UNIVERSITY OF MICHIGAN TENURE TRACK FACULTY AY2019 INDICATOR REPORT: FOCUS ON FACULTY DEPARTURE

U-M ADVANCE Program
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EXECUTIVE SUMMARY

The University of Michigan ADVANCE Program collects and reports on annual indicator data about the state of the tenure-track faculty at U-M. These data are used to assess the University's progress in the areas of faculty recruitment, retention, and leadership. In addition to reporting on many of the same faculty indicators each year, we include specific areas of focus in each year's report. In the current report we consider issues related to **faculty departure**. We examine the number and rate of faculty departures over time, including differences by gender and race-ethnicity, as well as the reasons why faculty may consider leaving or ultimately decide to leave U-M.

Our analysis of faculty hiring and departure found that the number of tenure-track faculty hired over the last ten years was much higher than the net increase in the size of the faculty over this time, suggesting that most faculty hires have gone toward replacing faculty who left U-M rather than toward expanding the faculty. Our examination of faculty turnover revealed that the recruitment and hiring of women and faculty of color has been offset by turnover among these groups, explaining the slow rate of diversification despite some gains in the hiring of underrepresented faculty. Additionally, our analysis of voluntary departure data highlighted important differences in faculty departure rates by gender and race-ethnicity: the departure rate for women was higher than the rate for men (although this gap decreased over time), and the departure rates for A/AA and URM faculty were higher than the rates for white faculty; this gap disappeared for A/AA faculty but increased sharply for URM faculty over time.

Using data collected from the most recent campus-wide faculty climate survey in 2017, we examined the factors associated with faculty members' intentions to leave U-M. Overall, our analyses suggest the following career-related factors are importantly associated with faculty career satisfaction and, ultimately, their intention to leave U-M: satisfaction with resources, felt influence over department climate/culture, and having at least one mentor/career advisor were associated with increased career satisfaction, while feeling excluded from participating in important committees and failure to be nominated for a deserved award were associated with lower levels of career satisfaction. Several university and department climate factors were also found to be important predictors of faculty career satisfaction: experiences of gender discrimination and disrespectful/disruptive behavior in the classroom predicted lower levels of career satisfaction while more positive ratings of the department chair and perceptions of positive department climate were associated with higher career satisfaction.

Finally, we examined data from the ADVANCE Program's annual exit interview study to highlight the reasons why some tenure-track faculty **voluntarily left** the University between 2011 and 2018. We found career satisfaction and university and department climate to be important factors cited by faculty who left U-M in recent years. Lack of mentoring and lack of recognition were particularly important for junior faculty, while lack of leadership and/or advancement opportunities were particularly important for senior faculty. Negative department/unit climate was cited as an important factor by faculty across all ranks. Furthermore, our analyses determined that the frequency of faculty citing climate concerns in their exit interviews has increased over time, particularly for women and faculty of color. Overall, these findings suggest key aspects of the faculty experience such as mentoring, recognition, and opportunities for advancement should be strengthened to promote faculty satisfaction and retention at U-M. In addition, it is important for departments/units to assess their workplace climate regularly to identify aspects that may negatively affect faculty satisfaction and work to improve the climate.

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 U-M. 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 U-M ADVANCE Program has been accumulating since it began in AY2002 (tables containing AY2019 data are included at the end of this report). 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 tenure track faculty leadership and recognition and highlighted important gaps in leadership opportunities and formal recognition for women and faculty of color, as well as progress made since our previous report on this topic in 2015. In this year's report we consider issues related to **faculty departure**. We examine the number and rate of faculty departures over time, including differences by gender and race-ethnicity, as well as the reasons why faculty may consider leaving or ultimately decide to leave U-M.

When possible, we examine data separately for six groups of faculty: Asian/Asian-American (A/AA)[1] women, underrepresented minority (URM)[2] women, white women, A/AA men, URM men, and white men. However, occasionally the number of faculty is too small (especially in the case of faculty of color) to allow for such refinement. In those cases, we examine the data separately by gender and race-ethnicity or by four groups: white women, white men, women of color, and men of color.

History of the Indicator Report

The ADVANCE Program was initially funded by the National Science Foundation (NSF)[3] to focus on STEM faculty, and NSF required each institution funded to report annually on these indicators [4] for STEM faculty at their individual institutions and compare each current reporting year with the baseline data (AY2001 for U-M) as a way to assess change over time.[5] When the NSF funding concluded 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

[1] Throughout this report, the A/AA category includes faculty identified as Asian/Asian-American and Native Hawaiian/other Pacific Islander.

[2] The URM category includes faculty identified as African-American/Black, Hispanic/Latino, and Native American/American Indian.

[3] 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.

[4] There were 12 indicators identified by NSF; see Appendix A.

[5] 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.

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 U-M 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 U-M 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.

ANNUAL FACULTY COMPOSITION

The focus of the current report is faculty departure from the University of Michigan. 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 AY2019 (see Figure 1). As described in previous reports, the most noticeable trend is the decline in the percentage of white male faculty and the corollary increase in the percentage of white women over time. The percentages of faculty of color (both men and women) are small across the first fifteen years depicted in the figure; we observe a slight increase beginning in the early 1990s. Proportions have continued to increase over time for A/AA men and women. However, the proportions of URM women and men have remained static since the period of slight increase over the late 1990s/early 2000s.

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

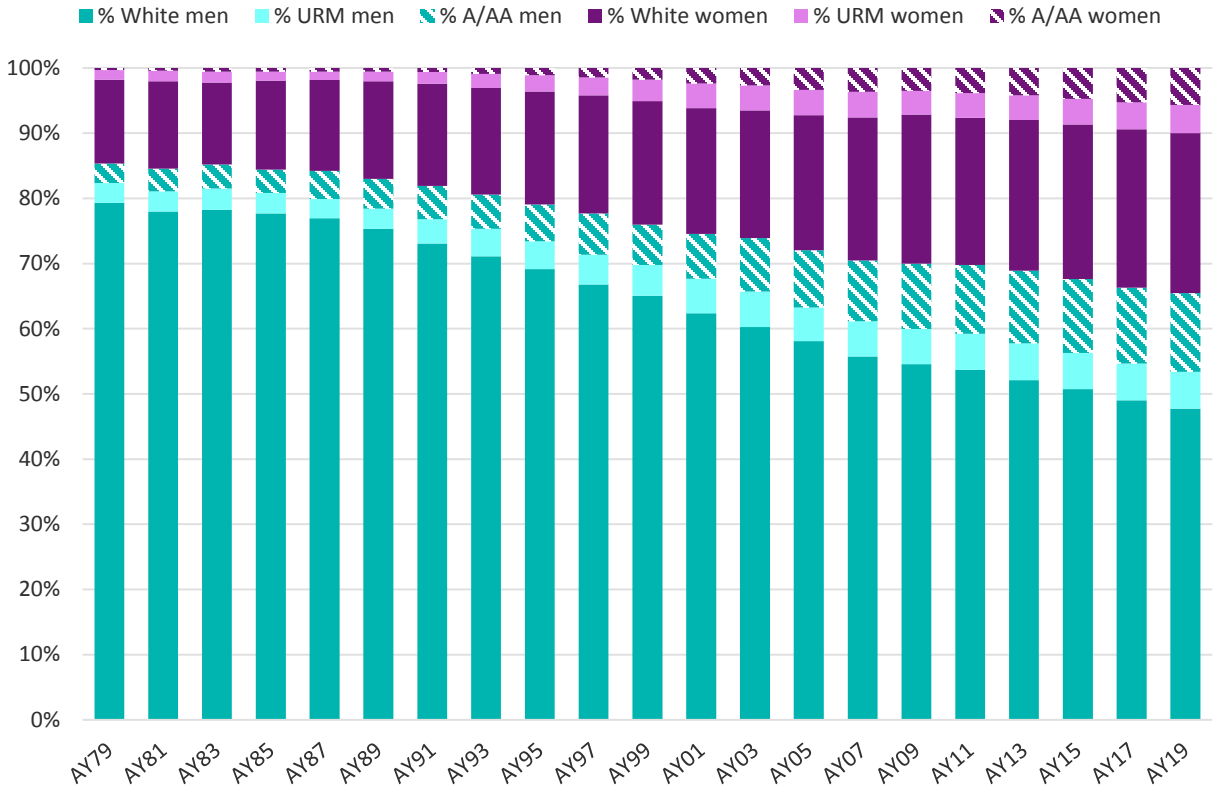
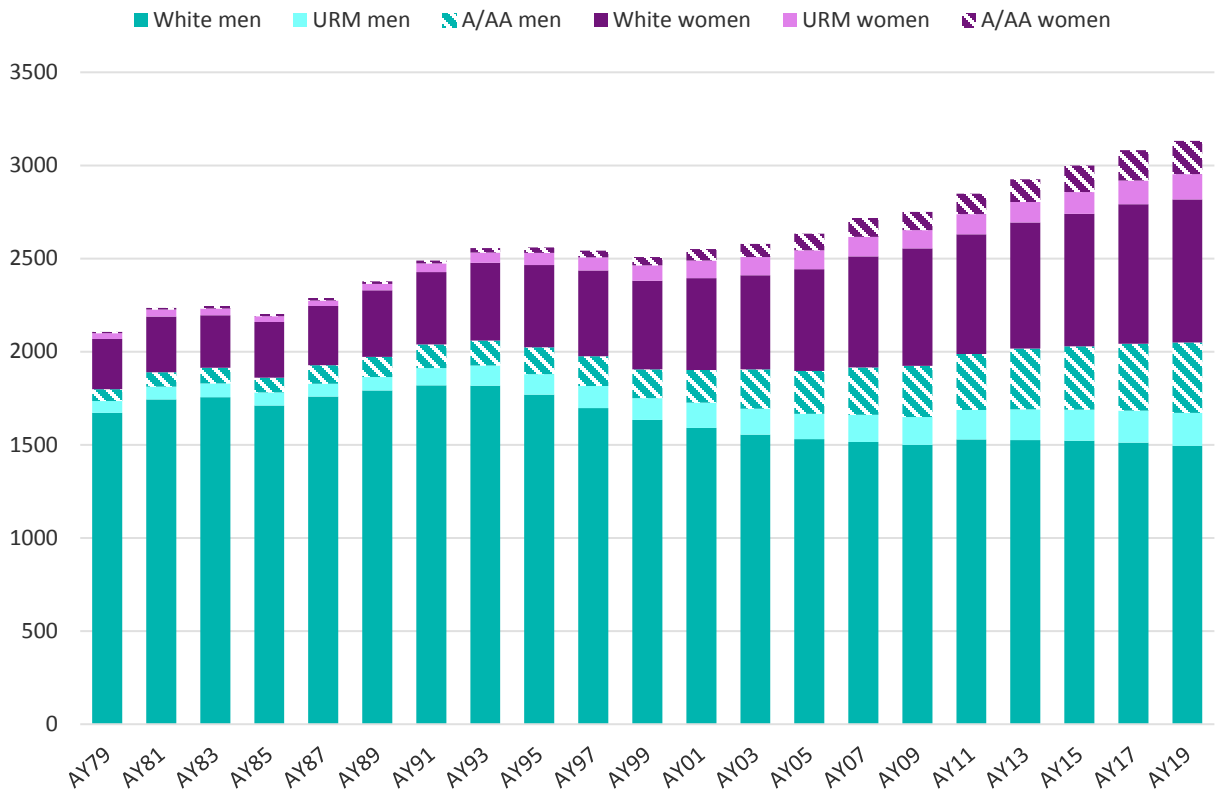


Figure 2 (next page) displays the counts of tenure-track faculty by gender and race-ethnicity over the same time period (AY1979-AY2019). The total number of tenure-track faculty grew by 49%, from 2,107 in AY1979 to 3,131 in AY2019. We also note that the faculty has become more diverse as it has grown; the number of white men has remained fairly constant since the early 2000s while the numbers of women and faculty of color increased incrementally during this time.

Figure 2: Faculty Composition by Gender and Race-Ethnicity (Counts-All Ranks), Campus-wide



The faculty composition data suggest there has been a moderate increase in overall faculty diversity over the last four decades. This increase is likely the result of many factors, including the retirement of senior faculty from the University (who are predominately white men) and initiatives undertaken at U-M 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.

Informed by these trends in the faculty composition, the remainder of this report will address this year's focal theme: faculty departure from U-M.

