UNIVERSITY OF MICHIGAN TENURE TRACK FACULTY

AY2016 INDICATOR REPORT

Prepared by

UM ADVANCE Program

January, 2017

Updated on April 6, 2017

INTRODUCTION

The National Science Foundation (NSF) undertook the ADVANCE Institutional Transformation Program in 2001 as a way to cultivate the success of women in academic science and engineering who "continue to be significantly underrepresented in some science and engineering fields and proportionately under-advanced in science and engineering in the Nation's colleges and universities." The University of Michigan's ADVANCE Program was in the first cohort of institutions funded under this initiative. When that grant ended in 2007 the University continued to fully fund the program and expanded it to address the institutional changes necessary to support the needs of a diverse faculty in all fields.

The University of Michigan ADVANCE Program aims to improve our campus environment for faculty in four general areas: recruitment, retention, leadership and climate. It assesses the campus climate through a series of campus-wide faculty surveys (reports from those surveys can be found on the ADVANCE Web site) as well as individualized assessments of schools and departments. The program also collects and reports on annual indicator data about the state of the faculty at UM. These data are used to assess the University's progress in the areas of recruitment, retention and leadership.

This report examines the annual indicator data the UM ADVANCE Program has been accumulating since it began in AY2002. NSF required that each institution funded under the ADVANCE Program report annually on these indicators (tabled indicator AY2016 data for faculty on all tracks are included at the end of this report; see Appendix B) for STEM faculty at their individual institutions and compare each current reporting year with the baseline data (AY2001 for UM) as a way to assess change over time.[1][2] When the NSF funding ended at the end of AY2007 the ADVANCE Program continued the practice of collecting and reporting on these indicators annually, comparing the current year with the baseline. Over time, several of the indicators were refined; those that were less informative and especially time consuming to collect were discontinued, and others were added. In addition, as the mission of the ADVANCE Program broadened our data collection efforts broadened; not only did we begin collecting institutional data on all UM faculty, we worked to retroactively gather the same data for all non-STEM faculty (i.e., those not originally considered when the focus of the project was limited to STEM faculty). We now have faculty appointment count data for all UM colleges and schools from AY1979 to present (as well as all indicators derived from appointment counts, e.g., sex ratios, race-ethnicity ratios, cohort outcomes). Data on additional appointments not captured in the HR system (e.g., named professorships, service on tenure/promotion committees and executive committees) were not available for non-STEM colleges and schools prior to AY2009, when ADVANCE expanded the indicator data collection to include these units.

As a result of these efforts the ADVANCE Program has amassed a large amount of demographic and descriptive data on the faculty of the University of Michigan across many years. Given this wealth of information, we consider these data systematically by focusing each annual report of the data on particular aspects of ADVANCE's mission. The text of this report focuses on tenure-track faculty, campus-wide. In addition to the figures and findings presented in the body of this report, we have also

[1] There were 12 indicators identified by NSF; see Appendix A.
[2] The ADVANCE Program is grateful to the data liaisons in each of the academic units for their invaluable assistance over time with the data collection and verification process.

included detailed AY2016 indicator data in Appendix B; these appended tables also include data on research- and clinical track faculty members. We hope this will help policy-makers at the University and individual school levels identify areas of success as well as areas requiring future and/or continued efforts at recruitment, retention and leadership development of UM faculty.

As we have expanded the focus of the ADVANCE Program, we have also expanded the scope of the annual indicator reports. In addition to reporting on many of the same indicator variables each year, we have added specific areas of focus to each year's report. In 2014 the indicator report focused on **faculty composition**. Last year's indicator report focused on faculty **retention, leadership and recognition**. In this year's report we consider faculty **recruitment and hiring** and examine these and related issues across time campus-wide. When possible, data were considered separately for six groups of faculty: Asian/Asian-American men, underrepresented minority (URM) men, white men, Asian/Asian-American women, URM women, and white women. The goal is to understand how representation on campus and experiences with recruitment and hiring may vary for these different groups of faculty. However, occasionally the number of faculty was too small (especially in the case of faculty of color) to allow for such refinement.

FACULTY COMPOSITION

As noted previously, the focus of this report is faculty recruitment and hiring. We begin, however, with a review of issues addressed in the previous indicator reports. Those reports considered faculty composition, noting the percentage of all tenure track faculty by the six gender/race-ethnicity groups for all years from AY1979 through AY2015. Figure 1a updates that information through AY2016. As described previously, the most noticeable trends across time are the decline in the percentage of white male faculty and the corollary increase in the percentage of white women. The percentages for faculty of color (both male and female) are small across the first fifteen years. Nevertheless, we notice a slight increase beginning in the early nineties (but perhaps later for Asian/Asian-American women). Percentages continued to increase over time for male Asian/Asian-American faculty, but remained fairly static for female Asian/Asian-American and both female and male URM faculty after the period of slight increase.

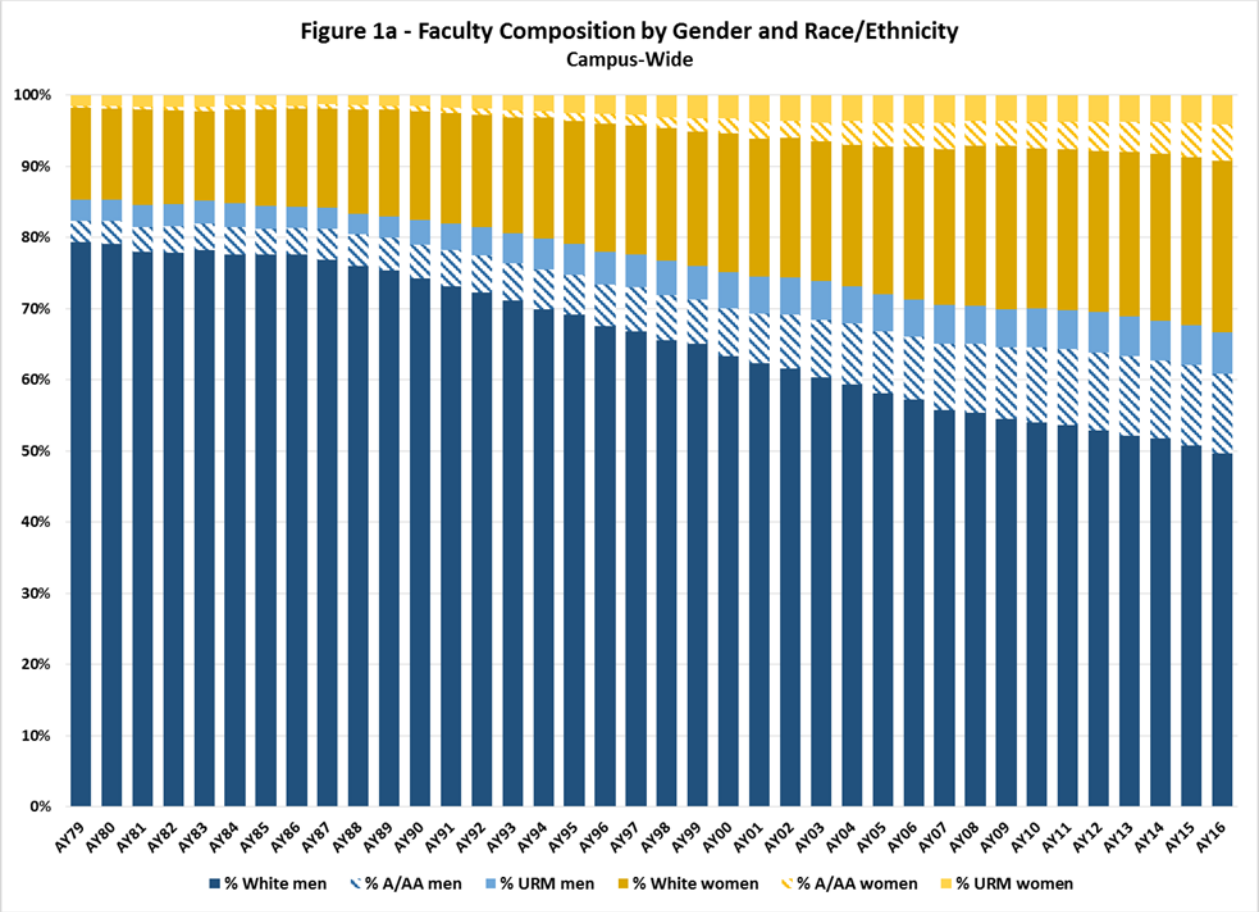
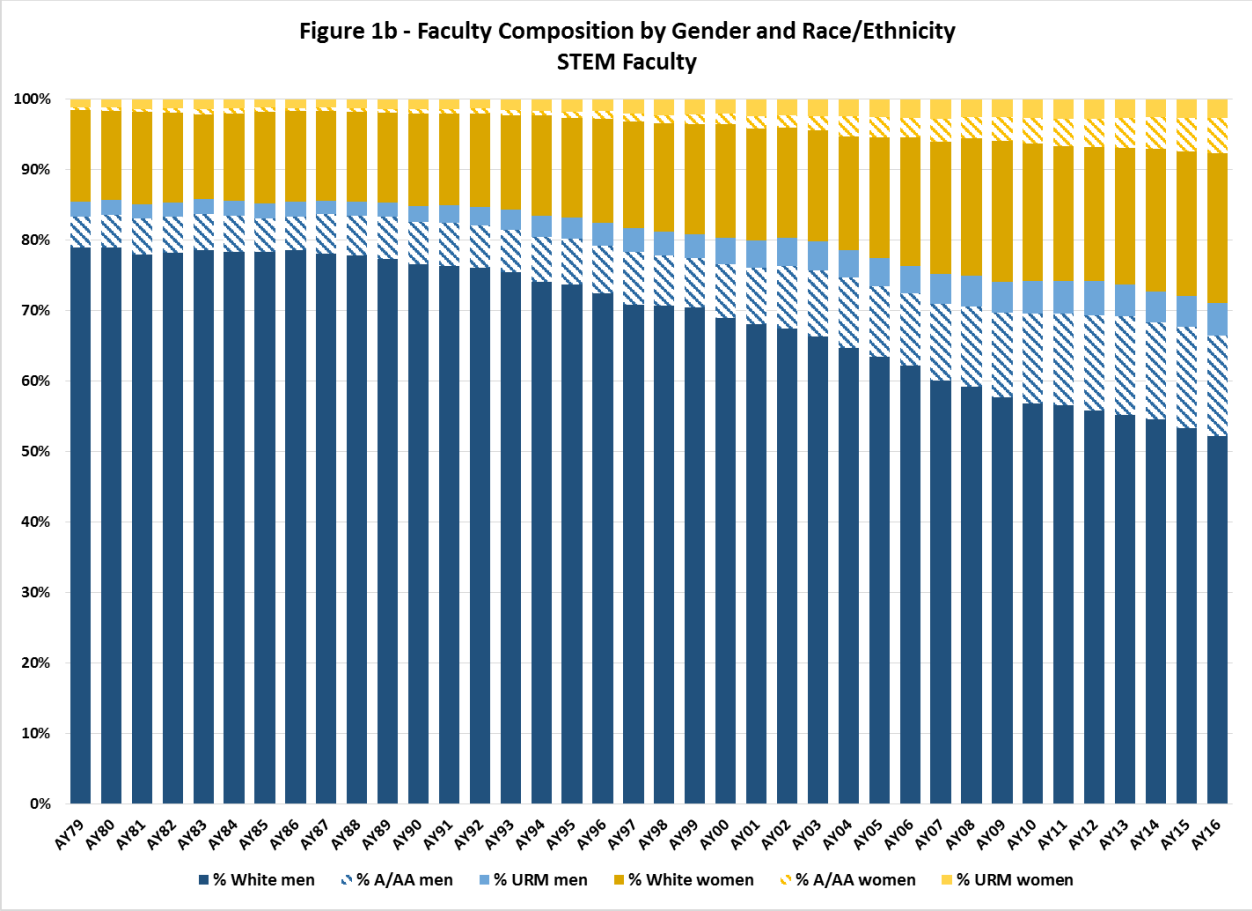


Figure 1b (on next page) provides the same update for tenure track STEM faculty. The pattern here is similar to that for faculty campus wide (including a modest increase in the rate of women and faculty of color in the mid to late 90s). However, we note an even more noticeable change during the ADVANCE years, especially the increased percentage of white women (and Asian/Asian American men). By

contrast, rates of underrepresented minority men and women faculty and Asian/Asian American women faculty were fairly constant during this period.



The data on faculty composition indicate that there has been a moderate increase in faculty diversity over the period that we have examined, and there is an inflection after 1989. This increase is no doubt the result of many factors, including the higher rate at which white men are retiring from the University, and initiatives undertaken at UM throughout the 1980s and 1990s. In addition, it appears that the ADVANCE Program-related activities and initiatives directed at increasing the representation of women in STEM fields may have had a positive effect on faculty composition in STEM colleges and departments, which showed more change in the post-ADVANCE period. Please see previous reports for a more complete assessment of the data (available on the ADVANCE Web site): http://advance.umich.edu/resources/AY2015-IndicatorReport-Michigan.pdf

We now turn to our consideration to this year's focus: faculty recruitment and hiring.

RECRUITMENT OF TENURE TRACK FACULTY

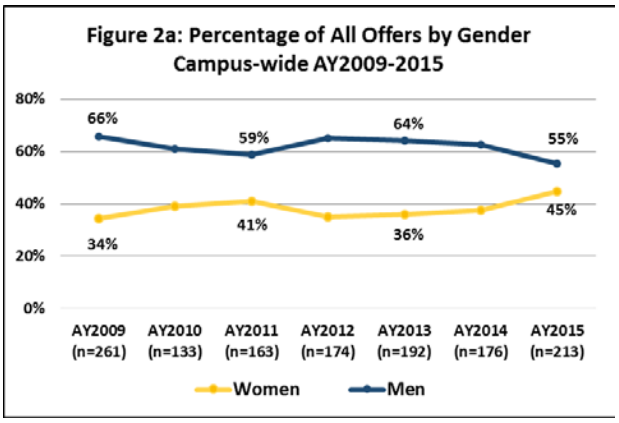
We begin with a review of faculty recruitment on the tenure track, including offers made and offers accepted. We first consider offers made campus-wide by gender (that is, of all offers, what percentage were made to women and what percentage were made to men) and race-ethnicity (similarly, of all offers, what percentages were made to underrepresented racial-ethnic minority (URM), Asian/Asian American and white faculty). We also assess the same data by the six gender/race-ethnicity groups (URM women, URM men, Asian/Asian American women, Asian/Asian American men, white women, white men). Percentages were calculated for the period for which we have the most complete campus-wide data (AY2009 through AY2015). We next review the same data by rank, considering offers made at the junior (assistant professor) level separately from offers made at the senior (associate and full professor) level. Again, these are presented by gender, race-ethnicity, and the six gender/race-ethnicity groups.

This is followed by a similar discussion of accepted offers, by gender, race-ethnicity, and the six gender/race-ethnicity groups campus-wide, and then again separately for offers accepted at the junior and senior levels.

Offers of Tenure Track Positions

Offers across Ranks. Figure 2a shows the percent of faculty tenure track appointment offers campus-wide by gender. Overall, we see a general decline in the rate of offers to men (from 66% in AY2009 to 55% in AY2015) and a corresponding increase in the rate of offers to women (from 34% to 45%).

Figure 2b presents these data by race-ethnicity. This figure shows a general decline in the percentage of offers to white faculty (65% in AY2009 and 53% by AY2015); however, there is also a corresponding increase in the percentage for the "race not indicated" group (those for whom race-ethnicity of the candidate is not disclosed), which may provide some explanation for this change [note, for ease in interpreting the figure percentages for this group are not indicated]. Percentages for Asian/Asian American faculty fluctuated over the same period but were similar at AY2009 and AY2015. Percentages for URM faculty increased slightly over time (from 9% to 13%). It is possible that with more complete race-ethnicity information, this picture could look different.



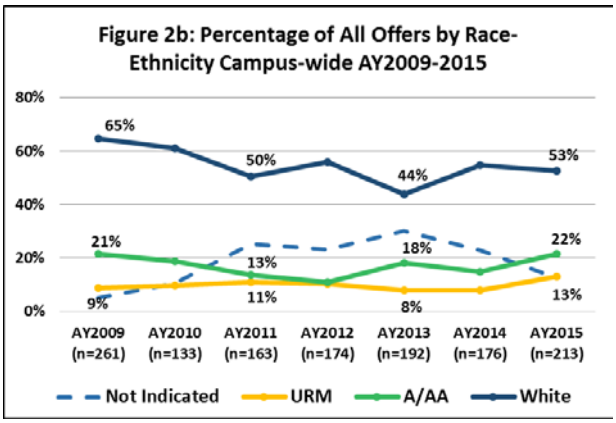
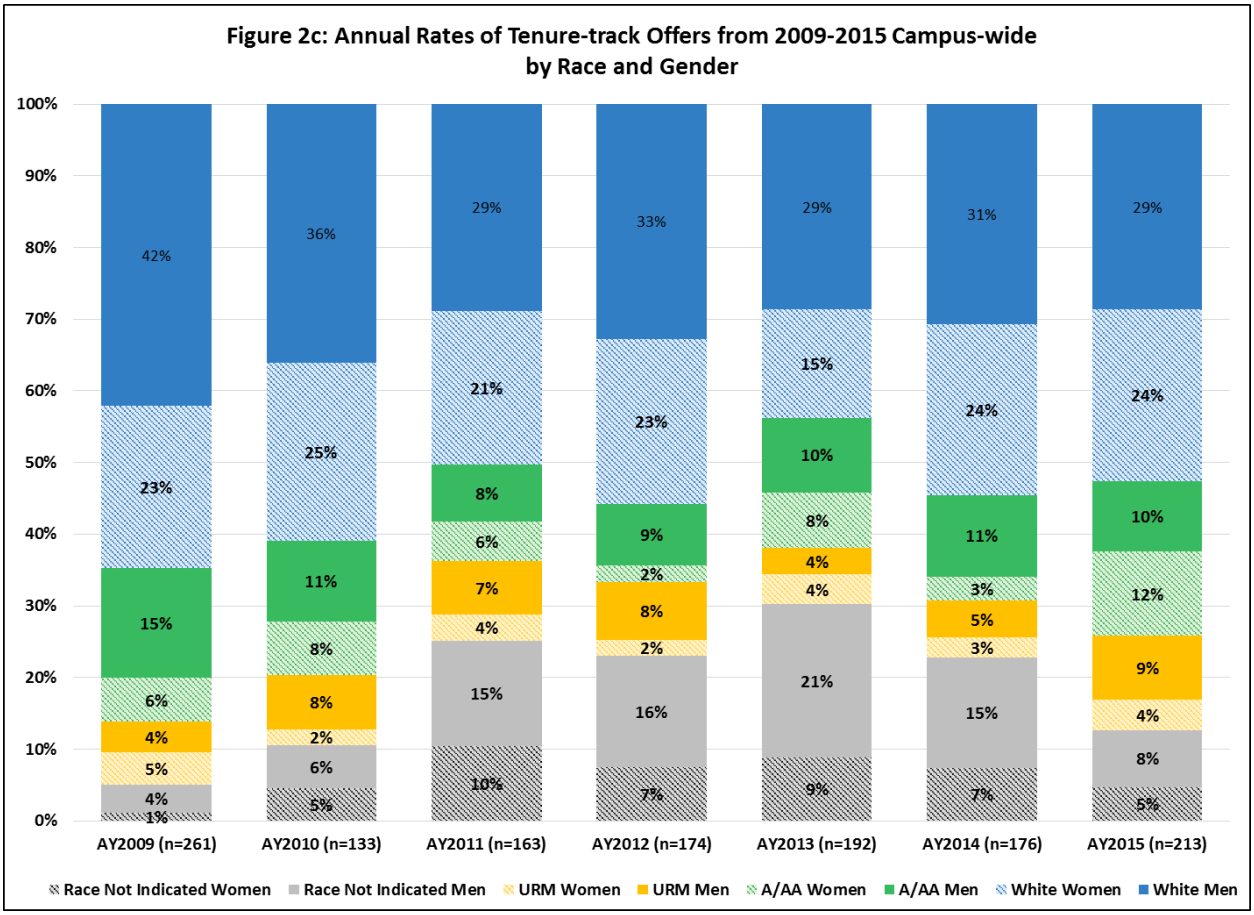


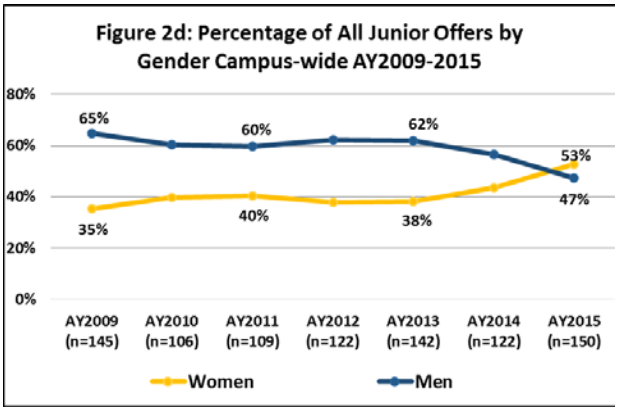
Figure 2c, depicting the percentage of faculty appointment offers campus-wide by the six gender/race-ethnicity groups from AY2009 through AY2015, provides a more nuanced picture. These data show that the percentages of job offers changed for some groups but not others. There was a decline in the percentages of offers to white men (from 42% in AY2009 to 29% in AY2015); by contrast the percentage offers to white women was quite stable over time (from 23% in AY2009 to 24% in AY2015 with a dip down to 15% in AY2013). The percentages for Asian/Asian American men showed a decline like that of white men (from 15% in AY2009 to 10% in AY2015), whereas those for Asian/Asian American women increased (from 6% to 12% over the same time period). Finally, the percentages for URM men showed variability over time (but were higher in AY2015 than AY2009), but those for URM women remained stable and quite low (5% in AY2009 and 4% in AY2015). Again, it should be noted that in several instances we have information about a candidate's gender but not race-ethnicity; these are noted on the figure as "race not indicated men" and "race not indicated women." It is possible that with more complete data the relationship of job offers by gender and race-ethnicity would be different.

