

**UNIVERSITY OF MICHIGAN TENURE TRACK FACULTY
AY2018 INDICATOR REPORT**

Prepared by

UM ADVANCE Program

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INTRODUCTION

The University of Michigan ADVANCE Program aims to improve our campus environment for faculty in four general areas: recruitment, retention, leadership, and climate. We assess the campus climate through a series of campus-wide faculty surveys (reports from those surveys can be found on the ADVANCE website) 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 faculty recruitment, retention, and leadership.

This report examines the annual indicator data the UM ADVANCE Program has been accumulating since it began in AY2002. The ADVANCE Program was initially funded by the National Science Foundation (NSF)¹ to focus on STEM faculty, and NSF required each institution funded to report annually on these indicators² 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.³ 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 (the tabled indicator data for AY2018 are included at the end of this report). 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 to all faculty, 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 tenure track 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, and cohort outcomes). We have similar appointment count data for research and clinical track faculty, campus-wide, from AY2009 to present. 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 have initiated a process to more thoroughly consider these data to help policymakers at the University identify areas of success as well as areas requiring continued efforts, specifically related to ADVANCE's mission to improve efforts at recruitment, retention, and leadership.

¹ 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 necessary institutional changes to support the needs of a diverse faculty in all fields.

² There were 12 indicators identified by NSF; see Appendix A.

³ 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.

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 faculty indicators each year, we have added specific areas of focus to each year's report. Last year's indicator report focused on research and clinical track faculty composition, illuminating trends in hiring, promotion, and attrition. In this year's report we consider tenure track faculty **leadership and recognition**, a topic that we explored previously in AY2015. The AY2015 report highlighted important gaps in leadership opportunities and formal recognition for women and faculty of color. This year's report assesses the progress that has been made in these areas over the last three years and examines new data from our most recent campus-wide faculty survey (collected in Fall 2017). In addition to noting areas of progress, this report highlights opportunities for improvement at the University.

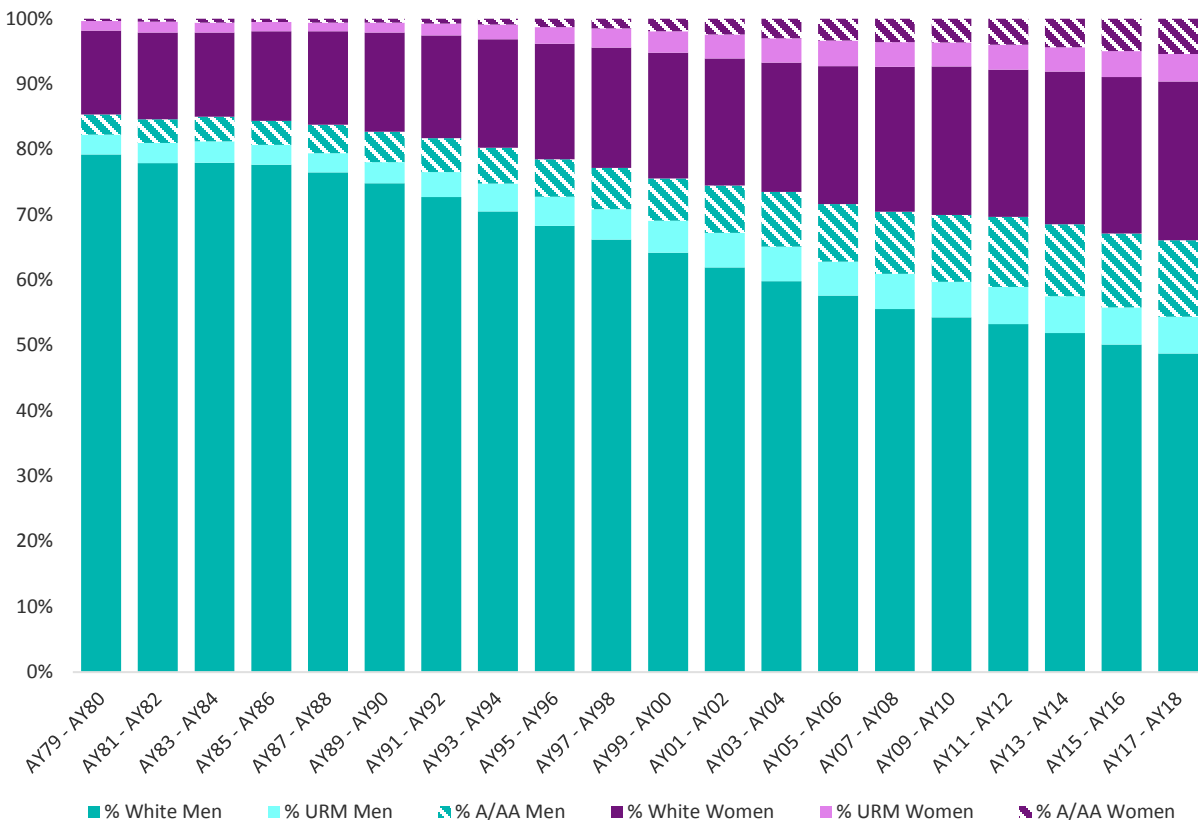
When possible, data were examined separately for six groups of faculty: Asian/Asian-American (A/AA) women, underrepresented minority (URM)⁴ women, white women, A/AA men, URM men, and white men to understand differences in the representation and experiences of each of these groups. However, occasionally the number of faculty was too small (especially in the case of faculty of color) to allow for such refinement. In those cases, we examined the data separately by gender and race or by four groups: white women, white men, women of color, and men of color.

⁴ Throughout this report, the faculty included in the URM category are African-American/Black, Hispanic/Latino, and Native American/American Indian.

ANNUAL FACULTY COMPOSITION

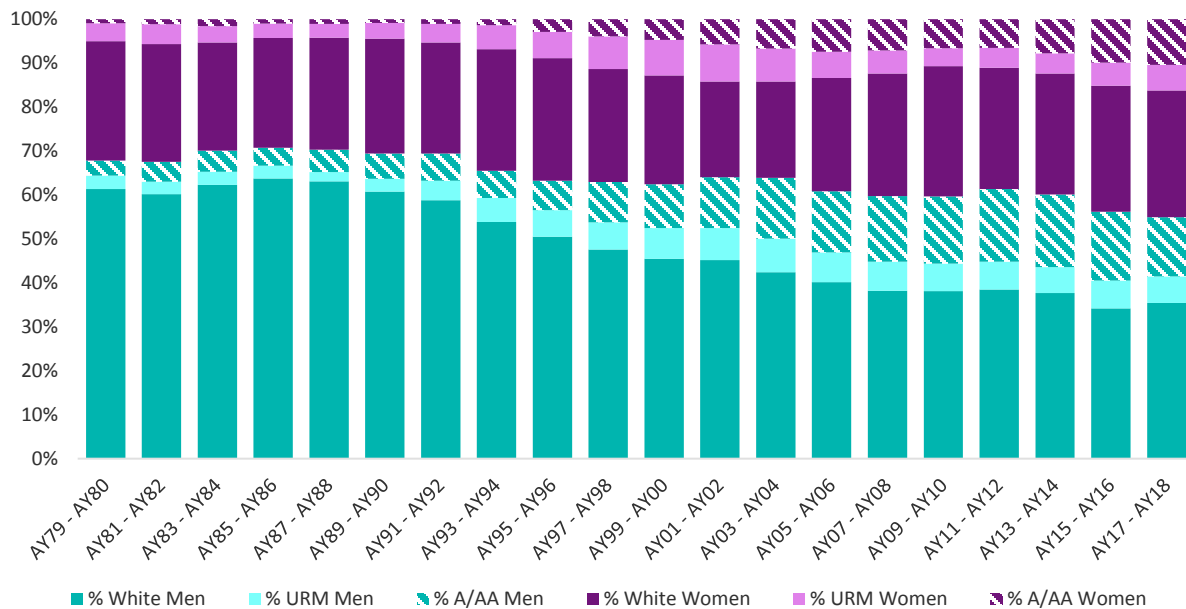
The focus of the current report is faculty leadership and recognition. We begin, however, with a review of the composition of the faculty, specifically the percentage of all tenure-track faculty by six gender and race-ethnicity groups from AY1979 through AY2018 (grouped by two-year intervals; see Figure 1a). As described in previous reports, the most noticeable trend is the across-time 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 men and women) are small across the first fifteen years. Nevertheless, we observe a slight increase beginning in the early 1990s. Rates have continued to increase over time for Asian/Asian-American men and to a lesser degree for Asian/Asian-American women. However, the proportions of URM women and men have remained static following the period of slight increase over the late 1990s/early 2000s.

Figure 1a: Faculty Composition by Gender and Race-Ethnicity (All Ranks), Campus-wide.



Important differences emerged when we disaggregated the tenure-track faculty composition data by rank. As depicted in Figure 1b (next page), the composition of assistant professors is more diverse than the overall faculty population at UM, and this rank has diversified faster over time. Asian/Asian-American men and women experienced the largest increases in representation on the assistant professor track, particularly since the mid-1990s, while the proportion of white women remained fairly stable over time. Notably, after a period of slight increase in the 1990s/early 2000s, the percentages of URM faculty (both men and women) have remained flat or even decreased since AY2004.

Figure 1b: Assistant Professor Composition by Gender and Race-Ethnicity, Campus-wide.



Figures 1c and 1d (next page) describe the faculty composition on the associate professor and full professor ranks, respectively. At these ranks we find noticeably less diversity in faculty composition, especially with regard to full professors. Nevertheless, the proportions of white women and faculty of color (both men and women) have increased over time with the most pronounced increases for most groups occurring after the late 1990s. Despite this progress, women remain underrepresented among senior faculty campus-wide, comprising just 38% of associate professors and 27% of full professors in the AY2017-AY2018 period.

Figure 1c: Associate Professor Composition by Gender and Race-Ethnicity, Campus-wide.