FACULTY TURNOVER AND DEPARTURE RATES

In this section we discuss data related to tenure-track faculty turnover and departure. We consider changes in the number and rate of faculty departures over time, as well as differences by gender and race-ethnicity. These metrics provide important information for policymakers as the University continues to work toward recruiting and retaining a diverse and excellent faculty.

NET CHANGE IN NUMBER OF TENURE TRACK FACULTY OVER TIME

We begin by analyzing the "net change" in the number of tenure-track faculty by gender and race-ethnicity campus-wide over the last ten years (AY2010-AY2019). Figure 3 (next page) depicts the number of faculty hired, promoted, and retired/terminated by tenure status and gender. Over this time period,

433 women and 543 men were hired as assistant professors, while 133 women and nearly twice as many men (257) were hired as associate or full professors. At the junior level, 263 women and 421 men were promoted to associate professor, and 134 women and 167 men left U-M as assistant professors. At the senior level, 226 women and 574 men left or retired from the University.

Overall, the movements of tenure-track faculty during this time period resulted in a net increase of 206 women and 59 men across ranks. The tenured faculty grew by 170 women and 104 men, while the untenured faculty increased by 36 women and decreased by 45 men.

Figure 3: Change in Number of Tenure-Track Faculty by Gender and Tenure Status: AY2010-19

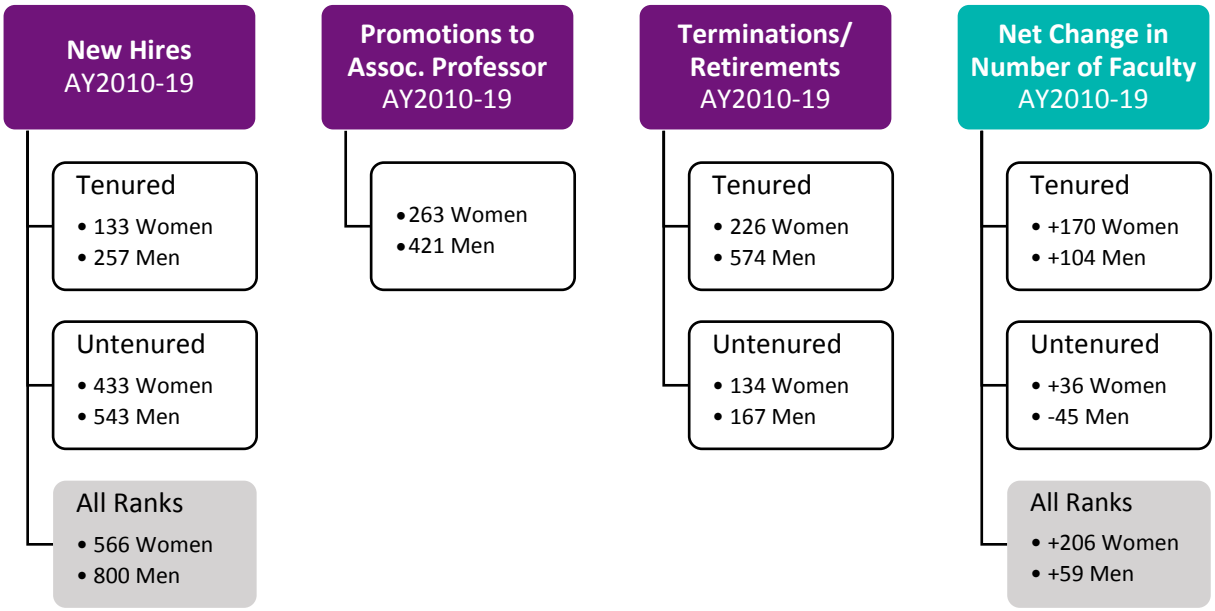
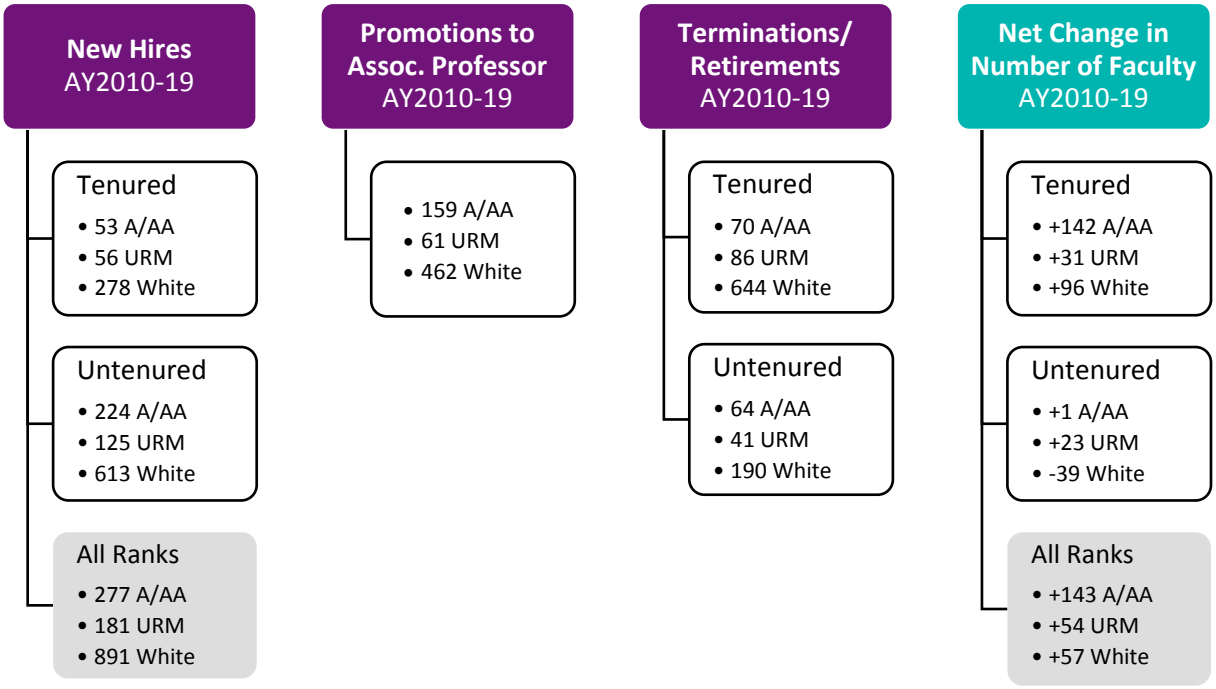


Figure 4 (next page) reports similar data by race-ethnicity.[6] Over the same ten-year time period, 224 A/AA faculty, 125 URM faculty, and 613 white faculty were hired as assistant professors; 53 A/AA faculty, 56 URM faculty, and 278 white faculty were hired as associate or full professors. During this time, 159 A/AA faculty, 61 URM faculty, and 462 white faculty were promoted from assistant to associate professor, while 64 A/AA faculty, 41 URM faculty, and 190 white faculty left the University as assistant professors. At the senior level, 70 A/AA faculty, 86 URM faculty, and 644 white faculty left or retired from U-M.

Overall, the tenured faculty grew by 142 A/AA faculty, 31 URM faculty, and 96 white faculty during the time period, while the untenured faculty increased by 1 A/AA faculty member and 23 URM faculty, and decreased by 39 white faculty. These changes resulted in a net increase of 143 A/AA faculty, 54 URM faculty, and 57 white faculty across ranks.

[6] The net change numbers in Figure 4 vary slightly from Figure 3 due to faculty with unknown race-ethnicities.

Figure 4: Change in Number of Tenure-Track Faculty by Race-ethnicity and Tenure Status: AY2010-19



FACULTY TURNOVER QUOTIENT

One of the most striking findings demonstrated in Figures 3 and 4 is that the number of tenure-track faculty **hired** over the last ten years is much higher than the **net increase** in the size of the faculty over the time period. This finding indicates that most faculty hires have gone toward replacing faculty who have left the University (i.e. turnover) rather than toward increasing the overall size of the faculty. Of course, some amount of faculty turnover is normal and to be expected. For example, we expect 1-2% of faculty to retire each year (based on the average retirement rate campus-wide between AY2013 and AY2017). With this mind, we provide a deeper examination of faculty turnover, specifically for underrepresented faculty: women and faculty of color. High faculty turnover (beyond what is expected due to retirement) will limit the University's progress toward diversifying the faculty if many of the underrepresented faculty being hired are simply replacing underrepresented faculty who have left.

To determine the proportion of new women and faculty of color hires replacing those who left, we analyzed the hiring and departure data using a "Turnover Quotient" (TQ) formula.[7] The TQ is calculated by dividing the net change in faculty by the total number of new faculty hires for each group (e.g., women faculty) during a given time period. The resulting value represents the percentage of new hires that simply **replaced** faculty in that demographic group who left the University; the remaining percentage of new hires can be considered an **expansion** of that demographic group. A TQ of 100% indicates that number of faculty in a given group has remained stable over time.

[7] The Turnover Quotient formula was developed by Jose F. Moreno and colleagues in their 2006 report assessing faculty diversity, *The Revolving Door for Underrepresented Minority Faculty in Higher Education*, available at https://folio.iupui.edu/bitstream/handle/10244/50/insight_Revolving_Door.pdf?sequence=1.

For this analysis, the TQ is expressed as:

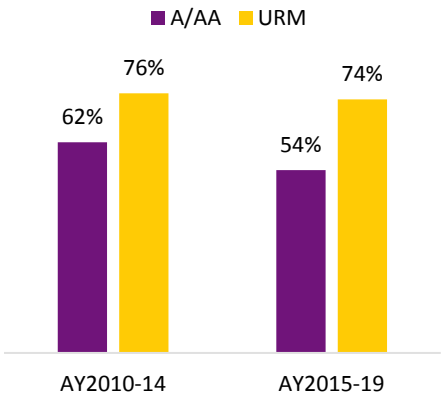
$$TQ = \left[1 - \left(\frac{\text{Year2}Fac - \text{Year1}Fac}{NewHires}\right)\right] * 100$$

We calculated the TQ for women faculty over two five-year time points (AY2010-14 and AY2015-19); see Figure 5. From AY2010 to AY2014, the TQ for women faculty was 66%, indicating that two out of every three women hired simply replaced women who left U-M during this period. From AY2015 to AY2019, the TQ for women was 64%, slightly lower than the previous time period.

Figure 5: Turnover Quotients for Women Faculty, Campus-wide

We conducted a similar analysis for URM and A/AA faculty; see Figure 6. From AY2010 to AY2014, the TQ for URM faculty was 76%; approximately three out of every four URM faculty hired simply replaced a URM faculty member who left during this time. For A/AA faculty, the TQ was 62%, indicating that three out of every five A/AA faculty hired went toward replacing A/AA faculty who left U-M during this period. In the second time period (AY2015-19) the TQ declined slightly for URM faculty (74%) and declined more steeply for A/AA faculty (54%).

Figure 6: Turnover Quotients for Faculty of Color, Campus-wide



The TQ analyses provide important insight into the diversification of the tenure-track faculty at U-M by explaining that despite some gains in the recruitment and hiring of women and faculty of color, progress toward diversifying the faculty has been slowed by the rates of turnover among these groups. These findings underscore the importance of **retaining** underrepresented faculty in addition to recruitment and hiring in order to achieve our goal of achieving a diverse and excellent faculty at U-M.[8]

VOLUNTARY FACULTY DEPARTURES

Our net change and TQ analyses broadly examined the scope of tenure-track faculty turnover at U-M by including all types of faculty departure (retirement, involuntary termination, and voluntary departure). Our next set of analyses focuses on faculty who have **voluntarily left** the University for another position. The ADVANCE Program tracks voluntary faculty departures and has conducted an annual exit interview study

[8] Though not the focus of this analysis, we also calculated the TQ for men (91%) and white faculty (89%) over the entire time period (AY2010-19). Approximately nine out of ten hires in these majority groups went toward replacement during this time, a finding that makes sense given that the University is not trying to grow the representation of these groups and that most retirements come from these groups.

since 2011 that includes tenure-track faculty from all schools and colleges.[9] From 2011 to 2019, 428 tenure-track faculty chose to leave the University. Of the 197 faculty we interviewed, nearly all (94%) left for an academic position elsewhere.