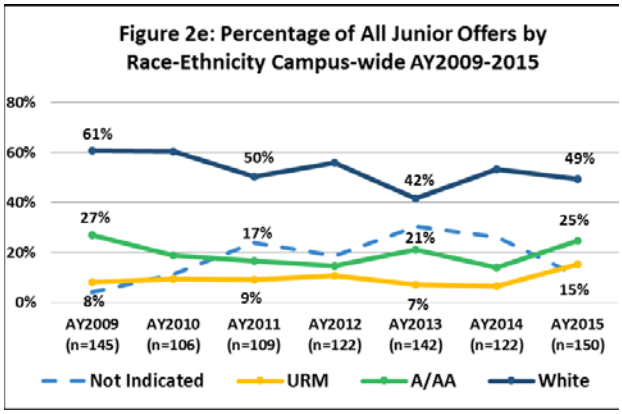


Offers by Rank. We also considered these same data separately by rank of offered position (assistant level vs. higher). Figure 2d (on next page) shows percentages, by gender, of offers at the assistant professor level from AY2009 to A2015. Over time the rates for women increased from a low in AY2009 of 35% to a high of

53% in AY2015. Correspondingly, the percentages for men decreased from a high of 65% in AY2009 to a low of 47% in AY2015.

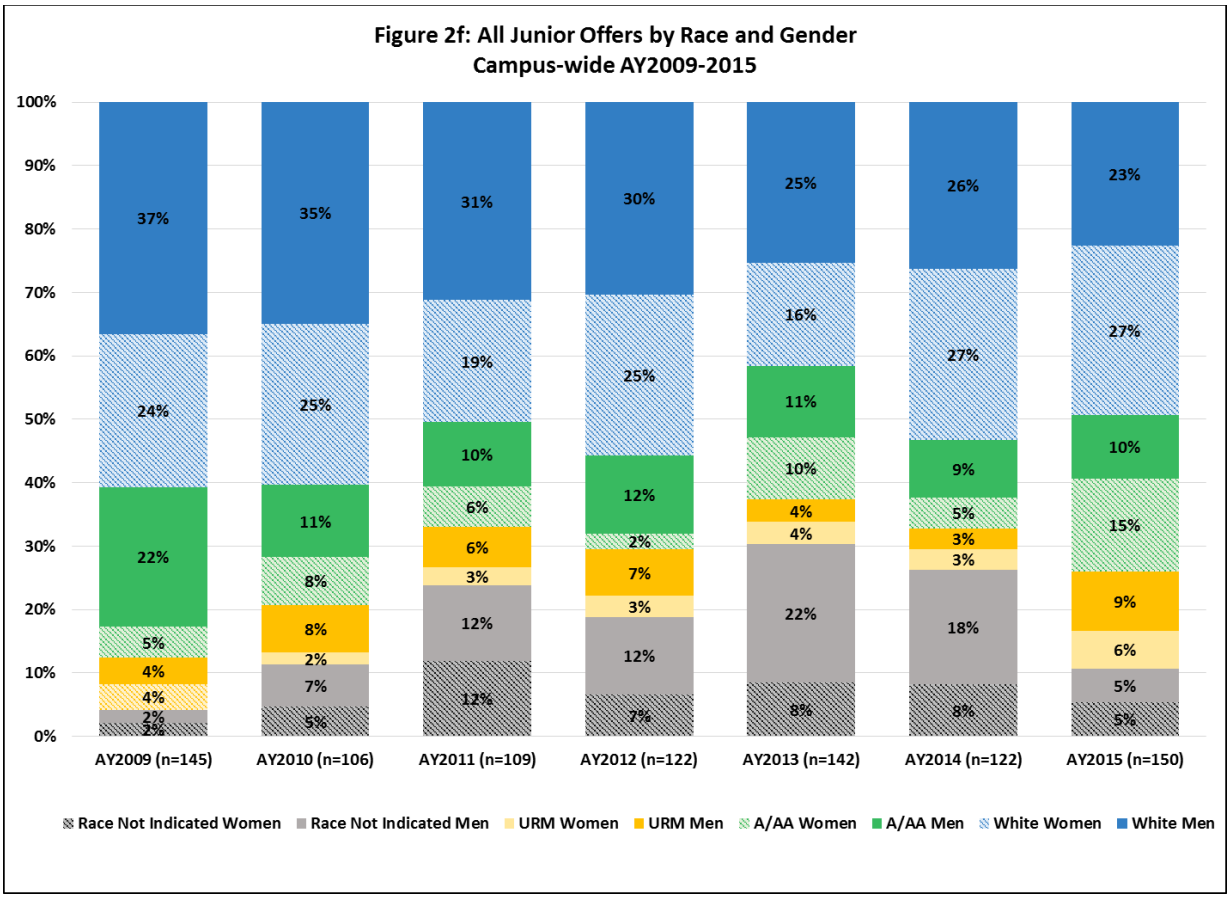
Figure 2e presents these data by race-ethnicity. Over time, fewer of the offers of positions at the assistant professor level went to white faculty (from 61% in AY2009 to 49% in AY2015). There was a slight decrease in relative offers to Asian/Asian American candidates; however, the rates in AY2009 and AY2015 were nearly identical. Over time, percentages for URM faculty candidates were higher in AY2015 (15%) compared to AY2009 (8%). We note, again, that the rate of junior faculty offers to candidates of unknown race-ethnicity was quite high in some years and that with more complete information the data could look quite different.





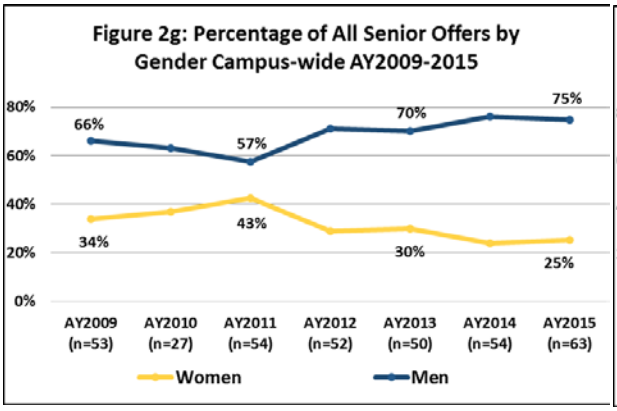
Note: For AY2009 only, we do not know the rank of offer for 24% of the offers made and these offers were excluded from our analyses. In each instance, the missing cases represent declined offers.

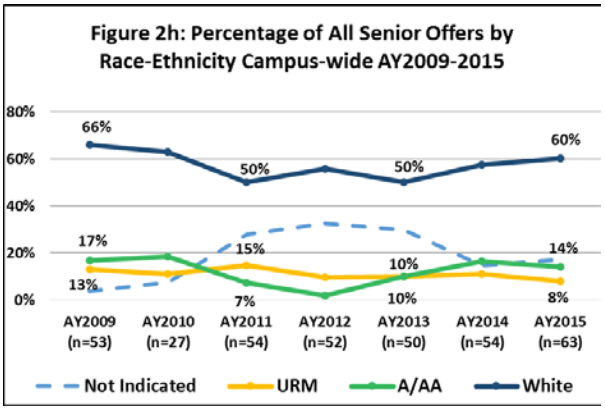
Figure 2f (on next page) provides the percentages of offers made at the assistant professor level to each of the six gender/race-ethnicity groups of faculty (and also includes "race not indicated" groups). As was found with data across all offers, the percentages of assistant professor offers to white and Asian/Asian American men decreased over time and the percentages of offers to white and Asian/Asian American women increased. The percentages for URM men also increased, but those for URM women were similar in AY2009 and AY2015 and lower in the intervening years.



Note: For AY2009 only, we do not know the rank of offer for 24% of the offers made and these offers were excluded from our analyses. In each instance, the missing cases represent declined offers.

By contrast, Figure 2g records the percentage by gender of offers made at the senior (associate and full professor) level; this shows a very different pattern. The percentage of offers to men *increased* from 66% in AY2009 to 75% in AY2015 while those to women *decreased* over the same time period from 34% to 25%.

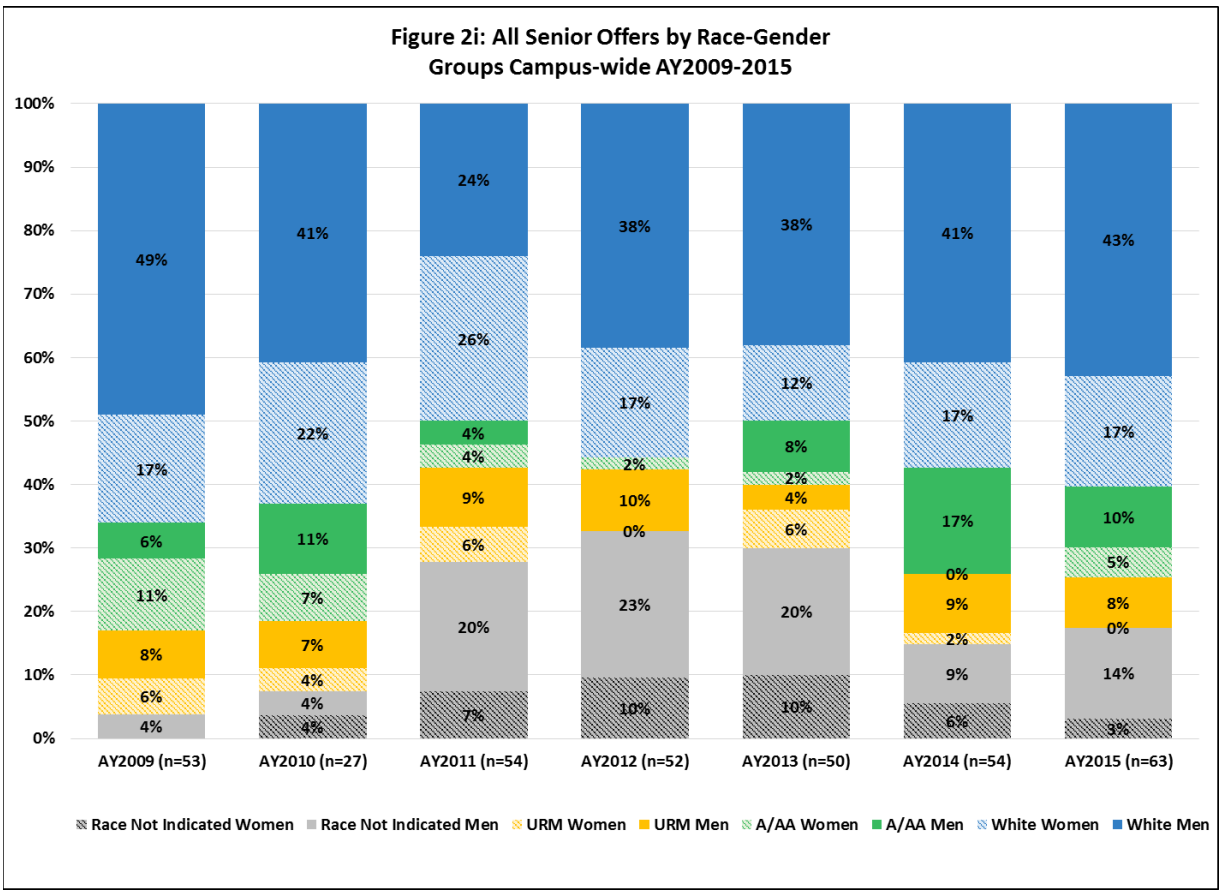




Note: For AY2009 only, we do not know the rank of offer for 24% of the offers made and these offers were excluded from our analyses. In each instance, the missing cases represent declined offers.

Figure 2h (on previous page) shows the same percentages by race-ethnicity. Percentages declined slightly for the three race-ethnicity groups; of course, part of the explanation for this is the increasing percentage of faculty of unknown race-ethnicity, particularly between AY2011 and AY2013.

Finally, Figure 2i depicts the percentages of faculty appointment offers at the senior level for the six gender/race-ethnicity groups. Over time the percentages of senior offers declined slightly for white men (from 49% in AY2009 to 43% in AY2015). Those for white women increased slightly early on but by AY2015 were identical to AY2009 (17%). Percentages were variable for Asian/Asian American men and declined over time for Asian/Asian American women (from 11% in AY2009 to 5% in AY2015). Rates for URM men remained generally stable over time at 10% or lower but percentages for URM women decreased from 6% in AY2009 to 0% in AY2015. Again, it should be noted that, in many cases, the race-ethnicity of a candidate is unknown (noted as "race not indicated" in the figure) and with more information, percentages by the six gender/race-ethnicity groups may look quite different.

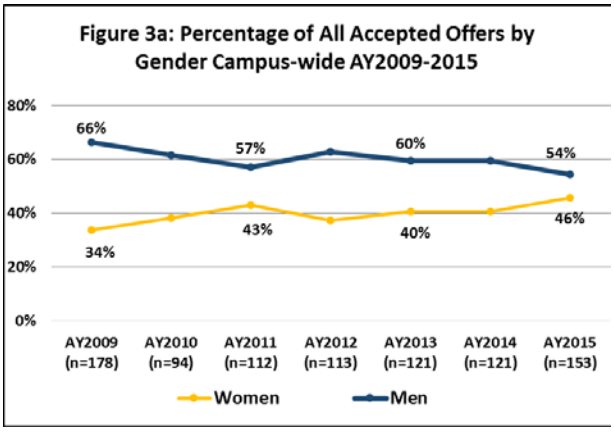


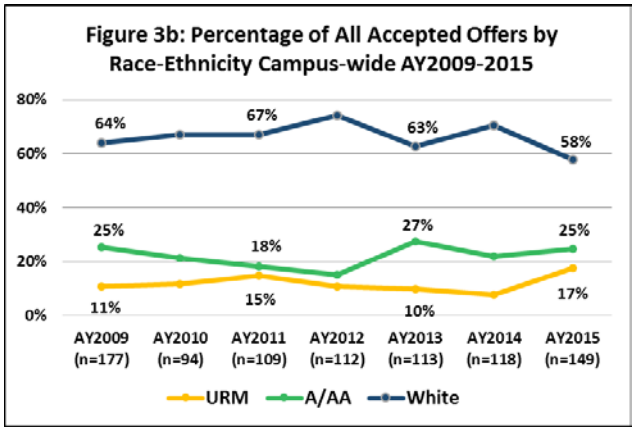
Note: For AY2009 only, we do not know the rank of offer for 24% of the offers made and these offers were excluded from our analyses. In each instance, the missing cases represent declined offers.

Acceptances of Tenure Track Positions

Similar figures were developed to review the rate of actual hiring by gender, race-ethnicity, and the six gender/race-ethnicity groups; we calculated the percentage of accepted offers each year by gender (of all accepted offers what percentage were to women and what percentage were to men) and by race-ethnicity (similarly, of all accepted offers, what percentage were to URM, Asian/Asian American, and white faculty). We also considered these data separately by rank: junior faculty (at the assistant professor level) and senior faculty (at the associate and full professor levels). Finally, we note that because we are now reporting on faculty who accepted positions at UM we have more complete data about race-ethnicity than we do for offers made.

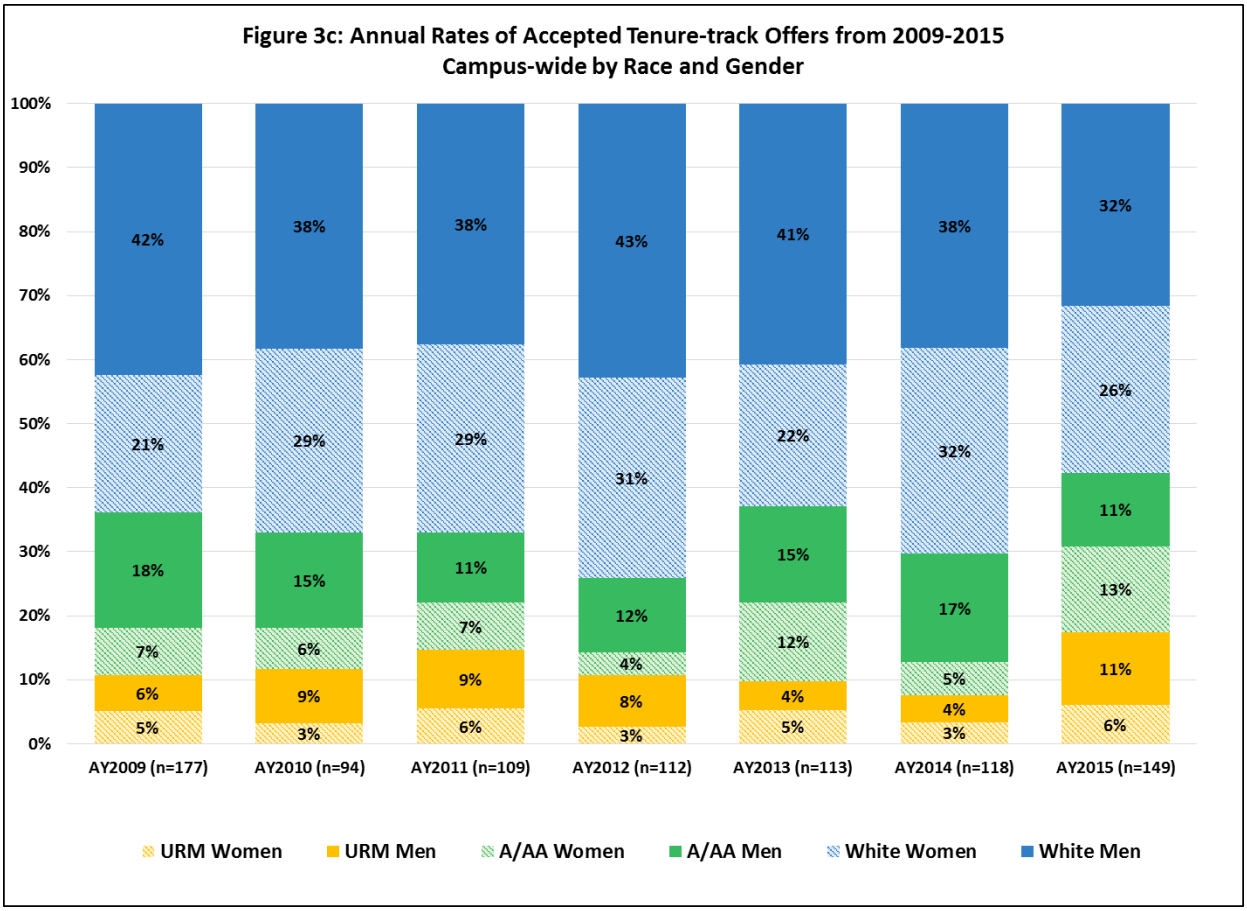
Acceptances across Ranks. As was previously found related to offers, the percentages of accepted offers to men campus-wide decreased over time (from 66% to 54%) and those to women increased (from 34% to 46%); see Figure 3a. Similarly, the percentage of accepted offers decreased for white faculty from AY2009 to AY2015 (from 64% to 58%) and increased for URM faculty (from 11% to 17%). There was also some variability over time for Asian/Asian-American faculty but percentages were identical in AY2009 and AY2005 (25%); see Figure 3b.





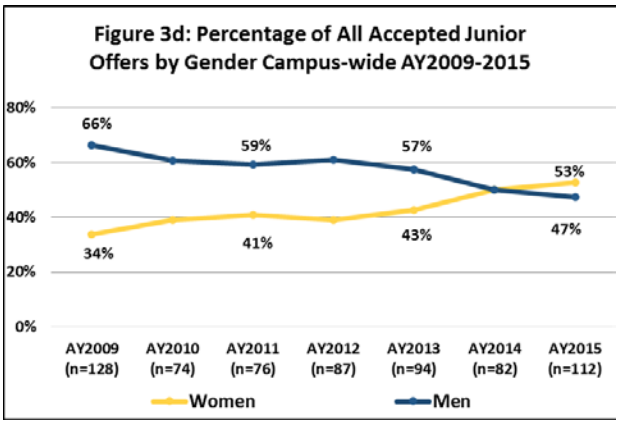
Note: Faculty who did not indicate their race-ethnicity (n=19; 2% of all accepted offers) were excluded from these analyses.