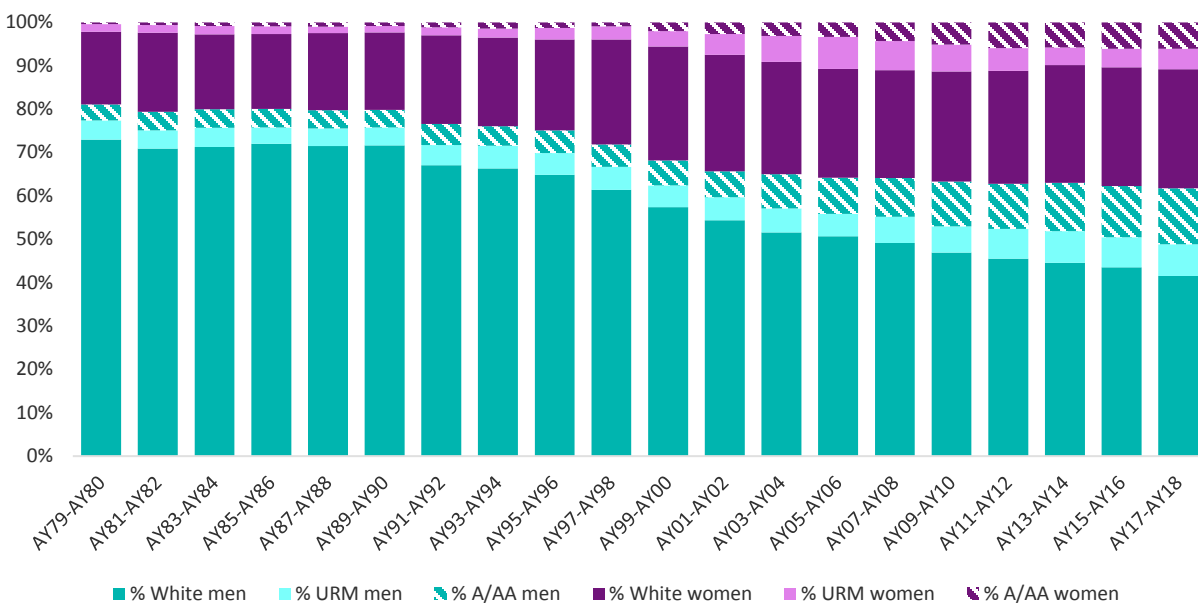
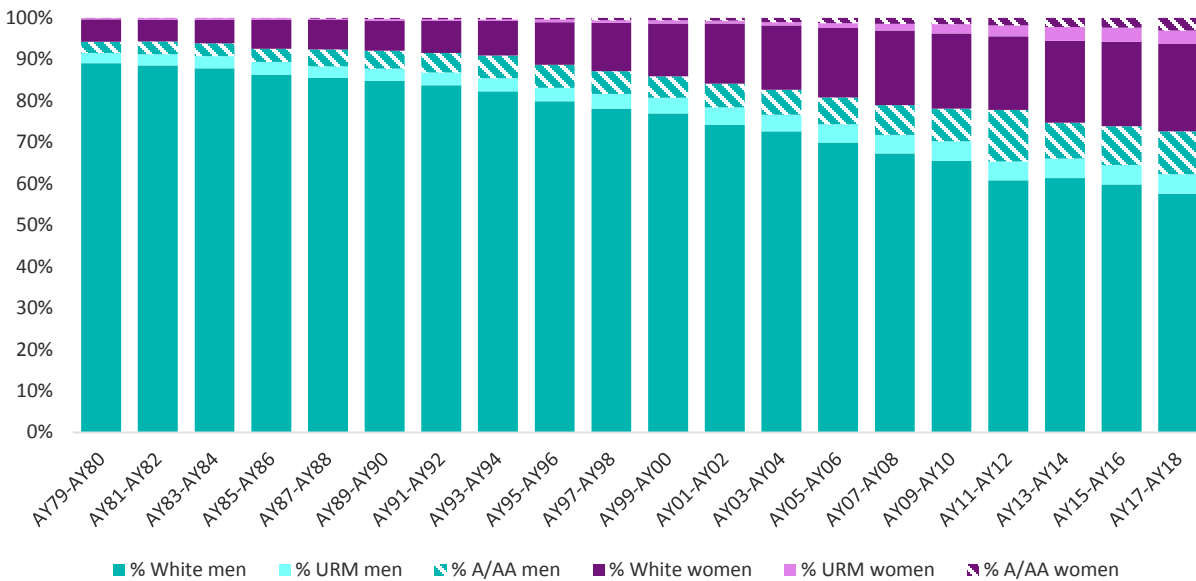


Figure 1d: Full Professor Composition by Gender and Race-Ethnicity, Campus-wide.



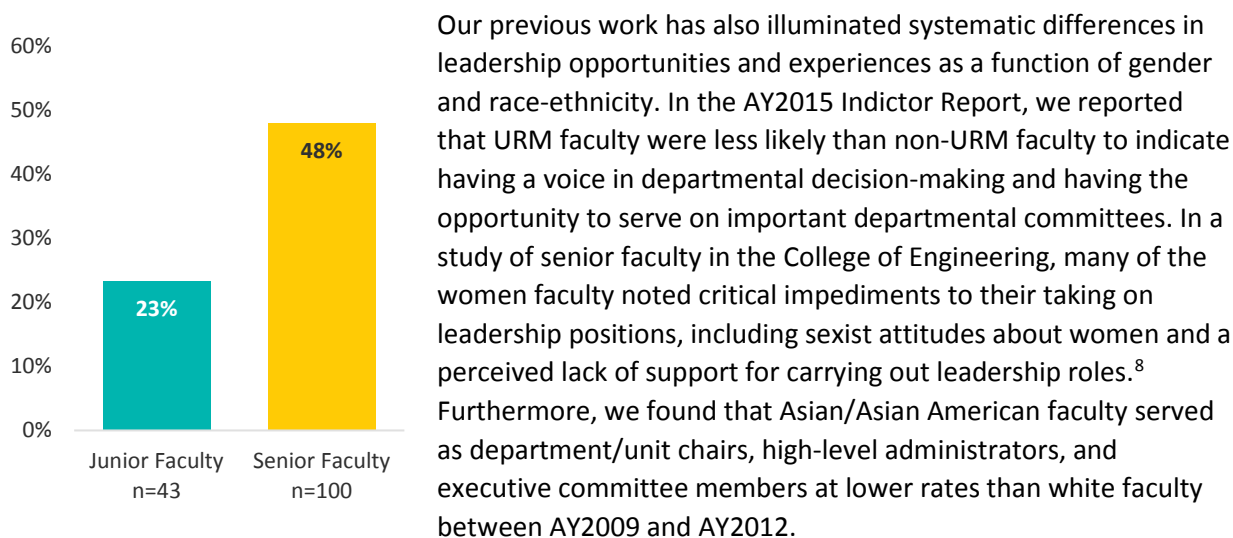
The faculty composition data suggest there has been a moderate increase in overall faculty diversity over the period that we have examined. This increase is no doubt the result of many factors, including the higher rate at which white men are retiring from the University, and initiatives undertaken at UM throughout the 1980s and 1990s. In addition, it appears that ADVANCE Program-related activities and initiatives directed at increasing the representation and success of women and underrepresented minorities have positively influenced the increase in faculty diversity since 2002; in particular we note an increasing representation of women faculty which was the initial focus (particularly women in STEM fields) of the ADVANCE NSF grant.⁵ We note that the diversification of the tenure-track faculty has occurred unevenly by rank, with far more progress being made at the junior faculty level. Women and URM faculty remain underrepresented at the senior faculty levels, which has important implications for their representation in leadership positions and prestigious named professorships. With the faculty composition context in mind, the remainder of this report will address this year's focal theme: faculty leadership and recognition.

⁵ Please see our AY2014 Indicator Report for a more comprehensive analysis of changes in faculty composition during the pre- and post-ADVANCE period: <https://advance.umich.edu/research/>.

LEADERSHIP

In this section we consider opportunities for leadership and the extent to which these opportunities differ by gender and race-ethnicity. Why is it important to examine leadership opportunities for faculty at the University? Previous research conducted by the ADVANCE Program has demonstrated an important relationship between leadership opportunities and faculty satisfaction and retention. For example, in our annual exit interview study of tenure track faculty who voluntarily left UM we found that a lack of leadership prospects was cited by many faculty as contributing to their decision to leave the University.⁶ As illustrated by Figure 2, half of all senior (tenured) faculty we interviewed identified opportunities for leadership as the most important factor influencing their decision to leave UM for a new position; approximately one-quarter of junior faculty reported the same. Moreover, data from the most recent campus-wide faculty climate survey in 2017 revealed that the ability to influence decision-making was positively associated with job satisfaction and intent to stay at UM.⁷

Figure 2: Most Important Factor in Decision to Leave UM: Opportunities for Leadership.



Data from the 2017 campus-wide faculty climate survey indicate that important differences between groups persist. Women and faculty of color reported significantly lower levels of voice and influence in their departments compared to men and white faculty, respectively. These findings raise important

⁶ The ADVANCE Program recently completed the seventh annual exit interview study with faculty who left U-M voluntarily as part of an ongoing assessment of issues that may affect faculty at the university and contribute to their decisions to leave. The aggregate findings from this study drew on interviews with 143 faculty who voluntarily left between September 1, 2009, and June 1, 2016. The most recent report is available on the ADVANCE Program website: <https://advance.umich.edu/research/>.

⁷ In fall 2017 all tenure-track, research, and clinical faculty with funded appointments at the University of Michigan-Ann Arbor were surveyed by the UM ADVANCE Program. The purpose of the survey was to learn more about faculty members' experiences with department/unit climate issues, access to resources, career satisfaction, autonomy and influence, mentoring, teaching, and research. The full report can be found at: <https://advance.umich.edu/research/>.

⁸ In fall 2013 ADVANCE surveyed female full professors to learn about their views and experiences related to leadership at the University. A summary of the findings can be found at: <https://advance.umich.edu/research/>.

questions about equity with regard to faculty leadership opportunities at UM and merit our current examination of these issues.

We begin by analyzing the demographic makeup of faculty in leadership positions across campus, including chairs, high-level administrative positions, and executive committee memberships. Figure 3a depicts the proportion of department chairs campus-wide by gender at four points in time between AY2009 and AY2018. The proportion of chairs held by women decreased over time from 34% in AY2009 to 30% in AY2018. It is clear from these data that the underrepresentation of women faculty in the full professor rank (described above in Figure 1d) is reproduced in the composition of department chairs. Although women appear to be serving in these roles at the same rate as men, there are still far fewer women than men in department chair roles campus-wide (35 women compared to 83 men in AY2018).

Figure 3a: Composition of Department Chairs by Gender, Campus-wide

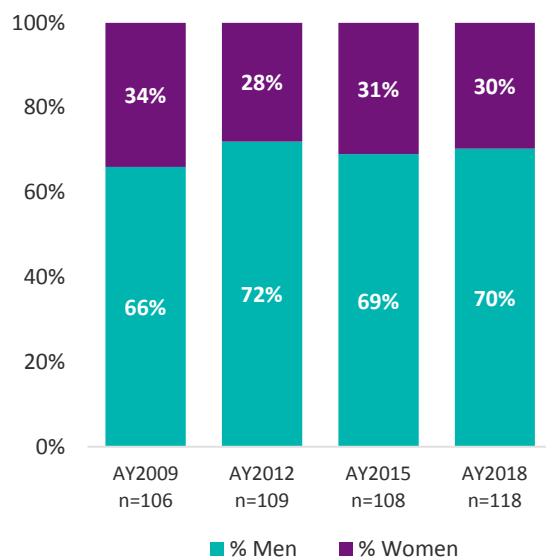
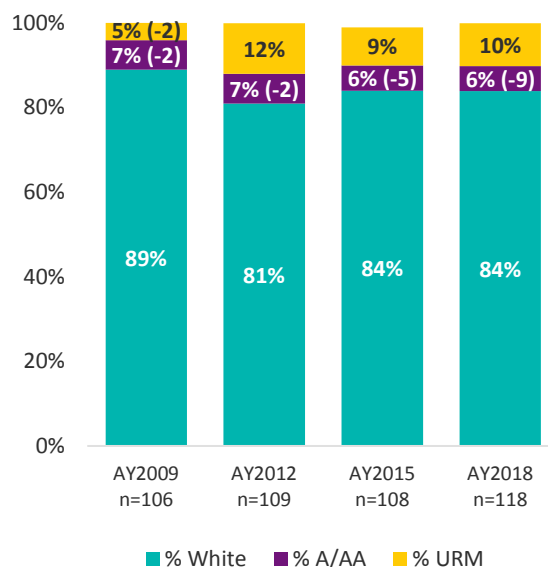


Figure 3b: Composition of Department Chairs by Race-Ethnicity, Campus-wide.