Figure 7 displays the gender composition of tenure-track faculty who voluntarily left U-M from AY2011 through AY2019, aggregated into three-year bins. In AY2011-13, women represented 42% of faculty who left voluntarily during that time period. This proportion decreased to 31% in AY2014-16, and increased to 38% in AY2017-19. We note that during AY2011-13 and AY2017-19, women's proportion of voluntary departures was higher than their overall representation on campus (represented by the gray overlapped bars in Figure 7) while men's proportion was lower. This indicates that proportionally more women and fewer men chose to leave U-M than would be expected based on their representation alone during these periods.

Figure 7: Composition of Voluntary Faculty Departures by Gender, Campus-wide

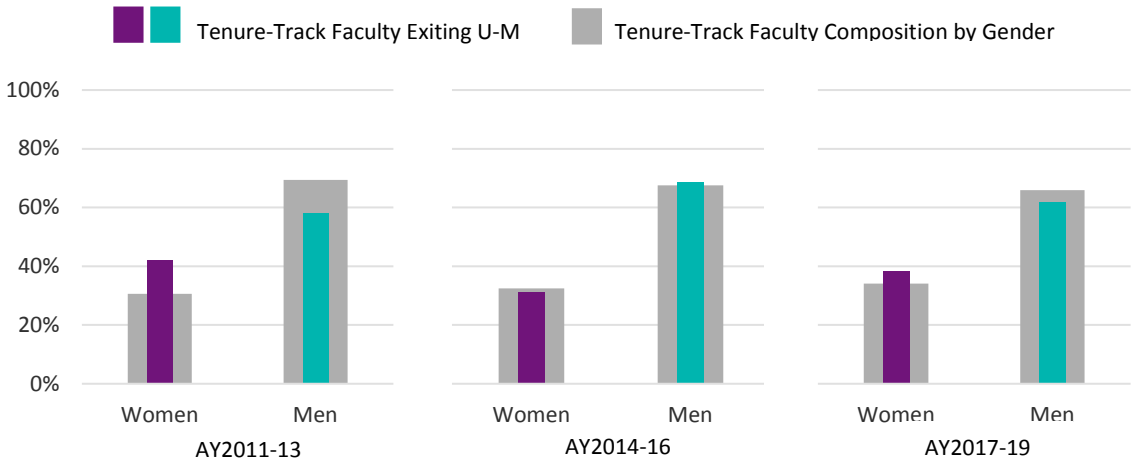
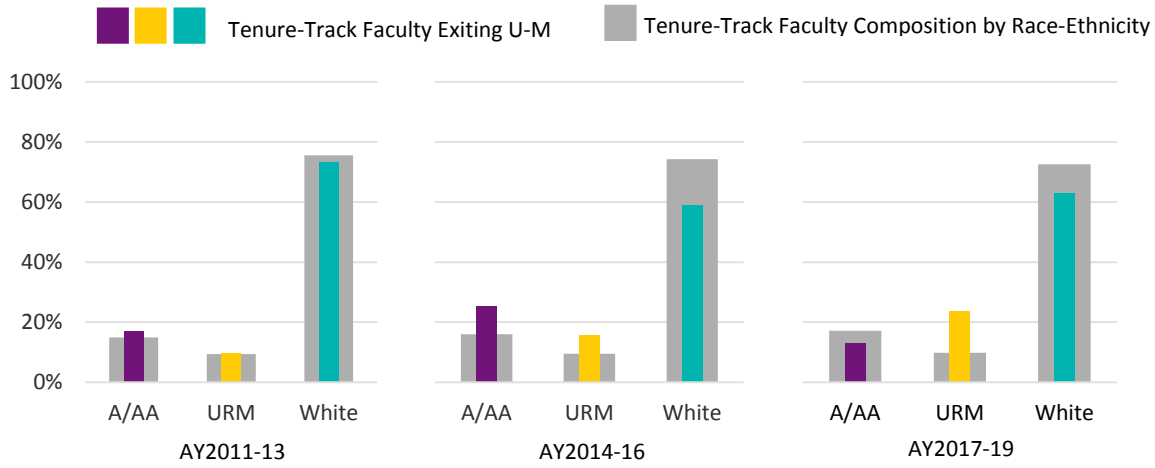


Figure 8: Composition of Voluntary Faculty Departures by Race-ethnicity, Campus-wide



[9] The ADVANCE Program conducts annual interviews with faculty who left U-M voluntarily as part of an ongoing study of issues that may affect faculty at the university and contribute to their decisions to leave. The most recent exit interview study report is available on the ADVANCE Program website: https://advance.umich.edu/research/.

We conducted a similar analysis by race-ethnicity; see Figure 8 (previous page). In AY2011-13, A/AA faculty represented 17% of all tenure-track faculty who left during that period. This proportion increased to 25% in AY2014-16, then decreased to 13% in AY2017-19. The proportion of A/AA faculty departures was higher than their overall representation on campus in AY2011-13 and AY2014-16, but the proportion was lower than would be expected in AY2017-19.

In AY2011-13, URM faculty represented 10% of faculty who left voluntarily during that period. This proportion increased to 16% in AY2014-16 and 24% in AY2017-19. The proportion of URM faculty departures was higher than their overall representation on campus during the two most recent time periods; this difference is particularly pronounced in AY2017-19. The proportion of white faculty departures was lower than would be expected based on their representation during each time period.

We further investigated differences in voluntary departure by gender and race-ethnicity by calculating the **rate** of departure for each group over three time periods (AY2011-13, AY2014-16, and AY2017-19). We calculated the rate of departure by dividing the number of departures in each period by the total number of tenure-track faculty at U-M in each period, separately by gender and race-ethnicity. Figure 9 displays the rate of voluntary departure by gender. In AY2011-13, the departure rate was 1.8% for men and 2.9% for women, indicating that women voluntarily left the University at a higher rate than men during this time period. The departure rate decreased for both groups in AY2014-16 (1.4% for men and 1.5% for women), then increased to 1.7% for men and 2.0% for women in AY2017-19.

Figure 10 displays a similar analysis by race-ethnicity. In AY2011-13, the departure rate was 2.1% for white faculty, and slightly higher for A/AA and URM faculty (2.4% and 2.2%, respectively). In AY2014-16, the departure rate for white faculty decreased to 1.2%, while the rate stayed fairly stable at 2.4% for A/AA and URM faculty. In AY2017-19, the departure rate for A/AA faculty decreased to 1.4%, while the rate increased slightly for white faculty (1.6%). Notably, the departure rate for URM faculty nearly doubled from the previous time period to 4.3% in AY2017-19.

Figure 9: Rate of Voluntary Faculty Departures by Gender, Campus-wide

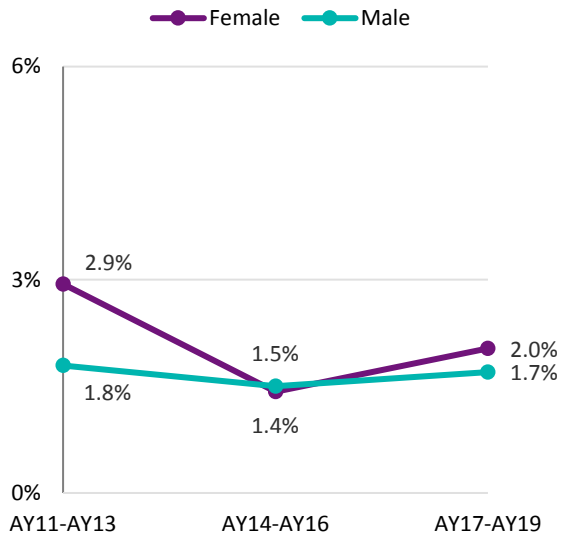
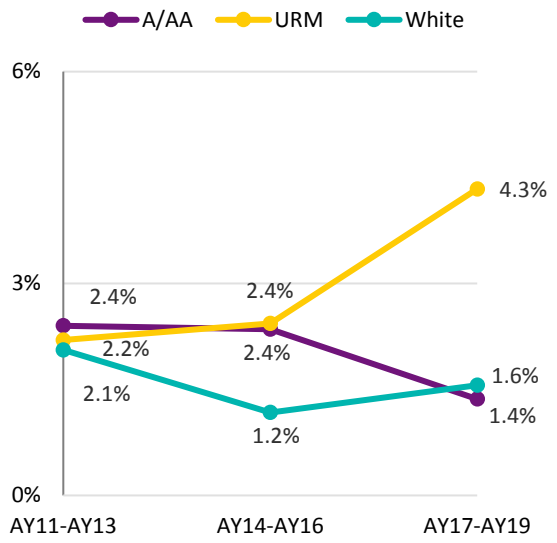


Figure 10: Rate of Voluntary Faculty Departures by Race-ethnicity, Campus-wide



SUMMARY OF FACULTY TURNOVER AND DEPARTURE RATES

Our analysis of faculty hiring and departure found that the number of tenure-track faculty hired over the last ten years was much higher than the net increase in the size of the faculty over this time, suggesting that most faculty hires have gone toward replacing faculty who left U-M rather than toward expanding the faculty. Our examination of faculty turnover revealed that the recruitment and hiring of women and faculty of color has been offset by turnover among these groups, explaining the slow rate of diversification despite some gains in the hiring of underrepresented faculty.[10] Finally, our analysis of voluntary departure data highlighted important differences in faculty departure rates by gender and race-ethnicity: the departure rate for women was higher than the rate for men (although this gap decreased over time), and the departure rates for A/AA and URM faculty were higher than the rates for white faculty; this gap disappeared for A/AA faculty but increased sharply for URM faculty over time.

REASONS FOR FACULTY DEPARTURE FROM U-M

In this section we focus our attention on the reasons why faculty may consider leaving or ultimately decide to leave U-M. Previous research conducted by the ADVANCE program has found that opportunities for leadership and recognition are positively related to faculty job satisfaction and retention.[11] Our past studies have also demonstrated a strong relationship between positive work climate and faculty job satisfaction.[12] Here we draw on recent data from our campus-wide faculty climate survey and annual exit interview study to examine a multitude of career and climate aspects that may influence a faculty member's decision to stay or leave the University.

FACTORS ASSOCIATED WITH JOB SATISFACTION AND INTENTION TO LEAVE U-M

Using data collected from the most recent campus-wide faculty climate survey in 2017, we examined the factors associated with faculty members' intentions to leave U-M.[13] Our initial analyses determined that faculty members' overall career satisfaction was consistently and strongly associated with their reported desire to leave the University. Given this important finding, we further examined the career and climate aspects that may influence faculty members' overall career satisfaction. We conducted a series of regressions to analyze the relationship between three sets of variables (career-related factors, university climate factors, and department climate factors) and **overall career satisfaction**.[14] Each model included variables to control for gender, race-ethnicity, discipline, and work experience. We ran each model on the full sample of tenure-track faculty and then ran similar models separately by four gender and race-ethnicity groups: white men, men of color, white women, and women of color (the gender and race-ethnicity variables were necessarily excluded from the models run separately by gender and race-

[10] See our 2016 Indicator Report for more detailed analyses related to faculty recruitment and hiring at https://advance.umich.edu/research/.

[11] Our 2018 Indicator Report, which focuses on faculty leadership and recognition, is available at https://advance.umich.edu/research/.

[12] See the full report, *Assessing the Academic Work Environment for Tenure-Track Faculty at the University of Michigan in 2001, 2006, and 2012: Gender and Race in Retention-Relevant Career Experiences*, at https://advance.umich.edu/research/.

[13] The intention to leave scale was comprised of two items: how often do you think about leaving U-M and how much would you like to stay at U-M for your entire career (reverse-scored).

[14] See Appendix B for a full list of model variables and their descriptions.

ethnicity).[15] In this section we report only the variables that were statistically significant ($p<0.05$); the full results tables are available in Appendix C.

Career Experiences Predicting Career Satisfaction

The results of the first set of regressions, career experiences predicting career satisfaction, are displayed in Table 1 in Appendix C. Five of the career experience variables were significantly associated with career satisfaction in the full sample model. Greater satisfaction with resources, higher levels of felt influence over department climate/culture, and having at least one mentor/career advisor were associated with increased career satisfaction. By contrast, feeling excluded from participating in important committees and failure to be nominated for an award for which they were qualified were associated with lower levels of career satisfaction.

Differences by gender and race-ethnicity

Across the models run separately by gender and race-ethnicity, the results were quite similar for each of the four groups. However, failure to be nominated for an award was not significantly associated with satisfaction for men of color. Moreover, having a mentor was positively associated with satisfaction in the model for white men only.