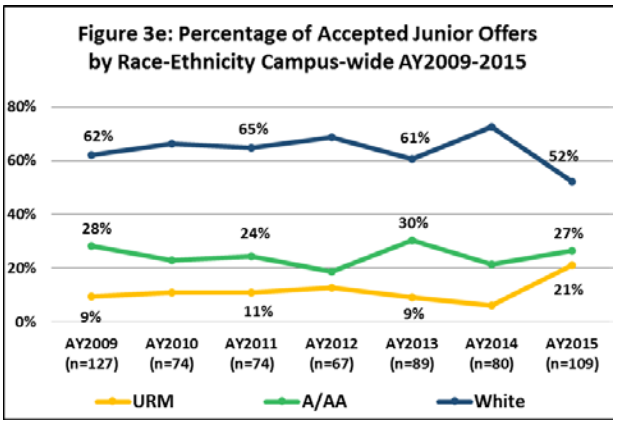
We also considered the percentages of acceptances of tenure track offers for the six gender/race-ethnicity groups over the same time period; see Figure 3c on next page. Generally, percentages of accepted offers declined for white and Asian/Asian American men and increased for URM men and white and Asian/Asian American women. Percentages for URM women were low and relatively constant over the same time period.



Note: Faculty who did not indicate their race-ethnicity (n=19; 2% of all accepted offers) were excluded from these analyses.

Acceptances by Rank. The pattern of acceptances was similar when we looked over time only at assistant professor positions: the percentages of accepted offers at the assistant professor level declined for men (66% in AY2009 and 47% in AY2015) and increased for women (34% in AY2009 to 53% in AY2015) such that the percentages of accepted offers for women was higher in AY2015 (see Figure 3d). The percentage of accepted offers at the junior level also decreased for white faculty over time and increased for URM faculty; those for Asian/Asian American faculty remained fairly stable (see Figure 3e).

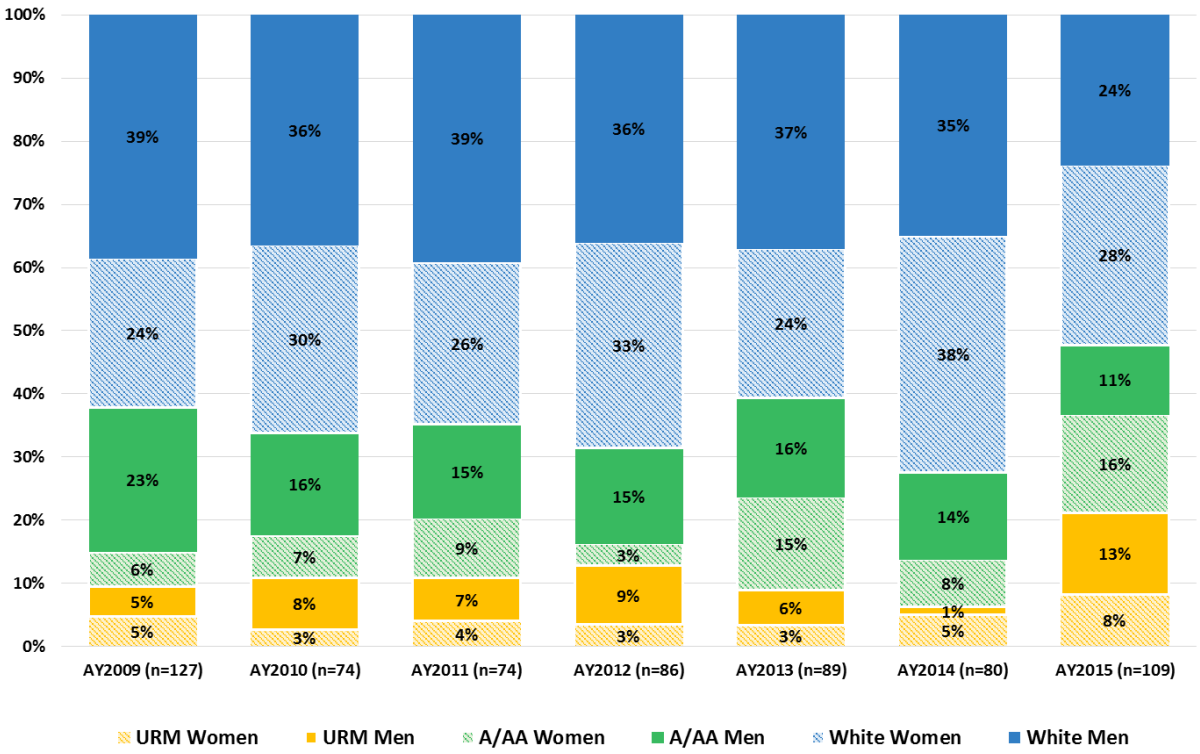




Note: For AY2009 only, we do not know the rank of offer for 24% of the offers made and these offers were excluded from our analyses. In each instance, the missing cases represent declined offers. Faculty who did not indicate their race-ethnicity (n=19; 2% of all accepted offers) were excluded from these analyses.

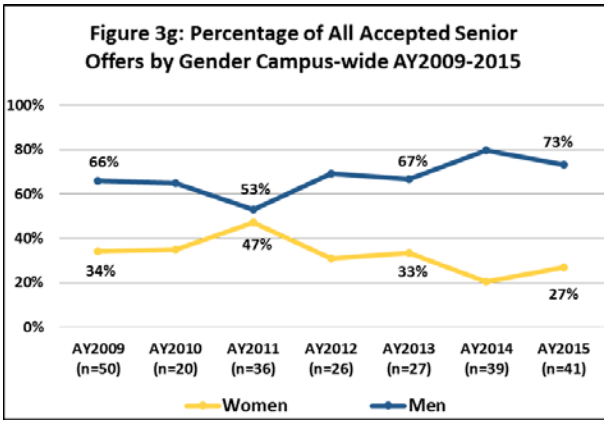
Examining the six gender/race-ethnicity groups reveals similar patterns. Percentages of accepted offers at the assistant professor level decreased for white and Asian/Asian American men over time while those for white and Asian/Asian American women increased (see Figure 3f). There was some increase in the percentages of accepted junior level offers to URM faculty over time; however, rates were low and there was some fluctuation over time.

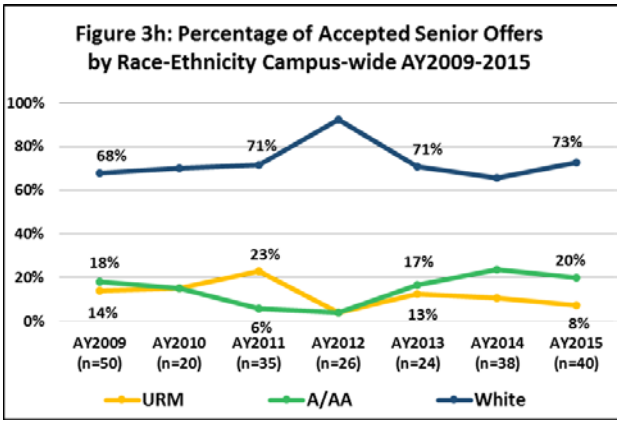
Figure 3f: Percentage of All Accepted Junior Offers by Race and Gender Campus-wide, AY2009-2015



Note: For AY2009 only, we do not know the rank of offer for 24% of the offers made and these offers were excluded from our analyses. Faculty who did not indicate their race-ethnicity (n=19; 2% of all accepted offers) were excluded from these analyses.

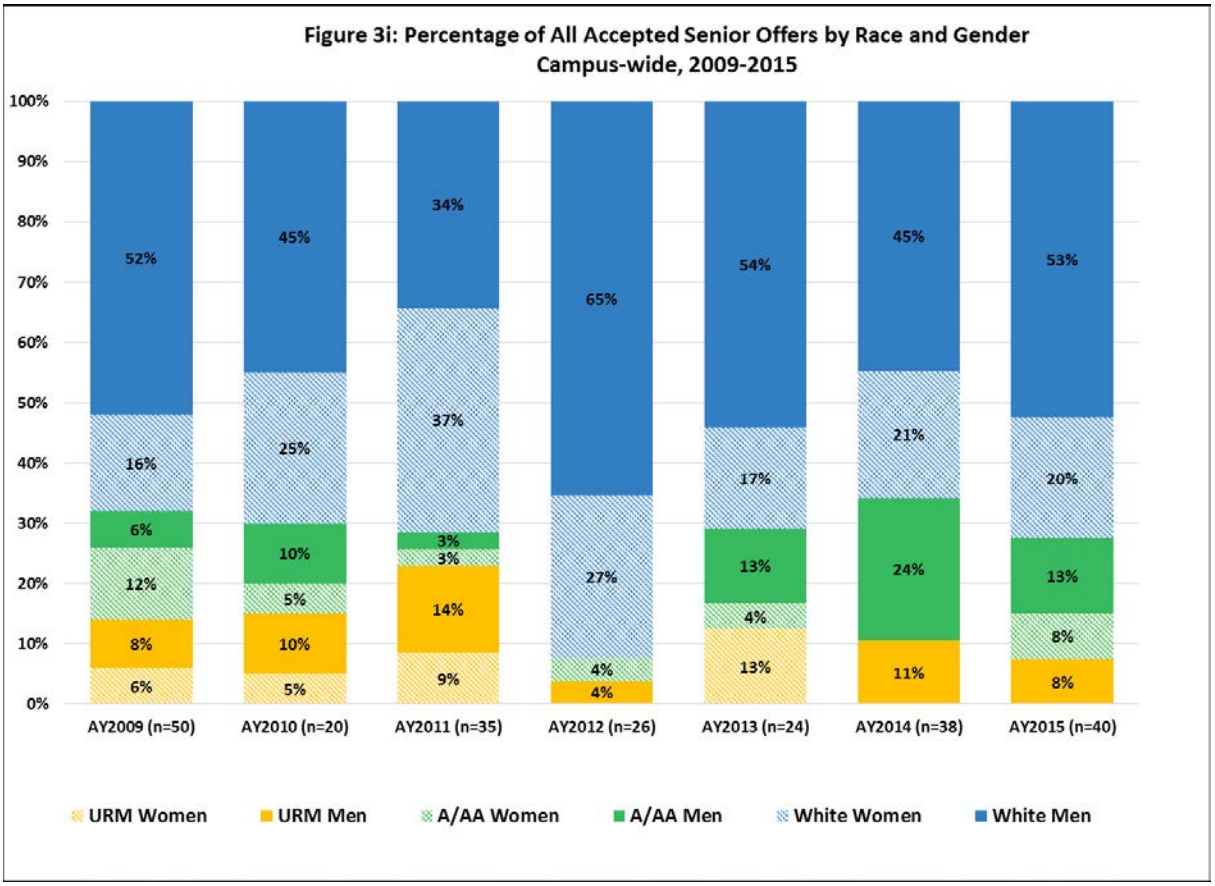
By contrast the percentage of accepted senior level offers to men increased between AY2009 and AY2015 and decreased for women over the same time period (see Figure 3g on next page). Similarly, the percentage of accepted senior level offers to white faculty increased while the percentage for Asian/Asian American faculty remained fairly constant and the percentage for URM faculty declined (see Figure 3h on next page).





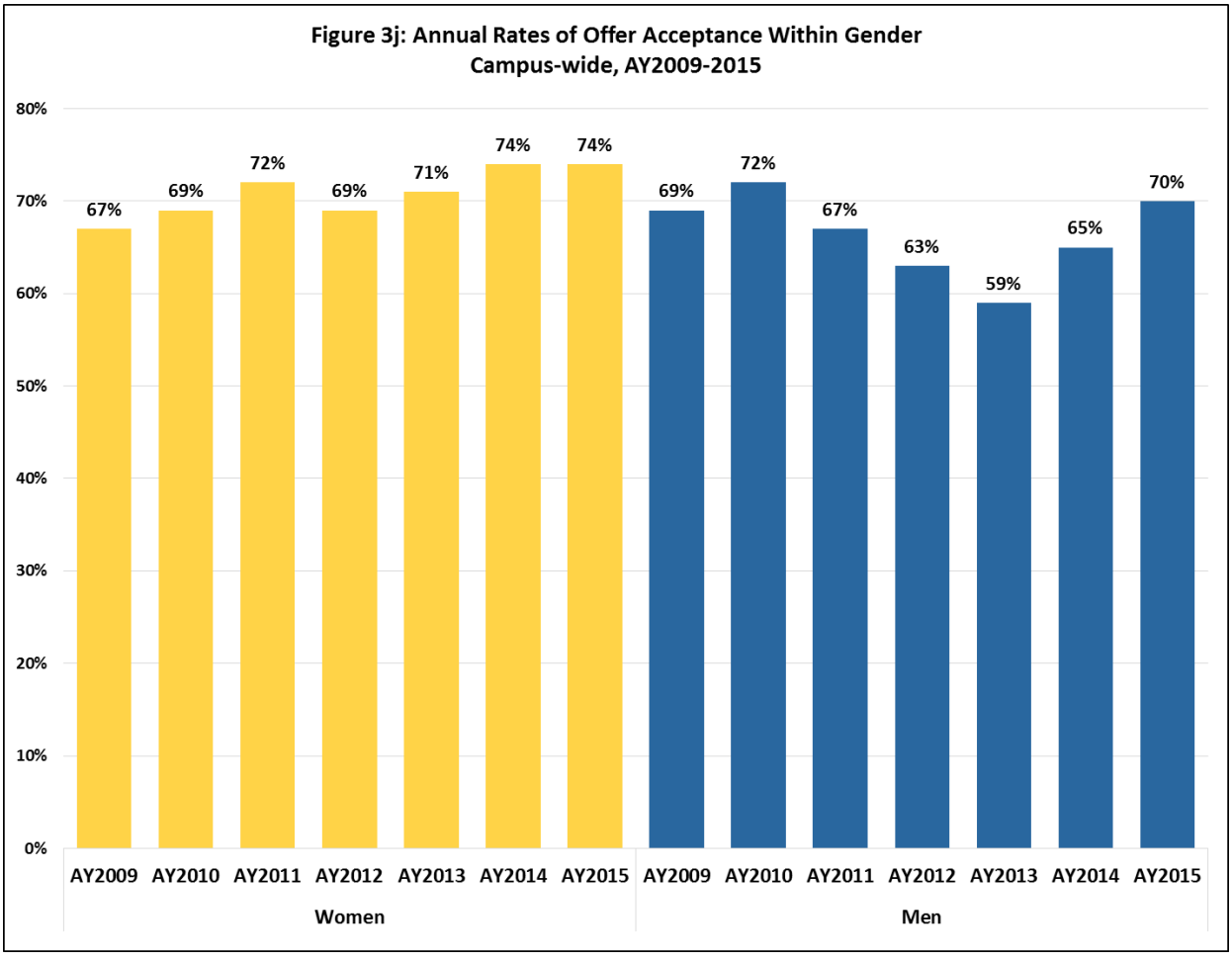
Note: For AY2009 only, we do not know the rank of offer for 24% of the offers made and these offers were excluded from our analyses. Faculty who did not indicate their race-ethnicity (n=19; 2% of all accepted offers) were excluded from these analyses.

Overall, consideration of both gender and race-ethnicity in accepted offers of senior level positions presents a more complicated picture than when considered only by gender or race-ethnicity (see Figure 3i). For all groups rates fluctuated a good deal over time. Most senior level positions were offered and accepted by white men (percentages ranged from 34% to 65%); far fewer positions were offered and accepted by white women (percentages ranged from 16% to 37%).



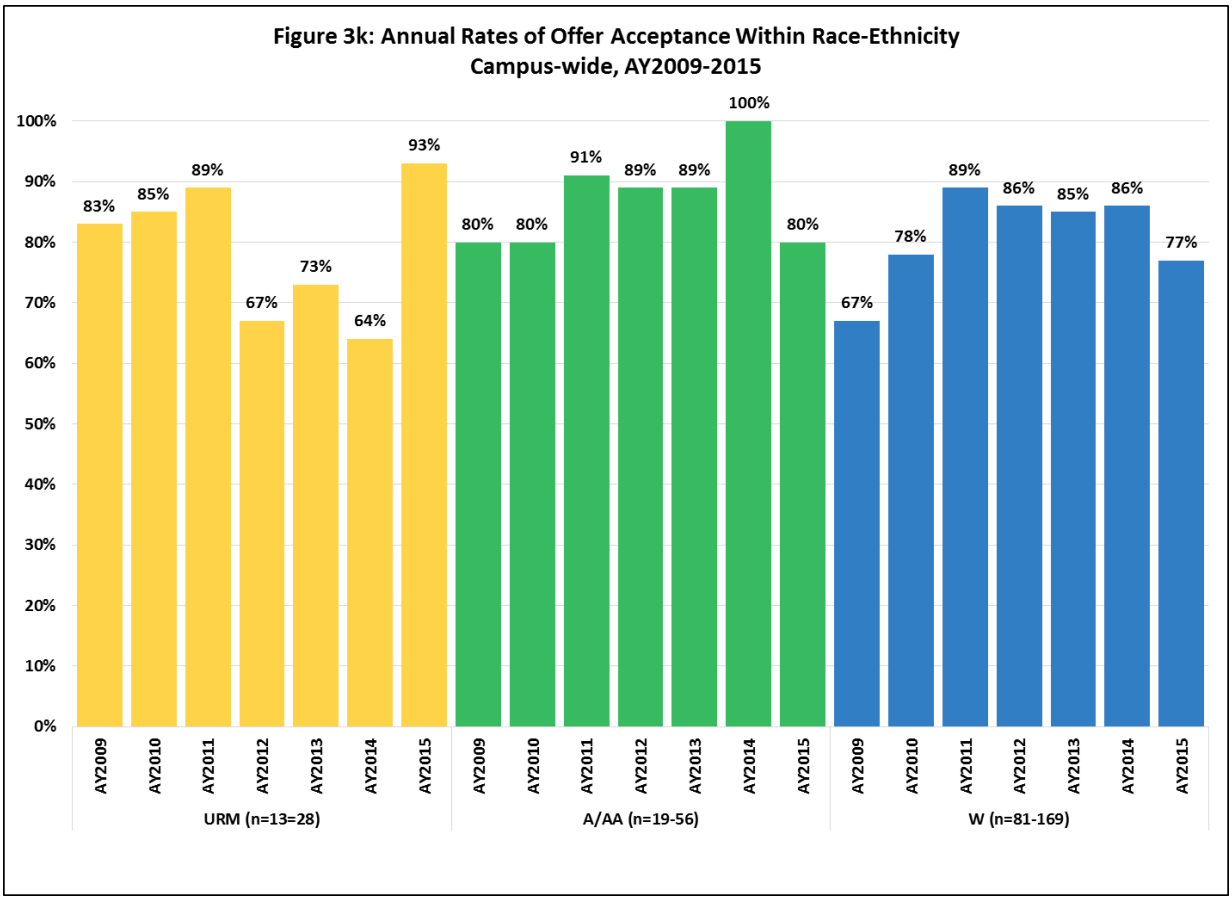
There appeared to be a slight increase over time in the percentage of senior level position offers accepted by Asian/Asian American men (6% in AY2009 and 13% in AY2015); by contrast percentages decreased for Asian/Asian American women (12% in AY2009 and 8% in AY2015). Percentage of senior level offers accepted by URM men and women were never higher than 14% and no URM men accepted a senior level offer in AY2013 and similarly none were accepted by URM women in AY2012, AY2014 and AY2015 (see Figure 3i on previous page).

Finally, we considered the acceptance of tenure track faculty offers *within* gender (what percentage of all offers to women did they accept and what percentage of all offers to men did they accept) and within race-ethnicity (similarly, what percentage of all offers to URM, Asian/Asian American and white faculty did they accept within those groups) over the six year period. Figure 3j provides the data by gender. Generally, percentages for women increased slightly over time, from 67% in AY2009 to 74% in AY2015, suggesting that efforts to recruit female candidates may be slightly more successful now. Percentages for men varied over time with no discernable pattern. The highest acceptance rate was 72% in AY2010 and the lowest was 59% in AY2013. It is worth noting that men and women have roughly comparable rates of acceptance, with women's if anything higher than men's (aggregating over the five years the rate for women was 71% and that for men was 66%), contrary to some people's beliefs. Rates by gender



were also quite comparable when we considered offers at the junior and senior levels separately[3]. Given the relatively high rate at which women accept offers of tenure track positions at UM it seems clear that the increase in percentage of accepted offers to women is related to initial offers being made and not to a change in their acceptance rates.