Note: in this series of figures the negative number in parentheses indicates the number of faculty needed to obtain the same rate as that of men (in the case of gender) and white faculty (in the case of race-ethnicity).

Figure 3b reports the same data by race-ethnicity. Here we observe that the proportion of department chairs held by URM faculty doubled from 5% to 10% between AY2009 and AY2018. By contrast, the proportion of chair positions held by Asian/Asian American faculty declined slightly during the time period, from 7% in AY2009 to 6% in AY2018. Moreover, at each time point their rate of representation was lower than that for white faculty; for example, in AY2015 five more Asian/Asian American faculty would need to have held a chair position for them to serve at the same rate as their white colleagues. By AY2018, this gap nearly doubled: nine more Asian/Asian American faculty would need to have held chair positions for their rate of representation to be equal to that of white faculty.

We conducted a similar analysis for high-level administrative positions held by full professors across the University (including the positions of dean/associate dean, provost/associate provost, and president/vice president). We examined the composition of these administrative positions by gender and race-ethnicity to assess changes in representation and opportunities for leadership across four points in time: AY2009, AY2012, AY2015, and AY2018. Figure 4a reports the proportion of high-level administrative positions by gender. After remaining relatively flat from AY2009 to AY2015 (36-38%), the share of high-level administrative positions held by women increased to 41% in AY2018. However, women still hold fewer high-level positions than do men; in AY2018, 43 women and 62 men held such positions campus-wide. Looking specifically at one of the most visible leadership positions, deans, we found that the number of women deans decreased by 40% from between AY2015 and AY2018 (from eight to five).

Figure 4a: Composition of High-level Administrative Positions by Gender, Campus-wide.

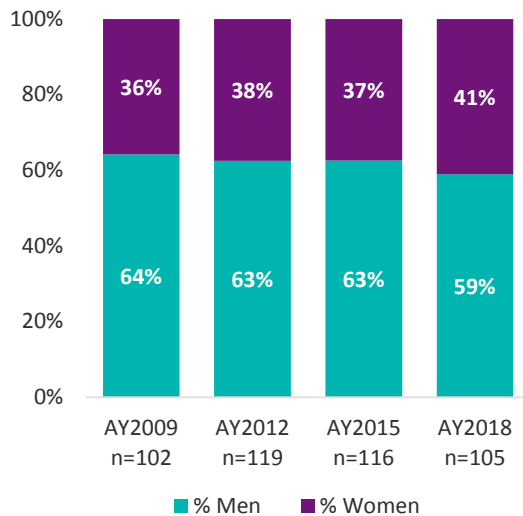
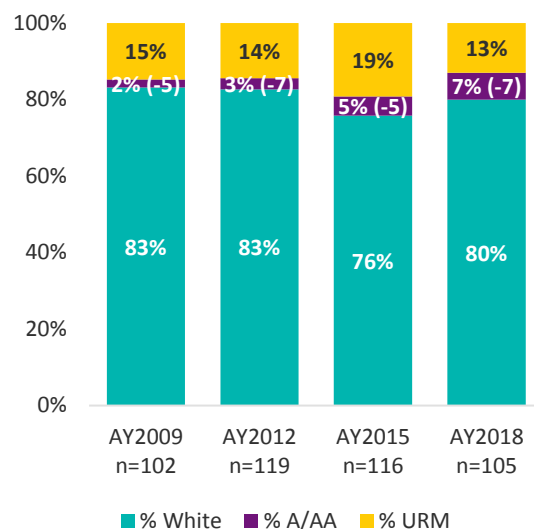


Figure 4b: Composition of High-level Administrative Positions by Race-Ethnicity, Campus-wide.



Results for the same analysis by race-ethnicity (depicted in Figure 4b) reflect a more mixed pattern. The proportion of administrative positions held by URM faculty increased from 15% in AY2009 to 19% in AY2015, but then declined to 13% by AY2018. At the same time, the proportion of positions held by Asian/Asian-American faculty increased steadily from 2% in AY2009 to 7% in AY2018. Despite these increases, Asian/Asian-American faculty remained underrepresented in high-level administrative positions compared to white faculty. In AY2018, seven more Asian/Asian American faculty would need to have held a high-level administrative position for them to serve at the same rate as their white colleagues (in AY2009, this number was five).

We also analyzed the composition of faculty who were appointed to executive committees at the department or college level by gender and race-ethnicity between AY2009 and AY2018 (see Figure 5a for information by gender; next page). The proportion of executive committee members who were women increased by ten percentage points over the time period, from 29% in AY2009 to 39% in AY2018.

Figure 5a: Composition of College & Department Executive Committees by Gender, Campus-wide.

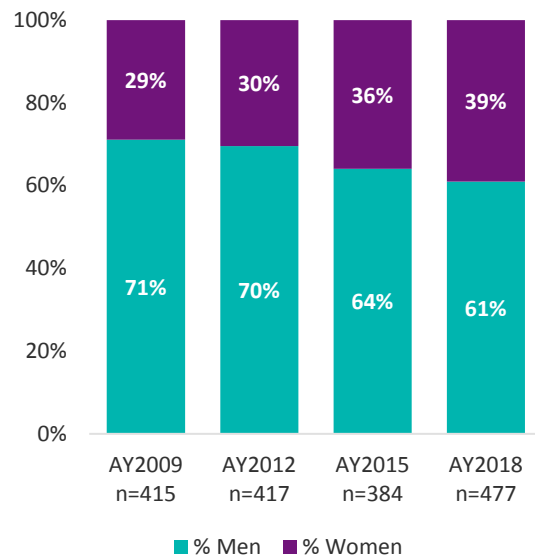
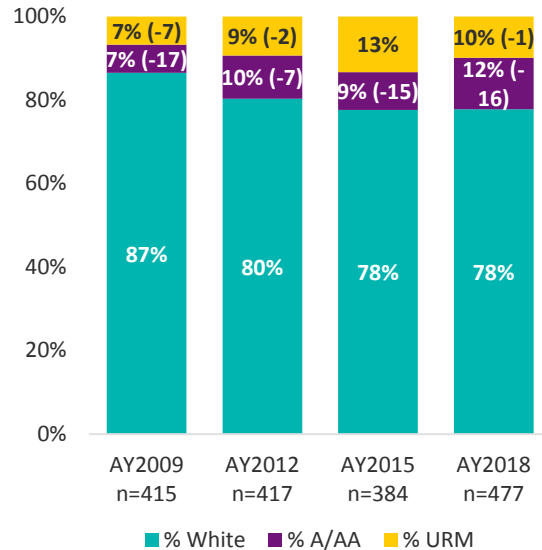


Figure 5b: Composition of College & Department Executive Committees by Race-Ethnicity, Campus-wide.



Again, our similar analysis by race-ethnicity revealed a more complex pattern, depicted in Figure 5b. The proportion of white executive committee members declined from AY2009 to AY2015 (from 87% to 78%) then remained steady through AY2018. During this time, the proportions of URM and Asian/Asian-American faculty increased from 7% for both groups in AY2009 to 10% and 12% in AY2018 for URM and Asian/Asian-American faculty, respectively. By AY2018, URM faculty were represented on executive committees at nearly the same rate as white faculty, but Asian/Asian-American faculty remained underrepresented relative to white faculty at each time point. In AY2018, sixteen more Asian/Asian-American faculty would have needed to serve on executive committees to match the rate of white faculty (in AY2009 this number was 17).

The campus-wide faculty survey conducted by the ADVANCE Program in the fall of 2017 provided us with additional data regarding tenure track faculty service and leadership opportunities. Here we report on several important findings that emerged from these data.⁹ Faculty respondents were asked to report the number of department, college, and/or university level committees they chaired, and on which they served in a typical year. No significant differences emerged by gender in the number of committees that faculty reported chairing; see Figure 6 (next page). However, women reported serving on significantly more committees than did men. Despite serving on more committees, women were more likely than men to report that they felt excluded from participating in important decision-making college and/or department/unit level committees; see Figure 7 (next page).

⁹ Since the focus of this section is opportunities for leadership, we note that these analyses were limited to tenured faculty (i.e. associate and full professors) only. All gender and race-ethnicity comparisons were conducted using independent samples t-tests or chi-square procedures when appropriate. All differences reported are statistically significant at the 95% confidence level ($p < 0.05$).

Figure 6: Committee Service by Gender (Tenured Faculty Only).

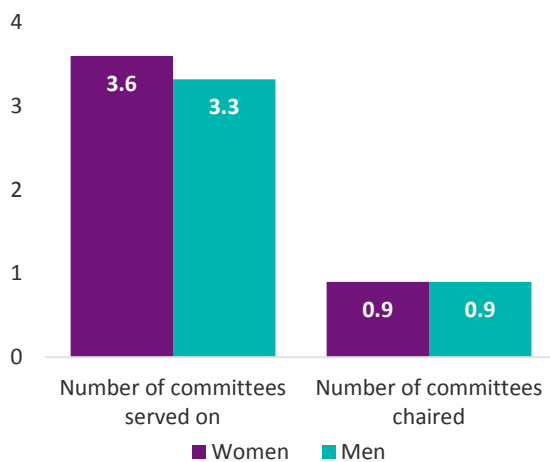
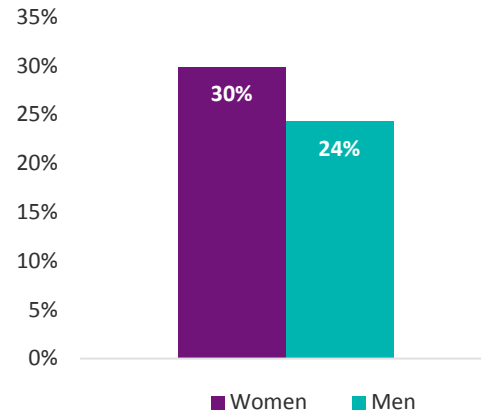
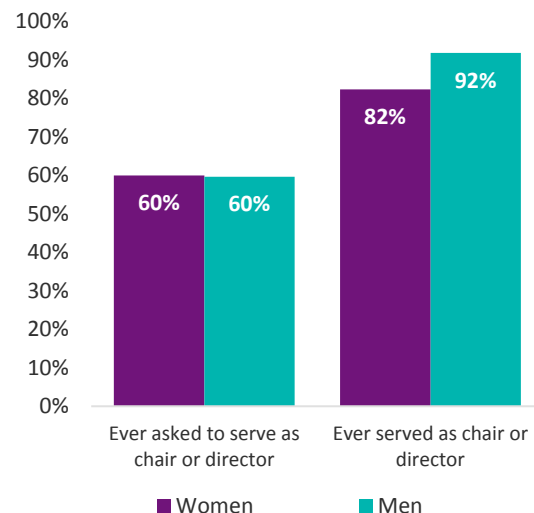


Figure 7: Percentage of Faculty who Felt Excluded from Important Committees by Gender.



