERVIEW

In this section, we discuss all UM faculty *not* in STEM fields, by gender and race/ethnicity, at the University of Michigan for AY2009. Included in this section are all non-STEM faculty (instructional, primary research, and clinical tracks) with budgeted appointments (i.e., greater than 0% time equivalence) in non-STEM departments in the College of Literature, Science, and the Arts' Division of Humanities¹⁰ (LSA), the College of Literature, Science, and the Arts' Division of Social Sciences¹¹ (LSA), the non-STEM faculty from the six schools with both science and non-science faculty, and the eight additional schools with primarily non-STEM faculty¹² (eight additional non-STEM schools). Data from the eight additional non-STEM schools were analyzed collectively. No comparison data from AY2001 are available for these schools, colleges, and divisions. An overview of the net effects of new faculty, retirements/terminations, and promotions among all non-STEM, tenure track faculty can be found in Figures 18a and 18b.



College of LSA (Humanities)

The overall composition of faculty in the College of LSA Division of Humanities in AY2009 was 42% female (n=113) and 58% male (n=157; see Table 26 and Figure 19a). The gender disparity in AY2009 was the greatest at the highest rank of professor: only 31% (n=36) of professors were women. At the associate professor level, 48% (n=45) of the faculty were women, and at the assistant professor level, 52% (n=32) of the faculty were women.



¹⁰ Literature, Science, and the Arts Division of Humanities (LSA): Asian Languages and Culture; Classical Studies; Comparative Literature; English Language and Literature; Germanic Languages and Literatures; History of Art; Judaic Studies; Linguistics; Near Eastern Studies; Philosophy; Romance Languages and Literatures; Screen Arts and Culture; Slavic Languages and Literatures

¹¹ Literature, Science, and the Arts Division of Social Sciences (LSA): American Culture; Anthropology; Center for Afroamerican and African Studies; Communication Studies; Economics; History; Organizational Studies; Political Science; Psychology; Sociology; Women's Studies

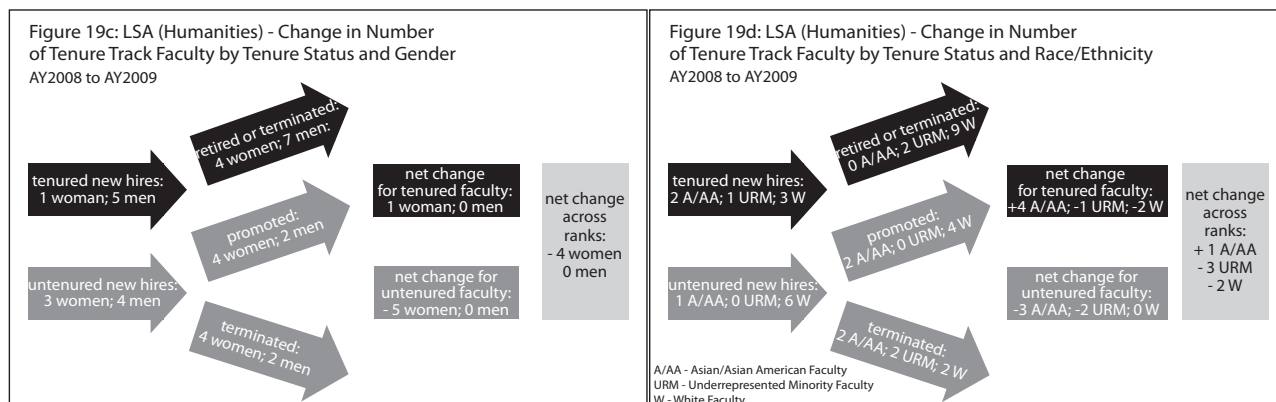
¹² Eight Additional Non-STEM Schools: College of Architecture and Urban Planning; School of Art and Design; Ross School of Business; School of Education; Law School; School of Music; Ford School of Public Policy; School of Social Work

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

Asian/Asian American faculty had a larger presence at the assistant professor level (13% or 8 of 61) than at higher levels (3% at the associate level and 8% at the full professor level; 3 of 93 and 9 of 116, respectively). Underrepresented minority faculty comprised 10% (or 6 of 61) of assistant professors, 11% (or 10 of 93) of associate professor, and 9% (or 11 of 116) of professors; see Figure 19b.

Eleven percent of female faculty (12 of 113) and 5% of male faculty (8 of 157) were Asian/Asian American; 11% of female and 10% of male faculty were underrepresented minority faculty (12 of 113 and 15 of 157, respectively). The percentage of female faculty who were Asian/Asian American ranged from 22% (n=7) at the assistant professor level to 6% (n=2) at the professor level. Asian/Asian American faculty comprised 3% of male faculty at the assistant professor level (n=1) and 9% at the professor level (n=7). A total of 12 female underrepresented minority faculty had appointments to the instructional track in the Humanities – comprising 9% of female assistant professors, 13% of female associate professors, and 8% of female professors. Male underrepresented minority faculty comprised 10% (3 of 29) of male assistant professors, 8% (4 of 48) of male associate professors, and 10% (8 of 80) of male professors.

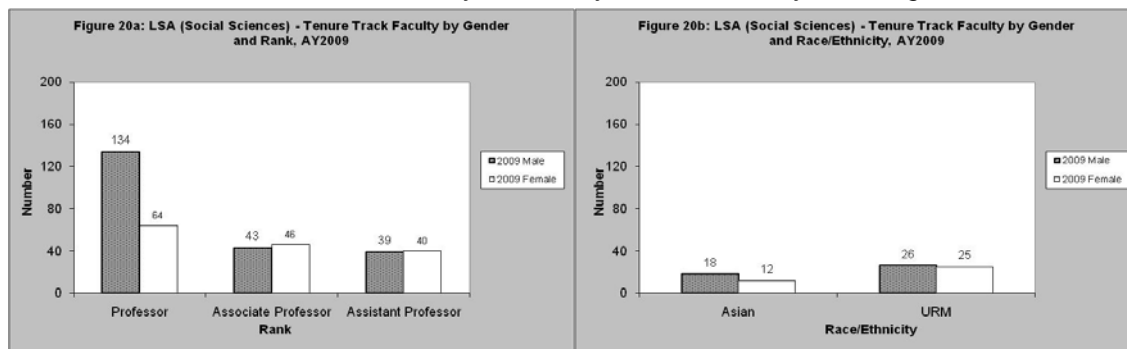
During the period between March 2008 and March 2009, when a total of 13 faculty were hired in the LSA Humanities Division, women were 31% (n=4) and men were 69% (n=9). Of these, 69% (n=9) were white, 23% (n=3) were Asian/Asian American, and 8% (n=1) were underrepresented minorities. The new female faculty included 1 Asian/Asian American and three white faculty members; the new male faculty included 2 Asian/Asian American, 1 underrepresented minority, and 6 white faculty members. During the same time frame, 8 women (4 white, 3 underrepresented minority, and 1 Asian/Asian American faculty) and 9 men (7 white, 1 underrepresented minority, and 1 Asian/Asian American faculty) retired or were terminated. Sixteen faculty were reviewed for promotion: 6 female faculty (2 Asian/Asian American faculty, 1 underrepresented minority, and 3 white faculty) and 9 male faculty (2 Asian/Asian American, 3 underrepresented minority, and 4 white faculty) were promoted from assistant to associate or from associate to full. One female underrepresented minority faculty member was denied tenure. Overall, the Humanities division lost 5 untenured female faculty members while gaining one tenured female faculty member; see Figure 19c. In terms of race/ethnicity, the Humanities Division gained 4 Asian/Asian American tenured faculty and lost 1 underrepresented minority and 2 white tenured faculty. In addition, this division lost 3 Asian/Asian American and 2 underrepresented minority untenured faculty; see Figure 19d.



College of LSA (Social Sciences)

In the College of LSA (Social Sciences), women comprised 41% (n=150) and men comprised 59% (n=216) of faculty on the instructional track in AY2009; see Table 26 and Figure 20a. While women comprised comparable proportions of faculty at the assistant and associate ranks (51% of assistant professors and 52% of associate professors; n=40 and 46, respectively), they were only 32% (n=64) of faculty at the highest rank of full professor.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



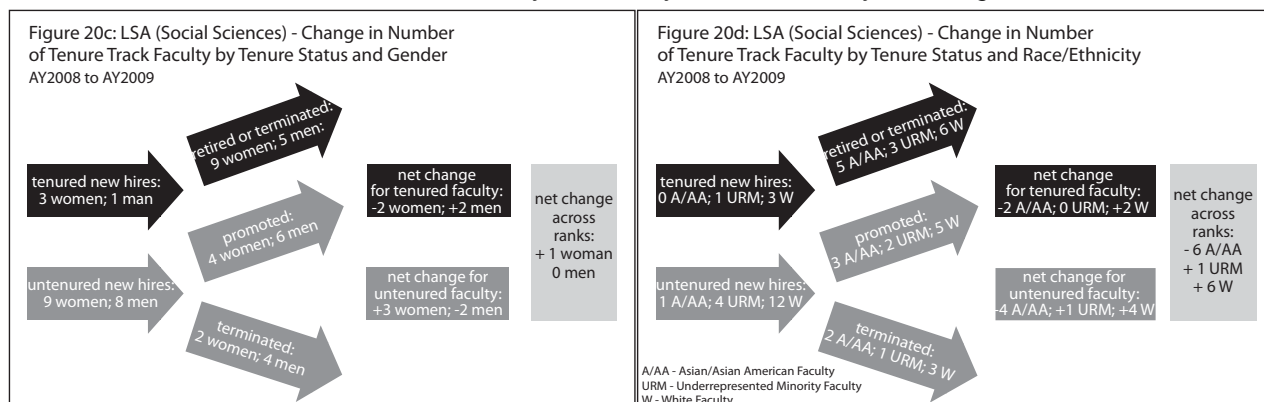
Asian/Asian American faculty comprised 13% of assistant professors (10 of 79), 11% of associate professors (10 of 89), and 5% of professors (10 of 198). Underrepresented minority faculty made up the greatest proportion of faculty at the associate professor level (24%, 21 of 89), followed by 16% of assistant professors (13 of 79) and 9% of professors (17 of 198); see Figure 20b.

Within gender, 8% (12 of 150) of female and 8% (18 of 216) of male instructional faculty were Asian/Asian American; 17% (25 of 150) of female and 12% (26 of 216) of male instructional faculty were underrepresented minorities. For both men and women, the proportion of Asian/Asian American faculty decreased from assistant professor to professor. At the level of assistant professor, 15% (6 of 39) of men were Asian/Asian American while only 4% (6 of 134) of men were Asian/Asian American at the full professor level; among women faculty, 10% (4 of 40) of female assistant professors were Asian/Asian American, as were 9% (4 of 46) of female associate professors, and 6% (4 of 64) of female full professors. The greatest proportion of female underrepresented minority faculty was at the associate professor level (37%, 17 of 46), followed by 10% of women assistant professors (4 of 40) and 6% of women full professors (4 of 64). Male underrepresented minority faculty comprised 23% of male assistant professors (9 of 39), 9% of male associate professors (4 of 43), and 10% of male full professors (13 of 134).

During the period between March 2008 and March 2009, 57% (n=12) of the 21 new tenure track faculty were women and 43% (n=9) were men; 5% (n=1) of these new faculty were Asian/Asian American, 24% (n=5) were underrepresented minority, and the remaining 71% (n=15) were white. At the same time, the College of LSA (Social Sciences) lost 11 women (6 white, 4 Asian/Asian American, and 1 underrepresented minority faculty) and 9 men (3 white, 3 Asian/Asian American, and 3 underrepresented minority faculty members) to retirements or other terminations. Seventeen faculty were reviewed for promotion¹³: 5 female faculty members (2 Asian/Asian American, 2 underrepresented minority, and 1 white faculty) and 9 male faculty members (2 Asian/Asian American and 7 white faculty) were promoted; three female faculty members were denied tenure, including one Asian/Asian American, one underrepresented minority, and one white female faculty member. Overall, the Social Sciences division gained 3 untenured female faculty members while losing 2 untenured male faculty members. At the same time, the division lost 2 tenured female faculty members and gained 2 tenured male faculty members; see Figure 20c. In terms of race/ethnicity, the Social Sciences Division lost 2 Asian/Asian American tenured faculty and 4 Asian/Asian American untenured faculty, while gaining 2 white tenured faculty, 1 underrepresented minority untenured faculty, and 4 white untenured faculty; see Figure 20d.

¹³ With regard to faculty promotions, we report faculty whose promotions were effective in AY2009 (and thus were reviewed in the previous academic year, AY2008).

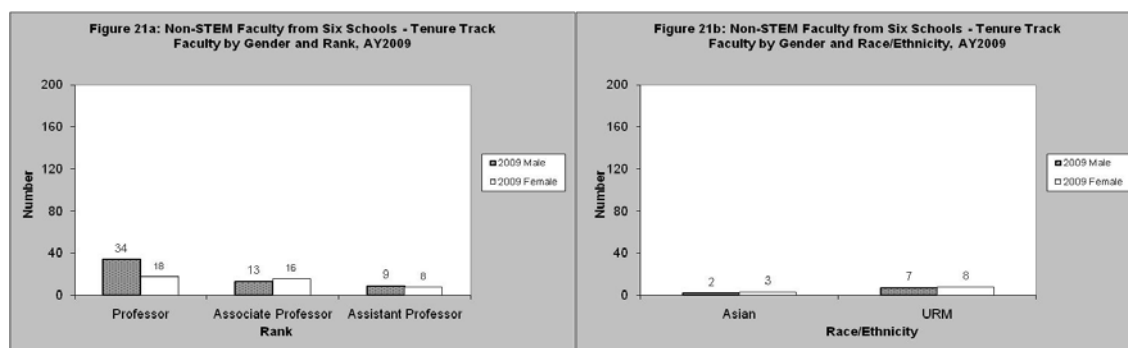
Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



Non-STEM Faculty from the Six Schools with both Science and Non-science Faculty

As previously mentioned, data from these six schools as a whole can be found in Tables 46-53; however, in this section, we report only on the non-STEM faculty from these six schools

In AY2009, women comprised 43% (n=42) and men comprised 57% (n=56) of non-STEM faculty on the instructional track in the six schools with both science and non-science faculty; see Table 26 and Figure 21a. The gender disparity was greatest at the rank of full professor: 35% (n=18) of faculty at this rank were women while 65% (n=34) were men. At the assistant professor level, women comprised 47% (n=8) of the faculty at this rank, and at the associate professor level, women comprised 55% (n=16).