University Climate Factors Predicting Career Satisfaction

The results of the second set of regressions, **university climate factors** predicting career satisfaction, are displayed in Table 2 Appendix C. Two university climate factors were significantly associated with career satisfaction in the full sample model: experiences of gender discrimination and disrespectful/disruptive behavior in the classroom predicted lower levels of career satisfaction.

Differences by gender and race-ethnicity

The results of the regression model predicting career satisfaction for white men only were largely similar to the results of the full sample model. For men of color, none of the university climate factors were statistically significant predictors. For white women, experiences of gender discrimination were associated with lower levels of career satisfaction. For women of color, experiencing disrespectful/disruptive behavior in the classroom predicted lower levels of career satisfaction.

Department Climate Factors Predicting Career Satisfaction

The results of the third set of regressions, **department climate factors** predicting career satisfaction, are displayed in Table 3 in Appendix C. Three department climate factors were significantly associated with career satisfaction in the full sample model. Higher (more positive) ratings of the department chair and perceptions of positive department climate were associated with higher career satisfaction. Perceptions of scholarly isolation were associated with lower career satisfaction.

Differences by gender and race-ethnicity

The results of the regression models run separately by gender and race-ethnicity were largely similar to the results of the full sample model. In the model for white men only, the relationship between gender egalitarianism and career satisfaction was negative. Additionally, the positive relationship between

[15] We conducted preliminary analyses comparing A/AA and URM faculty which revealed few statistically significant differences between these groups. Given these findings and the small total number of faculty of color in the sample, we combined A/AA and URM faculty in the models run by gender and race-ethnicity.

perceptions of the department chair and career satisfaction was only significant in the model for white women.

Summary of Regression Findings

Overall, the results of our regression analyses suggest that a number of career-related factors are importantly associated with faculty career satisfaction and, ultimately, their intention to leave U-M. Satisfaction with resources, felt influence over department climate/culture, and having at least one mentor/career advisor were associated with increased career satisfaction, while feeling excluded from participating in important committees and failure to be nominated for an award were associated with lower levels of career satisfaction.

Several university and department climate factors were also found to be important predictors of faculty career satisfaction. Experiences of gender discrimination and disrespectful/disruptive behavior in the classroom predicted lower levels of career satisfaction. At the department level, more positive ratings of the department chair and perceptions of positive department climate were associated with higher career satisfaction while felt scholarly isolation was associated with lower career satisfaction.

We also note that important differences may exist between groups with regard to the experiences discussed above that are associated with faculty career satisfaction. For example, in previous analyses of our climate data we found that faculty of color and white women generally reported lower levels of felt influence over department climate/culture than white men.[16] Such differences have important implications for understanding and improving faculty career satisfaction and intention to leave U-M, particularly for underrepresented faculty.

REASONS FACULTY LEFT THE UNIVERSITY BETWEEN 2011 AND 2018

The previous analyses drew upon self-reported data collected in a recent campus-wide faculty climate survey to assess faculty members' job satisfaction and thoughts about leaving U-M. Our next set of analyses draws on different data from the ADVANCE Program's annual exit interview study to highlight the reasons why some tenure-track faculty **voluntarily left** the University between 2011 and 2018; we highlight select findings from the study focusing specifically on issues related to career satisfaction and university/department climate.[17]

Overall, the two most frequently cited career-related reasons for leaving were improved opportunities for leadership or advancement and more support for research (e.g., time or other resources). Faculty were also asked whether specific issues contributed to their decisions to leave; this list of questions

[16] *Assessing the Academic Work Environment for Tenure-Track Faculty at the University of Michigan in 2001, 2006, and 2012: Gender and Race in Retention-Relevant Career Experiences*, https://advance.umich.edu/research/.

[17] A total of 428 former U-M faculty were invited to participate and 197 were interviewed (a 46% response rate). Of those interviewed, 43% were women, 29% were faculty of color, and 31% were assistant professors (junior faculty). The exit interview study reports frequencies and percentages of themes discussed in interviews by group (e.g., gender, race-ethnicity, tenure status) and also examines statistically significant differences between groups (e.g., men and women faculty) and within groups over time (comparing faculty interviewed between AY2011-14 and AY2015-18). Select findings are highlighted here; see the full exit interview study report for a complete description of the study design and findings related to faculty voluntarily leaving U-M at https://advance.umich.edu/research/.

varied for junior and senior faculty.[18] As displayed in Figure 11, 42% of junior faculty indicated that insufficient mentoring and/or professional development opportunities factored into their decision to leave. One-quarter or more of junior faculty indicated that a lack of recognition of their contributions (32%), the expectations set by their unit (29%), and how their units evaluated their performance (25%) contributed to their decisions to leave.

The issues discussed by senior faculty are displayed in Figure 12. Nearly three-quarters (72%) of senior faculty considered insufficient opportunities for leadership and 69% considered a desire to have greater impact or voice in unit decision-making when deciding to leave U-M. Half (50%) of senior faculty also indicated that a lack of recognition of their contributions by colleagues factored into their decision to leave.

Figure 11: Career-related Reasons for Leaving U-M, Junior Faculty

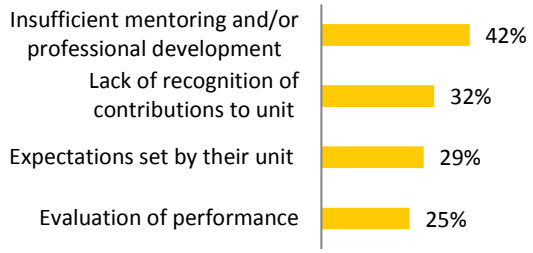
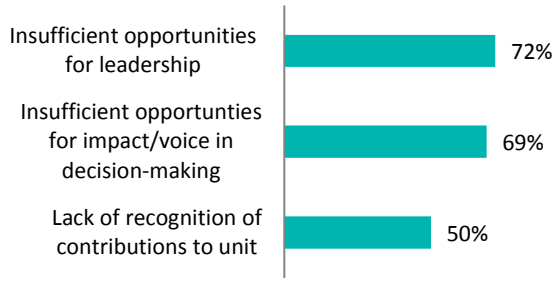
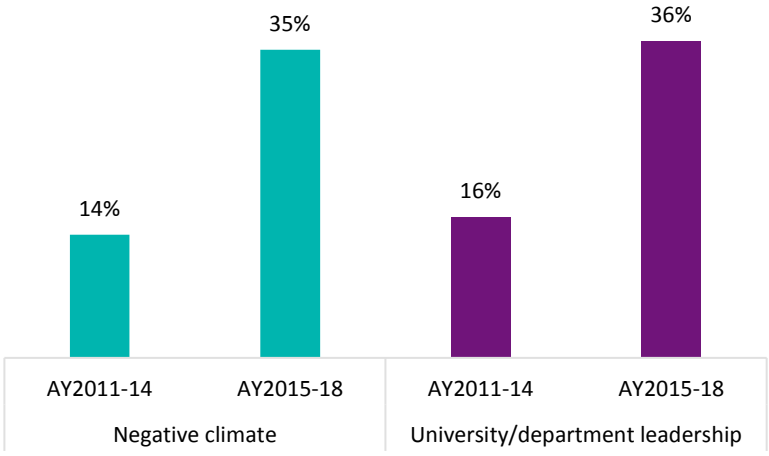


Figure 12: Career-related Reasons for Leaving U-M, Senior Faculty



Overall, the two most frequently cited climate-related reasons for leaving U-M were negative work environment (e.g., workplace climate) and dissatisfaction with university/unit leadership. As displayed in Figure 13, the faculty members we interviewed expressed these concerns more frequently over time, suggesting that these issues have become more salient to faculty members at U-M in recent years.[19]

Figure 13: Climate-related Reasons for Leaving U-M (Over Time)

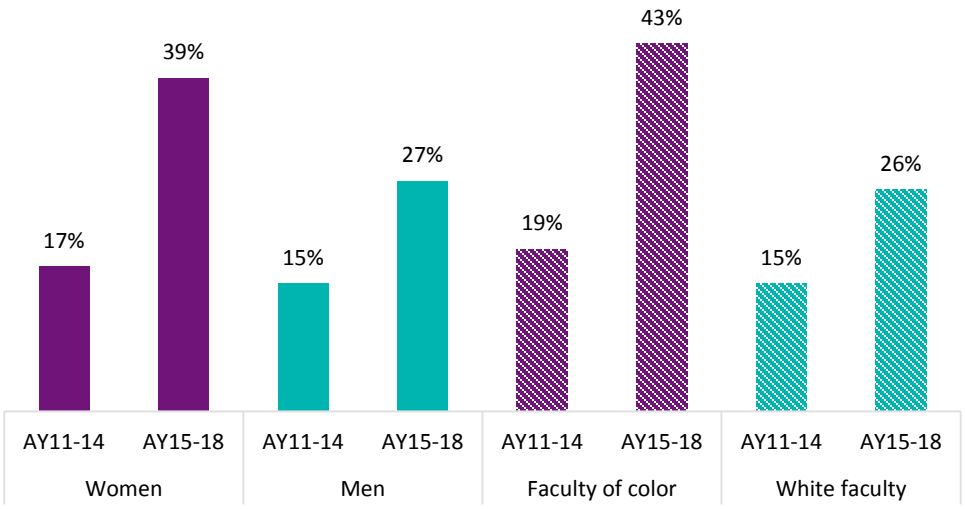


[18] Junior faculty were asked questions that focused on expectations set by unit, mentoring/professional development, performance evaluation, recognition, and collegiality of work environment. Senior faculty were asked about opportunities for leadership and impact/voice in decision-making, recognition, and collegiality of work environment.

[19] All differences discussed in this section are statistically significant (p<=.05) unless otherwise noted.

In addition, faculty frequently cited negative climate and poor leadership as the worst features of their departments/units at U-M, and within some groups, these features were identified more frequently over time. Figure 14 displays the percentage of faculty who reported negative climate as the worst aspect of their previous department/unit by gender and race-ethnicity in AY2011-14 and AY2015-18. Women and faculty of color more frequently reported negative climate as the worst feature of their department compared to men and white faculty, respectively. The frequency of faculty reporting climate as the worst aspect of their former unit increased over time for both women and faculty of color (the frequency also increased over time for men and white faculty but these differences were not statistically significant).

Figure 14: Negative Climate as Worst Aspect of U-M unit by Gender and Race-ethnicity (Over Time)



Additionally, women were more likely than men to identify poor leadership as the worst feature of their department/unit at U-M (see Figure 15).

Faculty were also specifically asked whether the collegiality of their department/unit factored into their decision to leave; see Figure 16 (next page). More than one-third (37%) of the junior faculty and half of the senior faculty (50%) we interviewed indicated that lack of a collegial environment in their unit influenced their decision to leave U-M.

Figure 15: Leadership as Worst Aspect of U-M unit by Gender

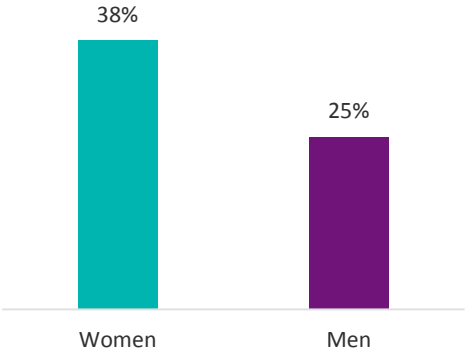
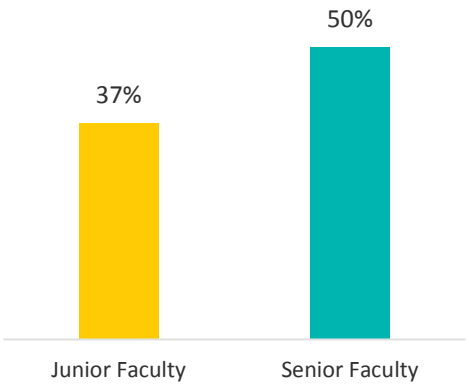


Figure 16: Lack of Collegiality as Reason for Leaving U-M by Tenure Status



During the exit interviews, faculty were asked about any encouragement they received to stay at the University. Forty percent of those we interviewed reported that they were happy at U-M and would have liked to stay at the University, and an additional 35% indicated they were not entirely happy at U-M but could have been persuaded to stay. However, just over one-third (37%) of all interviewees reported receiving a counteroffer from the University. Among the faculty who did not receive a formal counteroffer, more than half (54%) reported that a counteroffer might have encouraged them to stay at U-M, particularly if it had included components such as higher salary or financial resources, leadership opportunities, more support/time for research, tenure/promotion, and/or more career opportunities for their partners.