Faculty also reported on their opportunities to serve as department chair, section/area/program chair, or center/lab/institute/program director as depicted in Figure 8. Approximately 60% of faculty respondents indicated they had ever been asked to serve as chair or director. Men and women were equally likely to report having been asked to serve in one of these roles. However, *of those who indicated they had been asked to serve*, women were less likely than men to report that they had ever served in one of these leadership roles.

Figure 8: Percentage of Faculty Ever Asked to Serve or Served as Chair/Director by Gender.



We conducted a similar analysis of these data by race-ethnicity. Asian/Asian-American faculty reported chairing significantly fewer department, college, and/or university level committees than did white and URM faculty; see Figure 9 (next page). No statistically significant differences emerged by race-ethnicity in the number of committees on which faculty reported they served, however. When asked if they had ever been asked to serve as department chair, section/area/program chair, or center/lab/institute/program director, Asian/Asian-American faculty were significantly less likely than their white and URM colleagues to report yes (see Figure 10 on next page). For those who indicated they had been asked to serve, no significant differences emerged by race-ethnicity regarding whether they had actually served as chair or director.

Figure 9: Committee Service by Race-Ethnicity (Tenured Faculty Only).

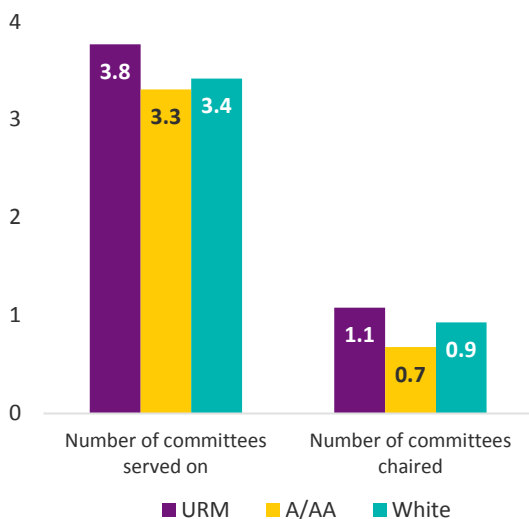
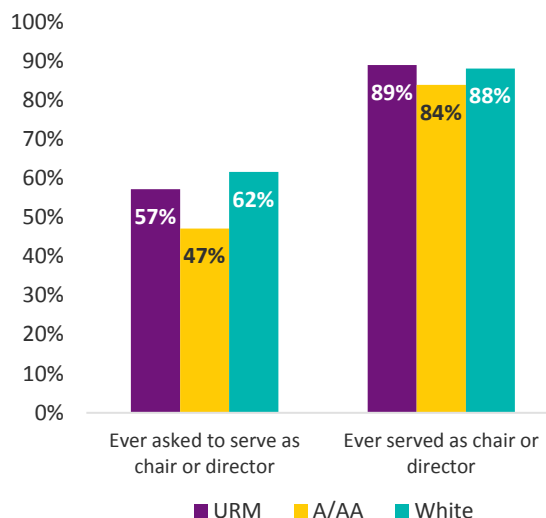


Figure 10: Percentage of Faculty Ever Asked To Serve or Served as Chair/Director by Race-Ethnicity.



Summary of Leadership Issues

Opportunities for leadership can have an important and positive effect on faculty job satisfaction; similarly, the lack of these opportunities may cause faculty to seek those options elsewhere. In our data, lack of leadership opportunities was cited as a reason for seeking employment elsewhere for many faculty who chose to leave UM, particularly senior faculty.

Our analyses of the demographics of those who have held leadership positions over time revealed important differences by gender and race-ethnicity. For example, the proportion of department chairs held by women decreased over time and women continue to hold fewer high-level administrative positions compared to men. Asian/Asian American faculty served as chairs or high-level administrators at lower rates than white faculty. Similarly, both Asian/Asian-American and URM faculty served on executive committees at lower rates than white faculty.

Differences by gender and race-ethnicity also emerged in our analyses of faculty experiences within their departments. Women reported serving on (but not chairing) more committees than did men, but were also more likely to report feeling excluded from participating in important decision-making committees in their department/unit. Men and women were equally likely to report being asked to serve as a department/unit chair or director, yet women were less likely to report that they had served in such a role. This finding is consistent with our previous study of senior faculty in the College of Engineering, which identified important barriers to leadership positions faced by women. These challenges included experiences of sexism and a lack of support needed to be successful in leadership roles. Women faculty may be more reluctant to take on an important leadership position when faced with these challenges.

By race-ethnicity, our analyses revealed that Asian/Asian-American faculty reported chairing fewer committees than did white and URM faculty. Asian/Asian-American faculty were also less likely than their white and URM colleagues to report ever being asked to serve as a department/unit chair or director.

RECOGNITION

Research conducted by the ADVANCE program has found that valuing faculty members' contributions and recognizing their achievements is important for faculty retention. Recent scholarship on the subject of faculty diversity and excellence argues that formal recognition of faculty accomplishments has both institutional and personal intellectual benefits.¹⁰ Data from our aggregated unit-level climate assessments and exit interview study demonstrate the importance of recognizing and respecting faculty members' contributions.

Using our aggregated department-level climate assessment dataset, we examined the reasons why faculty have ever *considered* leaving UM. Our data indicate that 71% of faculty surveyed have considered leaving UM, and of these faculty, 57% considered leaving the University in order to garner more respect. As depicted in Figure 11, women agreed to a greater extent than men that they had considered leaving UM to garner more respect. Tenured faculty also agreed to a greater extent than untenured faculty that they had considered leaving for this reason.

Figure 11: Considered Leaving UM to Garner More Respect by Gender.

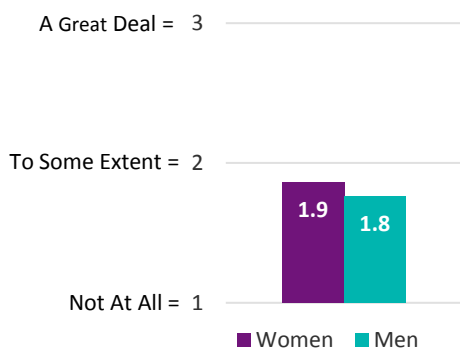
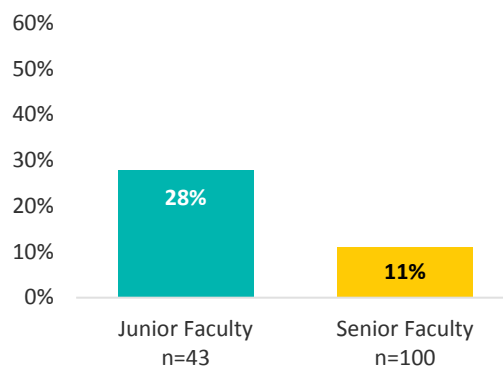


Figure 12: Most Important Factor in Decision to Leave UM: Lack of Recognition.



From our exit interview study, we found that one-third of the tenured faculty we interviewed identified a lack of recognition of their contributions by colleagues as a factor in their decision to leave UM; half of the assistant professors we talked to reported the same. Moreover, more than one-quarter of junior faculty identified a lack of recognition as *the most important factor* they considered when making their decision to leave (see Figure 12) and were more likely to report this than senior faculty.

The University provides formal recognition of faculty members in a number of ways. Here we examine data on faculty award nominations from our 2017 campus-wide faculty survey, paying particular attention to differences by gender and race-ethnicity.¹¹ Faculty were asked to report whether their primary department/unit had ever nominated them for an award in the areas of teaching, research, mentoring, diversity-related service, and other service. The most frequently reported award nomination

¹⁰ Stewart, A.J., & Valian, V. (2018). *An inclusive academy: Achieving diversity and excellence*. Cambridge: MIT Press.

¹¹ As noted previously, these analyses were limited to senior (tenured) faculty only.

was for research, as shown in Figure 13a. Important gender differences also emerged from this analysis; men were more likely than women to report being nominated for an award related to teaching or research (a third category, service, also approached statistical significance). By contrast, women were more likely than men to report being nominated for a diversity-related service award. Moreover, faculty were asked if their primary department/unit had ever failed to nominate them for an award for which they were qualified. Women were significantly more likely than men to indicate that their department had failed to nominate them.

Figure 13a: Faculty Award Nominations by Gender (Tenured Faculty Only).

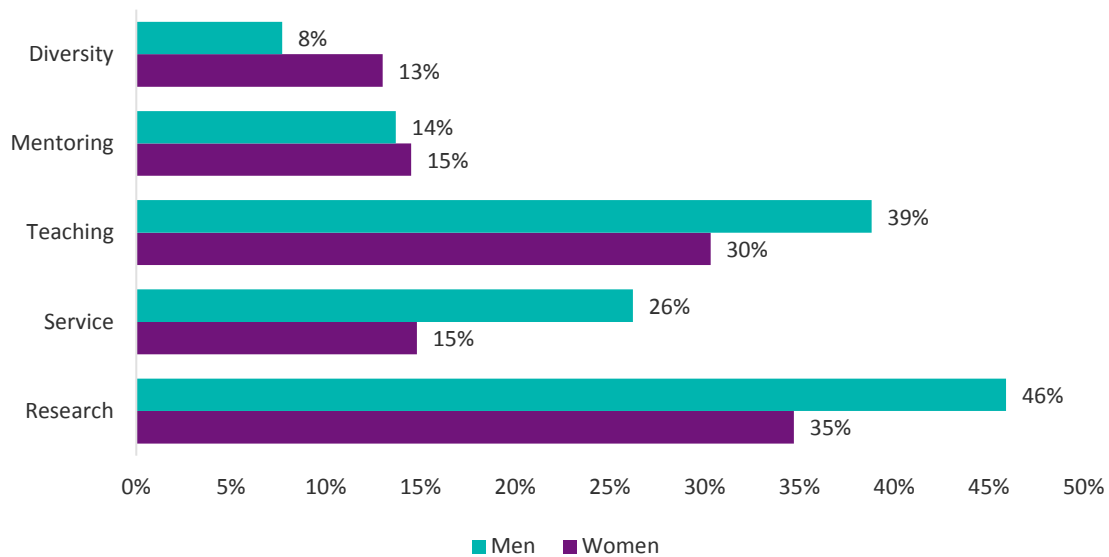
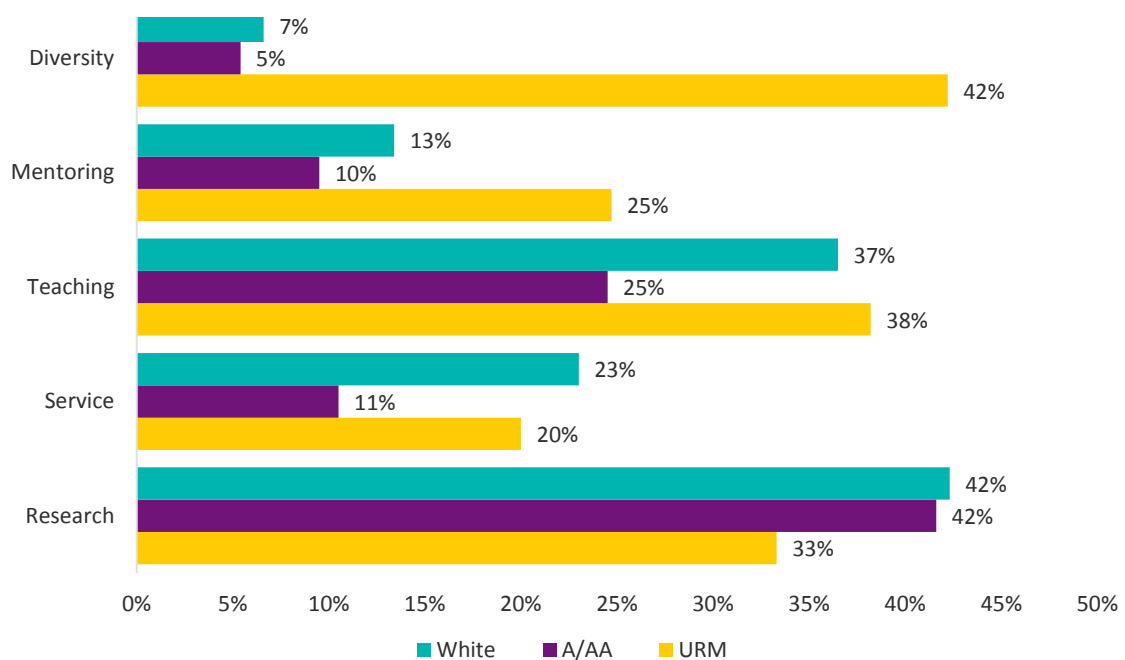


Figure 13b: Faculty Award Nominations by Race-Ethnicity (Tenured Track Only).