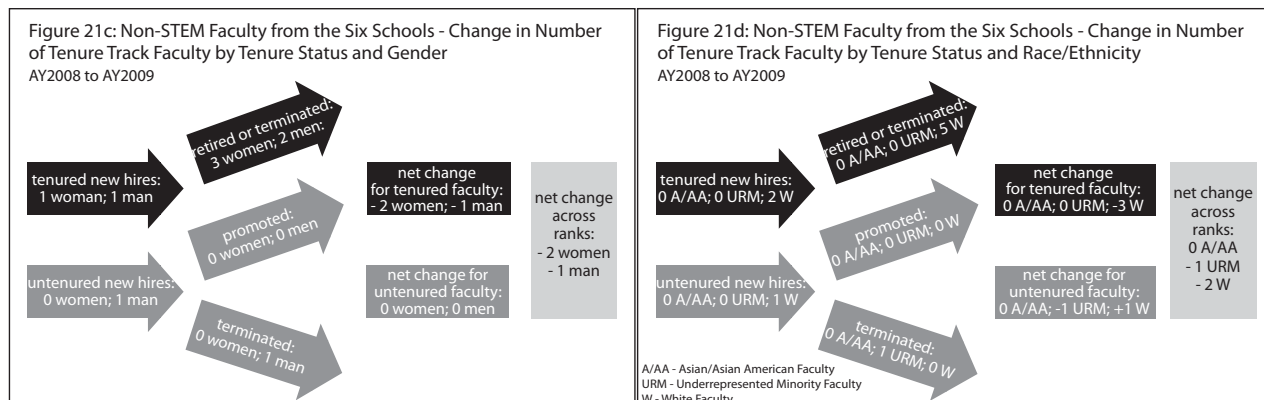
Asian/Asian American faculty constituted 5% of the non-STEM faculty in these six schools; 15% were underrepresented minority faculty, and 80% were white faculty; see Figure 21b. Asian/Asian American faculty comprised comparable rates at the associate and full professor ranks (7% (2 of 29) and 6% (3 of 52), respectively); however, there were no Asian/Asian American faculty at the rank of assistant professor. On the other hand, the proportion of underrepresented minority faculty decreased with rank: these faculty comprised 41% (7 of 17) of faculty at the assistant professor level, 14% (4 of 29) of faculty at the associate professor level, and only 8% (4 of 52) of faculty at the level of full professor.

Within gender, 7% of female and 4% of male faculty were Asian/Asian American while 19% of female and 13% of male faculty were underrepresented minorities. For both women and men, the proportion of underrepresented minority faculty decreased from assistant to full professor ranks. At the level of assistant professor, 50% (4 of 8) of women and 33% (3 of 9) of men were underrepresented minorities, compared with 13% (2 of 16) of women and 15% (2 of 13) of men at the associate professor level and 11% (2 of 18) of women and 6% (2 of 34) of men at the full professor level. In addition, 13% (2 of 16) of women at the associate professor rank and 6% (1 of 18) of women at the full professor rank were Asian/Asian American; 6% (2 of 34) of men at the rank of full professor were also Asian/Asian American. There were no Asian/Asian American faculty at the rank of assistant professor, and no male Asian/Asian American faculty at the rank of associate professor.

During the period between March 2008 and March 2009, 33% (n=1) of new tenure track faculty were women while 67% (n=2) were men. These new hires included one white male at the assistant professor rank, one white female at the associate professor rank, and one white male at the rank of full professor. There were no new Asian/Asian American or underrepresented minority faculty during AY2009 among non-scientists in these six

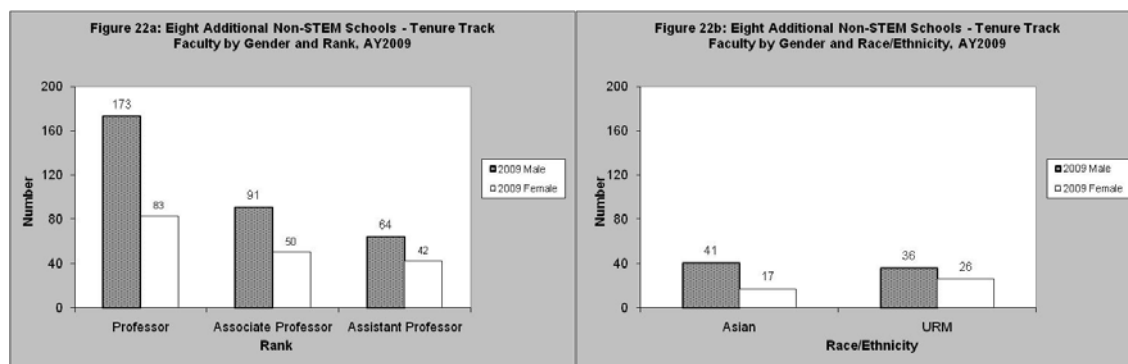
Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

schools. At the same time, these schools lost 3 women and 3 men to retirements or other terminations; 1 of the men was an underrepresented minority while the other 5 faculty members were white. In addition, one Asian/Asian American male faculty member was promoted; no female, non-STEM faculty were promoted in these six schools during AY2009. Overall, these six schools lost 1 male and 2 female tenured faculty members, and there was no change in the number of untenured male and female faculty members; see Figure 21c. In terms of race/ethnicity, these six schools lost 3 white tenured faculty and 1 underrepresented minority untenured faculty, while gaining 1 white untenured faculty; see Figure 21d.



Eight Additional Non-STEM Schools

In AY2009, the overall composition of faculty across these eight schools was 35% (n=175) female and 65% male (n=328) (see Table 26; see Figure 22a). Looking at all eight non-STEM Schools by rank, the proportion of women decreases as we ascend the academic ladder: 40% (42 of 106) of assistant professors, 35% (50 of 141) of associate professors, and 32% (83 of 256) of full professors were women.



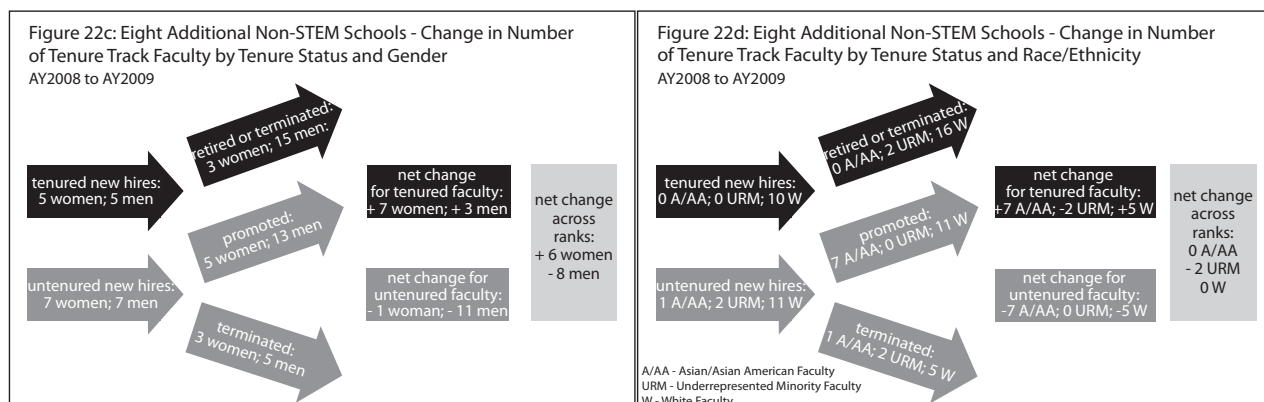
In terms of race-ethnicity, the overall composition of faculty across these eight schools was 12% Asian/Asian American (n=58), 12% underrepresented minority (n=62), and 76% white (n=383) in AY2009; see Figure 22b. Similar to other units, Asian/Asian American faculty comprised the greatest proportion of faculty at the assistant professor level (18%; 19 of 106); they comprised 16% (23 of 141) of associate professors and 6% (16 of 256) of professors. Across these eight schools, underrepresented minority faculty comprised 19% (20 of 106) of assistant professors, 14% (20 of 141) of associate professors, and 9% (22 of 256) of professors.

A slightly larger proportion of male faculty members were Asian/Asian American compared with underrepresented minority faculty (13% and 11%, respectively); the opposite was true for female faculty: 10% were Asian/Asian American and 15% were underrepresented minority faculty. In addition, the proportion of female and male Asian/Asian American faculty as well as female and male underrepresented minority faculty decreased by rank (from assistant to professor) for all four groups.

Between March 2009 and March 2009, 50% (n=12) of new faculty on the instructional track were women and 50% (n=12) were men across the eight non-STEM schools. New faculty included 1 male Asian/Asian American faculty, 10 female and 11 male white faculty, and 2 female underrepresented minority faculty. During this same time frame, these eight schools lost 6 women (1 underrepresented minority and 5 white faculty members) and

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

20 men (1 underrepresented minority, 3 Asian/Asian American, and 16 white faculty members) to retirement or other terminations. Twenty-seven faculty were approved for promotion from assistant to associate or from associate to full professor¹⁴: 8 female faculty members (3 Asian/Asian American, 1 underrepresented minority, and 4 white faculty) and 19 male faculty members (4 Asian/Asian American, 1 underrepresented minority, and 14 white faculty) were promoted. Overall, these eight schools lost 1 female and 11 male untenured faculty members while gaining 7 female and 3 male tenured faculty members; see Figure 22c. In terms of race/ethnicity, these eight schools gained 7 Asian/Asian American and 5 white tenured faculty members while losing 2 underrepresented minority tenured faculty members. In addition, these eight schools lost 7 Asian/Asian American and 5 white untenured faculty; see Figure 22d.



OVER TIME CHANGE ON THE TENURE TRACK BY GENDER: SEX RATIO ANALYSIS

Similar to analyses of STEM faculty, we assessed the sex ratio (percent of faculty by gender) of the departments within the College of LSA Divisions of Humanities and Social Sciences and of the eight additional non-STEM schools. Only AY2009 data were available for these non-STEM faculty members; no comparison data are available. The sex ratio categories are female token, female minority, sex balanced, male minority, and male token and are defined as follows: female token (0-17% female); female minority (18-35% female); sex balanced (36-64% female); male minority (65-82% female); and male token (83-100% female). Ideally, successful departments would be sex balanced (that is, 36-64% female). However, consideration may need to be taken of the specific availability of women in the pipeline for particular fields when assessing the “success” of particular departments.

College of LSA (Humanities)

In the LSA Humanities Division, 7 departments were coded as sex balanced, and the remaining departments were coded as female minority or female token in AY2009. Also, one department was coded as male minority in AY2009, reflecting the fact that 65% of instructional track faculty in that department are women.

College of LSA (Social Sciences)

In the College of LSA Social Sciences Division, 3 departments were coded as sex balanced, 3 were coded as female minority, and 1 as female token. The remaining department was coded as male token.

Eight Additional Non-STEM Schools

In AY2009, 3 of the eight non-STEM schools were categorized as female minority and the remaining 5 were categorized as sex balanced.

OVER TIME CHANGE ON THE TENURE TRACK BY RACE/ETHNICITY: RACE/ETHNICITY RATIO ANALYSIS

Again, we conducted a similar set of analyses looking at the racial/ethnic breakdown by department in each of the STEM departments for AY2009. Only AY2009 data were available for these non-STEM faculty members; no comparison data are available. We designated 0-9% as underrepresented ethnic/racial group token; 10-19% as

¹⁴ With regard to faculty promotions, we report faculty whose promotions were effective in AY2009 (and thus were reviewed in the previous academic year, AY2008).

underrepresented ethnic/racial group minority; and 20% and over as underrepresented minority group full representation.¹⁵

College of LSA (Humanities)

In AY2009, a majority of the departments (8) were coded as token; 5 of the 8 departments did not have any underrepresented minorities on the tenure track in AY2009. The remaining departments were coded as minority or as having full representation.

College of LSA (Social Sciences)

In the College of LSA Social Sciences Division, 2 departments were coded as token, 4 as minority, and 2 as having full representation.

Eight Additional Non-STEM Schools

In AY2009, 4 of the eight additional non-STEM schools were categorized as underrepresented ethnic/racial token, 2 were coded as underrepresented ethnic/racial minority, and the remaining 2 schools were representative.

ASSOCIATE PROFESSORS, AVERAGE NUMBER OF YEARS IN RANK

College of LSA (Humanities)

In AY2009, the average number of years in rank for male associate professors (9.7) was greater than the average for comparable females (6.5); see Chart 3. The average number of years in rank for male associate professors was consistently greater, regardless of whether the faculty were promoted to the rank of associate professor at UM (9.8 and 6.2; n=35 and 36, respectively) or hired as an associate professor (9.5 and 7.4; n=13 and 9, respectively); see Table 29 and Charts 3-4.

The average number of years in rank was the highest for white faculty (8.6), followed by 6.4 for underrepresented minority and 0.8 for Asian/Asian American faculty (n=80, 10, and 3, respectively). The averages for faculty promoted to the associate professor rank at UM were similar to the overall averages (8.5, 7.0, and 0.8, respectively). Among faculty hired as associate professors, the average number of years in rank was slightly higher for white faculty (9.1, n=20) and lower for underrepresented minority faculty (4.0, n=2), compared to faculty promoted to associate professor at UM.

Chart 3: Average Years in Rank for Associate Professors, by Hire Status and Gender

	Overall Average		Promoted to Assoc		Hired as Assoc	
	F	M	F	M	F	M
LSA - Humanities	6.5	9.7	6.2	9.8	7.4	9.5
LSA - Social Sciences	5.9	3.9	5.1	3.7	8.0	5.5
Six Schools - Non-scientists	6.2	12.9	5.1	14.7	8.5	10.0
Eight Non-STEM Schools	7.1	5.9	7.2	5.9	6.9	5.8

College of LSA (Social Sciences)

In AY2009, the average number of years in rank for female associate professors (5.9, n=46) was greater than the average for comparable males (3.9, n=42); see Chart 3. Among faculty promoted to the rank of associate professor at UM, the average number of years in rank for female associate professors was greater than the average for male faculty (5.1 and 3.7; n=33 and 37, respectively); averages for faculty hired as associate professors revealed the same pattern: the average number of years in rank for female associate professors was greater than the average for comparable males (8.0 and 5.5; n=13 and 5, respectively); see Table 29 and Charts 3-4.