The rates within race-ethnicity groups are found in Figure 3k[4]. URM faculty acceptance rates declined generally over time from 83% in AY2009 to 64% in AY2014 but were then quite high (93%) in AY2015. Rates for Asian/Asian American faculty were fairly stable, between 80% and 90%, with a spike to 100% in AY2014. Rates for white faculty increased from a low of 67% in AY2009 to a high of 89% in AY2011 and then decreased slightly to 77% in AY2015. Aggregating over time acceptance rates were generally high; they were highest for Asian/Asian American faculty (87%); rates for URM and white faculty were quite similar (79% and 81%, respectively). These percentages are quite similar when we consider junior faculty positions only (91% for Asian/Asian American, 84% for URM and 85% for white faculty averaged



[3] On average, over the same time period, 75% of women compared to 71% of men accepted job offers at the junior level. The percentages were 69% for women and 67% for men for offers at the senior level. We do not know the rank of 5% of offers (n=63); in all cases these represent declined offers. These offers were excluded from these analyses.

[4] Information on race-ethnicity is not available for 18% (n=233) of all offers made campus-wide from AY2009-2015. In most instances (91%), these cases represent declined offers. These cases are excluded from these analyses.

over the same time period)[5]. In the case of senior positions, URM faculty accepted offers at a slightly lower rate (72%) compared to Asian/Asian American and white faculty (both 83%), suggesting that more effort should be made to encourage URM candidates to accept senior level faculty positions.

Faculty Pool Considerations

The current faculty composition data, as well as information about faculty hiring, suggest that the University is making only very slow progress in diversifying its faculty. One consideration in efforts to recruit women and underrepresented racial-ethnic minority (URM) faculty is the pool of available candidates. Information about available pools is quite discipline-specific and cannot easily be considered campus-wide. We have, however, worked with individual schools to identify available pools related to their specific recruitment efforts. This includes the rate of Ph.D. degrees conferred by gender and URM status for Research 1 Institutions in the relevant disciplinary areas. This is, of course, not a complete picture of the potential pool of candidates, but does provide a reasonable estimation of the likely available pool from which a hiring effort can draw. It should be pointed out, however, that it also assumes that the excellence of every group within the pool is equal. Many scholars have argued that given the obstacles to both admission and retention for white women and underrepresented minorities, they may—on average—have more capacity than the average in the white male group. If that's so, "pool" statistics significantly underestimate available talent in those groups.

We were able to examine the potential pool relative to hiring efforts in two of the University's largest colleges, LSA and Engineering. We calculated the average rate of doctoral degrees conferred to women and underrepresented racial-ethnic minorities in engineering, natural sciences, social sciences, and humanities in all Research 1 universities nationally over a five year period, AY2010 through AY2014 (the most recent data available)[6]. The average percentage of female Ph.D. recipients over that time period was 40.1%; the average for URM Ph.D. recipients was 10.7%. By contrast, average hiring rates for these two schools combined (for the period AY2011-2015) were 38.8% for women and 11.0% for URM faculty, suggesting that hiring is slightly below the pool in the case of women candidates and slightly above the pool in the case of URM candidates. Given our slow progress in diversifying the faculty, these data suggest that hiring only at the available pool level is insufficient to produce significant change in faculty demographics. The following discussion further supports this point.

Future Faculty Composition

Returning to Figure 1a at the beginning of the report, we see that the rate of change in faculty composition by gender and race-ethnicity has been quite modest. We were also interested in considering ways to project the future faculty composition. Based on recent rates of hiring, terminations (voluntary and involuntary) and retirements, we developed a model that would allow us to

[5] Rank of offer is not known in 5% (n=63) cases all of which were declined offers. They were excluded from these analyses.
[6] Doctoral recipient data were obtained from the NSF WebCASPAR database, which draws from the NCES IPEDS Completions Survey. The degree data are reported by academic field, gender, and race.

forecast the demographic composition of tenure-track faculty at the University of Michigan over the next thirty years by gender and race-ethnicity.[7]

Using this model, we sought to answer the following questions:

1. How will faculty composition change over time if the rates of hiring of women and underrepresented racial-ethnic minority faculty remain the same?
2. How will the faculty composition change over time if the rates of hiring of women and underrepresented racial-ethnic minority faculty increase or decrease?
3. In what ways could the University find this model useful when thinking about aspirations for faculty diversity in the future? For example, what hiring rates would be required for UM to reach critical mass (generally defined as 30% of the population)[8] for underrepresented racial-ethnic minority faculty and/or parity with national population rates for women and URM faculty in 10, 20, or 30 years[9]?

The model (see Table 1a) considers faculty size, retirement and attrition rates, and hiring rates. The ***total faculty size*** was calculated using institutional data from the 2015-2016 academic year, which represents the base year in the model. To account for growth in the total faculty size, the model assumes a 1.3% growth rate (calculated based on change in faculty composition data from AY2011 to AY2015) over the next ten years, then stabilizes at 3,646 total faculty for the duration of the analytic period. Of course the model could be re-run with different assumptions about this and all other areas discussed below.

The ***retirement and attrition rates*** used in the model represent the five-year averages over the period from AY2011 to AY2015. Rates were calculated separately for men and women and for URM and non-URM faculty. The model assumes these

Table 1a: Projected Gender Composition of Faculty Campus-wide at Current Rate of Hiring

	Academic Year			
	2016	2026	2036	2046
Total faculty[1]	3204	3646	3646	3646
# Women faculty	1088	1378	1454	1502
# Male faculty	2116	2267	2190	2141
Percent women faculty	34.0%	37.8%	39.9%	41.2%
Rate of retirement - women[2]	1.35%	1.35%	1.35%	1.35%
Rate of attrition - women	2.18%	2.18%	2.18%	2.18%
Rate of retirement - men	1.77%	1.77%	1.77%	1.77%
Rate of attrition - men	2.23%	2.23%	2.23%	2.23%
# Women expected to retire	15	19	20	20
# Women expected to leave	24	30	32	33
# Men expected to retire	37	40	39	38
# Men expected to leave	47	51	49	48
Total expected attrition	123	139	139	139
Total expected new hires	165	139	139	139
# Women expected to be hired	68	57	57	57
# Men expected to be hired	97	82	82	82
Percent women new hires	41%	41%	41%	41%

[1] Assumes total faculty size increases 1.3% annually through 2026, then stabilizes at 3646.

[2] Retirement and attrition rates are averaged over five years (AY 2011-2015).

[7] Our model was informed by a similar analysis conducted by Ellen Crissey, Sharon Glotzer, and Jennifer Linderman in the College of Engineering in 2008.

[8] Critical mass is described as "the point at which at group membership stops being noticed" and "individuals are viewed through a more individualistic (less stereotyping) lens" (Stewart, Malley, and LaVaque-Manty, 2007, p. 6). Informed by past studies, we define critical mass as 30%.

[9] Currently women are 51% of the U.S. population and underrepresented racial-ethnic minorities are 33% of the U.S. population (U.S. Census Data).

retirement and attrition rates will remain stable over the thirty-year analytic period. The calculated retirement rates for tenure-track faculty in the campus-wide model are 1.77% for men, 1.35% for women, 1.67% for non-URM faculty, and 1.20% for URM faculty. The calculated attrition rates in the campus-wide model are 2.23% for men, 2.18% for women, 2.20% for non-URM faculty, and 2.08% for URM faculty.

The ***hiring rates*** for women and URM faculty represent five-year averages of new hires who were women or URM faculty, respectively, AY2011-AY2015. These averages campus-wide are 41% for women and 12% for URM faculty. Table 1a shows the current rates by gender for AY2016 as well as projected elements of the model for three years. Table 1b shows the same by race/ethnicity.

The model was first used to estimate the percentages of women faculty and URM faculty campus-wide ten, twenty and thirty years out (AY2026, AY2036, and AY2046), given stable hiring, retention, and attrition rates. In the case of women, if the current average rate of hiring for women faculty (41%) is maintained over time, our model projects women faculty will comprise 38% of faculty in ten years, 40% in twenty years, and 41% thirty years hence (see Table 1a on previous page and Figure 4a on next page).

Campus-wide women faculty in AY2016 were 34% of the faculty, just at the point of critical mass on average (however, unit level data suggest that only half—52%—of departments or school/colleges meet or exceed critical mass for women). However, even after thirty years of hiring at the current rate, women would only represent 41% of the faculty population across campus (and below the representation of women nationally--51%). Moreover, given the moderate level of change by AY2046, it is likely that in many cases women would not enjoy critical mass within their home units.

Table 1b: Projected Race/Ethnicity Composition of Faculty Campus-wide at Current Rate of Hiring

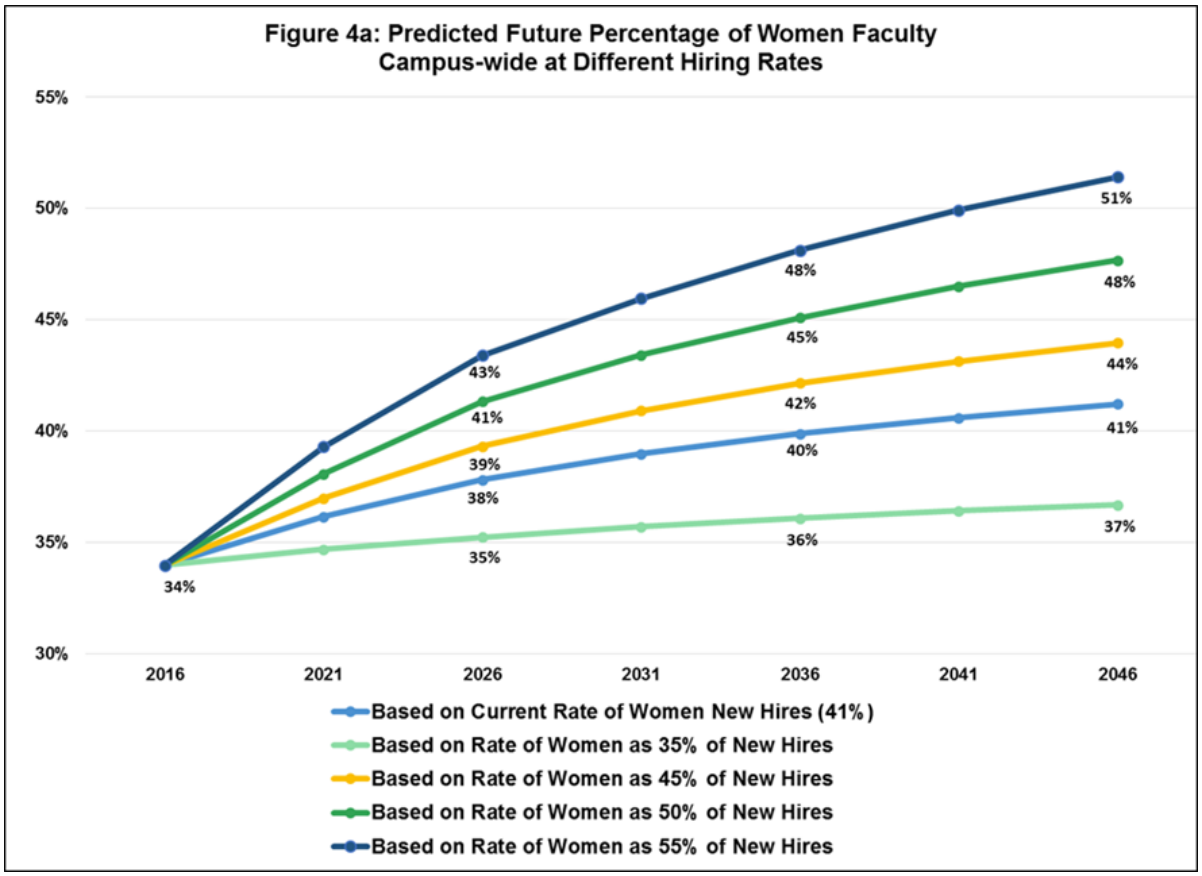
	Academic Year			
	2016	2026	2036	2046
Total faculty[1]	3204	3646	3646	3646
# URM faculty[2]	332	413	434	449
# Non-URM faculty	2872	3233	3212	3197
Percent URM faculty	10.4%	11.3%	11.9%	12.3%
Rate of retirement - URM[3]	1.20%	1.20%	1.20%	1.20%
Rate of attrition - URM	2.08%	2.08%	2.08%	2.08%
Rate of retirement - Non-URM	1.67%	1.67%	1.67%	1.67%
Rate of attrition - Non-URM	2.20%	2.20%	2.20%	2.20%
# URM expected to retire	4	5	5	5
# URM expected to leave	7	9	9	9
# Non-URM expected to retire	48	54	54	53
# Non-URM expected to leave	63	71	71	70
Total expected attrition	122	139	139	138
Total expected new hires	164	139	139	138
# URM expected to be hired	19	16	16	16
# Non-URM expected to be hired	145	123	123	122
Percent URM new hires	12%	12%	12%	12%

[1] Assumes total faculty size increases 1.3% annually through 2026, then stabilizes at 3646.
[2] URM includes African American, Hispanic, and Native American faculty.
[3] Retirement and attrition rates are averaged over five years (AY 2011-2015).

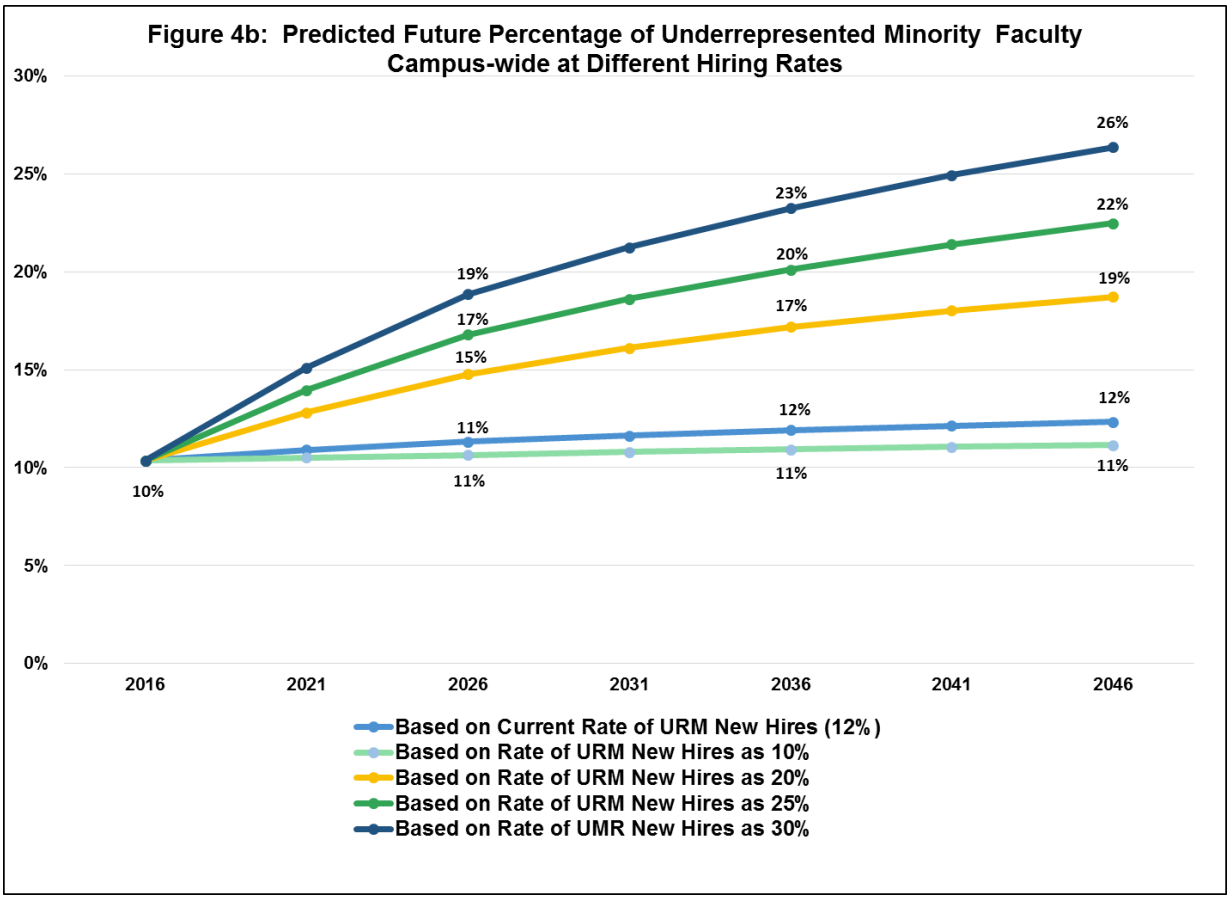
Similarly, if the current rate of hiring for URM faculty (12%) is maintained over time, our model estimates URM faculty will comprise only 11% of the total faculty in ten years, 12% in twenty years, and 12% in thirty years. Thus, over this thirty year time period, hiring URM faculty at the current rate would yield only a slightly higher percentage and nothing close to the 30% critical mass marker campus-wide (see Table 1b and Figure 4b on page 21).

We next examined several alterative hiring models. For women faculty, we estimated changes in the faculty composition over the next thirty years if the hiring rate of women decreased to 35%, or

increased to 45%, 50%, and 55%, respectively, and other elements of the model remained consistent. Figure 4a shows the results of these analyses. If the hiring rate were to decrease to 35%, by 2046 women would only be 37% of the faculty population. Hiring rates of 45% and 50% improve the outcome, but it is only with a hiring rate of 55% that a percentage consistent with the US population in 2016 is achieved (51%), and that would happen only after 30 years of hiring.



For URM faculty, we estimated similar changes in faculty composition according to alternative hiring rates: a decrease to 10% or increases to 20%, 25%, and 30%, respectively. The results of these alternative scenarios are presented Figure 4b (on next page). Hiring at 10% annually (close to the current 12%) produces a nearly flat line over the 30 years and a predicted percentage of only 11% URM faculty by AY2046. Increases in the hiring rates up to 30% show some improvement over the 30 year period. But even hiring URM faculty at the 30% rate would not produce a faculty constellation that provides critical mass to URM faculty by AY2046.



Numbers presented here are, of course, predictions based on averaged rates of termination and retirement and projected levels of ultimate faculty size; any changes in the model could produce differences in predictions. Nevertheless, the model provides a useful tool for anticipating faculty composition and considering hiring rates in light of goals for increasing faculty diversity at the University of Michigan.

Summary of Recruitment and Hiring Data

Overall, we found a slight increase in faculty offers made to women, but only at the assistant professor level; senior faculty offers to women decreased over time, particularly for URM and Asian/Asian American women for whom offers were extremely low and/or non-existent between AY2009-2015. Similarly, the percentage of accepted offers to women increased over time for women, but again, this was principally at the assistant professor level. The percentage of offers accepted by women at the senior level declined, and by AY2015 only 27% of positions accepted at the senior level were to women, and again, this decline was specifically true for Asian/Asian American and URM women. These data are particularly revealing given the fact that the acceptance rates on offers to women have increased over time.

There was also a very slight increase in offers to URM faculty and an accompanying slight decline in offers to white and Asian/Asian American faculty. Again, the increase appears to be principally at the assistant professor level. Similarly, rates of accepted offers increased for URM faculty over time, but that was only at the junior faculty level; fewer of accepted offers at the senior level were for URM faculty in AY2015 compared to AY2009. Rates for Asian/Asian American faculty remained quite stable over this same time period.

The low rate of faculty offers to women, particularly women of color, and men of color is inconsistent with the goal of increasing faculty diversity. Moreover, models projecting future faculty demographics are not encouraging if hiring continues at similar rates.

INCREASING FACULTY DIVERSITY

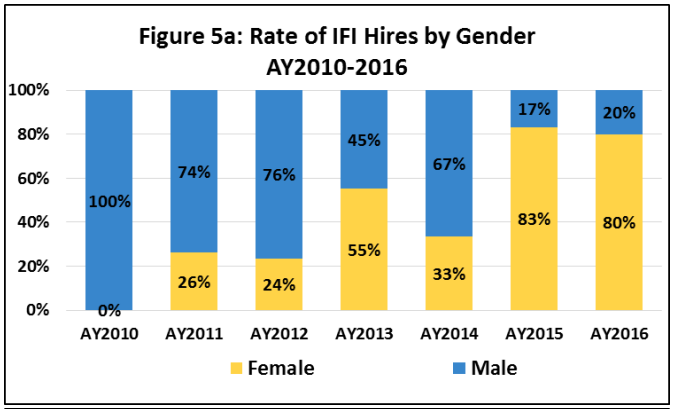
The University has an articulated goal of increasing faculty diversity. Recent Diversity, Equity and Inclusion (DEI) efforts across campus are a clear indication of that goal; moreover, analyses of climate data presented in previous reports show that faculty themselves value a diverse faculty. Based on aggregated faculty data drawn from individual unit climate assessments across campus conducted by the ADVANCE Program, most faculty surveyed agreed that a diverse faculty is important for their departments' or schools' continued academic excellence (mean of 4.34 on a five point scale). Furthermore, there was a significant positive correlation between faculty endorsing the value of a diverse faculty and having a diverse faculty within their own units; this was true across faculty and also specifically for men in departments and schools with more women and for non-URM faculty in departments and schools with more URM faculty. One interpretation of these data is that faculty who experience more diversity within their home units are more likely to see the value of a diverse faculty.