We conducted a similar analysis focused on award nominations by race-ethnicity (see Figure 13b on previous page). Asian/Asian-American faculty were less likely than white and URM faculty to report being nominated for a teaching award, while URM faculty were more likely than white and Asian/Asian-American faculty to report being nominated for a mentoring or diversity award.

The data presented above on award nominations by race and gender are consistent with additional data collected by the ADVANCE Program on diversity-related awards given to faculty across campus. We have tracked the faculty recipients of nine diversity-related awards¹² from AY2000 to AY2018. Figure 14a shows the proportion of tenure-track diversity award recipients by gender from AY2000 to AY2018, grouped into approximately five-year intervals: AY2000-2004; AY2005-2009, AY2010-2014, and AY2015-2018. In AY2000-2004, nearly two-thirds of diversity-related awards were given to men; by AY2015-2018 this trend was reversed with women comprising nearly three-quarters of diversity award recipients.

Figure 14a: Composition of Tenure-Track Diversity Award Recipients by Gender.

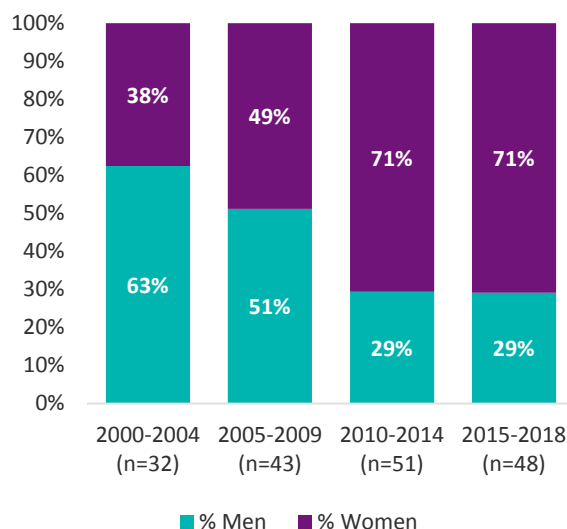


Figure 14b: Composition of Tenure-Track Diversity Award Recipients by Race-Ethnicity.

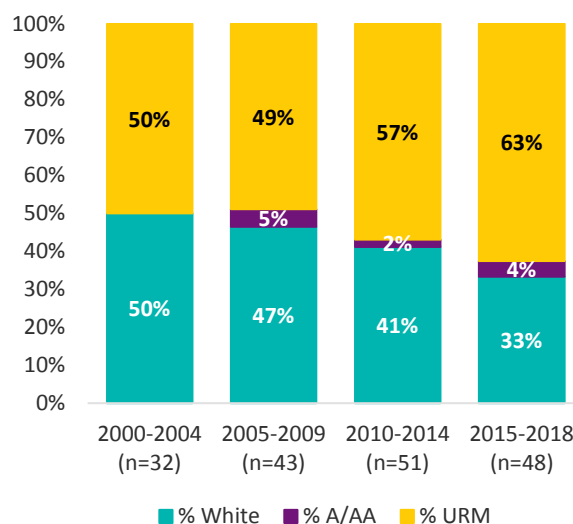


Figure 14b displays the same diversity award data organized by race-ethnicity. In the AY2000-2004 period, half of the diversity-related awards went to URM faculty and half to white faculty (no Asian/Asian-American faculty received diversity awards during this time period). Over the next three time periods there was a steady increase in the proportion of awards received by URM faculty and a corresponding decrease in the proportion received by white faculty. The percentage awarded to Asian/Asian-American faculty remained low between AY2005 and AY2008, ranging from just 2%-5%.

Next, we considered another type of formal recognition available to faculty at UM, named professorships. In this analysis we examined four categories of honors: Distinguished University Professor (to recognize exceptional scholarly achievement, national and international reputation, and

¹² The nine awards included the Carol Hollenshead Award, The Circle Award – La Celebración Latina, Cornerstone Award – Black Celebratory, Harold R. Johnson Diversity Service Award, Ida Gray Award, James T. Neubacher Award, Sarah Goddard Power Award, Shirley Verrett Award, and the James S. Jackson Distinguished Career Award for Diversity Scholarship.

superior teaching skills), Collegiate Professor (for outstanding scholarship, teaching, and service), Endowed Chair, and Thurnau Professor (for excellence in teaching). Since these appointments are generally limited to full professors, we included only faculty at this rank in our analysis.

Figure 15a describes the proportion of named professorships by gender at four time points: AY2009, AY2012, AY2015, and AY2018. Our analysis reveals that the percentage of named professorships held by women increased during this time (from 19% in AY2009 to 27% in AY2018). Nevertheless, at no point were women represented at the same rate as their male colleagues; in AY2018, nine more women would need to have held named professorships to obtain parity with men (in AY2009 this number was 23).

Figure 15a: Composition of Named Professorships by Gender, Campus-wide.

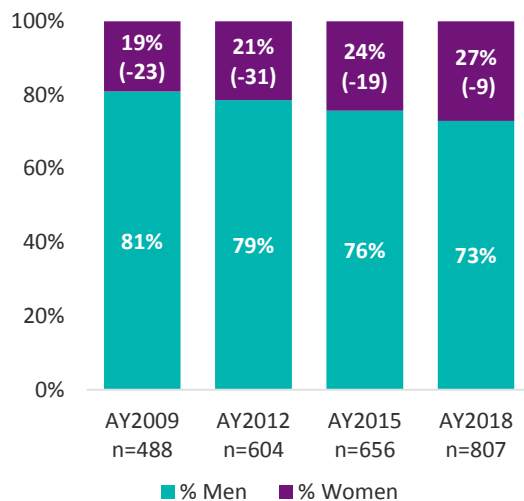
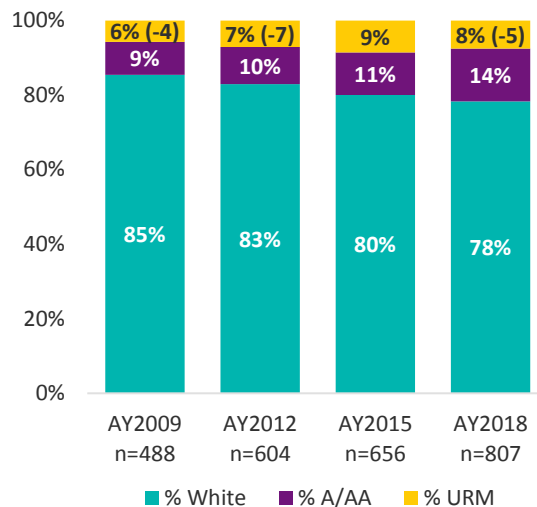


Figure 15b: Composition of Named Professorships by Race-Ethnicity, Campus-wide.



Note: in this series of figures the negative number in parentheses indicates the number of faculty needed to obtain the same rate as that of men (in the case of gender) and white faculty (in the case of race-ethnicity).

Examining the same data organized by race-ethnicity, we found the proportion of named professorships awarded to white faculty decreased slightly over time, from 85% in AY2009 to 78% in AY2018 (see Figure 15b). There were corresponding increases in the percentages of named professorships awarded to URM and Asian/Asian-American faculty, from 6% to 8%, and 9% to 14%, respectively. Despite the slight increase in the proportion of URM faculty awarded named professorships, URM faculty remained underrepresented relative to white faculty at nearly every time point. In AY2018, five more URM faculty would need to have held a named professorship to be represented at the same rate as white faculty (an increase from four in AY2009). Asian/Asian American faculty held named professorships at the same rate as white faculty across the time period we examined.

Summary of Recognition Issues

Our data indicate that recognition is important to faculty job satisfaction, and the lack of recognition, especially for junior faculty, can have negative implications for retention. We also note important differences in rates of recognition by gender and race-ethnicity, as seen in the skewed distribution of named professorships and faculty award nominations. Generally, women and URM faculty were awarded named professorships at rates lower than men and white faculty, respectively.

Our analyses also revealed that women were less likely than men to be nominated by their departments for awards in teaching, research, and service, and more likely to report that their department/unit had failed to nominate them for an award for which they were qualified. Asian/Asian-American faculty were less likely than white and URM faculty to report being nominated for a teaching award, while URM faculty were more likely than white and Asian/Asian-American faculty to report being nominated for a mentoring or diversity award. Data collected by the ADVANCE Program also indicated that Asian/Asian-American faculty received far fewer diversity-related service awards relative to URM and white faculty.

CONCLUSIONS

This report examines opportunities for leadership and recognition for faculty across the University and the extent to which these opportunities differ by gender and race-ethnicity. Our data make clear that these elements of faculty work have important implications for faculty job satisfaction and retention, warranting a critical examination of the opportunities available to faculty at UM.

Consistent findings emerged regarding group differences across multiple data sources and analyses conducted by the ADVANCE Program. We identified several areas where women's experiences differed importantly from men's. Campus-wide, fewer departments were chaired by women in AY2018 than in AY2009. Less than one-third of departments are currently chaired by women, a rate that is consistent with women's persistent underrepresentation in the senior faculty ranks. Similarly, although their numbers have increased over time, fewer women than men are serving in high-level administrative positions across the university. In the case of dean positions, the number of women deans has decreased since AY2015; currently just one-quarter of all deans at UM are women.

Women faculty at UM also receive less formal recognition than men. Despite improvement since AY2009, they are less likely to be awarded named professorships and to have received award nominations in the areas of teaching, research, and service. Women were also more likely to report that their department or school had failed to nominate them for an award for which they were qualified, and were more likely than men to have considered leaving UM to garner more respect. Notably, the majority of diversity-related awards distributed between AY2010 and AY2018 were given to women (a significant change from earlier years).