The average number of years in rank was the highest for white faculty (5.5), followed by 4.7 for underrepresented minority and 2.6 for Asian/Asian American faculty (n=57, 21, and 10, respectively). The averages for faculty promoted to the associate professor rank at UM were similar to the overall averages (5.0, 4.0, and 2.1, respectively). Among faculty hired as associate professors, the average number of years in rank is comparable across the three groups (and higher than that for faculty promoted within UM): 7.2 for Asian/Asian American, 7.7 for underrepresented minority, and 7.1 for white faculty.

¹⁵ For a more detailed account of how we determined “representativeness”, please reference page 14.

Chart 4: Average Years in Rank for Associate Professors, by Hire Status and Race/Ethnicity

	Overall Average			Promoted to Assoc			Hired as Assoc		
	Asian	URM	White	Asian	URM	White	Asian	URM	White
LSA - Humanities	0.8	6.4	8.6	0.8	7.0	8.5	--	4.0	9.1
LSA - Social Sciences	2.6	4.7	5.5	2.1	4.0	5.0	7.2	7.7	7.1
Six Schools - Non-scientists	2.0	6.7	10.3	2.0	6.7	11.0	--	--	9.2
Eight Non-STEM Schools	4.6	6.2	6.7	4.8	5.6	7.0	3.7	7.4	6.3

Non-STEM Faculty from the Six Schools with both Science and Non-Science Faculty

The average number of years in rank for all female associate professors (non-science) in the six Schools was less than the average for their male colleagues (non-science) in AY2009 (6.2 and 12.9, respectively); see Chart 3. The average number of years in rank for male associate professors promoted to associate professor at UM was higher than the average for comparable female associate professors (14.7 and 5.1; n=8 and 11, respectively); the same was true for male associate professors hired as associate professors, when compared to comparable female associate professors (10.0 and 8.5; n=5 and 5, respectively); see Table 29 and Charts 3-4.

Overall, white faculty had the highest average years in rank (10.3), followed by underrepresented minority faculty (6.7) and Asian/Asian American faculty (2.0). This same pattern held true for associate professors who were promoted to the associate rank at UM: white faculty (11.0, n=13), underrepresented minority faculty (6.7, n=4), and Asian/Asian American faculty (2.0, n=2). All associate professors hired at the associate rank were white, and the average years in rank was 9.2 (n=10).

Eight Additional Non-STEM Schools

Within the eight non-STEM schools, the average number of years in rank for female associate professors was greater than the average for their male colleagues in AY2009 (7.1 and 5.9, respectively); see Chart 3. This was also true for faculty who were promoted to the rank of associate professor at UM (7.2 and 5.9; n=36 and 59, respectively) or hired as an associate professor (6.9 and 5.8; n=13 and 32, respectively). In terms of race/ethnicity, the average number of years in rank was the highest for white faculty (6.7), followed by 6.2 for underrepresented minority and 4.6 for Asian/Asian American faculty (n=97, 20, and 23, respectively). The averages for faculty promoted to the associate professor rank at UM were similar to the overall averages (7.0, 5.6, and 4.8, respectively). In contrast, among faculty hired as associate professors, the average number of years in rank was highest for underrepresented minority faculty (7.4, n=7), followed by white faculty (6.3, n=33) and Asian/Asian American faculty (3.7, n=5); see Table 29 and Chart 3-4.

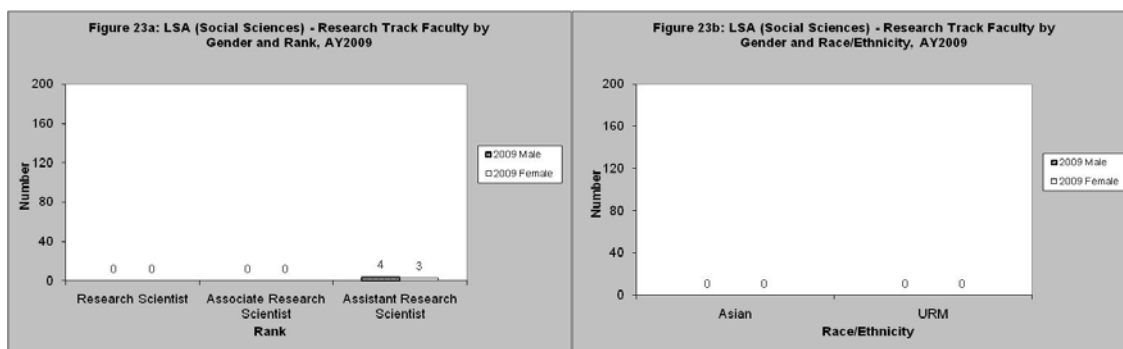
VIII. NON-STEM PRIMARY RESEARCH TRACK FACULTY

OVERVIEW

In this section we discuss faculty on the research track at the University. While there are actually two (not entirely distinct) research tracks, we do not distinguish between the tracks for this report, particularly since the number of individuals on the primary research track in a non-STEM field is so small. Thus, the ranks we consider are assistant research scientist (including assistant research professor), associate research scientist (including senior associate research scientist and associate research professor), and research scientist (including senior research scientist and research professor). Percentages are not reported in this section, as the total number of faculty on the research track in these units is very small.

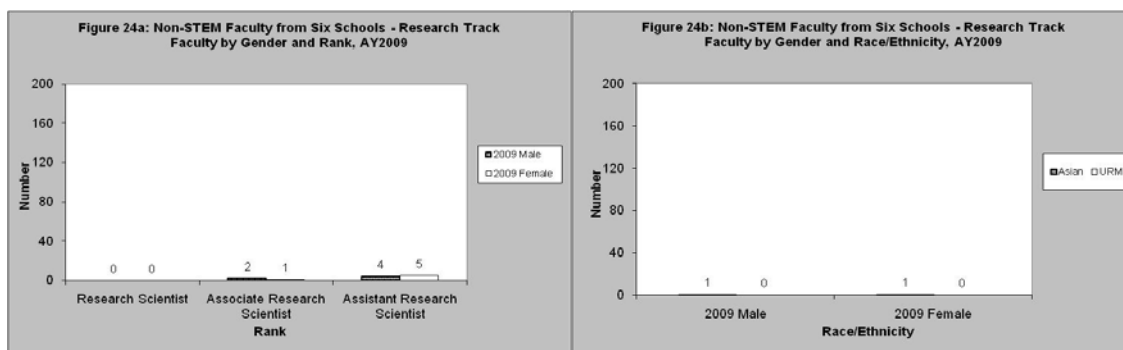
College of LSA (Social Sciences)

In the College of LSA Social Sciences Division, women comprised 3 of 7 and men comprised 4 of 7 faculty on the primary research track in AY2009; all 7 faculty members were at the rank of assistant research scientist (see Table 27 and Figure 23a). No Asian/Asian American or underrepresented minority faculty held funded appointments on the primary research track in the social sciences; see Figure 23b. Between March 2008 and March 2009, 1 woman and 3 men were new faculty on the primary research track in the College of LSA social science departments; all 4 new faculty were white. During this same time frame, one white female faculty member retired or was terminated. No primary research track faculty were promoted during AY2009.



Non-STEM Faculty from the Six Schools with both Science and Non-science Faculty

Among non-science faculty in the six schools, women comprised 6 of 12 faculty members on the primary research track in AY2009; see Table 27 and Figure 24a. Two of 12 faculty on this track were Asian/Asian American while none were underrepresented minorities and 10 of 12 were white; see Figure 24b. At the rank of assistant research scientist, 5 of 9 faculty were women while 4 of 9 were men. In addition, 2 of 9 were Asian/Asian American while the remaining 7 faculty members were white. Of those faculty at the rank of associate research scientist, 1 of 3 were female. There were no Asian/Asian American or underrepresented minority faculty at this rank. No faculty were at the rank of full research scientist among the non-STEM faculty in these six schools.

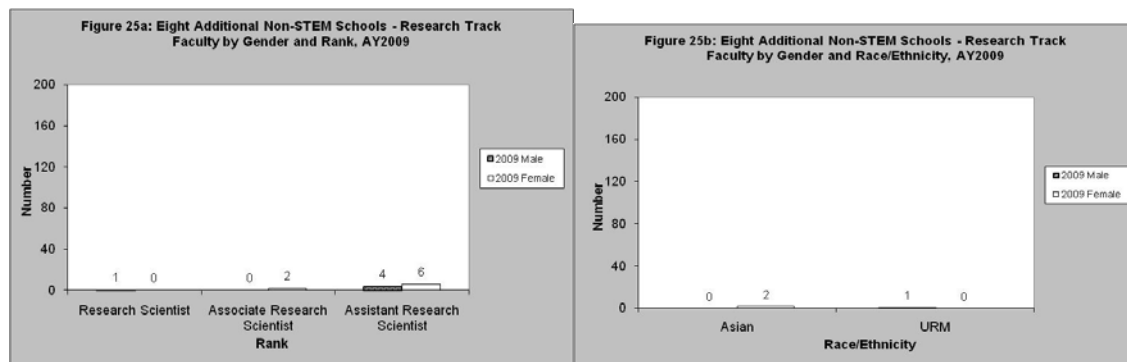


During this same time period, 2 of 2 of new non-STEM faculty in these six schools were female. One new faculty member was white while the other was Asian/Asian American, and both started at the rank of assistant research

scientist. In addition, these schools lost one white female to retirement or termination. No promotions were made on the research track in AY2009.

Eight Additional Non-STEM Schools

In AY2009, women comprised 8 of 13 the faculty on the research track in the eight additional non-STEM schools (see Table 27 and Figure 25a). A majority of the women were at the assistant research scientist level (n=6), and the remaining 2 women faculty were at the associate research scientist rank.



In terms of race/ethnicity, 2 of 13 faculty on the research track were Asian/Asian American, 1 of 13 were underrepresented minorities, and 10 of 13 were white. All Asian/Asian American and underrepresented minority faculty were at the rank of assistant research scientist and comprised 3 of 10 faculty at this rank; see Figure 25b.

There were no new faculty or promotions within the research track in the eight non-STEM schools between March 2008 and March 2009; one underrepresented minority male faculty member retired or was terminated.

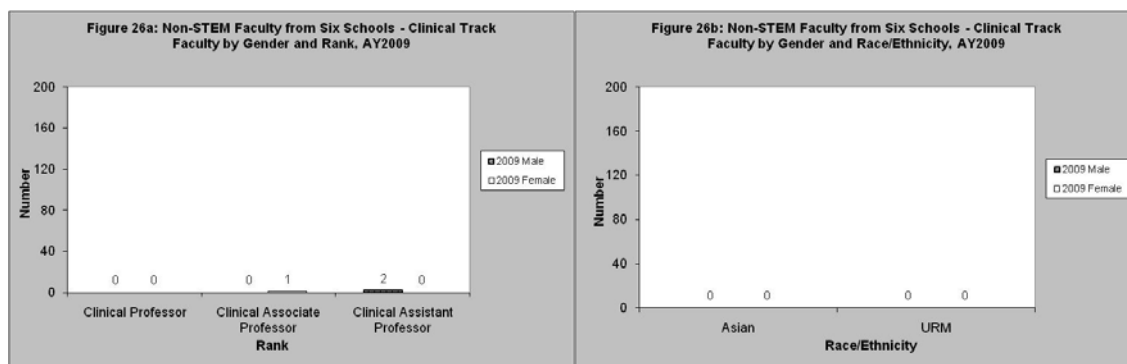
IX. NON-STEM CLINICAL TRACK FACULTY

OVERVIEW

Here we report on the Colleges and Schools that have faculty on the clinical instructional track; this includes six of the eight additional non-STEM schools (Architecture and Urban Planning; Business; Education; Law; Music; and Social Work). Percentages are not reported in this section, as the total number of faculty on the clinical track in these non-STEM units is very small.

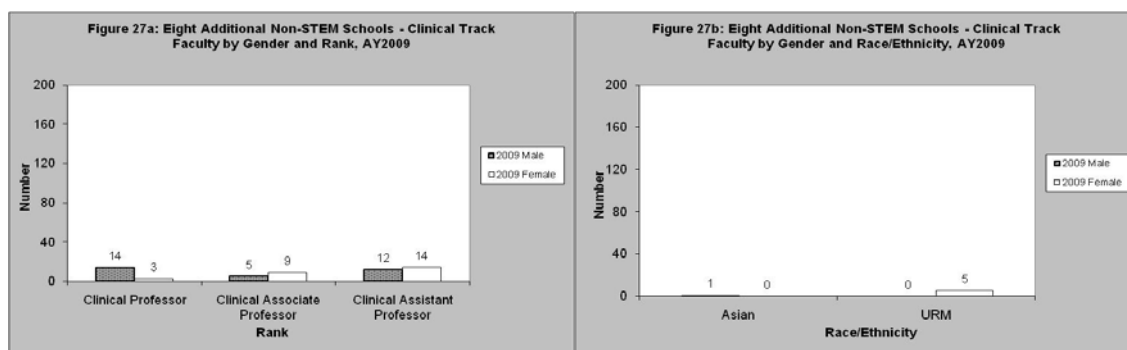
Non-STEM Faculty from the Six Schools with both Science and Non-science Faculty

In AY2009, 1 of 3 clinical track, non-STEM faculty in the six schools were female; see Table 28 and Figure 26a. None of the faculty members on this track were Asian/Asian American or underrepresented minorities; see Figure 26b. The two men on this track were at the rank of assistant clinical professor, while the one woman was at the rank of associate clinical professor. No faculty held the rank of clinical professor during AY2009 among the non-STEM faculty. In addition, there were no new faculty, no terminations or retirements, and one white woman faculty member was promoted during this time period.