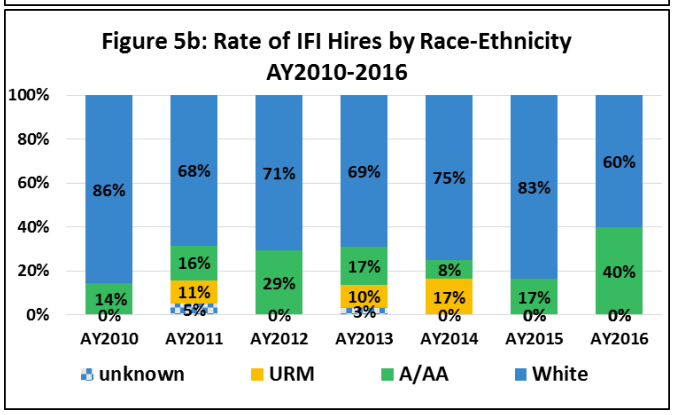
However, as current hiring rates and the forecasting models described previously suggest, substantial change in terms of faculty diversity is unlikely unless the University works to significantly increase the rate at which women and underrepresented racial-ethnic minority faculty are hired. Moreover, particular attention should be paid to the rate at which women and underrepresented racial-ethnic minority faculty are hired at the senior level.

Initiatives to Increase Diversity

Several initiatives across campus have focused on efforts to increase hiring of underrepresented faculty. Some have been more successful than others and some are new and we do not yet know their longer term ability to increase diversity. Nevertheless, all are worth considering and are described in some detail here.

Interdisciplinary Faculty Initiative. Under the leadership of former President Mary Sue Coleman, the Interdisciplinary Faculty Initiative (IFI) was announced in AY2007 to encourage the hiring of 100 new tenure-track faculty members. The goal of IFI was to expand interdisciplinary teaching and research and at the same time to increase the diversity of the faculty. The program encouraged cluster hiring of junior faculty to bring experts from different fields together to explore significant questions or address complex problems. All schools and colleges at UM-Ann Arbor were eligible to submit proposals. Hiring began in AY2010 and as of AY2016 95 slots were filled; all but five were at the assistant professor level. Across the seven years, 40% of the new hires were women and 7% were URM faculty (see Figure 5a and 5b). Unfortunately, these rates are even lower than the general hiring of female and URM faculty campus wide (over the past five years 42% of new hires were women and 12% were URM faculty). This program did not, as implemented, serve as an effective strategy for increasing faculty diversity.





We do note, however, a change in the pattern of hiring over the seven years of the IFI program. Initially, most hires were men (100% in AY2010; 74-76% in AY2011-12) and white (0% URM in AY2010 and AY2012; 10-11% in AY2011 and AY2013) faculty. However, in AY2015-16 80-83% of the new hires were women. It is likely that a mid-program correction that resulted in broad, rather than specific, disciplinary job descriptions for the new positions (stimulated by ADVANCE's strong advocacy of this change) was responsible for more women being hired. Unfortunately, the change did not produce a similar increase in the hiring of URM faculty. In AY2014 17% of the new hires were URM faculty; however, no URM faculty were hired in AY2015 or AY2016. Nevertheless, the results suggest the value of broad disciplinary searches for increasing faculty diversity, especially, in this case, for women.

NextProf/NextProf Science. NextProf, developed by the College of Engineering and NextProf Science, a similar program supported by LSA and ADVANCE, are workshops for future faculty designed to bring talented underrepresented minorities and women to the UM campus to show them the benefits and rewards of an academic career, to make connections with UM faculty and academic leaders, and to network with other participants. One of the most important objectives of the Next Prof and NextProf Science workshops is to identify potential future faculty and build mutually positive relationships that will eventually contribute to increased faculty diversity at UM. Targeted at advanced graduate students and post-doctoral fellows nation-wide, the workshops help participants develop strategies that will strengthen their interest in and ability to pursue academic careers at research universities.

The workshops include four days of activities, consisting of faculty panels on topics such as life in academia, the faculty search process, developing a teaching philosophy and writing a research statement. In addition, academic leaders from around the country with experience in the challenges of research and teaching for diverse faculty share their views and strategies for being successful in academic positions. Visits to relevant UM departments are also part of the workshop.

NextProf was initiated in 2012 and is held annually. The participant demographics alternate each year; in the first and third years the participants were URM postdocs and Ph.D. students and in the second and fourth years the focus was women [beginning next year the workshop will include both URM and women postdocs and Ph.D. students]. To date a total of 227 (125 URM and 174 female) postdocs and Ph.D. students have participated in the program. NextProf Science began in 2015 and includes both women and URM postdocs and Ph.D. students every year. Over the course of the two years 92 young scholars, 43 of whom were URM and 64 of whom were women, had an opportunity to participate in this program.

Participants rate the workshops very highly. The mean rating for participants in NextProf was 4.76 and for NextProf Science was 4.94 (with a 5 representing the most positive rating) across workshops. Most of the NextProf participants (69%) indicated that they were highly interested in a career in academia after attending the workshop (only 46% reported the same prior to the workshop). Similarly most NextProf Science participants (79%) reported that they were very interested in pursuing a career in academia and that their program participation resulted in *increasing* interest in this career goal (73%).

These are new programs and it will be important to track the longer term implications for workshop participants in terms of their career trajectories. We will continue to track how many of them do successfully pursue academic careers, both at UM and elsewhere.

Presidential Postdoctoral Fellowship Program. The University of Michigan's Presidential Postdoctoral Fellowship Program (PPFP; presidentspostdocumich.edu) is another program that works to increase the pool of women and URM faculty candidates in STEM and some other fields. The program, begun in 2011 in collaboration with the University of California and administered by the ADVANCE Program, offers post-doctoral research fellowships or combined post-doctoral and tenure track faculty appointments in science, technology, engineering, mathematics, economics, and political science, coupled with faculty mentoring, professional development, and academic networking opportunities. PPFP seeks applicants whose research, teaching, and service would contribute to diversity and equal opportunity in higher education. To date there have been five rounds of PPFP and the program has brought fourteen URM and female scientists to UM (64% women and 57% URM); eight of the nine post-doctoral have accepted tenure-track positions at the University, and one accepted a tenure-track position at another research-intensive institution. Although new, the program appears to provide a successful recruitment strategy for identifying outstanding young scholars from underrepresented groups appropriate for tenure-track faculty positions in less diverse academic areas.

The current number of post-doctoral positions available each year is small (generally no more than three and sometimes fewer). In order to make a substantial contribution to diversifying the UM faculty this program would need to be expanded.

STRIDE: Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence: The STRIDE Committee (advance.umich.edu/stride.php) provides information and advice about practices

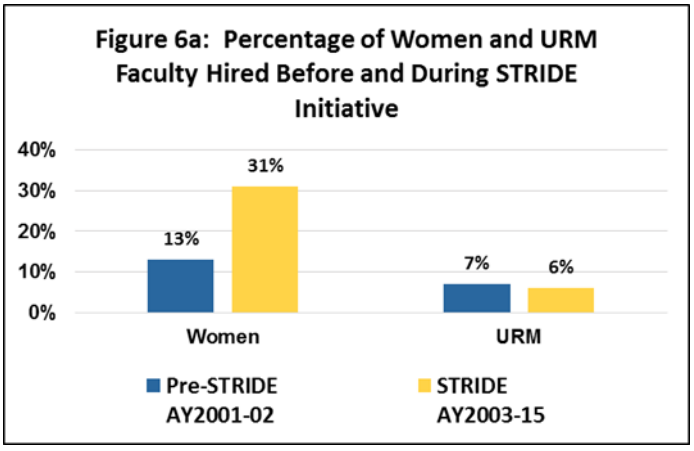
that will maximize the likelihood that diverse, well-qualified candidates for tenure track faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan. The committee leads Faculty Recruitment Workshops for faculty and administrators involved in hiring. It also works with departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and retention.

STRIDE is comprised of tenure-track faculty members under the belief that faculty will be most receptive to learning about issues of gender and diversity from colleagues they already respect as researchers. STRIDE was originally formed in AY2003 and since then 29 senior UM faculty have served on the committee; of these nearly half (45%) are women and 24% are faculty of color. Most of the committee members are in LSA, Engineering or Medicine, but some have been drawn from the Ross School and the School of Social Work.

The STRIDE committee draws on the social science literature and faculty climate data to identify problematic and beneficial practices in recruiting. They work to recommend beneficial practices that can be adopted institutionally, including developing and refining the Faculty Recruitment Workshop for faculty search committee members, which is mandated for search committees by some schools and colleges. The workshops are two-hour interactive sessions that present the social science evidence about the concepts of cognitive schemas, implicit bias, accumulation of (dis)advantage, and stereotype threat, as well as the benefits afforded by diversity. The presentations focus on how these concepts may affect faculty hiring efforts and impact new faculty who are at the outset of their careers. They also provide recommendations for positive search practices that can lead to more diverse hiring pools and more successful recruiting efforts. In the Colleges of CoE and LSA, attendance is required for all search committee members. To date over 1,000 faculty have participated in a workshop, including half of all current faculty in LSA and CoE.

Beyond the service the STRIDE Committee provides to the University of Michigan, STRIDE serves as a resource to numerous other institutions (41 to date). STRIDE Committee members are often asked to visit other academic institutions and/or to host their faculty at UM in the interest of sharing strategies and best practices to improve recruitment efforts nationally.

An important goal of the Faculty Recruitment Workshops is to increase the number of women and URM faculty who are hired at UM. Thus, one way to assess its effectiveness is to look at hiring patterns over time. Because STRIDE was initiated during the ADVANCE NSF grant period and the initial focus of the workshops was to increase the hiring of women in STEM disciplines, we looked at hiring in the three largest schools where STEM tenure track faculty are concentrated (Medical School Basic Sciences, Engineering, and LSA Natural Sciences Division) for the years we have collected hiring data, comparing the two years before STRIDE was initiated (AY2001-02) to the years when STRIDE was providing Faculty Recruitment Workshops (AY2003-15). During the two pre-STRIDE



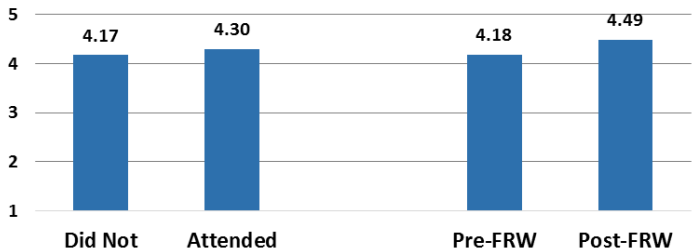
years a total of 71 tenure track faculty were hired; only 9 of them were women (13%). By contrast, during the STRIDE years a total of 473 tenure track faculty were hired and of those 147 (31%) were women--a statistically significant difference (see Figure 6a on previous page).

The data for URM faculty is, by contrast, discouraging; there was no improvement in the rate of hiring URM STEM faculty during the STRIDE years. It is worth noting that the initial focus of the STRIDE workshops was women on the tenure track, consistent with the NSF grant supporting this work; however, the shift to broaden that focus to URM (and other underrepresented) faculty occurred in 2007 when the University assumed full support for the ADVANCE Program. These data suggest that STRIDE has been effective at increasing the rate at which women in STEM fields are hired at UM, and maintaining that increase; it also mirrors other data that suggest that efforts to increase hiring of underrepresented faculty appear more effective in the case of women than URM faculty. Even accounting for a slower incorporation of adequate attention to the particular issues associated with hiring underrepresented minorities, the lack of progress in this period suggests that more and new efforts need to be made to identify, recruit and hire URM faculty at the University of Michigan.

STRIDE's Faculty Recruitment Workshops are also evaluated to assess the effectiveness of the workshop for participants, as well as to gauge changes in faculty attitudes about the concepts and hiring practices covered in the workshops. From AY2012-2014 participants were asked to rate their level of endorsement of 13 recommended search practices as well as to rate their perception that their department engages in these practices. In addition, in AY2013-14 respondents were asked to rate the likelihood of their own behavioral intentions (e.g., "If your search committee were to bring up a candidate's spouse or partner during the review discussion, how likely are you to say that spouses and partners should not be discussed until after an offer is made?"). Comparable data were also collected on a control sample of faculty who had not attended a Faculty Recruitment Workshop.

Comparisons were made between the responses of those faculty who attended the Faculty Recruitment Workshop (FRW) within the past three years and those who were in the control group, as well as between pre-workshop survey and post-workshop survey responses. Results indicate that, even with endorsements high across groups, attending the FRW statistically significantly increased personal endorsement of the FRW recommended search practices (see Figure 6b). There was also a statistically significant increase in endorsement of two of three behavioral intentions regarding equitable searches.

Figure 6b: Rate of Endorsement of FRW Search Strategies by FRW Participants Compared to Pre-Participation and to Control Group



Further analyses revealed that the percentage of faculty within a department who had attended a workshop was a significant, positive predictor of individual respondents' perceptions of departmental practices, *even among those who had not attended an FRW themselves*. Faculty in departments with more widespread faculty participation in the workshop reported more adoption of recommended

recruiting strategies, suggesting that the workshop may be leading to changes in departmental recruiting practices.

Thus STRIDE has demonstrated an important positive effect both on hiring of women faculty and encouraging best practices in departments for recruiting underrepresented racial-ethnic minority and women faculty. It is difficult to know whether officially requiring attendance (as the Colleges of Engineering and Literature, Science and the Arts do) produces more impact than leaving attendance voluntary, but it is likely to increase the number of individuals in the department who have attended the workshop, which does seem to matter for departmental adoption of recommended practices.

Research on Policies and Practices to Increase Diversity

In addition to specific campus initiatives undertaken to increase faculty diversity described above, we also review some ADVANCE research study findings that point to specific practices and policies that can aid efforts to recruit faculty of color and white women.

Turn Down and Acceptance Studies. In AY2008-2009 ADVANCE conducted interviews with new hires as well as individuals who had turned down offers in selected STEM departments in LSA and Engineering. The interviews asked about candidates' experiences in the interview and negotiation processes and the factors the led to the ultimate decision to accept or turn down an offer of a faculty position at UM. From those interviews we generated a list of practices that help create positive impressions for job candidates as well as practices that contributed to their ultimate job offer decisions.

The findings suggested first that advertisements for positions should be made broadly. And, as we found from the Interdisciplinary Faculty Initiative data, broader job descriptions are likely to result in more diverse hiring. At the time of the interview, candidates reported a more positive experience when the chair was attentive and when they had opportunities to meet with graduate students, other women faculty (in the case of women candidates), and other faculty who work in the candidate's research area. More negative views of the department were generated when candidates received contradictory information from the chair and other senior faculty, when the visit was ill-planned or disorganized, and when candidates were given the sense that they were not being recruited for their scientific excellence but rather based on a personal characteristic, such as gender or race.

After the visit, candidates appreciated frequent and prompt attention from the chair in the course of negotiations and a generally rapid resolution of negotiations. In addition, timely information about the hiring process (including timeline and explanations for delays) was valued. Moreover, candidates wanted to understand that the chair was negotiating with their long-term best interests as the primary consideration.

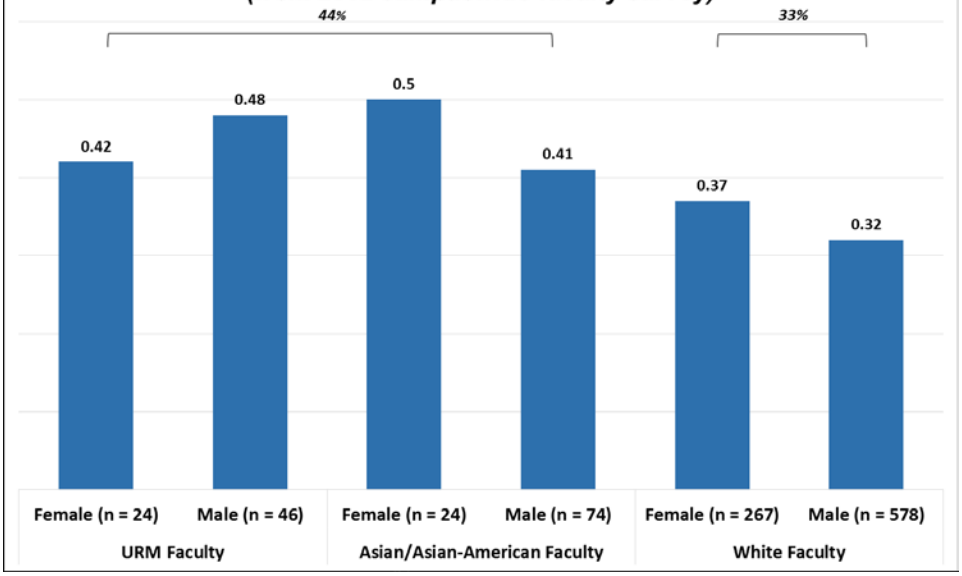
During this process, candidates appreciated thoughtfulness related to family considerations, including having their partners treated with respect, interest and enthusiasm, and accommodation of family members' needs during the visit. Candidates were concerned (and turned down offers or withdrew from searches) when subjected to questions about family issues before an offer was made and when faculty interacted with the candidate's partner in a way that suggested that the partner was not valued or desirable on his or her own terms.

These suggestions provide important department guidelines for recruitment practices that can facilitate successful recruitment of all candidates, but may be particularly valuable when striving to recruit underrepresented faculty to their departments. In addition, many of these suggestions were incorporated into STRIDE's Faculty Recruitment Workshop.

Dual Career Services. Support for dual career couples can also be a key resource in faculty recruitment efforts. ADVANCE recently completed an interview study with faculty who used the University's Dual Career Services; they were mostly faculty who had considered recruitment offers although in some cases they involved retention efforts. The findings from this study suggest that Dual Career Services plays an important and successful role in identifying and helping to secure appropriate positions for partners of individuals the University is hoping to recruit to UM or retain in the faculty. At least half of the study respondents reported that assistance from Dual Career Services was critical to their decision to accept a new faculty offer or remain at UM; moreover, two thirds of all respondents rated their experiences with Dual Career Services as useful and were satisfied with both the staff and the process of partner hiring at UM.

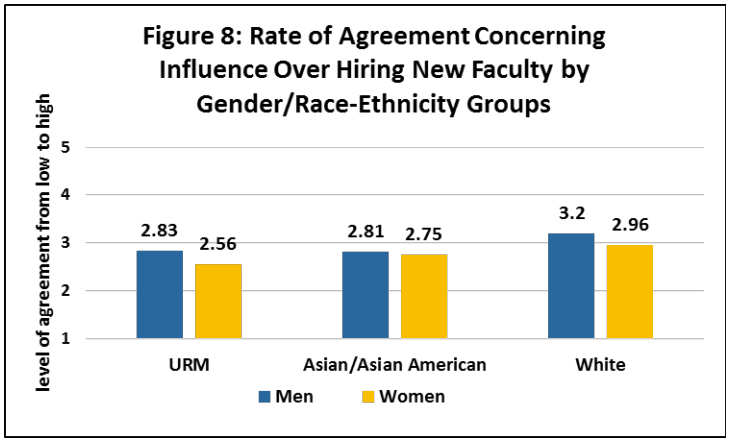
We also have survey data from faculty on campus about their use of University assistance with partner employment (including Dual Career Services). The faculty campus-wide climate survey ADVANCE conducted in fall 2012 asked respondents if they had ever sought help for partner employment from the University. We compared rates of use by gender and found no statistically significant difference. However, we did find a difference in use by race-ethnicity: URM and Asian-Asian/American faculty reported significantly higher rates than white faculty (Figure 7 provides percentages by the six gender-race-ethnicity groups). These data point to the particular value of Dual Career Services in recruiting faculty of color to UM.

Figure 7: Percentage of Faculty Survey Respondents Who Ever Sought UM Help with Employment for Spouse/Partner by Gender/Race-Ethnicity Groups
(from 2012 campuswide faculty survey)



Faculty Influence over Hiring. In ADVANCE's AY2012 campus-wide climate survey, faculty were asked to rate how much influence they felt they had over hiring new faculty in their departments. On average, faculty reported feeling only moderate levels of influence (generally three or lower on a five point scale where a five indicates a high level of influence); the rates varied somewhat for the different gender/race ethnicity groups and were highest for white men and lowest for URM women (see Figure 8, next page).

Statistical analyses (controlling for rank) revealed no difference on these ratings by gender (although women's rates tended to be slightly lower than those of their male counterparts), but there was a statistically significant difference by race-ethnicity; specifically, white faculty reported a higher level of felt influence in this area compared to both Asian/Asian and URM faculty.



These data suggest the need to involve more faculty, and particularly faculty of color, in this important decision-making process. Having more faculty involved can result in a more positive and engaged visit for candidates. Moreover, having more diverse faculty involved in the selection process is likely to yield a more heterogeneous candidate pool and therefore a better chance of diversifying the resulting hires.