Summary of Exit Interview Findings

Our analysis of data obtained from faculty exit interviews found career satisfaction and university and department climate to be important factors cited by faculty who left U-M in recent years. Lack of mentoring and lack of recognition were particularly important for junior faculty, while lack of leadership/advancement opportunities were particularly important for senior faculty. Negative department/unit climate was cited as an important factor by faculty across all ranks. Furthermore, our analyses determined that the frequency of faculty citing climate concerns in their exit interviews has increased over time, particularly for women and faculty of color. Overall, these findings suggest key aspects of the faculty experience such as mentoring, recognition, and opportunities for advancement should be strengthened to promote faculty satisfaction and retention at U-M. In addition, it is important for departments/units to assess their workplace climate regularly to identify aspects that may negatively affect faculty satisfaction and work to improve the climate.

CONCLUSIONS

This report examines issues related to faculty departure at U-M, specifically the number and rate of faculty departures over time by gender and race-ethnicity and the reasons why faculty may consider leaving or ultimately decide to leave the University. Our data highlight important implications for retaining a diverse and excellent faculty at U-M.

We find that there has been a moderate increase in the diversity of tenure-track faculty over time at the University; however, this progress has been limited by the turnover of women and faculty of color. Our analysis of net change and turnover revealed that high proportions of new underrepresented faculty hires (e.g., women and faculty of color) are simply going towards replacing faculty from those demographic groups who have left U-M. For example, despite hiring 181 URM faculty between AY2010 and AY2019, the total number of URM faculty increased by just 54 after accounting for the 127 URM faculty who left during this time period.

Our analyses also determined that women and faculty of color are voluntarily leaving the University at higher rates than majority faculty. The gaps in departure rates between women and men and between

white faculty and A/AA have narrowed over time, but the opposite is true for URM faculty: URM faculty voluntarily left at a rate nearly three times higher than white faculty and A/AA faculty during the AY2017-AY2019 period. This finding is troubling and underscores the importance of examining and evaluating the University's retention efforts, particularly toward retaining URM faculty.

In our examination of why faculty decide to leave U-M, we find that a number of career-related factors and climate factors are importantly associated with career satisfaction, and ultimately, intention to leave. These findings suggest that promoting faculty members' career satisfaction through increased faculty supports and improved University and department climate may help encourage them to stay at U-M.

In our interviews with faculty who decided to leave U-M, the importance of career satisfaction and positive work climate remains a consistent theme. Common reasons for leaving include insufficient mentoring, recognition, and leadership/advancement opportunities as well as negative department climate and poor leadership. In addition, we find that the frequency of concerns related to workplace climate have increased over time, particularly for women and faculty of color. Given the consistent relationship between climate and faculty retention, the University should continue to regularly assess both department and University work environments to identify areas for improvement and should support work towards improving climate.

Overall, the findings of this report underscore the importance of focusing our efforts on faculty retention in addition to recruitment and hiring. Many faculty who have left U-M indicated that they would have liked to stay or could have been persuaded to stay at the University; however, fewer than half of the faculty we interviewed reported ever receiving a counteroffer. In addition to counteroffers, other proactive retention strategies suggested by faculty include improving resources and salaries, increasing administrative accountability and transparency, improving leadership, making tenure and promotion criteria more flexible and transparent, and improving mentoring and performance feedback.

Continuing to track and monitor faculty departure data is critically important, particularly to identify and address areas of inequity by gender and race-ethnicity. Monitoring these data will also help the University determine where progress has been made and work to sustain these efforts. Focusing on identifying and implementing strategies for retention is necessary to achieve our goal of building and supporting a diverse and excellent faculty at U-M.

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)

Appendix B
Regression Model Variables and Descriptions
[Data Source: 2017 Campus-wide Faculty Survey]

Outcome Variables

- Career Satisfaction Scale [mean of 12 items; 5-point scale from very dissatisfied to very satisfied]
    - Satisfaction with opportunity to collaborate with other faculty, amount of social interaction with members of my department/unit, level of funding for my research or creative efforts, current salary in comparison to the salaries of my UM colleagues, ability to attract students to work with me, sense of being valued as a teacher by my students, sense of being valued as a mentor or advisor by my students, sense of being valued for my teaching by members of my department/unit, sense of being valued for my research, scholarship, or creativity by members of my department/unit, level of intellectual stimulation in my day-to-day contacts with faculty colleagues, sense of contributing to theoretical developments in my discipline, balance between professional and personal life

Control Variables

- Gender [0=Male, 1=Female)
- Race-ethnicity [0=White, 1=Person of Color]
- Experience [composite variable including age, number of years at U-M, year of highest degree, and rank]
- Discipline [primary field of U-M appointment: social science, science & engineering, or arts & humanities]

Career-related Factors

- Satisfaction with resources [mean of 7 items; 5-point scale from very dissatisfied to very satisfied]
    - Satisfaction with amount of office space, amount of research space, location of space, computer equipment, lab equipment, maintenance, service from vendors (e.g., repairs, supplies, upgrades)
- Committee service [number of committees served on in a typical year]
- Ever felt excluded from participating in important committees [yes/no]
- Felt influence over unit/department climate [Rating on a five-point scale from really no influence to tremendous influence]
- Department ever failed to nominate for an award for which you were qualified [yes/no]
- I have at least one mentor/career advisor [yes/no]

University Climate Factors

- Frequency of hearing insensitive or disparaging comments made by faculty about women in general or about particular women as “typical” of women [5-point scale from never to weekly]
- Frequency of hearing insensitive or disparaging comments made by faculty about racial-ethnic minorities in general or about particular racial-ethnic minorities as “typical” of a racial-ethnic group [5-point scale from never to weekly]
- Within the past 5 years, ever experienced unwanted and uninvited sexual attention [yes/no]
- Experiences of gender discrimination [count of any job-related gender discrimination at U-M in 6 areas: hiring, promotion, salary, space/equipment/other resources, access to administrative staff, graduate student or resident/fellow assignments]
- Experiences of racial discrimination [count of any job-related race-ethnicity discrimination at U-M in 6 areas: hiring, promotion, salary, space/equipment/other resources, access to administrative staff, graduate student or resident/fellow assignments]
- Experiences of disrespectful or disruptive behavior in class [count of 18 types of behaviors from students, e.g., expressed doubt about knowledge/expertise, gave hostile looks, visibly not paying attention]

Department Climate Factors

- Department chair rating [mean of two scales]
    - Chair as fair [3 items; 5-point scale from poor to superior]
        - treats faculty in an even-handed way
        - honors agreements
        - handles disputes/problems effectively
    - Chair as able to create a positive environment [3 items; 5-point scale from poor to superior]
        - is an effective administrator
        - encourages and empowers faculty
        - creates a cooperative and supportive environment
- Positive environment scale for unit [mean rating of 6 semantic differentials]
    - hostile/friendly
    - disrespectful/respectful
    - contentious/collegial
    - individualistic/collaborative
    - competitive/cooperative
    - not supportive/supportive
- Gender egalitarianism scale for unit [mean rating of 9 items; 5-point scale from strongly disagree to strongly agree]
    - Some faculty have a condescending attitude toward women. (reverse-scored)
    - Sexist remarks are heard in the classroom. (reserve-scored)
    - There is equal access for both men and women to lab/research space.
    - The environment promotes adequate collegial opportunities for women.
    - Men receive preferential treatment in the areas of recruitment and promotions. (reverse-scored)
    - Men are more likely than women to receive helpful career advice from colleagues. (reverse-scored)
    - In meetings, people pay just as much attention when women speak as when men do.
    - Women are appropriately represented in senior positions.
    - Sex discrimination is a big problem in my department. (reverse-scored)
- Felt surveillance scale [mean rating of 4 items; 5-point scale from strongly disagree to strongly agree]
    - I am/was reluctant to bring up issues that concern me for that that it will/would affect my promotion/tenure.
    - I constantly feel under scrutiny by my colleagues.
    - I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar.
    - There are many unwritten rules concerning how one is expected to interact with unit colleagues.
- Scholarly isolation scale [mean rating of 6 items; 5-point scale from strongly disagree to strongly agree]
    - I am comfortable asking questions about performance expectations. (reverse-scored)
    - My colleagues solicit my opinions about their research ideas and problems. (reverse-scored)
    - My research interests are valued by my colleagues. (reverse-scored)
    - I feel pressured to change my research agenda in order to fit in.
    - I feel/felt pressured to change my research agenda to make tenure/be promoted.
    - My colleagues have lower expectations of me than of other faculty.
- Tokenism scale [mean rating of 2 items; 5-point scale from strongly disagree to strongly agree]
    - My colleagues expect me to represent the “point of view” of my gender.
    - My colleagues expect me to represent the “point of view” of my race-ethnicity.
- Prevalence of instances of unwanted and uninvited sexual attention in unit [5-point scale from not at all prevalent to very prevalent]

Appendix C
Regression Results Tables

Table 1. Regression Model: Career Experiences Predicting Career Satisfaction

	Unstandardized Coefficient				
Career Satisfaction Scale	**Full Sample**	**White Men**	**Men of Color**	**White Women**	**Women of Color**
Satisfaction with resources	0.203 ***	0.214 ***	0.274 ***	0.164 ***	0.189 **
Committee service (number of committees)	-0.015	-0.002	0.018	-0.030	-0.037
Ever felt excluded from important committees	-0.440 ***	-0.324 ***	-0.430 **	-0.425 ***	-0.895 ***
Felt influence over unit climate/culture	0.226 ***	0.225 ***	0.201 ***	0.257 ***	0.235 **
Dept/unit ever failed to nominate for an award	-0.079 ***	-0.083 **	-0.027	-0.090 *	-0.173 *
Has at least one mentor/career advisor	0.159 ***	0.197 **	0.107	0.106	0.066

Table 2. Regression Model: University Climate Factors Predicting Career Satisfaction

	Unstandardized Coefficient				
Career Satisfaction Scale	**Full Sample**	**White Men**	**Men of Color**	**White Women**	**Women of Color**
Heard disparaging comments about women	-0.043	-0.067	-0.132	0.007	-0.130
Heard disparaging comments about racial minorities	-0.017	0.084	-0.128	-0.026	0.014
Experienced unwanted/uninvited sexual attention	-0.101	-0.301	-0.090	-0.202	0.159
Experienced gender discrimination	-0.150 ***	-0.170 **	-0.089	-0.172 ***	-0.073
Experienced racial-ethnic discrimination	-0.049	-0.089	-0.051	-0.005	-0.066
Experienced disrespectful/disruptive behavior in class	-0.032 ***	-0.042 **	0.015	-0.020	-0.073 **

Table 3. Regression Model: Department Climate Factors Predicting Career Satisfaction

	Unstandardized Coefficient				
Career Satisfaction Scale	**Full Sample**	**White Men**	**Men of Color**	**White Women**	**Women of Color**
Department chair rating	0.063 **	0.035	0.124	0.081 *	0.058
Positive environment in unit	0.288 ***	0.304 ***	0.214 **	0.262 ***	0.324 ***
Gender egalitarianism in unit	-0.058 *	-0.139 **	-0.119	0.088	-0.047
Felt surveillance in unit	0.026	0.004	0.042	0.092	0.010
Scholarly isolation in unit	-0.362 ***	-0.397 ***	-0.344 ***	-0.362 ***	-0.361 ***
Tokenism in unit	0.021	0.017	0.007	0.054	0.037
Prevalence of unwanted sexual attention in unit	0.041	0.022	-0.023	0.059	0.023

Note: The full sample models include controls for gender, race-ethnicity, experience, and primary field of appointment at U-M. The models run separately by the four gender/race-ethnicity groups include controls for experience and primary field of appointment at U-M.
***p-value≤0.001; **p-value≤0.01; *p-value≤0.05