Eight Additional Non-STEM Schools

In AY2009, 26 of 57 clinical track faculty were female in the eight non-STEM schools (see Table 28 and Figure 27a). Looking at all eight non-STEM schools by rank, women constituted the highest proportion of faculty at the rank of clinical associate professor; 9 of 14 faculty at this rank were women. By contrast, 14 of 26 clinical assistant professors and only 3 of 17 clinical professors were women.



In terms of race/ethnicity, 1 of 57 clinical faculty members were Asian/Asian American, 5 of 57 were underrepresented minorities, and the remaining 51 were white; see Figure 27b. The one Asian/Asian American faculty member on the clinical track was at the rank of clinical assistant professor. No Asian/Asian American faculty were at the rank of clinical associate professor or of clinical professor. All 5 underrepresented minority faculty members were female, and four were at the rank of clinical associate professor while the remaining 1 was at the rank of clinical professor.

During the time period between March 2008 and March 2009, there were 4 new clinical track faculty members in the eight non-STEM schools, of whom 1 was female and 3 were male. All of these new faculty members were white. One male entered at the rank of clinical assistant professor, 1 female and 1 male entered at the rank of

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009

clinical associate professor, and 1 male entered at the rank of clinical professor. At the same time, the eight non-STEM schools lost 2 women (1 underrepresented minority and 1 white faculty) and 1 male (white) to retirements or other terminations. One faculty member (female, underrepresented minority) was promoted.

X. NON-STEM FACULTY - ADDITIONAL APPOINTMENTS AND HONORS

OVERVIEW

In this section we discuss additional appointments of interest held by non-STEM instructional (tenure) track faculty members. These appointments fall under two broad categories: named professorships and administrative service in leadership positions. Under named professorships, we considered the following four categories of honor: Distinguished University Professor (to recognize exceptional scholarly achievement, national and international reputation, and superior teaching skills; a lifetime award), Collegiate Professor (for outstanding scholarship, teaching, and service), Endowed Chair, and Thurnau Professor (for excellence in teaching); see Tables 30-33. Since these appointments are generally limited to full professors, we only considered faculty at this rank.

For administrative service, we considered membership on tenure/promotion committees at the department and college levels (see Tables 34-37), administrative appointments at the department, college, and university levels (see Tables 38-41), and executive committees at the department and college levels (see Tables 42-45). These appointments are largely held by professors, but also by associate professors, so we considered both associate professors and professors who held these positions. Thus, in order to maintain consistency across departments, these figures exclude any assistant professors or non-tenure track faculty who may have held an administrative appointment or who may have served on tenure/promotion or executive committees.

For both named appointments and administrative service, we consider data from AY2009 only; no comparison data from previous years are available.

FACULTY LEADERSHIP: NAMED PROFESSORSHIPS

College of LSA (Humanities)

In AY2009, female faculty in the humanities held named professorships at a lower rate than men (32% versus 38%, respectively); see Table 30. Overall, if women held named professorships at the same rate as their male colleagues, we would expect 2 more women (up to 13) to have held such professorships. In addition, 45% of underrepresented minority faculty held named professorships in AY2009, followed by 38% of white faculty. In contrast, 13% of Asian/Asian American faculty held such appointments (which would need to increase from 1 to 3, if Asian/Asian American faculty held named professorships at the same rate as their white colleagues).

College of LSA (Social Sciences)

In AY2009, female faculty in the social sciences held named professorships at a lower rate than men (28% versus 35%, respectively); see Table 31. Overall, if women held named professorships at the same rate as their male colleagues, we would expect 4 more women (up to 21) to have held such professorships. Forty percent of Asian/Asian American faculty held named professorships in AY2009, followed by 35% of white faculty and 12% of underrepresented minority faculty; the latter would increase from 2 to 6, if underrepresented minority faculty held named professorships at the same rate as their white colleagues.

Non-STEM Faculty from the Six Schools with both Science and Non-science Faculty

Overall, female non-STEM faculty in the six schools held named professorships at a higher rate than men (17% versus 9%, respectively); see Table 32. If men held named professorships at the same rate as women, we would expect 3 more men (up to 6) to have held such professorships. Thirteen percent of white faculty held named professorships in AY2009 while no Asian/Asian American or underrepresented minority faculty did so. If underrepresented minorities held named professorships at the same rate as white faculty, we would expect 1 additional underrepresented minority to have held such a position.

Eight Additional Non-STEM Schools

Overall, male professors held named professorships at a higher rate than women (55% versus 42%, respectively); see Table 33. If women held named professorships at the same rate as men, we would expect 10 more women to have held a named professorship in AY2009 (bringing the total to 40). In addition, 56% of Asian/Asian American, 53% of white, and 28% of underrepresented minority professors held a named professorship. If underrepresented minority faculty held named professorships at the same rate as white faculty, we would expect 5 more underrepresented minority faculty to have a named professorship (bringing the total to 10).

FACULTY LEADERSHIP: TENURE/PROMOTION COMMITTEES

College of LSA (Humanities)

Women served on department- and college- level tenure/promotion committees at a slightly lower rate than men in AY2009 (27% versus 29%, respectively); see Table 34. We would expect two additional women to have served if they served at the same rate as their male colleagues. Forty-five percent of Asian/Asian American, 28% of white, and 20% of underrepresented minority faculty served on a tenure/promotion committees in AY2009. We would expect 6 underrepresented minority faculty (up from 4) to have served on a tenure/promotion committee, if they served at the same rate as their white colleagues.

College of LSA (Social Sciences)

Overall, women served on tenure/promotion committees at both the department and college levels at higher rates than men in AY2009 (23% versus 10%, respectively); see Table 35. Asian/Asian American, underrepresented minority, and white faculty served on department- and college-level tenure/promotion committees at comparable rates (15%, 14%, and 15%, respectively).

Non-STEM Faculty from the Six Schools with both Science and Non-science Faculty

In AY2009, female and male non-STEM faculty members in the six schools served on tenure/promotion committees at roughly comparable rates (32% and 34%, respectively); see Table 36. Sixty percent of Asian/Asian American faculty members served on tenure/promotion committees, followed by 38% of underrepresented minority faculty, and 31% of white faculty.

Eight Additional Non-STEM Schools

In the eight non-STEM schools, male faculty members served on tenure/promotion committees, at both the department and college levels, at a higher rate than their female counterparts in AY2009 (37% and 29%, respectively); see Table 37. If women served on these committees at the same rate as men, we would expect 10 more women to have served on tenure/promotion committees in AY2009 (bringing the total to 44). Fifty-three percent of Asian/Asian American faculty served on tenure/promotion committees, followed by 33% of white faculty, and 26% of underrepresented minority faculty. If underrepresented minority faculty served on tenure/promotion committees at the same rate as white faculty, we would expect 3 more to have served on these committees in AY2009 (bringing the total to 13).

FACULTY LEADERSHIP: ADMINISTRATIVE POSITIONS

College of LSA (Humanities)

In AY2009, female senior faculty held administrative positions, at all levels (department, college, and university level administrative positions), at a comparable rate to men (24% and 23%, respectively); see Table 38. In regard to race/ethnicity, Asian/Asian American and white associate and full professor held administrative positions at comparable rates (27% and 25%, respectively); only 5% of underrepresented minority faculty held administrative appointments. If underrepresented minority faculty held these positions at the same rate as white faculty, we would expect a total of 5 underrepresented minority faculty to have held administrative positions, an increase of 4 underrepresented minority faculty.

College of LSA (Social Sciences)

In AY2009, female senior faculty held department, college, and university level administrative positions at a higher rate than their male colleagues (31% and 27%, respectively); see Table 39. In regard to race/ethnicity, 31% of white senior faculty held administrative positions, followed by 23% of underrepresented minority and 10% of Asian/Asian American faculty. If faculty of color held administrative positions at the same rate as their white colleagues, we would expect 4 more Asian/Asian American faculty and 3 more underrepresented minority faculty to have held administrative positions during AY2009.

Non-STEM Faculty from the Six Schools with both Science and Non-science Faculty

Among non-STEM faculty in the six schools, female senior faculty held department, college, and university level administrative positions at a lower rate than their male colleagues (9% and 15%, respectively); see Table 40. With regard to race/ethnicity, 15% of white faculty held administrative positions while no Asian/Asian American or underrepresented minority faculty did so. If faculty of color held administrative positions at the same rate as their white colleagues, we would expect one Asian/Asian American and one underrepresented minority faculty to have held administrative positions.

Eight Additional Non-STEM Schools

In the eight non-STEM schools, female faculty held administrative positions, including department, college and University levels, at a higher rate than their male counterparts in AY2009 (27% versus 19%, respectively); see Table 41. In addition, 29% of underrepresented minority, 21% of white, and 16% of Asian/Asian American senior faculty held administrative positions. If Asian/Asian American faculty held administrative positions at the same rate as their white colleagues, we would expect 2 more Asian/Asian American faculty to have held such appointments (bringing the total to 8). If men held administrative positions at the same rate as women, we would expect 21 additional male faculty to have held such appointments in AY2009 (bringing the total to 68).

FACULTY LEADERSHIP: EXECUTIVE COMMITTEES

In order to maintain consistency across departments, the following figures exclude any assistant professors or non-tenure track faculty who may have served on an executive committee (college or department level).

College of LSA (Humanities)

In AY2009, women associate and full professors served on the department- and college-level executive committee at a lower rate than male associate and full professors (26% and 38%, respectively); see Table 42. If women served on executive committees at the same rate as men, we would expect 9 additional female associate or full professors on these committees in Humanities departments in AY2009.

In addition, 37% of white faculty served on an executive committee, followed by 27% of Asian/Asian American faculty and 10% of underrepresented minority faculty. If Asian/Asian American and underrepresented minority faculty served on executive committees at the same rate as white faculty, we would expect 1 more Asian/Asian American and 5 more underrepresented minority faculty members on these committees in AY2009, up from 3 and 2, respectively.

College of LSA (Social Sciences)

In AY2009, women associate and full professors served on executive committees at a higher rate than male associate and full professors (30% and 15%, respectively); see Table 43. In addition, 23% of underrepresented minority and 21% of white faculty served on executive committees, followed by 10% of Asian/Asian American faculty. If Asian/Asian American faculty served on executive committees at the same rate as white faculty, we would expect 2 more Asian/Asian American associate or full professors to have served in AY2009, up from 2.

Non-STEM Faculty from the Six Schools with both Science and Non-science Faculty

Among non-STEM faculty in the six schools, women associate and full professors served on executive committees at a lower rate than their male counterparts (6% and 15%, respectively); see Table 44. If women had served on executive committees at the same rate as men, we would expect 3 more women (up to 5) to have served on these committees. In regard to race/ethnicity, 13% of underrepresented minority faculty, 12% of white faculty, and zero Asian/Asian American faculty served on executive committees.

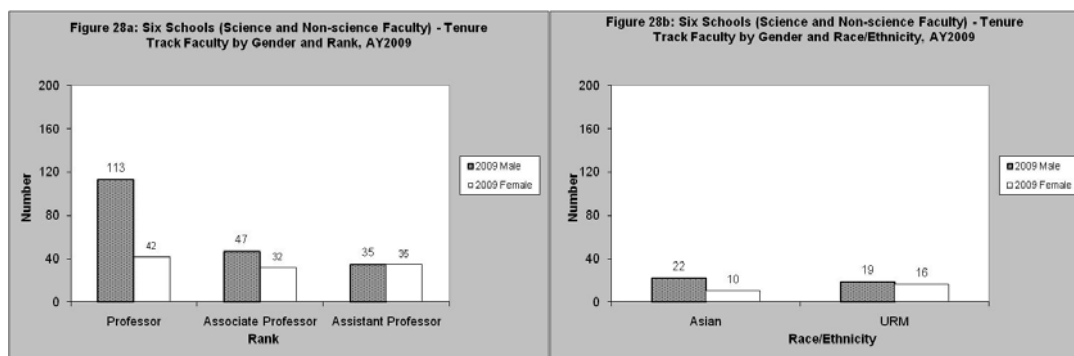
Eight Additional Non-STEM Schools

Within the eight non-STEM schools, female faculty served on college-level executive committees at a higher rate than their male counterparts (18% and 12%, respectively); see Table 45. It is important to note here that the Law School did not have any executive committee, and, in addition, none of the eight non-STEM schools had department-level executive committees. In terms of race/ethnicity, underrepresented minority faculty served on college-level executive committees at a rate of 18%, followed by 14% of white faculty and 5% of Asian/Asian American faculty. If Asian/Asian American faculty served on executive committees at the same rate as white faculty, we would expect 3 additional Asian/Asian American faculty members to have served on an executive committee in AY2009, bringing the total to 5.

XI. SIX SCHOOLS WITH BOTH STEM AND NON-STEM FACULTY

INSTRUCTIONAL (TENURE) TRACK

In AY2009, the overall composition of faculty (both STEM and non-STEM faculty) across these six schools was 36% (n=109) female and 64% male (n=195) (see Table 46; see Figure 28a). Comparison data from AY2001 were not available. Looking at all six schools by rank, the proportion of women decreased as we ascend the academic ladder: 50% (35 of 70) of assistant professors, 41% (32 of 79) of associate professors, and 27% (42 of 155) of professors were women.



In AY2009, the overall composition of faculty across the six schools by race-ethnicity was 11% Asian/Asian American (n=32), 12% underrepresented minority (n=35), and 77% white (n=237) faculty; see Figure 28b. Similar to other units, Asian/Asian American faculty comprised the greatest proportion of faculty at the assistant professor level (19%; 13 of 70); they also comprised 10% (8 of 79) of associate professors and 7% (11 of 155) of professors. Across these six schools, underrepresented minority faculty comprised 20% (n=14) of assistant professors, 13% (n=10) of associate professors, and 7% (n=11) of professors.

A larger proportion of male faculty were Asian/Asian American compared with underrepresented minority faculty (11% and 10%, respectively); the opposite was true for female faculty: 9% were Asian/Asian American and 15% were underrepresented minority faculty. The proportion of male Asian/Asian American faculty as well as female and male underrepresented minority faculty decreased by rank (from assistant to professor). In contrast, the proportion of female faculty who were Asian/Asian Americans in AY2009 was 11% at the assistant professor rank, increased slightly to 13% at the associate professor rank, and dropped to 5% at the highest rank of full professor.