Summary of Efforts to Increase Faculty Diversity

The STRIDE Committee is a positive example of a program that can directly address the negative effects of unconscious bias in the recruitment and hiring process at the school and department levels, resulting in hiring efforts that increase the likelihood of underrepresented faculty being considered and hired. The Interdisciplinary Faculty Initiative was much less effective at increasing faculty diversity, but even here, the value of broadly defined disciplinary areas in job descriptions for increasing the diversity of applicant pools was eventually demonstrated by changes in the program's implementation. Similarly, NextProf, NextProf Science, and the Presidential Post-doctoral Fellowship Program, while still relatively new, appear to be positive programs for identifying young scholars who would, in the future, contribute to the University's faculty diversity and encouraging them to pursue faculty positions. They don't, however, address the need to find, recruit and hire diverse faculty at the senior level. We found in our climate data that faculty generally report only moderate levels of influence over the hiring of faculty in their units; however, faculty of color reporting lower levels of influence than white faculty. Engaging more diverse faculty in the hiring process is likely to produce a more diverse hiring pool; moreover, faculty of color can be helpful in identifying appropriate senior level faculty of color to recruit to UM.

Information from the Turn Down and Acceptance Studies provides valuable information to units about practices to encourage a positive recruitment process once candidates have been identified. Similarly, it is clear that Dual Career Services are a crucial asset in this process, and departments, schools and colleges should be encouraged to make them visible and available to candidates.

CONCLUSIONS

Current hiring rates of women and underrepresented racial-ethnic minority faculty at UM are insufficient to yield an important change in faculty makeup in the short or longer terms. Assessment of current hiring of women and underrepresented racial-ethnic minority faculty reveals that it is overall generally close to their available pool of junior faculty, and that hiring advantages, particularly at the senior levels, continue to accrue to white male faculty. To increase the representation of currently underrepresented faculty on campus and achieve meaningful change, faculty recruitment and hiring, particularly at the senior levels, requires additional efforts to increase the number of qualified women and URM faculty who apply for and are hired into faculty positions.

Several programs already active on campus can help with those efforts. STRIDE, for example, advises search committees about strategies for search practices that can increase consideration of faculty who are currently underrepresented in individual units; STRIDE is fully engaged in LSA and CoE but could be involved more broadly with other schools and colleges. Moreover, thoughtful planning to encourage positive faculty candidate visits and good use of resources such as Dual Career Services are important for departments that want to ensure successful recruitments.

Other programs, such as NextProf and NextProf Science, work to increase the available pool of potential candidates by encouraging women and URM graduate students and post-doctoral fellows in STEM fields to pursue careers in academia. Again, this type of programming could be adopted in other non-diverse fields. Similarly, PPFP actively fosters young, underrepresented scholars through post-doctoral fellowships opportunities with the expectation that they would then be hired into tenure-track positions. However, the current program is very small and would need to be expanded to have meaningful effect on the diversity of the faculty. Taken together these and other, similar programs can be crucial tools to support the goal of a more diverse UM faculty. However, it is also clear that the efforts must be substantial and persistent to create real change in faculty composition; major modifications to both faculty recruitment and hiring practices are needed to ensure the desired result. It is, of course, also important to consider efforts to retain faculty who have been successfully hired; issues of retention were considered in last year's indicator report which can be found on ADVANCE's Web site: http://advance.umich.edu/resources/AY2015-IndicatorReport-Michigan.pdf.

Institutional Indicators Required by NSF ADVANCE

1. n (%) of women faculty in S & E by department
2. n (%) of women in tenure-line positions by rank/department
3. tenure promotion outcomes by gender
4. years in rank by gender
5. time at institution and attrition by gender
6. n (%) of women in S & E who are in non-tenure-track positions
7. n (%) of women S & E in administrative positions
8. n of women S & E faculty in endowed/named chairs
9. n (%) of women S & E faculty on promotion and tenure committees
10. salary of S & E faculty by gender (with controls)
11. space allocation of S & E faculty by gender (with controls)
12. start-up packages of newly hired S & E faculty by gender (with controls)

Table 1: College of Engineering - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	77	38%	62%	36%	10%	53%	29	34%	7%	59%	48	38%	13%	50%
	Associate Professors	91	26%	74%	27%	5%	67%	24	17%	8%	75%	67	31%	4%	64%
	Full Professors	245	11%	89%	22%	4%	73%	28	21%	4%	75%	217	23%	5%	73%
	Overall, Tenure Track	413	20%	80%	26%	6%	68%	81	25%	6%	69%	332	27%	6%	68%
Research Track	Assistant Research Scientists	48	8%	92%	35%	8%	56%	4	50%	0%	50%	44	34%	9%	57%
	Associate Research Scientists	31	10%	90%	10%	6%	84%	3	0%	0%	100%	28	11%	7%	82%
	Research Scientists	22	5%	95%	0%	0%	100%	1	0%	0%	100%	21	0%	0%	100%
	Overall, Research Track	101	8%	92%	20%	6%	74%	8	25%	0%	75%	93	19%	6%	74%

Table 2: College of LSA (Natural Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	51	53%	47%	22%	4%	75%	27	15%	4%	81%	24	29%	4%	67%
	Associate Professors	59	32%	68%	19%	8%	73%	19	21%	0%	79%	40	18%	13%	70%
	Full Professors	188	16%	84%	15%	5%	80%	30	13%	7%	80%	158	15%	5%	80%
	Overall, Tenure Track	298	26%	74%	17%	6%	78%	76	16%	4%	80%	222	17%	6%	77%
Research Track	Assistant Research Scientists	15	27%	73%	27%	7%	67%	4	0%	0%	100%	11	36%	9%	55%
	Associate Research Scientists	10	20%	80%	50%	10%	40%	2	50%	50%	0%	8	50%	0%	50%
	Research Scientists	12	25%	75%	0%	8%	92%	3	0%	0%	100%	9	0%	11%	89%
	Overall, Research Track	37	24%	76%	24%	8%	68%	9	11%	11%	78%	28	29%	7%	64%

Table 3: Medical School (Basic Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	39	31%	69%	33%	5%	62%	12	25%	8%	67%	27	37%	4%	59%
	Associate Professors	36	36%	64%	22%	11%	67%	13	15%	15%	69%	23	26%	9%	65%
	Full Professors	72	32%	68%	11%	1%	88%	23	13%	0%	87%	49	10%	2%	88%
	Overall, Tenure Track	147	33%	67%	20%	5%	76%	48	17%	6%	77%	99	21%	4%	75%
Research Track	Assistant Research Scientists	30	23%	77%	47%	3%	50%	7	57%	0%	43%	23	43%	4%	52%
	Associate Research Scientists	4	75%	25%	25%	0%	75%	3	33%	0%	67%	1	0%	0%	100%
	Research Scientists	0	--	--	--	--	--	0	--	--	--	0	--	--	--
	Overall, Research Track	34	29%	71%	44%	3%	53%	10	50%	0%	50%	24	42%	4%	54%
Clinical Track	Clinical Assistant Professors	1	100%	0%	0%	0%	100%	1	0%	0%	100%	0	--	--	--
	Clinical Associate Professors	0	--	--	--	--	--	0	--	--	--	0	--	--	--
	Clinical Professors	1	100%	0%	0%	0%	100%	1	0%	0%	100%	0	--	--	--
	Overall, Clinical Track	2	100%	0%	0%	0%	100%	2	0%	0%	100%	0	--	--	--

Table 4: Medical School (Clinical Departments) - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	200	39%	62%	27%	9%	65%	77	30%	8%	62%	123	25%	9%	66%
	Associate Professors	165	31%	69%	27%	4%	69%	51	24%	4%	73%	114	28%	4%	68%
	Full Professors	395	19%	81%	11%	7%	82%	76	13%	16%	71%	319	10%	5%	84%
	Overall, Tenure Track	760	27%	73%	19%	7%	74%	204	22%	10%	68%	556	17%	6%	77%
Research Track	Assistant Research Scientists	134	33%	67%	49%	7%	44%	44	41%	5%	55%	90	52%	9%	39%
	Associate Research Scientists	43	40%	60%	42%	2%	56%	17	35%	6%	59%	26	46%	0%	54%
	Research Scientists	8	38%	63%	25%	0%	75%	3	33%	0%	67%	5	20%	0%	80%
	Overall, Research Track	185	35%	65%	46%	6%	48%	64	39%	5%	56%	121	50%	7%	44%
Clinical Track	Clinical Assistant Professors	629	51%	49%	21%	7%	72%	320	22%	8%	70%	309	19%	6%	75%
	Clinical Associate Professors	224	41%	59%	21%	4%	75%	91	21%	2%	77%	133	20%	5%	74%
	Clinical Professors	113	38%	62%	11%	5%	84%	43	12%	7%	81%	70	10%	4%	86%
	Overall, Clinical Track	966	47%	53%	19%	6%	74%	454	21%	7%	72%	512	18%	5%	76%

Table 5: STEM Faculty from the Six Schools - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	55	44%	56%	25%	13%	62%	24	4%	13%	83%	31	42%	13%	45%
	Associate Professors	44	41%	59%	23%	11%	66%	18	22%	17%	61%	26	23%	8%	69%
	Full Professors	108	24%	76%	12%	10%	78%	26	8%	15%	77%	82	13%	9%	78%
	Overall, Tenure Track	207	33%	67%	18%	11%	71%	68	10%	15%	75%	139	22%	9%	69%
Research Track	Assistant Research Scientists	34	59%	41%	41%	6%	53%	20	35%	5%	60%	14	50%	7%	43%
	Associate Research Scientists	18	61%	39%	28%	0%	72%	11	27%	0%	73%	7	29%	0%	71%
	Research Scientists	8	13%	88%	13%	0%	88%	1	100%	0%	0%	7	0%	0%	100%
	Overall, Research Track	60	53%	47%	33%	3%	63%	32	34%	3%	63%	28	32%	4%	64%
Clinical Track	Clinical Assistant Professors	47	45%	55%	17%	15%	68%	21	14%	14%	71%	26	19%	15%	65%
	Clinical Associate Professors	29	62%	38%	7%	21%	72%	18	11%	17%	72%	11	0%	27%	73%
	Clinical Professors	13	31%	69%	23%	23%	54%	4	25%	25%	50%	9	22%	22%	56%
	Overall, Clinical Track	89	48%	52%	15%	18%	67%	43	14%	16%	70%	46	15%	20%	65%

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

Table 6: STEM - Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2015-2016

	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	3.8	10.1	5.9	4.7	2.8	1.8	1.2	3.8	6.6	7.2
College of LSA (Natural Sciences)	3.9	6.2	3.0	2.8	3.5	3.8	3.5	0.0	3.3	3.2
Medical School (Basic Sciences)	7.3	3.3	6.3	1.6	4.4	1.2	14.0	2.4	6.7	1.7
Medical School (Clinical Departments)	3.7	4.5	6.7	5.7	3.8	5.6	7.8	1.6	6.4	5.5
STEM Faculty from the Six Schools	6.4	0.0	11.9	3.9	3.5	3.4	11.0	6.5	10.8	3.0

	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	2.0	0.0	1.5	0.0	4.6	10.1	2.9	1.8	0.5	3.8	7.5	6.2
College of LSA (Natural Sciences)	2.8	6.2	0.0	0.0	4.1	0.0	3.8	1.5	3.5	0.0	2.7	3.2
Medical School (Basic Sciences)	6.0	0.0	20.5	3.3	6.2	0.0	3.8	1.2	7.5	1.6	7.1	1.7
Medical School (Clinical Departments)	5.2	7.7	5.0	0.0	3.1	3.8	3.2	5.1	9.2	1.6	8.0	6.4
STEM Faculty from the Six Schools	5.0	0.0	9.2	0.0	6.2	0.0	2.0	3.4	16.5	6.5	14.0	3.0

Table 7: College of Engineering - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	7%	4%	2%	0%	6%	0%	0%	10%	2%	0%	5%
N	*2*	*9*	*1*	*0*	*10*	*0*	*0*	*2*	*1*	*0*	*8*
Collegiate	7%	9%	9%	9%	9%	17%	0%	5%	8%	10%	9%
N	*2*	*19*	*5*	*1*	*15*	*1*	*0*	*1*	*4*	*1*	*14*
Endowed	4%	23%	16%	18%	22%	0%	0%	5%	18%	20%	24%
N	*1*	*48*	*9*	*2*	*38*	*0*	*0*	*1*	*9*	*2*	*37*
Thurnau (for teaching)	4%	9%	4%	18%	10%	0%	0%	5%	4%	20%	10%
N	*1*	*20*	*2*	*2*	*17*	*0*	*0*	*1*	*2*	*2*	*16*
Diversity	7%	0%	0%	0%	1%	0%	0%	10%	0%	0%	0%
N	*2*	*0*	*0*	*0*	*2*	*0*	*0*	*2*	*0*	*0*	*0*
TOTAL	30%	45%	31%	45%	47%	17%	0%	35%	33%	50%	49%
N	*8*	*96*	*17*	*5*	*82*	*1*	*0*	*7*	*16*	*5*	*75*

Table 8: College of LSA (Natural Sciences) - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	10%	7%	0%	20%	8%	0%	50%	8%	0%	13%	8%
N	*3*	*11*	*0*	*2*	*12*	*0*	*1*	*2*	*0*	*1*	*10*
Collegiate	33%	25%	41%	20%	24%	25%	0%	38%	43%	25%	21%
N	*10*	*38*	*11*	*2*	*35*	*1*	*0*	*9*	*10*	*2*	*26*
Endowed	10%	3%	4%	0%	5%	25%	0%	8%	0%	0%	4%
N	*3*	*5*	*1*	*0*	*7*	*1*	*0*	*2*	*0*	*0*	*5*
Thurnau (for teaching)	10%	8%	0%	10%	10%	0%	0%	13%	0%	13%	9%
N	*3*	*12*	*0*	*1*	*14*	*0*	*0*	*3*	*0*	*1*	*11*
Diversity	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	63%	43%	44%	50%	47%	50%	50%	67%	43%	50%	43%
N	*19*	*66*	*12*	*5*	*68*	*2*	*1*	*16*	*10*	*4*	*52*

Table 9: Medical School (Basic Sciences) - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	9%	4%	0%	0%	6%	0%	--	10%	0%	0%	5%
N	*2*	*2*	*0*	*0*	*4*	*0*	*0*	*2*	*0*	*0*	*2*
Collegiate	30%	22%	25%	0%	25%	33%	--	30%	20%	0%	23%
N	*7*	*11*	*2*	*0*	*16*	*1*	*0*	*6*	*1*	*0*	*10*
Endowed	4%	8%	13%	0%	6%	0%	--	5%	20%	0%	7%
N	*1*	*4*	*1*	*0*	*4*	*0*	*0*	*1*	*1*	*0*	*3*
Thurnau (for teaching)	0%	2%	0%	0%	2%	0%	--	0%	0%	0%	2%
N	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*	*0*	*0*	*1*
Diversity	4%	0%	0%	0%	2%	0%	--	5%	0%	0%	0%
N	*1*	*0*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*
TOTAL	48%	37%	38%	0%	41%	33%	--	50%	40%	0%	37%
N	*11*	*18*	*3*	*0*	*26*	*1*	*0*	*10*	*2*	*0*	*16*

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 10: Medical School (Clinical Departments) - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	1%	0%	0%	0%	1%	0%	0%	2%	0%	0%	0%
N	*1*	*1*	*0*	*0*	*2*	*0*	*0*	*1*	*0*	*0*	*1*
Collegiate	15%	12%	14%	17%	12%	20%	17%	13%	13%	18%	12%
N	*11*	*38*	*6*	*5*	*38*	*2*	*2*	*7*	*4*	*3*	*31*
Endowed	17%	25%	33%	28%	22%	30%	8%	17%	34%	41%	23%
N	*13*	*80*	*14*	*8*	*71*	*3*	*1*	*9*	*11*	*7*	*62*
Thurnau (for teaching)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*	*0*	*0*	*1*
Diversity	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	33%	38%	48%	45%	35%	50%	25%	32%	47%	59%	36%
N	*25*	*120*	*20*	*13*	*112*	*5*	*3*	*17*	*15*	*10*	*95*

Table 11: STEM Faculty from the Six Schools - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	0%	4%	0%	0%	4%	0%	0%	0%	0%	0%	5%
N	*0*	*3*	*0*	*0*	*3*	*0*	*0*	*0*	*0*	*0*	*3*
Collegiate	12%	16%	38%	18%	11%	100%	0%	5%	27%	29%	13%
N	*3*	*13*	*5*	*2*	*9*	*2*	*0*	*1*	*3*	*2*	*8*
Endowed	23%	19%	15%	18%	20%	0%	50%	20%	18%	0%	21%
N	*6*	*15*	*2*	*2*	*17*	*0*	*2*	*4*	*2*	*0*	*13*
Thurnau (for teaching)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Diversity	4%	0%	0%	0%	1%	0%	0%	5%	0%	0%	0%
N	*1*	*0*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*
TOTAL	38%	38%	54%	36%	36%	100%	50%	30%	45%	29%	38%
N	*10*	*31*	*7*	*4*	*30*	*2*	*2*	*6*	*5*	*2*	*24*

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 12: College of Engineering - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	4%	2%	1%	6%	2%	10%	0%	3%	0%	8%	2%
N	*2*	*5*	*1*	*1*	*5*	*1*	*0*	*1*	*0*	*1*	*4*
Department Level Committee	8%	10%	11%	0%	10%	10%	0%	8%	11%	0%	11%
N	*4*	*29*	*9*	*0*	*24*	*1*	*0*	*3*	*8*	*0*	*21*
TOTAL	12%	12%	13%	6%	12%	20%	0%	11%	11%	8%	13%
N	*6*	*34*	*10*	*1*	*29*	*2*	*0*	*4*	*8*	*1*	*25*

Table 13: College of LSA (Natural Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Department Level Committee	31%	21%	16%	27%	24%	38%	50%	28%	10%	23%	23%
N	*15*	*41*	*6*	*4*	*46*	*3*	*1*	*11*	*3*	*3*	*35*
TOTAL	31%	21%	16%	27%	24%	38%	50%	28%	10%	23%	23%
N	*15*	*41*	*6*	*4*	*46*	*3*	*1*	*11*	*3*	*3*	*35*

Table 14: Medical School (Basic Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	6%	1%	6%	0%	2%	20%	0%	3%	0%	0%	2%
N	*2*	*1*	*1*	*0*	*2*	*1*	*0*	*1*	*0*	*0*	*1*
Department Level Committee	39%	39%	38%	40%	39%	40%	100%	34%	36%	0%	41%
N	*14*	*28*	*6*	*2*	*34*	*2*	*2*	*10*	*4*	*0*	*24*
TOTAL	44%	40%	44%	40%	41%	60%	100%	38%	36%	0%	43%
N	*16*	*29*	*7*	*2*	*36*	*3*	*2*	*11*	*4*	*0*	*25*

Table 15: Medical School (Clinical Departments) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	2%	1%	3%	3%	0%	0%	7%	2%	5%	0%	0%
N	*3*	*3*	*3*	*1*	*2*	*0*	*1*	*2*	*3*	*0*	*0*
Department Level Committee	23%	18%	15%	14%	21%	18%	21%	24%	14%	9%	19%
N	*29*	*78*	*13*	*5*	*89*	*4*	*3*	*22*	*9*	*2*	*67*
TOTAL	25%	19%	19%	17%	21%	18%	29%	27%	19%	9%	19%
N	*32*	*81*	*16*	*6*	*91*	*4*	*4*	*24*	*12*	*2*	*67*

Table 16: STEM Faculty from the Six Schools - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	14%	12%	9%	19%	13%	0%	43%	10%	12%	0%	14%
N	*6*	*13*	*2*	*3*	*14*	*0*	*3*	*3*	*2*	*0*	*11*
Department Level Committee	5%	3%	4%	0%	4%	0%	0%	6%	6%	0%	2%
N	*2*	*3*	*1*	*0*	*4*	*0*	*0*	*2*	*1*	*0*	*2*
TOTAL	18%	15%	13%	19%	16%	0%	43%	16%	18%	0%	16%
N	*8*	*16*	*3*	*3*	*18*	*0*	*3*	*5*	*3*	*0*	*13*

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.