Table 1: College of Engineering - Faculty by Track, Gender, and Race/Ethnicity, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	78	36%	64%	29%	12%	59%	28	32%	7%	61%	50	28%	14%	58%
	Associate Professors	94	26%	74%	32%	7%	61%	24	25%	8%	67%	70	34%	7%	59%
	Full Professors	256	14%	86%	24%	4%	71%	36	19%	6%	75%	220	25%	4%	71%
	Overall, Tenure Track	428	21%	79%	27%	6%	67%	88	25%	7%	68%	340	27%	6%	66%
Research Track	Assistant Research Scientists	53	13%	87%	55%	2%	43%	7	43%	14%	43%	46	57%	0%	43%
	Associate Research Scientists	37	11%	89%	8%	8%	84%	4	25%	0%	75%	33	6%	9%	85%
	Research Scientists	16	6%	94%	0%	0%	100%	1	0%	0%	100%	15	0%	0%	100%
	Overall, Research Track	106	11%	89%	30%	4%	66%	12	33%	8%	58%	94	30%	3%	67%

Table 2: College of LSA (All Units) - Faculty by Track, Gender, and Race/Ethnicity, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	191	54%	46%	19%	19%	62%	103	18%	21%	60%	88	20%	16%	64%
	Associate Professors	241	44%	56%	13%	17%	69%	107	11%	16%	73%	134	15%	19%	66%
	Full Professors	609	35%	65%	10%	11%	78%	213	10%	16%	74%	396	10%	9%	81%
	Overall, Tenure Track	1041	41%	59%	13%	14%	73%	423	13%	17%	70%	618	13%	12%	75%
Research Track	Assistant Research Scientists	19	42%	58%	32%	0%	68%	8	25%	0%	75%	11	36%	0%	64%
	Associate Research Scientists	8	13%	88%	38%	13%	50%	1	0%	100%	0%	7	43%	0%	57%
	Research Scientists	11	36%	64%	9%	9%	82%	4	25%	0%	75%	7	0%	14%	86%
	Overall, Research Track	38	34%	66%	26%	5%	68%	13	23%	8%	69%	25	28%	4%	68%

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, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	59	58%	42%	24%	12%	64%	34	24%	12%	65%	25	24%	12%	64%
	Associate Professors	59	36%	64%	20%	5%	75%	21	14%	0%	86%	38	24%	8%	68%
	Full Professors	202	18%	82%	15%	5%	80%	36	14%	6%	81%	166	15%	5%	80%
	Overall, Tenure Track	320	28%	72%	18%	7%	76%	91	18%	7%	76%	229	17%	7%	76%
Research Track	Assistant Research Scientists	12	17%	83%	42%	0%	58%	2	50%	0%	50%	10	40%	0%	60%
	Associate Research Scientists	8	13%	88%	38%	13%	50%	1	0%	100%	0%	7	43%	0%	57%
	Research Scientists	11	36%	64%	9%	9%	82%	4	25%	0%	75%	7	0%	14%	86%
	Overall, Research Track	31	23%	77%	29%	6%	65%	7	29%	14%	57%	24	29%	4%	67%

Table 4: College of LSA (Humanities) - Faculty by Track, Gender, and Race/Ethnicity, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	43	58%	42%	16%	21%	63%	25	24%	20%	56%	18	6%	22%	72%
	Associate Professors	86	45%	55%	14%	12%	74%	39	13%	15%	72%	47	15%	9%	77%
	Full Professors	155	40%	60%	5%	9%	86%	62	5%	8%	87%	93	5%	10%	85%
	Overall, Tenure Track	284	44%	56%	10%	12%	79%	126	11%	13%	76%	158	8%	11%	81%

Table 5: College of LSA (Social Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	89	49%	51%	18%	22%	60%	44	11%	30%	59%	45	24%	16%	60%
	Associate Professors	96	49%	51%	8%	30%	61%	47	9%	23%	68%	49	8%	37%	55%
	Full Professors	252	46%	54%	10%	17%	73%	115	12%	23%	64%	137	7%	12%	80%
	Overall, Tenure Track	437	47%	53%	11%	21%	68%	206	11%	25%	64%	231	11%	18%	71%
Research Track	Assistant Research Scientists	6	83%	17%	17%	0%	83%	5	20%	0%	80%	1	0%	0%	100%
	Associate Research Scientists	0	--	--	--	--	--	0	--	--	--	0	--	--	--
	Research Scientists	0	--	--	--	--	--	0	--	--	--	0	--	--	--
	Overall, Research Track	6	83%	17%	17%	0%	83%	5	20%	0%	80%	1	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 6: Medical School (Basic Sciences) - Faculty by Track, Gender, and Race/Ethnicity, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	43	28%	72%	30%	5%	65%	12	33%	8%	58%	31	29%	3%	68%
	Associate Professors	39	36%	64%	31%	5%	64%	14	29%	7%	64%	25	32%	4%	64%
	Full Professors	85	32%	68%	16%	4%	80%	27	15%	4%	81%	58	17%	3%	79%
	Overall, Tenure Track	167	32%	68%	23%	4%	72%	53	23%	6%	72%	114	24%	4%	73%
Research Track	Assistant Research Scientists	29	41%	59%	48%	3%	48%	12	33%	0%	67%	17	59%	6%	35%
	Associate Research Scientists	7	43%	57%	43%	0%	57%	3	67%	0%	33%	4	25%	0%	75%
	Research Scientists	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
	Overall, Research Track	37	41%	59%	46%	3%	51%	15	40%	0%	60%	22	50%	5%	45%
Clinical Track	Clinical Assistant Professors	0	--	--	--	--	--	0	--	--	--	0	--	--	--
	Clinical Associate Professors	1	100%	0%	0%	0%	100%	1	0%	0%	100%	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, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	187	40%	60%	24%	7%	68%	75	29%	9%	61%	112	21%	6%	73%
	Associate Professors	175	34%	66%	26%	5%	70%	60	18%	5%	77%	115	30%	4%	66%
	Full Professors	421	19%	81%	15%	6%	79%	81	19%	11%	70%	340	15%	4%	81%
	Overall, Tenure Track	783	28%	72%	20%	6%	74%	216	22%	9%	69%	567	19%	5%	76%
Research Track	Assistant Research Scientists	122	43%	57%	43%	9%	48%	52	38%	2%	60%	70	47%	14%	39%
	Associate Research Scientists	61	31%	69%	46%	0%	54%	19	37%	0%	63%	42	50%	0%	50%
	Research Scientists	14	43%	57%	43%	0%	57%	6	50%	0%	50%	8	38%	0%	63%
	Overall, Research Track	197	39%	61%	44%	6%	50%	77	39%	1%	60%	120	48%	8%	44%
Clinical Track	Clinical Assistant Professors	743	56%	44%	22%	8%	70%	415	22%	9%	69%	328	23%	7%	70%
	Clinical Associate Professors	303	44%	56%	23%	7%	70%	134	28%	8%	64%	169	20%	7%	74%
	Clinical Professors	154	34%	66%	16%	4%	81%	53	19%	4%	77%	101	14%	4%	82%
	Overall, Clinical Track	1200	50%	50%	22%	7%	71%	602	23%	8%	69%	598	21%	6%	73%

Table 8: Professional Schools and Colleges - Faculty by Track, Gender, and Race/Ethnicity, 2018-2019

		All						Female				Male			
		N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Tenure Track	Assistant Professors	201	56%	44%	21%	17%	63%	112	21%	18%	62%	89	21%	16%	63%
	Associate Professors	254	44%	56%	16%	15%	68%	113	12%	13%	74%	141	19%	17%	64%
	Full Professors	439	34%	66%	11%	11%	78%	149	7%	13%	80%	290	13%	10%	77%
	Overall, Tenure Track	894	42%	58%	15%	14%	72%	374	13%	15%	73%	520	16%	13%	71%
Research Track	Assistant Research Scientists	43	51%	49%	40%	7%	53%	22	36%	0%	64%	21	43%	14%	43%
	Associate Research Scientists	22	50%	50%	36%	5%	59%	11	45%	0%	55%	11	27%	9%	64%
	Research Scientists	15	27%	73%	7%	0%	93%	4	25%	0%	75%	11	0%	0%	100%
	Overall, Research Track	80	46%	54%	33%	5%	63%	37	38%	0%	62%	43	28%	9%	63%
Clinical Track	Clinical Assistant Professors	116	63%	37%	10%	11%	78%	73	11%	11%	78%	43	9%	12%	79%
	Clinical Associate Professors	55	67%	33%	9%	16%	75%	37	8%	11%	81%	18	11%	28%	61%
	Clinical Professors	47	43%	57%	11%	15%	74%	20	10%	30%	60%	27	11%	4%	85%
	Overall, Clinical Track	218	60%	40%	10%	13%	77%	130	10%	14%	76%	88	10%	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.

Table 9: Associate Professors, Average Time (in Years) in Rank by Gender and Race/Ethnicity, 2018-2019

	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	4.1	19.2	6.5	8.1	3.8	4.2	2.3	6.8	6.9	9.2
College of LSA (Natural Sciences)	3.2	2.5	3.9	2.3	3.9	--	8.5	1.2	3.4	2.8
College of LSA (Humanities)	7.2	8.5	6.7	18.6	2.9	7.2	7.3	5.5	7.6	18.4
College of LSA (Social Sciences)	6.2	3.7	5.0	4.3	5.3	--	7.1	4.5	6.3	3.2
Medical School (Basic Sciences)	7.6	0.5	5.1	1.7	4.3	1.9	17.0	--	6.3	1.7
Medical School (Clinical Departments)	3.9	3.2	5.7	5.2	4.7	2.6	7.2	2.5	5.2	5.0
Professional Schools and Colleges	7.0	3.8	6.4	4.9	7.3	3.3	5.2	4.1	8.1	5.0

	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	3.0	--	3.0	--	4.7	19.2	4.3	4.2	1.8	6.8	7.6	9.1
College of LSA (Natural Sciences)	6.7	--	--	--	2.9	2.5	2.9	--	8.5	1.2	4.0	2.8
College of LSA (Humanities)	6.5	7.2	8.7	4.5	7.4	17.5	1.4	--	7.7	7.5	7.6	18.5
College of LSA (Social Sciences)	5.7	--	8.3	4.5	6.8	2.3	3.7	--	6.2	4.5	4.6	4.2
Medical School (Basic Sciences)	2.2	--	23.5	--	8.1	--	4.7	1.9	10.5	--	4.5	1.7
Medical School (Clinical Departments)	7.5	2.9	3.0	2.5	3.5	3.4	4.4	3.0	8.4	--	6.2	5.2
Professional Schools and Colleges	10.0	2.5	5.0	3.3	6.4	4.3	5.6	4.1	6.6	4.8	8.4	5.2

Table 10: College of Engineering - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	5%	5%	0%	6%	0%	0%	8%	5%	0%	5%
N	*2*	*11*	*3*	*0*	*10*	*0*	*0*	*2*	*3*	*0*	*8*
Collegiate	14%	11%	11%	0%	12%	14%	0%	15%	11%	0%	12%
N	*5*	*24*	*7*	*0*	*22*	*1*	*0*	*4*	*6*	*0*	*18*
Endowed	14%	20%	18%	18%	20%	29%	0%	12%	16%	22%	22%
N	*5*	*44*	*11*	*2*	*36*	*2*	*0*	*3*	*9*	*2*	*33*
Thurnau (for teaching)	11%	9%	5%	9%	11%	0%	0%	15%	5%	11%	10%
N	*4*	*19*	*3*	*1*	*19*	*0*	*0*	*4*	*3*	*1*	*15*
Diversity Awards	6%	0%	0%	0%	1%	0%	0%	8%	0%	0%	0%
N	*2*	*0*	*0*	*0*	*2*	*0*	*0*	*2*	*0*	*0*	*0*
TOTAL	51%	45%	39%	27%	50%	43%	0%	58%	38%	33%	49%
N	*18*	*98*	*24*	*3*	*89*	*3*	*0*	*15*	*21*	*3*	*74*