During the period between March 2008 and March 2009, 47% (n=9) of new faculty on the regular instructional track were women and 53% (n=10) were men across the six schools. The new faculty included 2 female and 3 male Asian/Asian American faculty and 7 female and 7 male white faculty; no underrepresented minority faculty were new during this period. These six schools lost 6 women (1 underrepresented minority and 5 white faculty members) and 11 men (1 underrepresented minority and 10 white faculty members) during this period to retirement or other terminations. Nine faculty were reviewed for promotion: 1 white female faculty member and 8 male faculty members (1 Asian/Asian American, 1 underrepresented minority, and 6 white faculty) were promoted.

In comparing the STEM and non-STEM tenure track faculty within these six schools, the data suggest that the schools have been far less successful in recruiting and retaining female faculty among their STEM than non-STEM faculty ranks.

ASSOCIATE PROFESSORS, AVERAGE NUMBER OF YEARS IN RANK

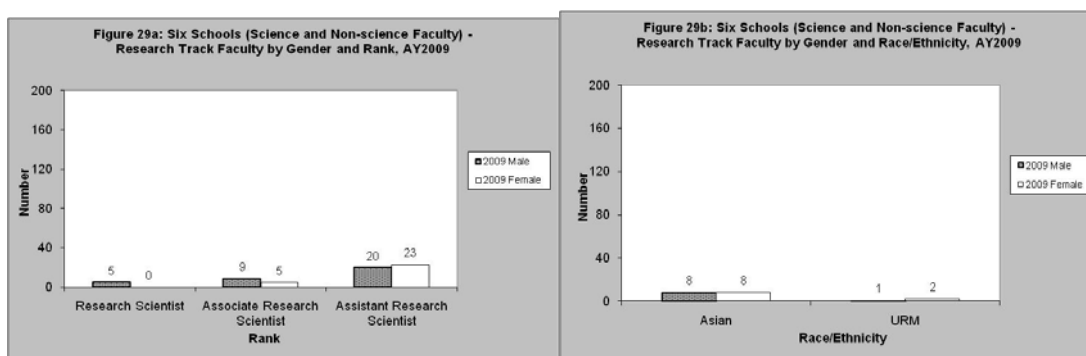
Similar to science faculty, the average number of years in rank for all female associate professors in the six schools was less than the average for their male colleagues in AY2001 (9.1 and 11.3, respectively) and AY2009 (6.4 and 9.5, respectively). From AY2001 to AY2009, the average number of years in rank for male associate professors fell from 11.3 to 9.5, and the average for female associate professors fell from 9.1 to 6.4. The average number of years in rank for male associate professors promoted to associate professor at UM was higher than the average for comparable female associate professors (9.7 and 6.4; n=34 and 23, respectively);

the same was true for male associate professors hired as associate professors, when compared to comparable female associate professors (9.0 and 6.3; n=13 and 9, respectively); see Table 49.

Overall, white faculty had the highest average years in rank (8.7), followed by underrepresented minority faculty (7.8) and Asian/Asian American faculty (5.4). This same pattern held true for associate professors who were promoted to the associate rank at UM: white faculty (8.8, n=41), underrepresented minority faculty (8.2, n=9), and Asian/Asian American faculty (6.1, n=7). For associate professors hired at the associate rank, the average for white faculty was high (8.4, n=20), followed by underrepresented minority faculty (4.6, n=1), and Asian/Asian American faculty (0.6, n=1).

RESEARCH TRACK

Women comprised 45% (n=28) and men comprised 55% (n=34) of all faculty (STEM and non-STEM) on the research track in the six schools in AY2009 (see Table 47 and Figure 29a); a majority of the women were at the assistant research scientist level (n=23, comprising 53% of faculty at this rank), and the remaining five women faculty were at the associate research scientist rank (making up 36% of faculty at this rank). Comparison data are not available for AY2001.



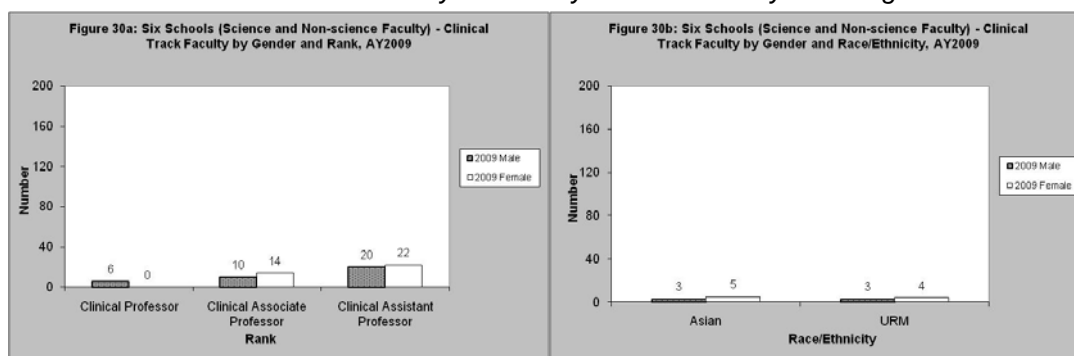
In AY2009, 26% (n=16) of faculty on the research track were Asian/Asian American, 5% (n=3) were underrepresented minorities, and 69% (n=43) were white (see Figure 29b). With the exception of three associate research scientist (2 females and 1 male), all Asian/Asian American faculty were at the rank of assistant research scientist, comprising 30% of faculty at this rank. All three underrepresented minorities were at the rank of assistant research scientist, comprising 7% of faculty at this rank. No Asian/Asian American or underrepresented minority faculty members held the rank of research scientist in AY2009.

During the period between March 2008 and March 2009, women comprised 80% (n=8) and men comprised 20% (n=2) of new faculty on the primary research track in AY2009, of whom 30% (n=3) were Asian/Asian American, 30% (n=3) were underrepresented minority, and 40% (n=4) were white faculty. All new hires in AY2009 were at the lowest rank of assistant research scientist. A total of 5 women (2 Asian/Asian American and 3 white faculty) and 6 men (2 Asian/Asian American and 4 white faculty) retired or were terminated during AY2009. In terms of promotions, one Asian/Asian American male was reviewed and approved for promotion in AY2009.

CLINICAL TRACK

In AY2009, there were 36 female clinical track faculty, representing 50% of the clinical track faculty, in the six schools (see Table 48 and Figure 30a); comparison data are not available for AY2001. The clinical track faculty members in science fields were concentrated at the lowest rank of clinical assistant professor. In AY2009, women comprised 52% (n=22) of clinical assistant professors and 58% (n=14) of clinical associate professors; no female faculty held the rank of clinical professor.

Institutional Indicators of Diversity for Faculty at the University of Michigan: AY2009



Overall, Asian/Asian American faculty comprised 11% (n=8) of clinical track faculty, underrepresented minority faculty comprised 10% (n=7), and white faculty comprised 79% (n=57) in AY2009; see Figure 30b. Asian/Asian American faculty comprised 7% (3 of 42) of clinical assistant professors and 21% (5 of 24) of clinical associate professors; underrepresented minority faculty comprised 10% (n=4) and 13% (n=3) of the same ranks, respectively. No Asian/Asian American or underrepresented minority faculty held the rank of clinical professor.

Between March 2008 and March 2009, there were 5 new clinical track faculty in the six schools, of whom 40% (n=2) were women. This new faculty cohort included 1 underrepresented minority and 4 white faculty – all at the rank of clinical assistant professor. A total of 2 women and 2 men (all white) retired or were terminated from the University during AY2009 and, 5 faculty (2 women and 3 men) were promoted in AY2009. No faculty of color on the clinical track were promoted in AY2009.

ADDITIONAL APPOINTMENTS AND HONORS

Named Professorships

Overall, male professors held named professorships at slightly higher rates than women (15% versus 12%, respectively); see Table 50. If women held named professorships at the same rate as men, we would expect one more woman to have held a named professorship in AY2009 (bringing the total to 6). In addition, no underrepresented minority scientists held a named professorship in these six schools, 36% of Asian/Asian American professors and 14% of white professors did hold such positions. If underrepresented minority faculty held named professorships at the same rate as white faculty, we might expect 2 underrepresented minority faculty to have held a named professorship. Data from AY2001 were not compiled; therefore, we are unable to compare change over time.

Tenure/Promotion Committees

In the six schools, senior female faculty served on tenure/promotion committees at a slightly higher rate than male faculty (24% and 21%, respectively) in AY2009; see Table 51. Almost one-quarter of underrepresented minority faculty (24%) served on tenure/promotion committees, followed by 22% of white senior faculty and 16% of Asian/Asian American senior faculty. If Asian/Asian American faculty served on these committees at the same rate as white faculty, we would expect a total of 4 Asian/Asian American faculty (an increase of 1) to have served in AY2009. Data from AY2001 were not available for comparison.

Administrative Positions

In AY2009, female associate professors and professors held administrative positions at a slightly lower rate than men (18% versus 19%, respectively); see Table 52. If women held administrative positions at the same rate as men, we would expect one additional woman to have held such an appointment (regardless of level) in AY2009, bringing the total to 14. Overall, 21% of white faculty, 11% of Asian/Asian American faculty, and 10% of underrepresented minority faculty held administrative positions (regardless of level) in AY2009. If Asian/Asian American and underrepresented minority faculty members held administrative positions at the same rate as white faculty, we would expect 4 Asian/Asian American (up from 2) and 4 underrepresented minority (up from 2) faculty to have held an administrative position.

Executive Committees

Across these six schools, men served on executive committees at a higher rate than their female colleagues (18% and 9%, respectively); see Table 53. If women served at the same rate as men, we would expect an additional 6 female senior faculty to have served on executive committees (regardless of level) in AY2009. Almost one-fifth of underrepresented minorities (19%) in the six schools served on an executive committee, followed by 15% of white senior faculty and 11% of Asian/Asian American senior faculty. If Asian/Asian American faculty served at the same rate as white faculty, we would expect one more Asian/Asian American faculty to have served on an executive committee in AY2009.

XII. APPENDIX A

List of Degrees of Faculty Included/Excluded as Scientists for the Six Schools with both Science and Non-Science Faculty

The following tables list all fields of degrees of instructional (tenure), research and clinical track faculty with budgeted appointments in these schools. Faculty holding degrees listed in the "Include" column were deemed scientists; those holding degrees in the "Exclude" column were deemed non-scientists for our purposes. Those holding degrees in the "Individualized" column were looked at on an individual level in that their current field of research, as reflected by recent publications and website descriptions, determined their status as scientists or nonscientists.

School of Dentistry:

Include	Exclude	Individualized
Anatomy Biochemistry Bioengineering & Biomedical Engineering Biology Biometrics and Biostatistics Chemical Engineering Dental Hygiene Dental Specialties Dentistry DDS or DMD Degree Genetics Materials Engineering Medicine MD Degree Microbiology Neurosciences Pathology Physical Sciences Physiology	Anthropology Business Administration Education Medical Record Librarianship Psychology	Public Health

School of Information:

Include	Exclude	Individualized
Computer & Information Science Computer and Data Processing Elect & Communication Eng	Economics Business Administration & Law Business Management Communication History Library Science Philosophy Political Science & Government Psychology Social Sciences	Information Sciences & Systems

Division of Kinesiology:

Include	Exclude	Individualized
Bioengineering & Biomedical Engineering Neurosciences Physiology Stats, Math, & Theory	Business Administration Economics Education Experimental Psychology Marketing & Purchasing	Physical Education

School of Natural Resources:

Include	Exclude	Individualized
Agriculture and Natural Resources Biology Biometrics and Biostatistics Chemical Engineering Ecology Environmental Science Forestry Marine Biology Natural Resources Oceanography Plant Physiology Zoology	Agricultural Economics Anthropology Business Management City, Community, & Regional Planning Economics Educational Psychology Fine Arts Fish, Game, & Wildlife Management Geography International Business Landscape Architecture Law Political Science & Government Public Administration & Management Sociology	

College of Pharmacy:

Include	Exclude	Individualized
Biochemistry Biophysics Cell Biology Chemistry Pharmaceutical Chemistry Pharmacy Physical Chemistry Physical Therapy	Education	Health Services & Paramedical Tech

School of Public Health:

Include	Exclude	Individualized
Analytical Chemistry Atmospheric Science & Meteorology Biochemistry Biological Sciences Biometrics & Biostatistics Cell biology Chemistry Civil & Construction Engineering Dentistry DDS or DMD Degree Ecology Foods, Nutrition & Dietetics Genetics Geochemistry Medical Specialties Medicine MD Degree Microbiology Molecular Biology Nutrition Physics Physiology Stats, Math, & Theory Toxicology	Anthropology Business Administration Clinical Psychology Developmental Psychology Economics Educational Psychology Geography Health Education Hospital & Health Care Admin Law Political Science & Government Psychology Social Psychology Sociology Urban Studies	Environmental Health Health Professions Public Health

Institutional Indicators of Diversity: AY2009

Table 1: Faculty at the University of Michigan: AY2009

	Instructional Track		Research Track		Clinical Track	
	n	%	n	%	n	%
ALL RANKS						
Female	846	30%	117	34%	349	46%
Male	1968	70%	229	66%	403	54%
Asian/Asian American	367	13%	97	28%	114	15%
Underrepresented Minorities	242	9%	13	4%	50	7%
White	2205	78%	236	68%	588	78%
PROFESSOR						
Female	328	22%	13	24%	16	21%
Male	1139	78%	42	76%	61	79%
Asian/Asian American	126	9%	2	4%	3	4%
Underrepresented Minorities	96	7%	3	5%	1	1%
White	1245	85%	50	91%	73	95%
ASSOCIATE						
Female	254	36%	14	25%	75	46%
Male	444	64%	42	75%	87	54%
Asian/Asian American	104	15%	12	21%	25	15%
Underrepresented Minorities	77	11%	1	2%	14	9%
White	517	74%	43	77%	123	76%
ASSISTANT						
Female	264	41%	90	38%	258	50%
Male	385	59%	145	62%	255	50%
Asian/Asian American	137	21%	83	35%	86	17%
Underrepresented Minorities	69	11%	9	4%	35	7%
White	443	68%	143	61%	392	76%

Note: Faculty with joint appointments are only counted once, and faculty with dry faculty appointments and funded administrative appointments are included in their primary academic unit.