Table 17: College of Engineering - Executive Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	4%	2%	1%	6%	3%	10%	0%	3%	0%	8%	3%
N	*2*	*6*	*1*	*1*	*6*	*1*	*0*	*1*	*0*	*1*	*5*
Department Level Committee	12%	15%	10%	6%	16%	10%	33%	11%	10%	0%	17%
N	*6*	*41*	*8*	*1*	*38*	*1*	*1*	*4*	*7*	*0*	*34*
TOTAL	16%	17%	11%	13%	19%	20%	33%	13%	10%	8%	20%
N	*8*	*47*	*9*	*2*	*44*	*2*	*1*	*5*	*7*	*1*	*39*

Table 18: College of LSA (Natural Sciences) - Executive Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	2%	1%	0%	0%	1%	0%	0%	3%	0%	0%	1%
N	*1*	*1*	*0*	*0*	*2*	*0*	*0*	*1*	*0*	*0*	*1*
Department Level Committee	27%	20%	18%	27%	22%	13%	0%	31%	20%	31%	19%
N	*13*	*39*	*7*	*4*	*41*	*1*	*0*	*12*	*6*	*4*	*29*
TOTAL	29%	21%	18%	27%	23%	13%	0%	33%	20%	31%	20%
N	*14*	*40*	*7*	*4*	*43*	*1*	*0*	*13*	*6*	*4*	*30*

Table 19: Medical School (Basic Sciences) - Executive Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	6%	1%	0%	0%	3%	0%	0%	7%	0%	0%	2%
N	*2*	*1*	*0*	*0*	*3*	*0*	*0*	*2*	*0*	*0*	*1*
Department Level Committee	25%	17%	19%	0%	21%	0%	0%	31%	27%	0%	16%
N	*9*	*12*	*3*	*0*	*18*	*0*	*0*	*9*	*3*	*0*	*9*
TOTAL	31%	18%	19%	0%	24%	0%	0%	38%	27%	0%	17%
N	*11*	*13*	*3*	*0*	*21*	*0*	*0*	*11*	*3*	*0*	*10*

Table 20: Medical School (Clinical Departments) - Executive Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	0%	1%	0%	3%	0%	0%	0%	0%	0%	5%	1%
N	*0*	*3*	*0*	*1*	*2*	*0*	*0*	*0*	*0*	*1*	*2*
Department Level Committee	7%	9%	5%	6%	10%	9%	0%	8%	3%	9%	10%
N	*9*	*40*	*4*	*2*	*43*	*2*	*0*	*7*	*2*	*2*	*36*
TOTAL	7%	10%	5%	8%	10%	9%	0%	8%	3%	14%	11%
N	*9*	*43*	*4*	*3*	*45*	*2*	*0*	*7*	*2*	*3*	*38*

Table 21: STEM Faculty from the Six Schools - Executive Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	14%	15%	0%	31%	15%	0%	43%	10%	0%	22%	17%
N	*6*	*16*	*0*	*5*	*17*	*0*	*3*	*3*	*0*	*2*	*14*
Department Level Committee	7%	3%	4%	6%	4%	0%	14%	6%	6%	0%	2%
N	*3*	*3*	*1*	*1*	*4*	*0*	*1*	*2*	*1*	*0*	*2*
TOTAL	20%	18%	4%	38%	19%	0%	57%	16%	6%	22%	20%
N	*9*	*19*	*1*	*6*	*21*	*0*	*4*	*5*	*1*	*2*	*16*

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.

Table 22: College of LSA (Humanities) - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	51	51%	49%	29%	20%	51%	26	31%	23%	46%	25	28%	16%	56%
	Associate Professors	88	45%	55%	6%	10%	84%	40	10%	10%	80%	48	2%	10%	88%
	Full Professors	145	41%	59%	5%	8%	88%	59	3%	7%	90%	86	6%	8%	86%
	Overall, Tenure Track	284	44%	56%	10%	11%	80%	125	11%	11%	78%	159	8%	10%	82%

Table 23: College of LSA (Social Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	84	48%	52%	20%	24%	56%	40	20%	20%	60%	44	20%	27%	52%
	Associate Professors	109	50%	50%	8%	28%	63%	54	7%	28%	65%	55	9%	29%	62%
	Full Professors	249	46%	54%	7%	18%	75%	115	10%	24%	65%	134	4%	12%	84%
	Overall, Tenure Track	442	47%	53%	10%	21%	69%	209	11%	24%	64%	233	9%	19%	73%
Research Track	Assistant Research Scientists	5	20%	80%	60%	0%	40%	1	100%	0%	0%	4	50%	0%	50%
	Associate Research Scientists	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
	Research Scientists	0	--	--	--	--	--	0	--	--	--	0	--	--	--
	Overall, Research Track	6	17%	83%	50%	0%	50%	1	100%	0%	0%	5	40%	0%	60%

Table 24: Eight Additional Non-STEM Schools - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	119	50%	50%	16%	17%	67%	60	22%	22%	57%	59	10%	12%	78%
	Associate Professors	140	37%	63%	14%	19%	67%	52	19%	17%	63%	88	10%	20%	69%
	Full Professors	276	33%	67%	9%	10%	81%	92	3%	13%	84%	184	13%	8%	79%
	Overall, Tenure Track	535	38%	62%	12%	14%	74%	204	13%	17%	71%	331	11%	12%	76%
Research Track	Assistant Research Scientists	3	67%	33%	67%	0%	33%	2	50%	0%	50%	1	100%	0%	0%
	Associate Research Scientists	3	67%	33%	33%	0%	67%	2	50%	0%	50%	1	0%	0%	100%
	Research Scientists	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
	Overall, Research Track	7	57%	43%	43%	0%	57%	4	50%	0%	50%	3	33%	0%	67%
Clinical Track	Clinical Assistant Professors	36	50%	50%	3%	0%	97%	18	6%	0%	94%	18	0%	0%	100%
	Clinical Associate Professors	16	88%	13%	0%	31%	69%	14	0%	29%	71%	2	0%	50%	50%
	Clinical Professors	24	33%	67%	4%	13%	83%	8	0%	38%	63%	16	6%	0%	94%
	Overall, Clinical Track	76	53%	47%	3%	11%	87%	40	3%	18%	80%	36	3%	3%	94%

Table 25: Non-STEM Faculty from the Six Schools - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	25	64%	36%	20%	16%	64%	16	6%	13%	81%	9	44%	22%	33%
	Associate Professors	34	47%	53%	6%	18%	76%	16	13%	13%	75%	18	0%	22%	78%
	Full Professors	48	44%	56%	6%	8%	85%	21	5%	19%	76%	27	7%	0%	93%
	Overall, Tenure Track	107	50%	50%	9%	13%	78%	53	8%	15%	77%	54	11%	11%	78%
Research Track	Assistant Research Scientists	8	63%	38%	0%	13%	88%	5	0%	0%	100%	3	0%	33%	67%
	Associate Research Scientists	4	50%	50%	25%	0%	75%	2	0%	0%	100%	2	50%	0%	50%
	Research Scientists	1	100%	0%	0%	0%	100%	1	0%	0%	100%	0	--	--	--
	Overall, Research Track	13	62%	38%	8%	8%	85%	8	0%	0%	100%	5	20%	20%	60%
Clinical Track	Clinical Assistant Professors	4	50%	50%	0%	0%	100%	2	0%	0%	100%	2	0%	0%	100%
	Clinical Associate Professors	2	0%	100%	0%	0%	100%	0	--	--	--	2	0%	0%	100%
	Clinical Professors	3	33%	67%	0%	33%	67%	1	0%	100%	0%	2	0%	0%	100%
	Overall, Clinical Track	9	33%	67%	0%	11%	89%	3	0%	33%	67%	6	0%	0%	100%

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

Table 26: Non-STEM - Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2015-2016

	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)	7.3	7.9	8.7	9.0	4.0	4.2	10.8	3.2	8.0	10.1
College of LSA (Social Sciences)	5.8	11.4	5.8	3.2	5.6	14.2	5.5	4.0	5.9	8.4
Eight Additional Non-STEM Schools	7.9	3.3	7.0	4.8	7.2	0.0	7.2	4.2	7.4	4.3
Non-STEM Faculty from the Six Schools	6.6	1.7	9.7	3.8	9.0	0.0	7.7	1.2	8.2	3.2

	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)	3.8	4.2	8.5	4.5	7.5	9.7	4.5	0.0	13.2	2.5	8.4	10.3
College of LSA (Social Sciences)	7.2	14.2	5.9	3.5	5.6	14.0	4.7	0.0	5.1	4.5	6.3	2.7
Eight Additional Non-STEM Schools	8.1	0.0	5.7	1.8	8.4	3.8	6.3	0.0	8.0	5.2	6.9	4.6
Non-STEM Faculty from the Six Schools	9.0	0.0	5.5	1.2	6.1	1.8	0.0	0.0	8.2	0.0	10.5	3.8

Table 27: College of LSA (Humanities) - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	5%	6%	0%	9%	6%	0%	0%	6%	0%	14%	6%
N	*3*	*5*	*0*	*1*	*7*	*0*	*0*	*3*	*0*	*1*	*4*
Collegiate	18%	17%	0%	9%	19%	0%	0%	20%	0%	14%	18%
N	*10*	*13*	*0*	*1*	*22*	*0*	*0*	*10*	*0*	*1*	*12*
Endowed	5%	12%	17%	9%	9%	0%	0%	6%	25%	14%	11%
N	*3*	*9*	*1*	*1*	*10*	*0*	*0*	*3*	*1*	*1*	*7*
Thurnau (for teaching)	11%	10%	0%	18%	10%	0%	0%	12%	0%	29%	9%
N	*6*	*8*	*0*	*2*	*12*	*0*	*0*	*6*	*0*	*2*	*6*
Diversity	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	39%	45%	17%	45%	44%	0%	0%	43%	25%	71%	44%
N	*22*	*35*	*1*	*5*	*51*	*0*	*0*	*22*	*1*	*5*	*29*

Table 28: College of LSA (Social Sciences) - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	7%	0%	3%	8%	0%	5%	7%	0%	0%	8%
N	*6*	*9*	*0*	*1*	*14*	*0*	*1*	*5*	*0*	*0*	*9*
Collegiate	19%	21%	24%	18%	20%	18%	16%	20%	33%	21%	20%
N	*19*	*27*	*4*	*6*	*36*	*2*	*3*	*14*	*2*	*3*	*22*
Endowed	7%	12%	6%	0%	12%	9%	0%	9%	0%	0%	15%
N	*7*	*16*	*1*	*0*	*22*	*1*	*0*	*6*	*0*	*0*	*16*
Thurnau (for teaching)	9%	9%	0%	15%	8%	0%	16%	9%	0%	14%	8%
N	*9*	*11*	*0*	*5*	*15*	*0*	*3*	*6*	*0*	*2*	*9*
Diversity	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	41%	49%	29%	36%	49%	27%	37%	45%	33%	36%	51%
N	*41*	*63*	*5*	*12*	*87*	*3*	*7*	*31*	*2*	*5*	*56*

Table 29: Non-STEM Faculty from the Six Schools – Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	0%	4%	0%	0%	2%	0%	0%	0%	0%	--	4%
N	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*	*0*	*0*	*1*
Collegiate	19%	11%	33%	25%	12%	100%	25%	13%	0%	--	12%
N	*4*	*3*	*1*	*1*	*5*	*1*	*1*	*2*	*0*	*0*	*3*
Endowed	0%	11%	0%	0%	7%	0%	0%	0%	0%	--	12%
N	*0*	*3*	*0*	*0*	*3*	*0*	*0*	*0*	*0*	*0*	*3*
Thurnau (for teaching)	0%	7%	0%	0%	5%	0%	0%	0%	0%	--	8%
N	*0*	*2*	*0*	*0*	*2*	*0*	*0*	*0*	*0*	*0*	*2*
Diversity	0%	0%	0%	0%	0%	0%	0%	0%	0%	--	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	19%	33%	33%	25%	27%	100%	25%	13%	0%	--	36%
N	*4*	*9*	*1*	*1*	*11*	*1*	*1*	*2*	*0*	*0*	*9*

Table 30: Eight Additional Non-STEM Schools - Named Professorships by Gender and Race/Ethnicity, 2015-2016

	All					Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	1%	2%	4%	0%	2%	0%	0%	1%	4%	0%	2%
N	*1*	*4*	*1*	*0*	*4*	*0*	*0*	*1*	*1*	*0*	*3*
Collegiate	14%	14%	8%	11%	15%	0%	8%	16%	9%	13%	15%
N	*13*	*26*	*2*	*3*	*34*	*0*	*1*	*12*	*2*	*2*	*22*
Endowed	18%	30%	42%	11%	26%	33%	8%	19%	43%	13%	30%
N	*16*	*56*	*11*	*3*	*58*	*1*	*1*	*14*	*10*	*2*	*44*
Thurnau (for teaching)	11%	6%	0%	15%	8%	0%	17%	11%	0%	13%	6%
N	*10*	*11*	*0*	*4*	*17*	*0*	*2*	*8*	*0*	*2*	*9*
Diversity	1%	0%	0%	4%	0%	0%	8%	0%	0%	0%	0%
N	*1*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*	*0*
TOTAL	44%	53%	54%	37%	51%	33%	33%	47%	57%	40%	53%
N	*40*	*97*	*14*	*10*	*113*	*1*	*4*	*35*	*13*	*6*	*78*

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 31: College of LSA (Humanities) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	0%	2%	0%	5%	1%	0%	0%	0%	0%	8%	1%
N	*0*	*2*	*0*	*1*	*1*	*0*	*0*	*0*	*0*	*1*	*1*
Department	9%	12%	9%	0%	12%	17%	0%	10%	0%	0%	14%
N	*9*	*15*	*1*	*0*	*23*	*1*	*0*	*8*	*0*	*0*	*15*
TOTAL	9%	14%	9%	5%	13%	17%	0%	10%	0%	8%	15%
N	*9*	*17*	*1*	*1*	*24*	*1*	*0*	*8*	*0*	*1*	*16*

Table 32: College of LSA (Social Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
N	*1*	*0*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*
Department	20%	18%	27%	6%	21%	33%	9%	21%	18%	3%	22%
N	*30*	*34*	*7*	*4*	*53*	*5*	*3*	*22*	*2*	*1*	*31*
TOTAL	20%	18%	27%	6%	22%	33%	9%	22%	18%	3%	22%
N	*31*	*34*	*7*	*4*	*54*	*5*	*3*	*23*	*2*	*1*	*31*

Table 33: Non-STEM Faculty from the Six Schools – Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	30%	24%	40%	10%	28%	67%	0%	32%	0%	25%	26%
N	*11*	*11*	*2*	*1*	*19*	*2*	*0*	*9*	*0*	*1*	*10*
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	30%	24%	40%	10%	28%	67%	0%	32%	0%	25%	26%
N	*11*	*11*	*2*	*1*	*19*	*2*	*0*	*9*	*0*	*1*	*10*

Table 34: Eight Additional Non-STEM Schools - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	11%	7%	2%	15%	8%	0%	33%	8%	3%	3%	8%
N	*16*	*18*	*1*	*8*	*25*	*0*	*7*	*9*	*1*	*1*	*16*
Department	8%	18%	49%	4%	11%	31%	0%	6%	56%	6%	14%
N	*11*	*48*	*22*	*2*	*35*	*4*	*0*	*7*	*18*	*2*	*28*
TOTAL	19%	24%	51%	19%	19%	31%	33%	15%	59%	9%	21%
N	*27*	*66*	*23*	*10*	*60*	*4*	*7*	*16*	*19*	*3*	*44*

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.

Table 35: College of LSA (Humanities) - Executive Committees by Gender and Race/Ethnicity, 2015-2016

		All					Females			Males		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		1%	2%	0%	5%	1%	0%	0%	1%	0%	8%	1%
	N	*1*	*2*	*0*	*1*	*2*	*0*	*0*	*1*	*0*	*1*	*1*
Department		23%	33%	18%	25%	29%	33%	0%	24%	0%	42%	33%
	N	*22*	*41*	*2*	*5*	*56*	*2*	*0*	*20*	*0*	*5*	*36*
TOTAL		24%	34%	18%	30%	30%	33%	0%	25%	0%	50%	34%
	N	*23*	*43*	*2*	*6*	*58*	*2*	*0*	*21*	*0*	*6*	*37*

Table 36: College of LSA (Social Sciences) - Executive Committees by Gender and Race/Ethnicity, 2015-2016

		All					Females			Males		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		2%	1%	0%	2%	1%	0%	3%	2%	0%	0%	1%
	N	*3*	*1*	*0*	*1*	*3*	*0*	*1*	*2*	*0*	*0*	*1*
Department		15%	13%	15%	22%	11%	13%	24%	13%	18%	20%	10%
	N	*23*	*23*	*4*	*14*	*28*	*2*	*8*	*13*	*2*	*6*	*15*
TOTAL		17%	13%	15%	23%	13%	13%	26%	14%	18%	20%	11%
	N	*26*	*24*	*4*	*15*	*31*	*2*	*9*	*15*	*2*	*6*	*16*

Table 37: Non-STEM Faculty from the Six Schools – Executive Committees by Gender and Race/Ethnicity, 2015-2016

		All					Females			Males		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		11%	9%	20%	10%	9%	0%	17%	11%	50%	0%	8%
	N	*4*	*4*	*1*	*1*	*6*	*0*	*1*	*3*	*1*	*0*	*3*
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		11%	9%	20%	10%	9%	0%	17%	11%	50%	0%	8%
	N	*4*	*4*	*1*	*1*	*6*	*0*	*1*	*3*	*1*	*0*	*3*

Table 38: Eight Additional Non-STEM Schools - Executive Committees by Gender and Race/Ethnicity, 2015-2016

		All					Females			Males		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College		20%	9%	4%	15%	14%	0%	24%	21%	6%	9%	10%
	N	*28*	*25*	*2*	*8*	*43*	*0*	*5*	*23*	*2*	*3*	*20*
Department		0%	1%	0%	4%	0%	0%	0%	0%	0%	6%	0%
	N	*0*	*2*	*0*	*2*	*0*	*0*	*0*	*0*	*0*	*2*	*0*
TOTAL		20%	10%	4%	19%	14%	0%	24%	21%	6%	15%	10%
	N	*28*	*27*	*2*	*10*	*43*	*0*	*5*	*23*	*2*	*5*	*20*

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.

Table 39: Combined STEM and Non-STEM Faculty from the Six Schools - Faculty by Track, Gender, and Race/Ethnicity, 2015-2016

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	79	49%	51%	24%	13%	63%	39	5%	10%	85%	40	43%	15%	43%
	Associate Professors	78	44%	56%	15%	14%	71%	34	18%	15%	68%	44	14%	14%	73%
	Full Professors	156	30%	70%	10%	10%	80%	47	6%	17%	77%	109	12%	6%	82%
	Overall, Tenure Track	313	38%	62%	15%	12%	73%	120	9%	14%	77%	193	19%	10%	72%
Research Track	Assistant Research Scientists	42	60%	40%	33%	7%	60%	25	28%	4%	68%	17	41%	12%	47%
	Associate Research Scientists	22	59%	41%	27%	0%	73%	13	23%	0%	77%	9	33%	0%	67%
	Research Scientists	9	22%	78%	11%	0%	89%	2	50%	0%	50%	7	0%	0%	100%
	Overall, Research Track	73	55%	45%	29%	4%	67%	40	28%	3%	70%	33	30%	6%	64%
Clinical Track	Clinical Assistant Professors	51	45%	55%	16%	14%	71%	23	13%	13%	74%	28	18%	14%	68%
	Clinical Associate Professors	31	58%	42%	6%	19%	74%	18	11%	17%	72%	13	0%	23%	77%
	Clinical Professors	16	31%	69%	19%	25%	56%	5	20%	40%	40%	11	18%	18%	64%
	Overall, Clinical Track	98	47%	53%	13%	17%	69%	46	13%	17%	70%	52	13%	17%	69%

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

Table 40: Combined STEM and Non-STEM Faculty from the Six Schools - Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2015-2016

	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	6.5	1.7	11.1	3.8	4.6	3.4	9.2	3.8	9.8	3.1

	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	6.3	0.0	8.2	1.2	6.1	1.8	2.0	3.4	9.9	6.5	12.8	3.6

Table 41: Combined STEM and Non-STEM Faculty from the Six Schools – Named Professorships by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	0%	5%	0%	0%	4%	0%	0%	0%	0%	0%	6%
N	*0*	*5*	*0*	*0*	*5*	*0*	*0*	*0*	*0*	*0*	*5*
Collegiate	15%	15%	38%	20%	11%	100%	13%	8%	23%	29%	13%
N	*7*	*16*	*6*	*3*	*14*	*3*	*1*	*3*	*3*	*2*	*11*
Endowed	13%	17%	13%	13%	16%	0%	25%	11%	15%	0%	18%
N	*6*	*18*	*2*	*2*	*20*	*0*	*2*	*4*	*2*	*0*	*16*
Thurnau (for teaching)	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	2%
N	*0*	*2*	*0*	*0*	*2*	*0*	*0*	*0*	*0*	*0*	*2*
Diversity	*2%*	*0%*	*0%*	*0%*	*1%*	*0%*	*0%*	*3%*	*0%*	*0%*	*0%*
N	*1*	*0*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*
TOTAL	28%	38%	50%	33%	33%	100%	38%	19%	38%	29%	39%
N	*13*	*41*	*8*	*5*	*41*	*3*	*3*	*7*	*5*	*2*	*34*

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 42: Combined STEM and Non-STEM Faculty from the Six Schools – Tenure/Promotion Committees by Gender and Race/Ethnicity,2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	21%	16%	14%	15%	18%	22%	23%	20%	11%	8%	18%
N	*17*	*24*	*4*	*4*	*33*	*2*	*3*	*12*	*2*	*1*	*21*
Department	2%	2%	4%	0%	2%	0%	0%	3%	5%	0%	2%
N	*2*	*3*	*1*	*0*	*4*	*0*	*0*	*2*	*1*	*0*	*2*
TOTAL	23%	18%	18%	15%	21%	22%	23%	24%	16%	8%	19%
N	*19*	*27*	*5*	*4*	*37*	*2*	*3*	*14*	*3*	*1*	*23*

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 43: Combined STEM and Non-STEM Faculty from the Six Schools – Executive Committees by Gender and Race/Ethnicity, 2015-2016

			All			Females			Males		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College	12%	13%	4%	23%	13%	0%	31%	10%	5%	15%	14%
N	*10*	*20*	*1*	*6*	*23*	*0*	*4*	*6*	*1*	*2*	*17*
Department	4%	2%	4%	4%	2%	0%	8%	3%	5%	0%	2%
N	*3*	*3*	*1*	*1*	*4*	*0*	*1*	*2*	*1*	*0*	*2*
TOTAL	16%	15%	7%	27%	15%	0%	38%	14%	11%	15%	16%
N	*13*	*23*	*2*	*7*	*27*	*0*	*5*	*8*	*2*	*2*	*19*

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.