Table 11: College of LSA (All Units) - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	7%	8%	0%	4%	9%	0%	0%	9%	0%	6%	9%
N	*13*	*27*	*0*	*2*	*38*	*0*	*0*	*13*	*0*	*2*	*25*
Collegiate	20%	20%	23%	21%	20%	15%	16%	22%	27%	26%	19%
N	*37*	*72*	*13*	*12*	*84*	*3*	*4*	*30*	*10*	*8*	*54*
Endowed	9%	8%	7%	2%	9%	10%	4%	9%	5%	0%	9%
N	*16*	*27*	*4*	*1*	*38*	*2*	*1*	*13*	*2*	*0*	*25*
Thurnau (for teaching)	11%	9%	2%	14%	10%	5%	12%	12%	0%	16%	9%
N	*20*	*31*	*1*	*8*	*42*	*1*	*3*	*16*	*0*	*5*	*26*
Diversity Awards	1%	0%	0%	2%	0%	0%	0%	1%	0%	3%	0%
N	*1*	*1*	*0*	*1*	*1*	*0*	*0*	*1*	*0*	*1*	*0*
TOTAL	48%	44%	32%	43%	48%	30%	32%	53%	32%	52%	45%
N	*87*	*158*	*18*	*24*	*203*	*6*	*8*	*73*	*12*	*16*	*130*

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 LSA (Natural Sciences) - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	8%	0%	0%	10%	0%	0%	7%	0%	0%	10%
N	*2*	*13*	*0*	*0*	*15*	*0*	*0*	*2*	*0*	*0*	*13*
Collegiate	31%	20%	28%	27%	20%	20%	50%	31%	29%	22%	18%
N	*11*	*31*	*8*	*3*	*31*	*1*	*1*	*9*	*7*	*2*	*22*
Endowed	8%	4%	3%	0%	5%	20%	0%	7%	0%	0%	5%
N	*3*	*6*	*1*	*0*	*8*	*1*	*0*	*2*	*0*	*0*	*6*
Thurnau (for teaching)	14%	8%	0%	9%	11%	0%	0%	17%	0%	11%	10%
N	*5*	*13*	*0*	*1*	*17*	*0*	*0*	*5*	*0*	*1*	*12*
Diversity Awards	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	58%	40%	31%	36%	46%	40%	50%	62%	29%	33%	43%
N	*21*	*63*	*9*	*4*	*71*	*2*	*1*	*18*	*7*	*3*	*53*

Table 13: College of LSA (Humanities) - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	12%	5%	0%	7%	8%	0%	0%	14%	0%	11%	4%
N	*7*	*4*	*0*	*1*	*10*	*0*	*0*	*7*	*0*	*1*	*3*
Collegiate	17%	21%	14%	14%	20%	0%	0%	20%	25%	22%	20%
N	*10*	*17*	*1*	*2*	*24*	*0*	*0*	*10*	*1*	*2*	*14*
Endowed	8%	7%	14%	0%	8%	0%	0%	10%	25%	0%	7%
N	*5*	*6*	*1*	*0*	*10*	*0*	*0*	*5*	*1*	*0*	*5*
Thurnau (for teaching)	10%	10%	0%	14%	10%	0%	0%	12%	0%	22%	9%
N	*6*	*8*	*0*	*2*	*12*	*0*	*0*	*6*	*0*	*2*	*6*
Diversity Awards	2%	0%	0%	0%	1%	0%	0%	2%	0%	0%	0%
N	*1*	*0*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*
TOTAL	47%	43%	29%	36%	47%	0%	0%	55%	50%	56%	41%
N	*28*	*35*	*2*	*5*	*56*	*0*	*0*	*28*	*2*	*5*	*28*

Table 14: College of LSA (Social Sciences) - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	6%	8%	0%	3%	9%	0%	0%	9%	0%	7%	8%
N	*6*	*10*	*0*	*1*	*15*	*0*	*0*	*6*	*0*	*1*	*9*
Collegiate	18%	22%	17%	19%	21%	15%	14%	20%	20%	27%	22%
N	*18*	*29*	*4*	*7*	*36*	*2*	*3*	*13*	*2*	*4*	*23*
Endowed	11%	11%	9%	3%	13%	8%	5%	14%	10%	0%	13%
N	*11*	*15*	*2*	*1*	*23*	*1*	*1*	*9*	*1*	*0*	*14*
Thurnau (for teaching)	10%	8%	4%	14%	9%	8%	14%	9%	0%	13%	8%
N	*10*	*11*	*1*	*5*	*15*	*1*	*3*	*6*	*0*	*2*	*9*
Diversity Awards	1%	1%	0%	3%	1%	0%	0%	2%	0%	7%	0%
N	*1*	*1*	*0*	*1*	*1*	*0*	*0*	*1*	*0*	*1*	*0*
TOTAL	45%	50%	30%	39%	52%	31%	33%	52%	30%	47%	52%
N	*45*	*65*	*7*	*14*	*89*	*4*	*7*	*34*	*3*	*7*	*55*

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 15: Medical School (Basic Sciences) - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	11%	4%	0%	0%	7%	0%	0%	14%	0%	0%	4%
N	*3*	*2*	*0*	*0*	*5*	*0*	*0*	*3*	*0*	*0*	*2*
Collegiate	37%	28%	23%	33%	32%	50%	0%	36%	11%	50%	30%
N	*10*	*16*	*3*	*1*	*22*	*2*	*0*	*8*	*1*	*1*	*14*
Endowed	4%	7%	8%	0%	6%	0%	0%	5%	11%	0%	7%
N	*1*	*4*	*1*	*0*	*4*	*0*	*0*	*1*	*1*	*0*	*3*
Thurnau (for teaching)	0%	2%	0%	0%	1%	0%	0%	0%	0%	0%	2%
N	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*	*0*	*0*	*1*
Diversity Awards	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	52%	40%	31%	33%	47%	50%	0%	55%	22%	50%	43%
N	*14*	*23*	*4*	*1*	*32*	*2*	*0*	*12*	*2*	*1*	*20*

Table 16: Medical School (Clinical Departments) - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
Distinguished University Professor	1%	1%	0%	4%	1%	0%	0%	2%	0%	7%	1%
N	*1*	*3*	*0*	*1*	*3*	*0*	*0*	*1*	*0*	*1*	*2*
Collegiate	11%	15%	16%	17%	13%	13%	11%	11%	16%	20%	14%
N	*9*	*49*	*10*	*4*	*44*	*2*	*1*	*6*	*8*	*3*	*38*
Endowed	14%	25%	31%	25%	21%	27%	0%	13%	33%	40%	22%
N	*11*	*83*	*20*	*6*	*68*	*4*	*0*	*7*	*16*	*6*	*61*
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 Awards	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
TOTAL	26%	40%	47%	46%	35%	40%	11%	25%	49%	67%	37%
N	*21*	*136*	*30*	*11*	*116*	*6*	*1*	*14*	*24*	*10*	*102*

Table 17: Professional Schools and Colleges - Named Professorships by Gender and Race/Ethnicity, 2018-2019

	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%	4%
N	*2*	*9*	*1*	*1*	*9*	*0*	*1*	*1*	*1*	*0*	*8*
Collegiate	21%	14%	11%	14%	17%	30%	20%	21%	5%	10%	16%
N	*32*	*40*	*5*	*7*	*60*	*3*	*4*	*25*	*2*	*3*	*35*
Endowed	15%	26%	34%	12%	22%	10%	10%	16%	41%	14%	25%
N	*22*	*75*	*16*	*6*	*75*	*1*	*2*	*19*	*15*	*4*	*56*
Thurnau (for teaching)	7%	4%	0%	6%	6%	0%	10%	8%	0%	3%	5%
N	*11*	*12*	*0*	*3*	*20*	*0*	*2*	*9*	*0*	*1*	*11*
Diversity Awards	1%	1%	0%	0%	1%	0%	0%	2%	0%	0%	1%
N	*2*	*2*	*0*	*0*	*4*	*0*	*0*	*2*	*0*	*0*	*2*
TOTAL	46%	48%	47%	35%	49%	40%	45%	47%	49%	28%	50%
N	*69*	*138*	*22*	*17*	*168*	*4*	*9*	*56*	*18*	*8*	*112*

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 18: College of Engineering - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	7%	1%	0%	11%	2%	0%	25%	7%	0%	7%	1%
N	*4*	*3*	*0*	*2*	*5*	*0*	*1*	*3*	*0*	*1*	*2*
Department Level Committee	19%	20%	17%	6%	21%	0%	0%	26%	20%	7%	20%
N	*11*	*56*	*16*	*1*	*50*	*0*	*0*	*11*	*16*	*1*	*39*
TOTAL	25%	21%	17%	17%	24%	0%	25%	33%	20%	14%	21%
N	*15*	*59*	*16*	*3*	*55*	*0*	*1*	*14*	*16*	*2*	*41*

Table 19: College of LSA (All Units) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% 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	*1*	*1*	*0*	*0*	*2*	*0*	*0*	*1*	*0*	*0*	*1*
Department Level Committee	13%	22%	22%	14%	19%	10%	11%	14%	29%	16%	22%
N	*36*	*105*	*19*	*12*	*110*	*3*	*4*	*29*	*16*	*8*	*81*
TOTAL	14%	22%	22%	14%	20%	10%	11%	15%	29%	16%	22%
N	*37*	*106*	*19*	*12*	*112*	*3*	*4*	*30*	*16*	*8*	*82*

Table 20: College of LSA (Natural Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%
N	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*	*0*	*0*	*1*
Department Level Committee	28%	29%	29%	29%	29%	25%	0%	30%	30%	33%	28%
N	*16*	*56*	*12*	*4*	*56*	*2*	*0*	*14*	*10*	*4*	*42*
TOTAL	28%	29%	29%	29%	29%	25%	0%	30%	30%	33%	29%
N	*16*	*57*	*12*	*4*	*57*	*2*	*0*	*14*	*10*	*4*	*43*

Table 21: College of LSA (Humanities) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% 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	7%	21%	11%	8%	16%	0%	0%	9%	20%	15%	22%
N	*7*	*26*	*2*	*2*	*29*	*0*	*0*	*7*	*2*	*2*	*22*
TOTAL	7%	21%	11%	8%	16%	0%	0%	9%	20%	15%	22%
N	*7*	*26*	*2*	*2*	*29*	*0*	*0*	*7*	*2*	*2*	*22*

Table 22: College of LSA (Social Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
N	*1*	*0*	*0*	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*0*
Department Level Committee	10%	13%	16%	12%	11%	6%	17%	8%	29%	7%	13%
N	*14*	*23*	*5*	*7*	*25*	*1*	*5*	*8*	*4*	*2*	*17*
TOTAL	11%	13%	16%	12%	11%	6%	17%	9%	29%	7%	13%
N	*15*	*23*	*5*	*7*	*26*	*1*	*5*	*9*	*4*	*2*	*17*

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 23: Medical School (Basic Sciences) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	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%	3%	0%	0%	2%
N	*1*	*1*	*0*	*0*	*2*	*0*	*0*	*1*	*0*	*0*	*1*
Department Level Committee	44%	41%	36%	40%	44%	13%	50%	52%	47%	33%	40%
N	*18*	*34*	*9*	*2*	*41*	*1*	*1*	*16*	*8*	*1*	*25*
TOTAL	46%	43%	36%	40%	46%	13%	50%	55%	47%	33%	42%
N	*19*	*35*	*9*	*2*	*43*	*1*	*1*	*17*	*8*	*1*	*26*

Table 25: Medical School (Clinical Departments) - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	1%	1%	0%	0%	2%	0%	0%	1%	0%	0%	2%
N	*1*	*6*	*0*	*0*	*7*	*0*	*0*	*1*	*0*	*0*	*6*
Department Level Committee	25%	18%	13%	19%	21%	15%	25%	27%	12%	15%	19%
N	*35*	*80*	*14*	*6*	*95*	*4*	*3*	*28*	*10*	*3*	*67*
TOTAL	26%	19%	13%	19%	23%	15%	25%	28%	12%	15%	21%
N	*36*	*86*	*14*	*6*	*102*	*4*	*3*	*29*	*10*	*3*	*73*

Table 26: Professional Schools and Colleges - Tenure/Promotion Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	13%	11%	8%	15%	12%	13%	14%	12%	6%	15%	12%
N	*33*	*49*	*7*	*13*	*61*	*3*	*5*	*24*	*4*	*8*	*37*
Department Level Committee	7%	9%	17%	3%	8%	17%	0%	7%	17%	6%	8%
N	*19*	*40*	*15*	*3*	*40*	*4*	*0*	*14*	*11*	*3*	*26*
TOTAL	20%	21%	25%	18%	20%	29%	14%	19%	23%	21%	20%
N	*52*	*89*	*22*	*16*	*101*	*7*	*5*	*38*	*15*	*11*	*63*