Table 2: STEM – Tenure Track Faculty by Gender and Race/Ethnicity, 2008-2009

	Assistant Professors, Associate Professors, and Full Professors								
	ALL				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
College of Engineering	343	15%	21%	4%	51	18%	4%	292	21% 4%
College of LSA (Natural Sciences)	274	19%	12%	7%	53	13%	6%	221	12% 7%
Medical School (Basic Sciences)	117	28%	16%	3%	33	15%	3%	84	17% 2%
Medical School (Clinical)	711	23%	15%	5%	166	17%	8%	545	15% 4%
Six Additional Schools	206	33%	13%	10%	67	10%	12%	139	14% 9%

	Assistant Professors								
	ALL				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
College of Engineering	66	29%	26%	2%	19	16%	5%	47	30% 0%
College of LSA (Natural Sciences)	64	33%	13%	9%	21	19%	0%	43	9% 14%
Medical School (Basic Sciences)	28	29%	32%	0%	8	25%	0%	20	35% 0%
Medical School (Clinical)	183	37%	31%	3%	67	22%	3%	116	35% 3%
Six Additional Schools	53	51%	25%	13%	27	15%	7%	26	35% 19%

	Associate Professors								
	ALL				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
College of Engineering	70	21%	21%	9%	15	20%	7%	55	22% 9%
College of LSA (Natural Sciences)	47	26%	23%	2%	12	8%	0%	35	29% 3%
Medical School (Basic Sciences)	22	32%	27%	14%	7	14%	14%	15	33% 13%
Medical School (Clinical)	171	27%	16%	5%	47	19%	11%	124	15% 3%
Six Additional Schools	50	32%	12%	12%	16	13%	19%	34	12% 9%

	Full Professors								
	ALL				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
College of Engineering	207	8%	19%	3%	17	18%	0%	190	19% 4%
College of LSA (Natural Sciences)	163	12%	9%	7%	20	10%	15%	143	8% 6%
Medical School (Basic Sciences)	67	27%	6%	0%	18	11%	0%	49	4% 0%
Medical School (Clinical)	357	15%	7%	5%	52	10%	13%	305	7% 4%
Six Additional Schools	103	23%	8%	7%	24	4%	13%	79	9% 5%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and funded administrative appointments are included in their primary academic

Table 3: STEM – Research Track Faculty by Gender and Race/Ethnicity, 2008-2009

Assistant Research Scientists, Associate Research Scientists, and Research Scientists										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of Engineering	62	8%	19%	2%	5	40%	0%	57	18%	2%
College of LSA (Natural Sciences)	31	19%	32%	10%	6	33%	17%	25	32%	8%
Medical School (Basic Sciences)	16	50%	31%	0%	8	38%	0%	8	25%	0%
Medical School (Clinical)	125	38%	38%	3%	48	31%	4%	77	42%	3%
Six Additional Schools	50	44%	28%	6%	22	32%	9%	28	25%	4%

Assistant Research Scientists										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of Engineering	34	12%	29%	0%	4	50%	0%	30	27%	0%
College of LSA (Natural Sciences)	17	24%	47%	12%	4	50%	25%	13	46%	8%
Medical School (Basic Sciences)	13	46%	31%	0%	6	50%	0%	7	14%	0%
Medical School (Clinical)	102	40%	41%	2%	41	34%	2%	61	46%	2%
Six Additional Schools	34	53%	32%	9%	18	28%	11%	16	38%	6%

	Associate Research Scientists									
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of Engineering	12	0%	8%	8%	0	--	--	12	8%	8%
College of LSA (Natural Sciences)	9	11%	22%	0%	1	0%	0%	8	25%	0%
Medical School (Basic Sciences)	2	50%	50%	0%	1	0%	0%	1	100%	0%
Medical School (Clinical)	14	29%	36%	0%	4	25%	0%	10	40%	0%
Six Additional Schools	11	36%	27%	0%	4	50%	0%	7	14%	0%

	Research Scientists									
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of Engineering	16	6%	6%	0%	1	0%	0%	15	7%	0%
College of LSA (Natural Sciences)	5	20%	0%	20%	1	0%	0%	4	0%	25%
Medical School (Basic Sciences)	1	100%	0%	0%	1	0%	0%	0	--	--
Medical School (Clinical)	9	33%	0%	22%	3	0%	33%	6	0%	17%
Six Additional Schools	5	0%	0%	0%	0	--	--	5	0%	0%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and funded administrative appointments are included in their primary academic

Table 4: STEM – Clinical Track Faculty by Gender and Race/Ethnicity, 2008-2009

Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Medical School (Clinical)	621	45%	17%	6%	277	17%	7%	344	17%	6%
Six Additional Schools	69	51%	12%	10%	35	14%	11%	34	9%	9%

Clinical Assistant Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Medical School (Clinical)	440	48%	19%	7%	212	18%	8%	228	19%	7%
Six Additional Schools	40	55%	8%	10%	22	14%	14%	18	0%	6%

Clinical Associate Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Medical School (Clinical)	125	42%	16%	6%	52	15%	6%	73	16%	5%
Six Additional Schools	23	57%	22%	13%	13	15%	8%	10	30%	20%

Clinical Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Medical School (Clinical)	56	23%	5%	0%	13	8%	0%	43	5%	0%
Six Additional Schools	6	0%	0%	0%	0	--	--	6	0%	0%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and funded administrative appointments are included in their primary academic

Institutional Indicators of Diversity: AY2009

Table 5: STEM – Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2008-2009

	Associate Professors									
	All									
	Females		Males		A/AA		URM		White	
	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc
College of Engineering	6.6	4.3	6.4	4.3	3.6	2.1	13.5	2.5	6.4	5.0
College of LSA (Natural Sciences)	5.8	5.5	2.2	6.2	2.4	5.5	1.5		3.4	6.2
Medical School (Basic Sciences)	6.9		5.5	1.4	6.3		7.0	0.8	5.7	1.7
Medical School (Clinical)	4.8	2.8	6.6	5.8	3.5	2.7	4.5	1.6	6.6	6.1
Six Additional Schools	7.6	3.6	8.2	8.3	7.7	0.6	9.3	4.6	7.8	7.6

	Female						Male					
	A/AA		URM		White		A/AA		URM		White	
	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc
College of Engineering	2.5	2.8	12.5		6.3	4.8	3.7	0.5	13.7	2.5	6.5	5.2
College of LSA (Natural Sciences)		5.5			5.8		2.4		1.5		2.1	6.2
Medical School (Basic Sciences)	5.5		13.5		5.9		6.5		0.5	0.8	5.5	1.7
Medical School (Clinical)	4.3	2.9	3.2	1.2	5.2	3.2	3.2	2.6	5.8	2.4	7.1	7.4
Six Additional Schools	2.5		12.0	4.6	7.7	3.3	11.2	0.6	7.5		7.8	9.4

Institutional Indicators of Diversity: AY2009

Table 6: College of Engineering - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	2%	3%	0%	3%	0%	--	8%	3%	0%	2%
	<i>N</i>	1	4	1	0	4	0	1	1	0	3
Collegiate	0%	8%	15%	14%	5%	0%	--	0%	17%	14%	6%
	<i>N</i>	0	15	6	1	8	0	0	6	1	8
Endowed	6%	18%	15%	14%	18%	0%	--	8%	17%	14%	19%
	<i>N</i>	1	34	6	1	28	0	1	6	1	27
Thurnau (for teaching)	6%	9%	3%	29%	9%	0%	--	8%	3%	29%	10%
	<i>N</i>	1	17	1	2	15	0	1	1	2	14
TOTAL	19%	37%	36%	57%	35%	0%	--	23%	39%	57%	36%
	<i>N</i>	3	70	14	4	55	0	3	14	4	52

Table 7: College of LSA (Natural Sciences) - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	2%
	<i>N</i>	0	3	0	0	3	0	0	0	0	3
Collegiate	30%	20%	14%	42%	20%	0%	33%	33%	17%	44%	18%
	<i>N</i>	6	28	2	5	27	0	1	2	4	22
Endowed	10%	3%	7%	0%	4%	50%	0%	7%	0%	0%	3%
	<i>N</i>	2	4	1	0	5	1	1	0	0	4
Thurnau (for teaching)	0%	6%	0%	8%	5%	0%	0%	0%	0%	11%	6%
	<i>N</i>	0	8	0	1	7	0	0	0	1	7
TOTAL	40%	30%	21%	50%	31%	50%	33%	40%	17%	56%	30%
	<i>N</i>	8	43	3	6	42	1	6	2	5	36

Table 8: Medical School (Basic Sciences) - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	0%	0%	0%	--	0%	0%	--	0%	0%	--	0%
	<i>N</i>	0	0	0	0	0	0	0	0	0	0
Collegiate	11%	8%	0%	--	10%	0%	--	13%	0%	--	9%
	<i>N</i>	2	4	0	0	6	0	2	0	0	4
Endowed	0%	6%	25%	--	3%	0%	--	0%	50%	--	4%
	<i>N</i>	0	3	1	0	2	0	0	1	0	2
Thurnau (for teaching)	0%	2%	0%	--	2%	0%	--	0%	0%	--	2%
	<i>N</i>	0	1	0	0	1	0	0	0	0	1
TOTAL	11%	16%	25%	--	14%	0%	--	13%	50%	--	15%
	<i>N</i>	2	8	1	0	9	0	2	1	0	7

Note: calculated as a proportion of full professors within gender and/or race/ethnicity; professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 9: Medical School (Clinical Departments) - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	2%	0%	0%	0%	1%	0%	0%	3%	0%	0%	0%
	<i>N</i> 1	1	0	0	2	0	0	1	0	0	1
Collegiate	2%	5%	4%	0%	5%	0%	0%	3%	5%	0%	6%
	<i>N</i> 1	16	1	0	16	0	0	1	1	0	15
Endowed	16%	25%	23%	26%	23%	20%	0%	18%	24%	42%	24%
	<i>N</i> 8	75	6	5	72	1	0	7	5	5	65
Thurnau (for teaching)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i> 0	1	0	0	1	0	0	0	0	0	1
TOTAL	20%	31%	27%	26%	29%	20%	0%	23%	29%	42%	30%
	<i>N</i> 10	93	7	5	91	1	0	9	6	5	82

Table 10: STEM Faculty from the Six Schools - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	4%	0%	13%	0%	0%	100%	0%	0%	0%	0%	0%
	<i>N</i> 1	0	1	0	0	1	0	0	0	0	0
Collegiate	0%	8%	25%	0%	5%	0%	0%	0%	29%	0%	6%
	<i>N</i> 0	6	2	0	4	0	0	0	2	0	4
Endowed	4%	10%	13%	0%	9%	0%	0%	5%	14%	0%	10%
	<i>N</i> 1	8	1	0	8	0	0	1	1	0	7
Thurnau (for teaching)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i> 0	0	0	0	0	0	0	0	0	0	0
TOTAL	8%	18%	50%	0%	14%	100%	0%	5%	43%	0%	16%
	<i>N</i> 2	14	4	0	12	1	0	1	3	0	11

Institutional Indicators of Diversity: AY2009

Table 11: College of Engineering - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		3%	2%	0%	0%	3%	0%	0%	4%	0%	0%	3%
	N	1	6	0	0	7	0	0	1	0	0	6
Department Level Committee		13%	17%	11%	0%	19%	17%	0%	13%	10%	0%	20%
	N	4	41	6	0	39	1	0	3	5	0	36
TOTAL		16%	20%	11%	0%	22%	17%	0%	17%	10%	0%	23%
	N	5	47	6	0	46	1	0	4	5	0	42

Table 12: College of LSA (Natural Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		6%	2%	8%	8%	2%	0%	33%	4%	9%	0%	1%
	N	2	4	2	1	3	0	1	1	2	0	2
Department Level Committee		31%	28%	24%	15%	30%	33%	33%	31%	23%	10%	29%
	N	10	49	6	2	51	1	1	8	5	1	43
TOTAL		38%	30%	32%	23%	31%	33%	67%	35%	32%	10%	31%
	N	12	53	8	3	54	1	2	9	7	1	45

Table 13: Medical School (Basic Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		4%	3%	0%	0%	4%	0%	0%	5%	0%	0%	4%
	N	1	2	0	0	3	0	0	1	0	0	2
Department Level Committee		36%	38%	30%	0%	39%	67%	0%	33%	14%	0%	42%
	N	9	24	3	0	30	2	0	7	1	0	23
TOTAL		40%	41%	30%	0%	43%	67%	0%	38%	14%	0%	45%
	N	10	26	3	0	33	2	0	8	1	0	25

Table 14: Medical School (Clinical Departments) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%
	N	1	5	0	0	6	0	0	1	0	0	5
Department Level Committee		16%	18%	11%	18%	19%	15%	17%	17%	10%	19%	19%
	N	16	78	6	5	83	2	2	12	4	3	71
TOTAL		18%	19%	11%	18%	20%	15%	17%	18%	10%	19%	20%
	N	17	83	6	5	89	2	2	13	4	3	76

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; associate and full professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 15: STEM Faculty from the Six Schools - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		18%	15%	0%	15%	17%	0%	17%	19%	0%	14%	17%
	<i>N</i>	7	17	0	2	22	0	1	6	0	1	16
Department Level Committee		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i>	0	0	0	0	0	0	0	0	0	0	0
TOTAL		18%	15%	0%	15%	17%	0%	17%	19%	0%	14%	17%
	<i>N</i>	7	17	0	2	22	0	1	6	0	1	16

Institutional Indicators of Diversity: AY2009

Table 16: College of Engineering - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		% A/AA		% URM		% White		Females			Males		
		% Female	% Male	% A/AA	% URM	% White		% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		0%	0%	0%	0%	0%		0%	0%	0%	0%	0%	1%
	N	0	1	0	0	1		0	0	0	0	0	1
College Level Position		0%	4%	2%	0%	4%		0%	0%	0%	2%	0%	5%
	N	0	10	1	0	9		0	0	0	1	0	9
Department Level Position		13%	10%	7%	15%	11%		17%	0%	13%	6%	17%	10%
	N	4	24	4	2	22		1	0	3	3	2	19
TOTAL		13%	15%	9%	15%	16%		17%	0%	13%	8%	17%	16%
	N	4	35	5	2	32		1	0	3	4	2	29