Recruitment/Hire Data for Tenure-Track Offers at the University of Michigan, AY2001 - AY2016

These data reflect the outcomes (accepted or declined) of instructional tenure-track offers made between September 1 and August 31 of each academic year. In the tables below, "A/AA" refers to Asian/Asian American faculty, and "URM" refers to underrepresented minority faculty. Data on all resolved offers by race/ethnicity are not available because there is very little information about race/ethnicity for those who decline offers. Breakdowns by race/ethnicity for accepted offers are not available at this time for the 2015 - 2016 recruitment season.

Table 44: College of Engineering, College of LSA (Division of Natural Sciences), Medical School (Basic Science Departments), Medical School (Clinical Departments)[1], and STEM Faculty from the Six Schools with both STEM Faculty and Non-STEM Faculty

	Resolved Offers[2]								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2000 - 2001	49	36	85	14	10	24	109	22%	63	22%	21%	10%	70%	0%	58%	58%
2001 - 2002	26	25	51	5	10	15	66	23%	31	16%	23%	3%	74%	0%	51%	33%
2002 - 2003	41	17	58	21	12	33	91	36%	62	34%	23%	5%	73%	0%	71%	64%
2003 - 2004	21	10	31	13	9	22	53	42%	34	38%	9%	9%	82%	0%	68%	59%
2004 - 2005	38	21	59	15	8	23	82	28%	53	28%	19%	8%	74%	0%	64%	65%
2005 - 2006	28	17	45	16	8	24	69	35%	44	36%	30%	5%	66%	0%	62%	67%
2006 - 2007	47	23	70	19	13	32	102	31%	66	29%	21%	6%	73%	0%	67%	59%
2007 - 2008	53	24	77	19	7	26	103	25%	72	26%	21%	6%	74%	0%	69%	73%
2008 - 2009	76	23	99	27	17	44	143	31%	103	26%	33%	9%	58%	0%	77%	61%
2009 - 2010	30	13	43	18	5	23	66	35%	48	38%	31%	8%	60%	0%	70%	78%
2010 - 2011	36	20	56	22	10	32	88	36%	58	38%	22%	9%	66%	3%	64%	69%
2011 - 2012	41	19	60	16	5	21	81	26%	57	28%	14%	7%	77%	2%	68%	76%
2012 - 2013	36	21	57	24	6	30	87	34%	60	40%	30%	7%	55%	8%	63%	80%
2013 - 2014	43	19	62	28	6	34	96	35%	71	39%	27%	10%	63%	0%	69%	82%
2014 - 2015	54	20	74	27	8	35	109	32%	81	33%	25%	12%	63%	0%	73%	77%
2015 - 2016	58	14	72	30	13	43	115	37%	88	34%	*Forthcoming*				81%	70%

[1]Data available for 2006 - 2007 through current academic year

Table 45: College of Engineering, College of LSA (Division of Natural Sciences), and the Medical School (Basic Science Departments)

	Resolved Offers[1]								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2000 - 2001	40	36	76	5	9	14	90	16%	45	11%	20%	9%	71%	0%	53%	36%
2001 - 2002	22	25	47	4	10	14	61	23%	26	15%	23%	4%	73%	0%	47%	29%
2002 - 2003	32	16	48	19	11	30	78	38%	51	37%	25%	2%	73%	0%	67%	63%
2003 - 2004	17	10	27	9	8	17	44	39%	26	35%	8%	12%	81%	0%	63%	53%
2004 - 2005	36	21	57	14	8	22	79	28%	50	28%	18%	6%	76%	0%	63%	64%
2005 - 2006	23	17	40	11	7	18	58	31%	34	32%	29%	6%	65%	0%	58%	61%
2006 - 2007	26	18	44	10	8	18	62	29%	36	28%	19%	0%	81%	0%	59%	56%
2007 - 2008	25	19	44	8	6	14	58	24%	33	24%	21%	6%	73%	0%	57%	57%
2008 - 2009	42	18	60	11	14	25	85	29%	53	21%	32%	4%	64%	0%	70%	44%
2009 - 2010	11	8	19	8	3	11	30	37%	19	42%	42%	11%	47%	0%	58%	73%
2010 - 2011	20	15	35	8	5	13	48	27%	28	29%	25%	7%	64%	4%	57%	62%
2011 - 2012	21	9	30	11	4	15	45	33%	32	34%	19%	3%	78%	0%	70%	73%
2012 - 2013	20	14	34	15	6	21	55	38%	35	43%	26%	9%	51%	14%	59%	71%
2013 - 2014	22	11	33	11	5	16	49	33%	33	33%	39%	3%	58%	0%	67%	69%
2014 - 2015	33	16	49	12	7	19	68	28%	45	27%	24%	11%	64%	0%	67%	63%
2015 - 2016	34	8	42	11	10	21	63	33%	45	24%	*Forthcoming*				81%	52%

Table 46: College of Engineering

	Resolved Offers[1]								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2000 - 2001	24	22	46	1	7	8	54	15%	25	4%	20%	4%	76%	0%	52%	13%
2001 - 2002	8	9	17	1	4	5	22	23%	9	11%	44%	11%	44%	0%	47%	20%
2002 - 2003	17	10	27	8	3	11	38	29%	25	32%	20%	4%	76%	0%	63%	73%
2003 - 2004	4	1	5	2	0	2	7	29%	6	33%	17%	17%	67%	0%	80%	100%
2004 - 2005	12	14	26	5	4	9	35	26%	17	29%	29%	6%	65%	0%	46%	56%
2005 - 2006	14	9	23	6	1	7	30	23%	20	30%	30%	5%	65%	0%	61%	86%
2006 - 2007	13	8	21	4	1	5	26	19%	17	24%	24%	0%	76%	0%	62%	80%
2007 - 2008	15	10	25	3	2	5	30	17%	18	17%	11%	0%	89%	0%	60%	60%
2008 - 2009	18	2	20	6	2	8	28	29%	24	25%	38%	8%	54%	0%	90%	75%
2009 - 2010	4	4	8	3	0	3	11	27%	7	43%	57%	14%	29%	0%	50%	100%
2010 - 2011	12	7	19	6	1	7	26	27%	18	33%	22%	11%	61%	6%	63%	86%
2011 - 2012	9	3	12	5	2	7	19	37%	14	36%	14%	7%	79%	0%	75%	71%
2012 - 2013	14	7	21	9	4	13	34	38%	23	39%	26%	13%	39%	22%	67%	69%
2013 - 2014	15	7	22	3	3	6	28	21%	18	17%	56%	0%	44%	0%	68%	50%
2014 - 2015	19	7	26	8	3	11	37	30%	27	30%	30%	15%	56%	0%	73%	73%
2015 - 2016	22	5	27	4	6	10	37	27%	26	15%	*Forthcoming*				81%	40%

Table 47: College of LSA (Division of Natural Sciences[1])

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2000 - 2001	15	12	27	3	1	4	31	13%	18	17%	22%	17%	61%	0%	56%	75%
2001 - 2002	13	14	27	2	6	8	35	23%	15	13%	13%	0%	87%	0%	48%	25%
2002 - 2003	9	6	15	9	6	15	30	50%	18	50%	28%	0%	72%	0%	60%	60%
2003 - 2004	6	6	12	2	8	10	22	45%	8	25%	13%	25%	63%	0%	50%	20%
2004 - 2005	19	5	24	7	4	11	35	31%	26	27%	8%	8%	85%	0%	79%	64%
2005 - 2006	6	6	12	3	6	9	21	43%	9	33%	11%	11%	78%	0%	50%	33%
2006 - 2007	11	10	21	4	6	10	31	32%	15	27%	7%	0%	93%	0%	52%	40%
2007 - 2008	8	8	16	5	4	9	25	36%	13	38%	38%	15%	46%	0%	50%	56%
2008 - 2009	14	14	28	4	10	14	42	33%	18	22%	17%	0%	83%	0%	50%	29%
2009 - 2010	5	3	8	5	2	7	15	47%	10	50%	20%	10%	70%	0%	63%	71%
2010 - 2011	6	8	14	1	4	5	19	26%	7	14%	29%	0%	71%	0%	43%	20%
2011 - 2012	11	5	16	5	2	7	23	30%	16	31%	19%	0%	81%	0%	69%	71%
2012 - 2013	5	7	12	6	2	8	20	40%	11	55%	18%	0%	82%	0%	42%	75%
2013 - 2014	1	3	4	6	2	8	12	67%	7	86%	29%	14%	57%	0%	25%	75%
2014 - 2015	10	9	19	3	4	7	26	27%	13	23%	8%	8%	85%	0%	53%	43%
2015 - 2016	8	3	11	7	4	11	22	50%	15	47%	*Forthcoming*				73%	64%

[1]Includes Astronomy; Biophysics; Chemistry; Earth and Environmental Sciences; Ecology and Evolutionary Biology; Mathematics; Molecular, Cellular, and Developmental Biology; Physics; Statistics.

Table 48: Medical School (Basic Science Departments)

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2000 - 2001	1	2	3	1	1	2	5	40%	2	50%	0%	0%	100%	0%	33%	50%
2001 - 2002	1	2	3	1	0	1	4	25%	2	50%	0%	0%	100%	0%	33%	100%
2002 - 2003	6	0	6	2	2	4	10	40%	8	25%	38%	0%	63%	0%	100%	50%
2003 - 2004	7	3	10	5	0	5	15	33%	12	42%	0%	0%	100%	0%	70%	100%
2004 - 2005	5	2	7	2	0	2	9	22%	7	29%	29%	0%	71%	0%	71%	100%
2005 - 2006	3	2	5	2	0	2	7	29%	5	40%	60%	0%	40%	0%	60%	100%
2006 - 2007	2	0	2	2	1	3	5	60%	4	50%	50%	0%	50%	0%	100%	67%
2007 - 2008	2	1	3	0	0	0	3	0%	2	0%	0%	0%	100%	0%	67%	--
2008 - 2009	10	2	12	1	2	3	15	20%	11	9%	45%	0%	55%	0%	83%	33%
2009 - 2010	2	1	3	0	1	1	4	25%	2	0%	100%	0%	0%	0%	67%	0%
2010 - 2011	2	0	2	1	0	1	3	33%	3	33%	33%	0%	67%	0%	100%	100%
2011 - 2012	1	1	2	1	0	1	3	33%	2	50%	50%	0%	50%	0%	50%	100%
2012 - 2013	1	0	1	0	0	0	1	0%	1	0%	100%	0%	0%	0%	100%	--
2013 - 2014	6	1	7	2	0	2	9	22%	8	25%	13%	0%	88%	0%	86%	100%
2014 - 2015	4	0	4	1	0	1	5	20%	5	20%	40%	0%	60%	0%	100%	100%
2015 - 2016	4	0	4	0	0	0	4	0%	4	0%	*Forthcoming*				100%	--

Table 49: Medical School (Clinical Departments)

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2006 - 2007	18	5	23	6	3	9	32	28%	24	25%	29%	8%	63%	0%	78%	67%
2007 - 2008	22	4	26	8	1	9	35	26%	30	27%	20%	7%	73%	0%	85%	89%
2008 - 2009	28	4	32	15	2	17	49	35%	43	35%	33%	9%	58%	0%	88%	88%
2009 - 2010	12	3	15	7	0	7	22	32%	19	37%	26%	11%	63%	0%	80%	100%
2010 - 2011	15	1	16	12	2	14	30	47%	27	44%	22%	11%	67%	0%	94%	86%
2011 - 2012	17	8	25	2	1	3	28	11%	19	11%	11%	11%	79%	0%	68%	67%
2012 - 2013	12	1	13	6	0	6	19	32%	18	33%	39%	6%	56%	0%	92%	100%
2013 - 2014	16	3	19	9	0	9	28	32%	25	36%	12%	20%	68%	0%	84%	100%
2014 - 2015	17	2	19	10	0	10	29	34%	27	37%	22%	15%	63%	0%	89%	100%
2015 - 2016	18	4	22	11	2	13	35	37%	29	38%	*Forthcoming*				82%	85%

Note: Data were not compiled for AY2001 - AY2006.

Table 50: STEM Faculty from the Six Schools with both STEM Faculty and Non-STEM Faculty[1]

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2000 - 2001	9	0	9	9	1	10	19	53%	18	50%	22%	11%	67%	0%	100%	90%
2001 - 2002	4	0	4	1	0	1	5	20%	5	20%	20%	0%	80%	0%	100%	100%
2002 - 2003	9	1	10	2	1	3	13	23%	11	18%	9%	18%	73%	0%	90%	67%
2003 - 2004	4	0	4	4	1	5	9	56%	8	50%	13%	0%	88%	0%	100%	80%
2004 - 2005	2	0	2	1	0	1	3	33%	3	33%	33%	33%	33%	0%	100%	100%
2005 - 2006	5	0	5	5	1	6	11	55%	10	50%	30%	0%	70%	0%	100%	83%
2006 - 2007	3	0	3	3	2	5	8	63%	6	50%	0%	33%	67%	0%	100%	60%
2007 - 2008	6	1	7	3	0	3	10	30%	9	33%	22%	0%	78%	0%	86%	100%
2008 - 2009	6	1	7	1	1	2	9	22%	7	14%	43%	43%	14%	0%	86%	50%
2009 - 2010	7	2	9	3	2	5	14	36%	10	30%	20%	0%	80%	0%	78%	60%
2010 - 2011	1	4	5	2	3	5	10	50%	3	67%	0%	0%	67%	33%	20%	40%
2011 - 2012	3	2	5	3	0	3	8	38%	6	50%	0%	17%	67%	17%	60%	100%
2012 - 2013	4	6	10	3	0	3	13	23%	7	43%	29%	0%	71%	0%	40%	100%
2013 - 2014	5	5	10	8	1	9	19	47%	13	62%	23%	8%	69%	0%	50%	89%
2014 - 2015	4	2	6	5	1	6	12	50%	9	56%	33%	11%	56%	0%	67%	83%
2015 - 2016	6	2	8	8	3	11	19	58%	14	57%	*Forthcoming*				75%	73%

[1]Includes Dentistry; Information; Kinesiology; Natural Resources and Environment; Pharmacy; and Public Health.

For the following units, data have not been compiled for AY2001 - AY2007/08.

Table 51: Non-STEM Faculty from the Six Schools with both STEM Faculty and Non-STEM Faculty[1]

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2008 - 2009	1	2	3	1	2	3	6	50%	2	50%	0%	0%	100%	0%	33%	33%
2009 - 2010	4	0	4	2	1	3	7	43%	6	33%	33%	17%	50%	0%	100%	67%
2010 - 2011	4	0	4	2	0	2	6	33%	6	33%	17%	33%	50%	0%	100%	100%
2011 - 2012	3	0	3	1	2	3	6	50%	4	25%	25%	0%	75%	0%	100%	33%
2012 - 2013	2	1	3	2	1	3	6	50%	4	50%	0%	0%	75%	25%	67%	67%
2013 - 2014	3	1	4	6	1	7	11	64%	9	67%	0%	0%	100%	0%	75%	86%
2014 - 2015	2	2	4	1	1	2	6	33%	3	33%	0%	33%	67%	0%	50%	50%
2015 - 2016	7	2	9	3	3	6	15	40%	10	30%	*Forthcoming*				78%	50%

[1]Includes Dentistry; Information; Kinesiology; Natural Resources and Environment; Pharmacy; and Public Health.

Table 52: College of LSA (Division of Humanities[1])

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2007 - 2008	7	2	9	4	2	6	15	40%	11	36%	9%	9%	82%	0%	78%	67%
2008 - 2009	9	4	13	8	1	9	22	41%	17	47%	12%	6%	82%	0%	69%	89%
2009 - 2010	3	1	4	4	3	7	11	64%	7	57%	29%	0%	71%	0%	75%	57%
2010 - 2011	8	2	10	4	0	4	14	29%	12	33%	17%	25%	58%	0%	80%	100%
2011 - 2012	7	1	8	4	3	7	15	47%	11	36%	45%	0%	55%	0%	88%	57%
2012 - 2013	3	0	3	4	0	4	7	57%	7	57%	14%	14%	71%	0%	100%	100%
2013 - 2014	4	2	6	3	1	4	10	40%	7	43%	14%	14%	71%	0%	67%	75%
2014 - 2015	7	3	10	14	0	14	24	58%	21	67%	24%	33%	43%	0%	70%	100%
2015 - 2016	1	0	1	4	1	5	6	83%	5	80%	*Forthcoming*				100%	80%

[1]Includes Asian Languages and Cultures; Classical Studies; Comparative Literature; English Language and Literature; Germanic Languages and Literatures; History of Art; Linguistics; Near Eastern Studies; Philosophy; Romance Languages and Literatures; Screen Arts and Cultures; and Slavic Languages and Literatures.

Table 53: College of LSA (Division of Social Sciences[1])

	Resolved Offers[2]								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2007 - 2008	9	13	22	5	3	8	30	27%	14	36%	14%	29%	57%	0%	41%	63%
2008 - 2009	10	12	22	14	4	18	40	45%	24	58%	25%	29%	46%	0%	45%	78%
2009 - 2010	10	3	13	7	3	10	23	43%	17	41%	6%	18%	76%	0%	77%	70%
2010 - 2011	6	8	14	7	3	10	24	42%	13	54%	8%	31%	62%	0%	43%	70%
2011 - 2012	5	15	20	9	4	13	33	39%	14	64%	7%	0%	93%	0%	25%	69%
2012 - 2013	12	20	32	6	8	14	46	30%	18	33%	11%	11%	67%	11%	38%	43%
2013 - 2014	16	13	29	6	4	10	39	26%	22	27%	27%	5%	68%	0%	55%	60%
2014 - 2015	13	9	22	8	11	19	41	46%	21	38%	14%	29%	57%	0%	59%	42%
2015 - 2016	8	1	9	9	6	15	24	63%	17	53%	*Forthcoming*				89%	60%

[1]Includes Afroamerican and African Studies; American Culture; Anthropology; Communication Studies; Economics; History; Political Science; Psychology; Sociology; and Women's Studies.
[2]Resolved offers do not include 1 pending offer (1 female applicant) from the 2015-2016 recruitment season.

Table 54: School of Nursing

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2008 - 2009	0	0	0	1	1	2	2	100%	1	100%	0%	0%	100%	0%	--	50%
2009 - 2010	0	0	0	1	0	1	1	100%	1	100%	100%	0%	0%	0%	--	100%
2010 - 2011	0	0	0	0	0	0	0	--	0	--	--	--	--	--	--	--
2011 - 2012	3	0	3	2	0	2	5	40%	5	40%	0%	40%	60%	0%	100%	100%
2012 - 2013	1	1	2	0	0	0	2	0%	1	0%	0%	0%	100%	0%	50%	--
2013 - 2014	0	1	1	1	0	1	2	50%	1	100%	0%	0%	100%	0%	0%	100%
2014 - 2015	2	0	2	5	0	5	7	71%	7	71%	43%	0%	57%	0%	100%	100%
2015 - 2016	0	1	1	0	1	1	2	50%	0	--	*Forthcoming*				0%	0%

Table 55: Eight Additional Non-STEM Schools[1]

	Resolved Offers								All Accepted Offers						% Offers Accepted within Gender	
	Offers to Males			Offers to Females			Total Offers									
	Accepted	Declined	Male Total	Accepted	Declined	Female Total	Total N	% Female	Total N	% Female	% A/AA	% URM	% White	% Unk.	Male	Female
2008 - 2009	25	10	35	11	6	17	52	33%	36	31%	8%	8%	83%	0%	71%	65%
2009 - 2010	10	7	17	5	4	9	26	35%	15	33%	0%	20%	80%	0%	59%	56%
2010 - 2011	12	2	14	15	6	21	35	60%	27	56%	11%	15%	70%	4%	86%	71%
2011 - 2012	14	8	22	10	5	15	37	41%	24	42%	8%	25%	67%	0%	64%	67%
2012 - 2013	20	9	29	15	5	20	49	41%	35	43%	26%	11%	63%	0%	69%	75%
2013 - 2014	7	3	10	8	6	14	24	58%	15	53%	7%	20%	73%	0%	70%	57%
2014 - 2015	8	2	10	17	8	25	35	71%	25	68%	24%	20%	52%	4%	80%	68%
2015 - 2016	9	3	12	2	1	3	15	20%	11	18%	*Forthcoming*				75%	67%

[1]Includes Architecture and Urban Planning; Art and Design; Business; Education; Law; Music, Theatre, and Dance; Public Policy; and Social Work.