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 27: College of Engineering - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	8%	1%	0%	6%	3%	0%	25%	10%	0%	0%	1%
N	*5*	*2*	*0*	*1*	*6*	*0*	*1*	*4*	*0*	*0*	*2*
Department Level Committee	19%	12%	14%	17%	13%	31%	25%	14%	11%	14%	13%
N	*11*	*35*	*13*	*3*	*30*	*4*	*1*	*6*	*9*	*2*	*24*
TOTAL	27%	13%	14%	22%	15%	31%	50%	24%	11%	14%	14%
N	*16*	*37*	*13*	*4*	*36*	*4*	*2*	*10*	*9*	*2*	*26*

Table 28: College of LSA (All Units) - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	2%	1%	2%	2%	1%	6%	3%	1%	0%	2%	1%
N	*6*	*4*	*2*	*2*	*6*	*2*	*1*	*3*	*0*	*1*	*3*
Department Level Committee	24%	23%	20%	20%	25%	19%	14%	26%	20%	24%	24%
N	*64*	*112*	*17*	*17*	*142*	*6*	*5*	*53*	*11*	*12*	*89*
TOTAL	26%	24%	22%	22%	26%	26%	17%	28%	20%	27%	25%
N	*70*	*116*	*19*	*19*	*148*	*8*	*6*	*56*	*11*	*13*	*92*

Table 29: College of LSA (Natural Sciences) - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	4%	0%	0%	7%	1%	0%	50%	2%	0%	0%	0%
N	*2*	*0*	*0*	*1*	*1*	*0*	*1*	*1*	*0*	*0*	*0*
Department Level Committee	25%	19%	15%	29%	21%	13%	0%	28%	15%	33%	19%
N	*14*	*37*	*6*	*4*	*41*	*1*	*0*	*13*	*5*	*4*	*28*
TOTAL	28%	19%	15%	36%	21%	13%	50%	30%	15%	33%	19%
N	*16*	*37*	*6*	*5*	*42*	*1*	*1*	*14*	*5*	*4*	*28*

Table 30: College of LSA (Humanities) - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	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	33%	38%	44%	25%	37%	50%	18%	33%	40%	31%	39%
N	*31*	*48*	*8*	*6*	*65*	*4*	*2*	*25*	*4*	*4*	*40*
TOTAL	34%	39%	44%	25%	38%	50%	18%	34%	40%	31%	40%
N	*32*	*49*	*8*	*6*	*67*	*4*	*2*	*26*	*4*	*4*	*41*

Table 31: College of LSA (Social Sciences) - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	2%	2%	6%	2%	1%	12%	0%	1%	0%	4%	2%
N	*3*	*3*	*2*	*1*	*3*	*2*	*0*	*1*	*0*	*1*	*2*
Department Level Committee	20%	18%	13%	21%	19%	6%	23%	22%	21%	18%	17%
N	*29*	*31*	*4*	*12*	*44*	*1*	*7*	*21*	*3*	*5*	*23*
TOTAL	23%	20%	19%	22%	21%	18%	23%	23%	21%	21%	19%
N	*32*	*34*	*6*	*13*	*47*	*3*	*7*	*22*	*3*	*6*	*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.

Table 32: Medical School (Basic Sciences) - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	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%
N	*2*	*1*	*0*	*0*	*3*	*0*	*0*	*2*	*0*	*0*	*1*
Department Level Committee	24%	26%	20%	40%	26%	0%	50%	29%	29%	33%	24%
N	*10*	*21*	*5*	*2*	*24*	*0*	*1*	*9*	*5*	*1*	*15*
TOTAL	29%	27%	20%	40%	29%	0%	50%	35%	29%	33%	26%
N	*12*	*22*	*5*	*2*	*27*	*0*	*1*	*11*	*5*	*1*	*16*

Table 33: Medical School (Clinical Departments) - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	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	*2*	*4*	*0*	*0*	*6*	*0*	*0*	*2*	*0*	*0*	*4*
Department Level Committee	12%	12%	7%	9%	13%	8%	8%	14%	7%	10%	13%
N	*17*	*52*	*8*	*3*	*58*	*2*	*1*	*14*	*6*	*2*	*44*
TOTAL	14%	12%	7%	9%	14%	8%	8%	16%	7%	10%	14%
N	*19*	*56*	*8*	*3*	*64*	*2*	*1*	*16*	*6*	*2*	*48*

Table 34: Professional Schools and Colleges - Executive Committees by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
College Level Committee	14%	6%	7%	9%	10%	9%	14%	15%	6%	6%	6%
N	*38*	*27*	*7*	*8*	*50*	*3*	*5*	*30*	*4*	*3*	*20*
Department 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*
TOTAL	14%	6%	7%	9%	10%	9%	14%	15%	6%	6%	6%
N	*38*	*27*	*7*	*8*	*50*	*3*	*5*	*30*	*4*	*3*	*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 35: College of Engineering - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	5%	3%	1%	6%	4%	0%	0%	7%	1%	7%	3%
N	*3*	*8*	*1*	*1*	*9*	*0*	*0*	*3*	*1*	*1*	*6*
Department Chair	10%	2%	4%	0%	4%	15%	0%	10%	3%	0%	3%
N	*6*	*7*	*4*	*0*	*9*	*2*	*0*	*4*	*2*	*0*	*5*
Other Administrative Position**	15%	11%	5%	6%	14%	0%	25%	19%	6%	0%	13%
N	*9*	*30*	*5*	*1*	*33*	*0*	*1*	*8*	*5*	*0*	*25*
TOTAL	31%	16%	11%	11%	22%	15%	25%	36%	10%	7%	19%
N	*18*	*45*	*10*	*2*	*51*	*2*	*1*	*15*	*8*	*1*	*36*

Table 36: College of LSA (All Units) - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	3%	1%	2%	6%	1%	6%	11%	1%	0%	2%	1%
N	*8*	*4*	*2*	*5*	*5*	*2*	*4*	*2*	*0*	*1*	*3*
Department Chair	4%	4%	2%	2%	4%	0%	3%	5%	4%	2%	4%
N	*12*	*17*	*2*	*2*	*25*	*0*	*1*	*11*	*2*	*1*	*14*
Other Administrative Position**	19%	19%	21%	22%	18%	16%	19%	19%	23%	24%	17%
N	*51*	*89*	*18*	*19*	*103*	*5*	*7*	*39*	*13*	*12*	*64*
TOTAL	26%	23%	25%	31%	23%	23%	33%	26%	27%	29%	22%
N	*71*	*110*	*22*	*26*	*133*	*7*	*12*	*52*	*15*	*14*	*81*

Table 37: College of LSA (Natural Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	2%
N	*0*	*3*	*0*	*0*	*3*	*0*	*0*	*0*	*0*	*0*	*3*
Department Chair	2%	4%	2%	0%	4%	0%	0%	2%	3%	0%	5%
N	*1*	*8*	*1*	*0*	*8*	*0*	*0*	*1*	*1*	*0*	*7*
Other Administrative Position**	21%	18%	20%	0%	19%	13%	0%	23%	21%	0%	18%
N	*12*	*34*	*8*	*0*	*38*	*1*	*0*	*11*	*7*	*0*	*27*
TOTAL	23%	23%	22%	0%	25%	13%	0%	26%	24%	0%	25%
N	*13*	*45*	*9*	*0*	*49*	*1*	*0*	*12*	*8*	*0*	*37*

Table 38: College of LSA (Humanities) - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	2%	0%	0%	0%	1%	0%	0%	3%	0%	0%	0%
N	*2*	*0*	*0*	*0*	*2*	*0*	*0*	*2*	*0*	*0*	*0*
Department Chair	6%	3%	0%	4%	5%	0%	9%	7%	0%	0%	4%
N	*6*	*4*	*0*	*1*	*9*	*0*	*1*	*5*	*0*	*0*	*4*
Other Administrative Position**	21%	17%	17%	17%	19%	13%	0%	25%	20%	31%	15%
N	*20*	*21*	*3*	*4*	*34*	*1*	*0*	*19*	*2*	*4*	*15*
TOTAL	29%	20%	17%	21%	25%	13%	9%	34%	20%	31%	19%
N	*28*	*25*	*3*	*5*	*45*	*1*	*1*	*26*	*2*	*4*	*19*

Table 39: College of LSA (Social Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	4%	1%	6%	9%	0%	12%	13%	0%	0%	4%	0%
N	*6*	*1*	*2*	*5*	*0*	*2*	*4*	*0*	*0*	*1*	*0*
Department Chair	4%	3%	3%	3%	4%	0%	3%	5%	7%	4%	3%
N	*6*	*6*	*1*	*2*	*9*	*0*	*1*	*5*	*1*	*1*	*4*
Other Administrative Position**	15%	21%	26%	29%	15%	18%	27%	12%	36%	32%	17%
N	*22*	*36*	*8*	*17*	*33*	*3*	*8*	*11*	*5*	*9*	*22*
TOTAL	24%	25%	35%	41%	19%	29%	43%	17%	43%	39%	20%
N	*34*	*43*	*11*	*24*	*42*	*5*	*13*	*16*	*6*	*11*	*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.
*Includes dean/associate dean/assistant dean, provost/vice provost/associate vice provost, president/vice president/associate vice president, chief medical officer, and chief clinical officer.
**Includes any department, college, or university-level administrative position excluding department chair or high-level administrative position.

Table 40: Medical School (Basic Sciences) - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	2%	1%	4%	0%	1%	13%	0%	0%	0%	0%	2%
N	*1*	*1*	*1*	*0*	*1*	*1*	*0*	*0*	*0*	*0*	*1*
Department Chair	7%	5%	0%	20%	6%	0%	0%	10%	0%	33%	5%
N	*3*	*4*	*0*	*1*	*6*	*0*	*0*	*3*	*0*	*1*	*3*
Other Administrative Position**	15%	7%	4%	0%	12%	13%	0%	16%	0%	0%	10%
N	*6*	*6*	*1*	*0*	*11*	*1*	*0*	*5*	*0*	*0*	*6*
TOTAL	24%	13%	8%	20%	19%	25%	0%	26%	0%	33%	16%
N	*10*	*11*	*2*	*1*	*18*	*2*	*0*	*8*	*0*	*1*	*10*

Table 41: Medical School (Clinical Departments) - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	5%	2%	3%	3%	3%	4%	8%	5%	2%	0%	2%
N	*7*	*9*	*3*	*1*	*12*	*1*	*1*	*5*	*2*	*0*	*7*
Department Chair	3%	3%	1%	6%	3%	0%	0%	4%	1%	10%	3%
N	*4*	*13*	*1*	*2*	*14*	*0*	*0*	*4*	*1*	*2*	*10*
Other Administrative Position**	6%	8%	6%	9%	8%	4%	8%	7%	7%	10%	8%
N	*9*	*36*	*7*	*3*	*35*	*1*	*1*	*7*	*6*	*2*	*28*
TOTAL	14%	13%	10%	19%	14%	8%	17%	16%	11%	20%	13%
N	*20*	*58*	*11*	*6*	*61*	*2*	*2*	*16*	*9*	*4*	*45*

Table 42: Professional Schools and Colleges - Administrative Positions by Gender and Race/Ethnicity, 2018-2019

	All					Female			Male		
	% F	% M	% A/AA	% URM	% White	% A/AA	% URM	% White	% A/AA	% URM	% White
High-level Administrative Position*	8%	7%	2%	6%	9%	0%	3%	10%	3%	8%	8%
N	*22*	*32*	*2*	*5*	*47*	*0*	*1*	*21*	*2*	*4*	*26*
Department Chair	4%	5%	1%	5%	5%	4%	3%	4%	0%	6%	6%
N	*11*	*22*	*1*	*4*	*28*	*1*	*1*	*9*	*0*	*3*	*19*
Other Administrative Position**	8%	9%	11%	6%	9%	8%	11%	8%	13%	2%	10%
N	*22*	*40*	*10*	*5*	*47*	*2*	*4*	*16*	*8*	*1*	*31*
TOTAL	21%	22%	15%	16%	24%	13%	17%	23%	16%	15%	24%
N	*55*	*94*	*13*	*14*	*122*	*3*	*6*	*46*	*10*	*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.
*Includes dean/associate dean/assistant dean, provost/vice provost/associate vice provost, president/vice president/associate vice president, chief medical officer, and chief clinical officer.
**Includes any department, college, or university-level administrative position excluding department chair or high-level administrative position.