Table 17: College of LSA (Natural Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		% A/AA		% URM		% White		Females			Males		
		% Female	% Male	% A/AA	% URM	% White		% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		3%	1%	0%	0%	2%		0%	0%	4%	0%	0%	1%
	N	1	2	0	0	3		0	0	1	0	0	2
College Level Position		0%	2%	0%	8%	1%		0%	0%	0%	0%	10%	1%
	N	0	3	0	1	2		0	0	0	0	1	2
Department Level Position		3%	19%	12%	15%	17%		0%	0%	4%	14%	20%	20%
	N	1	34	3	2	30		0	0	1	3	2	29
TOTAL		6%	22%	12%	23%	20%		0%	0%	8%	14%	30%	23%
	N	2	39	3	3	35		0	0	2	3	3	33

Table 18: Medical School (Basic Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		% A/AA		% URM		% White		Females			Males		
		% Female	% Male	% A/AA	% URM	% White		% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		0%	2%	0%	0%	1%		0%	0%	0%	0%	0%	2%
	N	0	1	0	0	1		0	0	0	0	0	1
College Level Position		12%	6%	0%	0%	9%		0%	0%	14%	0%	0%	7%
	N	3	4	0	0	7		0	0	3	0	0	4
Department Level Position		8%	9%	10%	0%	9%		33%	0%	5%	0%	0%	11%
	N	2	6	1	0	7		1	0	1	0	0	6
TOTAL		20%	17%	10%	0%	20%		33%	0%	19%	0%	0%	20%
	N	5	11	1	0	15		1	0	4	0	0	11

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; associate and full professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 19: Medical School (Clinical Departments) - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		%	%				Females			Males		
		Female	Male				%	%	%	%	%	%
				% A/AA	URM	White	% A/AA	URM	White	% A/AA	URM	White
University Level Position		1%	1%	0%	7%	0%	0%	8%	0%	0%	6%	1%
	N	1	3	0	2	2	0	1	0	0	1	2
College Level Position		3%	6%	2%	4%	6%	0%	0%	4%	3%	6%	7%
	N	3	27	1	1	28	0	0	3	1	1	25
Department Level Position		6%	9%	2%	0%	10%	0%	0%	8%	3%	0%	11%
	N	6	40	1	0	45	0	0	6	1	0	39
TOTAL		10%	16%	4%	11%	17%	0%	8%	13%	5%	13%	18%
	N	10	70	2	3	75	0	1	9	2	2	66

Table 20: STEM Faculty from the Six Schools - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		%	%				Females			Males		
		Female	Male				%	%	%	%	%	%
				% A/AA	URM	White	% A/AA	URM	White	% A/AA	URM	White
University Level Position		0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	2%
	N	0	2	0	0	2	0	0	0	0	0	2
College Level Position		18%	9%	0%	15%	12%	0%	17%	19%	0%	14%	9%
	N	7	10	0	2	15	0	1	6	0	1	9
Department Level Position		8%	11%	14%	0%	10%	0%	0%	10%	18%	0%	11%
	N	3	12	2	0	13	0	0	3	2	0	10
TOTAL		25%	21%	14%	15%	24%	0%	17%	29%	18%	14%	22%
	N	10	24	2	2	30	0	1	9	2	1	21

Institutional Indicators of Diversity: AY2009

Table 21: College of Engineering - Executive Committees by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College Level Committee		3%	3%	0%	0%	3%	0%	0%	4%	0%	0%	3%
	N	1	6	0	0	7	0	0	1	0	0	6
Department Level Committee		29%	17%	13%	31%	19%	17%	0%	33%	13%	33%	17%
	N	9	41	7	4	39	1	0	8	6	4	31
TOTAL		32%	20%	13%	31%	23%	17%	0%	38%	13%	33%	20%
	N	10	47	7	4	46	1	0	9	6	4	37

Table 22: College of LSA (Natural Sciences) - Executive Committees by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College Level Committee		3%	1%	0%	0%	1%	0%	0%	4%	0%	0%	1%
	N	1	1	0	0	2	0	0	1	0	0	1
Department Level Committee		16%	20%	28%	15%	19%	33%	0%	15%	27%	20%	19%
	N	5	36	7	2	32	1	0	4	6	2	28
TOTAL		19%	21%	28%	15%	20%	33%	0%	19%	27%	20%	20%
	N	6	37	7	2	34	1	0	5	6	2	29

Table 23: Medical School (Basic Sciences) - Executive Committees by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College Level Committee		4%	0%	0%	0%	1%	0%	0%	5%	0%	0%	0%
	N	1	0	0	0	1	0	0	1	0	0	0
Department Level Committee		20%	19%	20%	0%	20%	0%	0%	24%	29%	0%	18%
	N	5	12	2	0	15	0	0	5	2	0	10
TOTAL		24%	19%	20%	0%	21%	0%	0%	29%	29%	0%	18%
	N	6	12	2	0	16	0	0	6	2	0	10

Table 24: Medical School (Clinical Departments) - Executive Committees by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College Level Committee		1%	0%	2%	0%	0%	0%	0%	1%	3%	0%	0%
	N	1	2	1	0	2	0	0	1	1	0	1
Department Level Committee		14%	15%	4%	4%	17%	8%	8%	17%	3%	0%	18%
	N	14	66	2	1	77	1	1	12	1	0	65
TOTAL		15%	16%	6%	4%	18%	8%	8%	18%	5%	0%	18%
	N	15	68	3	1	79	1	1	13	2	0	66

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; associate and full professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 25: STEM Faculty from the Six Schools - Executive Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		10%	15%	7%	23%	13%	0%	33%	6%	9%	14%	16%
	N	4	17	1	3	17	0	2	2	1	1	15
Department Level Committee		3%	4%	7%	0%	4%	0%	0%	3%	9%	0%	4%
	N	1	5	1	0	5	0	0	1	1	0	4
TOTAL		13%	19%	14%	23%	17%	0%	33%	10%	18%	14%	20%
	N	5	22	2	3	22	0	2	3	2	1	19

Table 26: Non-STEM – Tenure Track Faculty by Gender and Race/Ethnicity, 2008-2009

Assistant Professors, Associate Professors, and Full Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of LSA (Humanities)	270	42%	7%	10%	113	11%	11%	157	5%	10%
College of LSA (Social Sciences)	366	41%	8%	14%	150	8%	17%	216	8%	12%
Non-STEM Faculty from the Six Schools	98	43%	5%	15%	42	7%	19%	56	4%	13%
Eight Additional Non-STEM Schools	503	35%	12%	12%	175	10%	15%	328	13%	11%

	Assistant Professors									
	ALL					Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of LSA (Humanities)	61	52%	13%	10%	32	22%	9%	29	3%	10%
College of LSA (Social Sciences)	79	51%	13%	16%	40	10%	10%	39	15%	23%
Non-STEM Faculty from the Six Schools	17	47%	0%	41%	8	0%	50%	9	0%	33%
Eight Additional Non-STEM Schools	106	40%	18%	19%	42	17%	19%	64	19%	19%

	Associate Professors									
	ALL					Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of LSA (Humanities)	93	48%	3%	11%	45	7%	13%	48	0%	8%
College of LSA (Social Sciences)	89	52%	11%	24%	46	9%	37%	43	14%	9%
Non-STEM Faculty from the Six Schools	29	55%	7%	14%	16	13%	13%	13	0%	15%
Eight Additional Non-STEM Schools	141	35%	16%	14%	50	16%	14%	91	16%	14%

	Full Professors									
	ALL					Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
College of LSA (Humanities)	116	31%	8%	9%	36	6%	8%	80	9%	10%
College of LSA (Social Sciences)	198	32%	5%	9%	64	6%	6%	134	4%	10%
Non-STEM Faculty from the Six Schools	52	35%	6%	8%	18	6%	11%	34	6%	6%
Eight Additional Non-STEM Schools	256	32%	6%	9%	83	2%	13%	173	8%	6%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and funded administrative appointments are included in their primary academic unit.

Table 27: Non-STEM – Research Track Faculty by Gender and Race/Ethnicity, 2008-2009

Assistant Research Scientists, Associate Research Scientists, and Research Scientists									
	ALL				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA
College of LSA (Social Sciences)	7	43%	0%	0%	3	0%	0%	4	0%
Non-STEM Faculty from the Six Schools	12	50%	17%	0%	6	17%	0%	6	17%
Eight Additional Non-STEM Schools	13	62%	15%	8%	8	25%	0%	5	0%

Assistant Research Scientists									
	ALL				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA
College of LSA (Social Sciences)	7	43%	0%	0%	3	0%	0%	4	0%
Non-STEM Faculty from the Six Schools	9	56%	22%	0%	5	20%	0%	4	25%
Eight Additional Non-STEM Schools	10	60%	20%	10%	6	33%	0%	4	0%

Associate Research Scientists									
	ALL				ASSOCIATE RESEARCH SCIENTIST				
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA
College of LSA (Social Sciences)	0	--	--	--	0	--	--	0	--
Non-STEM Faculty from the Six Schools	3	33%	0%	0%	1	0%	0%	2	0%
Eight Additional Non-STEM Schools	2	100%	0%	0%	2	0%	0%	0	--

Research Scientists									
	ALL				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA
College of LSA (Social Sciences)	0	--	--	--	0	--	--	0	--
Non-STEM Faculty from the Six Schools	0	--	--	--	0	--	--	0	--
Eight Additional Non-STEM Schools	1	0%	0%	0%	0	--	--	1	0%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and funded administrative appointments are included in their primary academic unit.

Table 28: Non-STEM – Clinical Track Faculty by Gender and Race/Ethnicity, 2008-2009

Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Non-STEM Faculty from the Six Schools	3	33%	0%	0%	1	0%	0%	2	0%	0%
Eight Additional Non-STEM Schools	57	46%	2%	9%	26	0%	19%	31	3%	0%

Clinical Assistant Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Non-STEM Faculty from the Six Schools	2	0%	0%	0%	0	--	--	2	0%	0%
Eight Additional Non-STEM Schools	26	54%	4%	0%	14	0%	0%	12	8%	0%

Clinical Associate Professors										
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Non-STEM Faculty from the Six Schools	1	100%	0%	0%	1	0%	0%	0	--	--
Eight Additional Non-STEM Schools	14	64%	0%	29%	9	0%	44%	5	0%	0%

	Clinical Professors									
	ALL				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Non-STEM Faculty from the Six Schools	0	--	--	--	0	--	--	0	--	--
Eight Additional Non-STEM Schools	17	18%	0%	6%	3	0%	33%	14	0%	0%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and funded administrative appointments are included in their primary academic unit.

Institutional Indicators of Diversity: AY2009

Table 29: Non-STEM – Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2008-2009

	Associate Professors									
	All									
	Females		Males		A/AA		URM		White	
	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc
College of LSA (Humanities)	6.2	7.4	9.8	9.5	0.8		7.0	4.0	8.5	9.1
College of LSA (Social Sciences)	5.1	8.0	3.7	5.5	2.1	7.2	4.0	7.7	5.0	7.1
Non-STEM Faculty from the Six Schools	5.1	8.5	14.7	10.0	2.0		6.7		11.0	9.2
Eight Additional Non-STEM Schools	7.2	6.9	5.9	5.8	4.8	3.7	5.6	7.4	7.0	6.3

	Female						Male					
	A/AA		URM		White		A/AA		URM		White	
	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc
College of LSA (Humanities)	0.8		6.2	4.0	6.8	8.4			7.7		10.1	9.5
College of LSA (Social Sciences)	2.5	7.2	3.5	7.7	6.8	8.2	1.8		5.7		3.8	5.5
Non-STEM Faculty from the Six Schools	2.0		5.5		5.9	8.5			8.0		17.0	10.0
Eight Additional Non-STEM Schools	3.5		7.7	5.5	8.3	7.2	5.9	3.7	4.2	8.1	6.2	5.8

Institutional Indicators of Diversity: AY2009

Table 30: College of LSA (Humanities) - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	7%	0%	9%	7%	0%	0%	7%	0%	13%	7%
	<i>N</i> 2	5	0	1	6	0	0	2	0	1	4
Collegiate	18%	12%	0%	18%	15%	0%	0%	21%	0%	25%	12%
	<i>N</i> 6	9	0	2	13	0	0	6	0	2	7
Endowed	3%	7%	13%	0%	6%	0%	0%	3%	17%	0%	7%
	<i>N</i> 1	5	1	0	5	0	0	1	1	0	4
Thurnau (for teaching)	6%	12%	0%	18%	10%	0%	0%	7%	0%	25%	12%
	<i>N</i> 2	9	0	2	9	0	0	2	0	2	7
TOTAL	32%	38%	13%	45%	38%	0%	0%	38%	17%	63%	37%
	<i>N</i> 11	28	1	5	33	0	0	11	1	5	22

Table 31: College of LSA (Social Sciences) - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	8%	6%	10%	6%	7%	0%	0%	9%	17%	8%	5%
	<i>N</i> 5	8	1	1	11	0	0	5	1	1	6
Collegiate	11%	16%	20%	0%	15%	0%	0%	13%	33%	0%	17%
	<i>N</i> 7	21	2	0	26	0	0	7	2	0	19
Endowed	0%	6%	0%	0%	5%	0%	0%	0%	0%	0%	7%
	<i>N</i> 0	8	0	0	8	0	0	0	0	0	8
Thurnau (for teaching)	8%	7%	10%	6%	8%	0%	0%	9%	17%	8%	7%
	<i>N</i> 5	10	1	1	13	0	0	5	1	1	8
TOTAL	28%	35%	40%	12%	35%	0%	0%	32%	67%	15%	36%
	<i>N</i> 17	47	4	2	58	0	0	17	4	2	41

Table 32: Non-STEM Faculty from the Six Schools – Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	3%	0%	0%	4%	0%	0%	7%	0%	0%	3%
	<i>N</i> 1	1	0	0	2	0	0	1	0	0	1
Collegiate	6%	6%	0%	0%	7%	0%	0%	7%	0%	0%	7%
	<i>N</i> 1	2	0	0	3	0	0	1	0	0	2
Endowed	6%	0%	0%	0%	2%	0%	0%	7%	0%	0%	0%
	<i>N</i> 1	0	0	0	1	0	0	1	0	0	0
Thurnau (for teaching)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i> 0	0	0	0	0	0	0	0	0	0	0
TOTAL	17%	9%	0%	0%	13%	0%	0%	20%	0%	0%	10%
	<i>N</i> 3	3	0	0	6	0	0	3	0	0	3