Similarly, important differences are reported by race-ethnicity, particularly in the case of Asian/Asian-American faculty. Across the years examined, Asian/Asian American faculty served as chairs, high-level administrators, and executive committee members at lower rates than white faculty. Our analyses also revealed that Asian/Asian-American faculty reported chairing fewer committees than did white and

URM faculty. Asian/Asian-American faculty were also less likely than their white and URM colleagues to report ever being asked to serve as a department or program chair or director.

With regard to recognition, Asian/Asian-American faculty were less likely than white and URM faculty to report being nominated for a teaching award, and Asian/Asian-American faculty received far fewer diversity-related service awards relative to URM and white faculty. Although the numbers of Asian/Asian-American faculty have increased on campus over time, our data indicate that they remain consistently disadvantaged in their opportunities for leadership and recognition.

URM faculty served as department/unit chairs and high-level administrators at similar rates to white faculty, but were underrepresented relative to white faculty on department and college-level executive committees. The findings for faculty recognition were mixed: URM faculty were awarded named professorships at lower rates than white faculty, but were more likely than white and Asian/Asian American faculty to be nominated for a mentoring award and to receive an award for diversity-related service.

Although we examined gender and race separately in most of our analyses due to small numbers, it is important to note the experiences of women of color, who may face additional barriers to leadership and recognition due to their dual minority status as women and faculty of color. Many of the results we reported did not differ significantly between race groups among women. However, a few important differences are highlighted here: in AY2018, women of color were underrepresented in department chair positions campus-wide (relative to white men). We also note that there are currently no women of color serving as deans at UM. Women of color received more diversity-related awards relative to other groups but were less likely to be awarded named professorships. When possible, examining the intersections between gender and race can highlight important differences in faculty experiences at UM.

Important differences are also reported by rank. We found in earlier studies that improving opportunities for leadership is particularly salient for retaining senior faculty; half of the senior faculty we interviewed during our exit study reported leadership opportunities to be the most important factor in their decision to leave. For junior faculty, recognition proved particularly important. We note that many of the opportunities for formal recognition at UM are reserved for senior faculty (e.g., named professorships), yet recognition may be especially beneficial to faculty earlier in their careers by fostering their sense of belonging and value to the institution (Stewart & Valian, 2018). We believe it would be worthwhile to take a deeper look at formal and informal recognition opportunities for junior faculty at UM.

Recruiting excellent faculty is a fundamental goal of the University. However, it is equally critical to retain these faculty by establishing an inclusive and equitable work environment. As the data presented in this report make clear, addressing issues of faculty recognition and leadership is critical in the pursuit of retaining excellent faculty, especially women and faculty of color.

Appendix A
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)

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Table 1: College of Engineering - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	83	35%	65%	29%	11%	60%	29	31%	7%	62%	54	28%	13%	59%
	Associate Professors	91	25%	75%	32%	7%	62%	23	26%	9%	65%	68	34%	6%	60%
	Full Professors	253	14%	86%	24%	5%	72%	35	20%	6%	74%	218	24%	5%	71%
	Overall, Tenure Track	427	20%	80%	26%	6%	67%	87	25%	7%	68%	340	27%	6%	67%
Research Track	Assistant Research Scientists	60	15%	85%	43%	7%	50%	9	33%	11%	56%	51	45%	6%	49%
	Associate Research Scientists	35	11%	89%	11%	6%	83%	4	25%	0%	75%	31	10%	6%	84%
	Research Scientists	17	6%	94%	0%	0%	100%	1	0%	0%	100%	16	0%	0%	100%
	Overall, Research Track	112	13%	88%	27%	5%	68%	14	29%	7%	64%	98	27%	5%	68%

Table 2: College of LSA (All Units) - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	193	52%	48%	20%	16%	64%	100	19%	17%	64%	93	20%	15%	65%
	Associate Professors	249	44%	56%	12%	20%	68%	110	11%	19%	70%	139	12%	22%	66%
	Full Professors	602	36%	64%	10%	11%	78%	217	10%	17%	73%	385	10%	8%	81%
	Overall, Tenure Track	1044	41%	59%	12%	14%	73%	427	12%	18%	70%	617	12%	12%	75%
Research Track	Assistant Research Scientists	24	21%	79%	42%	0%	58%	5	40%	0%	60%	19	42%	0%	58%
	Associate Research Scientists	9	11%	89%	33%	11%	56%	1	0%	100%	0%	8	38%	0%	63%
	Research Scientists	13	31%	69%	8%	8%	85%	4	25%	0%	75%	9	0%	11%	89%
	Overall, Research Track	46	22%	78%	30%	4%	65%	10	30%	10%	60%	36	31%	3%	67%

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 3: College of LSA (Natural Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	60	55%	45%	22%	7%	72%	33	21%	3%	76%	27	22%	11%	67%
	Associate Professors	61	33%	67%	21%	10%	69%	20	15%	0%	85%	41	24%	15%	61%
	Full Professors	198	18%	82%	15%	5%	80%	35	14%	6%	80%	163	15%	5%	80%
	Overall, Tenure Track	319	28%	72%	18%	6%	76%	88	17%	3%	80%	231	18%	7%	75%
Research Track	Assistant Research Scientists	16	6%	94%	44%	0%	56%	1	100%	0%	0%	15	40%	0%	60%
	Associate Research Scientists	8	13%	88%	38%	13%	50%	1	0%	100%	0%	7	43%	0%	57%
	Research Scientists	13	31%	69%	8%	8%	85%	4	25%	0%	75%	9	0%	11%	89%
	Overall, Research Track	37	16%	84%	30%	5%	65%	6	33%	17%	50%	31	29%	3%	68%

Table 4: College of LSA (Humanities) - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	46	52%	48%	26%	17%	57%	24	25%	21%	54%	22	27%	14%	59%
	Associate Professors	84	46%	54%	8%	13%	79%	39	13%	15%	72%	45	4%	11%	84%
	Full Professors	151	41%	59%	6%	9%	85%	62	5%	8%	87%	89	7%	9%	84%
	Overall, Tenure Track	281	44%	56%	10%	11%	79%	125	11%	13%	76%	156	9%	10%	81%

Table 5: College of LSA (Social Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	87	49%	51%	15%	22%	63%	43	14%	26%	60%	44	16%	18%	66%
	Associate Professors	104	49%	51%	9%	33%	59%	51	8%	29%	63%	53	9%	36%	55%
	Full Professors	253	47%	53%	9%	18%	73%	120	12%	25%	63%	133	7%	12%	81%
	Overall, Tenure Track	444	48%	52%	10%	22%	68%	214	11%	26%	63%	230	9%	19%	72%
Research Track	Assistant Research Scientists	8	50%	50%	38%	0%	63%	4	25%	0%	75%	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	9	44%	56%	33%	0%	67%	4	25%	0%	75%	5	40%	0%	60%

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.

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Table 6: Medical School (Basic Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		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	28%	72%	33%	5%	62%	11	27%	9%	64%	28	36%	4%	61%
	Associate Professors	40	35%	65%	30%	10%	60%	14	14%	14%	71%	26	38%	8%	54%
	Full Professors	78	35%	65%	13%	1%	86%	27	15%	0%	85%	51	12%	2%	86%
	Overall, Tenure Track	157	33%	67%	22%	4%	73%	52	17%	6%	77%	105	25%	4%	71%
Research Track	Assistant Research Scientists	34	35%	65%	47%	3%	50%	12	50%	0%	50%	22	45%	5%	50%
	Associate Research Scientists	4	75%	25%	25%	0%	75%	3	33%	0%	67%	1	0%	0%	100%
	Research Scientists	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
	Overall, Research Track	39	38%	62%	44%	3%	54%	15	47%	0%	53%	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 7: Medical School (Clinical Departments) - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	184	39%	61%	22%	7%	71%	72	28%	8%	64%	112	18%	6%	76%
	Associate Professors	177	34%	66%	25%	5%	69%	61	20%	5%	75%	116	28%	5%	66%
	Full Professors	414	19%	81%	15%	6%	79%	79	19%	13%	68%	335	14%	4%	82%
	Overall, Tenure Track	775	27%	73%	19%	6%	75%	212	22%	9%	69%	563	18%	5%	77%
Research Track	Assistant Research Scientists	128	40%	60%	47%	8%	45%	51	41%	2%	57%	77	51%	12%	38%
	Associate Research Scientists	58	29%	71%	47%	0%	53%	17	35%	0%	65%	41	51%	0%	49%
	Research Scientists	12	42%	58%	33%	0%	67%	5	40%	0%	60%	7	29%	0%	71%
	Overall, Research Track	198	37%	63%	46%	5%	49%	73	40%	1%	59%	125	50%	7%	43%
Clinical Track	Clinical Assistant Professors	698	54%	46%	22%	7%	71%	380	22%	8%	70%	318	22%	5%	73%
	Clinical Associate Professors	255	41%	59%	24%	7%	70%	104	27%	7%	66%	151	21%	7%	72%
	Clinical Professors	151	37%	63%	14%	4%	82%	56	16%	4%	80%	95	13%	4%	83%
	Overall, Clinical Track	1104	49%	51%	21%	6%	72%	540	22%	7%	70%	564	20%	5%	74%

Table 8: Professional Schools and Colleges - Faculty by Track, Gender, and Race/Ethnicity, 2017-2018

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	209	56%	44%	22%	15%	64%	116	21%	16%	63%	93	23%	13%	65%
	Associate Professors	249	42%	58%	16%	16%	68%	105	14%	16%	70%	144	17%	17%	67%
	Full Professors	443	34%	66%	10%	11%	79%	150	5%	14%	81%	293	12%	10%	78%
	Overall, Tenure Track	901	41%	59%	14%	13%	72%	371	13%	15%	72%	530	15%	12%	73%
Research Track	Assistant Research Scientists	40	63%	38%	35%	5%	60%	25	32%	0%	68%	15	40%	13%	47%
	Associate Research Scientists	23	52%	48%	35%	4%	61%	12	33%	0%	67%	11	36%	9%	55%
	Research Scientists	16	25%	75%	6%	6%	88%	4	25%	0%	75%	12	0%	8%	92%
	Overall, Research Track	79	52%	48%	29%	5%	66%	41	32%	0%	68%	38	26%	11%	63%
Clinical Track	Clinical Assistant Professors	116	57%	43%	10%	8%	82%	66	9%	6%	85%	50	12%	10%	78%
	Clinical Associate Professors	56	68%	32%	7%	16%	77%	38	8%	11%	82%	18	6%	28%	67%
	Clinical Professors	46	41%	59%	9%	17%	74%	19	5%	32%	63%	27	11%	7%	81%
	Overall, Clinical Track	218	56%	44%	9%	12%	79%	123	8%	11%	80%	95	11%	13%	77%

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.