Table 33: Eight Additional Non-STEM Schools - Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	4%	13%	6%	4%	0%	9%	4%	14%	0%	3%
	<i>N</i> 4	7	2	1	8	0	1	3	2	0	5
Collegiate	17%	14%	0%	17%	16%	0%	9%	16%	0%	18%	14%
	<i>N</i> 12	23	0	3	32	0	1	11	0	2	21
Endowed	15%	33%	44%	6%	28%	50%	9%	13%	43%	0%	32%
	<i>N</i> 11	53	7	1	56	1	1	9	6	0	47
Thurnau (for teaching)	4%	4%	0%	0%	5%	0%	0%	4%	0%	0%	4%
	<i>N</i> 3	6	0	0	9	0	0	3	0	0	6
TOTAL	42%	55%	56%	28%	53%	50%	27%	38%	57%	18%	54%
	<i>N</i> 30	89	9	5	105	1	3	26	8	2	79

Note: calculated as a proportion of full professors within gender and/or race/ethnicity; professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 34: College of LSA (Humanities) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		3%	3%	0%	0%	3%	0%	0%	3%	0%	0%	3%
	N	2	3	0	0	5	0	0	2	0	0	3
Department		24%	27%	45%	20%	25%	60%	13%	23%	33%	25%	26%
	N	18	32	5	4	41	3	1	14	2	3	27
TOTAL		27%	29%	45%	20%	28%	60%	13%	26%	33%	25%	29%
	N	20	35	5	4	46	3	1	16	2	3	30

Table 35: College of LSA (Social Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		4%	1%	0%	0%	3%	0%	0%	5%	0%	0%	1%
	N	4	2	0	0	6	0	0	4	0	0	2
Department		19%	9%	15%	14%	12%	0%	11%	23%	25%	18%	7%
	N	20	16	3	5	28	0	2	18	3	3	10
TOTAL		23%	10%	15%	14%	15%	0%	11%	29%	25%	18%	8%
	N	24	18	3	5	34	0	2	22	3	3	12

Table 36: Non-STEM Faculty from the Six Schools – Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		32%	34%	60%	38%	31%	100%	25%	26%	0%	50%	34%
	N	11	16	3	3	21	3	1	7	0	2	14
Department		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	N	0	0	0	0	0	0	0	0	0	0	0
TOTAL		32%	34%	60%	38%	31%	100%	25%	26%	0%	50%	34%
	N	11	16	3	3	21	3	1	7	0	2	14

Table 37: Eight Additional Non-STEM Schools - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

							Females			Males		
		% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		18%	13%	5%	18%	15%	0%	17%	18%	7%	17%	13%
	N	21	32	2	7	44	0	3	18	2	4	26
Department		11%	24%	47%	8%	18%	33%	0%	10%	52%	13%	21%
	N	13	61	18	3	53	3	0	10	15	3	43
TOTAL		29%	37%	53%	26%	33%	33%	17%	27%	59%	29%	33%
	N	34	93	20	10	97	3	3	28	17	7	69

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; associate and full professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 38: College of LSA (Humanities) - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	% URM	% White	% A/AA	% URM	% White
University		1%	2%	0%	0%	2%	0%	0%	2%	0%	0%	2%
	N	1	2	0	0	3	0	0	1	0	0	2
College		3%	2%	9%	0%	2%	0%	0%	3%	17%	0%	1%
	N	2	2	1	0	3	0	0	2	1	0	1
Department		20%	19%	18%	5%	21%	20%	0%	23%	17%	8%	21%
	N	15	23	2	1	35	1	0	14	1	1	21
TOTAL		24%	23%	27%	5%	25%	20%	0%	28%	33%	8%	24%
	N	18	27	3	1	41	1	0	17	2	1	24

Table 39: College of LSA (Social Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	% URM	% White	% A/AA	% URM	% White
University		5%	6%	0%	6%	6%	0%	0%	6%	0%	12%	6%
	N	5	11	0	2	14	0	0	5	0	2	9
College		3%	7%	0%	0%	7%	0%	0%	4%	0%	0%	9%
	N	3	13	0	0	16	0	0	3	0	0	13
Department		23%	13%	10%	17%	17%	13%	22%	25%	8%	12%	14%
	N	24	23	2	6	39	1	4	19	1	2	20
TOTAL		31%	27%	10%	23%	31%	13%	22%	35%	8%	24%	28%
	N	32	47	2	8	69	1	4	27	1	4	42

Table 40: Non-STEM Faculty from the Six Schools – Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	% URM	% White	% A/AA	% URM	% White
University		0%	2%	0%	0%	1%	0%	0%	0%	0%	0%	2%
	N	0	1	0	0	1	0	0	0	0	0	1
College		6%	11%	0%	0%	10%	0%	0%	7%	0%	0%	12%
	N	2	5	0	0	7	0	0	2	0	0	5
Department		3%	2%	0%	0%	3%	0%	0%	4%	0%	0%	2%
	N	1	1	0	0	2	0	0	1	0	0	1
TOTAL		9%	15%	0%	0%	15%	0%	0%	11%	0%	0%	17%
	N	3	7	0	0	10	0	0	3	0	0	7

Table 41: Eight Additional Non-STEM Schools - Administrative Positions by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	% URM	% White	% A/AA	% URM	% White
University		0%	1%	0%	5%	0%	0%	0%	0%	0%	8%	0%
	N	0	3	0	2	1	0	0	0	0	2	1
College		13%	10%	5%	13%	11%	0%	17%	13%	7%	8%	10%
	N	16	24	2	5	33	0	3	13	2	2	20
Department		13%	8%	11%	11%	10%	11%	11%	13%	10%	8%	7%
	N	16	20	4	4	28	1	2	13	3	2	15
TOTAL		27%	19%	16%	29%	21%	11%	28%	25%	17%	25%	17%
	N	32	47	6	11	62	1	5	26	5	6	36

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; associate and full professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 42: College of LSA (Humanities) - Executive Committees by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College		3%	0%	0%	0%	1%	0%	0%	3%	0%	0%	0%
	<i>N</i>	2	0	0	0	2	0	0	2	0	0	0
Department		23%	38%	27%	10%	36%	0%	0%	28%	50%	17%	40%
	<i>N</i>	17	46	3	2	58	0	0	17	3	2	41
TOTAL		26%	38%	27%	10%	37%	0%	0%	31%	50%	17%	40%
	<i>N</i>	19	46	3	2	60	0	0	19	3	2	41

Table 43: College of LSA (Social Sciences) - Executive Committees by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College		1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%
	<i>N</i>	1	1	0	0	2	0	0	1	0	0	1
Department		29%	14%	10%	23%	20%	13%	33%	30%	8%	12%	15%
	<i>N</i>	30	25	2	8	45	1	6	23	1	2	22
TOTAL		30%	15%	10%	23%	21%	13%	33%	31%	8%	12%	16%
	<i>N</i>	31	26	2	8	47	1	6	24	1	2	23

Table 44: Non-STEM Faculty from the Six Schools – Executive Committees by Gender and Race/Ethnicity, 2008-2009

exec cmt												
		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College		6%	15%	0%	13%	12%	0%	0%	7%	0%	25%	15%
	<i>N</i>	2	7	0	1	8	0	0	2	0	1	6
Department		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i>	0	0	0	0	0	0	0	0	0	0	0
TOTAL		6%	15%	0%	13%	12%	0%	0%	7%	0%	25%	15%
	<i>N</i>	2	7	0	1	8	0	0	2	0	1	6

Table 45: Eight Additional Non-STEM Schools - Executive Committees by Gender and Race/Ethnicity, 2008-2009

		% Female	% Male	% A/AA	% URM	% White	Females			Males		
							% A/AA	URM	White	% A/AA	URM	White
College		18%	12%	5%	18%	14%	11%	17%	17%	3%	17%	12%
	<i>N</i>	21	29	2	7	41	1	3	17	1	4	24
Department		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i>	0	0	0	0	0	0	0	0	0	0	0
TOTAL		18%	12%	5%	18%	14%	11%	17%	17%	3%	17%	12%
	<i>N</i>	21	29	2	7	41	1	3	17	1	4	24

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; associate and full professors holding more than one title are counted in each category.

Institutional Indicators of Diversity: AY2009

Table 46: Combined STEM and Non-STEM Faculty from the Six Schools – Tenure Track Faculty by Gender and Race/Ethnicity, 2008-2009

Assistant Professors, Associate Professors, and Full Professors										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	304	36%	11%	12%	109	9%	15%	195	11%	10%

Assistant Professors										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	70	50%	19%	20%	35	11%	17%	35	26%	23%

Associate Professors										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	79	41%	10%	13%	32	13%	16%	47	9%	11%

Full Professors										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	155	27%	7%	7%	42	5%	12%	113	8%	5%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and

Table 47: Combined STEM and Non-STEM Faculty from the Six Schools – Research Track Faculty by Gender and Race/Ethnicity, 2008-2009

Assistant Research Scientists, Associate Research Scientists, and Research Scientists										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	62	45%	26%	5%	28	29%	7%	34	24%	3%

Assistant Research Scientists										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	43	53%	30%	7%	23	26%	9%	20	35%	5%

Associate Research Scientists										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	14	36%	21%	0%	5	40%	0%	9	11%	0%

Research Scientists										
	All				Female			Male		
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA	% URM
Combined STEM and Non-STEM Faculty from the Six Schools	5	0%	0%	0%	0	--	--	5	0%	0%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and

Table 48: Combined STEM and Non-STEM Faculty from the Six Schools – Clinical Track Faculty by Gender and Race/Ethnicity, 2008-2009

	Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors								
	All				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
Combined STEM and Non-STEM Faculty from the Six Schools	72	50%	11%	10%	36	14%	11%	36	8% 8%

	Clinical Assistant Professors								
	All				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
Combined STEM and Non-STEM Faculty from the Six Schools	42	52%	7%	10%	22	14%	14%	20	0% 5%

	Clinical Associate Professors								
	All				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
Combined STEM and Non-STEM Faculty from the Six Schools	24	58%	21%	13%	14	14%	7%	10	30% 20%

	Clinical Professors								
	All				Female			Male	
	N	% F	% A/AA	% URM	N	% A/AA	% URM	N	% A/AA % URM
Combined STEM and Non-STEM Faculty from the Six Schools	6	0%	0%	0%	0	--	--	6	0% 0%

Note: faculty with joint appointments (i.e., greater than 0% time equivalence) are counted in each unit of appointment; faculty with dry faculty appointments and

Institutional Indicators of Diversity: AY2009

Table 49: Combined STEM and Non-STEM – Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2008-2009

	Associate Professors									
	All									
	Females		Males		A/AA		URM		White	
	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc
Combined STEM and Non-STEM Faculty from the Six Schools	6.4	6.3	9.7	9.0	6.1	0.6	8.2	4.6	8.8	8.4

	Female						Male					
	A/AA		URM		White		A/AA		URM		White	
	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc	prom to assoc	hired as assoc
Combined STEM and Non-STEM Faculty from the Six Schools	2.2		8.7	4.6	6.9	6.5	11.2	0.6	7.7		9.9	9.7

Institutional Indicators of Diversity: AY2009

Table 50: Combined STEM and Non-STEM Faculty from the Six Schools – Named Professorships by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	5%	1%	9%	0%	2%	50%	0%	3%	0%	0%	1%
	<i>N</i>	2	1	1	0	2	1	0	0	0	1
Collegiate	2%	7%	18%	0%	5%	0%	0%	3%	22%	0%	6%
	<i>N</i>	1	8	2	0	7	0	1	2	0	6
Endowed	5%	7%	9%	0%	7%	0%	0%	6%	11%	0%	7%
	<i>N</i>	2	8	1	0	9	0	2	1	0	7
Thurnau (for teaching)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i>	0	0	0	0	0	0	0	0	0	0
TOTAL	12%	15%	36%	0%	14%	50%	0%	11%	33%	0%	14%
	<i>N</i>	5	17	4	0	18	1	0	4	3	14

Note: calculated as a proportion of full professors within gender and/or race/ethnicity; professors holding more than one title are counted in each category.

Table 51: Combined STEM and Non-STEM Faculty from the Six Schools – Tenure/Promotion Committees by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	24%	21%	16%	24%	22%	50%	20%	22%	0%	27%	22%
	<i>N</i>	18	33	3	5	43	3	2	13	0	3
Department	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i>	0	0	0	0	0	0	0	0	0	0
TOTAL	24%	21%	16%	24%	22%	50%	20%	22%	0%	27%	22%
	<i>N</i>	18	33	3	5	43	3	2	13	0	3

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; professors holding more than one title are counted in each category.

Table 52: Combined STEM and Non-STEM Faculty from the Six Schools – Administrative Positions by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	2%
	<i>N</i>	0	3	0	0	3	0	0	0	0	3
College	12%	9%	0%	10%	11%	0%	10%	14%	0%	9%	10%
	<i>N</i>	9	15	0	2	22	0	1	8	0	14
Department	5%	8%	11%	0%	8%	0%	0%	7%	15%	0%	8%
	<i>N</i>	4	13	2	0	15	0	0	4	2	11
TOTAL	18%	19%	11%	10%	21%	0%	10%	21%	15%	9%	21%
	<i>N</i>	13	31	2	2	40	0	1	12	2	28

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; professors holding more than one title are counted in each category.

Table 53: Combined STEM and Non-STEM Faculty from the Six Schools – Executive Committees by Gender and Race/Ethnicity, 2008-2009

						Females			Males		
	% Female	% Male	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	8%	15%	5%	19%	13%	0%	20%	7%	8%	18%	15%
	<i>N</i>	6	24	1	4	25	0	2	4	1	21
Department	1%	3%	5%	0%	3%	0%	0%	2%	8%	0%	3%
	<i>N</i>	1	5	1	0	5	0	0	1	1	4
TOTAL	9%	18%	11%	19%	15%	0%	20%	9%	15%	18%	18%
	<i>N</i>	7	29	2	4	30	0	2	5	2	25

Note: calculated as a proportion of associate and full professors within gender and/or race/ethnicity; associate and full professors holding more than one title are counted in each category.