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Table 9: Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2017-2018

	Female		Male		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	18.2	6.4	7.3	2.9	3.2	1.7	5.8	7.4	8.4
College of LSA (Natural Sciences)	3.2	1.5	3.4	2.2	2.9	3.5	5.8	0.2	3.5	3.0
College of LSA (Humanities)	6.6	7.2	8.4	10.1	4.9	6.2	6.3	3.5	7.6	11.5
College of LSA (Social Sciences)	6.0	3.9	5.0	3.9	4.5	--	4.4	3.7	7.1	4.2
Medical School (Basic Sciences)	7.6	5.3	5.3	2.4	4.4	1.4	16.0	4.4	5.9	3.5
Medical School (Clinical Departments)	3.6	2.8	5.2	5.8	3.7	7.9	6.2	2.5	5.0	4.9
Professional Schools and Colleges	8.3	3.5	7.3	4.4	6.8	2.5	6.2	4.6	8.7	4.5

	A/AA		Female URM		White		A/AA		Male 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	--	2.0	--	5.2	18.2	3.5	3.3	1.5	5.8	7.4	8.3
College of LSA (Natural Sciences)	5.7	--	--	--	2.9	1.5	1.9	3.5	5.8	0.2	3.6	3.2
College of LSA (Humanities)	5.5	6.2	7.7	3.5	7.0	13.2	4.0	--	6.7	4.5	8.3	11.6
College of LSA (Social Sciences)	4.7	--	5.4	3.0	7.1	5.7	3.4	--	4.1	4.5	6.1	3.2
Medical School (Basic Sciences)	5.0	--	22.5	5.3	7.2	--	4.2	1.4	9.5	3.6	5.4	3.5
Medical School (Clinical Departments)	6.9	1.9	2.0	1.5	3.2	3.0	3.5	9.5	7.4	3.6	5.9	4.9
Professional Schools and Colleges	9.1	1.5	4.0	2.8	8.1	4.4	5.1	3.1	10.0	6.3	8.1	4.4

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Table 10: College of Engineering - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		3%	4%	2%	0%	5%	0%	0%	4%	2%	0%	5%
	N	1	9	1	0	9	0	0	1	1	0	8
Collegiate		12%	9%	8%	8%	10%	14%	0%	12%	8%	10%	10%
	N	4	20	5	1	18	1	0	3	4	1	15
Endowed		12%	17%	15%	8%	17%	14%	0%	12%	15%	10%	18%
	N	4	36	9	1	30	1	0	3	8	1	27
Thurnau (for teaching)		12%	9%	3%	17%	11%	0%	0%	16%	4%	20%	11%
	N	4	20	2	2	20	0	0	4	2	2	16
Diversity		3%	0%	0%	0%	1%	0%	0%	4%	0%	0%	0%
	N	1	0	0	0	1	0	0	1	0	0	0
TOTAL		41%	40%	28%	33%	44%	29%	0%	48%	28%	40%	44%
	N	14	85	17	4	78	2	0	12	15	4	66

Table 11: College of LSA (All Units) - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		7%	7%	0%	6%	8%	0%	4%	9%	0%	7%	8%
	N	13	26	0	3	36	0	1	12	0	2	24
Collegiate		21%	21%	25%	23%	20%	15%	16%	22%	30%	29%	19%
	N	38	73	14	12	85	3	4	31	11	8	54
Endowed		6%	8%	5%	2%	8%	10%	0%	7%	3%	4%	9%
	N	11	29	3	1	36	2	0	9	1	1	27
Thurnau (for teaching)		10%	8%	2%	13%	10%	5%	8%	12%	0%	18%	9%
	N	19	30	1	7	41	1	2	16	0	5	25
Diversity		2%	0%	0%	4%	0%	0%	8%	1%	0%	0%	0%
	N	3	1	0	2	2	0	2	1	0	0	1
TOTAL		46%	45%	32%	47%	47%	30%	36%	50%	32%	57%	45%
	N	84	159	18	25	200	6	9	69	12	16	131

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.

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Table 12: College of LSA (Natural Sciences) - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		3%	9%	0%	10%	9%	0%	0%	4%	0%	13%	10%
	N	1	14	0	1	14	0	0	1	0	1	13
Collegiate		34%	21%	31%	30%	21%	20%	50%	36%	33%	25%	18%
	N	12	33	9	3	33	1	1	10	8	2	23
Endowed		14%	4%	3%	0%	6%	20%	0%	14%	0%	0%	5%
	N	5	6	1	0	10	1	0	4	0	0	6
Thurnau (for teaching)		14%	8%	0%	10%	10%	0%	0%	18%	0%	13%	9%
	N	5	12	0	1	16	0	0	5	0	1	11
Diversity		0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%
	N	0	1	0	0	1	0	0	0	0	0	1
TOTAL		66%	41%	34%	50%	47%	40%	50%	71%	33%	50%	42%
	N	23	66	10	5	74	2	1	20	8	4	54

Table 13: College of LSA (Humanities) - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		10%	5%	0%	8%	7%	0%	0%	11%	0%	13%	4%
	N	6	4	0	1	9	0	0	6	0	1	3
Collegiate		20%	20%	13%	15%	21%	0%	0%	23%	20%	25%	19%
	N	12	16	1	2	25	0	0	12	1	2	13
Endowed		3%	11%	13%	8%	7%	0%	0%	4%	20%	13%	10%
	N	2	9	1	1	9	0	0	2	1	1	7
Thurnau (for teaching)		10%	10%	0%	15%	10%	0%	0%	11%	0%	25%	9%
	N	6	8	0	2	12	0	0	6	0	2	6
Diversity		2%	0%	0%	0%	1%	0%	0%	2%	0%	0%	0%
	N	1	0	0	0	1	0	0	1	0	0	0
TOTAL		43%	46%	25%	46%	45%	0%	0%	49%	40%	75%	43%
	N	26	37	2	6	55	0	0	26	2	6	29

Table 14: College of LSA (Social Sciences) - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		8%	7%	0%	3%	9%	0%	5%	10%	0%	0%	8%
	N	8	9	0	1	16	0	1	7	0	0	9
Collegiate		17%	24%	18%	20%	21%	15%	14%	19%	22%	29%	23%
	N	18	31	4	7	38	2	3	13	2	4	25
Endowed		5%	13%	5%	0%	12%	8%	0%	6%	0%	0%	16%
	N	5	17	1	0	21	1	0	4	0	0	17
Thurnau (for teaching)		9%	8%	5%	11%	8%	8%	10%	9%	0%	14%	8%
	N	9	11	1	4	15	1	2	6	0	2	9
Diversity		2%	0%	0%	6%	0%	0%	10%	0%	0%	0%	0%
	N	2	0	0	2	0	0	2	0	0	0	0
TOTAL		38%	52%	27%	34%	51%	31%	29%	43%	22%	43%	56%
	N	40	68	6	12	90	4	6	30	2	6	60

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.

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Table 15: Medical School (Basic Sciences) - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		7%	4%	0%	0%	6%	0%	--	9%	0%	0%	5%
	N	2	2	0	0	4	0	0	2	0	0	2
Collegiate		37%	25%	30%	100%	28%	50%	--	35%	17%	100%	25%
	N	10	13	3	1	19	2	0	8	1	1	11
Endowed		0%	8%	10%	0%	4%	0%	--	0%	17%	0%	7%
	N	0	4	1	0	3	0	0	0	1	0	3
Thurnau (for teaching)		0%	2%	0%	0%	1%	0%	--	0%	0%	0%	2%
	N	0	1	0	0	1	0	0	0	0	0	1
Diversity		0%	0%	0%	0%	0%	0%	--	0%	0%	0%	0%
	N	0	0	0	0	0	0	0	0	0	0	0
TOTAL		44%	39%	40%	100%	40%	50%	--	43%	33%	100%	39%
	N	12	20	4	1	27	2	0	10	2	1	17

Table 16: Medical School (Clinical Departments) - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		0%	0%	0%	4%	0%	0%	0%	0%	0%	8%	0%
	N	0	1	0	1	0	0	0	0	0	1	0
Collegiate		13%	14%	16%	17%	13%	14%	10%	13%	17%	23%	13%
	N	10	47	10	4	43	2	1	7	8	3	36
Endowed		14%	27%	31%	30%	23%	21%	10%	13%	34%	46%	25%
	N	11	91	19	7	76	3	1	7	16	6	69
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		27%	42%	48%	52%	37%	36%	20%	26%	51%	77%	39%
	N	21	140	29	12	120	5	2	14	24	10	106

Table 17: Professional Schools and Colleges - Named Professorships by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor		1%	3%	2%	2%	3%	0%	5%	1%	3%	0%	3%
	N	2	9	1	1	9	0	1	1	1	0	8
Collegiate		22%	13%	14%	15%	17%	38%	19%	21%	9%	11%	14%
	N	32	39	6	7	58	3	4	25	3	3	33
Endowed		13%	26%	35%	10%	22%	13%	10%	13%	40%	11%	26%
	N	19	76	15	5	75	1	2	16	14	3	59
Thurnau (for teaching)		7%	5%	0%	8%	6%	0%	10%	7%	0%	7%	6%
	N	10	15	0	4	21	0	2	8	0	2	13
Diversity		0%	1%	0%	4%	0%	0%	0%	0%	0%	7%	0%
	N	0	2	0	2	0	0	0	0	0	2	0
TOTAL		43%	48%	51%	40%	47%	50%	43%	42%	51%	37%	49%
	N	63	141	22	19	163	4	9	50	18	10	113

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.

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Table 18: College of Engineering - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		5%	2%	0%	6%	3%	0%	0%	8%	0%	7%	2%
	N	3	5	0	1	7	0	0	3	0	1	4
Department Level Committee		4%	16%	18%	11%	13%	0%	0%	5%	21%	14%	15%
	N	2	46	16	2	30	0	0	2	16	2	28
TOTAL		9%	18%	18%	17%	16%	0%	0%	13%	21%	21%	17%
	N	5	51	16	3	37	0	0	5	16	3	32

Table 19: College of LSA (All Units) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		1%	1%	0%	0%	1%	0%	0%	2%	0%	0%	1%
	N	4	3	0	0	7	0	0	4	0	0	3
Department Level Committee		22%	17%	21%	15%	19%	35%	18%	21%	13%	14%	18%
	N	60	80	18	14	108	11	7	42	7	7	66
TOTAL		23%	17%	21%	15%	20%	35%	18%	23%	13%	14%	18%
	N	64	83	18	14	115	11	7	46	7	7	69

Table 20: College of LSA (Natural Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		4%	1%	0%	0%	2%	0%	0%	4%	0%	0%	1%
	N	2	2	0	0	4	0	0	2	0	0	2
Department Level Committee		30%	20%	17%	19%	24%	13%	50%	33%	18%	14%	21%
	N	17	41	7	3	48	1	1	15	6	2	33
TOTAL		34%	21%	17%	19%	26%	13%	50%	37%	18%	14%	23%
	N	19	43	7	3	52	1	1	17	6	2	35

Table 21: College of LSA (Humanities) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%
	N	1	1	0	0	2	0	0	1	0	0	1
Department Level Committee		15%	11%	20%	13%	12%	38%	9%	14%	0%	15%	11%
	N	15	14	3	3	23	3	1	11	0	2	12
TOTAL		16%	12%	20%	13%	13%	38%	9%	15%	0%	15%	12%
	N	16	15	3	3	25	3	1	12	0	2	13

Table 22: College of LSA (Social Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%
	N	1	1	0	0	2	0	0	1	0	0	1
Department Level Committee		21%	16%	26%	13%	19%	41%	15%	19%	7%	10%	18%
	N	31	28	8	8	43	7	5	19	1	3	24
TOTAL		21%	16%	26%	13%	19%	41%	15%	20%	7%	10%	19%
	N	32	29	8	8	45	7	5	20	1	3	25

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

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Table 23: Medical School (Basic Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		5%	0%	5%	0%	1%	17%	0%	3%	0%	0%	0%
	<i>N</i>	2	0	1	0	1	1	0	1	0	0	0
Department Level Committee		34%	27%	27%	0%	32%	33%	0%	36%	25%	0%	29%
	<i>N</i>	14	21	6	0	29	2	0	12	4	0	17
TOTAL		39%	27%	32%	0%	33%	50%	0%	39%	25%	0%	29%
	<i>N</i>	16	21	7	0	30	3	0	13	4	0	17

Table 25: Medical School (Clinical Departments) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		1%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%
	<i>N</i>	1	5	0	0	6	0	0	1	0	0	5
Department Level Committee		22%	15%	13%	9%	18%	15%	8%	25%	13%	11%	16%
	<i>N</i>	30	67	14	3	80	4	1	25	10	2	55
TOTAL		22%	16%	13%	9%	19%	15%	8%	26%	13%	11%	17%
	<i>N</i>	31	72	14	3	86	4	1	26	10	2	60

Table 26: Professional Schools and Colleges - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		15%	11%	12%	9%	13%	22%	14%	15%	8%	6%	12%
	<i>N</i>	38	46	10	8	66	5	5	28	5	3	38
Department Level Committee		6%	13%	16%	11%	10%	0%	14%	6%	22%	10%	12%
	<i>N</i>	16	56	13	10	49	0	5	11	13	5	38
TOTAL		21%	24%	28%	20%	22%	22%	27%	20%	31%	16%	24%
	<i>N</i>	54	102	23	18	115	5	10	39	18	8	76

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

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Table 27: College of Engineering - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		5%	2%	0%	6%	3%	0%	0%	8%	0%	7%	2%
	N	3	5	0	1	7	0	0	3	0	1	4
Department Level Committee		12%	13%	11%	17%	13%	23%	25%	8%	9%	14%	15%
	N	7	37	10	3	31	3	1	3	7	2	28
TOTAL		18%	15%	11%	22%	16%	23%	25%	15%	9%	21%	17%
	N	10	42	10	4	38	3	1	6	7	3	32

Table 28: College of LSA (All Units) - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		2%	3%	2%	1%	3%	0%	3%	2%	4%	0%	3%
	N	6	12	2	1	15	0	1	5	2	0	10
Department Level Committee		25%	22%	18%	18%	25%	16%	18%	28%	19%	18%	23%
	N	68	105	15	16	142	5	7	56	10	9	86
TOTAL		27%	24%	20%	19%	27%	16%	20%	30%	22%	18%	26%
	N	74	117	17	17	157	5	8	61	12	9	96

Table 29: College of LSA (Natural Sciences) - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		2%	1%	0%	0%	2%	0%	0%	2%	0%	0%	1%
	N	1	2	0	0	3	0	0	1	0	0	2
Department Level Committee		21%	13%	10%	0%	17%	0%	0%	26%	12%	0%	14%
	N	12	26	4	0	34	0	0	12	4	0	22
TOTAL		23%	14%	10%	0%	19%	0%	0%	28%	12%	0%	16%
	N	13	28	4	0	37	0	0	13	4	0	24

Table 30: College of LSA (Humanities) - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		1%	3%	0%	4%	2%	0%	0%	1%	0%	8%	3%
	N	1	4	0	1	4	0	0	1	0	1	3
Department Level Committee		45%	34%	53%	25%	39%	63%	27%	46%	43%	23%	34%
	N	45	43	8	6	74	5	3	37	3	3	37
TOTAL		46%	37%	53%	29%	41%	63%	27%	47%	43%	31%	37%
	N	46	47	8	7	78	5	3	38	3	4	40

Table 31: College of LSA (Social Sciences) - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		3%	5%	3%	3%	5%	0%	6%	3%	7%	0%	6%
	N	5	9	1	2	11	0	2	3	1	0	8
Department Level Committee		18%	22%	13%	19%	22%	6%	15%	21%	21%	23%	22%
	N	27	40	4	12	51	1	5	21	3	7	30
TOTAL		21%	28%	16%	22%	27%	6%	21%	24%	29%	23%	28%
	N	32	49	5	14	62	1	7	24	4	7	38

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.

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Table 32: Medical School (Basic Sciences) - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		5%	1%	0%	0%	3%	0%	0%	6%	0%	0%	2%
	<i>N</i>	2	1	0	0	3	0	0	2	0	0	1
Department Level Committee		24%	19%	18%	20%	22%	0%	50%	27%	25%	0%	19%
	<i>N</i>	10	15	4	1	20	0	1	9	4	0	11
TOTAL		29%	21%	18%	20%	25%	0%	50%	33%	25%	0%	21%
	<i>N</i>	12	16	4	1	23	0	1	11	4	0	12

Table 33: Medical School (Clinical Departments) - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		2%	1%	1%	0%	1%	4%	0%	2%	0%	0%	1%
	<i>N</i>	3	3	1	0	5	1	0	2	0	0	3
Department Level Committee		17%	13%	10%	13%	15%	12%	15%	18%	9%	11%	14%
	<i>N</i>	23	59	10	4	68	3	2	18	7	2	50
TOTAL		19%	14%	10%	13%	16%	16%	15%	20%	9%	11%	15%
	<i>N</i>	26	62	11	4	73	4	2	20	7	2	53

Table 34: Professional Schools and Colleges - Executive Committees by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee		13%	8%	7%	11%	10%	4%	14%	14%	8%	10%	8%
	<i>N</i>	32	36	6	10	52	1	5	26	5	5	26
Department Level Committee		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>N</i>	0	0	0	0	0	0	0	0	0	0	0
TOTAL		13%	8%	7%	11%	10%	4%	14%	14%	8%	10%	8%
	<i>N</i>	32	36	6	10	52	1	5	26	5	5	26

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.

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Table 35: College of Engineering - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		7%	3%	2%	0%	4%	0%	0%	10%	3%	0%	3%
	N	4	8	2	0	10	0	0	4	2	0	6
College Level Position		16%	8%	4%	6%	12%	8%	0%	20%	4%	7%	10%
	N	9	23	4	1	27	1	0	8	3	1	19
Department Level Position		5%	8%	6%	0%	9%	8%	0%	5%	5%	0%	10%
	N	3	23	5	0	21	1	0	2	4	0	19
TOTAL		28%	19%	12%	6%	25%	15%	0%	35%	12%	7%	23%
	N	16	54	11	1	58	2	0	14	9	1	44

Table 36: College of LSA (All Units) - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		1%	1%	0%	3%	1%	0%	3%	1%	0%	4%	1%
	N	4	5	0	3	6	0	1	3	0	2	3
College Level Position		8%	3%	4%	8%	4%	10%	18%	5%	0%	0%	4%
	N	21	15	3	7	26	3	7	11	0	0	15
Department Level Position		19%	18%	21%	16%	19%	19%	15%	20%	22%	18%	18%
	N	53	87	18	15	107	6	6	41	12	9	66
TOTAL		28%	22%	25%	27%	24%	29%	35%	27%	22%	22%	22%
	N	78	107	21	25	139	9	14	55	12	11	84

Table 37: College of LSA (Natural Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		2%	0%	0%	0%	1%	0%	0%	2%	0%	0%	1%
	N	1	1	0	0	2	0	0	1	0	0	1
College Level Position		0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%
	N	0	2	0	0	2	0	0	0	0	0	2
Department Level Position		23%	18%	12%	13%	22%	13%	50%	24%	12%	7%	21%
	N	13	37	5	2	43	1	1	11	4	1	32
TOTAL		25%	20%	12%	13%	24%	13%	50%	26%	12%	7%	23%
	N	14	40	5	2	47	1	1	12	4	1	35

Table 38: College of LSA (Humanities) - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		1%	2%	0%	4%	1%	0%	0%	1%	0%	8%	1%
	N	1	2	0	1	2	0	0	1	0	1	1
College Level Position		6%	2%	0%	4%	4%	0%	9%	6%	0%	0%	2%
	N	6	2	0	1	7	0	1	5	0	0	2
Department Level Position		23%	17%	20%	21%	20%	25%	18%	23%	14%	23%	17%
	N	23	22	3	5	37	2	2	19	1	3	18
TOTAL		30%	20%	20%	29%	24%	25%	27%	31%	14%	31%	19%
	N	30	26	3	7	46	2	3	25	1	4	21

Table 39: College of LSA (Social Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		1%	1%	0%	3%	1%	0%	3%	1%	0%	3%	1%
	N	2	2	0	2	2	0	1	1	0	1	1
College Level Position		11%	7%	10%	9%	9%	18%	18%	8%	0%	0%	10%
	N	17	13	3	6	21	3	6	8	0	0	13
Department Level Position		15%	20%	32%	17%	16%	18%	15%	14%	50%	20%	17%
	N	22	36	10	11	37	3	5	14	7	6	23
TOTAL		28%	29%	42%	30%	26%	35%	35%	23%	50%	23%	28%
	N	41	51	13	19	60	6	12	23	7	7	37

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.

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Table 40: Medical School (Basic Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		0%	3%	0%	0%	2%	0%	0%	0%	0%	0%	3%
	<i>N</i>	0	2	0	0	2	0	0	0	0	0	2
College Level Position		5%	4%	0%	0%	5%	0%	0%	6%	0%	0%	5%
	<i>N</i>	2	3	0	0	5	0	0	2	0	0	3
Department Level Position		7%	8%	5%	20%	8%	17%	0%	6%	0%	33%	9%
	<i>N</i>	3	6	1	1	7	1	0	2	0	1	5
TOTAL		12%	14%	5%	20%	15%	17%	0%	12%	0%	33%	17%
	<i>N</i>	5	11	1	1	14	1	0	4	0	1	10

Table 41: Medical School (Clinical Departments) - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		1%	0%	0%	3%	1%	0%	8%	1%	0%	0%	1%
	<i>N</i>	2	2	0	1	3	0	1	1	0	0	2
College Level Position		7%	6%	6%	0%	6%	8%	0%	7%	5%	0%	6%
	<i>N</i>	9	26	6	0	29	2	0	7	4	0	22
Department Level Position		4%	8%	3%	16%	8%	0%	8%	4%	4%	21%	9%
	<i>N</i>	5	37	3	5	34	0	1	4	3	4	30
TOTAL		12%	15%	8%	19%	15%	8%	15%	12%	9%	21%	15%
	<i>N</i>	16	65	9	6	66	2	2	12	7	4	54

Table 42: Professional Schools and Colleges - Administrative Positions by Gender and Race/Ethnicity, 2017-2018

		All					Female			Male		
		% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
University Level Position		0%	1%	1%	1%	1%	0%	0%	1%	2%	2%	1%
	<i>N</i>	1	4	1	1	3	0	0	1	1	1	2
College Level Position		13%	12%	11%	11%	13%	9%	14%	14%	12%	10%	13%
	<i>N</i>	33	53	9	10	67	2	5	26	7	5	41
Department Level Position		10%	10%	9%	8%	11%	13%	5%	10%	7%	10%	11%
	<i>N</i>	25	44	7	7	55	3	2	20	4	5	35
TOTAL		23%	23%	21%	20%	24%	22%	19%	24%	20%	22%	24%
	<i>N</i>	59	101	17	18	125	5	7	47	12	11	78

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.